CHAPTER I

INTRODUCTION

A. Background of Problem

Education is a complex process that occurs in human beings. It is also an important reason for the revolution towards a better world; in the sense that all developments in the world are a direct result of education. Education is not only about a change of knowing of nothing become knows, but also the significance of education is actually more than that, that education does not only take place on nowadays, but all the results of the study will be passed down for future education.

Within the simple and common meaning of education as a human effort to cultivate and develop the potential of both physical and spiritual disposition in accordance with the values that exist in society and culture.[1] Thus, education is essentially a conscious effort to develop the resource potential humans by encouraging and facilitating their learning activities in a detail.

Formal educational is determined by implementation of success in teaching and learning activities, that is integrate between activities of educators with activities of learners. Teaching and learning activities cannot separate from the entire eeducation system to improve the quality and

[1]Ihsan, Fuad. *Dasar-DasarKependidikan*. (Jakarta: RINEKA CIPTA, 2008) p.1-2

quantity of activities. This learning have much effort do by the teacher, for example by increase their knowledge and understanding of the various strategies (methods) of learning, so teaching and learning more effective and efficient.

A teacher is contribute greatly to the success of school learning, as a teacher who can help the development of students, because of their talents, interest abilities and potentials others held every learner is different between one to another and it could not flourish without help of a teacher, so a teacher must be requiree to have a high creativity, professional, able to select and implement an approach or method when is effective, creative, and fun. It is important to create the conducive learning climate. The main role of a teacher of which is to create a climate conducive to learning fun.[2]

The teacher certification program is based on the Act of the Republic Indonesia number 14/2005 on Teacher and Lecturer. It is said that teacher professional can be followed by teachers in service who have possessed S1 or D4 degree as academic qualification, that applicant has attained the minimal degree of competency required to ensure that public health, safety, and welfare will be reasonably well protected.

The law asserts that teachers have a position as professional workers in formal education are appointt in accordance with the legislation. Furthermore, *Undang – undang Guru dan Dosen* defines that professional is any work or activity cary out by a person's life and a source of income that

[2] Mulyasa, *Kurikulum berbasis Kompetensi* (Bandung : PT Remaja Rosidakarya, 2004) p. 107

requires expertise, skills, or skills that meet certain quality standards or norms and require professional education. The recognition of the position of teacher's professional's evidence with a certificate of educators. As professionals, teachers are expecting to improve the dignity and role as a learning agent.[3]

Certification of the teaching profession is a process to certify the teachers who have the standers for qualification and competency standards. Certification is a process by which agency of the government. Certification activities include improving the qualifications of the teaching profession and the competency test. Competency test done through a written test for examine the professional and pedagogic competence and personality. The teacher certification as improving the quality of the teacher and increase the teacher's welfare. The result of improve the quality of teaching and the quality of education in Indonesia. As a professional teacher, teacher can increase welfare allowance for one wage for teachers who are certify educators. [4]

According to Syaiful Sagala teachers are requiree to follow the certification, because certification will increase the ability and involvement in carrying out duties as a teacher. Law number 14 year 2005 on teachers and lectures stated that certification as part of the improvement of the quality of teachers and increased welfare. Mansnur Muslich sayy that the certification of teachers are expected to become professional educators, which is competent

[3] Syawal Gultom, *Sertifikasi Guru dalam Jabatan*, (Jakarta, Maret 2015) p : 1

[4] Kunandar, M.SI *guru professional* . (Jakarta : PT RAJA GRAFINDO PERSADA 2009) p. 75

as an agent of learning as evidenced by ownership of educational certificates after passed the competency test. Therefore, through this certification is expected to be a teacher professional education, which is the minimum educations S-1 / D-4 and competent teaching agent as evidenced by a teaching certificate after passe the competency test. The teachers are entitled get rewards (reward) in the form of allowance from the government as much as one month wage for his profession.

In the view of the government's, the certification is seen as evidence of formal and recognition of the teacher's competence in performing their duties. Teachers should be someone who has the ability to teach, pass the competency test, and has a professional certificate. On the other hand, many teacher do not approve the certification plan by reason of changes in the quality of teachers is difficult to expect, without any effort to change the atmosphere of the working environment of teachers who tend to complicate the bureaucratic and teachers develop competencies to the fullest.[5]

Based on the pre- observation in SMKN 1 Matur on 6th February 2017 the researcher found some problems in certified English teachers. The certified English teachers to were busy to fulfill administration task. They tent to chase twenty fourth hours teaching in a week and late to came in the class

Based on pre- interview with some students, there is no differences between teacher certification with the teacher who did not get certifications

[5] Muchlas Samani, dkk *Mengenal Sertifikasi Guru di Indonesia*, (SIC dan Asosiasi Penelitian Pendidikan Indonesia) hal. 273

because the teacher always late to came in the class. Therefore the researcher chooses SMKN 1 because it represents the requirement for conducting the research since all of the English teachers in SMKN 1 Matur have been certified. The researcher is interested to find out the extent **The Classroom Performance of Certified English Teachers at SMKN 1 Matur.**

B. Problem and Focus of the Research

Based on the background of problem, the researcher wants to know how the classroom performance of certified English teachers at SMKN 1 Matur.

Based on the identification of the problem above, focus of the research is formulated in the following question, how does the classroom performance of certified English teachers at SMKN 1 Matur.

C. Research question

Based on the identification of the problem above, the problem was formulated in the following question is how is the classroom performance of certified English teachers at SMKN 1 Matur ?

D. Purpose of the research

Bases on the research question, the purpose of this research are:

To know the classroom performance of certified English teachers at SMKN 1 Matur.

E. Significant of the research

This research may offer some contributions, they are

1. For college, it can be used as reference for next research.
2. For teachers, it can know the effect of teacher certification on the quality of English teaching.
3. For research, it can get some information and explanation relate to the topic which is concern of the research.

F. Definition of key term

1. Certification

Certification of the teaching profession is a process to certify the teachers who have the standers for qualification and competency standards.

2. The performance of teacher

Teacher performance is the ability of a teacher in carrying out the task of learning in school and responsible for learners under his guidance by improving learning achievement learners.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of the Related Theories

1. Theory of teacher performance

Improvement of teacher's performance in schools needs to be done either by the teachers themselves through their own motivation and the head of the school through coaching. According to Benardi and Russel in Supardi, performance is defined as the record of the outcome of a specified job function or activity during a specified time period.

Teacher performance in learning becomes the most important part in supporting the certain of educational process effectively, especially in building the attitude of discipline and the quality of student learning outcomes. Teacher performance is the ability of a teacher in carrying out the task of learning in school and responsible for learners under his guidance by improving learning achievement learners. The teacher's performance can be interpreted as a condition that shows the ability of a teacher in carrying out his duties at school and illustrates the existence of an act displayed teacher during the learning activities.

Teacher performance is not only demonstrated by the work, but also shown by behavior in work. *Lembaga Administrasi Negara* called performance as description of the level of achievement of the implementation of an activity in realizing the target. Within the set of 1982 employment legislation is issued by the Department of Education,

performance criteria consist of loyalty, work performance, responsibility, honesty of obedience, cooperation.

Teacher performance can be seen clearly in the learning shown from the learner's learning achievement. There are indicators of teacher performance that is: will appear in terms of satisfaction of learners and students, social behavior and teacher attendance. Assessing and understanding the performance of teachers cannot be separated from learners as students and the level of learning achievement of learners is a picture of the teacher performance as a planner and learning manager or class administrator.

Referring to the input-process-output model by slavin that teacher performance can be seen in the learning quality, suitability of learning level, incentive and timing aspect can be explained as follow :

Aspects of learning quality is the effort of teachers to convey learning so that easy to understand, easy to remember and please teachers need to deliver learning materials in a structures and systematic, using a clear and easy language. Provide clear information and interrelated sample members emphasize the essential material and link the lesson with the knowledge and experience of learners that the learners already possess. In addition, the learning objectives should also be clear and measurable as well as the content of the learning content as well as the assessment that needs to be held in the final learning activities.

The appropriate level of learning is that teachers should adjust to the level of development of learners. If the teacher's level of learning is high enough, weak learners cannot follow it, which leads to lessons learned. If the level of learning is low, clever learners will not pay attention to the learning of the teacher. This situation will be detrimental to smart learners, because teachers are forced to give more time to weak learners.

The incentive aspect is the teacher's effort to motivate the learners to continue to learn and complete the tasks that have been given by the teacher. There are two ways in which teachers can motivate participants to learn. First, the teacher needs to do learning that can attract interest and fun that is by using the method of demonstration, role play, drama, discussion, dialogue, method of inquiry and so forth. The learner will not feel bored to study every day. The second involves giving incentives to learners through rewards or praise for the mastery of the subject matter delivered or a reprimand to the learners who cannot master the lesson.

Need to be allocated enough time for learners to learn something skill. Learning is influenced by two factors of time is the time devoted is the time provided by the school to teachers to do a lesson of a subject. This time is rather difficult to change because it has been established by the school. The second time called engaged is the time teachers spend on learning and the time that learners learn to gain knowledge or skills.

The teacher performance indicators are:

a. Knowledge, skills, and dispositions

b. Assessment system and unit evaluation.

c. Faculty qualification, performance, and development

The above indicator that teacher performances standers is a form of quality of work that must be enervated by teachers include: knowledge, skill, placement system and experience variation unit, practical ability, qualification, result of work and development.

Based on the research, teacher quality is the most important determinant of the school quality that joined in National Center for Education Statistic in United States (NCES) it was reported that the quality standers the teachers must meets is: 1) the academic skills of teacher r,2) teacher assignment, 3) teacher experience, and 4) professional development.

Teachers who have good performance and professional in the implementation of the curriculum have characteristic: designing the learning program, implementing learning and assessing the learning outcomes of learners.

The implementation plan of learning in the *kurikulum tingkat satuan pendidikan (ktsp)* must be made by the teacher because the learning plan because it have functioned to determine the direction of the learning activity, the member of the content of meaning and purpose, to determine how to achieve the objectives, measure how far the objectives

were achieved and what action which must be done if the goal has not been reached.

Implementation of learning is the implementation of lesson plan. Implementation of learning according to standers process for elementary and secondary education units includes:

a. Preliminary activities

In teacher preliminary activities:

1) Prepare students psychically to follow the learning process.
2) Ask questions that relate prior knowledge to the material to be studied.
3) Explain the purpose of learning or competence to be achieved.
4) Delivering material coverage and explanation of activity according to syllabus.

b. Core activities

The implementation of core activities is a learning process to achieve basic competence (KD) conducted interactively, inspiration, fun, challenging, motivate learners, creativity, and independence in accordance with the talents, interests, and physical and psychological development of learners.

1) Exploration

In teacher exploration activities:

a) Involve learners looking for broad and deep information about the theme of the material to be learned by using the principles of *alam takambang jadi guru.*
b) Using a variety of learning approaches, learning media and other learning resources.
c) Facilitate the interaction between learners as well as between learners with teachers, environment and other learning resources.
d) Involve tents actively in each learning activity.
e) Facilitating learners to conduct experiments in laboratories, studios and the field.
f) As well as providing sufficient space for initiative, creativity, and independence in accordance with the talent do interest.

c. Elaboration

In teacher elaboration activities:

1) Familiarize learners to read and write diverse through meaningful tasks.
2) Facilitating learners through the assignment of discussion tasks and others to bring up
3) Provide an opportunity to think, analyze, and solve problems and act without fear.

4) Facilitate learners in cooperative and collaborative learning.
5) Facilitate healthy competent learners to improve learning achievement.
6) Facilitate learners to make exploration reports conducted either orally or in writing, individually or in groups.
7) Facilitating learners to engage in activities that foster the pride and confidence of learners.

d. Confirmation

In the teacher confirmation activities.

1) Provide positive feedback and reinforcement in oral, signaling, or gift to the success of learners.
2) Provide confirmation of the results of exploration and elaboration of learners through various sources.
3) Facilitate learners to reflect to get the learning experience that has been done.
4) Facilitate learners to gain meaningful experience in achieving basic competencies.

e. Closing activity

In closing activities of teachers:

1) The teacher and the learners make the conclusion of the lesson together.

2) Conducting an assessment or reflection on activities that have been implemented in a consistent and programmed manner.
3) Provide feedback on learning processes and outcomes.
4) Plan follow-up activities in the form of remedy learning, enrichment programs, counseling services or assign tasks both individual and group tasks in accordance with learners' learning outcomes, convey lesson plans at the next meeting.

To assess the performance of teachers in addition to planning, learning process and ability to foster relationships are also conducted on the ability of teachers in the assessment. Assessment by the teacher at the beginning, the process and at the end of the learning, at the beginning of the assessment course can be done through free test and apperception. Assessment of the learning process can be done through post test, assignment, and so forth. Assessment includes learning outcome and learning achievement.

Indicator of teacher performance is:

1) Knowledge, skills, and dispositions
2) Assessment system and unit evaluation
3) Field experience and clinical practice
4) Diversity

5) Faculty qualification, performance, and development[1]

2. Theory of Teacher certification

a. Definition of teacher

In general, teachers are educators and teachers in education, from early childhood (early childhood educators), educators basic to intermediate. In this case, to be able to perform the role and duties, teachers must have a formal qualification require. The terms of this is what will distinguish between the teacher and the other human in general.[2]

According to Surya, teachers who professional will be reflected in the implementation of service tasks are mark with expertise both in material and methods. In addition, it is also demonstratee through it is responsibility in implementing all devotion. A professional teacher should be able to assume and carry out the responsibility as a teacher to the students, parents, community, nation, state, and religion. Professional teachers have personal responsibility, social, intellectual, moral, and spiritual. The responsibility of an independent person who is able to understand himself managing him, control him, and appreciate and develop themselves. Social responsibility is manifested through the competition teachers to see themselves as an integral part of the social environment and has

[1] Dr. Supardi *kinerja guru*(Jakarta : PT RAJA GRAFINDO PERADA 2014) p.49-64
[2] Nini Subini *Awas jangan jadi guru karbitan* (Jakarta : PT. BUKU KITA 2012) p. 9-12

interactive capabilities and effective. Intellectual responsibility is established through various tools of knowledge and skills necessary to support his duties. Spiritual and moral responsibility is manifested through the appearance of the teacher as religious beings whose behavior is always not deviate from religious norms and morals.

Professional teacher is the teacher arrives to know about him, he is the person who is called to accompany learners to learn. Teachers are requiring figuring out continuously how learners should learn. Thus, if there is a failure of learners, teachers are call to discover the cause and find a way out together learners not to silence or even blame. With the professionalism of teachers, the future teachers not to perform again as a teacher, as functions predominate, but switch as a coach, mentor, and manager of learning.[3]

b. The role of a teacher

There are many roles that teacher should hold, those are:

a) Controller

The controller role is appropriate at those times controllers they are in charge of the class and of the activity taking place in a way that is substantially different from a situation when students are working on their own in groups. Controllers take the roll, tell

[3] Kunandar, M.SI *guru professional* . (Jakarta : PT RAJA GRAFINDO PERSADA 2009) p. 47-50

students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher fronted classroom.

b) Organizer

The teacher often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop.

It is vitally important for teachers to get this role right when it is required. If the students do not understand what they are supposed to do they may well not get full advantage from an activity? If the teacher do not explain clearly the ways pairs or groups must be organize, for example, chaos can ensue, if we have not spent some time engaging the student's interest and ensuring their participation, the activity may be wasted.

c) Assessor

The students expect from their teachers is an indication of whether or not they are getting their English right. This is where the teacher to act as an assessor, offering feedback and correction and grading students in various ways.

Students need to know how and for what they are being assessed. The teacher should tell then what teacher is looking for and what success looks like so that they can measure themselves against.

d) Prompter

When the teacher prompt need to do it sensitively and encouragingly but, above all, with discretion, if the teacher is too adamant they risk taking initiative away from the student.

e) Participant

The traditional picture of teacher during student discussions, role-play, or group decision making activities, is of people who ‘stand back’ from the activity, letting the leaner’s get on with it and only intervening later to offer feedback and correct mistake. However, there are also times when we might want to join in an activity not as a teacher, but also as a participant in our own right.

f) Resource

When the teacher is acting as a resource teacher will want to be helpful and available, but at the same time the teacher have to resist the urge to spoon-feed our students so that they become over reliant on us.

g) Tutor

When student are working on longer projects, such as pieces of writing or preparations for a talk or a debate, the teachers can act as a tutor, working with individuals or small groups, pointing them in directions they have not yet thought of

taking. In such situations the teacher is combining the roles of prompter and resource, acting as a tutor.

h) Observe

When observing students the teacher should be careful not to be too intrusive by hanging on their every word, by getting too close to them, or by officiously writing things down all the time. Above all the teacher should avoid drawing attention to ourselves since to do so may well distract them from the task they are involved in. [4]

c. Teacher professional

Professionalism is the condition, direction, values, goes, and quality of expertise and authority associated with a person's livelihood. Professionalism of teachers is the condition, direction, values, goals, and quality of expertise and authority in the field of education and teaching relating to the work of someone who becomes livelihood. Professional teacher is the teacher who has the competencies required to perform the task of education and teaching. The competence is including knowledge, attitudes, and professional skills, personal, social, and academic. Professional teacher is a person who has the ability and expertise in the field of teacher training so that he is able to perform its duties and function as a teacher with a maximum capability.

[4] Jeremy harmer *English Language Teaching* (Malaysia : fourth impression 2003) p.58-62

Professional teachers are educated and trained, and have rich experience in their field.

Professional teachers will be reflected in the implementation of service tasks that are marked with expertise both in material and methods. In addition, it is also demonstrated through its responsibility in implementing all devotion. A professional teacher should be able to assume and carry out the responsibility as a teacher to the students, parents, community, nation, state, and religion. Professional teachers have personal responsibility, social, intellectual, moral and spiritual. The responsibility of an independent person who is able to understand himself, manage himself, control himself, and appreciate and develop themselves. Social responsibility is realized through the competency of teachers to see themselves as an integral part of the social environment and has interactive capabilities and effective. Intellectual responsibility is established through various tools of knowledge and skills required to support these tasks. Spiritual and moral responsibility is manifested through the appearance of the teacher as religious beings whose behavior is always not deviate from religious norms and morals.

The professionalism of teachers has important significance, namely:

a) Professionalism guaranteed protection to the welfare the general public.

b) Professionalism of teachers is a way to improve the education profession that is considered by some people low.

c) Professionalism provides the possibility of self improvement and development that enables teachers to provide the best service possible and maximizing competence.

Professional teachers are who know about himself, he is the person who called in to assist students in learning. Teachers are required to find out constantly how learners should learn. There is a failure of learners, teachers are called to discover the cause and find a way out together learners not to silence or even blame. Want to learn to take the time to become a teacher. A teacher who is not willing to learn, you may be proud to be a teacher. Pride for teachers is a step to becoming a professional teacher.[5]

Teacher professionalism can be seen also on the suitability (fitness) or relevance of education output with their profession. The professionalism of teachers a well as “skilled performer”, a professional teacher can perform with a full powerful, innovative, original, and intensify.

Teacher professionalism can be seen from the extent to which he mastered the principles of general pedagogical and didactic-methodical

[5] Kunandar, *Guru propesional* (Jakarta : Pt Raja Grafindo Persada,2010), p 48-51

specifically applicable for each subject. Professionalism of teachers is a form of devotion, and upholds the professional code of ethics education.

The task of a professional teacher is:

a) Act as a model for its members.
b) Stimulate thought and action.
c) Leading planning in subjects.
d) Provide advice to the teacher in accordance with the executive team's needs.
e) To foster and maintain the professional literature in the area of studies.
f) Providing service as human resources in particular subject areas with reference to in-service, training and curriculum developer.
g) Develop a curriculum file in a particular subject area and teaching most classes.
h) Maintain relationships with parents and leave comment or report.

In law No. 14 of 2005 on teachers and lectures chapter 3 of Article 7 states that the principles of professionalism of teacher are:

a) The teacher is having the talents, interests, spirit and idealism.

b) The teacher is having the commitment to improve the quality of education, faith, piety and character.
c) The teacher has academic qualifications and educational background according to field duty.
d) The teacher has necessary competence in accordance with the task.
e) The teacher has responsibility for the execution of tasks professional
f) The teacher has an income determined in accordance with work performance.
g) The teacher is having opportunity to develop in a sustainable manner with the professionalism of lifelong learning.
h) The teacher has a guarantee of legal protection and carries out tasks professional.
i) The teacher has a professional organization that has the authority to regulate matters relating to the duties of professionalism of teachers.

From this formula is expected that the foundation school teachers in its implementation become professionals in order to improve the dignity and role of the teacher as an agent of learning which further improve the quality of national education.

In law No. 14 2005 chapter 2. Article 6, that the position of teachers as professionals aim to implement the national education system and achieve national goals, namely the development of students' potentials to become a man of faith, devoted to God almighty One, noble, healthy, knowledge able, capable, creative, independent, and become citizens of a democratic and responsible.[6]

d. Became a professional teacher

1) Syllabus design

Syllabus design concern the selection of items to be learnt and the grading of those items into an appropriate sequence. It is deferent from curriculum design. In the latter, the designer is concerned not just with lists of what will be taught and in what order, but also with the planning, implementation, evaluation, management and administration of education programmers. Every syllabus needs to be developing on the basis of:

When designers put syllabuses together they have to consider each item for inclusion on the basis of number criteria. This will not only help them to decide if they want to include the item question, but also where to put it in the sequence. However, these different design criteria point, in many cases,

[6] Mujtahid *pengembangan profesi guru (*Malang : Uin-maliki Press, 2011) p. 36-41

to different conclusions. The syllabus designer has to balance such competing claims when making decisions about selecting and grading.

Learn ability: some structural or lexical items are easier for students to learn than others. The teacher teaches easier things first and then increase the level of difficulty as the students' language level rises.

Frequency: it would make sense, especially at beginning levels, to include items which are more frequents in the language, than ones that are only used occasionally by native speakers.

Coverage: some words and structures have greater coverage than others. Thus the teacher might decide, on the basis of coverage, to introduce the going to future before the present continuous with future reference, if the teachers could show that going to could be used in more situation than the present continuous.

Usefulness: the reason that words like book and pen figure so highly in classrooms is because they are useful words in that situation.[7]

[7] Jeremy harmer, *the practice of English language teaching* (Longman) p. 295-296

2) Lesson plan

Whatever lesson plans look like, the teacher should never be thought of as instructions to be slavishly followed, but rather as proposals for action. The teacher have an idea of what the learning outcomes for the lesson should be, but we will only really know what those outcomes are once the lesson itself has finished. How closely lesson plans are followed depends, in other words, on what happens when the teacher try to put them to work.

Suppose, for example, that the teacher has planned that the students should prepare a dialogue and then act it out, after which there is a reading text and some exercise for them to get through. The teacher has allowed twenty minutes for dialogue preparation and acting out, but when the students start working on this activity, it is obvious that they need more time. Clearly the plan will have to be modified. A similar decision will have to be made if the class suddenly encounters an unexpected language problem and keeping going, or they can realize that now is an ideal time to deal with the issue, and amend the plan accordingly.

Another scenario is also possible: all the students are working on preparing a dialogue except for two pairs

who have already finished. The teacher then has to decide whether to tell them to stop the rest of the class to prevent this.

Good teachers need to be flexible enough to cope with unforeseen events, and it is because the teachers know that the teachers may have to adapt to changing circumstances that they understand that a lesson plan is not fixed in stone.

A good lesson needs to contain a judicious blend of coherence and variety. Coherence means that students can see a logical pattern to the lesson. Even if there are three separate activities, for example, there has to be some connection between them or at the very least a perceptible reason for changing direction. In this context, it would not make sense to have students listen to an audio track, ask a few comprehension questions and then change the activity only lasted for five minutes before, again, something completely different was attempted, the teacher might well want to call the lesson incoherent.

a) Planning questions

Unless teachers walk towards a class with absolutely no idea about what is going to happen when they get there, the teacher will have thought

about what they are going to do. These thoughts may be extremely detailed and formalized, or they may be vaguest and more informal.

Who exactly are the students for this activity? : Then make up of the class will influence the way the teacher plan. The students' age, level, cultural background and individual characteristics have to be taken into account when deciding what activities, texts or methodologies to use in the classroom.

What do we want to do and why? The teacher has to decide what they want to do in the lesson in terms of activities, skills and language. The teacher also needs to know why they want to do it. It might be because the teacher ourselves like the activity, or because they think it will be appropriate for a particular day or a particular group. There is nothing wrong with deciding to do an activity simply because we think it will make students feel good.[8]

[8] Jeremy Harmer, *great teachers inspire* (Chine: 2010) p.156-158

3) Material

Written teaching materials are the primary means of communication between the teacher and the student in “Mastery Learning’. The materials should display a dynamism which enables students to learn on their own, outside of class, in activities that are meaningful. However well thought out the students may be, teaching materials cannot use in a vacuum. The teacher will need to ensure that students develop the requisite learning skills as an integral part of the law course. In particular the teacher need to explain to students the principle of deep approaches to learning, and why the teacher have set up the learning environment the way the teacher have. Students will also need to learn how to:

a) Assess and monitor the students own learning
b) Read and summaries teaching materials effectively.
c) Solve problems.

The teaching materials should:

a) Get the students interested in engaging with the material.

b) Recap on prior learning which is relevant to new learning.

c) Relate new ideas to the students' own experience.

d) Have clearly expressed learning objectives, so that students know what they should be able to do at the end of each topic.

e) Provide the means for the students to develop well organized and well structured knowledge.

f) Help the students into and around the subject and the materials, and advise them how to tackle the work.

g) Have clear explanations of difficult concepts.

h) Engage students in a dialogue and authentic activities in a proper context so that they can work over the material they are required to learn, rather than simply read about it.

i) Provide the students with opportunities to respond to the ideas in the materials.

j) Be properly integrated with carefully selected assessment and classroom teaching methods.

k) Enable students to get ongoing and meaningful feedback on their learning, so that they can judge for themselves whether they are learning successfully.

l) Help them build on what they have learned.

The teacher should carefully integrate the students' Self-study outside class using teaching material with classroom activities. [9]

4) Evaluation

Teachers and other education professionals spend a lot of time testing, evaluating and assessing students. Sometimes this is to measure the students' abilities to see if the students can enter a course or institution. Sometimes it is to see how well the students getting on. Sometimes it is because the students themselves want a qualification. Sometimes this assessment is formal and public, and

[9] Richard jhonstone, *printed teaching materials: a new approach for law teacher,* (London: Cavendissh Publishing limited, 1996)P.65-66

sometimes it is informal and takes place in day – to-day lessons.[10]

Students may need or want to be tested on their ability in the English language, if the students arrive at a school and need to be put in a class at an appropriate level, they may do a placement test. At various stages during a term or semester, we may give students progress tests. These have the function of seeing below how students are getting on with the lessons, and how well they have assimilated what they have been taught over the last week, two weeks or a month.

At the end of a term, semester or year, the teachers want to do a final achievement test (sometimes called an exit test) to see how well students have learnt everything. The teacher's results on this test may determine what class they are placed in next year, or may be entered into some kind of school-leaving certificate.

Good tests are those that do the job the teacher designed to do and which convince the people taking and marking them that they work.

A good test is valid. This means that it does what it says it will. In other words, if the teacher says that a

[10] Jeremy harmer, *the practice of English language teaching* p. 379

certain test is a good measure of a student's reading ability, than the teacher need to be able to show that this is the case. A good test should have marking reliability. Not only should it be fairly easy to mark, but anyone marking it should come up with the same result as someone else.

When the teacher design our own progress and achievement tests, the teacher need to try to ensure that not asking students to do things which are completely different from the activities they have taken part in during our lessons. That would clearly be unfair.

Finally, the teachers need to remember that tests have a powerful effect on student motivation. Firstly, students often work a lot harder than normal when there is a test or examination in sight. Secondly, they can be greatly encouraged by success in test, or conversely, motivated by doing badly. For this reason, we may want to try to discourage students from taking public examinations that they are clearly going to fail, and when designing our own progress and achievement test, the teachers may want to consider the needs of all our students, not just the ones who are doing well.

e. Definition of certification

Act no. 14 out of 2005 on teachers and lectures (*UUGD*) trying to change the situation of teachers by demanding teachers to work professionally and as a consequence are given adequate allowance, because the government will improve the welfare of teachers, as well as teacher professional development aligned with other professions which is considered “respectable”.

To change the teaching profession in line with other professions law on teacher and lectures (*UUGD)* require teacher certification. Article 1, point (II) *UUGD* defines certification as the certification process of education to teachers and lectures. Provision of education certification is done after a teacher or lecturer competency test and passed or meet the minimum standards specified achieve. Through the certification of teachers, professional allowance and teachers do not professional are not eligible to receive the professional allowance. The provisions in force for all teachers, private and country.[11]

Certification of the teaching profession is a process to certify the teachers who have the standers for qualification and competency standards. Certification is done by organizing

[11] Muchlas Samani *mengenal sertifikasi guru di Indonesia* (SIC dan asosiasi penelitian pendidikan Indonesia 2006) p. 273

procurement college education personnel accredited and designated by the government. Certification activities include improving the qualifications of the teaching profession and the competency test. Teacher certification as improving the quality of teachers couple with an increase in teacher's welfare that are expected to improve the quality of teaching and the quality of education in Indonesia in a sustainable manner. From of increased welfare in the form of teachers professional allowance for one wage for teachers who are certified educators.

1. The purpose of teacher certification
    a. Determining the feasibility of teachers in carrying out duties as agents of learning and achieve national education goals.
    b. Improved quality of processes and outcome of education.
    c. Increased professionalism of teachers.
2. Benefits of certification
    a. Protecting the teaching profession of practices which are not competent, which can damage the image of the teaching profession?
    b. Protect the public from educational practices that are not qualified and not professional.

c. Keeping agency educators education providers (LPTK) of internal desires and external pressure to deviate from the provisions that apply.

d. To get profession subsidy for the certified teachers.[12]

f. Certification of teacher

Teacher certification there is two routes, namely the certification of teacher's pre-service and in-service teacher certification. Pre-service teachers are graduates S1 or D4 educational institution education personal (*LPTK*) or non educational institution educational personal (*LPTK)* who are interested and want to be a teacher, where they have not been taught in the unit educator, both organized by the government, local governments, and communities. Teacher in-service teachers are civil servants and non-civil servants who had taught at the unit of educators; both organized by the government, and the community, and already have agreements or collective agreements.

g. The principle of certification

a) Conducted in an objective, transparent, and accountable objective which refers to the process of obtaining a certificate of educators who do not discriminative and meet standers national of education. Transparent which refers to the

[12] Kunandar, M.SI *guru professional* . (Jakarta : PT RAJA GRAFINDO PERSADA 2009) p. 75

certification process that provides opportunities for the benefit of education supporters to gain access to information on the management of education, which as a system includes input, the certification process is accountable to stake holders of education in the administrative, financial and academic.

b) Lead to improvements in the quality of national education through improving the quality of teachers and teachers' welfare. Teacher certification is the government's efforts in improving the quality of teachers coupled with; improvement of teachers' welfare. Teachers who have passed the certification test will be given professional allowance amounting to one basic salary as a form of government efforts in improving the welfare of teachers.

c) Carried out in accordance with regulations and legislation. Teacher certification program implement in order to meet the mandate of the laws of the Republic of Indonesian No 20 of 2003 on National Education System, Law No. 14 of 2005 on teachers and lectures, and government regulation number 19 of 2005 on National Education Standards.

d) Implemented in a planned and systematic, so that the implementation of the certification program can be run effectively and efficiently, should plan carefully and systematically.

e) Appreciating the work experience of teachers. Work experience in addition to his old teachers teaching teachers also include education and training have been followed, the work has ever produced either in written form of medium of learning, as well as other activities that support the professionalism of teachers.

f) The number of participant's teacher certification established by the government for the effectiveness and efficiency of teacher certification and quality assurance certification results, the number of participant's professional education and competency tests annually set by the government.

Educator certification is given to the teachers who have met the requirements. Certification of educators organized by colleges that have procurement program accredited educational staff and established by the government regulation. Every person who has obtained the certification of educators has an equal opportunity to be appointed as a teacher in a particular education unit. Government and regional governments must provide a budget for the improvement of academic qualification and certification for in-service teacher educators appointed by role education held by the central government, local government and the wider community. Further provisions on the budget transform and increase academic

qualification and certification of educators regulated by government regulations (act No. 14 of 2005 on teachers and lectures).

Terms educator certification for teachers is:

a) Meet the academic qualification standers (Undergraduate degree or diploma 4 and relevant).
b) Mastering the competency standers as evidenced by passing a competency examination organized by the organizer of the procurement college education personnel accredited and designated by the government.

Many teachers who pass the certification do not show commitment and consequences as higher paid teachers. After passing the certification announcement the teacher does not show improvement of competence, with higher salary they become relaxed in teaching and less attention to the quality of material provided to students.

Certification is a means to achieve a goal, need for awareness and understanding from all parties that certification is a means to toward quality. Awareness and understanding will give birth to the right activity. But in reality, the teachers are only pursuing their professional allowance, not improving the quality of education.

This is based on the fact in the field that the certification teachers are still busy looking for conditions. Teachers who normally never make a lesson plan

become forced to make for the completeness of the certification requirements. In fact, not a few who use seminar certificates and fake training while collecting portfolios.

The teachers who have been certified are expected to have the competencies a required in teacher competency. The professional allowance is merely as logical consequence accompanying that ability.

B. Review of the Related Studies

There are one relevant studies conducted by other researcher and one journal to support this research. The study was done by F. Dian Ardi Wulandari 2010, entitle the effect of teacher certification on the quality of English teaching and learning process (a qualitative study in SMAN 1 Klaten). The main problem in this research is since the main purpose of teacher certification program is to enhance the professionalism of teachers, certified teachers should be teachers who are professional and vice versa. However, there have been many rumors saying that certified teachers do not always lead to professionalism. These rumors may come arise because the phenomenon showing that teachers do not make lesson plan, use various method in teaching, make use of media, or arrange a good evaluation mechanism.

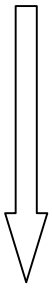
In doing the research, the researcher will conduct a research to the SMKN 1 Matur. The researcher will do research about the performance of certified English teacher in teaching English. The different between this

research and the researches done above is to know how the classroom performance of English certified teacher at SMKN 1 Matur. The first research was conducted the interview research and observation sheet. The second research was conducted descriptive qualitative research. The researcher also conducted the research about the classroom performance of certified English teacher at SMKN 1 Matur.

C. CONCEPTUAL FRAME WORK

The scheme above shows about Analysis of the classroom performance of certified English teachers. The first indicator for analysis the classroom performance of certified English teachers is preparation. To know good preparation of lesson plan the researcher use observation and interview to collect the data. The second is implementation. To know good implementation in learning process the researcher use observation and interview to collect the data, and the last is evaluation. To know good evaluation in learning process the researcher use interview to collect the data. Conceptual framework of this can be created as below:

THE CLASSROOM PERFORMANCE OF CERTIFIED ENGLISH TEACHERS



1. Preparation
   An effective teaching and learning process usually came from a good preparation
2. Implementation
   The implementation of the teaching process of teachers in the classroom
3. Evaluation
   This is to measure the students' abilities to see if the students can enter a course or institution

CHAPTER III

RESEARCH METHOD

A. Setting of the research

The research is classified into the descriptive qualitative method. The research objectively shows and describes the state of the subject being researched. According to Emzir, the goal of this description are to help the reader to knowing what happens in their environment bellow of the research, what is the view of participant on the ground of research and what is the activity which happen in the ground of the research.[1] According to Arikunto, descriptive research only describes certain variable, indication, or condition objectively and in general this descriptive research does not done to test a hypothesis.[2] It is qualitative research because the research describes the object naturally. According to Sugiyono that qualitative research is a research based on post-positivism philosophy, used to research the object state naturally.[3] The researcher describes and informs the effect of teacher's certification on the quality of English teaching and learning process.

The researcher conducts this research at the SMKN 1 Matur. This school is the state school and there were two certified English teachers. Based on the

[1] Emzir.2008. *metodologi penelitian pendidikan kuantitaif dan kualitatif* , rajawali pers: Jakarta.p. 174

[2] Arikunto, Suharsimi. 1995. *manajemen penelitian*. Rinekacipta: Jakarta. p.309

[3] Sugiyono. 2009. *Metode penelitian pendidikan*. Alfabeta: Bandung. p.15

observation, the researcher found that the problem about certified English teachers.

B. Informant of the Research

The informant is a person who will give the information.[4] The informant is chosen in order to the researcher could take information about the data of the research. The informant must be persons who have desire information and are likely to be willing to give it.[5] Thus, informant is someone who has many experiences and knowledge about topic of the research.

The researcher has two informants in this research. They are English teachers certification and the students who have study with certified English teachers at SMKN 1 MATUR.

C. Technique of Data Collection

1. Observation

   Technique of data collection by using observation is done if the research relating to human attitude and respondent who is observer is not oversize.[6] Observation is as a process to monitor and systematic research toward some indication that appear in object of the research.

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[4] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p. 145

[5] *Educational Research, …*, p. 196

[6] Sugiono…p.203

The researcher uses also field note and in observation to know the real situation in process teaching with English teacher certification. The researcher did the observation until getting the valid or saturated data.

2. Interview

Interview is a conversation between interviewee in getting information through some questions and responses. The purpose of interview is to get some information from interviewee to the interviewer. According to Syamsuddin and Damaianti, conduct interviews for the purpose of construction going on right now about people, events, activities, organization, feeling, motivation, recognition, concerns, and so on.[7] The researcher will do interview to the some students who study with teacher certification. Through interview, the researcher is able to get deeper information from the students about lectures. The interview from was a quid interview type.

Furthermore, interview is as supporting technique in collecting data beside observation. The researcher prepares several tools or instruments which help in interview process such as list of questions, notebook, and others that support the interview run well. The researcher directly relatees the questions that are ask about the classroom performance of certified English teachers at SMKN 1 Matur.

[7] Syamsuddin AR & Vismaia S. Damaianti, *Metode Penelitian Pendidikan Bahasa,* (Bandung: PT Remaja Rosdakarya, 2007), p. 94

D. Technique of Data Analysis

The data is analyzed by using some steps from Sugiyono that quote Miles and Huberman's Model; it will be explained as follows:

a. Data Collection: the researcher collects the data through interviews to know the classroom performance of certified English teachers at SMKN 1 Matur.

b. Data Reduction: the researcher resumes the data focus on the research aspects and unnecessary aspects were reduced by researcher.

c. Display the Data: the researcher makes the result of the research; consist of the classroom performance of certified English teachers at SMKN 1 Matur.

d. Conclusion: the researcher concludes the discovery that is found based on the teacher performance at SMKN 1 Matur.[8]

E. Triangulation of the Data

In testing the validity of the data in this qualitative research, the researcher test of the credibility of the data that was obtain by using triangulation of data. William Wiersma in Sugiyono states that "triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of

[8]Sugiyono, (2009), *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*, Bandung: Alfabeta, P. 338

multiple data sources of multiple data collection procedures".[9] Triangulation is defined as checking the data from a variety of means or technique, resources and time. Thus, the researcher uses techniques triangulation type.

Triangulation techniques are done by checking the data get to the same source with different techniques. For example, data that is obtain by interview is check by data obtain from observation. There will be getting valid data with certainty of the data.

[9]Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R & D, …*, p. 373

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings results that certified English teachers in SMKN 1 Matur were not good in teaching English. This is the descriptions:

1. The description of the data

The data of this research was based on the observation sheet and interview guideline with the English teacher's certification statements in interview and the students who have studied with certified English teacher. The interview guideline consists of 37 items for the English teacher certification and 10 items for the student's who have studied with certified English teachers at SMKN 1 Matur.

In observation and interview with English teachers certification, the researcher met two English teachers certification as key informant or the source of research data to find out the answers of research question about how the performance of English teacher certification. Next the researcher met two informants who had been shown by key informant were the students who have studied with English teacher certification. The researcher did the similar things until the researcher did not find again other variation of responses, or in other word the researcher has felt saturated from the same

information's that is given by the informant. The research presented as below:

a. Preparation

The first indicator showing the classroom performance of certified English teachers at SMKN 1 Matur is the preparation. An effective teaching and learning process usually came from a good planning. When the researcher observed the teacher Vr class, the teacher made and brought the lesson plan in the classroom. The material in learning based on the lesson plan. Based on the interview the teacher Vr responded:

"saya selalu membuat perencanaan pelaksanaan pembelajaran (RPP), dan rencana pelaksanaan pembelajaran (RPP) tersebut dibuat berdasarkan silabus. Sumber dari rencana pelaksanaan pembelajaran (RPP) tersebut saya ambil dari bahan ajar, media-media lain yang berkaitan dengan rencana pelaksanaan pembelajaran (RPP). Saya sendiri yang membuat RPP".

From interview with the teacher Vr, it can be seen the teacher also made lesson plan. The lesson plan that the teacher made is based on School Based Curriculum (KTSP) and syllabus used in SMKN 1 Matur.

When the researcher observation in the teacher Sy, the teacher made and brought the lesson plan in the classroom. The material in learning based on the lesson plan. The lesson

plan that the teacher made is based on School Based Curriculum (KTSP) and syllabus used in SMKN 1 Matur.

Based on the interview the teacher Sy responded:

"pasti saya selalu membuat perencanaan pelaksanaan pembelajaran (RPP), saya membuat berdasarkan aturan yang sudah ada petunjuk-petunjuk yang dipakai seorang guru untuk pembelajarannya. Saya sendiri yang membuat RPP".

Similar answer was given by teacher Sy, the teacher also made good lesson plan based on existing provisions.

From observation and interview with certified English teachers at SMKN 1 Matur, it can be seen the teachers also made good lesson plan based on syllabus and existing provisions. It is important in the performance of certified English teacher in teaching English, because the good performance of the teachers can be seen from lesson plan.

The teacher certification must design of lesson plan, the teacher must made evaluation to know the program run well. When the researcher observed in the teacher Vr the teacher made design of lesson plan. The teacher made syllabus, lesson plan and the material in learning process based on syllabus and lesson plan. Based on interview the teacher Vr responded:

"iya saya mendasain program pembelajaran seperti program tahunan. Program yang saya gunakan berdasarkan materi, berdasarkan kelas. Di dalam Bahasa Inggris terdapat 4 skill jadi tergantung ketika kita mengajarkan listening bagaimana caranya membuat anak aktif dalam berbicara. Pasti, rencana

pelaksanaan pembelajaran (RPP) itu selalu dievaluasi dimana letak salahnya".

From observation and interview with teacher Vr, it can be seen the teacher always made the learning program such as an annual program and the program based on demands of teacher certification and always made an evaluation to see errors or methods that are less suitable in learning.

From the observation the researcher found that the teacher Sy made design of lesson plan. The teacher made syllabus, lesson plan and the material in learning process based on syllabus and lesson plan. Based on the interview with the teacher Sy, the teacher always made the learning program based on syllabus and the teacher Sy responded:

> *"iya saya mendesain program pembelajaran. Program yang saya lakukan sesuai dengan teknik – teknik pengajaran, teknik belajar seperti contextual learning, based on learning, communicative learning. Ada sekitar 2 atau 3 program yang dibuat dan siswa – siswa ini disamping teaching learning di dalam kelas tentu diberi penugasan terstruktur dan dilihat nanti dengan hasil secara tertulis berupa tes lisan maupun tulisan untuk memantau keberhasilan dari program pembelajaran. Perbaikan yang dilakukan tidak selalu secara significan, hanya sedikit misalnya seperti cara penyajian dan muatan materi didalam kelas yang bersangkutan"*.

Similar answer was given by the teacher Sy, the teacher always used design of lesson plan, but the teacher did not evaluated his program. It is not good to certified English

teacher because the certified teacher is required to improve the student's ability, when the teacher does not conduct an overall evaluation of the program, how to assess whether the program is working properly or not. The teacher must made evaluation to know the program running well.

Learning process will be interesting if the teachers use various kinds of media. The students can be active and fun in learning. From observation in teacher Vr class the teacher did not use media, the teacher just explain the learning in front of class. When the researcher interview the teacher Vr responded:

> *"iya, saya menggunakan media pembelajaran. Iya pasti, kehebatan guru untuk menggunakan media yang bervariasi akan sendirinya meningkatkan kemampuan siswa dalam menyerap materi pembelajaran. Namun terkadang terdapat kendala dalam penyediaan media jadi susah untuk memvariasikan media. Beberapa kategori media yang saya gunakan misalnya seperti real objek, misalnya belajar tentang fruit ya bawa betul fruit tersebut, saya menggunakan media berdasarkan situasi dan skill yang diajarkan"*.

From the observation and interview with teacher Vr, it can be seen the different answered. The teacher Vr said that he used media in learning process but based on the observation the teacher did not used media in learning process. The teacher said that he had problem in prepared

variation of media because availability of media in the school, but the teacher endeavor to use the media based on situation and skill are taught.

The researcher interviewed the students who have studied with teacher Vr. The statement above was corrected by student He:

> *"buku, dan guru tidak pernah membawa media lain selain laptop itu hanya guru yang menggunakan. Penggunaan media ajar belum maksimal".*[1]

Next, the statement above was corrected by student Ir:

> "*hand phone, laptop, in focus. Penggunaan media kurang maksimal".*[2]

Then, the statement above was corrected by student Zf:

> *"media elektronik seperti hanphone, laptop. Media ajar belum maksimal karena media tidak mencukupi"*[3].

In brief, from classroom observation and interviews with the students about used media, three students feel that media used by teacher Vr is not maximal because the teachers only use media such as mobile phone, laptop and in focus. The teachers also never bring other media, this is lack effective for the learning process because to achieve the

[1] Havivah Elfi Fadli, *personal interview*, XII Graded Student Jasa Boga 15 june 2017 at 9.20 A.M

[2] Irvan Efendi, *personal interview*, XI Graded Student Perhotelan 15 June 2017 at 9.28 A.M

[3] Zulfikri, *personal interview*, XI Graded Student Perhotelan 15 June 2017 at 9.35 A.M

teacher's actual performance the teacher should be able to provide the media as attractive as possible based on learning materials so that students better understand the learning with a real example.

Next, based on observation with teacher Sy class about used variation of media the teacher did not use media in learning process and based on interview the teacher Sy responded:

> *"saya jarang menggunakan media 2 atau 3 hal yang saya gunakan, seperti steak picture yaitu dengan membuat gambar yang bisa memancing arti dan pemahaman bagi siswa. Terkadang saya juga menggunakan infocus, sekali –sekali menggunakan audio".*

From the observation and interview with teacher Sy, it can be seen the teacher did not use media in learning process because limitations of media in the school.

Based on observation and interview with the students who have studied with teacher Sy, the students responded:

The statement above was corrected by student Kh:

> *"medianya yaitu media electronic seperti infocus dan laptop. Media ajar belum maksimal karena medianya tidak mendukung dan kurang mencukupi".*[4]

Next the statement was corrected by student Np:

[4] Kuntum Khaira Ummah, *personal interview*, XI grade student Akuntansi 15 june 2017 at 9. 42 A.M

> *"media elektronik. Penggunaan media belum maksimal karena media kurang dan tidak tercukupi".*[5]
> Then, the statement above was corrected by student Rk:
>
> *"elektronik,seperti laptop dan buku.penggunaan media belum maksimal karena bapak tidak memberikan media".*[6]

Based on interview with students who have studied with teacher Sy, the students feel that media usages are not maximal.

From observation and interview with certified English teachers at SMKN 1 Matur, it can be seen the teachers not good to use variation of media. The teacher should be used variation of media for example such as picture; the teachers can use media in the school environment.

b. Implementation

The implementation of learning the teacher must come on time in the class is useful for proper allocation of time, so that the lesson plan in teaching accordance with the design of learning. According to Husdarta: the performance of teacher in learning process is important to support process produced effective education and develop discipline attitude and quality

[5] Novia Putri Ramadani, personal interview, XI Graded Student Akuntansi 15 June 2017 at 9. 49 A.M

[6] Riki Kurnia Putra, personal interview, XI Graded Student Akuntansi 15 June 2017 at 9.51 A. M

of students learning.[7] Based on the observation with teacher Vr class and teacher Sy class, the teachers came late in the class. The teachers made the students less time in learning and the students become lazy in learning.

The researcher interviewed with the students who have studied with teacher Vr. The statement above was corrected by student He:

"tidak tepat waktu".[8]

The statement above was corrected by student Ir:

"guru sering datang tidak tepat waktu".[9]

The statement above was corrected by student Zf:

" tidak".[10]

The researcher was interview with the students who have studied with teacher Sy. The statement above was corrected by student Kh:

" guru sering datang kekelas tidak tepat waktu". [11]

The statement above was corrected by student Np:

"sering tidak tepat waktu jika jam pelajaran awal".[12]

Then, the statement above was corrected by student Rk:

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[7] Dr. Supardi *kinerja guru*(Jakarta : PT RAJA GRAFINDO PERADA 2014) p.54
[8] Havivah Elfi Fadli, *personal interview*, XII Graded Student 15 june 2017 at 9.20 A.M
[9] Irvan Efendi, *personal interview*, XI Graded Student 15 June 2017 at 9.28 A.M
[10] Zulfikri, *personal interview*, XI Graded Student 15 June 2017 at 9.35 A.M
[11] Kuntum Khaira Ummah, *personal interview*, XI grade student 15 june 2017 at 9. 42 A.M
[12] Novia Putri Ramadani, personal interview, XI Graded Student 15 June 2017 at 9. 49 A.M

> *“ tidak, karena bapak itu sering sibuk dengan pekerjaan lain yang di berikan kepala sekolah, contohnya mencek guru yang hadir ke lokal –lokal lain, tetapi bapak tersebut meminta maaf kepada kami karena terlambat”.*[13]

From classroom observing and interviewing with the students, the certified English teachers at SMKN 1 Matur also came late in learning process, it is not good for teacher performance, because the best teacher performance should be discipline.

To assess the performance of teachers in addition lesson plan and also pay attention to the implementation of learning. Implementation of lesson plan is the design of learning. Implementation of learning according to process standard include, strategy used, class management, learning process and motivation given by teacher to students.

Talking about implementation of English teacher certification, there are some questions about optimum strategy. The teacher Vr responded:

> *“iya saya menggunakan strategi untuk meningkatkan mutu pembelajaran, tetapi strategi tersebut cenderung kepada anak yang bermasalah. Saya membuat pembelajaran menjadi lebih menarik dan tidak monoton agar anak didik tidak bosan dalam belajar. Iya saya mengubah strategi pembelajaran jika strategi*

[13] Riki Kurnia Putra, personal interview, XI Graded Student Akuntansi 15 June 2017 at 9.51 A. M

> *yang sudah digunakan tidak berjalan dengan baik, jadi ini tergantung kejelian guru untuk melihat dan menggunakan strategi sesuai situasi".*

From the interview with the teacher Vr, it can be seen the teacher always used strategy to improve learning in the classroom. Thus the main purpose of the teacher certification is to improve the process and quality of educational outcomes has been implemented by teacher.[14] The teacher tries to convey the lesson with interesting and did not monotonous so that students did not get bored in learning. The teacher also evaluated the strategy if the strategies that are used did not reach the target.

The teacher Sy responded about optimum strategy:

> *"hanya disesuaikan dengan model pembelajaran, dan saya juga hanya menyarankan siswa untuk belajar kelompok kalau bisa juga menambah pelajaran di tempat lain. Untuk satu tahun ini saya tidak melakukan perubahan strategi".*

Different answer with teacher Sy, the teacher suggests to learn groups and add lessons such as tutoring. This is great for adding students skills in English but teacher should also used different strategies to improve the quality of students learning. Teacher also did not change strategy, it is will have

[14] Nini Subini, S.Pd,(2012), Awas Jangan Jadi guru Karbitan, Jakarta: PT. Buku Kita, P.159

negative impact on students as there is no improvement in learning every time in learning.

In classroom management teachers should made learning comfortable and enjoyable so that students felt the lesson is easy to understand and fun. The teachers should look for new strategies to enhance more enjoyable in learning activities.

The teacher Vr responded about classroom management:

> *"peningkatan prestasi belajar siswa tidak terlalu menonjol. Saya menjalankan kerangka pembelajaran dengan baik, mengasah kemampuan guru, mencari berbagai cara – cara atau kiat – kiat untuk belajar agar proses belajar mengajar lebih interaktif dan menarik. Siswa kadang – kadang aktif bertanya"*.

From interview with teacher Vr, it can be seen the teacher has made change strategy to improve learning, but the students learning achievement is still less improved and the students are also less actively inquiring in the learning process. It is expected that teacher will improve the evaluation of strategies used and more selective in using learning methods to improve student achievement in English. Furth more, in SMK each major should be speak English such as hotel affairs, catering, and tourism.

Based on observation and interview with the students who have studied with the teacher Vr. The teachers did not use interesting learning methods, teacher just explain the lesson in front to the class there is no other method that made students interested to learn.

> The statement above was corrected by student He: *"menerangkan didepan kelas"*.[15]
> Next, the statement above was corrected by student Ir: *"seperti menerangkan dengan infocus"*.[16]
> Then, the statement above was corrected by student Zf: *"metode seperti menerangkan di depan kelas"*.[17]

Based on observation and interview with the students who have studied with the teacher Sy. The teachers did not used interesting learning methods, teacher just explain the lesson in front to the class there is no other method that made students interested to learn.

> The teacher Sr responded:
>
> *"kalau peningkatan prestasi untuk di SMKN 1 Matur ini sampai sekarang sama saja, tidak ada peningkatan. Saya berusaha untuk meningkatkan prestasi belajar siswa seperti memberikan motivasi dalam bentuk contoh – contoh orang – orang yang kemampuan bahasa Inggrismya dan mempunyai kesempatan yang lebih bagus di dunia kerja, memberikan contoh – contoh evaluasi seperti ujian semester atau akhir yang lulus dan bagus dalam belajar bahasa Inggris. Jika siswa*

[15] Havivah Elfi Fadli, *personal interview*, XII Graded Student Jasa Boga 15 june 2017 at 9.20 A.M

[16] Irvan Efendi, *personal interview*, XI Graded Student Perhotelan 15 June 2017 at 9.28 A.M

[17] Zulfikri, *personal interview*, XI Graded Student Perhotelan 15 June 2017 at 9.35 A.M

> *mencapai target yang dijanjikan saya memberikan hadiah. Kalau untuk aktif bertanya tidak, paling – paling yang ditanyakan alah habis jam pak"*.

Similar answer with Mr. Sy, the teachers tried the best to improve students' learning outcomes.

When the researcher interview with the students who have studied with teacher Sy. The statement above was corrected by student Kh:

> *"dengan metode menerangkan didepan kelas"*.[18]

Next, the statement above was corrected by student Np: *"metodenya dengan menerangkan didalam kelas"*.[19]
Then, the statement above was corrected by student Rk: *"menerangkan di depan kelas"*.[20]

From observation and interview with students who have studied with English teachers certification at SMKN 1 Matur teachers just explained the lesson in front of class. It is not good in learning process.

Teaching materials are the primary means of communication between the teacher and the student in "Mastery Learning'. The materials should display a dynamism which enables students to learn on their own, outside of class, in activities that are meaningful. However well thought out

[18] Kuntum Khaira Ummah, *personal interview*, XI grade student Akuntansi 15 june 2017 at 9. 42 A.M

[19] Novia Putri Ramadani, personal interview, XI Graded Student Akuntansi 15 June 2017 at 9. 49 A.M

[20] Riki Kurnia Putra, personal interview, XI Graded Student Akuntansi 15 June 2017 at 9.51 A. M

the students may be, teaching materials cannot use in a vacuum. The teacher will need to ensure that students develop the requisite learning skills as an integral part of the law course. In particular the teacher need to explain to students the principle of deep approaches to learning, and why the teacher have set up the learning environment the way the teacher have.[21]

Based on interview with teacher Vr about explain the lesson. The teacher Vr responded:

> *"iya, saya menerapkan 5 m agar pembelajaran mudah dipahami, mudah di ingat dan menyenangkan bagi siswa yaitu melihat, mengamati, mengasosiasi, menalar, mengaplikasikan. Menyampaikan materi berdasarkan sk, kd, indicator, berdasarkan itu dijabarkan dengan Rpp trus analisis dengan cara sistematik dan beruntut dari yang mudah ke yang sukar".*

Talking about teacher performance, the teaching materials well conveyed, the researcher interviewed the students who have studied with teacher Vr. The students felt explanation in material learning did not well because the teacher always came late but based on observation the teacher have good explained material in learning and the teacher

[21] Richard jhonstone, *printed teaching materials: a new approach for law teacher,* (London: Cavendissh Publishing limited, 1996)P.65-66

understand with the material in learning. The statement above was corrected by student He:

> *"tidak, karena guru sering telat dan jarang masuk kelas".* [22]
>
> Next, the statement above was corrected by student Ir:
> *"kurang baik, karena bapak itu sering terlambat masuk kelas".*[23]
>
> Then, the statement above was corrected by student Zf:
>
> *"baik, karena bapak itu menerangkan dengan baik".*[24]

In brief, from classroom interviews with the students about teaching material, two students feel that teachers are not good in delivering lessons because teachers are often late and rarely enter the classroom, very different interviews with the teachers. The teacher felt was delivered the lesson better but according to student's statements, the students felt studied with teacher Vr not good because of delays and teachers rarely enter the classroom.

Based on observation in the teacher Sy class, the teacher has good explained material in learning and the teacher understand with the material in learning. The statement above

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[22] Havivah Elfi Fadli, *personal interview*, XII Graded Student Jasa Boga 15 june 2017 at 9.20 A.M

[23] Irvan Efendi, *personal interview*, XI Graded Student Perhotelan 15 June 2017 at 9.28 A.M

[24] Zulfikri, *personal interview*, XI Graded Student Perhotelan 15 June 2017 at 9.35 A.M

The teacher Sy responded about material well conveyed:

> *"tentu iya, saya berusaha memberikan pelajaran yang mudah dipahami siswa. Saya menyampaikan pelajaran sesuai degan rancangan program pembelajaran (RPP) tidak boleh diputar balikkan. kelas bahasa Inggris biasanya ditakuti oleh siswa dan sulit bagi siswa jadi saya mengajar lebih santai, dalam arti lain sering bergurau, sering membuat hiburan dengan tujuan dalam pembelajaran anak semangat. Disekolah kita ini bentuknya rombel bukan pribadi bentuk rombel ini tingkat evaluasinya tinggi cara penyampaian materinya cepat jika kelas lain tingkat kecerdasannya kurang maka penyampaian materi agak lambat, seperti di rombel lain 1atau 2 kali penyampaiaan materi jika rombelnya lemah bisa mencapai 3 atau 4 kali penyampaian materi. Pembelajaran disesuaikan dengan silabus".*

The researcher interview with the students who has studied with the teacher Sy. The statement above was corrected by student Kh:

> *"sampai sekarang masih baik, karena kami dapat menjawab soal dengan cukup benar".*[25]

Next, the statement above was corrected by student Np:

> *"iya, Selama belajar sama bapak itu bisa lebih mengerti dengan pelajaran yang diberikan".*[26]

Then, the statement above was corrected by student Rk:

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[25] Kuntum Khaira Ummah, *personal interview*, XI grade student Akuntansi 15 june 2017 at 9. 42 A.M

[26] Novia Putri Ramadani, personal interview, XI Graded Student Akuntansi 15 June 2017 at 9. 49 A.M

"tidak, karena bapak sering bercerita dalam kelas".[27]

In brief, based on the result of the student interviews about teaching material, two students felt good studied with the teacher Sy and one of them felt not good.

From interview with teacher Vr and teacher Sy, it can be seen the teachers implemented easy to understand learning, easy to remember and fun for students. The teachers also adjust learning with the level ability of children in the classroom. Thus all students can receive learning well, but some students felt were not good, so the teacher should be better in learning process.

Talking about implementation, there is some question about motivation. Based on the observation in the teacher Vr class, the teacher did not give motivation in the class the teacher just explains the lesson in front of class. The teacher Vr responded:

> *"iya saya melakukan motivasi diakhir pembelajaran seperti menanyakan kembali tentang pembelajaran yang sudah diterangkan dan memberikan nasehat – nasehat. Iya saya memberikan kebanggaan kepada siswa jika dia bisa, saya akan mengatakan good itu akan menjadi suatu kebangaan untuk siswa dan membuat dia semangat untuk lebih mau belajar lagi".*

[27] Riki Kurnia Putra, personal interview, XI Graded Student Akuntansi 15 June 2017 at 9.51 A. M

Talking the teacher performance about felt bored and less motivated, from interviewed with the students who have studied with teacher Vr. The statement above was corrected by student He:

> *"saya kurang termotivasi dalam belajar karena bapak itu mengajar berbelit – belit contohnya setelah menjelaskan pelajaran dia kembali bertanya".* [28]

Next the statement above was corrected by student Ir:

> *"pernah waktu itu saya sedang bermain bola di lapangan lalu bapak itu masuk jadi saya tidak focus belajar dan saya merasa bosan".*[29]

Then the statement above was corrected by student Zf:

> *"pernah, waktu itu saya pernah di usir keluar pada saat pembelajaran padahal saya sudah memberikan alasan yang tepat".*[30]

In brief, from classroom observation and interviews with the students, about felt bored and less motivated is know that three the informants bored and less motivated because teacher were less motivated to students and made students less comfortable in learning, the students also felt tired of learning because the teacher expel the students out from the class.

From classroom observation the teacher Sy did not give motivation for the students but based on interview the teacher

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[28] Havivah Elfi Fadli, *personal interview*, XII Graded Student Jasa Boga15 june 2017 at 9.20 A.M

[29] Irvan Efendi, *personal interview*, XI Graded Student Perhotelan 15 June 2017 at 9.28 A.M

[30] Zulfikri, *personal interview*, XI Graded Student 15 June 2017 at 9.35 A.M

gave motivation to students in the lass time in learning process. The teacher Sy responded:

> *"iya, karena kita di SMK tujuannya adalah dunia kerja, dimana – mana masuk dunia kerja yang dites adalah bahasa Inggrisnya. Jika bahasa Inggris kita lemah maka tidak dapat pekerjaan yang layak, jadi saya memberikan motivasi – motivasi seperti itu. Kalau yang menguasai materi insentifnya yaitu berbentuk pujian seperti bagus, hebat, kalau ujian – ujian tertulis seperti ujian semester saya sampaikan kalau ada siswa bapak yang mendapat nilai 9 saya kasih hadiah uang dalam bentuk tertentu"*.

The researcher interview with the students who has studied with teacher Sy. The statement above was corrected by student Kh:

> *"pernah, karena materi yang diterangkan kurang jelas dan tidak dapat dipahami"*.[31]

Next, the statement above was corrected by student Np:

> *"sebenarnya tidak bosan tetapi pada jam – jam terakhir jadi pikiran hanya untuk pulang"*.[32]

Then, the statement above was corrected by student Rk:

> *"iya karena bapak itu sering bercerita diluar topic pembelajaran"*. [33]

In brief, from classroom observation the teacher Sy did not give motivation for the students, and interviews with the students about felt bored and less motivated is know that two

[31] Kuntum Khaira Ummah, *personal interview*, XI grade student 15 june 2017 at 9. 42 A.M
[32] Novia Putri Ramadani, personal interview, XI Graded Student 15 June 2017 at 9. 49 A.M
[33] Riki Kurnia Putra, personal interview, XI Graded Student Akuntansi 15 June 2017 at 9.51 A. M

students felt bored in learning process with teacher Sy because the teacher were less explicit in explain the lesson and students also felt the teacher often telling story outside of learning. In expecting the teachers to pay more attention how to teach fun in the classroom so that students did not felt bored in the learning process.

From interview with Teacher Vr and teacher Sy, it can be seen the teachers provide motivation for students to be diligent in learn, teachers also give a gift if students achieved the value according to the target set, and teachers also give praise if students get good grades. This will motivate other students to be more active and can achieve the target that has been determined, but from of observation and interview with the students who have studied with English teachers certification the teachers did not give more motivation from students. So it is not good in English learning process.

Talking about the teacher performance about improve the teacher learning. The researcher interviewed the students who have studied with teacher Vr about improve the teacher learning. The statement above was corrected by student He:

> *" ada, guru jangan pilih kasih, jangan berbelit – belit dalam menyampaikan pelajaran, jangan menjelaskan*

terlalu panjang, buatlah kami nyaman dalam belajar."[34]

The statement above was corrected by student Ir:

"ada. Contohnya seperti guru itu terlambat menurut saya pribadi guru terlambat diperbolehkan masuk kalau kami murid diperbolehkan pulang, jadi marilah kita sama –sama intropeksi diri."[35]

The statement above was corrected by student Zf:

"ada. Menurut saya masih banyak kekurangan guru kurang jelas menjelaskan pelajaran, tidak sopan dan kasar."[36]

The researcher interview with the students who has studied with teacher Sy. The statement above was corrected by student Kh:

"ada, contohnya guru supaya tidak datang terlambat, agar menerangkan pelajaran tidak terburu – buru dan dapat dipahami kami semua." [37]

The statement above was corrected by student Np:
"ada, guru harus lebih peka terhadap muridnya, dan datang tepat waktu dalam mengajar."[38]

Then, the statement above was corrected by student Rk:

" ada,bapak harus menerangkan pembelajaran dengan baik, jangan sering bercerita hal – hal yang tidak penting di dalam kelas, bapak harus memberikan motivasi yang lebih, bapak jangan sering menerima telfon di dalam lokal."[39]

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[34] Havivah Elfi Fadli, *personal interview*, XII Graded Student 15 june 2017 at 9.20 A.M
[35] Irvan Efendi, *personal interview*, XI Graded Student 15 June 2017 at 9.28 A.M
[36] Zulfikri, *personal interview*, XI Graded Student 15 June 2017 at 9.35 A.M
[37] Kuntum Khaira Ummah, *personal interview*, XI grade student 15 june 2017 at 9. 42 A.M
[38] Novia Putri Ramadani, personal interview, XI Graded Student 15 June 2017 at 9. 49 A.M
[39] Riki Kurnia Putra, personal interview, XI Graded Student Akuntansi 15 June 2017 at 9.51 A. M

In conclusion, the students hope full the teacher always came in to the class on time, explained the lesson more clearly, can used variations of the method, and used interesting media.

c. Evaluation

The teachers spend a lot of time testing, evaluating and assessing students. This is to measure the students' abilities to see if the students can enter a course or institution. To see how well the students getting on and it is because the students themselves want a qualification. Sometimes this assessment is formal and public, and sometimes it is informal and takes place in day to day lessons.[40]

Talking about evaluation, there is some question about evaluation. The teacher Vr responded:

> *"iya, saya melakukan penilaian. Rancangan pelaksanaan pembelajaran di evaluasi lagi dari proses tersebut akan diketahui mana proses – proses yang tidak menarik misalnya media kurang atau salah. Jadi misalnya saya mengajar di kelas Akuntansi metodenya bermasalah dan besok mau mengajar dikelas TKJ (teknik computer jaringan) lalu saya akan mengganti metode tersebut. Saya mengambil nilai dari rumusannya, nilai – nilai latihan, ulangan harian, mid semester, ujian semester dan itu di nilai secara berkelanjutan".*

The teacher Sy responded:

[40] Jeremy harmer, *the practice of English language teaching* p. 379

> *"penilaiaan awal yang saya lakukan belum ada, yang saya lakukan sebelum menyampaikan materi saya menanyakan secara langsung misalnya belajar introduction kelas satu what is your name ? siswa a diam begitu juga siswa b, siswa c dia jawab my name is Anto. Jadi dari yang tiga tadi Nampak bearti si a dan b belum paham jai si c udah paham jadi hanya begitu saja. Pemantauan tidak selalu saya lakukan tapi suatu waktu tentu iya, pemantauan ini bisa saja seperti ujian tertulis , tuga – tugas yang menjawab pertanyaan itu lah yang menguasai materi begitu sebaliknya. Mengambil nilai siswa dari tugas, praktek berbentuk dialog saya berikan tema dia yang membuat dialognya dari situ bisa dipantau mana yang bisa, tertulis".*

From interview with teacher Vr and teacher Sy, it can be seen the teachers did the initial assessment, it was useful to see the initial ability of students, if the student weak ability in learning English were teachers could pay more attention to them and provided more motivations or encouragements which would make the students better understood and could learn English better.

Remedial is a special form of learning that teachers give to the students who have problems and inaction in learning. It is called special teaching because the students are served who had problem in learning, so it need strategy, method and instructional media which are specially adapted to the learning problem experienced by students.[41]

[41] Dr. Supardi *kinerja guru*(Jakarta : PT RAJA GRAFINDO PERADA 2014) p.68

The teacher Vr responded about reedial:

> *"iya saya melakukan remedial, siswa dikasih tugas walaupun nilainya seratus tapi nilainya tetap batas criteria ketuntasan minimal (kkm). Iya karena saya memberikan tugas terhadap anak tersebut"*.

The teacher Sy responded about remedial:

> *"remedy iya, remedy yang diberikan tergantung cara atau materi mana yang tidak tuntas kalau misalnya tugasnya yang kena maka dikasih susulan tambahan tugas – tugas. Kalau ulangan idealnya dikasih lagi materi yang tidak paham tadi lalu di uji lagi. Yang namanya remedy tidak mungkin nilainya tinggi. Yang saya pakai berapa dapat nilai sebelum dan sesudah remedy dibagi dua, lalu itu nilai siswa"*.

Based on the interview with English teacher's certification at SMKN 1 Matur it can be seen the teacher had been doing remedial activities to improve the student's weak ability and to complete the student's unfinished grades.

Enrichment is a program of learning that is given to learners who are quick in mastering the competence and subject matter. Enrichment aim to provide opportunities of learners who have the ability in learning could be further improved learning results and can maintain learning outcomes that have been achieved and obtain opportunities to develop optimally.[42]

The teacher Vr responded about enrichment:

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[42] Dr. Supardi *kinerja guru*(Jakarta : PT RAJA GRAFINDO PERADA 2014) p.67

"iya saya memberikan pengayaan kepada siswa yang nilainya tuntas. Seperti tugas – tugas. Pengayaan yang saya berikan mencari Materi – materi dalam KD (kompetensi standar) dengan standar yang lebih tinggi dan materi lebih menantang".

The teacher Sy responded:

"saya tidak pernah melakukan pengayaan. Jadi saya tidak ada membuat materi atau tugas – tugas yang berkaitan dengan pengayaan".

From interviews with English teacher certification it can be seen, teacher Vr gave enrichment while teacher Sy did not give enrichment. The performance of a teacher is assessed in the remedial and enrichment program as a follow – up of the learning evaluation.

B. Discussions

Based on the findings, it can be explained the performance of certified English teachers in teaching English at SMKN 1 Matur. The researcher found that the teachers always made lesson plan, the teachers made lesson plan based on the KTSP syllabus used in SMKN 1 Matur. Lesson plan should be made by the teacher, because there are functions of lesson plan: 1) determining the direction of learning activities. 2) giving the content of meaning and purpose.3) determining how to achieved the goals set. 4) measure how far the goal is achieved and what action should be done if the goal has not been achieved .[43] The teachers also made an annual program to see the program will do next time, it is very important for English teacher certification, but teacher Sy did not evaluated him program. It is not good to certified English teacher because the certified teacher is required to improve the student's ability, the teacher should measure how far the goal is achieved and what action should be done if the goal has not been achieved.

The teachers' ability in choosing various media, also gave impact on the performance of certified English teacher in learning process. By using various media, such as hand phone, laptop, and infocus, the learning process became more interesting and fun for the students . When the

[43] Supardi, (2013). *Kinerja Guru*. Jakarta PT Rajagrafindo Persada, P.60

material is interesting, the students had high motivation to pay attention when the teacher explained the lesson, so that students could understand the learning given by teacher. According to interviews and observation with English teacher's certification at SMKN 1 Matur the teachers did not used variation of media, because the limitations of media, so that students felt bored and not interested in learning. In the last hour they felt coughing, and wanted to get home. It is the teacher's job to provide interesting material and media learning so that students did not feel bored, more active in learning, and students want to ask question because they feel the lesson is fun. So that students easily understand about English lessons and can used them in daily activities.

Based on interviews with students, the teachers used learning strategies just explained in front of the class, it made the students feel bored and not interested to study. English lessons require attention and practice of speaking so that students are able to understand and use the language. The teachers must change strategies such as defining topic dialogue then students make conversation about the topic they choose. This will make students more active to ask if they did not know the vocabulary that is in use then students dialogue in front of the class.

Based on interviews with students, the teachers also came late in the class, this is not good in the learning process. The time will be much

wasted and the designed learning program is not implemented because of insufficient time. The students also felt that teachers often play favor, only smart students were asked and noticed. Sometimes if the students did not understand the lesson, the teachers did not want to explain again and angry. This made students afraid to ask question, and made the learning process not good. The teachers also often compared with other classes, students would be bored to learn with the teachers and felt not confident to show his ability. This impacted students less motivated to learn English.

In the learning evaluation there is remedy and enrichment, the teacher must do remedy and enrichment. Remedy was given teachers to students had a slack in learning. While enrichment is learning program that is given to students who are fast in mastering the lesson. Based on interview with the teachers, teacher Sy did not provide enrichment to the students while the purpose of enrichment is to depend and expand their knowledge and skills in English lessons. So this is not good to improve student's development in English learning.

Based on the explanations above can be concluded that the performance of certified English teacher in teaching English at SMKN 1 Matur. The six informants feel fun in learning process, and informants feel bored in learning because less motivation and the students not focus to study. They said that the English teachers used media such as books, hand

phone, laptop and infocus, but the students think media used did not good. In teaching materials well conveyed three informants felt teaching materials less conveyed because the teachers always came late. They said that the English teacher used method of learning was explained in front of the class, so the method is sless variation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis is found that the classroom performance of certified English teachers not good the strategies used the teachers were not varied just explained the lesson in front of class and the used of media is not interesting because sometimes there are obstacles in the provision of media so it is difficult to vary the media. The teacher did not evaluate his program, the teachers did not give motivation to the students and the teachers always came late in the class. Meanwhile, the attempts that have done by teacher to overcome the problems are before enter the class, the teacher must prepared the good strategy to improve students ability in English learning and used interest media will increase their ability in learning English.

B. Suggestion

Based on the result of the study, the researcher would like to offer some suggestions for the teachers and the students to overcome the performance of English teacher certification.

1. Teachers should use variation of strategies to improve student's skill in English.

2. The teacher also evaluated the strategy if the strategies that are used did not reach the target.
3. Teachers should seek for variation of media, although inadequate media schools teachers need to be more creative utilizing affordable media, such as pictures, photographs and etc.
4. Teachers must change the method of learning such as explain in front of class with a more interesting method. So students can be active in learning.
5. The teachers must provide motivation for students so that students will learn well.
6. Teacher should give more attention to weak students in learning.
7. Teachers did not play favor for students.
8. It is expected that teachers always come on time.