

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

This research was conducted at English department of Tarbiyah and Teachers Training Faculty Antasari State institute for Islamic Studies located on Jl. A. Yani km.4,5 Banjarmasin where the subject is the students of teaching practice I. The subject was taken from 41 novice teachers which total numbers are from 85 novice teachers. The observation is gained from the first meeting to third meeting with the different lecturers. The writer did the observation three times. The assessments of observation for general skill of novice English teachers are the material mastery, confidence, appearance, pronunciation, basic grammar accuracy, and speaking fluency.

The writer also observed some aspects of teaching skill in set introduction, stimulus-variation skill, reinforcement of students' participant, questioning skill, and set closure skill. Each of the skill, the writer assesses some aspects such as in stimulus-variation: teacher voice, teacher silence, teacher interaction style, eye contact, focusing, and switching sensory channel.

## 1. First meeting in Teaching practice I

In the first meeting, the researcher conducts this research on Saturday, May 9<sup>th</sup> 2015. There are 5 activities, in the first meeting of teaching practice. Those are (a) material mastery, (b) confidence, (c) appearance, (d) pronunciation, (e) basic grammar accuracy, and (f) speaking fluency.

Table 4.1 Novice Teachers' Performance in General.

Novice Teachers' Performance in General							
No	Teachers' Performance Skill	Category					Amount
		Very good	Good	Fair	Poor	Very poor	
1	Material mastery	5	16	11	9	-	41
2	Confidence	7	10	18	6	-	41
3	Appearance	12	15	8	6	-	41
4	Pronunciation	5	10	17	9	-	41
5	Basic Grammar Accuracy	8	10	13	10	-	41
6	Speaking fluency	7	13	15	6	-	41

From the table 4.1 above, the writer found that from 41 students who followed the novice teachers in material mastery there are 5 novice teachers in very good category, 16 novice teachers that have good category, 11 novice teachers that have fair category, 9 novice teachers that have poor category, and for very poor no one gets very poor.

The writer concluded, that the most of dominant in material mastery for very good category those are 5 novice teachers, and for good category is 16 novice teachers. The dominant for confidence is 15 novice teachers for fair category. The category of appearance who more dominant is 17 novice teachers that have good category, and for fair category 20 novice teachers. The dominant in very good category in pronunciation is 5 novice teachers that have very good category, and 17 novice teachers that have fair category. In basic grammar accuracy the dominant is 16 novice teachers that have good category, 17 novice teachers that have fair category, and 5 novice teachers that have poor category in mastery basic grammar category, the examples about using tenses, and conditional sentences. For speaking fluency that dominant is 10 novice teachers that have good category, 19 novice teachers that have fair category, and 9 novice teachers that have good category in speaking fluency.

To know about category of teaching skill in set introduction skill, before teaching teachers should introduce material. For more detail information, the data can be seen in the table below.

Table 4.2 The Result of Novice Teachers' Performance in Set Introduction Skill

Novice Teachers' Performance in Set Introduction Skill					Amount
Category					
Very good	Good	Fair	Poor	Very poor	
8	12	17	4	-	41

From the table 4.2 above, the writer found that from 41 students who followed the novice teachers in introduction of teaching material there are 8 novice teachers in very good category, 12 novice teachers in good category, 17 novice teachers that have fair category, and 4 novice teachers that have poor category. And concluded that the most of dominant for introduction of teaching material is 12 novice teachers that have good category, and 17 novice teachers that have fair category. For very poor no one gets that have very poor category.

There are 6 activities, in the first meeting of teaching skill in stimulus-variation. Those are (a) teacher voice, (b) teacher silence, (c) teacher interaction style, (d) eye contact, (e) focusing, and (f) switching sensory channel. For more detail information, the data can be seen in the table below:

Table 4.3 The Result Novice Teachers' Performance in Stimulus-Variation Skill.

Novice Teachers' Performance in Stimulus-Variation Skill.							
No	Teachers' Performance Skills	Category					Amount
		Very good	Good	Fair	Poor	Very poor	
1	Teacher voice	5	10	13	13	-	41
2	Teacher silence	5	11	10	15	-	41
3	Teacher interaction style	6	7	15	13	-	41
4	Eye contact	10	15	11	5	-	41
5	Focusing	4	9	17	11		41
6	Switching sensory channel	3	9	20	9		41

Based on the table 4.3 above, it shows that 5 novice teachers that have very good category, 10 novice teachers that have good category, 13 novice teachers that have fair category, and 13 novice teachers that have poor category. For teacher silence 5 novice teachers that have very good category, 11 novice teachers that have good category, 10 novice teachers that have good and 15 novice teachers that have poor category in teacher silence. For teacher interaction style 6 novice teachers that have very good category, 7 novice teachers that have good category, 15 novice teachers that have fair category, and 13 novice teachers that have poor category in teacher interaction style. For eye contact 10 novice teachers that have very good category, 15 novice teachers that have good category, 11 novice teachers that have fair category, and 5 novice teachers that have poor category. For focusing 4 novice teachers that have very good category, 9 novice teachers that have good category, 19 novice teachers that have fair category, and 11 novice teachers that have poor category in focusing. For switching sensory channel 3 novice teachers that have very good category, 9 novice teachers that have good category, 20 novice teachers that have fair category, and 9 novice teachers that have poor category.

For the conclusion, the most of dominant in teacher voice fair and poor are same because fair and poor that have 13 category, 5 novice teachers that have very good category, and 10 novice teachers that have good category. More dominant in teacher silence is 15 novice teachers that have poor category, 10 novice teachers that have fair category, 11 novice teachers that have good category, and 5 novice teachers that have very good category. The most of dominant in teacher interaction style is 6

novice teachers that have very good category, 7 novice teachers that have good category, 15 novice teachers that have fair category, and the last dominant is 13 novice teachers that have poor category. For more dominant in eye contact is 17 novice teachers that have fair category, 11 novice teachers that have poor category, 9 novice teachers that have good category, and 5 novice teachers that have very good category. For dominant in focusing is 9 novice teachers that have good, 17 novice teachers that have fair, and 11 novice teachers that have poor. The last category for dominant in switching sensory channel is 9 novice teachers that have good category, 20 novice teachers that have fair category, and 9 novice teachers that have poor category.

For the categories of teaching skill in reinforcement of students' participant. There are 4 activities those, (a) verbal reinforcement, (b) verbal probing reinforcement, (c) non-verbal reinforcement, and (d) connecting student answer, and the result is on the table 4.4 below.

Table 4.4 Novice Teachers' Performance in Reinforcement of Students' Participant.

Novice Teachers' Performance in Reinforcement of Students' Participant							
No	Teachers' Performance Skills	Category					Amount
		Very good	Good	Fair	Poor	Very poor	
1	Verbal reinforcement	4	10	11	16	-	41
2	Verbal probing reinforcement	5	5	23	8	-	41

3	Non-verbal reinforcement	7	15	9	10	-	41
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From the table 4.4 above, can be seen from reinforcement of students' participant which in verbal reinforcement there are 4 novice teachers in category very good category, 10 novice teachers that have good category, 11 novice teachers that have fair category, and 16 novice teachers that have poor category. For verbal probing reinforcement there are 5 novice teachers in very good category, 5 novice teachers in good category, 23 novice teachers in fair category, and 8 novice teachers in poor category. In non-verbal reinforcement there are 7 novice teachers that have very good category, 15 novice teachers that have good category, 9 novice teachers that have fair category, and 10 novice teachers that have poor category. The last connecting students answer there are 5 novice teachers that have very good category, 10 novice teachers that have good category, 8 novice teachers that have fair category in connecting students answer, and 18 novice teachers that have poor category. For very poor no one got very poor category.

For the conclusion, the most of dominant in verbal reinforcement is good category there are 10 novice teachers that have good category, 11 novice teachers that have fair category and 16 novice teachers that have poor category, except very good category that have 4 novice teachers. In verbal probing reinforcement the most of dominant is very good category those are 5 novice teachers that have very good category, 5 novice teachers that have good category, 23 novice teachers fair category,

and 8 novice teachers that have poor category. For non-verbal 7 novice teachers that have very good category, 15 novice teachers that have good category, 9 novice teachers that have fair category, and the last 10 novice teachers that have poor category. The last category is connecting student answer, all categories have the most of dominant such as, 5 novice teachers that have very good category, 10 novice teachers that have good category, 8 novice teachers that have fair category, and 18 novice teachers that have poor category.

For the categories of teaching skill in questioning skills. There are 7 activities, those (a) clarify question, (b) connection of question teaching content, (b) utilization teachers' pause/silence, (c) tempo questioning, (d) distributing question, (e) probing guiding, (f) variation questioning technique. For further information, it can be seen in the following table.

Table 4.5 Novice Teachers' Performance in Questioning Skill

Novice Teachers' Performance in Questioning Skill							
No	Teachers' Performance Skills	Category					Amount
		Very good	Good	Fair	Poor	Very poor	
1	Clarify question	3	10	15	13	-	41
2	Connection of question teaching content	10	13	10	8	-	41
3	Utilization of teachers' pause/silence	5	7	14	15		41
4	Tempo questioning	4	11	9	17	-	41
5	Distributing question	7	14	17	3	-	41



6	Probing and guiding	2	7	11	21	-	41
7	Variation of questioning technique	3	9	16	13	-	41

Based on the table 4.5 above, it shows that in clarify question there are 10 novice teachers in category good, 15 novice teachers that have fair category, 13 novice teachers that have poor category. For connection question teaching content there are 6 novice teachers in very good category, 13 novice teachers in good category, 10 novice teachers in fair category, and 8 novice teachers in poor category. In utilization teachers' pause/silence there are 5 novice teachers that have very good category, 7 novice teachers that have good category, 14 novice teachers that have fair category, and 15 novice teachers that have poor category. For tempo questioning there are 11 novice teachers that have good category, 9 novice teachers that have fair category, 17 novice teachers that have poor category. For distributing question there are 7 novice teachers that have very good category, 17 novice teachers that have fair category, 14 novice teachers that have good category. In probing and guiding for good there are 7 novice teachers, for fair category that have 11 novice teachers, and for poor category 21 novice teachers. The last category is variation of questioning technique, there are 9 novice teachers that have good category, 16 novice teachers that have fair category, and 13 novice teachers that have poor category. For very poor no one got very poor category.

In The conclusion, the most of dominant in clarify question is good category there are 10 novice teachers that have good category, 15 novice teachers that have fair category and 13 novice teachers that have poor category, except very good category that have 3 novice teachers. In connection of question teaching content the most of dominant is very good there are 6 novice teachers that have very good category, 13 novice teachers that have good category, 17 novice teachers fair category, and 5 novice teachers that have poor category. For utilization teachers' silence/pause 5 novice teacher that have very good category, 7 novice teachers that have good category, 14 novice teachers that have fair category, and the last 15 novice teachers that have poor category. The most of dominant in tempo questioning is 11 novice teachers that have good category, 9 novice teacher that have fair category, and 17 novice teachers that have poor category. For distributing question 7 novice teachers that have very good category, 14 novice teachers that have good category, and 17 novice teachers that have fair category. In probing and guiding the most of dominant is 7 novice teachers that have good category, 11 novice teachers that have fair category, and 21 novice teachers that have poor category. The last category is variation of questioning technique, 9 novice teachers that have good category, 16 novice teachers that have fair category, and 13 novice teacher that have poor category.

Lesson closure is very important for learning and is a cognitive process that each students must go through and to wrap up learning. It is can see about the test result at the table as follow:

Table 4.6 Novice Teachers' Performance in set closure skill.

Novice Teachers' Performance in set closure skill					
Category					Amount
Very good	Good	Fair	Poor	Very poor	
4	11	9	17	-	41

From the table 4.6 above, it can be seen that very good category is just 4 novice teachers that have very good category, 11 novice teachers that have good category, 9 novice teachers that have fair category and the last 17 novice teachers that have poor category. For very poor no one gets that have very poor category. The most of dominant is good there are 14 novice teachers, 17 novice teachers that have fair category, and the last dominant is poor there are 8 novice teachers.

## 2. Second meeting

In the second meeting, the researcher conducts this research on Saturday, May 23<sup>th</sup> 2015. There are 5 activities, in the first meeting of teaching practice. Those are (a) material mastery, (b) confidence, (c) appearance, (d) pronunciation, (e) basic grammar accuracy, and (f) speaking fluency.

Table 4.7 Novice Teachers' Performance in General.

Novice Teachers' Performance in General							
No	Teachers' Performance Skill	Category					Amount
		Very good	Good	Fair	Poor	Very poor	
1	Material mastery	8	6	12	8	-	41
2	Confidence	9	13	12	7	-	41
3	Appearance	10	15	10	4	-	41
4	Pronunciation	7	12	10	12	-	41
5	Basic Grammar Accuracy	11	11	14	5	-	41
6	Speaking fluency	3	11	15	7	-	41

From the table 4.7 above, the writer found that from 41 students who followed the novice teachers in material mastery there are 8 novice teachers in very good category, 6 novice teachers that have good category, 9 novice teachers that have fair category, 8 novice teachers that have poor category, and for very poor no one gets very poor. In confidence 9 novice teachers that have very good category, 13 novice teachers that have good category, 12 novice teachers that have fair category, and 7 novice teachers that have poor. For appearance is 10 novice teachers that have very good category, 5 novice teachers that have good category, 14 novice teachers that have fair category, and 1 novice teachers that have poor category. In pronunciation 5 novice teachers that have very good category, 10 novice teachers that have good category, 13 novice teachers that have fair category, and 5 novice teachers that have

poor category. In basic grammar accuracy there are 3 novice teachers that have very good category, 16 novice teachers that have good category, 17 novice teachers that have fair category, and 5 novice teachers that have poor category.

In the conclusion, the most of dominant in material mastery for very good category those are 8 novice teachers, and for good category there are 6 novice teachers. The dominant for confidence is 16 novice teachers for fair category. In appearance who more dominant is 14 novice teachers that have good category, and for fair category 23 novice teachers. The dominant in very good category in pronunciation is 5 novice teacher that have very good category, and 17 novice teachers that have fair category. In basic grammar accuracy the dominant is 11 novice teachers that have good category, 19 novice teachers that have fair category, and 8 novice teachers that have poor category in mastery basic grammar category. For speaking fluency that dominant is 11 novice teachers that have good category, 19 novice teachers that have fair category, and 8 novice teachers that have good category in speaking fluency.

To know about category of teaching skill in set introduction skill, before teaching teachers should introduce material. For more detail information, the data can be seen in the table below.

Table 4.8 The Result of Novice Teachers' Performance in Set Introduction Skill

Novice Teachers' Performance in Set Introduction Skill					
Category					Amount
Very good	Good	Fair	Poor	Very poor	
8	19	12	2	-	41

From the table 4.8 above, the writer found that from 41 students who followed the novice teachers in introduction of teaching material there are 8 novice teachers in very good category, 19 novice teachers in good category, and 12 novice teachers that have fair category. In conclusion, the most of dominant for introduction of teaching material is 19 novice teachers that have good category, 12 novice teachers that have fair category, and 8 novice teachers that have poor category. For very poor no one gets that have very poor category.

There are 6 activities, in the first meeting of teaching skill in stimulus-variation. Those are (a) teacher voice, (b) teacher silence, (c) teacher interaction style, (d) eye contact, (e) focusing, and (f) switching sensory channel. For more detail information, the data can be seen in the table below.

Table 4.9 The Result Novice Teachers' Performance in Stimulus-Variation Skill.

Novice Teachers' Performance in Stimulus-Variation Skill							
No	Teachers' Performance Skills	Category					Amount
		Very good	Good	Fair	Poor	Very poor	
1	Teacher voice	5	10	18	8	-	41
2	Teacher silence	8	16	10	7	-	41
3	Teacher interaction style	7	9	20	5	-	41
4	Eye contact	7	9	19	7	-	41
5	Focusing	4	9	18	10		41
6	Switching sensory channel	3	9	17	12		41

Based on the table 4.9 above, it shows that 5 novice teachers that have very good category, 10 novice teachers that have good category, 18 novice teachers that have fair category, and 8 novice teachers that have poor category. For teacher silence 8 novice teachers that have very good category, 16 novice teachers that have good category, 10 novice teachers that have good and 7 novice teachers that have poor category in teacher silence. For teacher interaction style 7 novice teachers that have very good category, 9 novice teachers that have good category, 19 novice teachers that have fair category, and 7 novice teachers that have poor category in teacher interaction style. For eye contact 7 novice teachers that have very good category, 9 novice teachers that have good category, 19 novice teachers that have fair category, and 7 novice teachers that have poor category. For focusing 4 novice teachers that

have very good category, 9 novice teachers that have good category, 18 novice teachers that have fair category, and 10 novice teachers that have poor category in focusing. For switching sensory channel 3 novice teachers that have very good category, 9 novice teachers that have good category, 17 novice teachers that have fair category, and 12 novice teachers that have poor category.

The writer concluded that the most of dominant in teacher voice 5 novice teachers that have very good category, 10 novice teachers that have good category, 18 novice teachers that have fair category and poor that have 8 category for novice teachers. More dominant in teacher silence is 7 novice teachers that have poor category, 10 novice teachers that have fair category, 16 novice teachers that have good category, and 8 novice teachers that have very good category. The most of dominant in teacher interaction style is 7 novice teachers that have very good category, 9 novice teachers that have good category, 20 novice teachers that have fair category, and the last dominant is 5 novice teachers that have poor category. For more dominant in eye contact is 7 novice teachers that have fair category, 19 novice teachers that have poor category, 9 novice teachers that have good category, and 7 novice teachers that have very good category. For dominant in focusing is 9 novice teachers that have good category, 18 novice teachers that have fair category, and 10 novice teachers that have poor category. The last category for dominant in switching sensory channel is 9 novice teachers that have good category, 17 novice teachers that have fair category, and 12 novice teachers that have poor category.



In the categories of teaching skill in reinforcement of students' participant. There are 4 activities those, (a) verbal reinforcement, (b) verbal probing reinforcement, (c) non-verbal reinforcement, and (d) connecting student answer, and the result is on the table 4.4 below.

Table 4.10 Novice Teachers' Performance in Reinforcement of Students' Participant.

Novice Teachers' Performance in Reinforcement of Students' Participant							
No	Teachers' Performance Skills	Category					Amount
		Very good	Good	Fair	Poor	Very poor	
1	Verbal reinforcement	9	11	13	8	-	41
2	Verbal probing reinforcement	8	7	19	7	-	41
3	Non-verbal reinforcement	7	9	16	9	-	41
4	Connecting student answer	6	15	19	1	-	41

From the table 4.4 above, it can be seen from reinforcement of students' participant which in verbal reinforcement there are 9 novice teachers in category very good category, 11 novice teachers that have good category, 13 novice teachers that have fair category, and 8 novice teachers that have poor category. For verbal probing reinforcement there are 8 novice teachers in very good category, 7 novice teachers in good category, 19 novice teachers in fair category, and 7 novice teachers in poor category. In non-verbal reinforcement there are 7 novice teachers that have very good

category, 9 novice teachers that have good category, 16 novice teachers that have fair category, and 9 novice teachers that have poor category. The last connecting students answer there are 6 novice teachers that have very good category, 15 novice teachers that have good category, 19 novice teachers that have fair category in connecting students answer, and 1 novice teachers that have poor category. For very poor no one gets very poor category.

The conclusion of the table is the most of dominant in verbal reinforcement is good category there are 11 novice teachers that have good category, 9 novice teachers that have very good category, 13 novice teachers that have fair category and 8 novice teachers that have poor category. In verbal probing reinforcement the most of dominant is very good category those are 8 novice teachers that have very good category, 7 novice teachers that have good category, 19 novice teachers fair category, and 7 novice teachers that have poor category. For non-verbal 7 novice teachers that have very good category, 9 novice teachers that have good category, 16 novice teachers that have fair category, and the last 9 novice teachers that have poor category. The last category is connecting student answer there are 6 novice teachers that have very good category in connecting students answer, 15 novice teachers that have good, and 19 novice teachers that have fair category.

The categories of teaching skill in questioning skills. There are 7 activities, those (a) clarify question, (b) connection of question teaching content, (b) utilization teachers' pause/silence, (c) tempo questioning, (d) distributing question, (e) probing

guiding, (f) variation questioning technique. For further information, it can be seen in the following table.

Table 4.11 Novice Teachers' Performance in Questioning Skill.

Novice Teachers' Performance in Questioning Skill							
No	Teachers' Performance Skills	Category					Amount
		Very good	Good	Fair	Poor	Very poor	
1	Clarify question	5	18	14	4	-	41
2	Connection of question teaching content	6	13	9	13	-	41
3	Utilization of teachers' pause/silence	5	15	9	12	-	41
4	Tempo questioning	3	15	18	5	-	41
5	Distributing question	6	16	12	7	-	41
6	Probing and guiding	7	10	16	8	-	41
7	Variation of questioning technique	5	17	11	8	-	41

Based on the table 4.11 above, it shows that in clarify question there are 18 novice teachers in category good, 5 novice teachers that have very good category, 14 novice teachers that have fair category, 4 novice teachers that have poor category. For connection question teaching content there are 6 novice teachers in very good category, 13 novice teachers in good category, 9 novice teachers in fair category, and 13 novice teachers in poor category. In utilization teachers' pause/silence there are 5 novice teachers that have very good category, 15 novice teachers that have good

category, 9 novice teachers that have fair category, and 12 novice teachers that have poor category. In tempo questioning there are 15 novice teachers that have good category, 3 novice teachers that have very good category, 18 novice teachers that have fair category, 5 novice teachers that have poor category. For distributing question there are 6 novice teachers that have very good category, 12 novice teachers that have fair category, 16 novice teachers that have good category. In probing and guiding for good there are 10 novice teachers, for fair category that have 16 novice teachers, and for poor category 8 novice teachers. The last category is variation of questioning technique, there are 17 novice teachers that have good category, 11 novice teachers that have fair category, and 8 novice teachers that have poor category. For very poor no one got very poor category.

In the conclusion, the most of dominant in clarify question is good category there are 18 novice teachers that have good category, 14 novice teachers that have fair category and 5 novice teachers that have very good category. In connection of question teaching content the most of dominant is very good there are 6 novice teachers that have very good category, 13 novice teachers that have good category, 9 novice teachers fair category, and 13 novice teachers that have poor category. For utilization teachers' silence/pause 5 novice teachers that have very good category, 15 novice teachers that have good category, 9 novice teachers that have fair category, and the last 12 novice teachers that have poor category. The most of dominant in tempo questioning is 15 novice teachers that have good category, 18 novice teachers that have fair category, and 5 novice teachers that have poor category. For

distributing question 6 novice teachers that have very good category, 16 novice teachers that have good category, and 12 novice teachers that have fair category. In probing and guiding the most of dominant is 10 novice teachers that have good category, 16 novice teachers that have fair category, and 8 novice teachers that have poor category. The last category is variation of questioning technique, 17 novice teachers that have good category, 11 novice teachers that have fair category, and 8 novice teachers that have poor category.

Lesson closure is very important for learning and is a cognitive process that each students must go through and to wrap up learning. It is can seen about the test result at the table as follow:

Table 4.12 Novice Teachers' Performance in set closure skill.

Novice Teachers' Performance in set closure skill					
Category					Amount
Very good	Good	Fair	Poor	Very poor	
7	11	19	4	-	41

From the table 4.12 above, can be seen for very good just 7 novice teachers that have very good category, 11 novice teachers that have good category, 19 novice teachers that have fair category and the last 4 novice teachers that have poor category. For very poor no one gets that have very poor category. In conclusion, the most of dominant is good there are 11 novice teachers, and 19 novice teachers that have fair category.

### 3. Third meeting

In the first meeting, the researcher conducts this research on Saturday, May 30<sup>th</sup> 2015. There are 5 activities, in the first meeting of teaching practice. Those are (a) material mastery, (b) confidence, (c) appearance, (d) pronunciation, (e) basic grammar accuracy, and (f) speaking fluency.

Table 4.13 Novice Teachers' Performance in General.

Novice Teachers' Performance in General							
No	Teachers' Performance Skill	Category					Amount
		Very good	Good	Fair	Poor	Very poor	
1	Material mastery	8	16	12	5	-	41
2	Confidence	6	10	20	5	-	41
3	Appearance	3	17	20	1	-	41
4	Pronunciation	5	10	17	9	-	41
5	Basic Grammar Accuracy	3	16	17	5	-	41
6	Speaking fluency	3	12	18	8	-	41

From the table 4.13 above, the writer found that from 41 students who followed the novice teachers in material mastery. There are 8 novice teachers in very good category, 16 novice teachers that have good category, 12 novice teachers that have fair category, 5 novice teachers that have poor category, and for very poor no one gets very poor.

The writer concluded, that the most of dominant in material mastery for very good category those are 8 novice teachers, and for good category is 16 novice teachers. The dominant for confidence is 20 novice teachers for fair category. For appearance who more dominant are 17 novice teachers that have good category, and for fair category are 17 novice teachers. The dominant in very good category in pronunciation is 10 novice teachers that have good category, and 17 novice teachers that have fair category. In basic grammar accuracy the dominant is 16 novice teachers that have good category, 17 novice teachers that have fair category, and 5 novice teachers that have poor category in mastery basic grammar category. For speaking fluency that dominant is 12 novice teachers that have good category, 18 novice teachers that have fair category, and 8 novice teachers that have poor category in speaking fluency.

To know about category of teaching skill in set introduction skill, before teaching teachers should introduce material. For more detail information, the data can be seen in the table below.

Table 4.14 The Result of Novice Teachers' Performance in Set Introduction Skill

Novice Teachers Performance in Set Introduction Skill					
Category					Amount
Very good	Good	Fair	Poor	Very poor	
3	15	19	4	-	41

From the table 4.14 above, the writer found that from 41 students who followed the novice teachers in introduction of teaching material there are 3 novice

teachers in very good category, 15 novice teachers in good category, and 19 novice teachers that have fair category. In conclusion, the most of dominant for introduction of teaching material is 15 novice teachers that have good category, and 19 novice teachers that have fair category.

There are 6 activities, in the first meeting of teaching skill in stimulus-variation. Those are (a) teacher voice, (b) teacher silence, (c) teacher interaction style, (d) eye contact, (e) focusing, and (f) switching sensory channel. For more detail information, the data can be seen in the table below.

Table 4.15 The Result Novice Teachers' Performance in Stimulus-Variation Skill.

Novice Teachers' Performance in Stimulus-Variation Skill.							
No	Teachers' Performance Skills	Category					Amount
		Very good	Good	Fair	Poor	Very poor	
1	Teacher voice	13	10	5	13	-	41
2	Teacher silence	19	13	5	4	-	41
3	Teacher interaction style	18	9	7	7	-	41
4	Eye contact	18	13	8	2	-	41
5	Focusing	16	12	4	9		41
6	Switching sensory channel	23	9	3	6		41

Based on the table 4.15 above, it shows that 13 novice teachers that have very good category, 10 novice teachers that have good category, 5 novice teachers that have fair category, and 13 novice teachers that have poor category. For teacher



silence 19 novice teachers that have very good category, 13 novice teachers that have good category, 5 novice teachers that have fair and 4 novice teachers that have poor category in teacher silence. For teacher interaction style 18 novice teachers that have very good category, 9 novice teachers that have good category, 7 novice teachers that have fair category, and 7 novice teachers that have poor category in teacher interaction style. For eye contact 18 novice teachers that have very good category, 13 novice teachers that have good category, 8 novice teachers that have fair category, and 2 novice teachers that have poor category. For focusing 16 novice teachers that have very good category, 12 novice teachers that have good category, 4 novice teachers that have fair category, and 9 novice teachers that have poor category in focusing. For switching sensory channel 23 novice teachers that have very good category, 9 novice teachers that have good category, 3 novice teachers that have fair category, and 6 novice teachers that have poor category.

In the conclusion, the most of dominant in teacher voice 13 novice teachers that have very good category, 10 novice teachers that have good category, 5 novice teachers that have fair category and poor that have 13 category for novice teachers. More dominant in teacher silence is 19 novice teachers that have very good category, 5 novice teachers that have fair category, 13 novice teachers that have good category. The most of dominant in teacher interaction style is 18 novice teachers that have very good category, 9 novice teachers that have good category, 7 novice teachers that have fair category, and the last dominant is 7 novice teachers that have poor category. For more dominant in eye contact is 8 novice teachers that have fair category, 13 novice

teachers that have good category, and 18 novice teachers that have very good category. For dominant in focusing is 12 novice teachers that have good category, 16 novice teachers that have fair category, and 16 novice teachers that have very good category. The last category for dominant in switching sensory channel is 9 novice teachers that have good category, 23 novice teachers that have good category, and 6 novice teachers that have poor category.

In the categories of teaching skill in reinforcement of students' participant. There are 4 activities those, (a) verbal reinforcement, (b) verbal probing reinforcement, (c) non-verbal reinforcement, and (d) connecting student answer, and the result is on the table 4.16 below.

Table 4.16 Novice Teachers' Performance in Reinforcement of Students' Participant.

Novice Teachers' Performance in Reinforcement of Students' Participant							
No	Teachers' Performance Skills	Category					Amount
		Very good	Good	Fair	Poor	Very poor	
1	Verbal reinforcement	7	14	18	2	-	41
2	Verbal probing reinforcement	6	8	23	5	-	41
3	Non-verbal reinforcement	9	15	11	6	-	41
4	Connecting student answer	5	11	10	15	-	41

From the table 4.16 above, can be seen from reinforcement of students' participant which in verbal reinforcement there are 7 novice teachers in category very good category, 14 novice teachers that have good category, 18 novice teachers that

have fair category, and 2 novice teachers that have poor category. For verbal probing reinforcement there are 6 novice teachers in very good category, 8 novice teachers in good category, 23 novice teachers in fair category, and 5 novice teachers in poor category. In non-verbal reinforcement there are 9 novice teachers that have very good category, 15 novice teachers that have good category, 11 novice teachers that have fair category, and 6 novice teachers that have poor category. The last connecting students answer there are 5 novice teachers that have very good category, 11 novice teachers that have good category, 10 novice teachers that have fair category in connecting students answer, and 15 novice teachers that have poor category. For very poor no one gets very poor category.

The writer concluded that the most of dominant in verbal reinforcement is good category there are 14 novice teachers that have good category, 7 novice teachers that have very good category, and 18 novice teachers that have fair category. In verbal probing reinforcement the most of dominant is very good category those are 6 novice teachers that have very good category, 8 novice teachers that have good category, 23 novice teachers fair category, and 5 novice teachers that have poor category. For non-verbal 9 novice teachers that have very good category, 15 novice teachers that have good category, 11 novice teachers that have fair category, and the last 6 novice teachers that have poor category. The last category is connecting student answer there are 5 novice teachers that have very good category in connecting students answer, 11 novice teachers that have good, and 10 novice teachers that have fair category.

The categories of teaching skill in questioning skills. There are 7 activities, those (a) clarify question, (b) connection of question teaching content, (b) utilization teachers' pause/silence, (c) tempo questioning, (d) distributing question, (e) probing guiding, (f) variation questioning technique. For further information, it can be seen in the following table.

Table 4.17 Novice Teachers' Performance in Questioning Skill.

Novice Teachers' Performance in Questioning Skill							
No	Teachers' Performance Skills	Category					Amount
		Very good	Good	Fair	Poor	Very poor	
1	Clarify question	8	10	18	5	-	41
2	Connection of question teaching content	6	17	16	3	-	41
3	Utilization of teachers' pause/silence	5	13	20	3	-	41
4	Tempo questioning	6	11	20	4	-	41
5	Distributing question	8	11	19	3	-	41
6	Probing and guiding	4	10	15	12	-	41
7	Variation of questioning technique	3	9	19	10	-	41

Based on the table 4.17 above, it shows that in clarify question there are 10 novice teachers in category good, 8 novice teachers that have very good category, 18 novice teachers that have fair category, 5 novice teachers that have poor category. For connection question teaching content there are 6 novice teachers in very good category, 17 novice teachers in good category, 16 novice teachers in fair category,

and 3 novice teachers in poor category. In utilization teachers' pause/silence there are 5 novice teachers that have very good category, 13 novice teachers that have good category, 20 novice teachers that have fair category, and 3 novice teachers that have poor category. In tempo questioning there are 11 novice teachers that have good category, 6 novice teachers that have very good category, 20 novice teachers that have fair category, 4 novice teachers that have poor category. For distributing question there are 8 novice teachers that have very good category, 19 novice teachers that have fair category, 11 novice teachers that have good category. In probing and guiding for good there are 10 novice teachers, for fair category that have 15 novice teachers, and for poor category 12 novice teachers. The last category is variation of questioning technique, there are 9 novice teachers that have good category, 19 novice teachers that have fair category, and 10 novice teachers that have poor category. For very poor no one got very poor category.

In the conclusion, the most of dominant in clarify question is good category there are 10 novice teachers that have good category, 18 novice teachers that have fair category and 8 novice teachers that have very good category. In connection of question teaching content the most of dominant is very good there are 6 novice teachers that have very good category, 17 novice teachers that have good category, and 16 novice teachers fair category. For utilization teachers' silence/pause 5 novice teachers that have very good category, 13 novice teachers that have good category, and the last 20 novice teachers that have fair category. The most of dominant in tempo questioning is 11 novice teachers that have good category, 20 novice teachers that

have fair category, and 6 novice teachers that have very good category. For distributing question 8 novice teachers that have very good category, 11 novice teachers that have good category, and 19 novice teachers that have fair category. In probing and guiding the most of dominant is 10 novice teachers that have good category, 15 novice teachers that have fair category, and 12 novice teachers that have poor category. The last category is variation of questioning technique, 9 novice teachers that have good category, 19 novice teachers that have fair category, and 10 novice teachers that have poor category.

Lesson closure is very important for learning and is a cognitive process that each students must go through and to wrap up learning. It is can seen about the test result at the table as follow:

Table 4.18 Novice Teachers' Performance in set closure skill.

Novice Teachers' Performance in set closure skill					
Category					Amount
Very good	Good	Fair	Poor	Very poor	
11	10	13	7	-	41

From the table 4.18 above, can be seen for very good just 11 novice teachers that have very good category, 10 novice teachers that have good category, 13 novice teachers that have fair category and the last 7 novice teachers that have poor category. For very poor no one gets that have very poor category. In conclusion, the most of dominant is good there are 10 novice teachers, 13 novice teachers that have fair

category, 11 novice teachers that have very good category in most of dominant, and 7 novice teachers that have poor in set closure skill.

There are 5 activities, in the first meeting until third meeting of teaching practice. Those are (a) material mastery, (b) confidence, (c) appearance, (d) pronunciation, (e) basic grammar accuracy, and (f) speaking fluency.

Table 4.18 The Results of First Meeting until Third Meeting of Novice Teachers' Performance in General.

Novice Teachers' Performance in General						
No	Teachers' Performance Skill	Category				
		Very good	Good	Fair	Poor	Very poor
1	Material mastery	21	38	32	22	-
2	Confidence	15	22	38	23	-
3	Appearance	35	20	38	11	-
4	Pronunciation	21	37	36	29	-
5	Basic Grammar Accuracy	32	40	34	15	-
6	Speaking fluency	22	36	41	19	-

From the table 4.18 above, the writer concluded that there are 21 novice teachers that have very good category in the first meeting until third meeting, 38 novice teachers that have good category, 32 novice teachers that have fair category, and 22 novice teachers that have poor category in the first meeting until third meeting in the material mastery. In the confidence there are 15 novice teachers that have very

good category in the first meeting until third meeting, 22 novice teachers that have good category from confidence, 38 novice teachers that have fair category in the first meeting until third meeting, and 23 novice teachers that have poor category in the first meeting until third meeting. In appearance there are 35 novice teachers that have very good category in the first meeting until third meeting, 20 novice teachers that have good category, 38 novice teachers that have fair category, 11 novice teachers that have poor category in the first meeting until third meeting. For basic grammar accuracy there are 32 novice teachers that have very good category in the first meeting until third meeting, 40 novice teachers that have good category, 34 novice teachers that have fair category, and 15 novice teachers that have poor category in the first meeting until third meeting. For speaking fluency there are 22 novice teachers that have very good category in the first meeting until third meeting, 36 novice teachers that have good category, 41 novice teachers that fair category, and 19 novice teachers that have poor category in the first meeting until third meeting.

To know about category of teaching skill in set introduction skill, before teaching teachers should introduce material. For more detail information, the data can be seen in the table below.



Table 4.19 The Results of First Meeting until Third Meeting of Novice Teachers' Performance in set introduction skill.

Novice Teachers' Performance in set introduction skill.				
Category				
Very good	Good	Fair	Poor	Very poor
28	41	39	17	-

Based on the table 4.19 above, it shows that in introduction there are 28 novice teachers that have very good category in the first meeting until third meeting, 41 novice teachers that have good category, 39 novice teachers that have fair category, and 17 novice teachers that have poor category in the first meeting until third meeting.

There are 6 activities, in the first meeting until third meeting of teaching skill in stimulus-variation. Those are (a) teacher voice, (b) teacher silence, (c) teacher interaction style, (d) eye contact, (e) focusing, and (f) switching sensory channel. For more detail information, the data can be seen in the table below.

Table 4.20 The Results of First Meeting until Third Meeting of Novice Teachers' Performance in stimulus variation skill.

Novice Teachers' Performance in stimulus variation skill						
No	Teachers' Performance Skills	Category				
		Very good	Good	Fair	Poor	Very poor
1	Teacher voice	23	36	28	34	-
2	Teacher silence	32	40	25	26	-

3	Teacher interaction style	31	20	41	27	-
4	Eye contact	35	39	38	14	-
5	Focusing	28	31	39	30	
6	Switching sensory channel	29	27	40	27	

From the table 4.20 above, it can be concluded that for very good category there are 23 novice teachers in teacher voice of first meeting until third meeting, 36 novice teachers that have good category, 28 novice teachers that have fair category, and 34 novice teachers that have poor category in the first meeting until third meeting. In teacher silence there are 32 novice teachers that have very good category in the first meeting until third meeting, 40 novice teachers that have good category, 25 novice teachers that have fair category, and the last 26 novice teachers that have poor category in the first meeting until third meeting. For teacher interaction style there are 31 novice teachers that have very good category in the first meeting until third meeting, 20 novice teachers that have good category, 41 novice teachers that have fair category, and the last 27 novice teachers that have poor category in the first meeting until third meeting. In eye contact there are 35 novice teachers that have very good category in the first meeting until third meeting, 40 novice teachers that have good category, 38 novice teachers that have fair category, and 14 novice teachers that have poor category in the first meeting until third meeting. For focusing 28 novice teachers that have very good category in the first meeting until third meeting, 31 novice teachers that have good category, 39 novice teachers that have fair category, and 30 novice teachers that have poor category in the first meeting until third

meeting. In switching sensory channel there are 29 novice teachers that have very good category in the first meeting until third meeting, 40 novice teachers that have good category, 27 novice teachers that have fair category, and the last 27 novice teachers that have poor category in the first meeting until third meeting.

The categories in the first meeting until third meeting of teaching skill in reinforcement of students' participant. There are 4 activities those, (a) verbal reinforcement, (b) verbal probing reinforcement, (c) non-verbal reinforcement, and (d) connecting student answer, and the result is on the table 4.4 below.

Table 4.21 The Results of First Meeting until Third Meeting of Novice Teachers' Performance in Reinforcement of Students' Participant.

Novice Teachers' Performance in Reinforcement of Students' Participant						
No	Teachers' Performance Skills	Category				
		Very good	Good	Fair	Poor	Very poor
1	Verbal reinforcement	26	34	33	30	-
2	Verbal probing reinforcement	26	38	39	16	-
3	Non-verbal reinforcement	21	29	36	25	-
4	Connecting student answer	25	29	16	11	-

Based on the table 4.21 above, it can be concluded that 26 novice teachers that very good category in verbal reinforcement of first meeting until third meeting, 34 novice teachers that have good category, 33 novice teachers that have fair category, and 30 novice teachers that have poor category in the first meeting until third meeting. In verbal probing reinforcement there are 26 novice teachers that have very

good category in the first meeting until third meeting, 38 novice teachers that have good category, 39 novice teachers that have fair category, and 16 novice teachers that have poor category. For non-verbal reinforcement there are 21 novice teachers that have very good category in the first meeting until third meeting, 29 novice teachers that have good category, 36 novice teachers that have poor category, and 25 novice teachers that have poor category in the first meeting until third meeting. In connecting student answer there are 25 novice teachers that have very good category in the first meeting until third meeting, 29 novice teachers that have good category, 16 novice teachers that have fair category, and 11 novice teachers that have poor category in the first meeting until third meeting.

For the categories in the first meeting until third meeting of teaching skill in questioning skills. There are 7 activities, those (a) clarify question, (b) connection of question teaching content, (b) utilization teachers' pause/silence, (c) tempo questioning, (d) distributing question, (e) probing guiding, (f) variation questioning technique. For further information, it can be seen in the following table.

Table 4.21 The Results of First Meeting until Third Meeting of Novice Teachers' Performance in Questioning Skill.

Novice Teachers' Performance in Questioning Skill						
No	Teachers' Performance Skills	Category				
		Very good	Good	Fair	Poor	Very poor
1	Clarify question	27	41	35	20	-
2	Connection of question	29	41	26	24	-

	teaching content					
3	Utilization of teachers' pause/silence	33	35	31	24	-
4	Tempo questioning	39	37	26	21	-
5	Distributing question	25	41	37	19	-
6	Probing and guiding	26	32	29	31	-
7	Variation of questioning technique	37	38	26	21	-

Based on the table 4.21 above, it can be concluded that in clarify question there are 27 novice teachers that have very good category in the first meeting until third meeting, 41 novice teachers that have good category, 35 novice teachers that have fair category, and the last 20 novice teachers that have poor category in the first meeting until third meeting. For connection of question teaching content there are 29 novice teachers that have very good category in the first meeting until third meeting, 41 novice teachers that have good category, 29 novice teachers that have fair category, and the last 24 novice teachers that have poor category in the first meeting until third meeting. In utilization of teachers' pause/silence there are 33 novice teachers that have very good category in the first meeting until third meeting, 35 novice teachers that have good category, 31 novice teachers that have fair category, and the last category is poor there are 24 novice teachers that have poor category in the first meeting until third meeting. In tempo questioning there are 39 novice teachers that have very good category in the first meeting until third meeting, 37 novice teachers that have good category, 26 novice teachers that have fair category,

and 21 novice teachers that have poor category in the first meeting until third meeting. For distributing question there are 25 novice teachers that have very good category in the first meeting until third meeting, 41 novice teachers that have good category, 37 novice teachers that fair category, and the last 19 novice teachers that have poor category in the first meeting until third meeting. For probing and guiding there are 26 novice teachers that have very good category in the first meeting until third meeting, 32 novice teachers that have good category, 29 novice teachers that have fair category, and 31 novice teachers that have poor category in the first meeting until third meeting. For variation questioning technique there are 21 novice teachers that have very good category, 38 novice teachers that have good category, 37 novice teachers that have fair category, and the last 26 novice teachers that have poor category.

Lesson closure is very important for learning and a cognitive process that each students must go through and to wrap up learning. It shows about the test result in the first meeting until third meeting at the table as follow:

Table 4.22 The Results of First Meeting until Third Meeting of Novice Teachers' Performance in Set Closure Skill.

Novice Teachers' Performance in Set Closure Skill				
Category				
Very good	Good	Fair	Poor	Very poor
35	34	32	30	-

From the last table 4.22 above, it can be seen above set closure skill there are 35 novice teachers that have very good category in the first meeting until third meeting, 34 novice teachers that have good category, 32 novice teachers that have fair category, and the last 30 novice teachers that have poor category in the first meeting until third meeting.

Method is a particular way of doing something and very important in teaching. Teachers should use method in teaching because can make student's enjoy in learning. There are 8 method in teaching learning, those (a) grammar translation method, (b) direct method, (c) audio lingual method, (d) silent way, (e) suggestopedia, (f) community language learning, (g) total physical response, and (h) communicative approach. To know more closely about same novice teachers' that use method, it can be seen in this following table:

#### 4.23 Novice Teachers Performance in Method in Teaching Learning English

<b>Method in Teaching Learning English</b>								
<b>NV</b>	<b>GTM</b>	<b>Direct method</b>	<b>Audio Lingual Method</b>	<b>Silent way</b>	<b>Suggestopedia</b>	<b>CLL</b>	<b>TPR</b>	<b>Communicative approach</b>
1	√	-	√	-	-		√	√
2	√	-	√	-	-		√	√
3	√	-	√	-	-		√	√
4	√	-	√	-	-		√	√
5	√	-	√	-	-		√	√
6	√	-	√	-	-		√	√
7	√	-	√	-	-		√	√
8	√	---	√	-	-		√	√
9		---	√	-	-		√	√
10		----	√	-	-		√	√
11		-		-	-		√	√
12		-		-	-		√	√

13		-		-	-		√	√
14		-		-	-		√	√
15		-		-	-		√	√
16		-		-	-			√
17		-		-	-			√
18		-		-	-			√
19		-		-	-			√
20		-		-	-			√
21		--		-	-			√
22		-		-	-			√
23		-		-	-			√
24		-		-	-			√
25		-		-	-			√
26		-		-	-			√
27		-		-	-			√
28		-		-	-			√
29		-		-	-			√
30		-		-	-			√
31		-		-	-			√
32		-		-	-			√
33		-		-	-			√
34		-		-	-			
35		-		-	-			
36		-		-	-			
37		-		-	-			
38		-		-	-			
39		-		-	-			
40		-		-	-			
41		-		-	-			

NV : Novice Teachers

CLL : Community Language Learning

GTM : Grammar Translation Method

TPR : Total Physical Response

From the table above shows that 41 novice teachers use communicative language learning, 33 novice teachers use communicative approach, 15 novice teachers use total physical response, 10 novice teachers use audio lingual method, and



8 novice teachers use grammar translation method. The most dominant methods used by novice teachers are communicative language learning.

## **B. Discussion**

After all the obtained data were presented in findings as result of this research, they are also needed to be discussed. The writer is going to discuss How are the novice teachers' performance used by students of English Department in Teaching Practice I.

### **1. The Description of novice teachers' performance used by students of English department in teaching practice.**

Teaching Practice is an important component of becoming a teacher. It undertaken student teachers experience in the actual teaching and learning environment (Ngidi & Sibaya, 2003:18; Marais & Meier, 2004:220; Perry, 2004:2). It can be seen from the data above that the writer analyzed previously, it can be known from the performance of novice teacher at English Department, from the first meeting until the last meeting. Some novice teachers increase their performance, but on the other hand, there are novice teachers that have no improvement of their performance. It can be seen from the data above in the finding that in general performance as in material mastery about grammar (simple past and present perfect), reading (announcement and invitation card), writing (e.g. congratulation card and letter), and speaking (introduction and greeting), listening (song). In the first meeting to third

meeting, there is a variation of the improvement showed by the novice teachers where there is an increase of the number of novice teachers who get very good and good category. It is caused by the comprehension of the students how to be a good teacher and they also learn from the mistake(s) and the lack of their performance in the previous meeting.

In the set introduction skill from first meeting to third meeting, the most of novice teachers are in good category. The characteristics of novice teachers who get good category are using greeting, pre-activity (e.g. check the students' absence), and brainstorming.

In stimulus-variation skill that assessed by the writer, those are teacher voice, teacher silence, teacher interaction style, eye contact, focusing, and switching sensory channel. In teacher voice the writer assesses most of how the voice of the novice teacher whether it is loud or not, how the clearness of the voice by the novice teacher. Most of the novice teachers are in good category in the first meeting to third meeting. When the teachers' were teaching, the teachers' sometimes had to be silence to give the students opportunity active in the class. The most of novice teachers are in good category after the writer assessed the performance of the novice teachers in first meeting to third meeting. In teacher interaction style, most of novice teachers are in fair category. For assessing of eye contact, there are 38 novice teachers in good and fair category. In focusing assessment, there are two assessment of the focusing which are verbal focusing and gestural focusing. Most of novice teachers are in fair

category. The last skill, switching sensory channel (e.g. auditory-visual-auditory), most of novice teachers are in fair category. Most of students are difficult to implement the switching sensory channel.

Reinforcement here means a description of a relationship between learner behavior and a consequence that follows the behavior. There are four kinds of reinforcement, those are verbal reinforcement, verbal probing reinforcement, non-verbal reinforcement, and connecting student answer. For the case of reinforcement of students' participant in verbal reinforcement, there is a significant decreasing in category *poor*, if there are 16 students in the first meeting who have poor in verbal reinforcement, but in the third meeting just have 2 novice teachers that are still in poor category. Most of novice teachers are in *good* category after the writer count the number of the novice teachers' performance in first meeting to third meeting. The example in verbal reinforcements used by the novice teachers are they say *well done* or *good job* to the students who done the teaching practice well. In verbal probing reinforcement, most of novice teachers are in *fair* category, it is caused by the unconsciousness of the function of using verbal probing reinforcement in teaching. Besides verbal reinforcement, it has non-verbal reinforcement which such as head-nods, smiling, leaning forward, looking interested, gazing at the other, and making encouraging noises. It is in line with theory of Hinde (Hinde, 1972, p. 260). Most students are in *fair* category with the number of novice teachers are 38 of total in first meeting to third meeting. The last is connecting student answer, the total number of

students are the least if compared to others. It is because the novice teacher rarely connecting student answer, they just respond the students answer by saying *yes* or *no*.

There are seven activities in questioning skill, those are clarify question, connection of question teaching content, utilization of teachers' pause/silence, tempo questioning, distributing question, probing and guiding, and variation of questioning technique. In clarify question, there are 41 novice teachers in *good* category from first meeting to third meeting. Almost of all novice teachers can deliver it well while teaching and learning was held. There are also 41 novice teachers in *good* category of connection of question teaching content, it usually happens in the beginning of the lesson, for the example: *We are going to study about narrative text. What do you know about narrative?* When the teacher gives a question to students, he should wait silently for the answer, it means that the teacher gives an opportunity to students thinking about the answer. The silence rarely lasts more than ten seconds. Most of the novice teachers are in *good* category. The novice teacher are not suggested to ask a question with the flat tone of voice, it is aimed to make the students interesting to the question. In this activity, the most of novice teachers are in *very good* category. In distributing question, there are 41 novice teachers in *good* category for first meeting to third meeting. Probes are "follow-up questions that focus students' attention on ideas or assumptions implicit in their first answer" as in Davis (1995, p. 87). The novice teacher rarely used the activity, it is showed from the total number of students

are in *very good* and *good* category. There are 38 novice teachers in *good* category for variation of questioning technique.

Set closure or how to close the lesson with good point in order to encourage the students to remind their lesson that explained. It is aimed to end the learning-teaching activity and prepare the students for a new subject of learning and/or for an assignment for the next learning-teaching activity. There is significant impact from the first meeting to third meeting where 17 novice teachers in *poor* category move to just 7 novice teachers in this category. For *very good* category also have a big increase where 4 novice teachers in the first meeting even in the third meeting there are 11 novice teachers in *very good* category.

## **2. The Description of Method in Novice Teachers' Performance**

Method is an overall plan for the orderly presentation of language material, no part or which contradicts, and all of which is based upon the selected approach. A method is theoretically related to an approach, organized by the design, and practically realized in procedure (Richards & Rodgers, 2001, p.29). When the students in teaching in the class. They will use one or some methods as the guidance in the teaching process. It means that using a method is necessary for the novice teachers to make the teaching process running well.

From the observation result, it can be found that the novice teachers used method in teaching practice. The common methods that usually used in teaching

practice one are Community language learning, communicative approach, total physical response, grammar translation method, and audio lingual method.

The first is the 41 novice teachers usually use Community Language Learning (CLL). Community language learning (CLL) is an approach in which students work together to develop what aspects of a language they would like to learn. The teacher acts as a counselor while the learner acts as a collaborator (client), although sometimes this role can be changed. The Method advises teachers to consider their students as 'whole persons'. Whole –person learning means that teacher consider not only their students' intellect, but also have some understanding of the relationship among students' feelings, physical reactions, instinctive protective reactions, and desire to learn.

The reason why novice teachers using community language learning because for short time, learners appreciate the autonomy, teachers allow the learner to determine the type of conversation, for example about expression of happiness, expression of sympathy, etc and to analyze the foreign language inductively, and the student-centered nature of the method can provide extrinsic motivation such as they want to practice speaking first and capitalize on intrinsic motivation. Teachers who use the community language learning method want their students to learn how to use English communicatively. In addition, novice teachers want their students to learn about their own learning, to take increasing responsibility for it, and learn how to

learn from one another. In CLL, the aim of the method is to involve the learner whole personality in working together.

The characteristic used to by novice teacher performance in community language learning is Students typically have a conversation using their native language ( Bahasa Indonesia) such as dialog English and Indonesia, the teacher helps them express what they want to say by giving them the target language translation, and teacher must support students in whatever way is needed for them to feel confident and successful. The example used by novice teachers' performance in community language learning is work together in the class. The novice teachers gives a task to students to work in pair or group in doing the task such as re- arrange the text so that the student can share their opinion when doing the task together. In reading class, the novice teachers ask the students to re-arrange the text about narrative text, procedures text to make it in a full text and do it in a group.

The second, there are 33 novice teachers use communicative approach. The most obvious in communicative language teaching is that of the increase of fluency in the target language. The good thing about the communicative approach is that makes students speak English with grammar correctly. For example the novice teachers teach grammar about conditional sentence for junior high school level with games. In the game, there are four students playing the game, the novice teacher serve three chairs for the students, in the beginning the teacher asked the students standing beside the chairs and after that the novice teacher played music while the students walked

around the chairs, suddenly the novice teacher would stop the music and then the student should take the chair and should sit down on the chair. After that, the students who did not get the chair would be asked by the novice teacher to make a sentence in front of the class about conditional sentence.

The third, there are 8 novice teachers use Total Physical Response. Total physical response is a method of teaching language using physical movement to react to verbal input for example the novice teachers said “ please, you have to do exercise 1-10 minutes in order to reduce student inhibition and lower their affective filter. It allows students to react to language without thinking too much, facilitates long term retention, and reduces student anxiety and stress when teaching and learning process. For example when the novice teachers teach young learners this method is very useful because in this method usually the novice teachers ask the students to do some gestures and some movement. In order to implement total physical response (TPR) effectively, it is necessary to plan regular session that progress in a logical order, and to keep several principles in mind. Total physical response can be used with students at all levels. It is most useful with beginning students who understand little or no English. The characteristic used to by novice teacher performance in total physical response is to focusing on meaning and comprehension, directing a performance in which the students are actors, humor is easy to introduce, and teachers always uses the target language.

This method usually used story telling for reading, sing a song about fruit and games such as” Simon says” for vocabulary, and etc. The reason why novice teachers



use total physical response is because of a lot fun, learners enjoy it, and this method can be a real in the class. It is very memorable, can be used both in large or small classes, and very effective for teenagers and young learners. The example used by novice teachers performance in total physical response is when students listen the word *stand up* and then they do it what they hear in physical response.

The fourth is grammar translation method there are 4 novice teachers use grammar translation method. Grammar translation method is a teaching method that usually used for teaching grammar with focus characteristic to translation and memorizing the form of verb. When teach, teachers usually explain the material with mother tongue. In this method usually focus in reading and writing skill. For example the novice teachers teach simple past tense and explain about simple past tense, then the novice teachers give task for students to fill in the blank the text about narrative text with simple past tense words and the students translate the text. For advantages use grammar translation method are target language explained with quickly, translation process is one of the best way in explain the words or phrase from one language to other language and the novice teachers to easy communication with students because the use of foreign language less.

The fifth method is audio lingual method. There are 6 novice teachers who use the methods. The audio lingual method is a method of foreign language teaching which emphasizes the teaching of listening and speaking before reading and writing. It uses dialogues as the main form of language presentation and drills as the main training techniques. The audio-lingual method advised that students be taught a

language directly, without using the students' native language to explain new words or grammar in the target language. Audio lingual method just teachers are simply not explained and detail and grammar skill untrained. This method also can be used to teach listening. For example, novice teacher taught vocabulary through a song. The novice teacher give the song's lyric to the students, but there are some missing words in the lyric which mean the lyric is not complete. The form of the question type is fill in the blank, thus the novice teacher asked the students to fill the missing lyric with a word. The novice teacher would play the song twice. The novice teacher not only taught vocabulary but also taught grammar through the song. For example identify some tenses in the song's lyric.

The last methods are suggestopedia, silent way, and direct method. This method rarely used in teaching practice I. The reason why novice teachers rarely use by suggestopedia, silent way, and direct method because the necessary of students only most in how they can cooperate each other. In the suggestopedia, the novice teacher would need more time to apply this method, so this method is not enable to used in the teaching practice I because every novice teacher just have fifteen minutes to teach the students. In the silent way, the communication between novice teacher and students is rare, whereas in fact the students need to communicate with the novice teacher, because classroom interaction between teacher and students in very important. In the direct method, the novice teacher would use full English while teaching and learning process, but in the classroom not all students would understand with the novice teacher's talk. It shows that every student has different ability in

learning process. Thus, this method is rare used by the novice teacher. And those three strategies are needed only to special students, or the teachers would like to prove and try to those strategies.