



TEACHING PRACTICE PROGRAM: EFL PRESERVICE TEACHERS'

VOICE

SKRIPSI

By:

RUDYANSAH GALANG RAHADI

NPM 216.010.730.73



UNIVERSITAS ISLAM MALANG

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH EDUCATION DEPARTMENT

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ABSTRAK

Rahadi, Rudyansah Galang. 2020. *Program Pengalaman Lapangan: Suara Guru Praktikan EFL*. Skripsi, Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Malang. Pembimbing I: Eko Suhartoyo, S.Pd., M.Pd. ; Dosen Pembimbing II: Dzul Fikri, S.S., M.Pd.

Kata kunci: Persepsi, Program Pengalaman Lapangan, Guru Praktikan, 4 kompetensi guru.

Mengajar adalah tugas utama para guru. Oleh karena itu untuk mempersiapkan siswa dalam Mengajar mereka harus dilatih sebelum menghadapi situasi nyata di sekolah. Program pengalaman lapangan merupakan salah satu mata kuliah yang harus diselesaikan oleh mahasiswa yang mengambil jurusan pendidikan agar ketika berkecimpung di dunia kerja mereka memiliki pengalaman dalam mengajar.

Penelitian yang berjudul “Program Pengalaman Lapangan: Suara Guru Praktikan EFL” ini bertujuan untuk (1) Persepsi Guru Praktikan terhadap Praktik Mengajar 2) Mengetahui masalah yang dihadapi guru Guru Praktikan dalam praktik mengajar. Partisipan penelitian ini melibatkan 30 siswa EFL sebagai Guru Praktikan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Malang yang telah menyelesaikan Program pengalaman lapangan yang berlangsung selama kurang lebih 2 bulan.

Penelitian ini menggunakan pendekatan kualitatif deskriptif. Partisipan dalam penelitian ini adalah mahasiswa semester enam Program pengalaman lapangan di Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Malang. Dalam pengumpulan data, peneliti menggunakan instrumen berupa kuesioner dan wawancara online. Kuesioner dan wawancara online digunakan untuk menjawab permasalahan penelitian.

Berdasarkan hasil analisis data, peneliti menemukan bahwa guru praktikan mempunyai persepsi bahwa praktik mengajar membantu mereka dalam mengajar, terutama dalam kompetensi kepribadian, kompetensi pedagogik, kompetensi profesional dan kompetensi sosial. Kemudian, hasil penelitian juga menunjukkan bahwa masalah yang ditemukan para guru praktikan selama program pengalaman lapangan mereka merasa tidak percaya diri sejak pertama kali menghadapi siswa di kelas. Hal tersebut membuat mereka sulit beradaptasi dengan kondisi kelas. Minimnya media pembelajaran dalam pembelajaran seperti LCD, proyektor, perizinan yang sulit dalam penggunaan lab menyebabkan, tidak menguasai materi,



akan diberikan kepada siswanya menyebabkan pembelajaran di kelas kurang efektif. Guru praktikan juga memiliki masalah dalam hubungan sosialnya, terutama dengan siswa dan guru.



ABSTRACT

Rahadi, Rudyansah Galang . 2020. *Teaching Practice Program: EFL Pre-service teachers' voice*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang.
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Teaching is the main task of the teachers. Therefore, to prepare the students in Teaching they must be trained before they deal with the real situations in the school. Teaching practice program is one of the courses that must be completed by students who majored in education so that when they get involved in the world of work they have experience in teaching.

This research entitled "Teaching Practice Program : Pre-service teachers' voice" aims at (1) Pre –service teacher's perception towards teaching practice 2) finding out problems Pre –service teachers faced in teaching practice. The partisipants of this research involves 30 EFL students as Pre-service teachers, in the Faculty of Teacher Training and Education, Universitas Islam Malang who have completed their teaching practice program which lasted for about 2 months.

This research used a descriptive qualitative approach. The participants of this research were the sixth semester students of teaching practice program in English Education Department Faculty of Teacher Training and Education University of Islam Malang. In gathering the data, the researcher used instruments namely questionnaire and online interview. The questionnaire and online interview was used to answer the research problems.

Based on the results of data analysis, the researcher found that pre-service teachers have perceptions that teaching practice helps them in their teaching, especially in the personal competence, the pedagogical competence, the professional competence and the social competence. Then, the results also showed that the problems that the Pre-service teachers found during teaching practice program were they felt unconfident since they first faced students in classroom. It makes them difficult to adapt the classroom condition. Lack of learning media in teaching such as LCD, projectors, licensing which is difficult in using the lab causes, not mastering the material, will be given to his students cause less effective learning in the classroom. Pre-service teacher also have problems in their social relationships, especially with students and teachers.

CHAPTER I

INTRODUCTION

In this chapter the researcher conveys some points related to this study. They are background of the study, formulation of the research problem, objective of the study, significance of the study, scope and limitation of the study, and definition of the key terms.

1.1 Background of the Study

Teaching as a profession is the mother of all professions, and this is the foundation of national growth and development as no nation can rise above the values of its teachers as a noble goal of improving other careers (Abiodun, 2017). The purpose of teaching is to provide knowledge and skills to children who are the future of a nation. Beside, teaching is the aim is to develop other professions, and it has become the foundation of national growth and development because no nation can rise above the quality of its teachers. So, teaching has an important role in improving all sectors in a country. According to Brown (2000), teaching is learning instruction and facilitation, allowing the learner to understand, setting the educational conditions. It means that teaching is a place for someone to seek knowledge. Several components that can contribute to a successful teaching, that are teachers, students, facilities and culture. Teaching is an activity carried out by an individual who serves as a link for their students to acquire knowledge.

A teacher has a pivotal role in a teaching, and he/she has an important role in guiding students in their learning process.

In Indonesia, English is still a foreign language; therefore, in becoming a professional teacher they are required to master English, which in fact is the majority of people in Indonesia not accustomed to using English. According to Anugerahwati & Saukah (2010) English teachers have more pressures on their shoulders to improve students' language skills while also helping them to succeed in national exam. This situation puts them in a dilemma that they must do teaching students and allowing them to communicate in English, and the same time they must teach for the test, so that their students will succeed in the National Examination.

The teacher has a very important role in teaching English, so every teacher is required to have good competence. Hakim (2015) argued that it takes a professional to produce high-quality human resources and to acquire knowledge and technology as well as faithful and committed to power. The quality of EFL teachers which is the main point is their English language ability so that the material being taught is more effective which is supported by utilizing some learning media. In teaching, a teacher also is required to have several competencies that must be mastered. Teacher competencies as stated in UU number 14 2005 that there are 4 teacher competencies, namely social competence, pedagogical competence, professional competence, and personal competence. In line with Anugerahwati & Saukah (2010) mentioned that the characteristics of a professional EFL teacher consist of four main domains, those are; subject matter,

pedagogical, social, and personal competence. Teaching requires practitioners to understand clearly what needs to be achieved to bring about the most effective learning in the learners and to be highly skilled in the skills required to carry out these tasks (Abiodun, 2017). As an English teacher, one of the things that become very important is that she/he is required to have good skills in English. English language ability is a determining factor whether their learning is successful or not. Sheridan (2011) argued that Professional identity refers not only to the impact of teacher's community views, aspirations and images, but also to their professional work and personal lives.

Most of universities have a faculty of teacher training and education (FKIP). English language education program is a study program aimed at preparing students to become professional teachers, especially in the field of English. A teaching practice program is one of the subjects is provided by the faculty to prepare students to become professional teachers. Taskin (2006) stated that the Teaching practice program was designed to provide practical and theoretical skills for Pre-service teachers.

Furthermore, it is explained by Setiawan (2014) that Teaching practice program is a curriculum for student teachers that involves, teaching and non-training activities. This activity provides an opportunity to improve the professional skills required by hiring teachers or other academic services. Considering the importance of teaching practice program, monitoring and evaluating are needed to know the roles and effectiveness of the program. So that

Pre-service teachers can get benefits from this program which eventually can help the Pre-service teachers to become professional teachers.

Teaching practice program is one of the courses that must be completed by students who majored in education so that when they get involved in the world of work they have experience in teaching in Indonesia, especially in Malang, teaching practice program is carried out in several Junior and Senior High Schools around the campus for 2 months. In choosing the place of practice, the university selects every student who will carry out his duties as a Pre-service teacher according to his abilities. Teaching Practice is held for 6th semester EFL students. The EFL students as Pre-service teachers do the teaching practice in senior high school and junior high school in Malang which is selected by the organizer. It is usually held for two months and their teaching practices are based on a predetermined schedule by the school.

Meanwhile, in the field of teaching practice, some EFL students do not master the skills in teaching and delivering a material. The study program is taken by students also really determines whether they master their expertise, especially the English department which is in Indonesia, English is still a foreign language. It will be a problem when English students still have not mastered English skills, even though they are being asked to give the knowledge their students need. The inaccuracy of Pre-service teachers in giving both knowledge and skills to their students results in poor teaching quality. This also proves the quality of teaching practice is influenced by the quality of each individual and the campus. LPPM (Lembaga pengembangan dan penelitian mahasiswa) as the organizer of teaching

practice at the University of Islam Malang has a very important task in developing teaching practice, especially at the University.

Knowing the situation and problems in field of teaching practice, the researcher is interested to conduct this research on EFL student as preservice teachers in teaching practice program. this research used a descriptive survey design in which questionnaire and online interview were used to collect data from Pre-service teachers to obtain information about the Teaching practice program and identify whether the students have positive or negative perceptions and find the problems when they faced real situations in teaching. The information of this research will serve as a reliable fact for pre-service teachers and lecturers in education to assess the extent to which the teaching practice program helps in shaping the skills and knowledge of Pre-service teachers in teacher competence.

1.2 Research Problems

Based on the background of the study, the researcher formulates the research problems as follows:

- 1) How are Pre-service teacher's perceptions towards teaching practice?
- 2) What problems are Pre-service teachers faced in teaching practice?

1.3 Objectives of the Study

Based on the background of the study and the research problems, the objective of the research are to explore perception about Teaching practice

Program in 7th semester of EFL students at the University of Islam Malang and to find out the problems in teaching practice.

1.4 Significances of the Study

The results of the research give theoretical and practical benefits. Theoretically, the information of this research show the benefits of teaching practice program on EFL students in the 6th semester. Through reviewing their experience of the teaching practice program, participants will be able to express their perspective about something they get during the practice.

Practically, This informations helps Pre-service teachers to analyze the perception and problems in teaching practice and to know a reliable fact for pre-service teachers and lecturers in education. This information also assesses the extent to which the teaching practice program helps in shaping the skills and knowledge of Pre-service teachers in teacher competence. Moreover, it helps the Faculty of teacher training and education especially, in the English Education Department to control and evaluate the teaching practice program to prepare students as qualified teachers.

1.5 Scope and Limitation

This research focuses on Pre-service teacher's perceptions toward the teaching practice program they have done for 2 months in various senior high school and junior high schools. During teaching practice, of course, they have gained various knowledge and teaching skills which are useful when they become professional teachers. This experience will be explored by researchers moreover,

investigate the problems encountered during teaching practice as an evaluation of the next teaching practices both in regulation and the quality of teaching in each Pre-service teacher aimed at preparing professional teachers.

There are limitations in this research. First, the use of questionnaire and online interviews not enough data / not presenting complete data after teaching has been carried out by the Pre-service teacher with no direct observation in the field of teaching practice. Then, this research was carried out during the presence of a virus called Covid-19 throughout the world disaster so that in the interview using Video-call. The interview was only given to 4 Pre-service teachers. Thus the results of the interviews do not necessarily represent the answers of all respondents who have been studied.

1.6 Definition of Key Terms

The definition of the key term is used to help the readers misunderstanding and uncertainty. There are some forms of use in this study which need more explanation:

- **Teaching Practice:** The program is provided by Faculty of education and teacher training in University of Islam Malang to give opportunities for pre-service teachers to know the world of education and train them become teachers.
- **English Student:** The student who study English English Foreign Language (EFL) a in a higher education environment, especially at semester 6th.

- **Pre-service teacher:** English students as English Foreign Language (EFL) of university of Islam Malang who joining teaching practice in 6th semester under the actual teaching conditions at several schools in Malang
- **Perception:** opinions or ideas from English student at 6th semester as Pre-service teachers obtained from their experiences after finished the teaching practice program.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents conclusions and provides some suggestions. In conclusion, the researcher gives brief conclusion related to the findings and discussion from the previous chapter. Further, the researcher gives suggestions related to this study for the future researchers.

5.1 Conclusion

Based on the findings and discussions from the previous chapter, the respondents as pre- service teachers have perceptions that teaching practice helps them in their teaching. The result from questionnaire showed that teaching practices helped them become professional teachers. Hakim (2015) stated that Teachers are required to have the competence and ability to convey knowledge in the subject on scientific field. It means that one of requirements become a professional teachers have competence. Teaching practice assisted pre- service teachers in 4 competence of teacher such as personal competence, pedagogical competence, professional competence, and personal competence. In term of personal competence, mental of teaching are trained. Refers to the pedagogical competence, the teaching practice program trained their ability to manage the learning. In the professional competence, pre-service teachers are trained their ability understand of the teaching materials well. Furthermore, this program

helped them in maintaining the social relationship between the teachers and the students.

Furthermore, pre-service teacher found the problem in their teaching practice program, they felt unconfident since they first faced students in classroom. It makes them difficult to adapt the classroom condition. Lack of learning media in teaching such as LCD, projectors, licensing which is difficult in using the lab causes, not mastering the material, will be given to his students cause less effective learning in the classroom. Pre-service teacher also have problems in their social relationships, especially with students and teachers. With the problems that they faced, it made pre-service teachers more developed in ability both in the classroom and social skills.

5.2 Suggestions

5.2.1 For the Organizer of Teaching Practice

There are several suggestions related to the result of this study. The first is for the LPPM as the organizer of teaching practice at Universitas Islam Malang, in the selection of schools for pre-service teachers more adjusted not only consider the score, but also consider the ability of student practice, so that in the future students can adapt well in the school environment in accordance with their abilities. Then the researcher suggest that teaching practice program is not only 2 months, but there are stages that focus on one goal in teaching practice with different time sessions provided for pre-service teachers so that what they teach becomes more effective.

5.2.2 For the Further Researcher

The researcher realized that any limitations in the conduct of this research. The instrument of conducting the research only used the questionnaire and online interview because there is a Covid 19 pandemic which is make it impossible to meet in person and only online. This condition makes communication ineffective in finding information. The researcher recommends the further researchers to conduct a deeper investigation by using the interview when the pandemic is over. Conducting directly observation to know more condition in teaching practice and it is more authentic rather than online-based research.

This study in interviews was only conducted on 4 respondents, so for further research it is better to add respondents so that the data obtained is more accurate and complete . Moreover, the researcher really suggests that the next researcher will not only focus on 4 competence of teacher, but also focus on the other aspect of professional teachers in order to make the result of the next research better than this.

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