THE ENGLISH TEACHER’S PROFILE AT STATE JUNIOR HIGH SCHOOL IN BUKITTINGGI

Writer

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CHAPTER I
INTRODUCTION

A. Background of study

English is an international language, learned and used in almost every country in the world to communicate with another. English becomes the first foreign language in Indonesia and it has also been an important part of education in Indonesia which is studied in formal and non formal school.

To make sure the important role of English, as one of international language, Indonesian government has decided to include English into the school curriculum it is stated in the 1994 GBPP: “Bahasa Inggris adalah bahasa asing pertama di Indonesia yang dianggap penting untuk tujuan penyerapan dan pengembangan ilmu pengetahuan, teknologi dan pembinaan hubungan dengan bangsa-bangsa lain”.

In additional statement by Department of Education in curriculum 1994 that the function of English teaching is a way to develop student in science, technology cultural and arts, so they can grow to become a smart civil society, skillful, good personality and ready to take a part in National Development.
Many people believe that it is an important aspect in teaching learning process is a professional teacher that they know many things and they set the tone for learning activities. Being a professional teacher is not easy. Because, they should be prepared before going to teach, because in teaching activity they will be faced with several problems and how to teach well. If they do not have preparation they will be in failure. As an educator, they help students in looking for the knowledge, improve, their skill and behavior, and also influence the student’s achievement in teaching learning process.

English language at the several schools is taught by two kinds of teacher. First, the teacher who has ability to teach English but not graduated from English Department or English teacher’s training. Second, the teachers who have ability and graduated from English Department or English teacher’s training. To be a professional teacher, requires certain qualifications that the teacher of English should fulfill. A professional English teacher is an important factor to produce qualified human resources.

So, To be a professional teacher, they should knew that teaching learning actives must be planned systematically, as a part of component which has connection with each other in achieving the aim.

Based on the descriptions above, the writer would like to analyze about “The Profile of English Teachers Of The State Junior High Schools in Bukittinggi, And Their Teaching Performance”
B. Problem Statement

1. The identifications

The writer would like to identify what are criteria of English Teacher, which criteria include about their educational background, teaching experience, age, sex, teacher's marital status, teacher’s administrative status and teaching load.

2. Limitation.

The limitation of this analysis is the Profile of English teachers of the State Junior High Schools in Bukittinggi, and their teaching performance.

3. Formulation

Based on description before, the writer formulates this analysis includes educational Background, teaching Experiences, Classroom Management Ability and Teaching Load. More important than that through this research the writer would like to know whether based on the performance score given by the head masters. The score of the teachers of the ideal growing higher than the others group. The ideal group here are decided based on four criteria namely educational background, teaching experience, age, and teacher’s administrative status.

C. Objective of Study

The objective of study is to describe the Profile of English Teachers Of The State Junior High Schools in Bukittinggi” and the relation with their performance.
D. Methodology of Research

In writing this skripsi, the writer uses library and field research. Library Research is to get some information and theories that connected with this study.

In field Research, the data collected by interviews to The Chief of The Education of The Municipal Administration Bukittinggi, Headmasters and Teachers.

E. Organization of writing

This “skripsi” consist of four chapters, they are: Chapter One is introduction it contains with Background of Study, Problem Statement, Objective of Study, Methodology of research and Organization of Writing.

Chapter two is theoretical Framework, this chapter describes about criteria of English teachers they are: Educational Background, Teaching Experiences, Classroom Management Ability, and Teaching Load.

Chapter three is methodology and research findings describes about research methodology it contains Objective of research, Place and time, instrument of research, population and sample, technique and data collecting, and technique and data analysis. And finding research contains: Data description, analysis data and discussion of data.

Chapter Four is conclusion and suggestion.
CHAPTER II
THEORETICAL FRAMEWORK

CRITERIA OF ENGLISH TEACHER

In this “skripsi” the written describes about criteria of English teacher include Educational background, Teaching Experience and Teaching Load.

A. Educational Background

According to Sandra Lee Me Kay, English Teacher should have at least four years in education, whatever he or she takes or learned in university, because he or she should have a science or knowledge when he or she wants to teach especially in teaching subject, without it he or she would not succeed. Someone could not to be a teacher if he or she doesn’t have knowledge and it is very ridiculous if the teacher is poor in knowledge. At many university involved in English education, there is so minimal, if there any attention to the curriculum revision order by the education ministry.³

This statement supported by resident Republic of Indonesia in UU Republic Indonesia number 20, year 2003 About National Education System article 23 verse 2, “Pendidik untuk pendidikan formal pada jenjang pendidikan usia dini, pendidikan dasar, pendidikan menengah dan pendidikan tinggi dihasilkan oleh perguruan tinggi yang terakreditasi.”⁴

⁴ Depdiknas, Himpunan Peraturan /Ketentuan Bidang Pendidikan Dasar dan Menengah Departemen Pendidikan Nasional, 2005, p. 23
After words, according to presidential regulation number 19 year 2005, article 28; verse 1; “Pendidik harus memiliki kualifikasi akademik dan kompetisi sebagai agen pembelajaran sehat jasmani dan rohani, serta memiliki kemampuan untuk mewujudkan tujuan pendidikan nasional.”

In addition, James Bryant Conant said that to be a good teacher should have four years in education (formal or informal education). A year’s work devoted to an understanding of structure, history and relation to other languages seems enough to use. He was realizing that varying emphasis will be given to such things as traditional grammar and structural linguistic that would accompany such language instruction would vary also. However, the English study should be an essential component of any collegiate program and particularly of teacher’s education. He or she was bound to his or her own visit that it’s rarely found as a specific requirement.

A professional English teacher knows how to teach English well, because, methods and Techniques how to teach English are thought at English Education Department. The teacher who graduated from English Education Department will presumably be better than English teacher who graduated from non English department.

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5 Ibid, p. 61

Sudawarman Danim said that “Tenaga professional merupakan tenaga kependidikan yang berkualifikasi pendidikan sekurang-kurangnya S1”\(^7\). Then, Oemar Hermalik said “Guru yang profesional merupakan seorang yang telah menempuh program pendidikan guru dan memiliki tingkat master serta telah mendapat ijazah Negara dan telah berpengalaman dalam mengajar pada kelas-kelas besar.”\(^8\)

So, a professional English teacher who graduated from English Education Department, he or she can ménages English classroom, and makes teaching-learning process suitable according to curriculum and method.

**B. Teaching experience**

Many people believe an important things makes a teacher successful in teaching learning process is experiences. A professional teacher not only need knowledge but also need experience.

To make an experienced teacher he or she should join with some training teacher, Workshop, special programs or many conferences that related with education program.

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Robert W Ricky said that “a professional teacher also should have teaching experience. Because teacher who has teaching experience program significantly better than those with no experience”\textsuperscript{9}

Meanwhile, in educational institution there are two categories of teacher who have been teaching for many years: first, those with many years experience and second those with one year experience repeated many times.\textsuperscript{10}

Becoming a professional teacher he or she need a lot of experience in the class, how to prepare a good teaching. How to plan teaching learning process. How to understand and editions of his student. How to use approach and effective method how to present the subject in an interesting. Way, how to help a student who faced with a problem and teacher needs to be able to maintain environment conducive to learning.

Experienced teacher rough-tune the way they speak to student as a matter of course. Never teacher need to concentrate there focus on their student’s comprehension to measure their own speaking in the classroom.

Experienced teacher also use physical movement: gestures, experiences and mince. It becomes almost second nature to show happiness and sadness,


movement and time sequences, concept using there techniques, they become part of the language teacher’s use, especially with student at lover levels.\textsuperscript{11}

From the description above, we can conclude that a qualified teacher is not only good in the knowledge in English, but the teacher knows how make the student enjoy in learning activity.

C. Classroom Management Ability

The teacher should have ability to manage his or her classroom. One important thing in classroom management is a good planning.

Kenneth D More said “Teaching is a challenge that requires long hours of work and preparation. But, above all it requires skill in planning and skill in the classroom.”\textsuperscript{12}

A good planning includes ability to make objective of teaching ability to present teaching material, how to use an ideal approach, ability to organize lesson planning and evaluation.

Kenneth added classroom management ability related to what to teach, what teaching material to use, the best method to teach the selected content, and how to evaluate in leaded learning.\textsuperscript{13}


\textsuperscript{13} \textit{Ibid.}
According to Zhou Jiang said that classroom management ability includes proper arrangement of seats, beard and time to fit for certain activities. This also includes the teacher’s ability to be clear in the classroom and to change modes of presentation and types of questions. The teacher is also supposed to be able to engage students in learning process, to provide opportunities for feedback and to use group and individual activities so as to bring student initiative into full play.\textsuperscript{14}

The physical organization of the classroom is important. In an ideal the classroom would have an area of easily movable desk and chairs, an open space for games. Teacher must be aware of ventilations, lighting, glare, hearing and maintaining room neatness.

Professional teacher also carefully arrange their classroom to minimize disturbances, provide student with a sense of confidence and security, and make sure that instruction can proceed efficiently, they set up their classrooms according following principles:

a. Teacher should be able to see all student at all times.

b. Teaching materials and supplies should be reality available.

c. High traffic areas should be free of congestion

d. Student should be able to see instructional presentations

e. Procedures and routines should be activity in the same way that academies content is taught.\textsuperscript{15}

\textsuperscript{14} Http: //iteslj.org/ articles / zhou - Successful Teacher.html.

\textsuperscript{15} Myra Pollack and David Miller Sadler. Teacher, School and Society, Mc Graw Hill, USA, 2002 p.53-54
D. Teaching Load

The professional teacher is not only giving teaching material. To make teaching learning process effectively they must give full attention to their students with a good preparation.

Making a good preparation spends a lot of time, so in teaching activity, teacher should have restriction in teaching load. Because if the teacher teach the students with full time. They will face with several problems. They can not prepare teaching activity systematically.

Because of this problem, Indonesian government stated maximal teaching load. According to ministerial regulation, ministry of Education and Cultural and Chief National Employee Administration Number 25/1993 said that “Wajib penyajian program pengajaran dan prakteknya adalah sekurang kurangnya 18 jam per minggu.”

According to Monte S Norton said that if the school desires an optimal program in English, it must be give serious consideration to the paramount problem of teacher load.

So, with teaching load, the teacher can set his preparation to teach, and anticipate possible difficulties and make teaching is enjoyable profession.

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16 www.forumguru.com/bebanmengajar guru.htm

A. Research Methodology

1. Objectives of the Research

   To know The Profile of English Teachers of The State Junior High Schools in Bukittinggi, and Their Teaching Performance this includes the information about:

   a. The Total Number of the English Teachers.

   b. The Educational Background of the teachers.

   c. The Teaching Experience.

   d. The Age.

   e. The Sex.

   f. The Marital Status of the Teacher

   g. The Teacher Administrative Status

   h. Teaching Load

2. Place and Time

   To get the data, the writer conducted the field research for the first time by interviewing the district chief of The National Education Department office of the Municipal Administration on January 19, 2007 at The Education office of the Municipal Administration Bukittinggi, West Sumatra which is located on Jendral Sudirman Street, No 27-29 Bukittinggi, West Sumatra.
And the research instrument was prepared from January 12 to January 13, 2007.

From January 19 to January 30, 2007 observation were conducted at eight Junior High Schools, by visiting each school. After the files were collected, the writer continued to analyze them.

3. **Instrument of Research**

To get the data in this research the writer gave some questions to the chief of The Education office of the Municipal Administration Bukittinggi, the headmasters and English teacher of each state Junior High School in Bukittinggi, West Sumatra.

These questions are focused on data of Junior High Schools and English teachers.

These questions consist of 30 items, which are divided into three kinds: first, the chief of Education office of the Municipal Administration Bukittinggi 9 items. Second, the headmasters of each Junior High School 11 items, and third, the English teachers of each Junior High School 10 items focused on their activities.

4. **Populations and Sample**

The populations include all state Junior High Schools in Kota Bukittinggi, ten schools with 35 English teachers. All of the schools are surveyed but only 20 English teachers are selected as the sample. The writer used a purposive random sampling to get some representative data.
5. Technique of Data Collecting

First step is the writer gives some questions about data of the Junior High School and English teachers to the chief of The Education office of Municipal Administration Bukittinggi, West Sumatra.

Second step is the writer gives some questions about the English teacher data to the headmaster of each Junior High School in Kota Bukittinggi, West Sumatra. It includes the head masters’ evaluation about the performance of each teacher in the form of score.

Third step was to ask some questions about the English teacher data to each English teacher at each state Junior High School in Bukittinggi, West Sumatra.

6. Technique of Data Analysis

a. Profile

The technique of data analysis used in this research is descriptive analysis technique (percentage), which is described in the table percentage.

In the table percentage the writer uses formula:

\[ P = \frac{F}{N} \times 100\% \]

\( P \) = percentage.

\( F \) = frequency of English teacher.

\( N \) = number of sample which is observed.
b. Performance

Comparison of the averages scores of each ideal category group compared to others.

B. Research Finding

1. Data Description

As stated in the preceding chapter that this 'skripsi' discussed about the profile of English teachers at state junior high school in Bukittinggi, together with their teaching performance. To get some data, the writer gives some questions to headmasters of each state junior high school, which is focused on English teachers.

The questions consist of only seven questions on the total number of the English teacher of each school, the educational background, the experience, the age, the sex, the status of the teachers, and teacher’s administrative status.
The following is the table of English teacher's data of each junior high school.

*Table 1: The data of English Teachers at each state junior high school.*

<table>
<thead>
<tr>
<th>No</th>
<th>Schools</th>
<th>Address</th>
<th>N</th>
<th>Ages</th>
<th>Sex</th>
<th>EB</th>
<th>PNS</th>
<th>Non</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SMP 1 Bukittinggi</td>
<td>Jl. Jendral Sudirman No.1</td>
<td>4</td>
<td>26-43</td>
<td>-</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>SMP 2 Bukittinggi</td>
<td>Jl. Pendidikan, Tarok</td>
<td>2</td>
<td>27-44</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>SMP 3 Bukittinggi</td>
<td>Jl. Panorama No.36</td>
<td>2</td>
<td>47-51</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>SMP 4 Bukittinggi</td>
<td>Jl. Panorama No. 36</td>
<td>1</td>
<td>41</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>SMP 5 Bukittinggi</td>
<td>Jl. Sarojo, Mandiangin</td>
<td>2</td>
<td>44-49</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>SMP 6 Bukittinggi</td>
<td>Jl. Syekh Mhd. Jamil Jambek</td>
<td>3</td>
<td>44-45</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>SMP 7 Bukittinggi</td>
<td>Jl. Parit Antang Tigo baleh</td>
<td>3</td>
<td>42-47</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>SMP 8 Bukittinggi</td>
<td>Jl. Syekh Mhd. Jamil Jambek</td>
<td>2</td>
<td>26-45</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>-</td>
</tr>
</tbody>
</table>

Note:  

- **N** = Total number of the Teacher  
- **EB** = Educational Background
We can see from the table before that all of the data, the writer got. The first, SMPN 1 Bukittinggi, was located at Jalan Jendral Sudirman No.1. Total of English teachers are four teachers. Three of them graduated from Strata-1 and one is diploma 3 there are between 26-43 years old. All of them female, two of them got married and two are not.

The second, SMPN 2 Bukittinggi was located at Jalan Pendidikan Tarok. Total of English teacher are two, one of them graduated from Strata-1 and one of them from Diploma 3 they are between 27-44 years old. All of them female, one of them had married and other one had not.

The third, SMPN 3 Bukittinggi was located at Jalan Panorama No. 36 Which has two Teachers They are graduated from Diploma 3 and they are between 47-51 years old, All of them female and got married and government employee (PNS).

The fourth, SMPN 4 Bukittinggi, was located at Jalan panorama No. 36 which has only one English teachers that graduated from strata 1, she is 41 years old got married and government employee (PNS).

The fifth, SMPN 5 Bukittinggi, was located at Jalan Sarojo Mandiangin which has two English teachers that they graduated from Diploma 3 they are between 44-49 years old, all of them female and got married and government employee (PNS).

The sixth, SMPN 6 Bukittinggi, was located at Jalan Syekh Muhammad Jamil Jambek which has three English teacher all of them
graduated from Diploma 3 they are between 40-45 years old, one of them male and three of them female, all of them married and government employee (PNS).

The seventh, SMPN 7 Bukittinggi Jalan Parit Antang Tigo Baleh, which has three English teachers, all of them graduated from Strata 1, they are between 42-47 years old, one male and two female, all of them married and they are government employee (PNS).

The eighth, SMPN 8 Bukittinggi, was located at Jalan Syekh Muhammad Jamil Jambek which has three English teachers all of them graduated from Strata 1 they are between 26-45 years old, one male and two female, two of them married and the other has not, two of them government employee (PNS) and other ones has not.

2. Analysis Data

In this case, the data analyzed, the writer got the state junior high schools data from The Education Office of Municipal Bukittinggi, West Sumatra, The writer got all information, in Bukittinggi there are eight state junior high schools.

And the writer did the research to eight state junior high schools in Bukittinggi, West Sumatra.

The result of English teacher’s educational background data in drawn as follows:
Table 2: Percentage of English teacher’s in educational background.

<table>
<thead>
<tr>
<th>Educational Background</th>
<th>Frequency of Teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>D3</td>
<td>9</td>
<td>45%</td>
</tr>
<tr>
<td>S1</td>
<td>11</td>
<td>55%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, we can conclude that there are:

a. 9 English teachers of Diploma 3 or 45% from 20 samples English teachers that are in state junior high school in Bukittinggi, it means the percentage of Diploma 3 is 45%.

b. 11 English teachers of Strata 1 or 55% from 20 samples English teachers that are in state junior high school in Bukittinggi, it means the percentage of Strata 1 is 55%.

From the result above, we can see that the percentage of English teacher’s educational background is about 100% that is result from analysis of

And the result of English teachers in teaching experiences data is drawn as follows:
**Table 3: Percentage of English teachers in teaching experiences.**

<table>
<thead>
<tr>
<th>Experience</th>
<th>Frequency of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 years</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>11-15 years</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>16-20 years</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, we can conclude that there are:

a. 5 English teachers from 1-5 years in teaching experience or 25% from 20 samples English teachers that are at state junior high school in Bukittinggi. It means percentage is 25%.

b. 3 English teachers from 6-10 years in teaching experience or 15% from 20 Samples English teachers that are at state junior high school in Bukittinggi. It means the percentage is 15%.

c. 4 English teachers from 11-15 years in teaching experience or 20% from 20 samples English teachers that are at junior high school in Bukittinggi. It means the percentage is 20%.

d. 8 English teachers from 16-20 years in teaching experience or 40% from 20 sample English teachers that are at junior high school in Bukittinggi. It means the percentage is 40%.
From the result above, we can see that percentage of English teacher’s experiences is about 100%. That is result from analysis the profile of the English teachers of the state junior high schools in Bukittinggi.

And the result of English teacher’s age data is dawn as follows:

*Table 4: Percentage of English teacher’s age*

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-30</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>31-40</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>41-50</td>
<td>15</td>
<td>75%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, we can conclude that are:

a. 3 English teachers between 21-30 years old 15% from 20 samples English teachers that are at state junior high school in Bukittinggi. It means, the percentage is 15%.

b. 2 English teachers between 21-40 years old or 10% from 20 samples English teachers that are in state junior high school in Bukittinggi. It means the percentage is 10%.

c. 15 English teacher between 41-50 years old or 75% from 20 samples English teachers that are in state junior high school in Bukittinggi. It means the percentage is 75%.
From the result above, we can see that the percentage of English teacher age is about 100%. That’s the result from the analysis of the profile of the English teachers of the state junior high schools in Bukittinggi.

And the result of English teacher’s sex data is drawn as follows:

*Table 5: Percentage of English teacher’s sex*

<table>
<thead>
<tr>
<th>Sex</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>85%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, we can conclude that there are:

a. 3 English teachers of Male or 15% from 20 samples English teachers that are at state junior high school in Kota Bukittinggi, West Sumatra. It means, the percentage of Male is 15%.

b. 17 English teachers of Female or 85% from 20 samples English teachers that are at state junior high school in Kota Bukittinggi, West Sumatra. It means, the percentage of Female is 85%.
From the result above, we can see that the percentage of English teacher’s sex is about 100%. That’s the result from the analysis of the profile of the English teachers of the state junior high schools in Bukittinggi.

And the result of marital status of English teacher’s data is drawn as follows:

Table 6: Percentage of English Teacher’s in marital status.

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Frequency of Teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>17</td>
<td>85%</td>
</tr>
<tr>
<td>Unmarried</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, we can conclude that there are:

a. 17 English teachers have married or 85% from 20 samples English teachers that are in state junior high school in Bukittinggi. It means the percentage of married is 85%.

b. 3 English teachers have not married or 15% from 20 samples English teachers that are at state junior high schools in Kota Bukittinggi. It means the percentage of unmarried is 15%.

From the result above, we can see that the percentage of English teacher’s marital status is about 100%. That’s the result from the analysis of
the profile of the English teachers of the state junior high schools in Bukittinggi.

And the result of English teacher’s administrative status data is drawn as follows:

Table 7: Percentage teacher’s administrative status of English teachers

<table>
<thead>
<tr>
<th>Teachers Status</th>
<th>Frequency of Teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government employee(PNS)</td>
<td>16</td>
<td>80%</td>
</tr>
<tr>
<td>Non Government Employee(Non PNS)</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above we can conclude that there are

a. 16 English teachers from government Employee (PNS) or 80% from 20 samples English teachers that are at state junior high school in Bukittinggi. It means the percentage of government employee (PNS) is 80%.

b. 4 English teachers from Non government employee (Non PNS) or 20% from 20 sample English teachers that are at junior high school in
Bukittinggi. It means the percentage of Non Government employee (Non PNS) is 20%.

From the result above, we can conclude that the percentage of English teacher’s status is about 100%. That’s the result from the analysis of the profile of the English teachers of the state junior high schools in Bukittinggi.

And the last, the result of English teachers teaching load data is drawn as follows:

**Table 8: Percentage of English Teachers in Teaching Load**

<table>
<thead>
<tr>
<th>Teaching load</th>
<th>Frequency of Teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-15 hours per week</td>
<td>6</td>
<td>30%</td>
</tr>
<tr>
<td>16-25 hours per week</td>
<td>14</td>
<td>70%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, we can conclude that there are:

a. 6 English teachers from 5-15 hours per week in teaching load, or 30% from 20 samples English teachers that are at state junior high school in Bukittinggi. It means percentage 5-15 hours per week in teaching load, is 30%.

b. 14 English teachers from 16-12 hours per week in teaching load, or 70% from 20 samples English teachers that are at state junior high
school in Bukittinggi. It means percentage 16-25 hours per week in teaching load is 70%.

From the result above, we can see that the percentage of English teachers teaching load is about 100%. That is the result from the analysis of the profile of the English teachers of the state junior high schools in Bukittinggi.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion.

The writer concludes, according to the result of English teachers at state junior high schools in Bukittinggi, 55% from 20 English teachers graduated from “Strata 1” (S1) and 45% from “Diploma 3” (D3). So, the highest percentage of English teacher’s educational background is “Strata 1” (S1). And from the analysis and percentage data above, the writer concludes that the English teacher master the English language and certainly they use the English language when they in teaching learning activity.

And the percentage of English teachers in teaching experience between 1-5 years is 25%, between 6-10 years is 15%, between 11-15 years is 20%, and between 16-20 years is 40% from 20 samples English teachers at state junior high schools in Bukittinggi. So the highest percentage of English teachers in teaching experience is between 16-20 years. There are 40% of English teacher’s in this category.

The percentage of age between 21-30 years old is 15%, between 31-40 years is 10%, and between 41-50 years is 75%, from 20 samples English teachers at state junior high schools in Bukittinggi. So the highest percentage of English teacher’s age is between 41-50 years. There are 75% of English teacher’s in this category.
The percentage of male is 15 %, and female is 85 % from 20 samples English teachers at state junior high schools in Kota Bukittinggi. So the highest percentage of English teacher’s sex is female. There are 85 % of English teacher’s in this category.

The percentage of marital status of English teacher who has married is 85 %, and has not married is 15% from 20 samples English teachers at state junior high schools in Bukittinggi. So the highest percentage of English teacher’s marital status is married. There are 85 % of English teacher’s in this category.

The percentage of English teacher’s status who is government employee (PNS) is 80 %, and Non government employee (Non PNS) is 20 % from 20 samples English teachers at state junior high schools in Bukittinggi. So the highest percentage of English teacher’s status is government employee (PNS). There are 80 % of English teacher’s in this category.

The percentage of English teachers in teaching load between 5-15 hours per week is 30 %, and between 16-25 hours per week is 70 % from 20 samples English teachers at state junior high schools in Bukittinggi. So the highest percentage of English teachers in teaching loads is between 16-25 hours per week. There are 70 % of English teacher’s in this category.

B. Suggestion.

From the analysis above we can know the theories about the English teacher, and the writer would like to give some suggestion that:
1. The Government, especially National Education Department should be choose the teachers that have the educational background from English Department.

2. The National Education Department should be choosing the teachers that have experiences which have suitable with the criteria of the English teacher.

3. The English teachers must be mastered the methods of teaching English.

4. The English teachers must have education at least four years or “Strata 1” (S1) from English Department.

5. The English teachers should be creative in finding way to make effective teaching and pleasantly for their students.

6. The English teachers in Bukittinggi, should have followed some seminars or teacher's training to expand their experience in teaching.

7. The Head masters should give more training and support to the English teachers, especially for the teachers who are got low score in teaching performance.

8. The teacher should increase their teaching performance to be more good and professional teachers.
BIBLIOGRAPHY


http://www.forumguru.com/bebanmengajar guru.htm


APPENDIX

INTERVIEW INSTRUMENT

I. Interview dengan Kepala Kantor Departemen Pendidikan Kota Bukittinggi

1. Ada berapa jumlah Sekolah Menengah Pertama Negeri dan Madrasah Tsanawiyah Negeri di Kota Bukittinggi?
2. Apakah untuk menjadi Guru Bahasa Inggris ada kualifikasi yang harus dipenuhi?
3. Apakah guru-guru Bahasa Inggris tersebut mengajar lebih dari satu sekolah?
4. Apakah semua guru-guru Bahasa Inggris tersebut terdaftar di Instansi Bapak?
5. Apakah semua guru-guru Bahasa Inggris tersebut merupakan pegawai Negeri?
6. Dari latar belakang pendidikan, apakah guru-guru Bahasa Inggris tersebut lebih dominan S1 atau D3?
7. Berapa rata-rata usia guru-guru Bahasa Inggris tersebut?
8. Berapakah rata-rata jam mengajar guru-guru Bhsa Inggris tersebut?
9. Dari segi jenis kelamin kebanyakan mereka pria atau wanita?
INTERVIEW INSTRUMENT

II. Wawancara dengan masing-masing Kepala Sekolah.

1. Berapakah jumlah guru Bahasa Inggris di sekolah yang Bapak/ Ibu pimpin?
2. Apa latar belakang pendidikan mereka?
3. Apakah guru-guru tersebut mengajar di sekolah lain?
4. Berapa rata-rata usia guru-guru tersebut?
5. Berapa jumlah guru Bahasa Inggris Pria?
6. Berapa jumlah guru Bahasa Inggris Wanita?
7. Apa status perkawinan mereka?
8. Berapa orang guru-guru tersebut yang merupakan guru tetap?
9. Berapa orang guru-guru tersebut yang merupakan guru tidak tetap?
10. Adakah Guru-guru Bahasa Inggris tersebut mengikuti seminar nasional/training untuk peningkatan mutu pengajaran mereka?
11. Secara Umum, atas dasar hasil ujian, persepsi siswa, dan sebagainya, guru ini Bapak/Ibu beri nilai/score berapa untuk kinerjanya? (Mohon nilai 0-10).
   a. Latar belakang pendidikan
   b. Pengalaman mengajar.
   c. Umur.
   d. Status kepegawaian
HASIL WAWANCARA

1. Dengan Kepala Dinas Pendidikan Kota Bukittinggi.

Nama : Yalvema Miaz, MA    Tanggal Wawancara : 19 Januari 2007
Nip   : 130 526 797

1. Dikota Bukittinggi terdapat delapan SMP Negeri.

2. Kualifikasi yang diharapkan, guru itu mesti S1, sekarang guru-
guru yang masih D3 banyak yang kuliah lagi untuk mendapatkan
S1 nya.

3. Tidak ada.

4. Tentu harus terdaftar di Depdiknas, karena guru-guru tersebut
harus termasuk dalam data Badan Kepegawaian.

5. Rata-rata mereka PNS, tapi ada juga beberapa sekolah yang masih
dibantu tenaga guru honor.


7. Rata-rata usia guru-guru disini 31-45 tahun.


HASIL WAWANCARA

2. Dengan Kepala Sekolah.

Nama : Mardison, S.Pd.
NIP : 131 898 531.
Jabatan : Kepala SMP Negeri 1 Bukittinggi.

1. Jumlah guru Bahasa Inggris di sekolah ini ada 4 orang.

2. Dari segi latar belakang pendidikan mereka tiga orang S1, dan satu orang D3.

3. Tidak ada.


5. Guru Bahasa Inggris Pria tidak ada.


7. Dua orang sudah menikah dan duanya lagi belum menikah.

8. Di SMP 1 ini ada dua orang guru tetap.


10. Mereka pernah ikut seminar tingkat kota dan propinsi.
Nama : Amri Jaya, M.Pd
NIP : 131 691 928.
Jabatan : Kepala SMP Negeri 2 Bukittinggi.

1. Jumlah guru Bahasa Inggris di sekolah ini ada 6 orang.
2. Dari segi latar belakang pendidikan mereka tiga orang S1, dan tiga orang D3.
3. Tidak ada.
5. Guru Bahasa Inggris Pria tidak ada.
7. Lima orang sudah menikah dan satu lagi belum menikah.
8. Disekolah ini ini ada lima orang guru tetap.
10. Mereka pernah ikut seminar tingkat kota dan propinsi.
Nama : Zulfia, S.Pd

NIP : 131 161 5057.

Jabatan : Kepala SMP Negeri 3 Bukittinggi.

1. Jumlah guru Bahasa Inggris di sekolah ini ada 4 orang.

2. Latar belakang pendidikan mereka tiga orang S1, dan satu orang D3.

3. Tidak ada.

4. Rata-rata usia mereka 40-50 tahun.

5. Guru Bahasa Inggris Pria hanya satu orang.


7. Semuanya sudah menikah.

8. Disekolah ini ini semuanya guru tetap.

9. Guru Tidak Tetap tidak ada.

10. Mereka pernah ikut seminar tingkat kota dan propinsi.
Nama : Drs. Nofrizal Usra.
NIP : 131 428 194.
Jabatan : Kepala SMP Negeri 4 Bukittinggi.

1. Jumlah guru Bahasa Inggris di sekolah ini ada 4 orang.
2. Lulusan S1 hanya satu orang, dan tiga orang lulusan D3.
3. Tidak ada.
4. Rata-rata usia mereka 40-59 tahun.
5. Guru Bahasa Inggris Pria tidak ada.
7. Lima orang sudah menikah dan satu lagi belum menikah.
8. Disekolah ini ini semua guru tetap.
10. Mereka pernah ikut seminar tingkat kota dan propinsi.
Nama : Deswar, S.Pd
NIP : 131 471 907.
Jabatan : Kepala SMP Negeri 5 Bukittinggi.

1. Jumlah guru Bahasa Inggris di sekolah ini ada 4 orang.
2. Guru Bahasa Inggris lulusan S1 satu orang dan tiga orang D3.
3. Tidak ada.
5. Guru Bahasa Inggris Pria tidak ada.
7. Semuanya sudah menikah.
8. Disekolah ini ini kesemuanya guru tetap.
9. Guru Tidak Tetap tidak ada.
10. Mereka pernah ikut seminar tingkat kota dan propinsi.
Nama : Khairul Basri S.Pd.
NIP : 131 668 645.
Jabatan : Kepala SMP Negeri 6 Bukittinggi.

1. Jumlah guru Bahasa Inggris di sekolah ini ada 4 orang.
2. Dua Orang Lulusan S1 dan duanya lagi lulusan D3
3. Tidak ada.
5. Guru Bahasa Inggris pria ada satu orang.
7. Semuanya sudah menikah.
8. Disekolah ini ini semuanya guru tetap.
9. Guru Tidak Tetap tidak ada.
10. Mereka pernah ikut seminar tingkat kota dan propinsi.
Nama : Jumardi, S.Pd

NIP : 131 936 667.

Jabatan : Kepala SMP Negeri 7 Bukittinggi.

1. Jumlah guru Bahasa Inggris di sekolah ini ada 4 orang.
2. Latar belakang pendidikan mereka dua orang S1, dan dua orang D3.
3. Tidak ada.
4. Rata-rata usia mereka 30-50 tahun.
5. Guru Bahasa Inggris Pria dua orang.
7. Semuanya sudah menikah.
8. Semua guru Bahasa Inggris disini merupakan guru tetap.
9. Guru Tidak Tetap tidak ada.
10. Mereka pernah ikut seminar tingkat kota dan propinsi.
Nama : Drs. H. Zulharli, M.Pd.
NIP : 131 593 658.
Jabatan : Kepala SMP Negeri 8 Bukittinggi.

1. Jumlah guru Bahasa Inggris di sekolah ini ada 5 orang.
2. Latar belakang pendidikan mereka empat orang S1, dan satu orang S2
3. Tidak ada.
5. Guru Bahasa Inggris Pria satu orang.
7. Semuanya sudah menikah.
8. Disekolah ini ini ada tiga orang guru tetap.
10. Mereka pernah ikut seminar tingkat kota dan propinsi.
INTERVIEW INSTRUMENT

III. Wawancara dengan masing-masing guru.

1. Apa latar belakang pendidikan Bapak/Ibu?
2. Tahun berapakah Bapak/Ibu menamatkan pendidikan di perguruan tinggi?
3. Lulusan dari perguruan tinggi manakah Bapak/Ibu?
4. Berapakah usia Bapak/Ibu saat ini?
5. Berapa total jam mengajar Bapak/Ibu dalam satu minggu?
6. Sudah berapa lamakah Bapak/Ibu mengajar di sekolah ini?
7. Dalam sekali berapakah Bapak/Ibu membuat scenario pengajaran?
8. Apakah Bapak/Ibu mengajar di sekolah lain?
9. Apakah Bapak/Ibu sudah menikah?
10. Apakah status kepegawaian Bapak/Ibu?