CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Findings

d. Findings for Questioners

Data on Teachers' Pedagogic Competence in Teaching English obtained through a questionnaire The students' questionnaire of Teachers' Pedagogic Competence has four alternatives that are Strongly Agree, Sometimes, and Never. Here were the findings of research that researcher get after doing research at class X A – B (Sciences Class) C (Social Class) consisted of 73 students for the teacher (Asta Pangestu,S.Pd.,Gr) students of SMA Al-Mubarok Serang

e. Students Questioners

a. Presenting And Explaining

Table 2.1

The Questionnaire percentage of Number 7

"Guru Menjelaskan Ulang Ketika Siswa Tidak Memahami Materi Yang di Jelaskan Oleh Guru

No	Category	Frequent	Percentage
1.	Strongly Agree	**11**	**15%**

2.	Agree	**34**	**46%**
3.	Sometimes	**24**	**33%**
4.	Never	**4**	**6%**
Total		**73**	**100%**

To point out questions obtained by researcher from the result of disseminating the questioner to 73 students and get 46% agree the teachers reexplains when students do not understand the material that is explained by the teacher

b. Questioning

Table 2.2

The Questionnaire percentage of Number 3

"Guru Menggunakan Pertanyaan Untuk Mengetahui Pemahaman Siswa "

No	Category	Frequent	Percentage
1.	Strongly Agree	**27**	**38%**
2.	Agree	**28**	**38%**
3.	Sometimes	**12**	**16%**
4.	Never	**6**	**8%**

Total	**73**	**100%**

To point out questions obtained by researcher from the result of disseminating the questioner to 73 students and get 28% agree teachers always use question to know students understanding

Table 2.3

The Questionnaire percentage of Number 4

"Guru Menanyakan Materi sebelumnya sebelum memasuki Pembahasan Yang Baru?"

No	Category	Frequent	Percentage
1.	Strongly Agree	**30**	**41%**
2.	Agree	**22**	**30%**
3.	Sometimes	**13**	**18%**
4.	Never	**8**	**11%**
Total		**73**	**100%**

To point out questions obtained by researcher from the result of disseminating the questioner to 73 students and get 30% strongly agree the teachers ask for the material before entering to the new chapter.

c. Giving Feed Back

Table 2.4

The Questionnaire percentage of Number 1

"Guru Selalu Membimbing Pembelajaran di kelas"

No	Category	Frequent	Percentage
1.	Strongly Agree	**43**	**59%**
2.	Agree	**10**	**13%**
3.	Sometimes	**19**	**26%**
4.	Never	**1**	**2%**
Total		**73**	**100%**

To point out questions obtained by researcher from the result of disseminating the questioner to 73 students and get 59% strongly agree the teachers always guides the learning in the class.

Table 2.5

The Questionnaire percentage of Number 2

"Guru Membuat Siswa Tertarik Untuk Mengikuti Proses Belajar Mengajar"

No	Category	Frequent	Percentage
1.	Strongly Agree	**27**	**37%**
2.	Agree	**30**	**41%**
3.	Sometimes	**15**	**20%**
4.	Never	**1**	**2%**
Total		**73**	**100%**

To point out questions obtained by researcher from the result of disseminating the questioner to 73 students and get 41% agree the teacher attracts students to the process of learning teaching in class.

Table 2.6

The Questionnaire percentage of Number 10

"Guru Mengevaluasi Dan Memberikan Motivasi Di Setiap Akhir Pembelajaran"

No	Category	Frequent	Percentage
1.	Strongly Agree	**15**	**21%**

2.	Agree	**38**	**52%**
3.	Sometimes	**12**	**16%**
4.	Never	**8**	**11%**
Total		**73**	**100%**

To point out questions obtained by researcher from the result of disseminating the questioner to 73 students and get 52% teachers evaluate and provide motivation at each end of the lesson.

d. Strategy Training

Table 2.7

The Questionnaire percentage of Number 6

"Guru Memberikan Tugas Di Setiap Akhir Materi

No	Category	Frequent	Percentage
1.	Strongly Agree	**6**	**8%**
2.	Agree	**21**	**28%**
3.	Sometimes	**41**	**56%**
4.	Never	**5**	**8%**
Total		**73**	**100%**

To point out questions obtained by researcher from the result of disseminating the questioner to 73 students and get 56% sometimes give out assignments at each end of the material.

Table 2.8

The Questionnaire percentage of Number 8

"Guru Dapat Mengatur Dan Menciptakan Ruang BelajarYang Kondusif Ketika Jam Pelajaran Sedang Berlangsung"

No	Category	Frequent	Percentage
1.	Strongly Agree	**39**	**54%**
2.	Agree	**24**	**33%**
3.	Sometimes	**8**	**11%**
4.	Never	**2**	**2%**
Total		**73**	**100%**

To point out questions obtained by researcher from the result of disseminating the questioner to 73 students and get 54% strongly agree the teacher can organize and create a conducive study spaces during class.

Table 2.9

The Questionnaire percentage of Number 9

"Guru Membuat Kelompok Belajar Untuk Mempermudah Dan Saling Bertukar Fikiran Antara Sesama Teman"

No	Category	Frequent	Percentage
1.	Strongly Agree	**21**	**29%**
2.	Agree	**29**	**40%**
3.	Sometimes	**20**	**27%**
4.	Never	**3**	**4%**
Total		**73**	**100%**

To point out questions obtained by researcher from the result of disseminating the questioner to 73 students and get 40% teachers create learning groups to ease and exchange thoughts between friends.

e. Adapting And Differentiating Instruction

Table 2.10

The Questionnaire percentage of Number 5

"Guru Melakukan Kontroling Kelas Ketika Siswa Sedang Mengerjakan Tugas"

No	Category	Frequent	Percentage

1.	Strongly Agree	**21**	**29%**
2.	Agree	**26**	**36%**
3.	Sometimes	**16**	**22%**
4.	Never	**10**	**13%**
Total		**73**	**100%**

To point out questions obtained by researcher from the result of disseminating the questioner to 73 students and get 36% the teachers conducted class controllers while the student was working on the assignment.

f. Teachers Questioners

Table 3.1

a. Presenting And Explaining

No	Question	Answer
1.	Guru memahami arti dari kompetensi pedagogi?	Kompetensi pedagogi itu sangat penting bagi seorang calon guru karena untuk menjadi seorang guru tidak hanya kita memberikan materi dan menjelaskan kemudian memberikan tugas dan selesai,

		untuk menjadi guru semuanya ada tata cara dan pedoman baik berupa class room management role teacher dan beberapa unsur lainnya yang di mana telah di atur atau sudah ada step by step nya dalam pedagogi guru. Karena itu untuk menjadi good teacher seorang guru harus bisa memahami dan mengerti tentang apa itu kompetensi pedagogi.
3.	Guru menyampaikan materi dan menjelaskannya sehingga mudah di pahami siswa?	Menyampaika dan menjelaskan sebuah materi adalah kewajiaban seorang guru karena siswa sangat membutuhkan hal tersebut yang dimana akan membuat siswa dapat mengetahui sesuatu hal atau ilmu yang belum mereka ketahui ketika guru menjelaskan nya siswa pun dapat mengetahui hal tersebut. Dan tidak sampai disitu saja seorang guru pun harus dapat menyampaikan sebuah materi yang di mana siswa dapat mencerna dan

		memahami tentang apa yang di sampaikan oleh guru.
8.	Guru mereview Pelajaran Yang Sudah di jelaskan sebelum memasuki materi baru?	meriview atau mengulang pembelajaran sebelumnya sebelum memasuki materi atau pembahasan yang baru itu juga sangat penting bagi seorang guru karena dengan cara tersebut guru dapat mengetahui seberapa pemahaman siswa terhadap materi sebelumnya sehingga siswa sudah siap menerima materi baru yang di mana akan si jelaskan atau di sampaikan seorang guru.
10.	Guru membuat kesimpulan tentang materi yang sudah dibahas dan memberikan motivasi ke siswa?	Untuk membuat kesimpulan mungkin ada sebagian guru yang menggunakan nya agar murid dapat mengetahui tentang apa yang mereka pelajari dan hal apa yang mereka harus mereka perdalam dalam pelajaran hari tersebut, sedangkan membuat kesimpulan bertujuan untuk

		memberikan semangat siswa agar mereka tidak patah semangat dalam belajar dan terus giat belajar agar mereka bisa menjadi siswa yang berprestasi di sekolahnya.

For point of Presenting And Explaining the teacher alredy understand mastering aspects and ways of pedagogical definition, bring the material, give the material, riview the material and make a conclusion the material.

Table 3.2

b. Questioning

No	Question	Answer
5.	Guru bertanya tentang materi kesiswa apakah ada yang tidak di pahami?	Bertanya kepada murid adalah suatu hal yang di mana seorang guru dapat mengetahui hal apa yang belum di ketahui oleh siswa dan guru pun dapat menjelaskan nya kembali ketika siswa tidak memahami nya, akan tetapi ketika guru menanyakan banyak diantara siswa yang

		menjawab sudah paham sehingga guru melanjutkan materinya tanpa mengetahui apakah siswa sudah memahami nya semua atau belum

For point Questioning teacher know and understand how to ask when the students do not understand in the lesson.

Table 3.3

c. Giving Feed Back

No	Question	Answer
4.	Guru membantu Ketika Ada Seorang Murid Yang Bertanya?	Bertanya adalah suatu hal yang wajar bagi seorang murid dimana mereka ketika belum mengetahui maka mereka akan menanyakan tentang hal tersebut. Dan disinilah perannya seorang guru harus siap dan mampu menjawab, akan tetapi ada saja beberapa pertaanyaan dari siswa yang tidak dapat di jawab oleh guru maka guru akan

		menjadikan sebuah tugas tambahan dari seorang guru atau guru akan mendiskusikan nya di pertemuan yang akan dating.
2.	Guru memberikan solusi dan saran masukan ketika murid dikelas mengalami kesulitan?	Solusi dan saran mungkin suatu hal yang tidak akan pernah lepas dalam pembelajaran yang di mana ketika solusi itu datang pasti membutuhkan suatu saran dan disinilah peran nya seorang guru yaitu memberikan saran terhadap solusi tersebut baik dilakukan dengan cara berdiskusi atau saling bertukar fikiran dengan murid agar terselesaikannya masalah tersebut.

For point giving feed back teachers already for make it, because teacher can give about solution when the student ask to the tacher, and the teacher helping out students have trouble in field of duty.

Table 3.4

d. Strategy Training

No	Question	Answer
6.	Guru memberikan Hukuman berupa tugas tambahan terhadap Siswa Yang Tidak Mengerjakan Tugas Sekolah?	Mungkin untuk memberikan tugas tambahan untuk siswa yang tidak mengerjakan tugas menurut saya kurang efisien dimana murid tetap saja tidak mengerjakan tugas tambahan tersebut, dan selebihnya saya memberikan teguran dan peringatan bagi yang siswa yang tidak mengerjakan tugas mungkin mereka tidak akan mendapatkan nilai dan nilai itu saya jadikan untuk nilai tambahan di akhir nanti.
9.	Guru memberikan tugas hasil evaluasi berupa tes atau penugasan pada setiap akhir pembelajaran?	Untuk tugas di akhir pembelajaran mungkin saya tidak memberikan tugas tersebut, akan tetapi saya memberikan tugas hanya di akhir materi ketika ingin memasuki materi pembelajaran baru yang di mana bertujuan untuk mengetahui seberapa pemahaman siswa terhadap materi yang telah saya berikan dan sembari mengevaluasi

		apabila terjadi kesalahan dalam penjelasan saya ke murid.

For point strategy training teacher have much solution when the student not doing a task teacher make threats if the student do acquit and then students can get a result, teacher give assignment only at the end of the material before entering to the new material.

Table 3.5

e. Adapting And Differentiating Instruction

No	Question	Answer
7.	Guru melakukan kontroling class ketika murid mengerjakan tugas?	Melakukan kontroling kelas menurut saya itu harus selain bisa melihat satu persatu murid mengerjakan tugas dan juga bertujuan untuk bisa lebih dekat dengan murid yang di mana pendekatan tersebut di lakukan dengan cara membantu ketika murid yang

		sedang mengerjakan tugas terdapat kesusahan dan selain itu juga saya bisa mengetahui mana yang tidak bisa mengerjakan dan mana siswa yang mencontek baik dari temannya atau dia menyalin tugas temannya.

For point adapting and differentiating instruction teacher is able to adapt and approach by checking and approaching all the students and helping out when students unable do the task.

B. Discussion

In this stage, the researcher describes the data related to the teacher pedagogical competence from the part of interview and analysis the teacher when teacher teach in the class, ask to the students how the teacher teach in the class and how the teacher giving the material and interview to the students and teacher. the researcher uses the students and teachers interviews. The researcher take student ten grade sample from SMA Al Mubarok students courses.

a. Interview with Students

Table 4.0

Students Interview

No	Question Interview	Answer
1.	Apa yang membuat anda kebingungan dalam pelajaran bahasa inggris?	
2.	Apakah anda sering bertanya ketika ada penjelasan yang tidak anda pahami?	
3.	Apakah anda menyukai pelajaran bahasa inggris?	

For point from the interview with student ten grade of SMA Al Mubarok the researcher get, the students tell have difficulty understanding when the teachers explaining because low vocabulary and that makes it difficult for students to understand what the teacher explanation. And that's not all the students tell they are ashamed or hesitant to ask when there are

some explanation from teachers that are not understood it causes us as students to find it difficult to understand what the teacher has explained we love English but if have some task much and make confused it make some bored and no desire to hear explanation from teachers.

b. Interview with Teachers

In interviewing the teachers, the researcher gave 4 questions of showing the teachers pedagogic to find the result. Here were the questions:

1. How do you apply many approaches, strategies, and methods creatively?
2. Do you increase the sillabus and RPP by your self?
3. How do you use a media of learning and a source to the students' characteristic to achieve the learning goal?
4. How do you evaluate the process and result of learning?

According to the result of interview, the researcher found the answers.

Here are the answers of each question that taken by summarizing from the teacher. First question, the teacher use emotional approche to know what the students' requirement and what made them lack in learning, the teacher used cooperative learning in teaching so that the teacher can be able to increase the students' knowledge. The second question, the teachers try to develop the silabus because the teacher want to match with the school's

condition and sometimes look to internet. The third question, the teachers always used game as a media to help the students know every meaning of the question and give about new vocabulary. The last, the teacher always gave an evaluation in every last minute of meeting. And for this method researcher need some interviewing skills to elicit unplanned responses from participants just informal interview. The beauty of a guided interview lies in its ability for discoveries of new themes and efficient data analysis. (patton, 1990).

c. Teachers Observation

After the researcher did an interview and an questioners to take a result of Teachers Pedagogic Competence at the first Grade students of SMA Al-Mubarok Serang. Based on the result of observation, the researcher put five items on the observation list.

1. Teacher' prime knowledge about the students in the class
2. The uses of curiculum and silabus
3. Teacher' respond to the students when asking
4. Give the score to the students and give an evaluation after teaching
5. Give the students a task On the observation cheklist above

for the first question the researcher found that the teachers really know the character of the students so the teachers can give them a good method in teaching. The second question, the researcher found that the teacher used a silabus and curiculum

2013. The third question, the resercher found that the teacher gave a good respond to the students who asking a question. The fourth, the teachers only used a handbook and make a group for teaching.

The fifth, the teacher gave the students score to students in last matter

The last, the teacher gave the students a task after teaching. According to Margono, S (2003: 158-159), observation is a scientific method which is defined as observation through focusing on an object by using the senses.