

CHAPTER IV

FINDINGS AND INTERPRETATION

This chapter presents: (1) research findings and (2) interpretation

4.1 Findings

This chapter presents the major findings from the survey that was filled in by the 117 students at SMAN 1 Sungai Keruh. Participants were surveyed in five sub-sections: professional knowledge, professional skill, classroom management, learner assessment, personal characteristic, ethical standards and values, and professional development and lifelong learning. The first section of the survey included demographics questions as they relate to the respondents' class and name. The second section of the survey asked students' perceptions toward teacher's competence in teaching English.

After the questionnaire was given to 160 students from senior high school in Sungai Keruh related to students' perceptions of English teachers' competencies in teaching, the students that answered the questionnaire consistently were 117 students. It is very important to pay attention to as listed in the following descriptive statistic table.

4.1.1 Students' Perception of teacher's Competence at SMAN 1 Sungai Keruh

After finishing the data analysis from the questionnaire, the researcher found that the score of the EFL students' Perceptions toward Teacher's Competence in Teaching English there were 44 (37,67%) students who had Excellent Perception (positive) on teacher's Competence, there were 72 (61,53%)

students who had good perceptions toward teacher's competence, and 1 (0,85%) students who had fair competence on teacher's competence.

4.1.1.1 Personal Knowledge

The first subsection was professional knowledge which contained five items in which most of the respondents showed their positive perspective toward teacher's competence in teaching English that can be identified from the most dominant scores as indicated in the item number one chosen by 64 respondents.

Table 4
Students' Perceptions of the Teacher's Personal Knowledge

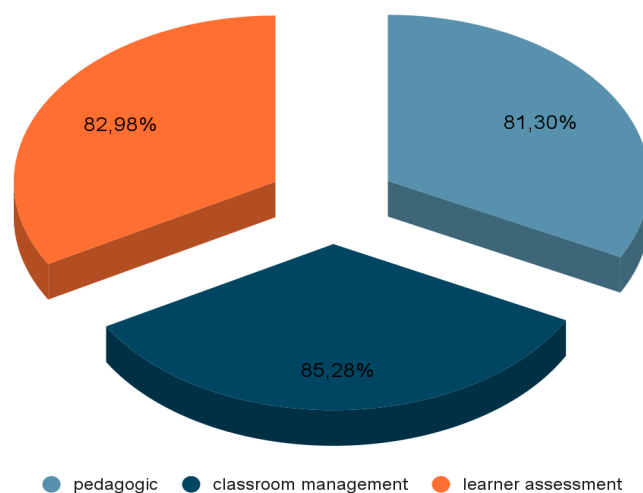
Teacher's Personal Knowledge	
Item(s)	Total Score (%)
1. Teacher shows mastery of the teaching materials.	503 (85,98%)
2. It does not take a long time for the teacher to answer my questions.	480 (82,08%)
3. Teacher shows wider and deeper knowledge than the one written in the textbooks.	508 (86,83%)
4. Teacher is competent to answer most of the students' questions.	485 (82,9%)
5. Teacher cannot give satisfactory answer when students	423 (73,84%)
Average (category)	82,01% (Excellent)

The respondents mostly agree with the personal knowledge of the teacher. Meanwhile, the percentage of respondents' agreement level in teacher' personal

knowledge in the table showed 82%. It is categorized as excellent because 82% is in the range 80% to 82% means that teacher's personal knowledge is excellent.

4.1.2.2 Professional Skill

The second subsection was professional skills such as pedagogies, classroom management, and learner assessment which contained 16 items in which pedagogies have 7 items, classroom management has 5 items and learner assessment has 4 items and more detailed information below;



based on the diagram above that pedagogies, classroom management, and learner assessment were Excellent

4.1.2.2.1 Pedagogies

Table 5
Students' Perceptions of the Teacher's Pedagogies

Teacher's Pedagogies	
Item(s)	Total Score (%)

6. The teacher tends to rely on one particular way of teaching (e.g.: students' presentation, etc.).	434 (74,18%)
7. Teacher often asks open-ended questions.	486 (83,24%)
8. The teacher has various ways of teaching.	504 (86,15%)
9. I often feel bored in the classes taught by this teacher.	488 (83,41%)
10. The teacher always has ways to make the students pay attention to the lessons taught.	518 (88,54%)
11. I am allowed to do something unusual (e.g.: to learn in different ways than most people do) as long as it gains a better learning experience.	396 (67,69%)
12. In the first meeting, the teacher tells me what I should do during the class.	504 (86,15)
Average (category)	81,31% (Excellent)

The respondents mostly agree with the personal knowledge of the teacher. Meanwhile, the percentage of respondents' agreement level in teacher' personal knowledge in the table shows 81,31%. It is categorized as excellent because 81,31% is in the range 80% to 81,31% means that the teacher's pedagogies are excellent.

4.1.2.2.2 Classroom Management

Table 6
Students' Perceptions of the Teacher's Classroom Management

Teacher's Classroom Management	
Item(s)	Total Score (%)

13. Before teaching, the teacher informs the learning objective.	511 (87,35%)
14. Teacher often gets out of the class to take any leftover teaching materials while teaching.	536 (91,62%)
15. Teacher moves around the class when the students are working in a group.	476 (81,36%)
16. Teacher informs the grading aspects of my assignments.	500 (85,47%)
17. Teacher gives quizzes and tests.	472 (80,68%)
Average (category)	85,28% (Excellent)

The respondents mostly agree with the personal knowledge of the teacher. Meanwhile, the percentage of respondents' agreement level in teacher's classroom management in the table shows 85,28%. It is categorized as excellent because 85,28% is in the range 80% to 85,28% means that the teacher's classroom management is excellent.

4.2.2.2.3 Learner Assessment

Table 7
Students' Perceptions of the Teacher's Learner Assessment

Teacher's Learner Assessment	
Item(s)	Total Score (%)
18. Teacher returns students' assignments that have been graded.	487 (85,68%)
19. In the beginning of the class, the teacher reviews the	478

materials taught in the last meeting.	(83,24%)
20. Teacher gives comments or feedback, either in written or oral form, of my assignments.	488 (81,70%)
21. Teacher has special treatment for his or her favorite student(s).	489 (83,41%)
Average (category)	82,98% (Excellent)

The respondents mostly agree with the personal knowledge of the teacher. Meanwhile, the percentage of respondents' agreement level in teacher's learner assessment in the table shows 82,98%. It is categorized as excellent because 82,98% is in the range 80% to 82,98% means that the teacher's learner assessment is excellent.

4.1.2.3 Personal Characteristic

The third subsection was personal knowledge which contained seven items in which most of the respondents showed their positive perspective toward teacher's competence in teaching English that can be identified from the most dominant scores as indicated in the item number one chosen by 72 respondents.

Table 8
Students' Perceptions of the Teacher's Personal Characteristics

Teacher's Personal Characteristics	
Item(s)	Total Score (%)
22. Teacher demonstrates good behavior to be a role model.	388 (66,32%)

23. Teacher is not reluctant to repeat explaining the materials for some students who are slow learners.	488 (82,41%)
24. Teacher shows different behavior when he/she is inside and outside the class.	522 (89,23%)
25. Teacher practices fair treatment for the students.	357 (63,58%)
26. Teacher talks about negative things during the class.	531 (90,76%)
27. Teacher shows enthusiasm while teaching.	423 (72,30)
28. I am informed of the teacher's email and phone number.	526 (89,91)
Average (category)	78,98% (Good)

The respondents mostly agree with the personal knowledge of the teacher. Meanwhile, the percentage of respondents' agreement level in teacher's personal characteristics in the table shows 78,98%. It is categorized as good because 78,98% is in the range 70% to 78,98% means that the teacher's personal characteristics are good.

4.1.2.4 Ethical Standards and Values

The fourth subsection was ethical standards and values which contained seven items in which most of the respondents showed their positive perspective toward teacher's competence in teaching English.

Table 9
Students' Perceptions of the Teacher's Ethical Standards and Values

Teacher's Ethical Standards and Values
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Item(s)	Total Score (%)
29. Teacher informs the students about the plagiarism policy.	401 (85,98%)
30. Teacher encourages me to appreciate my friends.	446 (82,08%)
31. Teacher encourages me to show respect to the teachers and staffs in school.].	540 (86,83%)
32. Teacher encourages me to appreciate my friends.	524 (82,9%)
33. Teacher appreciates students whose opinions are different from him/her.	508 (73,84%)
34. Teacher does not hesitate to be contacted after the class.	477 (81,53%)
35. Teacher stimulates class discussion.	467 (79,82%)
Average (category)	81,54% (Excellent)

The respondents mostly agree with the personal knowledge of the teacher. Meanwhile, the percentage of respondents' agreement level in teacher's ethical standards and values in the table shows 81,54%. It is categorized as excellent because 81,54% is in the range 80% to 81,54% means that the teacher's ethical standards and values are excellent.

4.1.2.5 Professional Development and Lifelong Learning

The last subsection was professional development and life learning which contained four items in which most of the respondents showed their positive perspective toward teacher's competence in teaching English.

Table 10
Students' Perceptions of the Teacher's Professional Development and Life Learning

Teacher's Professional Development and Life Learning	
Item(s)	Total Score (%)
36. Teacher shows wide knowledge about many things more than the subjects taught in his/her class(es).	491 (83,93%)
37. Teacher encourages me to keep improving myself.	504 (86,15%)
38. Teacher encourages me to widen my horizon through various ways.	517 (88,37%)
39. Teacher encourages me to study as high as I can, no matter what my career will be.	492 (84,10%)
Average (category)	85,58% (Excellent)

The respondents mostly agree with the personal knowledge of the teacher. Meanwhile, the percentage of respondents' agreement level in teacher's professional development and lifelong learning in the table shows 85,58%. It is categorized as excellent because 85,58% is in the range 80% to 85,58% means that the teacher's professional development and lifelong learning Is excellent.

4.2 Interpretation

The purpose of this study was to discover how the students' perceptions toward the teacher's competence in teaching English at SMAN 1 Sungai Keruh. Based on the result of the data analysis above, it was found that most of the

students from SMAN 1 Sungai Keruh had positive agreement toward teacher's competence in teaching English. There were 117 respondents and almost all of the students agreed that the teacher had excellent competencies in teaching English, some of the students had excellent agreement, some of the students had good agreement and none of them had a negative agreement. Therefore, it can be concluded that the students from SMAN 1 Sungai Keruh had positive agreement on teacher's competence in teaching English. According to Hakim (2015) Competence is the capacity of an individual to exercise or perform a job or task that is based on skills, knowledge and attitudes supported by work in accordance with the demands of the job. Consequently, the quality of a teacher is reflected in his/her competence.

In determining teacher's competence in this study, the researcher focused on five sub-sections such as professional knowledge, professional skills, personal characteristics, professional or personal ethical standards and values and professional development and lifelong learning. In the results obtained, from those aspects there are some questions that have surprising results. The first subsection, professional knowledge is a part of a teacher's competence in teaching. professional knowledge means mastery of content and teaching methodology. The teacher's professional knowledge was identified as positive by the students' perception and could be known from the items of the questionnaire itself and most of the students agreed that teacher's competence at SMAN 1 Sungai Keruh was excellent. Based on panggabean and Himawan (2016) professional knowledge

indicated that the teacher already has mastery of content and teaching methodology in teaching English. Liakopoulou (2011) found that teachers consider their personality traits and their in-depth knowledge of the subject they teach as essential qualifications. At the same time, however, they place just as much importance on their pedagogical and didactic training.

The Second finding in this study was about professional skill. Professional skills consist of pedagogies, classroom management, and learner assessment. Based on the result, predominantly students admit that the teacher's professional skills were excellent. Mulyasa (2007) states Pedagogic competence is a competence that will decide the success of teaching and learning process and the students' learning results. According to Corps (2015), classroom management refers to teacher behaviors that facilitate learning. and based on Cambridge assessment (2021) that assessment for Learning (AFL) is an approach to teaching and learning that generates feedback that is then used to improve student learning outcomes. Diharmis and Hamzah (2021) found that the students' perceptions towards the implementation of the authentic assessment by their teachers is categorized into good level because the students' response rate is at a good level in every indicator of authentic assessment. Students are more involved in the learning process and thus gain confidence in what they have to learn and at what level.

The third finding of this research about personal characteristics. it means the teacher's personal traits such as being responsible, punctual, etc. The teacher's

personal characteristics were identified as good by the students' perception and could be known from the items of the questionnaire itself. Personal character has the lowest score among other points. Ali (2019) says People naturally deal with different situations and interact with their surroundings in different ways, according to personality theory. From a management standpoint, knowing something about a person's personality can help you figure out how to communicate with them and what kinds of occupations and tasks they're most suited for. Personality qualities, on the other hand, can be important indications of other parts of a person's life, such as inventiveness. Hendrowati (2019) found that The correlation between teacher personal traits and teacher performance and output demonstrates the significance. above-mentioned organization, as indicated in the indicator outstanding in terms of how teachers act, speak, or teach convey the subject, the patience of teachers, and the ability to manage your own affairs, noble character, independence, and compassion responsible, disciplined, innovative, and positive thinking inventive, science-loving, and time-conscious initiative, and sportsmanship.

The fourth finding was professional or personal ethical standards and values. It means resulting in teachers being good role models in the school and the community. The teacher's personal ethical standards and values were identified as Excellent. Personal values determine what a person deems good/bad or desirable/undesirable, and they are the foundation of ethics. Personal and societal judgment and action are built on the foundation of values. The solution, according

to the Barrett Values Center, is to take a values-based strategy that is balanced. Teachers are the most valuable resource in every educational institution. They are at the crossroads of knowledge, skills, and values transfer. They are often regarded as the educational system's backbone. As a result, teacher quality is critical, and it has been widely established that it is strongly linked to the quality of education in general and students' learning results in particular. It's past time to figure out what's causing India's teacher education system to lose its ethical standards. The only way to stop this deterioration is to provide value-oriented teacher education in India. In India's educational system, more emphasis on ethical principles, philosophical thinking, study, research, and moral growth is required (puhan et al., 2014).

The last finding of this research was professional development and lifelong learning such as participation in teachers' professional organizations and activities and other factors that demonstrate a desire to improve the teaching profession. The teacher's professional development and lifelong learning were identified as Excellent by the students' perception and could be known from the items of the questionnaire itself. Akbaş & Özdemir say that lifelong learning which is described as all the activities that individuals take part in their whole lives to improve their knowledge with a social, cultural and economical approach is defined as the responsibility to be given to the individual himself/herself (as cited in Hursen 2013). Karaman (2012) states that the importance of lifelong

learning has increased due to rapid changes in the world, and lifelong learning methods have begun to appear in educational systems.

Based on the description above, this can be concluded that the students' agreement of the teacher's competence in teaching English was positive. Most of them believed the teacher's competence was excellent and some of them believed it was good. the teacher's competence could support the process of learning. So, it is very necessary to upgrade every necessary component for the quality of English learning