

**AN ANALYSIS OF ENGLISH TEACHERS QUALITIES BASED
ON STUDENTS' EXPECTATION AT SMPN 8 MAKASSAR**

SKRIPSI

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2018**

SKRIPSI

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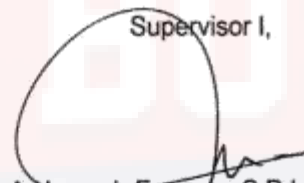
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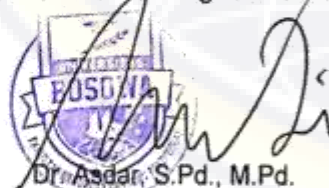


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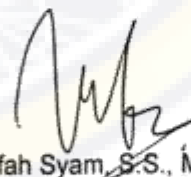
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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "*An Analysis of english Teachers Qualities in Teaching Based on Students Expectation at SMPN 8 Makkasar*" beserta seluruh isinya adalah benar – benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung resiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, September 2018

Yang membuat pernyataan,



NOER RHOMADANI EKA PUTRI

ABSTRACT

Noer Rhomadani Eka Putri. 2018. *An Analysis of English Teachers Qualities in Teaching based on Students Expectation at SMPN 8 Makassar.* Skripsi. English Language Education Study Program, Universitas Bosowa Makassar. (Supervised by A. Hamzah Fansury, S.Pd., M.Pd. and Hj. Restu Januarty S.Pd.I., M.Pd.)

The objective of the study is to know the teachers qualities in teaching based on students expectations. The researcher analysis the teacher qualities based on students expectation using questionnaire.

In doing this study the researcher employed descriptive qualitative design. The subject of this research was the eight grade students of SMPN 8 Makassar in the academic year 2018/2019, while the sample just 22 students from eight class. The data was collected from the questionnaire.

After analyzing the data, the researcher found base on the two english teachers in grade VIII, teacher A had same answer from the students answer between agree and disagree with the percentage 30%. While teacher B had the total answer agree is 50% from the total students answer. So the two of teacher above have different percentage from the students assessment.

Keywords: Analysis, English Teachers Qualities, Students Expectation.

ABSTRAK

Noer Rhomadani Eka Putri. 2018. *An Analysis of English Teacher Qualities in Teaching based on Students Expectation at SMPN 8 Makassar.* Skripsi. English Language Education Study Program, Universitas Bosowa Makassar. (Dibimbing oleh A. Hamzah Fansury, S.Pd., M.Pd. and Hj. Restu January S.Pd.I., M.Pd.)

Penelitian ini bertujuan untuk mengetahui kualitas guru bahasa Inggris berdasarkan harapan/sudut pandang siswa. Peneliti menganalisis kualitas guru bahasa Inggris berdasarkan harapan/dugaan siswa menggunakan 20 soal angket.

Penelitian ini menggunakan Deskriptif Kualitatif. Populasi dari penelitian ini adalah siswa kelas VIII SMPN 8 Makassar tahun akademik 2018/2019, sedangkan sample penelitian hanya 22 siswa dari jumlah keseluruhan siswa kelas VIII. Data diperoleh dari angket.

Setelah menganalisis data, peneliti menemukan bahwa berdasarkan kedua guru bahasa Inggris di kelas VIII, guru A memiliki tingkatan jawaban yang sama dari hasil jawaban siswa yaitu antara jawaban setuju dan tidak setuju dengan hasil presentasi 30%. Sedangkan guru B memperoleh jumlah presentasi 50% dari total keseluruhan siswa yang menjawab setuju. Sehingga kedua guru tersebut memiliki presentasi yang berbeda dari hasil penilaian siswa.

Kata kunci: Analisis, Kualitas Guru Bahasa Inggris, Harapan Siswa.

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Secondly, the researcher gives grateful appreciation and great thanks to A. Hamzah Fansury, S.Pd., M.Pd as my first supervisor and Hj. Restu January Hamid, S.Pd.I., M.Pd. as my second supervisor who has given her valuable time, advice, criticism and correction to this thesis from the beginning up to the end of the writing.

time, advice, criticism and correction to this thesis from the beginning up to the end of the writing.

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This undergraduate skripsi is far from perfect, but it is expected that it will be useful not only for writer, but also for the readers. For this reason, constructive thoughtful suggestion and critics are welcomed.

Makassar, September 2018


NOER RHOMADANI EKA PUTRI

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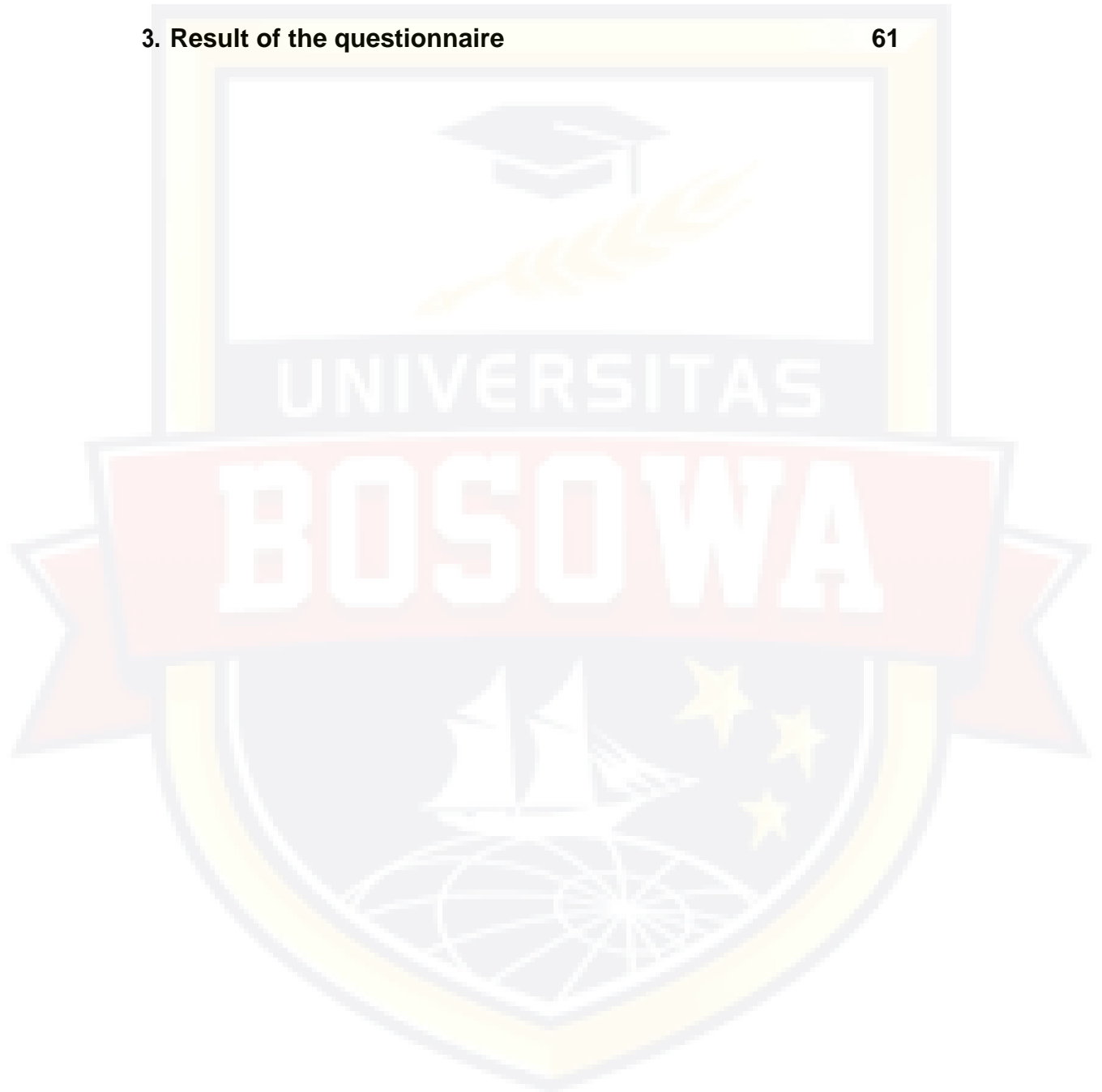
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CHAPTER I

INTRODUCTION

In this chapter, the writer explain about several parts. They are the background, problem statement, objective of the research, significants of the study, and scope of the study.

A. Background

Teaching English in Indonesia is focused on the student's communicative competence. The communication can be oral and written forms. The learners will be capable of using the four language skill, namely: listening, speaking, reading and writing. The learners should have abilities in reading and listening to support their speaking and writing.

Teacher have important role in teaching learning process, because they play vital role in the overall development of the students. The teacher have responsible to develop good principles, values, creativity, good contstructivism, confidence, skill as well as critical thinking in a child. (Kimble—Garmezy, 2008:133) defines teaching as — Showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understandll. So the teacher not only teach but also educate their students. Besides, teacher have the other role in teaching learning process, such as motivation, evaluator, and facilitator.

Every teacher have different style in teaching and learning process, although they have a same purpose, it is called as teachers teaching style. Teachers' teaching style will be able to increase students' interest in learning and leave conventional style of teaching and do not want to learn independently. Moreover, teacher also take an active role in guiding the students.

In the process of learning, students have expectation for their teacher. In fact, many teacher just focus on their material. But in the other side students may be tired if their teacher always give the material. According to Harris (2008:345) there are several methods in English learning process. They are;

- a. Giving total physical activity (Example games and total physical response activities).
- b. Providing hands on activities (Example to learn words, sentence\ and practice meaningful language).
- c. Internalizing concept through visual aids (Example video, picture, tapes, music, flash card, and puppet toys).
- d. Explaining things with nonverbal language (facial features and gesture).

Based on the statement above, the researcher concluded that in learning English teacher may smart to give the motivate or make the class is life so the students can be able to know what the teacher explain. Than

the teacher can now what the students expectation so it can be realization in the teaching and learning process.

B. Problem Statement

Based on the background above, the problem statement of this research is — How the teachers qualities in teaching based on students' expectations?

C. Objective of the Research

The objective of the study is to know the teachers qualities in teaching based on students expectations at grade VIII of SMPN 8 Makassar in the Academic Year 2018/2019.

D. Significants of the Study

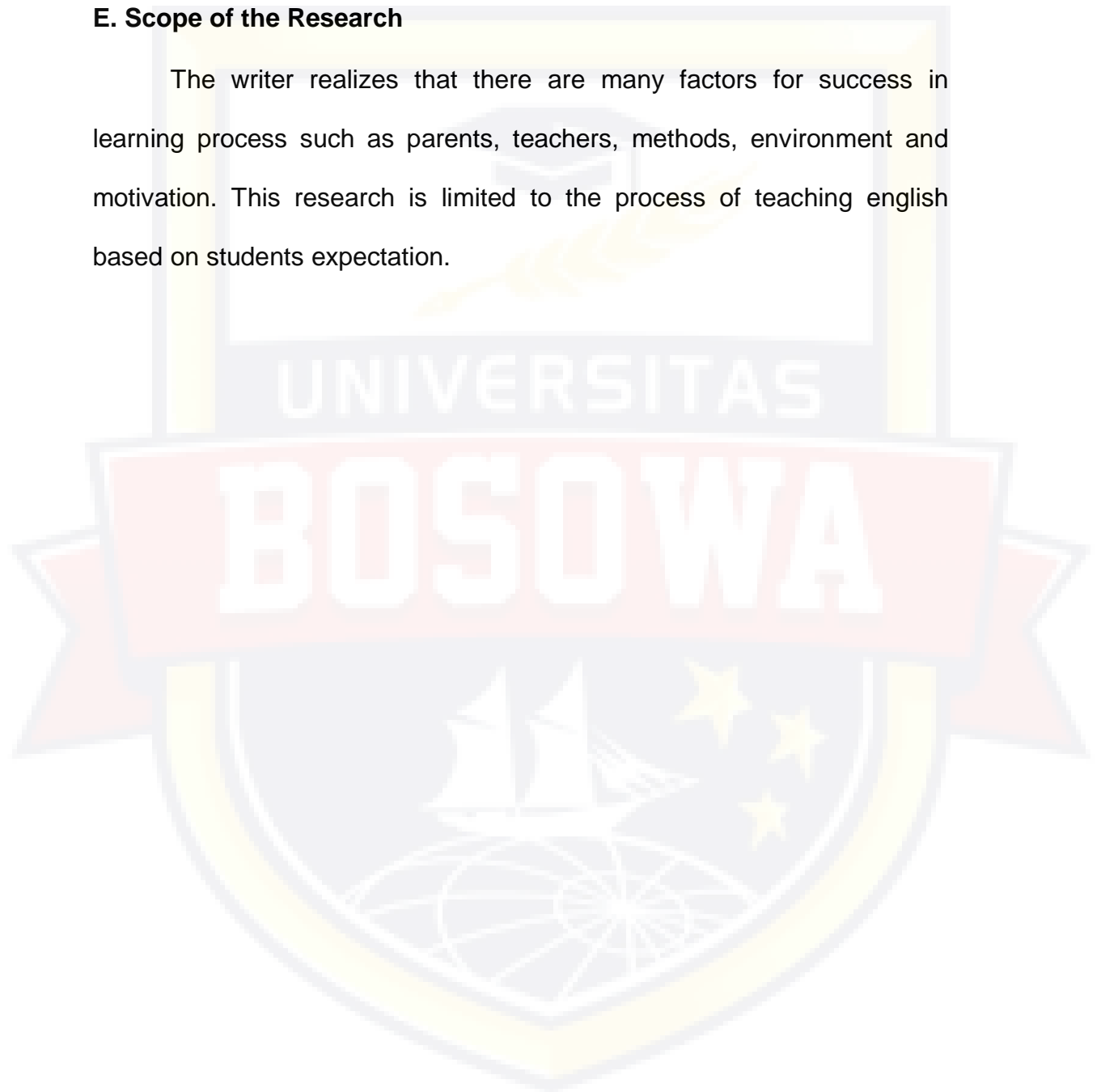
The result of this research is expected can be useful for:

1. For the students, the result of this research gave benefit for the second grade of SMPN 8 Makassar to get a good quality of their teacher.
2. For the teacher, the result of this research offered information about their qualities in teaching. So they can evaluate and increase their qualities in teaching.
3. For the further researchers, this result expected to give information about qualities of the teacher in the class based on students

expectations, so it can be use as a reference for another researcher who conducted similar case study.

E. Scope of the Research

The writer realizes that there are many factors for success in learning process such as parents, teachers, methods, environment and motivation. This research is limited to the process of teaching english based on students expectation.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer discusses about previous of related research findings, some pertinent ideas, qualities of great teacher, expectations for students, students expectation and theoretical framework.

A. Previous of Related Research Findings

Here are two researchers that have conducted research of qualities of teacher and students expectations as follow:

Faiko Tu Shoolikha (2018) with entitle —Student's expectations on teachers' qualities in classroom teaching in English Department Muhammadiyah University of malang. This study limited only on teachers' qualities whisch are related to classroom teaching and uses fourth semester students. The present study employs descriptive qulitative methodology. The writer use simple random sampling to give equal opportunities to every member of the population to be selected as sample, and there are 52 respondents. Based on research findings, the writer concludes that the most expected teacher quality in classroom teaching was thatthe teacher should explain the subject clearly, as suggested by 44,23% of respondents. So the conclusion is good teacher should possess these qualities and try to aply them based on the condition of classroom teaching and students' expectations.

Salman Toor (2016) with the title — Qualities of a good teacher from students and fellow teacher prospective. In this study the writer just limited only qualities of a good teacher based on students and teacher prospective. In this study used questionnaire they are three categorized namely, classical aspect, technology aspect, and social cultural aspect. The methodology of this study is qualitative research and the research design is descriptive.

Based on description above, the researcher is interested to analysing of teacher qualities based on students expectation. The researcher will give questionnaire and interview. The researcher will do a research with entitle *“Analysis of teacher qualities in teaching based on students’ expectation at SMPN 8 Makassar”*.

B. Some Patient Ideas

1. Definition of teaching

H.C. Marrison (2009): —Teaching is an intimate contact between a more mature personality and less mature one which is designed to further the education of the latter. ||

N. L, Gage(2010): —Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person. ||

Brubacher (2008) – —teaching is an arrangement and manipulation of a situation in which an individual will seek to overcome and from which he will learn in the course of doing so. ||

Edmund Amidon (2008) —teaching is an interactive process, primarily involving class room talk which take place between teacher and pupil and occurs during certain definable activity.¶

B.O. Smith (2009) —Teaching is a system of action intended to produce learning.¶

Thomas F. Green (2008) —Teaching is the task of teacher which is performed for the development of a child.¶

2. Need and function of teaching

a. Concept of teaching

Teaching is a process which usually takes place in the classroom situations. It is more of formal processes. In the class room situations, we see that the teacher has something in his mind and he wants to convey it to the students. For this purpose, he takes the help of teaching. He takes all efforts to make the students understand it. His teaching is successful if the students are able to grasp it fully.

b. Need of teaching

Through teaching, the teacher aims at giving some knowledge to the students, passing some information to them, making the students acquire some skill, changing the attitude of the learners, modifying the behavior of the students, giving some experiences of life, etc. A sincere and hardworking teacher makes every effort to achieve the desired ends. Teaching is an art of educating other people. In this age of science and

technology when there is explosion of knowledge, the process of teaching has reached new dimensions. It is no longer a simple art of imparting information to the students. It is now tending to become a technology by itself instructional television, computer assisted instruction, teaching machines, etc. Teaching is an activity which goes on between the two parties i.e. the giver and the receiver. Teaching is not a mechanical process. It is an intricate, exacting, challenging job. Teaching can't be boiled down to a convenient formula of —telling and testingll. It is the complex art of guiding pupils through a variety of selected experiences towards the attainment of a widening field of learning.

c. Function of teaching

He has to diagnose the entering behavior of the student. The initial potential of the student in terms of cognitive and affective abilities should be properly diagnosed with the help of some diagnostic tests. He has to diagnose and formulate specific educational objectives, the type and amount of behavioral changes he wants to introduce in the students. He has to analyze the content, instructional material and environmental facilities available for carrying out his task. Although the teacher, as independent variable, is more active in exercising diagnostic functions, yet the role of the student as a dependent variable cannot be underestimated. He has also to perform certain important diagnostic functions on the basis of his perception for his abilities and responses.

Prescriptive functions : on the basis of diagnosis, the teacher takes decision about the needed prescription for achieving the stipulated objectives. Accomplishment of objectives needs an appropriate interaction between the teacher and the student which, in turn, needs proper management of the intervening variables by the teacher. In the teaching we must perform the following functions;

1. Selecting appropriate contents and organizing them into proper sequence.
2. Selecting proper teaching techniques, strategies and feedback devices in view of the individual difference among the students.
3. Seeking essential cooperation from the students for a purposeful interaction.

In the performance of prescriptive function also, the teacher is likely to be more active than the students. The prescription is made for the student to bring desirable changes in his behavior. He has to work for the purposeful interaction and give his sincere cooperation for the teacher in exercising the various prescriptive function.

C. Qualities of great teacher

There are five qualities of great teacher according to students, are:

- a. The ability to develop relationships with their students

The most frequent response is that a great teacher develops relationships with students. The research literature agrees with them: teachers need to be able to build trusting relationships with students in

order to create a safe, positive, and productive learning environment. For example, a student in Boston told us that great teachers are —Willing to listen to students when there is a problem.¶

b. Patient, caring and kind personality

Personality characteristics related to being a compassionate person and having a sensitivity to student differences, particularly with learners, was the second most frequently reported quality. Again, there is research to support that teacher dispositions are strongly related to student learning and development.

c. Knowledge of learners

This is a broad category that incorporates knowledge of the cognitive, social and emotional development of learners. It includes an understanding of how students learn at a given developmental level; how learning in a specific subject are typically progresses like learning progressions of trajectories; awareness that learners have individual needs and abilities; and an understanding that instruction should be tailored to meet each learners's needs. One student eloquently described it as: —the teacher understands the pace and capacity of the student.¶

d. Dedication to teaching

Dedication refers to a love of teaching or passion for the work, which includes commitment to students' success. Responses often referred to loving the subject matter or simply being dedicated to the work. To a

students, this means a teacher should be —always willing to help and give time. ll

e. Engaging students in learning

Students also said that teacher should be able to engage and motivate students to learn. Researchers talk about three types of engagement that are required for students to learn: cognitive, emotional, and behavioral. Survey respondents mostly focused on making content interesting and ability to motivate students to learn. A student in Pennsylvania said great teachers are, —motivating students to succes in and out of school.

D. Expectations for students

Setting classroom expectations developing learning goals collaboratively puts students at the center of the learning process. When teacher mak classrom expectations clear, itallows students to take personal responsibility for their learning and behavior and adjust their progress toward classroom goals throughout the year. But teachers should focus on defining these expectations when svchool starts, setting up students success for the year. Expectations that are developed halfway through the year or are inconsistently reinforced will only confuse students.

Its important that teachers understand and develop two kinds of classroom expectations: behavior expectations and learning expectations. Behavior expectations refer to the rules of etiquette that help keep a class

running smoothly. Setting clear classroom behavior expectations has been proven to make concentrating and teaching in the classroom easier; research has shown that classrooms in which educators have set clear behavior expectations experience nearly 30% fewer disruptions than classrooms which teachers have not set expectations.

But simply announcing the —class rulesll isn't enough to instill or curb specific behaviors. Just like regular school subjects, behavior expectations must be taught. For example, instead of simply posting a sheet that lists out behavior rules, teachers can turn behavior expectation setting into a discussion that involves the students. Try asking, —what do you think should and shouldn't be allowed in the classroom, and why?ll and then guide the discussion as needed. Students will then feel like they helped create the expectations, rather than simply being told what to do, which will help them stick.

Equally important to student success is learning expectations. When teachers outline what students are expected to learn at the beginning of the year, that helps students anticipate their learning needs and enables them to track their own progress. It can also get them excited about what's to come later in the school year!

Expectations will obviously be different for different age groups. Here's what sample expectations may look like for three different groups of students:

- a. Elementary school students: wait until another students returns with the bathroom pass before excusing yourself to go to the bathroom.
- b. Middle school students: if in-classroom work is finished ahead of time, read a book quietly before the class moves on the next activity.
- c. High school students: turn off cell phones and store them away in your backpack immediately when you sit down at your desk.

E. Students Expectation

Expectation is what is considered the most likely happen. An expectation, which is belief that is centered on the future, may or not be realistic. Students is a person who is studying at a school so, the students expectation is a person that belief about what might happend in the future, specially in their learning process.

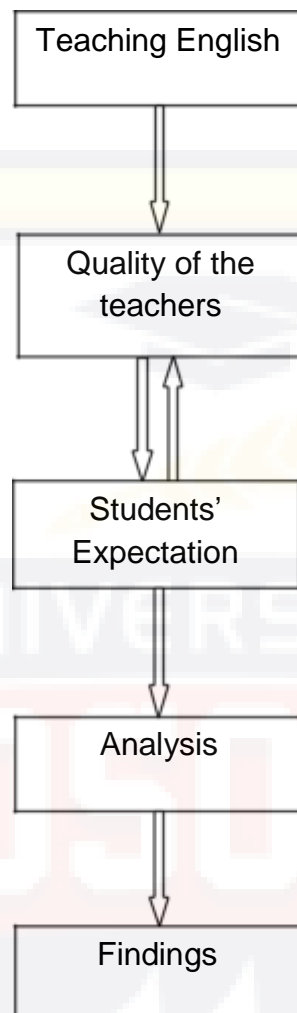
Accordng to Erica Swallow that are some common students expectation in the learning process :

- a. First, they want to learn something new and useful in each lesson. They do not expect the teacher to know everything. They wan the teacher to convey knowledge or a skill relevant to their lives. So it is important to communicate a program or curriculum and tell students what they will able to do at the end of course.
- b. Second, they want the teacher to bring out the best in them, help them to find the courage to speak out, give them the desire to do the

required work, and show them that by completing the program they will achieve certain goals. A teacher who can motivate the students will find the later very cooperative.

- c. Third, they want the teacher to respect them, i.e. understand their difficulties, their hesitations, and their complex. They don't want to feel humiliated, if they give the wrong answer. They don't want to be harrassed by reprimands, i.e. —Don't chat in the backll, —Don't be lazyll, —don't text on your phonell. If your class interesting and the students all have things to do, they wont be using their cell phones and students want the teacher to be fair in the grading procedure and even in everyday activities not to have favorites, not to let the best students dominate the class, not to label certain learners as weak from the very begining.

F. Conceptual Framework



Figure, 2.1, Conceptual Framework

Based on the theoretical framework above the writer analysed the quality of the teacher in teaching based on students expectations. The writer used questionnaire to analyse the quality of the teachers based on students expectations.

CHAPTER III

METHODOLOGY

This chapter is divided into several parts. They are research design, place and time of the study, focus of the study, population and sample, procedure of collecting data, instrument of the research and technique of data analysis.

A. Research Design

This research used descriptive qualitative research method. According to Jeane —Descriptive research is used to obtain information concerning the current status of the phenomena and to describe —what existsll with respect to variables or conditions in a situationll. In the handbook of qualitative research Dezin and Lincoln (2009:498) describe qualitative research as involving — an interpretive naturalistic approach to the world. This means that qualitative researchers study things in the natural settings, attempting to make sense of interpret phenomena in terms of the meanings people bring them.ll So descriptive qualitative research method is to describe the natural information concerning the current status of the phenomena with respect to condition in a situation.

B. Place and time

The writer conducted the research at SMPN 8 Makassar Academic Year 2018/2019 in 8th class on September 2018. The writer choose this school to be an object because researcher already teaching here.

C. Focus of the study

The writer realize that there are many factor for success in learning process such us parents, teacher, metods, envirointment and motivation. This research would be focus only on analysing the teachers qualities in teaching based on students expectations.

D. Population and sample

1. Population

The population of this research is the second grade students of SMPN 8 Makassar in the academic year of 2018/2019. The second grade students are 11 classes and each consist of 36 students. The total of population are 396 students.

2. Sample

The writer use stratified random sampling in this research. Stratified random sampling is a method of sampling that involves the devision of a population into smaller groups known as strata. The researcher took 2 students of each class as a sample. So the total sample are 22.

E. Procedure of collecting data

Firstly, the researcher prepared the questionnaire as instrument. Then the researcher come into the class and give the questionnaire to the students. After that the researcher explain what the teacher do based on

the instruction in the paper. Then from the result that, the researcher analyze the quality of their teacher.

F. Instrumet of the research

The writer used questionnaire as a instruments of the research. This instrument to know about the teacher qualities in teaching english based on students expectation. It consist of 20 written questionnaire. In that instrument, the writer gave the alternative opinion: Strongly agree (*sangat setuju*), Agree (*setuju*), Disagree (*tidak setuju*), Strongly agree (*Sangat tidak setuju*), and Uncertain (*ragu-ragu*). This instrument adopted from farizy (2015). There are several part in the questionnaire that have been change and modified by writer.

G. Technique of data analysis

To collecting data the researcher used descriptive analysis below:

$$P = \frac{F}{N} \times 100$$

Notation:

P = Percentage

F = Frequency

N = Total Number of Students

Gay (2016:173)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Description

The total students in SMPN 8 Makassar at grade VIII are 396 students. The writer took the sample by 10% of the percentage. So the total sample are 22 students with the total class are 11 classes.

The writer gave 20 items questionnaire to know the qualities of their english teachers. In this research 2 teachers was the object. After all of the data is done, using formula below to know the percentage of the two teachers:

$$P = \frac{f}{n} \times 100$$

B. Analysis Data

This research using table below to know the data of the two teachers;

Table 4.1

—Teacher and explain the goals when teaching
and learning

process .ll

Object	Alternative Answer	Frequency	Percentage
Teacher A	Strongly agree	12	54%
	Agree	10	45%
	Uncertain	-	-
	Disagree	-	-
	Strongly disagree	-	-
Total		22	100%

Object	Alternative Answer	Frequency	percentage
Teacher B	Strongly agree	8	36,4%
	Agree	14	63,6%
	Uncertain	-	-
	Disagree	-	-
	Strongly disagree	-	-
Total		22	100%

Source : Questionnaire 1

From the table above, Teacher A get 54,5% strongly agree and 45,5% agree, then Teacher B 36,4% strongly agree. While disagree, strongly disagree and uncertain, no student chosen that. So the teacher A is dominant to explain the students goals in the process of teaching and learning. But teacher B less students choose strongly agree. So that conclusion is teacher A more give explanation when the teaching and learning process.

Table 4.2

—After learning and teaching process teacher explain relationship with the students life. II

Object	Alternative Answer	Frequency	Percentage
Teacher A	Strongly agree	-	-
	Agree	9	40,9%
	Uncertain	13	59,1%
	Disagree	-	-
	Strongly disagree	-	-
Total		22	100%

Object	Alternative Answer	Frequency	Percentage
Teacher B	Strongly agree	-	-
	Agree	-	-
	Uncertain	15	68,1%
	Disagree	7	31,8%
	Strongly disagree	-	-
Total		22	100%

Source : Questionnaire 2

From the two teachers above the writer found, teacher A had 9 students with the percentage 40,9% agree after learning and teaching process teacher explain relationship with the students life. Then 13 students with the percentage 59,1% (Uncertain), and than no one answer strongly agree, disagree and strongly disagree. So that means, teacher A uncertain to explain relationship between the students life and teaching learning process. But teacher B had 15 students with the percentage 68,1% (Uncertain) after learning and teaching process teacher explain relationship with the students life. Then 7 students with the percentage 31,8% (Disagree), and than no one answer strongly disagree, agree and uncertain. So that means, teacher B uncertain to explain relationship between the students life and tyeaching learning process.

Table 4.3

—Teacher explain that students skill and knowledge must able after teaching and learning process. ll

Object	Alternative Answer	Frequency	Percentage
Teacher A	Strongly agree	-	-
	Agree	10	45,5%
	Uncertain	5	22,7%
	Disagree	7	31,8%
	Strongly disagree	-	-
Total		22	100%

Object	Alternative Answer	Frequency	Percentage
Teacher B	Strongly agree	-	-
	Agree	-	-
	Uncertain	15	68,2%
	Disagree	7	31,8%
	Strongly disagree	-	-
Total		22	100%

Source : Questionnaire 3

From the two English teachers above the writer found, teacher A had 10 students with the percentage 45,5% agree for the teacher explain that students skill and knowledge must able after teaching and learning process . Then 5 students with the percentage 22,7% (Uncertain), 7 students with the percentage 31,8% (Disagree) and than no one answer strongly disagree and strongly agree. So that means, teacher A agree to explain that students skill and knowledge must able after teaching and learning process. But teacher B had 15 students

with the percentage 68,2% that answer uncertain after learning and teaching process teacher explain relationship with the students life. Then 7 students with the percentage 31,8% (Disagree), and than no one answer strongly disagree, agree and strongly agree. So that means, teacher B uncertain to explain that students skill and knowledge must able after teaching and learning process.

Table 4.4

—Teacher explain that students didn't understand with technical term. II

Object	Alternative Answer	Frequency	Percentage
Teacher A	Strongly agree	18	81,8%
	Agree	4	18,2%
	Uncertain	-	-
	Disagree	-	-
	Strongly disagree	-	-
Total		22	100%

Object	Alternative Answer	Frequency	Percentage
Teacher B	Strongly agree	18	81,8%
	Agree	2	9,1%
	Uncertain	2	9,1%
	Disagree	-	-
	Strongly disagree	-	-
Total		22	100%

Source : Questionnaire 4

From the two English Teachers above will found, teacher A had 18 students with the percentage 81,8% that answer strongly agree for the teacher explain that students didn't understand with technical term especially in english language. Then 4 students with the percentage 18,2% (agree), and than no one answer strongly disagree, disagree and uncertain. So, teacher A strongly agree to explain that students didn't understand with technical term especially in english language. But teacher B had 18 students with the percentage 81,8% that answer strongly agree after learning and teaching process teacher explain relationship with the students life. Then 2 students with the percentage 9,1% (Agree), 2 students with the percentage 9,1% (Uncertain) and than no one answer strongly disagree and disagree. So, teacher B strongly agree to explain that students didn't understand with technical term especially in english language.

Table 4.5

—Teacher give the students example of the material that easy to understand. II

Object	Alternative Answer	Frequency	Percentage
Teacher A	Strongly agree	20	90,9%
	Agree	2	9,1%
	Uncertain	-	-
	Disagree	-	-
	Strongly disagree	-	-
Total		22	100%

Object	Alternative Answer	Frequency	Percentage
Teacher B	Strongly agree	12	54,5
	Agree	10	45,5
	Uncertain	-	-
	Disagree	-	-
	Strongly disagree	-	-
Total		22	100%

Source : Questionnaire 5

From the two english teachers above, teacher A had 20 students with the percentage 90,9% that answer strongly agree for the teacher give the students example of material that easy to understand. Then 2 students with the percentage 9,1% (Agree), and than no one answer strongly disagree, disagree and uncertain. So that means, teacher A strongly agree to give the explanation for students about the example of material that easy to understand. But teacher B had 12 students with the percentage 54,5% that answer strongly agree after learning and teaching process teacher explain relationship with the students life. Then 10 students with the percentage 45,5% (Agree), and than no one answer strongly disagree. disagree and uncertain. So, teacher B strongly agree to give the students example of material that easy to understand.

Table 4.6

||Teacher explain all of the material with the sequence of their book.||

Object	Alternative Answer	Frequency	Percentage
Teacher A	Strongly agree	-	-
	Agree	21	95,5%
	Uncertain	1	4,5%
	Disagree	-	-
	Strongly disagree	-	-
Total		22	100%

Object	Alternative Answer	Frequency	Percentage
Teacher B	Strongly agree	20	90,9%
	Agree	-	-
	Uncertain	2	9,1%
	Disagree	-	-
	Strongly disagree	-	-
Total		22	100%

Source : Questionnaire 6

From the two teachers above that find, teacher A had 21 students with the percentage 95,5% that answer agree for the teacher explain all of material with the sequence of their book. Then 1 students with the percentage 4,5% answer uncertain, and than no one answer strongly disagree, strongly agree and disagree. So, teacher A agree to the teacher explain all of material with the sequence of their book. But teacher B had 20 students with the percentage 90,9% that answer strongly agree after learning and teaching process teacher explain relationship with the students life. Then B students with the percentage

9,1% (Uncertain), and than no one answer strongly disagree, agree and strongly agree. So, teacher B strongly agree to explain all of material with the sequence of their book.

Table 4.7

—Teacher always ontime and all of the material always finish when the time is up. ll

Object	Alternative Answer	Frequency	Percentage
Teacher A	Strongly agree	-	-
	Agree	-	-
	Uncertain	15	68%
	Disagree	7	32%
	Strongly disagree	-	-
Total		22	100%

Object	Alternative Answer	Frequency	Percentage
Teacher B	Strongly agree	5	23%
	Agree	10	45%
	Uncertain	7	32%
	Disagree	-	-
	Strongly disagree	-	-
Total		22	100%

Source : Questionnaire 7

From the two english teachers above the writer found, teacher A had 15 students with the percentage 68% that answer uncertain for the teacher always ontime and all of the material always finish when the time is up. Then 7 students with the percentage 32% answer disagree,

and than no one answer strongly disagree, agree and strongly agree. So that means, teacher A uncertain to the teacher always ontime and all of the material always finish when the time is up. But teacher B had 5 students with the percentage 23% that answer strongly agree for after learning and teaching process teacher explain relationship with the students life. Then 10 students with the percentage 45% answer agree, 7 students with the percentage 32% answer uncertain and than no one answer strongly disagree and disagree. So that means, teacher B agree for the teacher always ontime and all of the material always finish when the time is up.

Table 4.8

—Teacher always bring the lesson plan when the teacher teaching. II

Object	Alternative Answer	Frequency	Percentage
Teacher A	Strongly agree	-	-
	Agree	10	45%
	Uncertain	12	54%
	Disagree	-	-
	Strongly disagree	-	-
Total		22	100%

Source : Questionnaire 8

Object	Alternative Answer	Frequency	Percentage
Teacher B	Strongly agree	-	-
	Agree	15	68%
	Uncertain	7	32%
	Disagree	-	-
	Strongly disagree	-	-
Total		22	100%

Source : Questionnaire 8

From the two english teachers above, teacher A had 10 students with the percentage 45,5% that answer agree for the teacher always bring the lesson plan when the teacher teaching. Then 12 students with the percentage 54,5% (Uncertain), and than no one answer strongly disagree, strongly agree and disagree. So, teacher A uncertain to the teacher always bring the lesson plan when the teacher teaching. But teacher B had 15 students with the percentage 68% that answer agree after learning and teaching process teacher explain relationship with the students life. Then 7 students with the percentage 32% (Uncertain), and than no one answer strongly disagree, strongly agree and disagree. So, teacher B agree the teacher always bring the lesson plan when the teacher teaching.

Table 4.9

—Teacher always open the lesson plan when the teacher teaching. II

Object	Alternative Answer	Frequency	percentage
Teacher A	Strongly agree	-	-
	Agree	10	45%
	Uncertain	5	23%
	Disagree	7	32%
	Strongly disagree	-	-
Total		22	100%

Object	Alternative Answer	Frequency	percentage
Teacher B	Strongly agree	12	55%
	Agree	10	45%
	Uncertain	-	-
	Disagree	-	-
	Strongly disagree	-	-
Total		22	100%

Source : Questionnaire 9

From the two teachers above will found, teacher A had 10 students with the percentage 45% that answer agree for the teacher always open the lesson plan when the teacher teaching. Then 5 students with the percentage 23% (Uncertain), 7 students with the percentage 32% choose disagree and than no one answer strongly disagree and strongly agree. So, teacher A agree to the teacher always open the lesson plan when the teacher teaching. But teacher B had 12 students with the percentage 55% choose strongly agree for the teacher always

open the lesson plan when the teacher teaching. Then 10 students with the percentage 45% choose agree, and than no one answer strongly disagree, disagree and uncertain. So, teacher B strongly agree for always open the lesson plan when the teacher teaching

Table 4.10

—The teacher using media when the material need media. II

Object	Alternative Answer	Frequency	percentage
Teacher A	Strongly agree	-	-
	Agree	10	45,5%
	Uncertain	-	-
	Disagree	12	54,5%
	Strongly disagree	-	-
Total		22	100%

Object	Alternative Answer	Frequency	percentage
Teacher B	Strongly agree	-	-
	Agree	12	55%
	Uncertain	5	23%
	Disagree	7	32%
	Strongly disagree	-	-
Total		22	100%

Source : Questionnaire 10

From the two english teachers above, teacher A had 10 students with the percentage 45,5% that answer agree for the teacher using media when the material need media. Then 12 teacher with the percentage 54,5% choose disagree, and than no one choose strongly

disagree and, strongly agree and uncertain. So, teacher A disagree to teaching using media when the material need media. But teacher B had 12 students with the percentage 55% that answer agree to teaching using media when the material need media. Then 5 students with the percentage 23% choose uncertain, 5 students with the percentage 32% choose disagree and than no one answer strongly disagree and strongly agree. So, teacher B strongly agree to teaching using media when the material need media

Table 4.11

—Teacher not only using text book but sometimes using from the another source that have relation with the material. II

Object	Alternative Answer	Frequency	percentage
Teacher A	Strongly agree	-	-
	Agree	18	82%
	Uncertain	-	-
	Disagree	4	18%
	Strongly disagree	-	-
Total		22	100%

Object	Alternative Answer	Frequency	Percentage
Teacher B	Strongly agree	-	-
	Agree	10	45,5%
	Uncertain	12	54,5%
	Disagree	-	-
	Strongly disagree	-	-
Total		22	100%

Source : Questionnaire 11

From the two english teachers above the writer found, teacher A had 18 students with the percentage 82% that answer agree for the teacher not only using text book but sometimes using from the anoter source that have relation with the material. Then 4 students with the percentage 18% choose disagree, and than no one choose strongly disagree, strongly agree and uncertain. So, teacher A agree to teaching not only using text book but sometimes using from the anoter source that have relation with the material. But teacher B had 10 students with the percentage 45,5% that answer agree after learning and teaching process teacher explain relationship with the students life. Then 12 students with the percentage 54,5% choose uncertain, and than no one choose strongly disagree, strongly agree and uncertain. So that means, teacher B uncertain for teaching not only using text book but sometimes using from the anoter source that have relation with the material.

Table 4.12

—Teacher help the students by using media to make the students understand about the material. II

Object	Alternative Answer	Frequency	Percentage
Teacher A	Strongly agree	20	91%
	Agree	-	-
	Uncertain	-	-
	Disagree	2	9%
	Strongly disagree	-	-
Total		22	100%

Object	Alternative Answer	Frequency	Percentage
Teacher B	Strongly agree	-	-
	Agree	10	46%
	Uncertain	4	18%
	Disagree	8	36%
	Strongly disagree	-	-
Total		22	100%

Source : Questionnaire 12

From the two english teachers above, teacher A have 20 students with the percentage 91% that answer strongly agree to help the students by using media for understand about the material. Then 2 students with the percentage 9% choose disagree, and than no one choose strongly disagree, agree and uncertain. So, teacher A strongly agree to help the students by using media for understand about the material. But teacher B had 10 students with the percentage 46% that

answer agree to help the students by using media for understand about the material. Then 4 students with the percentage 18% that choose uncertain, and than no one choose strongly disagree, and strongly agree. So, teacher B agree to help the students by using media for understand about the material.

Table 4.13

—Teacher always give the students question before the time is up. ll

Object	Alternative Answer	Frequency	Percentage
Teacher A	Strongly agree	-	-
	Agree	5	23%
	Uncertain	-	-
	Disagree	17	77%
	Strongly disagree	-	-
Total		22	100%

Object	Alternative Answer	Frequency	Percentage
Teacher B	Strongly agree	-	-
	Agree	10	45%
	Uncertain	5	23%
	Disagree	7	32%
	Strongly disagree	-	-
Total		22	100%

Source : Questionnaire 13

From the two english teachers above the writer found, teacher A had 5 students with the percentage 23% that answer agree for the teacher always give the students question before the time is up. Then 17 students with the percentage 77% choose disagree, and than no one choose strongly disagree, strongly agree and uncertain. So, teacher 1 disagree for always give the students question before the time is up. But teacher B had 10 students with the percentage 46% that answer agree for the teacher always give the students question before the time is up. Then 4 students with the percentage 18% choose uncertain, 8 students with the percentage 36% choose disagree and than no one choose strongly disagree and strongly agree. So, teacher B agree the teacher always give the students question before the time is up

Table 4.14

—Teacher give the students writing and oral question.ii

Object	Alternative Answer	Frequency	percentage
Teacher A	Strongly agree	-	-
	Agree	7	32%
	Uncertain	5	23%
	Disagree	10	45%
	Strongly disagree	-	-
Total		22	100%

Source : Questionnaire 14

Object	Alternative Answer	Frequency	percentage
Teacher B	Strongly agree	-	-
	Agree	10	45%
	Uncertain	-	-
	Disagree	12	55%
	Strongly disagree	-	-
Total		22	100%

Source : Questionnaire 14

From the two english teachers above the writer found, teacher A had 7 students with the percentage 32% that answer agree for the teacher give the students writing and oral question. Then 5 students with the percentage 23% choose uncertain, 10 students with the percentage 45% choose disagree and than no one answer strongly disagree and strongly agree. So, teacher A disagree to give the students writing and oral question. But teacher B had 10 students with the percentage 46% that answer agree after learning and teaching process teacher explain relationship with the students life. Then 12 students with the percentage 45% choosre disagree, and than no one choose strongly disagree, strongly agree and uncertain. So, teacher B disagree for give the students writing and oral question.

Table 4.15

—If the students were noise, the teacher will give warning and punishment. II

Object	Alternative Answer	Frequency	Percentage
Teacher A	Strongly agree	20	91%
	Agree	-	-
	Uncertain	2	9%
	Disagree	-	-
	Strongly disagree	-	-
Total		22	100%
Object	Alternative Answer	Frequency	Percentage
Teacher B	Strongly agree	-	-
	Agree	10	46%
	Uncertain	5	23%
	Disagree	7	32%
	Strongly disagree	-	-
Total		22	100%

Source : Questionnaire 15

From the two english teachers above the writer found, teacher A had 20 students with the percentage 91% that answer strongly agree if the students were noise, the teacher will give warning and punishment. Then 2 students with the percentage 9% choose uncertain, and than no one choose strongly disagree, agree and disagree. So that means, teacher 1 strongly agree if the students were noise, the teacher will give warning and punishment. But teacher B had 10 students with the percentage 46% that answer agree if the students were noise, the

teacher will give warning and punishment. Then 5 students with the percentage 23% choose uncertain, 7 students with the percentage 32% choosedisagree and than no one choose strongly disagree and strongly agree. So, teacher B agree if the students were noise, the teacher will give warning and punishment.

Table 4.16

—The Teacher give occasion to give the question when there is students didn't understand about the material. II

Object	Alternative Answer	Frequency	Percentage
Teacher A	Strongly agree	-	-
	Agree	10	45%
	Uncertain	-	-
	Disagree	11	50%
	Strongly disagree	1	5%
Total		22	100%

Object	Alternative Answer	Frequency	Percentage
Teacher B	Strongly agree	-	-
	Agree	5	22%
	Uncertain	10	46%
	Disagree	5	23%
	Strongly disagree	2	9%
Total		22	100%

Source : Questionnaire 16

From the two english teachers above the writer found, teacher A had 10 students with the percentage 45% that answer agree for the teacher give occasion to give the question when there is students didn't understand about the material. Then 11 students with the percentage 50% choose disagree, 1 students with the percentage 5% that choose strongly agree and than no one choose strongly agree and uncertain. So, teacher A agree to give occasion to give the question when there is students didn't understand about the material. But teacher B had 5 students with the percentage 22% that answer agree after learning and teaching process teacher explain relationship with the students life. Then 10 students with the percentage 46% choose uncertain, 2 students with the percentage 9% choose strongly disagree and than no one choose strongly agree. So, teacher B uncertain to give occasion to give the question when there is students didn't understand about the material.

Table 4.17

—The students pay attention when the teacher explain in front of the class.

Object	Alternative Answer	Frequency	percentage
Teacher A	Strongly agree	-	-
	Agree	12	55%
	Uncertain	10	45%
	Disagree	-	-
	Strongly disagree	-	-
Total		22	100%

Object	Alternative Answer	Frequency	percentage
Teacher B	Strongly agree	-	-
	Agree	10	45%
	Uncertain	5	23%
	Disagree	7	32%
	Strongly disagree	-	-
Total		22	100%

Source : Questionnaire 17

From the two english teachers above the writer found, teacher A had 12 students with the percentage 55% that answer agree for the students pay attention when the teacher explain in front of the class. Then 10 students with the percentage 45% choose uncertain, and than no one choose strongly disagree, strongly agree and disagree. So, teacher A agree to students pay attention when the teacher explain in front of the class. But teacher B had 10 students with the percentage

45% that answer agree for the students pay attention when the teacher explain in front of the class. Then 5 students with the percentage 23% choose uncertain, 7 students with the percentage 32% choose disagree and than no one choose strongly disagree and strongly agree. So, teacher B agree the students pay attention when the teacher explain in front of the class.

Table 4.18

—The students feeling saturated so the teacher will change the way to deliver the lesson with the interesting way so that the students do not feel bored quickly. ll

Object	Alternative Answer	Frequency	Percentage
Teacher A	Strongly agree	-	-
	Agree	7	32%
	Uncertain	3	14%
	Disagree	12	54%
	Strongly disagree	-	-
Total		22	100%

Object	Alternative Answer	Frequency	Percentage
Teacher B	Strongly agree	-	-
	Agree	8	36%
	Uncertain	5	23%
	Disagree	5	23%
	Strongly disagree	4	18%
Total		22	100%

Source : Questionnaire 18

From the two English teachers above the writer found, teacher A had 7 students with the percentage 32% that answer agree if the students feeling saturated so the teacher will change the way to deliver the lesson soon with the interesting way so that the students do not feel bored quickly. Then 3 students with the percentage 54% that choose uncertain, 12 students with the percentage 54% choose disagree and than no one choose strongly disagree and strongly agree. So, teacher A disagree if the students feeling saturated so the teacher will change the way to deliver the lesson soon with the interesting way so that the students do not feel bored quickly. But teacher B had 8 students with the percentage 36% that answer agree after learning and teaching process teacher explain relationship with the students life. Then 5 students with the percentage 23% choose uncertain, 4 students with the percentage 18% choose strongly disagree and than no one choose strongly agree. So, teacher B agree if the students feeling saturated so the teacher will change the way to deliver the lesson soon with the interesting way so that the students do not feel bored quickly.

Table 4.19

—Discussion always do in the class to discuss about the material that teacher give. ll

Object	Alternative Answer	Frequency	percentage
Teacher A	Strongly agree	-	-
	Agree	-	-
	Uncertain	10	45%
	Disagree	12	54%
	Strongly disagree	-	-
Total		22	100%

Object	Alternative Answer	Frequency	Percentage
Teacher B	Strongly agree	-	-
	Agree	10	45%
	Uncertain	7	32%
	Disagree	5	23%
	Strongly disagree	-	-
Total		22	100%

Source : Questionnaire 19

From the two english teachers above the writer found, teacher A had 10 students with the percentage 45% that answer uncertain if in the class,discussion always do to discuss about the material that already teacher explain. Then 12 students with the percentage 54% choose disagree, and than no one choose strongly disagree, strongly agree and agree. So, teacher A disagree if in the class,discussion always do to discuss about the material that already teacher explain.

But teacher B had 10 students with the percentage 45% that answer agree if in the class, discussion always do to discuss about the material that already teacher explain. Then 7 students with the percentage 32% that choose uncertain, 5 students with the percentage 23% choose disagree and than no one choose strongly disagree and strongly agree. So, teacher B agree if in the class, discussion always do to discuss about the material that already teacher explain.

Table 4.20

—When the discussion will conduct, the teacher will divided students into few groups with varieties skill. II

Object	Alternative Answer	Frequency	Percentage
Teacher A	Strongly agree	-	-
	Agree	10	45%
	Uncertain	-	-
	Disagree	12	54%
	Strongly disagree	-	-
Total		22	100%

Object	Alternative Answer	Frequency	Percentage
Teacher B	Strongly agree	12	54%
	Agree	10	45%
	Uncertain	-	-
	Disagree	-	-
	Strongly disagree	-	-
Total		22	100%

Source : Questionnaire 20

From the two English teachers above the writer found, teacher A had 10 students with the percentage 45% that answer agree when the discussion will conduct, the teacher will divide students into few groups with varieties skill. Then 12 students with the percentage 54% choose disagree, and than no one choose strongly disagree, strongly agree and uncertain. So, teacher A disagree when the discussion will conduct, the teacher will divide students into few groups with varieties skill. But teacher B had 12 students with the percentage 54% that answer strongly agree when the discussion will conduct, the teacher will divide students into few groups with varieties skill. Then 10 students with the percentage 45% choose agree, and than no one choose strongly disagree, disagree and uncertain. So, teacher B strongly agree when the discussion will conduct, the teacher will divide students into few groups with varieties skill.

C. Discussion

Based on the result of data analysis, the writer will explain one by one the different things from the answer of all of questionnaire. The result of questionnaire one is teacher A strongly agree when give explanation in teaching and learning process and teacher B agree to give explanation when the teaching and learning process. So, the two of English teacher above they give explanation

of their students when teaching. The result of questionnaire two is students uncertain for the teacher A and B to explain relationship between the students life and teaching learning process. The result of questionnaire three is students agree for the teacher A and Uncertain for teacher B to explain the students skill and knowledge must able after teaching and learning process. The result of questionnaire four is students strongly agree for the teacher A and teacher B to explain that students didn't understand with technical term especially in English language. The result of questionnaire number five is students strongly agree to teacher A and teacher B for give the explanation for the students about the example of material that easy to understand. The result of questionnaire six is students agree for teacher A and strongly agree for teacher B about the explanation of all of the material with the sequence or their book. The result of questionnaire seven is students uncertain for teacher A and agree for teacher B of the teacher always ontime and all of the material always finish when the time is up. The result of questionnaire eight is students uncertain for teacher A and agree for teacher B with the teacher always bring the lesson plan when the teacher teaching. The result of questionnaire nine is the students agree with the teacher A and strongly agree with the teacher B for the teacher always open the lesson plan when teaching. The result of questionnaire ten is the students disagree for teacher A and

agree for teacher B about the teacher using media when the material need media. The result of questionnaire eleven is the students disagree for teacher A and uncertain of teacher B about the teacher not only using the text book but sometimes using from the another source that have relation with the material. The result of questionnaire twelfth is the students strongly disagree with teacher A and agree with teacher B about the teacher help the students using media to make the students understand. The result of questionnaire thirteen is the students disagree for teacher A and agree for teacher B when teacher always give the students question before the time is up. The result of questionnaire fourteen is the students disagree for teacher A and B with the teacher give the students writing and oral question. The result of questionnaire fifteen is students strongly agree with teacher A and agree with teacher B if the students were noise, the teacher will give wearing and punishment. The result of questionnaire sixteen is the students disagree with the teacher A and uncertain with the teacher B when the teacher give occasion to give the question for the students didn't understand about the material. The result of questionnaire seventeen is the students agree with the teacher A and B for the students pay attention when the teacher explain in front of the class. The result of questionnaire eighteen is the students disagree to teacher A and agree to teacher B about the students feeling tired

of the lesson so the teacher change the way to make the class interesting. The result of questionnaire of nineteen is the students disagree for teacher A and agree to teacher B about discussion always do in the class to discuss the material that twacher give. The result of questionnaire twenty is the students disagree for teacher A and strongly agree for teacher B when the discussion will conduct, the teacher will devided students into few groups with varieties skill.

From 22 students as responded for two teachers is had any significant because from the students respond for teacher A with the percentage 25% and with the answer strongly agree, 15% with the answer uncertain, 30% with the answer agree, and 30% with the answer disagree, so the writer found in this object is balaced with the students answer of agree and disagree. Therefore, the qualities of teacher A is balance in the teaching and learning process. But analysis from teacher B with the same students that researcer found with the percentage 25% choose strongly agree, 15% choose uncertain, 50% choose agree, and 30% choose disagree, so that's mean the qualities of teacher B is more enough because some of the total questionnaire 50% students choose agree. That known, from the result of analysis data from the qualities of the teachers in learning and teaching process at SMPN 8 Makassar VIII grade was not be enough, because the two english teacher just one teacher that had enoug qualities and one teacher

must be increase their learning teaching process. This result of data analysis pure from the students in VIII grade that just 22 become a sample.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of analysis data about the quality of the english teachers based on students expectations at SMPN 8 Makassar VIII grade, that the researcher find:

The qualities of the english teacher that had not been enough quality. We can see from the responded in teacher 1 most of the students majority that choosen agree and disagree so, the teacher 1 had balance with the two of the answer. Than for teacher 2 had enough quality that we can see from the result of the data most of students that answer agree. Disagree and uncertain just 17,5% that students answer that.

B. Suggestion

Based on conclusion above so the researcher gave the suggestion below ;

1. Improving the teacher qualities in teaching using the proper methods in order to make the students get what they need.
2. The teacher should more active to optimalize the teaching learning process in order to make the students easy to understand the material lesson

3. Based on this research result, teacher be expected as the measurements for developing their teching in class.



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APPENDIX I INSTRUMENTS OF THE RESEARCH

Instruments

Petunjuk!

1. Pada angket ini terdapat 20 pertanyaan. Pertimbangkan baik-baik setiap pertanyaan dalam kaitannya dengan pembelajaran yang baru selesai anda pelajari, dan tentukan kebenarannya. Berilah jawaban yang benar-benar cocok dengan pilihanmu.
2. Pertimbangkan setiap pertanyaan secara terpisah dan tentukan kebenarannya. Jawabanmu jangan dipengaruhi oleh jawaban terhadap pertanyaan lain.
3. Catat responmu pada lembar jawaban yang tersedia dengan memberi tanda centang (√), dan diikuti petunjuk-petunjuk lain yang mungkin diberikan berkaitan dengan lembar jawaban.

Terima kasih

Keterangan pilihan jawaban

1. Sangat Tidak Setuju (STS)
2. Tidak Setuju (TS)
3. Ragu-Ragu (RR)
4. Setuju (S)
5. Sangat Setuju (SS)

No	Pernyataan	SS	S	RR	TS	STS
1.	Pada saat mengajar guru menjelaskan apa yang harus dicapai siswa setelah proses kegiatan belajar mengajar dilaksanakan.					
2.	Setelah proses belajar mengajar di kelas guru menjelaskan keterkaitannya dengan kehidupan sehari-hari siswa.					
3.	Guru menjelaskan keterampilan dengan pengetahuan seperti apa yang harus siswa kuasai setelah kegiatan belajar mengajar.					
4.	Guru menjelaskan secara detail tentang istilah yang sulit dimengerti.					
5.	Guru memberikan contoh pokok bahasan pelajaran dengan contoh yang mudah dimengerti.					
6.	Guru menjelaskan pokok-pokok bahasan dalam pembelajaran sesuai dengan urutan dibuku.					
7.	Guru selalu tepat waktu dan pokok bahasan selalu selesai dibahas sebelum waktu belajar berakhir.					
8.	Pada saat mengajar di kelas, guru membawa RPP(Rencana Pelaksanaan Pembelajaran).					
9.	Selain membuka buku pelajaran, guru juga membuka RPP (Rencana Pelaksanaan Pembelajaran) pada saat menjelaskan pokok-pokok pembahasan.					
10.	Guru menggunakan media pada saat menjelaskan pokok bahasan yang membutuhkan media.					
11.	Guru tidak hanya menggunakan buku paket, tetapi terkadang sumber lainnya yang berkaitan dengan pokok pembahasan.					
12.	Media dan sumber belajar yang digunakan oleh guru sangat membantu untuk lebih mengerti tentang pokok pembahasan yang diajarkan.					
13.	Guru selalu memberikan soal sebelum pembelajaran berakhir.					
14.	Guru memberikan soal/pertanyaan dalam bentuk tulisan dan lisan.					
15.	Jika ada siswa yang ribut, maka guru akan lekas menegur atau memberikan hukuman.					

16.	Jika ada yang belum dimengerti oleh siswa, maka guru memberikan kesempatan untuk bertanya, dan guru akan memberikan penjelasan.					
17.	Siswa memperhatikan dengan baik apa yang disampaikan oleh guru pada saat di depan kelas.					
18.	Jika siswa merasa jenuh, maka guru akan segera mengganti cara menyampaikan pelajaran dengan cara yang lebih menarik. Sehingga siswa tidak cepat jenuh.					
19.	Diskusi juga sering dilakukan di kelas untuk membahas pokok bahasan yang diajarkan guru.					
20.	Pada saat akan dilaksanakan diskusi guru membagi siswa dalam beberapa kelompok, dengan kemampuan yang bervariasi.					

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Adopted from Farizy (2018)



APPENDIX II PICTURES OF THE RESEARCH



Picture 1.1 The writer gave the students questionnaire.



Picture 1.2 The writer was explaining the procedure of answer the questionnaire.



Picture 1.3 Students were doing the questionnaire.



Picture 1.4 The writer was giving the explanation to one of the students who didn't understand.

APPENDIX III RESULT OF THE QUESTIONNAIRE

Teacher 1

Instruments

Petunjuk!

4. Pada angket ini terdapat 20 pertanyaan. Pertimbangkan baik-baik setiap pertanyaan dalam kaitannya dengan pembelajaran yang baru selesai anda pelajari, dan tentukan kebenarannya. Berilah jawaban yang benar-benar cocok dengan pilihanmu.
5. Pertimbangkan setiap pertanyaan secara terpisah dan tentukan kebenarannya. Jawabanmu jangan dipengaruhi oleh jawaban terhadap pertanyaan lain.
6. Catat responmu pada lembar jawaban yang tersedia dengan memberi tanda centang (\checkmark), dan diikuti petunjuk-petunjuk lain yang mungkin diberikan berkaitan dengan lembar jawaban.

Terima kasih

Keterangan pilihan jawaban

6. Sangat Tidak Setuju (STS)
7. Tidak Setuju (TS)
8. Ragu-Ragu (RR)
9. Setuju (S)
10. Sangat Setuju (SS)

No	Pernyataan	SS	S	RR	TS	STS
1.	Pada saat mengajar guru menjelaskan apa yang harus dicapai siswa setelah proses kegiatan belajar mengajar dilaksanakan.		√			
2.	Setelah proses belajar mengajar di kelas guru menjelaskan keterkaitannya dengan kehidupan sehari-hari siswa.	√				
3.	Guru menjelaskan keterampilan dengan pengetahuan seperti apa yang harus siswa kuasai setelah kegiatan belajar mengajar.	√				
4.	Guru menjelaskan secara detail tentang istilah yang sulit dimengerti.		√			
5.	Guru memberikan contoh pokok bahasan pelajaran dengan contoh yang mudah dimengerti.	√				
6.	Guru menjelaskan pokok-pokok bahasan dalam pembelajaran sesuai dengan urutan dibuku.	√				
7.	Guru selalu tepat waktu dan pokok bahasan selalu selesai dibahas sebelum waktu belajar berakhir.		√			
8.	Pada saat mengajar di kelas, guru membawa RPP(Rencana Pelaksanaan Pembelajaran).		√			
9.	Selain membuka buku pelajaran, guru juga membuka RPP (Rencana Pelaksanaan Pembelajaran) pada saat menjelaskan pokok-pokok pembahasan.	√				
10.	Guru menggunakan media pada saat menjelaskan pokok bahasan yang membutuhkan media.				√	
11.	Guru tidak hanya menggunakan buku paket, tetapi terkadang sumber lainnya yang berkaitan dengan pokok pembahasan.			√		
12.	Media dan sumber belajar yang digunakan oleh guru sangat membantu untuk lebih mengerti tentang pokok pembahasan yang diajarkan.		√			
13.	Guru selalu memberikan soal sebelum pembelajaran berakhir.	√				
14.	Guru memberikan soal/pertanyaan dalam bentuk tulisan dan lisan.	√				
15.	Jika ada siswa yang ribut, maka guru akan lekas menegur atau memberikan hukuman.		√			
16.	Jika ada yang belum dimengerti oleh siswa, maka guru memberikan kesempatan untuk bertanya, dan guru akan memberikan penjelasan.	√				

17.	Siswa memperhatikan dengan baik apa yang disampaikan oleh guru pada saat di depan kelas.		√			
18.	Jika siswa merasa jenuh, maka guru akan segera mengganti cara menyampaikan pelajaran dengan cara yang lebih menarik. Sehingga siswa tidak cepat jenuh.		√			
19.	Diskusi juga sering dilakukan di kelas untuk membahas pokok bahasan yang diajarkan guru.			√		
20.	Pada saat akan dilaksanakan diskusi guru membagi siswa dalam beberapa kelompok, dengan kemampuan yang bervariasi.			√		

Adopted from Farizy (2018)



Teacher 2

Instruments

Petunjuk!

7. Pada angket ini terdapat 20 pertanyaan. Pertimbangkan baik-baik setiap pertanyaan dalam kaitannya dengan pembelajaran yang baru selesai anda pelajari, dan tentukan kebenarannya. Berilah jawaban yang benar-benar cocok dengan pilihanmu.
8. Pertimbangkan setiap pertanyaan secara terpisah dan tentukan kebenarannya. Jawabanmu jangan dipengaruhi oleh jawaban terhadap pertanyaan lain.
9. Catat responmu pada lembar jawaban yang tersedia dengan memberi tanda centang (\checkmark), dan diikuti petunjuk-petunjuk lain yang mungkin diberikan berkaitan dengan lembar jawaban.

Terima kasih

Keterangan pilihan jawaban

11. Sangat Tidak Setuju (STS)
12. Tidak Setuju (TS)
13. Ragu-Ragu (RR)
14. Setuju (S)
15. Sangat Setuju (SS)

No	Pernyataan	SS	S	RR	TS	STS
1.	Pada saat mengajar guru menjelaskan apa yang harus dicapai siswa setelah proses kegiatan belajar mengajar dilaksanakan.	√				
2.	Setelah proses belajar mengajar di kelas guru menjelaskan keterkaitannya dengan kehidupan sehari-hari siswa.		√			
3.	Guru menjelaskan keterampilan dengan pengetahuan seperti apa yang harus siswa kuasai setelah kegiatan belajar mengajar.		√			
4.	Guru menjelaskan secara detail tentang istilah yang sulit dimengerti.	√				
5.	Guru memberikan contoh pokok bahasan pelajaran dengan contoh yang mudah dimengerti.	√				
6.	Guru menjelaskan pokok-pokok bahasan dalam pembelajaran sesuai dengan urutan dibuku.		√			
7.	Guru selalu tepat waktu dan pokok bahasan selalu selesai dibahas sebelum waktu belajar berakhir.		√			
8.	Pada saat mengajar di kelas, guru membawa RPP(Rencana Pelaksanaan Pembelajaran).			√		
9.	Selain membuka buku pelajaran, guru juga membuka RPP (Rencana Pelaksanaan Pembelajaran) pada saat menjelaskan pokok-pokok pembahasan.		√			
10.	Guru menggunakan media pada saat menjelaskan pokok bahasan yang membutuhkan media.	√				
11.	Guru tidak hanya menggunakan buku paket, tetapi terkadang sumber lainnya yang berkaitan dengan pokok pembahasan.	√				
12.	Media dan sumber belajar yang digunakan oleh guru sangat membantu untuk lebih mengerti tentang pokok pembahasan yang diajarkan.	√				
13.	Guru selalu memberikan soal sebelum pembelajaran berakhir.		√			
14.	Guru memberikan soal/pertanyaan dalam bentuk tulisan dan lisan.		√			
15.	Jika ada siswa yang ribut, maka guru akan lekas menegur atau memberikan hukuman.	√				
16.	Jika ada yang belum dimengerti oleh siswa, maka guru memberikan kesempatan untuk bertanya, dan guru akan memberikan penjelasan.		√			

17.	Siswa memperhatikan dengan baik apa yang disampaikan oleh guru pada saat di depan kelas.			√		
18.	Jika siswa merasa jenuh, maka guru akan segera mengganti cara menyampaikan pelajaran dengan cara yang lebih menarik. Sehingga siswa tidak cepat jenuh.		√			
19.	Diskusi juga sering dilakukan di kelas untuk membahas pokok bahasan yang diajarkan guru.	√				
20.	Pada saat akan dilaksanakan diskusi guru membagi siswa dalam beberapa kelompok, dengan kemampuan yang bervariasi.		√			

Adopted from Farizy (2018)



BIOGRAPHY



Noer Rhomadani Eka Putri. She was born on August 2nd 1996 in Mandai, South Sulawesi. She is the first daughter from the marriage of Mr. Asis and Mrs. Ramlah. She has one sister and one brother.

She started her Kidergarten at TK Angkasa Pura II in 2001 and finished in 2002. Then, she continued her study at SD Negeri 7 Inpres Batangase and graduated in 2008. After that, she continued her study at SMP Negeri 2 Maros, and graduated in 2011. In the same year, she continued her study ats SMK Negeri 1 Lau Maros and graduated in 2014. In 2014, she continued her study at S1 degree of English Education Department, Faculty of Teacher Training and Education of Universitas Bosowa Makassar and finished in 2018.