

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presented the finding and discussion of the research. There is one problem statement have to be answered in the research. That is how tutor teachers' perception in pre service teachers' skills in implementation 2013 curriculum in Islamic schools in Banjarmasin.

The researcher found the description of tutor teachers' perception on pre service teachers' skills in implementation scientific approach in 2013 curriculum in teaching practice II at Islamic schools in Banjarmasin, include four Islamic junior high schools and three Islamic senior high schools. This data conducted in interview with participants, the following writing describes it below, as follows:

1. Observing

When conducted interview at Islamic schools in Banjarmasin, researcher asked tutor teachers as participants about the observing stage as we know it the first stage in scientific approach. The important poin in observing stage pre service teachers have to maximizing the senses by seeing, listening, reading or watching in teaching and learning process, for example writing and conveying topics using audio, video, pictures, and reading material in books, or other sources.

In this research, the researcher was concluded the all of tutor teachers' perception in interview, the researcher found all of tutor teacher as participants in this research have similiary perception that pre service teachers have applied the observing step in teaching practice in classroom. The pre service teachers have maximized students' senses in observing step before implanting the next step such as: show video, audio, picture or poster, give reading text to students and wrote the topic material in whiteboard. For example tutor teacher F said "in the observing stage pre service teachers have implemented it in their teaching activities, the activities they used such as building knowledge activity, which builds students' thinking before entering the while teaching and learning activities carried out by pre service teachers. Usually pre service teachers more often display pictures, wrote down material topics on whiteboard, reading text, or display videos related ted the material they will teach". Almost participants' perception about observing step in this research said like tutor teacher F.

Based on observation in classroom, similarly with tutor teachers in interview, the researcher noticed that all of pre service teachers as participants in this research have implemented observing stage in teaching and learning process. The researchers found that almost pre service teachers did activities such as: show picture, video/audio, gave reading text for students, and just wrote the topic material on white board, but those activities has maximized students' sense.

During observation process pre service teacher A taught about *Time*, in observing stage pre service teacher did activities show the media (clock), pre

service teacher wrote the topic on whiteboard. Pre service teacher B taught about *telling permission, obligation, and prohibition*. In observing stage pre service teacher did activities, pre service teacher wrote the topic on whiteboard, and pre service teacher gave students paper included picture related the topic. In observing stage, pre service teacher C gave students paper of reading text, then pre service teacher C wrote the topic on whiteboard. In observation process researcher found pre service teacher D taught *expression of asking and giving permission*. Pre service teacher D showed the topic to students. Pre service teacher E did activity wrote the topic and some expressions on whiteboard. Pre service teacher taught the topic which was still related to the previous topic. Pre service teacher F asked students divide several groups, then pre service teacher F showed the video related the topic, pre service teacher taught about *caption*. In observing stage pre service teacher G brainstormed in the form of question related the material to be conveyed. Then, pre service teacher G showed the topic in power point slide. Pre service teacher G taught about *announcement*.

2. Questioning

In questioning stage pre service teachers have to activity provide the opportunity for students to ask questions about topics/material that can improve students' critical thinking about learning materials, and active in classroom discussion.

Based on interview with tutor teachers, researcher was summarized the result of interview and the learning activities carried out by pre service teachers such as: Tutor teacher A, and C said “this step always carried out by pre service teachers, they have implemented the stage in teaching practice, they did some activities there are, invited students to asked questions about the material in observing stage, then, pre service teachers and students discuss about the material they will learn and pre service teachers always provided oppurtunities to asked questions and pre service teachers gave the opportunity to students for did question and answer discussion about material that can improve students' critical thinking. Tutor teacher B, D and E “said pre service teachers have implemented this stage in every teaching practice in the classroom, Pre service teachers, even though sometimes this stage they can do randomly did not fit in general order, at this stage that has been fully carried out by pre service teacher”. They sometimes did it at the beginning of learning, in the middle of learning or at the end of teaching and learning. Overall in this stage pre service teachers have implemented with activities pre service teachers gave students’ opportunity asked questions, discuss about the questions and material they will learn. Tutor teacher F and G stated “yes, pre service teachers implemented this stage, they usual asked or gave students’ opportunity to asked questions about topic was wrote on whiteboard, reading texts, pictures and videos that are displayed or pre service teachers who asked students about the pictures or videos, such as "what is it?", "what the picture about? ". From the question and answer discussion that was done earlier

pre service teacher can make students think about what subjects will be learned". Pre service teachers did activities such as, invited students asked question about the topic pre service teachers gave questions to students and pre service teachers and students discuss the topic material.

When conducted observation, the researcher found all of pre service teachers generally have implemented and applied some point of questioning stage in their activities of teaching and learning process, Researcher saw pre service teachers' activities in questioning stage such as, gave opportunities and invited students active to asked questions, and discussing for made students' high critical thinking to learn material. In addition some pre service teachers did questioning stage randomly for suitable material. In this stage the researcher found that pre service teacher found difficult to motivate students to be active in asking questions and discussing in classroom, this is what made pre service teachers an active role in asking students. In addition during the observasion in classroom, when the students have not questions, usually the pre service teachers asked question for students.

Researcher found pre service teachers' activities in questioning stage in this research following writing describes it below: Pre service teacher A did activity invited students for ask questions, and pre service teacher A and students question and answer discussion related the topic. In questioning stage Pre service teacher B gave students opportunity for asking about the topic/material. Pre service teacher C did questioning stage after did associating stage activities. Pre service teacher D

invited students for asking something about the topic/material. Similarly with others pre service teacher, pre service teachers E invited students to asked question, students asked about those expressions, then, pre service teacher E and students discuss about students' questions. Pre service teacher F activities in questioning stage, after students have watched the video pre service teacher F gave opportunity to students for asking about video, then pre service teachers asked others students to answer students' question and they are discuss about question and material. Pre service teacher G did questioning stage after did explanation material in associating stage.

3. Associating

In associating stage researcher gave some questions to tutor teachers included indicators of associating. The main poin of this stage pre service teachers are able to get students actively involved in explaining material, and pre service teachers have more role as facilitators in analyzing, reasoning, answering and issuing ideas / opinions / ideas about learning material in book / worksheet, video/ audio and other sources that can make it as an experience or a valuable lesson for students in real live, because this step teacher to be teacher centre and to be facilitator make students higher order thinking skills

There are the description of tutor teachers' perception and pre service activities, based on interview with researcher in this research. All of tutor teachers have the same perception that overall of pre service teachers have applied the

stage in teaching process. They can improve their skills for many situation and various materials in teaching and learning process, and can improve associating and experimenting stage for suitable material and situation. The activities carry out by pre service such as: pre service teacher usually display the title or learning objectives and in this section they explain the material that they previously presented in the building knowledge section or at the observing stage. In demonstrating the material depends on the material they teach for example the type of reading text they usually only read in front, if the material is an expression then they practice it according to the examples available, and if the material is related to grammar then they display, exemplify or analyze according to the textbook, video or picture, which has been explained. Therefore some tutor teachers stated that pre service teachers have to increase their skill in implementing this step for the future.

Based on observation researcher found, all of pre service teachers have implemented associating stage in teaching practice. During observation process in classroom, all pre service teachers did activities, explained clearly material of teaching, to be facilitator for students active in explained material too for other students, demonstrate of giving examples the material in the book, internet or other sources pre service teachers' used for references of teaching. The researcher found pre service teachers' activities that used by each pre service teachers in implementing associating stage in teaching. The following writing describes it below, as follow:

Pre service teacher A, did activities gave students paper including material to students, then pre service teacher explained clearly the material being studied, pre service teachers gave examples related the material and pre service teacher asked students to find out other examples related material from other sources. Pre service teacher B did activities explaining the material clearly and giving examples in daily life in the form of pictures of traffic signs and signs in public places. After explained the material pre service teacher invites students to ask questions about things not yet understood. Pre service teacher C explained the material clearly and pre service teacher gave some examples related the topic. Pre service teacher D pre service teacher gave some examples about the *Expression of Invitation* and Pre service teacher explains the material clearly to students. Pre service teacher E explains the material and students pay attention to listen the pre service teacher's explanation. Pre service teacher F asked the students read the book and paper he was given to students. After read the material, pre service teacher shows the power point and asked students to discuss with their group to find and present the caption they have founded. Then, the pre service teacher explains the material clearly, according to what the teacher displays on the power point and textbook. Pre service teacher G gave clear explanation of the topic material, then, pre service teacher reads an example of an announcement and students listen to the pre service teacher well. After listened to the teacher's explanation, some students ask about vocabularies they don't know, and ask question some things they don't understand about an announcement.

4. Experimenting

Pre service teachers in experimenting stage have to engage in activities that involve students more active, such as practicing the material, presenting, role playing, and playing games that can measure students' achievement in understanding the material presented. Researcher was concluded the tutor teachers' opinion to pre service teachers' activities in teaching.

All of tutor teachers as participants in this research have the same perception that from this stage pre service teachers have implemented in teaching practice and pre service teachers made students more active, like play game, role play, practice in front of the class, but in general they adjust to the material they provide in teaching and learning activities. Tutor teacher C and D stated sometimes pre service teachers can change the order, sometimes associating stage is done first than experimenting stage, or pre service teachers did the experimenting stage first than associating stage, it adjust the material taught.

Based on observation researcher found in experimenting stage all of pre service teachers have implemented this stage, however researcher found some pre service teachers sometimes confused did these activities with associating activities, confused sequence the stage or indicator stage activities. Agree with Tutor teachers in interview, in observation researcher noticed the pre service teachers' activities usual play games, practice the material, role play, or made students more active in learning.

The description of activities have done by pre service teachers in experimenting stage as follow: pre service teachers A shows the clock, and pre service teacher asked students to practice how to asking and giving question about the time they have learned before. After practice the material, pre service teacher gave a test for students to find out students' understanding of the material that has been delivered. Pre service teacher B pre service teacher divided students into groups and pre service teacher gave questions in the form of pictures related to the material to be done in groups and answered verbally. Pre service teacher C asked students to do the exercises in the students' textbook individually. Pre service teacher D gave students time to discuss how use *Expression of Asking and Giving Permission* everyday which will be used as a conversation. Pre service teacher asked students to remember well and memorize the vocabularies each part of the *expression of Asking and Giving Permission* category. After that, pre service teacher divided students into groups to play game. Pre service teacher E asked students to practice the expression one by one, and pre service teacher asked students to write sentence/paragraph related the topic. Pre service teacher F and students play game still in same group before. Pre service teacher G Pre service teacher distributed the announcement paper to students, and students are asked to analyze, interpret, and answer some of the questions that have been provided on the paper in pairs.

5. Communicating

In interview at the communicating stage the researcher was given several questions to participants included indicators of communicating stage. In communicating stage, pre service teachers did activities delivering observations, conclusions based on the results of the analysis orally, in writing of other media, communicate what they have learned, communicate about the problems and success experienced during the teaching and learning process, and how to teacher give students motivation. The researcher was conducted the results of interview in communicating stage carryout by pre service teachers in this research as follows:

All of tutor teachers A-G have the same perception that pservice teachers in teaching practice II always implemented this step in all learning activities. Pre service teacher usually communicated students' outcomes, review and conclude the lesson together, communicated the students' problems about difficulties in understanding the material, and they also always provide motivation and reinforcement for students to continue to enthusiasm in learning and communicate about the next materials to students. Tutor teacher F stated, "strengthening does not have to be done at the communicating stage or the end part of the lesson, it can be given in the middle of the lesson or when going to study, the activities that are carried out can usually be in the form of applause, giving rewards or prizes and can also provide motivational words for students".

Beside from the data interview the researcher also describes data from the results observation of pre service teachers in teaching practice in the classroom.

When conducted observation the researcher noticed that all of pre service teachers in this research have implemented communicating stage in teaching and learning process. Researcher has described pre service teacher activities in teaching practice there are:

Pre service teacher A conducted discussion with students about the lesson they have learned, and pre service teacher asked the difficulties experienced during the learning process. Before closing the learning the pre service teacher and the students both concluded the material that has been learned and pre service teacher give motivation for students to study hard at home. Pre service teacher B pre service teacher asked representatives from each groups to present the results of the group discussion, and pre service teacher corrects the results of the discussion answers that are less precise, then pre service teacher concluded the results of the discussion. For post activities pre service teacher asks students to summarize the material they have learned which is about giving permission, obligations, and prohibitions. Then, teacher also held a post test in the form of an assignment. Pre service teacher C and students together answer the exercise alternately. In that stage pre service teacher corrected and discuss with students the answers of exercise, then pre service teacher explains again the subject matter related to the students' answers wrong in the exercise. Next students and Pre service teacher summarize the lesson together, and then, pre service teacher give motivation for students. Pre service teacher D did activities in communicating stage, pre service teacher and students review and concluded the lesson together,

pre service teacher give motivation for students. Pre service teacher E pre service teacher asked some students recounted their paragraph was their made. Finally, the time enough pre service teacher and students conclude the lesson together and pre service teacher gives motivation to students. The activities pre service teacher F, pre service teacher and students review the lesson together and pre service teacher give motivation to students. The last the activities of pre service teacher G that are pre service teacher responds to students learning outcomes by discussing things that are still wrong, and the teacher explains material that students find difficult to understand in preparing announcements. Because the time enough Pre service teacher prepared to close the lesson, but before close the lesson pre service teacher give motivation for students. Pre service teacher and students close the lesson and praying together.

In this research, researcher was conducted interview participants about other aspect in 2013 curriculum such as: lesson plan, and media. All of pre service teachers told to researcher, that pre service teachers have made lesson plan according to the provisions of the 2013 curriculum. Pre service teachers have included all the stages of a scientific approach in the lesson plan that they have made before teaching practice is carried out. From media of teaching Tutor teachers told, that almost pre service teachers used media of teaching for suitable material.

B. Discussion

After the data is processed in form of description, this section presented a discussion of the research finding from interview and observation with the theories collected in chapter two about tutor teachers' perception on pre service teachers' skills in implementation 2013 curriculum at state Islamic schools in Banjarmasin.

The 2013 curriculum is a further step in the development of the Competency Based Curriculum which was held in 2004 and the Educational Unit Level Curriculum (KTSP) in 2006. The 2013 curriculum is a curriculum that can educate future competency, communication, skills, ability to think clearly and critically, ability to consider the moral aspects of a problem. The 2013 curriculum is a competency-based curriculum by strengthening the process of learning and authentic assessment to achieve competency attitudes, knowledge, and skills.

According to the theories in chapter two the strengthening the teaching and learning process based on 2013 curriculum through a scientific approach, which is learning that encourages students to be better able to observing, questioning, experimenting/ collect data, associating and communicating. The learning and teaching process in the 2013 curriculum for all school levels is implemented using scientific approach. This statement is the same as what the researcher found when conducted the data with the interview and observation in the classroom. All of junior Islamic high schools and senior Islamic high schools in Banjarmasin used scientific approach as a approach in teaching using 2013 curriculum. During the

interview process, with tutor teachers as the participants of the research, tutor teachers explained that the pre-service teachers have implemented the scientific approach in teaching and learning process. It is the same as the researcher found in observation process, that pre-service teachers taught using scientific approach in teaching practice.

Based on theories of scientific approach in 2013 curriculum have five stages, such as: observing, questioning, associating, experimenting and communicating.

1. Observing

The researcher concluded the theories of observing, the observing stage, is the stage activities of maximizing the five senses by seeing, listening, and reading or watching. the activity of observing stage in English teaching using scientific approach, such as students see, observe, read and listen to teacher's explanation (reading text, video audio, picture) with or without media. Teachers facilitate the students to do observation and train the students to observe the important thing from the object. In observing stage students construct their knowledge and facilitate them to fulfill their need of knowing something. This activity, the context is also presented to make students connect what they have learned with what they going to learn.

Based on the statements of observing stage scientific approach in a research conducted by the researcher about two months, the researcher found data with the interview and observation in the classroom at Islamic junior high schools and Islamic senior high school in Banjarmasin. In data interview was conducted the researcher with tutor teachers as participants, the researcher found the tutor teachers' perceptions on pre services' skills implementing scientific approach based on observing stage.

From the seven tutor teacher, who conducted interview with the researcher, all of tutor teachers said that at the observing stage pre service teachers have implanted observing stage according to the indicators or provisions of observing stage, it was explained in the theory of applying scientific approach in teaching practice.

It similarly the researcher found in observation, the researcher also agree with the Tutor teacher that pre service teachers are already implementing the observing stage, because the researcher has made observations directly to pre service teachers in teaching and learning activities this is done to reinforce the perceptions that have been conveyed by participants. For example examples activities did by pre service teachers conducted topics submission activities by showing videos, listening to audio, giving reading texts to students, and writing topics on the whiteboard.

2. Questioning

Questioning stage is aimed building students' critical thinking. The functions of questioning to encourage and inspire learners to activity learn to develop questions of and for itself, the raise skills of students in taking, asking questions, and the other can answer logically, systematically using proper and correct grammar, to encourage students' participation in discussing, arguing, developing the ability to think and draw conclusions to build an attitude of openness to give and receive opinions or ideas, enrich vocabulary, as well as developing social tolerance in gregarious. From other situation questioning stage leads the students to give attention to begin learning and simulate them to pursue knowledge on their own.

The activities questioning activity stage is the process of constructing knowledge in the form of concepts through group discussion or class discussion, in the questioning process, curiosity and critical thinking skills should be developed so that it is necessary to develop questions at a high level of thinking and questioning process also requires the active participation of students.

When conducted the interview, all of tutor teachere xplained that pre service teachers implemented the stage with some activities such as invited or gave opportunity for students asking questions, group discussion to develop questions at a high level of thinking and also requires the students more active in teaching, some tutor teachers explained that pre service teachers can improve the

stage on beginning, middle and end of learning in accordance with the material presented for made students' attention. It is similarly with the theory above.

Based on observation the researcher noticed the activities that are usually done by pre service teachers such as: the question and answer between the teacher and students or question and answer between students and students like students ask to pre service teacher the topic material, vocabularies related to the material and pre service teachers doing group discussion activities. It same with tutor teachers' perception that pre service teachers have implemented this stage in teaching practice in classroom, but in this research researcher noticed that pre service teachers have difficulties to motivate and stimulate students more active for asking questions in questioning step.

3. Associating

Associating is the process of thinking logically and systematically over the empirical facts that can be observed in the form of knowledge to obtain conclusions, and associating aimed to build the ability to think scientifically. Associating activities is the process of developing the ability to group and compare various ideas and events to then incorporate them into memory experiences and experiences that are already stored in the brain's memory are related and interact with previous experiences. In associating stage allow students higher order thinking skills.

When conducted interview with tutor teachers researcher found different perceptions between tutor teachers, some tutor teachers said that pre students still need to improve or increase their ability to implementing associating stage, because based on the theory this stage pre service teachers should be facilitator for actively understand the material, be able to explain and analyze the material well and students should have the ability to group various ideas and events into learning experiences. However, all of tutor teachers agreed that all pre service teachers have implemented associating stage in activities of teaching practice.

Based on the facts in the field during observation, researcher found pre service teachers have difficulty in motivating students to become active and pay attention listen pre service teachers' explanation, and pre service teachers found it hard to invite the students for higher order thinking skills about the material.

4. Experimenting

Experimenting stage is to acquire a meaningful, to get real and authentic learning, students have to do experiments, especially to the suitable materials. Experimenting / exploring activities are activities to internalize the knowledge and skills that have just been learned. In this process students be able practice expressing new things that are learned and try to use abilities in reality / outside the classroom. Experimenting is intended to develop various learning objectives, attitudes, skills and knowledge. The students' experience is the skill process to enhance knowledge and employ scientific approach to solve the real problem.

The statements above same as what the researcher found when conducted the data with interview and observation in the classroom at junior and senior Islamic schools in Banjarmasin. Almost the tutor teachers stated pre service teachers are implemented experimenting stage in teaching practice. Based on tutor teachers' perception, pre service teachers able to make students more active did activities such as, playing a game, role play, practicing the material, displaying material and presenting the material. Overall pre service teachers able to motivate students to be student centre in teaching and learning process. Similarly with the tutor teachers' perception the researcher also found it during observation process.

5. Communicating

Communicating stage are means to convey the results of conceptualization in oral, written and picture form. This activity is carried out in other that students are able to communicate knowledge and skills. Communicating activities aimed at developing the ability to present or presented all knowledge and skills that have been understood and that have not been understood orally or in writing. In communicating stage not only knowledge and communication skills, however about the problems and successful experienced during the teaching and learning process in classroom.

In this research, the researcher obtained data in interview, from teacher's perception of teachers in pre services' skills in implementing the communicating

stage, all of pre service teachers implemented or applying this stage their practice of teaching. From the perceptions' tutor teachers, the researcher also saw directly when did observation the pre service teacher did activities at this stage such as communicate to students learning outcomes, re-discussing material that has been learned, summarizing the lessons and motivate students to study hard.

In the learning process that takes place there must be a lesson plan, which has been made before learning begins. The researcher also checked and requested lesson plan from several pre service teachers who had been observed. The lesson plan that has been prepared by pre service teachers, the scientific approach has been hung as the 2013 curriculum learning approach used by pre service.

In conclusion, based on several theories that explained above or in chapter two researcher found and concluded about how tutor teachers' perception on pre service teachers' skills in implementing five stages in scientific approach based on 2013 curriculum there are, Observing, Questioning, Associating, Experimenting and Communicating. In tutor teachers' perception based on data interview, tutor teachers stated almost all of pre service teachers at junior and senior Islamic schools in Banjarmasin able to applied and implemented the five stages in the scientific approach based on 2013 curriculum in teaching practice II. However, some tutor teachers said that at the associating stage pre service teacher had to further improve their skill for the next opportunity in teaching. In addition, it positively responded from perception of tutor teachers to pre service teachers, who were still learning and seeking experience in implementing scientific

approach based on 2013 curriculum in teaching practice II. What is meant the positive perception in this research that is in general pre service teachers have applied and implemented all five skills in scientific approach based on 2013 curriculum that included the stages of observing, questioning, associating, experimenting, and communicating in accordance with the theories.