

Incomplete Teacher Skills When Presenting Student Settlement Strategy

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Abstract: This article aims to describe incomplete teacher skills when presenting a student settlement strategy. The data were obtained from interviews to teachers and recorded all the actions teachers performed when presenting a student settlement strategy in the classroom. The results showed that teacher skills at the time of presenting the settlement of the student strategy were incomplete

Keywords: teacher skills present, incomplete, student settlement strategies

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I. Introductions

According to NCTM (2000) teachers influence what students learn in the classroom. To improve the quality of learning in the classroom, teachers must be able to choose the right task and strategy. Teachers are also expected to encourage their students to think, ask questions, solve problems, discuss ideas, and discuss problem-solving strategies

Teachers have differences in perception and memory when teachers do classroom learning (Sabers, et al, 1991, Westerman, 1991, Tsui 2009). Bjorklund (2000) states attention is influenced by perception and memory. With attention, teachers can develop perceptions and memories about events in the classroom. Attention has an important role in learning activities.

Van es&Sherin (2001, 2004, 2005) states the first thing teachers need to do to develop classroom interaction is the attention of teachers in the classroom. Teachers' attention can be a starting point for learning to identify and interpret what is being noticed. Therefore, teachers' attention is essential to developing interaction during classroom learning.

Jacob, et al (2010) stated the focus of attention of teachers at the time of learning is on the strategy of completion of students. Jacob, et al (2010) stated that teachers have 3 skills to develop student settlement strategies. One of them is teacher skill in presenting student completion strategy. For example, the teacher tries to remind or issue a student idea to turn the story into a symbolic math problem. According to Gagne, et al (1988) teachers who try to help students remind or release knowledge ever gained called teachers are stimulating students' memories. To stimulate the memory of students required tutoring from teachers. Therefore, teachers' skills in presenting a student settlement strategy can be generated by stimulating student retention and teacher guidance. This article will describe incomplete teacher skills when presenting a student settlement strategy

II. Method

The study was conducted in one of the schools. Data were obtained from the observation to the research subjects at the time of learning, interview, and field notes. According to Creswell (2012) the selection of research subjects can be done by using the snowball system is the subject is taken one then the next subject based on the first subject recommendation. Subjects that serve as the subject of this study is a subject that at the time of learning to focus on presenting student settlement strategies. Of the few subjects observed by researchers, there are two subjects who made the subject of research..

III. Research Results and Discussion

After the researchers conducted observations in the classroom, there were 2 incomplete research subjects at the time of presenting a student completion strategy. This is reinforced by the results of interviews on the first subject (S1).

Researcher: After I observed, the students look difficult in solving the problem that you give. Is the question you give is too difficult for the students?

S1: I do not think so. Because, they've been getting material in junior high school

Researcher: Why you ask what the question was about? what is your purpose asking like that?

S1: The goal is to let them know what they're looking for.

Researcher: When you direct the student to change the story into a symbolic problem, you seem to ask what the first step should be? In my opinion, the question is not correct. Because students need real direction so they are not confused with what to do.

S1: Yes indeed I ask like that, because I assume they already know what they should do. The material on the subject ever they get in junior high. So, I asked the first step.

Researcher: Oh ... ok, I see, you also directly ask how many variables in that class? What is the connection?

S1: Actually I just want to make it easy for the students that in the class there are men and women. So, I call that gender as a variable. The goal is to direct students to change the story into a symbolic math form.

Results of observations and interviews with the second subject (S2) as follows:

Researchers: What questions did you give difficult? it looks like the students are confused?

S2: Indeed the quality of his son is less pack. So, they are confused. Though the material in the question they already get in junior high

Researchers: When you direct a student to turn a story question into a symbolic math form, you are seen asking what the question questions are?what's the point sir?

S2: My goal is to let them know what they are looking for. If they do not know what they are looking for how they can answer it?

Researcher: Oh ... ok. I see, you have trouble directing students to change the story's questions into symbolic math form.

S2: Yes. I took a long time to direct them. Probably because they have trouble understanding the question of the story.

From the results of observations of researchers in the class and the results of interviews with S1 and S2, there are researchers who can discuss that are related to not complete the skills of teachers in presenting the strategy of settlement of students. Teacher skills in presenting student settlement strategies can be generated by stimulating students' memories and providing tutoring to students. According to Gagne et al (1988) in teacher learning can help students remind or release knowledge that has been obtained and can provide tutoring to students. For example, teachers are trying to remind students to change the story into a symbolic math problem. Students' knowledge will not come without teacher guidance.

Memory is a function of cognition that involves the brain in taking information. According Cozolino (2006) memory can be divided into two categories, the are explicit and implicit memory. Explicit memories are useful for achieving the expected goals. For example, teachers try to remind students that students are able to turn the story into a symbolic math problem. While implicit memories are useful for forming student knowledge schemes. For example, teachers remind students of changing the story into a symbolic math problem by creating a simpler new problem so that students are able to create new knowledge schemes of different problems. Then compared to the knowledge scheme of the real problem. Explicit memories and implicit memories will arise due to the guidance of learning from good teachers. Teaching guidance from teachers will be given to the students due to the expected goals, the knowledge possessed and the orientation of the teacher. This is in accordance with the opinion of Schoenfeld (2011) which states there are 3 things that have someone in thinking a problem. First, the expected goal in solving the problem. Second, the knowledge you have in solving the problem. Third, the orientation must be done

The incomplete skills of teachers in presenting the strategy of settlement of students due to the guidance of learning given to the students limited procedural guidance only so that teachers only stimulate explicit memories of students while the students' implicit memory is not formed in students.

IV. Conclusion

Teachers have an important influence on what students do in the classroom. Teachers have an important role when students are unable to solve the problems they face. Teachers are required to be able to present a strategy of completion of the students. In this study, when teachers present a strategy of completion of students have a goal so that students are able to solve the problems faced. Therefore, the ability of teachers to present student settlement strategies is incomplete

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