

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The sample of the study is collected from 713 students, 260 are male and 451 are female. Based on the analysis of questionnaire about student's perception toward English pre-service teachers' teaching competence in teaching practice 2 of UIN Antasari Banjarmasin, resulted as follow:

Table 2.

Questionnaire result of all competence

Competence	Maximum score /questionnaire	Total score of 713 respondents	Percentage	Category
Pedagogic	25	20,72	79.18 %	Good
Personality	25	20,65	82.6%	Good
Social	25	19,96	79.85%	Good
Professional	35	27,86	79.6%	Good

Based on the data of descriptive analysis above, it showed that students' perception toward English pre-service teachers' teaching competence is good with score and percentage mentioned.

B. Discussion

1. Students' perception toward English pre-service teachers' pedagogic competence

Based on the result of descriptive analysis in table 2, it is known that pedagogic competence of English pre-service teachers is good with score 79.18%. Pedagogic competence means the ability in teaching and learning management, including the ability in teaching the lesson, understanding of student difficulty, using interesting media, involving students actively and actualizing students' potential. In detail it could be seen from the indicators as follow:

a. Students' perception toward English pre-service teachers' ability in resolve theirs difficulty in learning English

Table 3.

Questionnaire result of students' perception toward English pre-service teachers' ability in resolve students' difficulty in learning English

Score	Frequency	Percentage
5	145	20.33 %
4	436	61.15 %
3	122	17.11 %

2	8	1.12 %
1	2	0.28 %
Total	713	100 %

Based on the table, with 80.02% of descriptive analysis score, it is described that the ability of English pre-service teachers in resolve students' difficulty in learning English is good. Moreover, there is a school described as very good with 85.11%.

Resolving student difficulty in learning English represent teacher's ability in understanding student in learning English, including understanding of student character, moral and intellectual which accordance with the component of teacher pedagogic competence. Based on the result of this study, it is showed that English pre-service teacher have performed well to help student problem in learning English.

b. Students' perception toward English pre-service teachers' ability in using interesting media

Table 4.

Questionnaire result of students' perception toward English pre-service teachers' ability in using interesting media

Score	Frequency	Percentage
5	210	29.45 %
4	343	48.1 %
3	129	18.09 %
2	24	3.36 %
1	7	0.98 %
Total	713	100 %

Based on the table, with 80.33% of descriptive analysis score, it is described that the ability of pre-service teacher in using interesting media is good. Although there is a school described of which the ability is average with 66.92% but, there are also two schools described as very good with 85.92% and 88.37%.

In general, using interesting media requires student to learn new things and work together with their friends. This process helps teacher to understand student social and emotional aspect. Beside, this process also shows teacher ability in select what material is compatible for student. Based on the result of this study, it is showed that English pre-service teacher have performed well in using media.

c. Students' perception toward English pre-service teachers ability in involving students actively in learning

Table 5.

Questionnaire result of students' perception toward English pre-service teachers' ability in involving students actively in learning

Score	Frequency	Percentage
5	155	21.73 %
4	409	57.36 %
3	131	18.37 %
2	17	2.38 %
1	1	0.14 %
Total	713	100 %

Based on the table, with 79.63% of descriptive analysis score, it is described that the ability of English pre-service teacher in involving students in learning actively is good. Moreover, there is a school described as very good with 85.58%.

It is not just teacher who vocally in teaching and learning, but it is also very important to involve student actively. It helps teacher to

understand student characteristic, social, physical aspect and develop assessment procedure. Based on the result of this study, it is showed that English pre-service teacher have involved student well in learning process.

d. Students' perception toward pre-service teachers' ability in making students motivated and enthusiastic in learning

Table 6.

Questionnaire result of students' perception toward English pre-service teachers' ability in making students motivated and enthusiastic in learning

Score	Frequency	Percentage
5	156	21.87 %
4	349	48.94 %
3	168	23.56 %
2	33	4.62 %
1	7	0.98 %
Total	713	100 %

Based on the table, with 77.22% of descriptive analysis score, it is described that the ability of English pre-service teacher in making students to be motivated and enthusiastic in learning is good. Moreover, there is a school scored 85.58% with very good description. However, there is also two schools described as average with 66.92% and 68.48%

The success of teaching technique is visible from how student react toward learning process. Student motivation and enthusiastic represent that teacher have well understand toward student character and also have selected relevant things to be taught; media and material. Based on the result of this study, overall English pre-service teacher succeeded to make student motivated and enthusiastic.

e. Students' perception toward English pre-service teachers' ability in motivate students to be more confident

Table 7.

Questionnaire result of students' perception toward English pre-service teachers' ability in motivate students to be more confident

Score	Frequency	Percentage
5	179	25.1 %
4	341	47.82 %
3	168	23.56 %

2	18	2.52 %
1	7	0.98 %
Total	713	100 %

Based on the table, with 78.70% of descriptive analysis score, it is described that the ability of English pre-service teacher in increasing students' confidence is good. However, there is a school described as average with 67.27%.

Motivating student to be more confident represents teacher ability in understanding students' character, moral, emotional and even their potential. Based on the result of this study, English pre-service teacher is succeeded to increase students' confidence.

2. Students' perception toward English pre-service teachers' personality competence

Based on the result of descriptive analysis percentage in the table 2, it is known that personality competence of English pre-service teacher is good with 82.60% of score. Personality competence means pre-service teachers have a stable personality, kind, wise, authoritative, good character, discipline, respectful and responsible. In detail the indicators would be explained as follow:

a. Students' perception toward English pre-service teachers' ability in speaking respectfully and well mannered

Table 8.

Questionnaire result of students' perception toward English pre-service teachers' ability in speaking respectfully and well mannered

Score	Frequency	Percentage
5	358	50.21 %
4	324	45.44 %
3	19	2.66 %
2	8	1.12 %
1	4	0.56 %
Total	713	100 %

Based on the table, with 88.72% of descriptive analysis score, it is described that the ability of English pre-service teacher in speaking respectfully and well mannered is very good. However, there are two schools scored 79.61% and 73.93% which is described as good. Nevertheless, the rest of schools scored above 85% then the cumulative score described as very good.

Speaking respectfully and well mannered is in accordance with the components of personality competence. It represents teachers' norm, ethic, and understanding of social culture. Based on the result of this study, it is showed that English pre-service teacher have speaking respectfully and well mannered in teaching and learning process.

b. Students' perception toward English pre-service teachers' ability of showing positive thing and could be a role model of good behavior

Table 9.

Questionnaire result of students perception toward English pre-service teachers' ability of showing positive thing and could be a model of good behavior

Score	Frequency	Percentage
5	251	35.2 %
4	407	57.08 %
3	41	5.75 %
2	12	1.68 %
1	2	0.28 %
Total	713	100 %

Based on the table, with 85.04% of descriptive analysis score, it is described that the ability of pre-service teacher in resolve students' difficulty in learning English is very good. Although, there are four schools scored fewer than 83% which is describe just as good. However, the rest 6 schools scored above 85% then the cumulative score described as very good.

Showing positive thing is indicating that teacher is able to be an exemplary individual for student and the community. It also showed teacher ability in work as a role model; stable and mature. Based on the result of this study, it is showed that English pre-service teacher have impressed and able to show positive thing and could be a role model of good behavior.

c. Students' perception toward English pre-service teachers' ability of showing maturity and wise while facing problem in classroom/student

Table 10.

Questionnaire result of students perception toward English pre-service teachers' ability of showing maturity and wise while facing problem in classroom/student

Score	Frequency	Percentage
5	194	27.2 %

4	405	56.8 %
3	103	14.44 %
2	11	1.54 %
1	0	0 %
Total	713	100 %

Based on the table, with 82.07% of descriptive analysis score, it is described that the ability of English pre-service teacher of showing maturity and wise while facing problem in classroom/student is good. However, there is also a school described as average with 67.27% and also as very good with 89.30%.

Teacher ability of showing maturity and wise while facing problem in classroom/student is indicating teacher ability to control a hard situation and be an authoritative individual. Based on the result of this study, it is showed that English pre-service teacher have showed well maturity and wise while facing any problem.

d. Students' perception toward English pre-service teachers' ability of showing authority as a teacher

Table 11.

Questionnaire result of students' perception toward English pre-service teachers' ability of showing authority as a teacher

Score	Frequency	Percentage
5	144	20.19 %
4	438	61.43 %
3	117	16.4 %
2	12	1.68 %
1	2	0.28 %
Total	713	100 %

Based on the table, with 79.07% of descriptive analysis score, it is described that the ability of English pre-service teacher of showing authority as a teacher is good. Although there is a school described as average with 64.84%, there is also a school described as very good with 86.04%.

Showing authority as a teacher is a component of personality competence. It is accordance with the norm of law, mature and wise. Based on the result of this study, it is showed that English pre-service

teacher have showed well authority as a teacher toward student and school environment.

e. Students' perception toward English pre-service teachers' ability in making students became pleasant and comfortable in learning

Table 12.

Questionnaire result of student's perception toward English pre-service teachers' ability in making students became pleasant and comfortable in learning

Score	Frequency	Percentage
5	158	22.15 %
4	353	49.5 %
3	161	22.58 %
2	33	4.62 %
1	8	1.12 %
Total	713	100 %

Based on the table, with 77.39% of descriptive analysis score, it is described that the ability of English pre-service teacher in making

students pleased and comfortable in learning is good. Although there are two schools scored 66.53% and 66.06% which is described as average, the cumulative score stay in good description. Moreover, there is also a school scored described as very good with score 90.69%.

Teacher ability in making students became pleasant and comfortable in learning is indicating that teacher is a kind person. They would become a role model for learners and society. This ability is what every teacher should be master. Based on the result of this study, it is showed that overall English pre-service teacher have impressed good pleasant and comfortable in learning.

3. Students' perception toward English pre-service teachers' social competence

Based on the result of descriptive analysis percentage in the table 2, it is known that social competence of English pre-service teachers is good with 79.85% of score. It means social competence of English pre-service teacher is perceived well by student. Social competence means pre service teacher should be sociable. In other word, this is the ability of teachers in interaction and communication. In detail the indicators would be explained as follow:

a. Students' perception toward English pre-service teachers' participation in every student's program

Table 13.

Questionnaire result of students' perception toward English pre-service teachers' participation in every student's program

Score	Frequency	Percentage
5	126	17.67 %
4	404	56.66 %
3	158	22.15 %
2	24	3.36 %
1	1	0.14 %
Total	713	100 %

Based on the table, with 77.67% of descriptive analysis score, it is described that English pre-service teachers' participation in every student's program is good. Although there is a school scored 66.06% which is described as average, there is also a school described as very good with score 89.30%.

Teachers' participation in every student's program determines teacher interactive skill. This indicator will show teacher social

competence, whether they have involved or not. Based on the result of this study, it is showed that overall of English pre-service teacher have participated well in every program.

b. Students' perception toward English pre-service teachers' ability of showing friendly attitude toward students

Table 14.

Questionnaire result of students' perception toward English pre-service teachers' ability of showing friendly attitude toward students

Score	Frequency	Percentage
5	227	31.83 %
4	368	51.61 %
3	86	12.06 %
2	30	4.2 %
1	2	0.28 %
Total	713	100 %

Based on the table, with 82.10% of descriptive analysis score, it is described that English pre-service teachers' ability of showing friendly

attitude toward students is good. Moreover, there are also two schools scored 85.43% and 92.09% which is mean pre-service ability on this indicator is very good.

Teachers' ability of showing friendly attitude toward students represents teacher brotherhood and spirit of togetherness which is a component of social competence. Based on the result of this study, it is showed that overall of English pre-service teacher have acted well not only as a teacher but also as a friend for student.

c. Students' perception toward English pre-service teachers' ability of showing willingness to interact and open to every student's suggestion and opinion

Table 15.

Questionnaire result of students' perception toward English pre-service teachers' ability of showing willingness to interact and open to every student's suggestion and opinion

Score	Frequency	Percentage
5	211	29.59 %
4	363	50.91 %
3	102	14.3 %

2	34	4.76 %
1	3	0.42 %
Total	713	100 %

Based on the table, with 80.89% of descriptive analysis score, it is described that English pre-service teachers have good interaction and listen to every students' suggestion and opinion. Although, there is a school described as average scored 67.30%, there is also a school described as very good with 92.55%.

Teachers' willingness to interact and open to every student's suggestion and opinion indicated that a teacher have a good ability in social competence. Based on the result of this study, it is showed that overall of English pre-service teacher have interacted and communicated effectively and responded well toward students' suggestions.

d. Students' perception toward English pre-service teachers' ability of showing justness to all students

Table 16.

Questionnaire result of students' perception toward English pre-service teachers' ability of showing justness to all students

Score	Frequency	Percentage
5	185	25.94 %
4	388	54.41 %
3	112	15.7 %
2	22	3.08 %
1	6	0.84 %
Total	713	100 %

Based on the table, with 80.30% of descriptive analysis score, it is described that English pre-service teachers' ability of showing justness to all students is good. In other words, pre-service teacher were able to be fair with all students because there is also a school even described pre-service teachers' ability on this indicator as very good with score 86.97%.

Showing justness to all students is a component of social competence. Just focus on certain students is has to be avoid, it should be fair to all of them. Based on the result of this study, it is showed that English pre-service teacher have fair well to all students.

e. **Students' perception toward English pre-service teachers' ability in creating a situation that might students to exchange opinion each other**

Table 17.

Questionnaire result of student's perception toward English pre-service teachers' ability in creating a situation that might students to exchange opinion each other

Score	Frequency	Percentage
5	145	20.33 %
4	389	54.55 %
3	155	21.73 %
2	21	2.94 %
1	3	0.042 %
Total	713	100 %

Based on the table, with 78.28% of descriptive analysis score, it is described that English pre-service teachers' ability in creating a situation that might students to exchange opinion each other is good. However,

there is still a school described this indicator as average with 67.27% of score.

Creating a situation that might students to exchange opinion each other is a good thing to do. It will give them a chance to explore their communication ability in a formal situation of learning. A teacher who capable to conduct this situation in learning is indicated has a good social competence. Based on the result of this study, it is showed that overall of English pre-service teacher have facilitated enough student to exchange opinion.

4. Students' perception toward English pre-service teachers' professional competence

Based on the result of descriptive analysis percentage in the table 2, it is known that professional competence of English pre-service teachers is good with 79.60 % of score. It means students have good perception toward English pre-service professional competence. Professional competence means pre service teacher are mastery in the subject of the lesson, have a fundamental knowledge of education, use appropriate strategies in teaching and learning. Students' perceptions toward pre-service teacher on professional competences include: punctual, class management, feedback, speaking clearance, varieties positions, asking and praising, use English optimally. In detail the indicators would be explained as follow:

a. Students' perception toward English pre-service teachers' ability in arranging time

Table 18.

Questionnaire result of students' perception toward English pre-service teachers' ability in arranging time

Score	Frequency	Percentage
5	183	25.66 %
4	365	51.19 %
3	133	18.65 %
2	27	3.78 %
1	5	0,7 %
Total	713	100 %

Based on the table, with 79.46% of descriptive analysis score, it is described that English pre-service teachers' ability in arranging time is good. However, there is still a school described this indicator as average with 65.45% of score.

A teacher with good time arrangement might be the one who also have good management and preparation of the lesson. They are usually

noticed and get respect from student. Based on the result of this study, it is showed that overall of English pre-service teacher have good ability in time arrangement.

b. Students' perception toward English pre-service teachers' readiness in checking students' attendances

Table 19.

Questionnaire result of students' perception toward English pre-service teachers' readiness in checking students' attendances

Score	Frequency	Percentage
5	235	32.95 %
4	422	59.18 %
3	47	6.59 %
2	7	0.98 %
1	2	0.28 %
Total	713	100 %

Based on the table, with 84.71% of descriptive analysis score, it is described that English pre-service teachers' readiness in checking

students' attendances is good. Moreover, there are two schools described this indicator as very good with 86.57% and 88.37% of score.

Readiness in checking students' attendances indicated that teacher is pay attention to students. This is one of the activities that help teacher to manage the class. Based on the result of this study, it is showed that English pre-service teacher have checked students' attendance well and as always.

c. Students' perception toward English pre-service teachers' ability of giving some questions, tasks and homework in the last time of the lesson

Table 20.

Questionnaire result of students' perception toward English pre-service teachers' ability of giving some questions, tasks and homework in the last time of the lesson

Score	Frequency	Percentage
5	154	21.56 %
4	364	51.05 %
3	142	19.91 %
2	41	5.75 %

1	12	1.68 %
Total	713	100 %

Based on the table, 77.02% of descriptive analysis score, it is described that English pre-service teachers' ability of giving some questions, tasks and homework in the last time of the lesson is good. Moreover, there is a school described this indicator as very good with score 87.90%, but however, there is also a school described as average with 64.24% of score.

Giving some questions, tasks and homework in the last time of the lesson is indicating teacher skill in asking, strengthening and closing the lesson. Based on the result of this study, it is showed that English pre-service teacher have given some questions, task and homework in the lesson.

d. Students' perception toward English pre-service teachers' ability in speaking clearly and hearable for all students

Table 21.

Questionnaire result of students' perception toward English pre-service teachers' ability in speaking clearly and hearable for all students

Score	Frequency	Percentage
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5	176	24.68 %
4	353	49.5 %
3	146	20.47 %
2	31	4.34 %
1	7	0.98 %
Total	713	100 %

Based on the table, 78.51% of descriptive analysis score, it is described that English pre-service teachers in speaking clearly and hearable for all students is good. Moreover, there is a school described this indicator as very good with score 90.23%, but however, there is also a school described as average with score 66.06%.

Speaking clearly and hearable for all students is indicating teachers' explanation skill. Every teacher should concern about this, for it drives students' understanding toward material. Based on the result of this study, it is showed that overall English pre-service teacher have spoken clearly and hearable for all students in classroom.

e. Students' perception toward English pre-service teachers' ability in having various positions when teaching

Table 22.

Questionnaire result of students' perception toward English pre-service teachers' ability in having various positions when teaching

Score	Frequency	Percentage
5	196	27.48 %
4	368	51.61 %
3	114	15.98 %
2	30	4.2 %
1	5	0.7 %
Total	713	100 %

Based on the table, with 80.19% of descriptive analysis score, it is described that English pre-service teachers' ability in having various positions when teaching (not stick with a position) is good. Moreover, there is school described this indicator as very good with score 88.83%, but however, there is also a school described as average with score 67.27%.

Having various positions when teaching indicated teacher skill of performing variation. The more variety of teacher movement in class

room, the more students triggered to be focus and pay attention toward teacher act and explanation. Based on the result of this study, it is showed that English pre-service teacher have acted and performed well with various position in teaching.

- f. **Students' perception toward English pre-service teachers' ability in giving some questions during learning process in other to know students' mastery in the lesson**

Table 23.

Questionnaire result of students' perception toward English pre-service teachers' ability in giving some questions during learning process in other to know students' mastery in the lesson

Score	Frequency	Percentage
5	170	23.84 %
4	410	57.5 %
3	117	16.4 %
2	12	1.68 %
1	4	0.56 %
Total	713	100 %

Based on the table, with 80.47% of descriptive analysis score, it is described that pre-service teachers are good on this indicator. In other words, most of English pre-service teachers were giving questions during learning process to know how mastered students in the lesson are. Moreover, there is school described this indicator as very good with 90.69%, but however, there is also a school described as average with 67.87%.

Giving some questions during learning process in other to know students' mastery in the lesson indicated teacher skill in asking, strengthening and explaining. Based on the result of this study, it is showed that English pre-service teacher have given some question during learning process.

g. Students' perception toward English pre-service teachers' ability in using English when giving instruction and praising in teaching

Table 24.

Questionnaire result of students' perception toward English pre-service teachers' ability in using English when giving instruction and praising in teaching

Score	Frequency	Percentage
5	156	21.87 %

4	356	49.92 %
3	144	20.19 %
2	47	6.59 %
1	10	1.4 %
Total	713	100 %

Based on the table, with 76,85% of descriptive analysis score, it is described that English pre-service teachers are good on this indicator. In other words, most of pre-service teachers were using English when praising and giving instruction to students in the lesson. Moreover, there is school described this indicator as very good with 85.58%, but however, there is also a school described as average with 67.27%.

Using English when giving instruction in teaching indicated that teacher have good speaking, asking and explaining skill. The more teachers using English the more students will practice their listening and speaking skill. This last indicator should be well applied in every languages learning. Based on the result of this study, it is showed that English pre-service teacher have performed well in using English during learning process.