

ARTICLE

***THE TEACHING PERFORMANCE OF AN ENGLISH TEACHER IN
SMK PGRI 4 KEDIRI IN ACADEMIC YEAR 2016/2017***



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UNIVERSITY OF NUSANTARA PGRI KEDIRI
2017**



SURAT PERNYATAAN ARTIKEL SKRIPSI TAHUN 2017


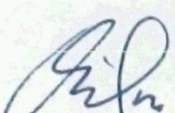

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Judul Artikel : The Teaching Performance of an English Teacher in
SMK PGRI 4 Kediri in Academic Year 2016/2017
Fakultas – Program Studi : FKIP – Pendidikan Bahasa Inggris
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri
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ABSTRACT

The teaching performance is very important to determine the success of teaching and learning process, especially in manage the class, present the materials, and communicate with the students. This research to was carried out in order to investigate the English teacher performance of SMK PGRI 4 Kediri. Especially the English teacher of XII TKR 1 class. The formulation of research problems were: 1) How does the English teacher of SMK PGRI 4 Kediri manage the class? 2) How does the English teacher of SMK PGRI 4 Kediri present the material? 3) How does the English teacher of SMK PGRI 4 Kediri communicate with the students?.The research design is descriptive qualitative approach. The research subject is the English teacher of XII TKR 1 class of SMK PGRI 4 Kediri. The process of collecting the data conducted by using some techniques. Techniques of collecting the data were observation, interview and documentation. The process of analyzing the data through four stages: data collection, data reduction, data display, and conclusion and verification. Based on research conducted by the writer, the results obtained are the teaching performance of the English teacher can be classified into three: In managing the class, the teacher can control students well because of the good communication and made a commitment with students in the classroom will create a good classroom management. Then, in presenting the materials he seldom used media but still can make the students pay attention when he presented the materials. The next communication with students, he was able to create a good communication with students so it can support the success of teaching and learning process in the classroom. In short, the English teacher has strengths and weaknesses in performance.

Keywords: Teaching Performance, English Teacher.

I. BACKGROUND

There are some roles of English teachers; first the teacher as educator. It means that teacher must give many knowledge to the students. He or she has a job to the make students better he or she must give and explain material in teaching and learning process. Teacher and students must have good social relations in their teaching and learning process. It is necessary for the teacher to build the student's motivation in order to stimulate

them in teaching English itself. If they are more interested to learn English later, it makes them easy to accept the material well. Myrdal at.al (2000:26) states that:

Teacher educators are therefore crucial in supporting both new and experienced teachers, who need to acquire and develop knowledge, skills and values in order to be effective in the classroom, throughout their careers. Teacher educators are thus key players in supporting teachers in raising student attainment.

The second is teacher as caregiver means that teacher must give any attention to all of students in the class. Both, the clever one or stupid one. As a motivator he or she should give motivation to students to study hard. Although to be a good teacher is not easy. he or she must have some characteristics. For example, he or she must be smart, patient, creative, attractive, etc. It means that the teachers will help students when they get difficulties in the classroom. He or she must look glad, have a sense of humor and make-class patient to relax but serious. Then teacher and students must make good communication between them in order to the class run smoothly and fluently. Medina and Luna (1999) with title Teacher as caregiver: making meaning with students with emotional/behavioral disabilities, it stated. Teachers as caregivers are in the forefront to be rich and powerful resources for those children who feel frustrated, helpless, and angry. As clarified by Deiro (1996, pp.3–4), children value adults who value them. Thus, children who are living in seemingly intolerable situations but have a prosocial adult outside their home environment who cares about them will adjust their behavior to carefully safeguard that relationship’Noddings (1984) articulates that student–teacher relationships provide a

rich arena in which students are transformed by an ethic of care.

The last role of a teacher must be able to manage the class well. The teacher is someone who has the knowledge, skills and abilities to teach students. So, on the explanation above we know that as a teacher someone must be able in mastering the material of teaching, strategy of demonstration, communication in teaching and learning process, discipline. Missokia (2008:4):in her book who is the teacher. it states: "A good teacher is the one who knows exactly what is he teaching. The teacher who is knowledgeable will be able to teach confidently. Who teacher who is well qualified and knowledgeable does well in the learning and teaching process as opposed to one who does not know his/her subject matter”.

Classroom management is one of the important aspects in teaching English. Classroom management that used by the teacher can influence the teaching English. So, the teachers English are challenged should be able to manage the classroom, including creating and maintaining of the optimal learning conditions. According to Allen (2010:2), Classroom management is complex set of skills that includes much more than being able to influence and control student behavior, there remains an overall

impression that classroom management is primarily about 'discipline'.

In fact SMK PGRI 4 Kediri class ten, eleven and twelfth many students are trouble. firsts, the students come late everyday second, many absent students everyday third, crowded situation in the class fourth, the students lack of interest in learning English the last they do not understand the material. It can be known by my observation in the class when the writer was teaching in PPL at there. That condition made the writer curious to compare with another class. The result of the observation, the writer found similar condition with my class. But, there was one class which is different. So, the writer interested to make research about what method was used by an English teacher to handle the class well (class different). In previous research, Susilowati 2013, it states: "The researcher found problems faced by the teacher and students there are. The English teacher found that there are the crowded conditions in the class, the interaction between the teacher and students in the classroom which is uneffective, isn't discipline, the students' limited vocabulary, the limited media. And the problems faced by the students there are the lack of confidence, difficulties on translation, and less vocabulary".

In the education of English language, an English teacher is more requires special techniques to be able to make a students have interest in learning English language and English teacher has solution for every problem's students, for achieve the purpose of teaching and learning success in school. There are many classes on the twelve grade in SMK PGRI 4 exactly in English class, the writer found some of English teachers. But, the writer analyzed the different class from them, his class in control, quite enough and discipline.

The formulation of research problems were: 1) How does the English teacher of SMK PGRI 4 Kediri manage the class? 2) How does the English teacher of SMK PGRI 4 Kediri present the material? 3) How does the English teacher of SMK PGRI 4 Kediri communicate with the students?

II. RESEARCH METHOD

In this research the writer used qualitative research. And Case of this research is in SMK PGRI 4 there is teacher has good management class than other English class. The teacher has good communicate with students and good in presenting materials so about it to make students conductive in follow learning process. Although, actually many students of SMK PGRI 4 Kediri were attracted that

it. In observation he recorded the teacher's performance using video recorder and wrote the phenomena in field note. After getting the data from the instruments, he tried to analyze the data. In interview, he asked to the teacher about how the teacher managed the classroom, presented the material and communicated with the students. After that, he got the result of teaching performance of teacher. So, with both techniques above the process of analysis the data using these activities.

1. Collecting the data
2. Data reduction
3. Data display
4. Drawing and Verifiting Conclusion

III. RESULT

While teaching performance of English teacher has strength and weak in performance.

1. Management Class

In the first meeting, the teacher to begin the lesson by praying together. Ask the students to organize the chairs. Then the teacher giving the material about reading teks. After the students finish write teks he asked read together. Last the teacher giving feedback.

Second meeting, the classroom management of the teacher was the same as before meeting. But in this meeting he more priorities give motivate and general knowledge. During explain the material he

insert humour to make the students smile and laugh. At the meeting the material is Reading comprehension. The last he give feedback and close learn by thank to God.

In the third meeting, classroom management of the teacher has limited time, because at the meeting there is flag ceremony, so he just delivery the material about presents continuous. Just 30 minutes, the time was over

a. Seating Arrangement.

In here every meeting always same such as seating arrangement of the students and the table of the teacher always on the corner right beside. And room always in M 49. During teaching learning process the door and the windows were always closed.

b. The Media Settings / Learning Resources,

In the first meeting the teacher explained the material about "Reading" and he just brought note. So, he did not use media like projector, book and VCD.

In second meeting, the teacher delivery the material about "reading comprehension", same like previous meeting the teacher just brought note and did not use media.

In the third meeting, different with previous meeting, the teacher in here still was not using media but in this time he brought LKS book.

2. Presenting the material

In the first meeting, the teacher explains “reading” and the material about “A Private Conversation”. In here he asked the students to try one by one after read the text together.

In the second meeting, giving the material about reading comprehension, the title of the teks “A New House” but in this meeting was by delivering too much motivational words, he only had a little time to discuss the material. The time was almost run out because of too much motivation delivered by him. In fact, he still could give the material briefly. It was because the material was not too difficult

In the third meeting, in this meeting the teacher discussed about tenses (present continuous). He was giving the example of the material, he use real example. Like, “Bayu is holding his had” and “*He is holding your motorcycle now*”. Why did he give the real example, because the students of SMK PGRI were happy if discus about gilrs.

3. Communication with the students

In the communication with the students, the teacher used Indonesian more often than English in every meeting. Because, the students of SMK PGRI 4 Kediri were lack vocabularies. If the percentage of using English was 20% and Indonesian 80%. This was the example of

the sentences which were used by him in using English:

“Let’s continue our previous material.”

“Ok now, we are learning about reading comprehension.”

“First, let’s find the difficult word”

So, if look from example sentences above, we get know limited communicate between he and the students used English. conclusion in first meeting until third meeting communication he with the students always use Indonesian.

The teacher should have enough skill or ability in handling the students’ behaviour during the class meeting. In line to the fact that already found by the writer it supported to what the teacher was doing in his class. His capability to give some influence to the students could be seen on how he behaved during control the students and class activities. He had a strategy to the students in preparing themselves to join the class process. Moreover, he said “As a teacher must know the character of the students, the character of the students is established to the way how to manage class.

A teacher with a sense of humor, in fact showed that most of the students of SMK PGRI 4 Kediri are male that mostly their mood could be changed every time, therefore it is needed to make a classroom more interesting by having the teacher who is very humorous.

IV. CONCLUSION

In conclusion, in managing the class, presenting the material and communicating with the students, the English teacher should know who and how their students are. It was because each teacher had their own way on how handling the students, it depends how the class condition is. The main thing that should be a concern is the students' characteristics. Because it was a dominant factor how their class is. After that, the teacher just took what he should do in his class. In fact, each students has special character. Therefore, as teacher, he should read their condition. It was like what was done in the school that the writer observed. During the teaching process conducted by the English teacher, it was found that to manage the class, to present the material, and to communicate with the students were not simple things, he needed to find his own way and style in teaching, but all of them still could be handled by him. It could happen because he could read the situation both his students and the class.

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