**CHAPTER IV**

**FINDINGS AND DISCUSSION**

This chapter presented the research findings and discussion of the finding based on the research problem, they include English teacher self- development to support and develop the quality of teaching and learning process and the impact of self- development toward their teaching performance.

1. **Research Finding**

 This research finding are arranged and presented in such a way in which research problem become the basis of reference of the arrangement and presentation.

1. English Teachers’ Profile

Teacher is one of important aspects to make goal and the successful of teaching and learning process. In MTs N Bandung there are three English Teachers to be interviewed. They are as follows:

a). Subject 1

She is an English Teacher and Vice Headmaster. She was born in Tulungagung, 25th August 1968. She lived in Kalangbret Village, Boyolangu sub district, Tulungagung. She has taught English from 1998 directly after she has graduated from Malang State University. Up to know, she has been taught English for about 14 years. She is a senior English teacher in MTs N Bandung. She has a lot of experiences related to English teaching. She could face many kinds of students’ characteristic from students who are silent until they are hyperactive. She also often feels that the students have some problems in learning English. In the past time, she taught English in all of the classes.

 During her profession as an English teacher, she faced many problems related to the students and the material. She often gets difficulties on how to teach the students effectively. To minimize the problems she faced, she improves her way of teaching by improving her self-development. Self-developments she has done were joining the workshop how to make syllabus, educational training how to make question in examination, and joined seminar about how to be a good teacher. Besides, she also increases her ability in teaching by combining method which is proper for every class in different level. From the activities she tries to apply at class about what she got from the seminar or training and as a proof of her participant, so she got certificates and knowledge for those activities.

b). Subject 2

She is an English Teacher. She was born in Tulungagung, 16thAgustust 1967. She lives in Bandung village, Bandung sub district, Tulungagung. Formerly, she was an English teacher in MTs N Tulungagung but in 2008 she moved to MTs N Bandung. Until now she still teaches in MTs N Bandung. She graduated from Malang State University for S1 and then continued her magister in Muhammadiyah University of Malang for S2.

She has been teaching English for 4 years. She is a new teacher in MTs N Bandung but the school assigns her to teach all of VIIIth grade from class B until class F except class VIII A. She had a lot of experiences on how to treat students with different kind of characteristics. In her class she has special method to build the students mastery on vocabulary. She often asks the students to find out the difficult words and then asks them to mention those words one by one. She is an English teacher who makes student have motivation to do the task in front the class because she gives a score to the students who have a will to do the task.

She said that every class has special characteristic so it needs special strategies and method to teach them effectively and efficiently. She said that teaching in any places, basically, is the same because at class one the students’ ability is not far different. What makes it different is just also on the condition of the school and the students. As a result, she assumes that every teacher has to be able to adapt with any kinds of problems in the teaching and learning. By this believe, as an English teacher, she tries to improve her teaching by following every workshop or training conducted by the Ministry of Education. For example, she has followed workshop about KTSP workshop in Tulungagung and workshop about how to create a good task in Tulungagung too.

c). Subject 3

She is also an English teacher in MTs N Bandung. She was born in Tulungagung, 24th October 1974 .She lives in Suruhan Kidul village, Bandung sub district, Tulungagung. She is the newest teacher in MTs N Bandung because she starts teaching in MTs N Bandung 2003. In 2008, she was accepted as a civil servant in this school.

 Now, she is teaching in excellent class of VIIth. She is very friendly teacher. Researcher said so because seen from the observation that the researcher did, the researcher assumes that she is a friendly teacher. She never become angry to the students. She also has a good approach to students. She tries to make the students comfort with her when she teaches in the classroom. She has special trick to treat students who has special characteristic that is always be patient to them and always speaks English to the students, so automatically they try to understand of her intention and pay attention to her. Besides, she often varies her teaching by giving the students a certain game. She also often uses media to deliver the material such as card, pictures and so forth. She is aware that improving quality of teaching is very important.

To develop her teaching, she joined an English course in Pare individually for some days. Besides, she also likes to read English book related to the way on how to improve the quality of teaching. For example she reads a book entitle “How to teach English written by Jeremy Harmer. She likes to apply some games taken from “100 Funny Games for English Learning” in the classroom. Moreover, she often joins a workshop or training which are held by Ministry of Education. The last training she attends is training on how to create a good test which was held by Ministry of Religion affairs in Tulungagung regency.

2). Kind of English teacher’s self-development

According to the finding of interviewed conducted about kind of English teachers’ self development in MTs negeri Bandung are:

a). subject 1

Kind of self-development that she joined was intra personality self-development where she maintains herself from social relationship with her partner such as joining workshop and training about education. She joined the workshop in Tulungagung. The workshop is about the information of KTSP. It was three days. She got much knowledge and also the certificate. The school asked her to join the workshop as representative of her school.

b). Subject 2

Kind of self-development she joined was intra personality self-development where she maintains herself from social relationship with her partner such as joining workshop and training about education. She joined the workshop in Tulungagung. The workshop was about the step on how to make good question in task. The workshop was 2 days. The school asked her to attend/ participate the workshop. From the workshop she got the many experiences, knowledge and certificate.

c) Subject 3

Kind of Self-development she joined was intra personality self-development where she maintained herself from social relationship with her partner such as joining workshop and training about education. She joined workshop in Tulungagung. The workshop was about the improving of teaching quality. The workshop was 2 days. The school asked her as representative to join the workshop. From those workshop she got knowledge and certificate.

3). The impact of self-development toward English teachers’ performance

The impact of self-development toward the English teachers’ in MTs Negeri Bandung are :

a). Subject 1

The impact of self-development on her teaching and learning at class is her performance when delivers the material can be understood more easily by the students. It was said by some of her students at IX grade. The material can be understood easily because she improved her self-development. She became more motivated and had willingness to make the students interested in studying in the classroom. Besides, she tries to apply the knowledge she got from workshop or training in the classroom when she taught the students.

b). Subject 2

 The impact of self-development toward her teaching and learning process is that she can deliver the material effectively and systematically. The material based on the theme in the book references and from her explanation to her students can be caught easily. She considered the quality of her teaching than quantity of the material absorb by the student. It was caused of improving her self-development. It was said by her students at VIII grade. She has willing to apply what she got from training or workshop totally and sometimes it will appear unhappy feeling if she cannot apply what she has got maximally

c). Subject 3

 The impact of developing self-development in teaching and learning process is that she can create interesting process of teaching and learning. She often gives game related to the material taught and she often combine the material with singing a song together, going to laboratory to watch movie to improve student vocabulary. She applied intra personal self-development which include how to interact with other student in interesting way. She can make class more active by giving the students some games and tricks to learn English so the process of teaching and learning can be more effective.

1. **DISCUSSION**

This part presents discussion toward the result of the research. The discussion is given based on the presented finding covering the English Teacher opinion about self-development to support the quality of teaching and learning process in MTs Negeri Bandung.

According to the result of the interview which was conducted toward three English teachers of MTs N Bandung about their self-development to support and develop the quality of teaching and learning process, it can be known that all of the teachers have different strategies and opinion to support and develop the quality of their teaching and learning process.

Below are the discussions:

1. Interview with Subject 1

 It was conducted on Tuesday, 8th May 2012 at 09.00 in the teacher office of MTs. Negeri Bandung. Her opinion about self-development is as follows:

“...Pengembangan diri adalah pengembangan pribadi seorang guru untuk meningkatkan kualitas mengajar yang nantinya akan meningkatkan hasil dari belajar itu sendiri”

The results of the interview are:

1). Kinds of Self-development that she joined is intra personality self-development where she maintains herself from social relationship with her partner such as joining workshop and training about education. As a proof that she often joins a workshop and training, it can be seen from some certificates that certify her as a teacher who has attained some workshops.

Subject 1 said:

“Dengan mengikuti seminar atau workshop dan tentunya pngembangan diri lainnya. seperti meningkan pemahaman tentang agama, cara bergaul dengan sesame dan sebagainya”.

2). The effect of joining training or workshop on her perspective teaching is she became more motivated and had willingness to make the students interested in studying in the classroom. Besides, she tries to apply the knowledge she got from workshop or training in the classroom when she taught the students.

Subject 1 said:

“Menjadi tertantang dan ingin segera mengaplikasi dikelas apa yang saya dapat dari seminar atau workshop yang saya ikuti”.

3). She suggests that all of English teachers can develop not only their teaching but also their self-personality to support the success of teaching. She also assumes that teacher self-development is very important in a case that in can build teacher’s skill so that he/she can always provide an innovative teaching in the classroom.

Subject 1 said:

“Pengembangan pribadi itu itu penting untuk mendukung kualitas belajar mengajar tentunya bagi guru itu sendiri,

4). The way on how subject 1 has done to develop her self especially in teaching is in line with a theory which states that self-development includes activities that improve awareness and identity, develop talents and potential, build human capital and facilitates employability, enhance quality of life and contribute to the realization of dreams and aspirations (My therapy session.com: 2011).

1. Interview with Subject 2.

It was conducted on Thursday, 10thMay 2012 at 09.00 in mosque of MTs. Negeri Bandung. Her opinion about self-development is as follows:

“Bagaimana meningkatkan pembelajaran bahasa Inggris dengan metode apa dan lain sebagainya sehingga kita tinggal menyesuaikan dengan metode yang ada”.

The results of the interview are:

1). Kinds of Self-development that she joined is intra personality self-development where she maintains herself from social relationship with her partner such as joining workshop and training about education. As a proof that she often joins a workshop and training, it can be seen from some certificates that certify her as a teacher who has attained some workshops.

Subject 2 said:

“Dengan mengukuti seminar atau workshop tentang lesson plan, diklat tentang cara membuat karangan, pembuatan soal”.

2). The effect of joining training or workshop on her perspective teaching is she has willing to apply what she got from training or workshop totally and sometimes it will appear unhappy feeling if she cannot apply what she has got maximally. It was because she sometimes feels afraid if the process of her teaching is not successful.

Subject 2 said;

“menjadi beban jika pengajaran yang saya berikan tidak berhasil dan berusaha agar pembeljaran yang disampaikan bisa dipahami oleh siswa”.

3). She has suggested that teachers should develop their self-development through some strategies to support their quality in teaching. Besides, the teachers have to be able to adapt and make a good relation with their partner in order to build a good social competence due to their profession as teacher.

Subject 2 said:

“Ya sangat penting bagi saya untuk meningkatkan keberhasilan selain kualitas tetapi juga meningkatkan pembelajaran yang efektif”.

4). The way on how subject 2 has done to develop her self especially in teaching is in line with the theory that self-development includes the following activities: a) Improving [self-awareness](http://en.wikipedia.org/wiki/Self-awareness), b) Improving [self-knowledge](http://en.wikipedia.org/wiki/Self-knowledge_%28psychology%29), c). Developing strengths or [talents](http://en.wikipedia.org/wiki/Skill), d) Identifying or improving [potential](http://en.wikipedia.org/wiki/Human_potential_movement), e). Improving [social abilities](http://en.wikipedia.org/wiki/Social_cognition). Her self-development is suitable with the theory because she improve her teaching and her social ability in her environment at school and her community.

1. Interview with subject 3

It was conducted on Tuesday, 10th May 2012 at 10.00 in front of language laboratory of MTs. Negeri Bandung. Her opinion about self-development is as follows:

“Self-development is cara seseorang untuk mencapai tujuan tertentu dalam hidupnya tergantung pada bidang apa yang dia kuasai”.

The results of the interview are:

1). Kinds of Self-development that she joined is intra personality self-development where she maintains herself from social relationship with her partner such as joining workshop and training about education. It can be seen from some certificates that certify her as a teacher who has attained some workshops as a proof that she often joins a workshop and training.

Subject 3 said:

“mengikuti seminar atau workshop dan juga banyak membaca buku-buku pengajaran bahasa Inggris. Misal seminar peningkatan pembelajaran KTSP”.

2). The effect of joining training or workshop on her perspective teaching is she can make class more active by giving the students some games and tricks to learn English so the process of teaching and learning can be more effective. It is supported by combining with some interesting methods She uses mix method to teach and provide the students to show their ability, as such, giving colorful card such as; alphabet, picture, and vocabulary, using LCD projector to deliver the material especially for; listening, speaking, and reading. She also gives situation picture in a piece of paper and then asks the students to make paragraph(s). As a result, the student can understand the material easily and they are more motivated to study hard.

Subject 3 said:

“pengajaran menjadi lebih menyenangkan dengan inovasi pengajaran dan siswa lebih tertarik karena materinya dapat dipahami”.

3). She suggests that every teacher should improve his/her self-development in order to maintain his/her self-satisfactory. Improving self-development is also importance to build good social environment. Trying to improve self- development with any kinds of strategies will not only benefit his/her-self but also benefit others.

Subject 3 said:

“Sangat penting karena tidak hanya untuk saya tetapi juga untuk mendukung kualitas pengajaran sebagai seorang guru”.

4). Self-development according Subject 3 is in line with theory proposed by Hamzah (2009) that self-development is not only can give good contribution in academic field but also can give contribution in the social life. Self-development is not only for teacher, it is also important for another profession. Self-development covers the filed of practice and the field of research. As a field of practice self-development includes personal development methods, learning programs, assessment systems, tools and techniques. As a field of research, personal development topics increasingly appear in scientific journals, higher education reviews, management journals and business books.