

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

In this section, the writer explains the finding based on questionnaire and interview. The questionnaire and interview answer the problem statement which is how the tutor teachers assess the English pre-service teacher competence in teaching practice at Islamic junior high school. In this chapter description of information based on the result of questionnaires and interviews from tutor teachers about how tutor teacher assess English pre-service teacher in teaching practice.

Furthermore, APKG 2 is guidance adjust into questionnaire and interview as a complementary them. There will be explained in a descriptive qualitatively. on the other hand, the category of APKG2 consists of eight type of the basic teaching skills such as 1) set induction and set closure, 2)stimulus variation, 3)reinforcement, 4)explaining, 5)classroom management, 6)questioning, 7) guiding small discussion, 8) Small Group Teaching And Individual. Which all of the basic teaching skills as finding based on the questionnaire and interview on this below;

1. Based on questionnaire

The questionnaire is one of the techniques of collecting data was applied by the writer to know how do the tutor teacher assess English pre-service teacher in teaching practice. The questionnaire has 20 items in it. Total

numbers of the tutor teachers who respond the questionnaire are 5 tutor teachers, the result as below:

Table 4.1. Basic teaching skills

No	Statements	Answer			
		Always	Often	Sometime	Never
1.	Do you assess the practicum skill in learn time management?	5	0	0	0
2.	Do you assess the practicum skill in the learning process attention by into learning objectives, student needs, learning environment and classroom management?	3	2	0	0
3.	Do you assess the practicum skill in the use of media?	2	2	1	0
4.	Do you assess the practicum skill in providing the explanation of the learning material?	3	2	0	0
5.	Do you assess the practicum skill in clarifying of student misunderstanding in the learning of material?	1	3	1	0
6.	Do you assess the practicum skill in using student responses and questions in learning?	1	4	0	0
7.	Do you assess the practicum skill in using verbal and non-verbal expressions?	2	1	2	0
8.	Do you assess the practicum skill in implementing the learning activity fit in the logical sequence?	2	1	2	0
9.	Do you assess the practicum skill in the accuracy of using the variation learning method?	2	2	1	0
10.	Do you assess the practicum skill in demonstrating individual, group, or classical learning?	3	2	0	0
11.	Do you assess the practicum skill in conveying the topic of discussion?	4	1	0	0
12.	Do you assess the practicum skill in the mastery of teaching materials?	4	1	0	0

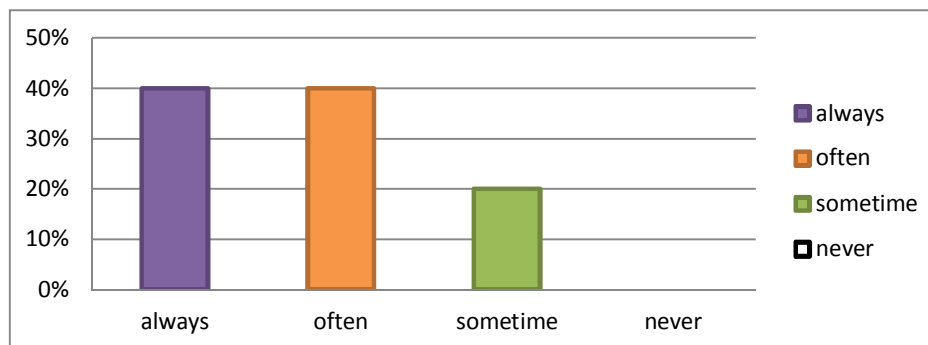
13.	Do you assess the practicum skill in using procedures that involve student to be actively at the beginning of the lesson?	2	2	1	0
14.	Do you assess the practicum skill in providing an opportunity for students to participate in learning?	2	3	0	0
15.	Do you assess the practicum skill in an effort to increase student involvement in learning?	2	1	1	0
16.	Do you assess the practicum skill in maintaining student involvement in learning?	3	1	1	0
17.	Do you assess the practicum skill in implement the evaluation during the learning process?	4	1	0	0
18.	Do you assess the practicum skill in providing feedback to students during the evaluation?	3	1	1	0
19.	Do you assess the practicum skill in providing the conclusion of learning materials?	2	2	1	0
20.	Do you assess the practicum skill in implementation the follow-up of learning activities?	3	1	1	0

To understand the data above, see the chart below:

1. Set induction and set closure

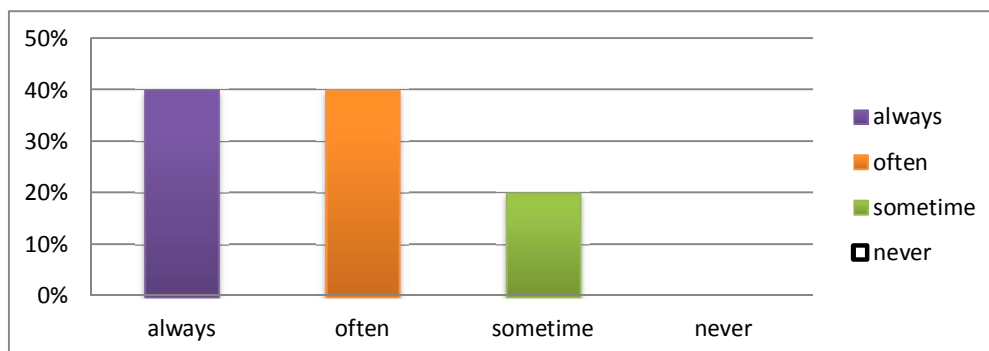
a. Set induction

Chart 4.1. The use of instructional media in teaching and learning process



Based on the chart 4.1 in item 3 from the questionnaire, it is known that from the five tutor teachers as the subject of this research, there are 2 tutor teachers choose the optional always about 40% percentage, also 2 tutor teacher choose the optional sometime from the percentage is 40%, as well as there is 1 tutor teacher choose the optional sometime has percentage 20%. And there is nothing that chooses the optional never. So, it can be concluded that for item 3, tutor teachers have the same percentage of the results of different statements are always and often assess English pre-service in teaching practice with the category is using instructional media of the lesson.

Chart 4.2. Using procedures that involve students at the beginning of the lesson



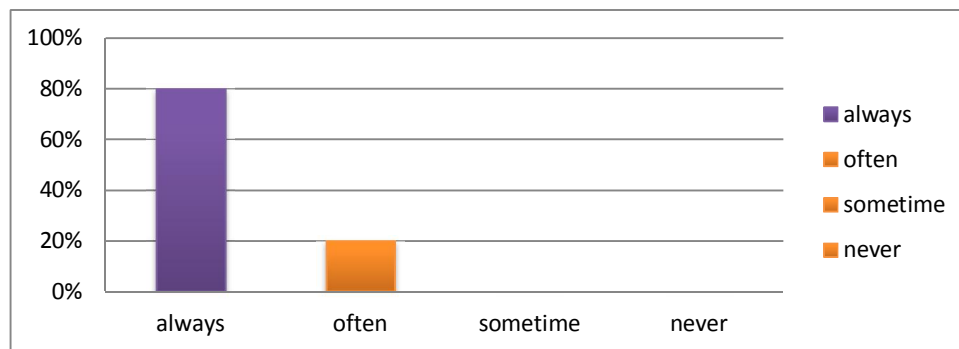
Furthermore, Based on the chart 4.2 in item 13 from the questionnaire, it is known that from the five tutor teachers as the subject of this research, there are 2 tutor teachers choose the optional always about 40% percentage, then, 2 tutor teacher choose the optional sometime from the percentage is 40%, and there is 1 tutor teacher choose the optional sometime has percentage 20%. As well as there is nothing that chooses the optional never. So, it can be concluded that for item 13, tutor teachers have the same percentage of the results of different

statements are always and often assess English pre-service teacher in teaching practice with the category is using procedures that involve student to be actively at the beginning of the lesson.

b. Set closure

Based on the chart 4.3 below in item 17 from the questionnaire, it is known that from the five tutor teachers as the subject of this research, there are 4 tutor teachers choose the optional always has 80% percentage, 1 tutor teacher chooses the optional often with the percentage is 20 %, and there is nothing the tutor teachers who choose the optional sometimes and never. It can be concluded that for item 17, the tutor teachers always assess the English pre-service teacher in teaching practice with the category is the implement an evaluation during the learning process.

Chart 4.3. Implementing an evaluation during the learning process



Based on the chart 4.4 below in item 18 from the questionnaire, it is known that from the five tutor teachers as the subject of this research, there are 3 tutor teachers choose the optional always about 60% percentage, 1 tutor teacher choose the optional often has 20% percentage, also there is 1 tutor teacher chooses the optional sometime with the percentage is 20%, and there is

nothing the tutor teacher who choose the optional never. It is concluded that for item 18, the tutor teachers always assess the English pre-service teacher in teaching practice with the category is provide the feedback to students during the evaluation.

Chart 4.4. Teacher provided a feedback to student in evaluation

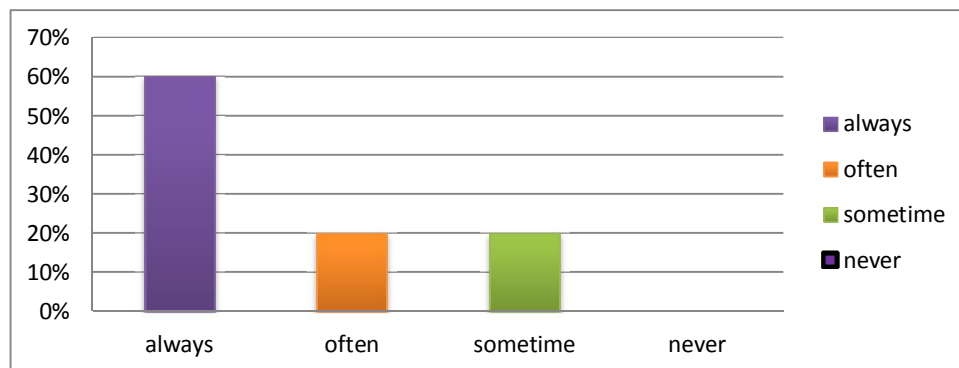
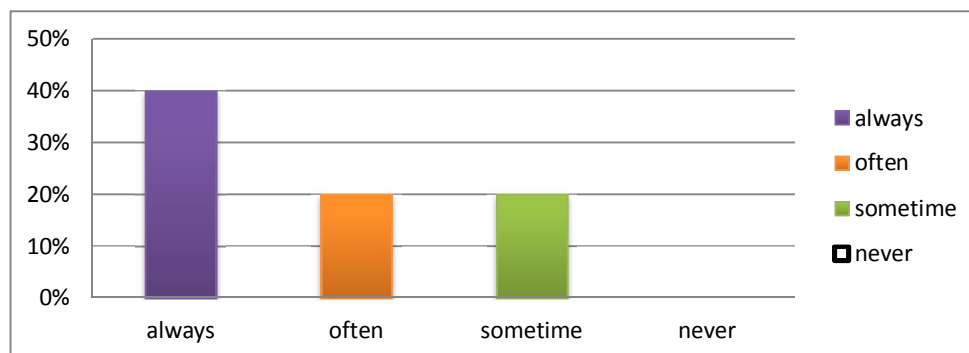


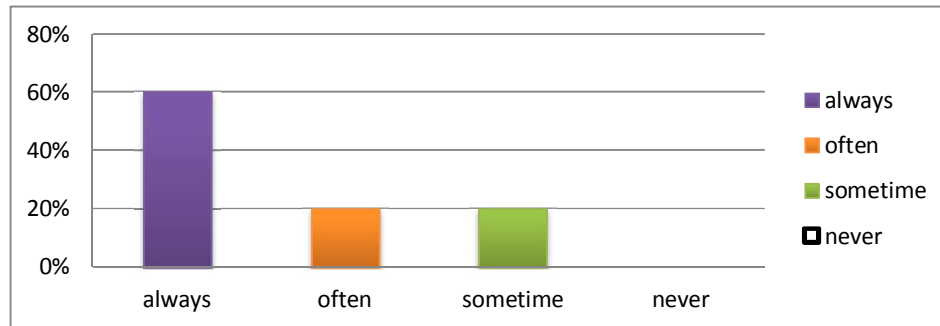
Chart 4.5. Providing the conclusion in learning material



Based on the chart 4.5 in item 19 from the questionnaire, it is known that from the five tutor teachers as the subject of this research, there are 3 tutor teachers choose the optional always has 40% percentage, also there is 1 tutor teacher choose the optional often about 20% percentage, and 1 tutor teacher chooses the optional sometime with the percentage is 20%. As well as there is nothing the tutor teacher choose the optional never. So, it is concluded that for

item 19, the tutor teacher always assess English pre service teacher in teaching practice with the category is providing the conclusion of the material.

Chart 4.6. Implementing the follow-up



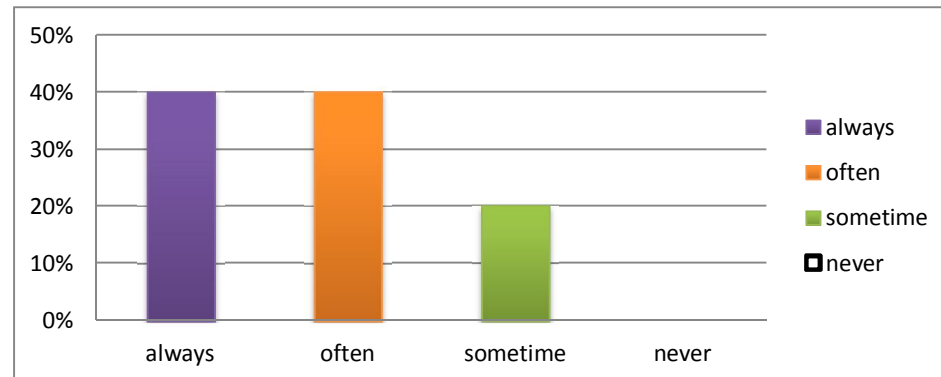
Based on the chart 4.6 in item 20 from the questionnaire, it is known that from the five tutor teachers as the subject of this research, there are 3 tutor teachers choose the optional always has 60% percentage, 1 tutor teacher chooses the optional often with the percentage is 20%, also there is 1 tutor teacher choose the optional sometime about 20 % percentage as well as there is nothing the tutor teacher choose the optional never. It can be concluded that for item 20, the tutor teacher always assess English pre service teacher in teaching practice with the category is implementation a follow-up in learning activity.

2. Stimulus variation

Based on the chart 4.7 in item 9 from the questionnaire, it is known that from the five tutor teachers as the subject of this research, there are 2 tutor teacher choose the optional always has 40% percentage, 2 tutor teachers choose the optional often about 40% percentage, and 1 tutor teacher chooses the optional sometime with the percentage is 20% as well as there is nothing the tutor teachers choose the optional never. it can be concluded that the tutor

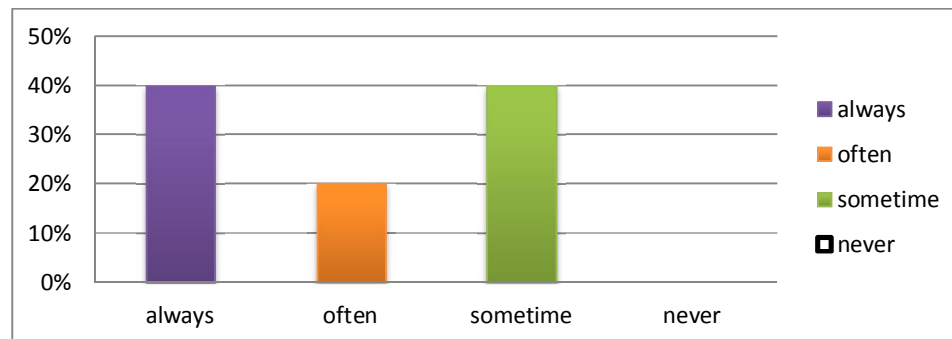
teachers have the same percentage of the results of different statements are always and also sometimes assess English pre-service teacher in teaching practice with the category is an accuracy of using the various methods.

Chart 4.7. The accuracy in using of various methods



3. Reinforcement

Chart 4.8. The use of verbal and nonverbal expression in learning and teaching activities



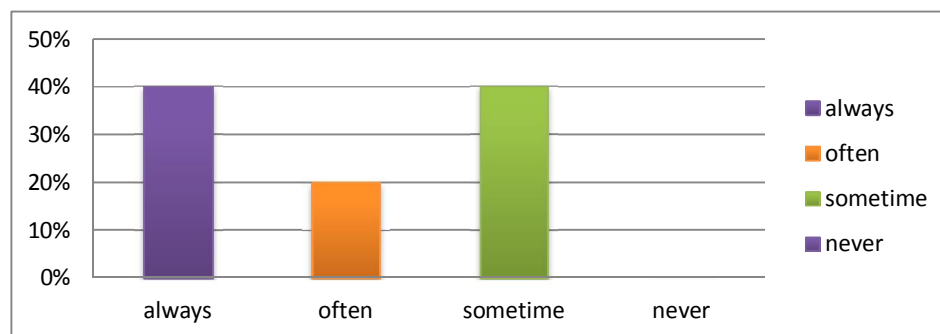
Based on the chart 4.8 in item 7 from the questionnaire, it is known that from the five tutor teachers as the subject of this research, there are 2 tutor teacher choose the optional always has 40% percentage, 1 tutor teacher chooses the optional often with the percentage is 20%, and 2 tutor teacher choose the optional sometime about 40% percentage as well as there is nothing the tutor

teacher who choose the optional never. It can be concluded that for item 7, the tutor teachers have the same percentage of the results of different statements are always and also sometimes assess English pre-service teacher in teaching practice with the category is using a verbal and non-verbal expression.

4. Explaining

Based on the chart 4.9 below in item 8 from the questionnaire, it is known that from the five tutor teachers as the subject of this research, there are 2 tutor teacher choose the optional always has 40% percentage, 1 tutor teacher chooses the optional often with the percentage is 20%, also there are 2 tutor teachers choose the optional sometime, and there is nothing the tutor teacher who choose the optional never. it is concluded that for item 8, the tutor teachers have the same percentage of the results of different statements are always and also sometimes assess English pre-service teacher in teaching practice with the category is an implement the learning activity in logical sequence.

Chart 4.9. Implementing of learning activity in logical sequence



Based on the chart 4.10 below in item 4 from the questionnaire, it is known that from the five tutor teachers as the subject of this research, there are 3 tutor teachers choose the optional always has 60% percentage, 2 tutor

teachers choose the optional often about 40% percentage, and there is nothing the tutor teacher who choose the optional sometime and never. It can be said that for item 4, the tutor teachers always assess the English pre-service teacher in teaching practice with the category is providing the explanation about the content of the lesson.

Chart 4.10. Teacher provided the explanation about content of the lesson

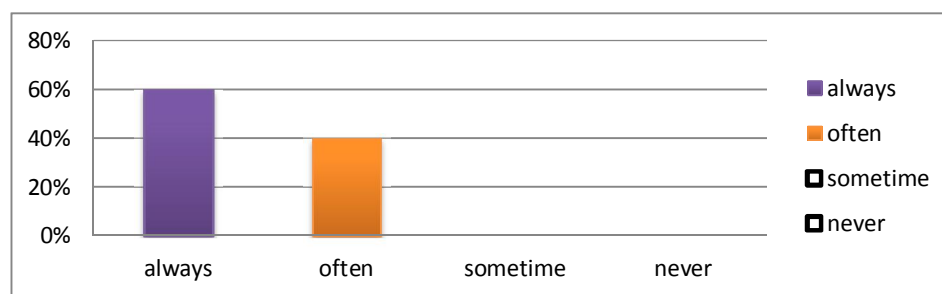
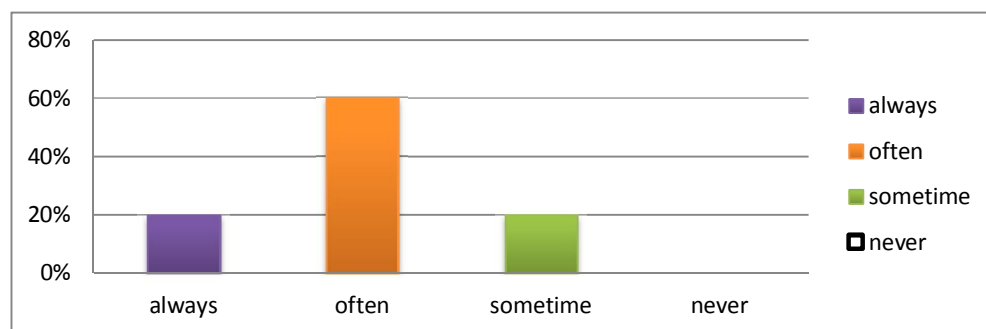


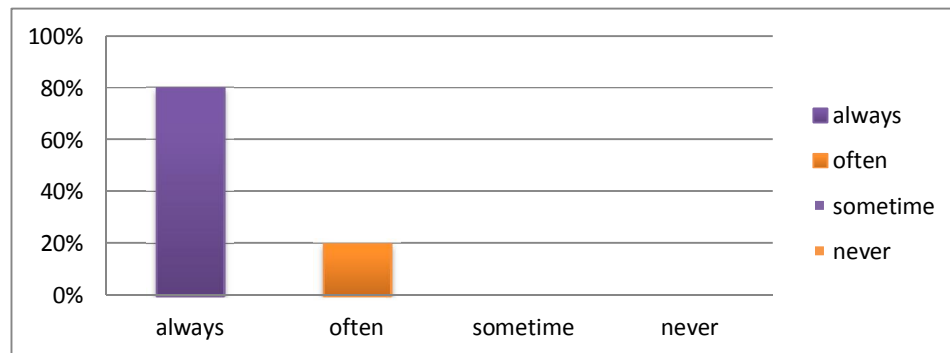
Chart 4.11. Clarifying the explanations if students misunderstand



Furthermore, Based on the chart 4.11 in item 5 from the questionnaire, it is known that from the five tutor teachers as the subject of this research, there is 1 tutor teacher chooses the optional always has 20% percentage, 3 tutor teachers choose the optional often about 60% percentage, also there is 1 tutor teacher choose the optional sometime with the percentage is 20% as well as there is nothing the tutor teacher who choose the optional never. It can be concluded that for item 5, the tutor teachers often assess the English pre-service teacher in

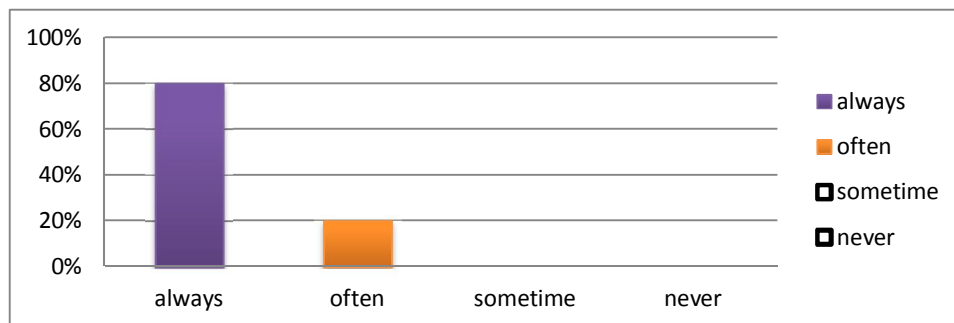
teaching practice with the category is clarify the explanation if student misunderstand.

Chart 4.12. Conveying the topic of discussion



Based on the chart 4.12 in item 11 from the questionnaire, it is known that from the five tutor teachers as the subject of this research, there are 4 tutor teachers choose the optional always has 80% percentage, 1 tutor teacher chooses the optional often about 20% percentage, and there is nothing the tutor teachers choose the optional sometime and never. It is concluded that the tutor teacher always assess the English pre-service teacher in teaching practice with the category is conveying the topic discussion in learning.

Chart 4.13. Demonstrating the mastery of subject matter



Based on the chart 4.13 in item 12 from the questionnaire, it is known that from the five tutor teachers as the subject of this research, there are 4 tutor

teachers choose the optional always has 80% percentage, 1 tutor teacher chooses the optional often has 20% percentage, as well as there is nothing the tutor teachers choose the optional sometime and never. It can be concluded that the tutor teachers always assess English pre service teacher in teaching practice with the category is demonstrating the mastery of subject matter in learning process.

5. Classroom management

Based on the chart 4.14 below in item 1 from the questionnaire, it is known that from the five tutor teachers as the subject of this research, there are 5 tutor teachers choose the optional always has 100% percentage and there is nothing the tutor teachers who choose the optional often, sometime and never. It is concluded that the tutor teachers always assess English pre service teacher in teaching practice with the category is learning time management in teaching activity.

Chart 4.14. Learning time management

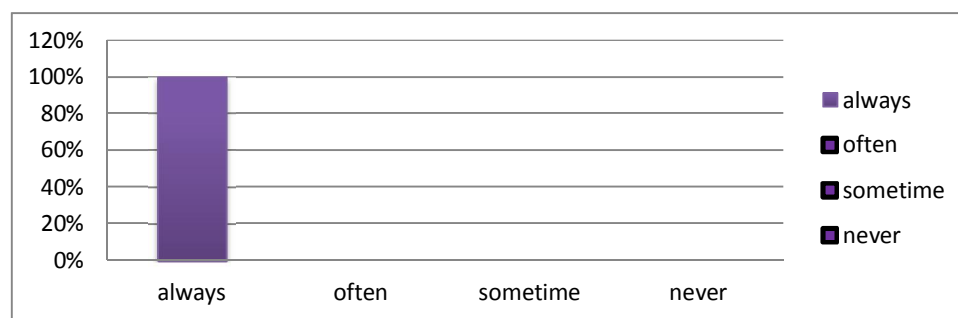
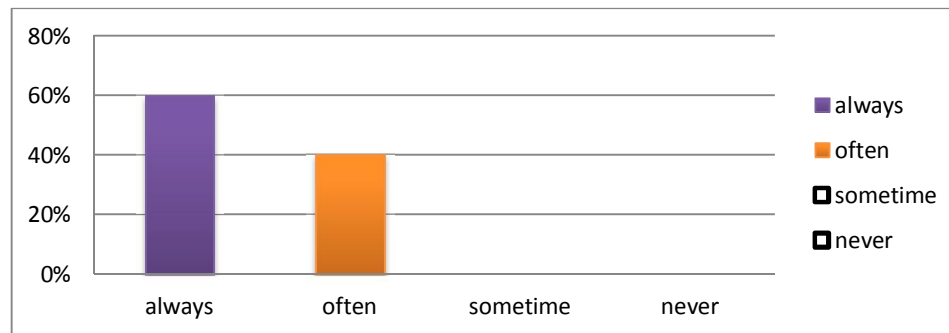


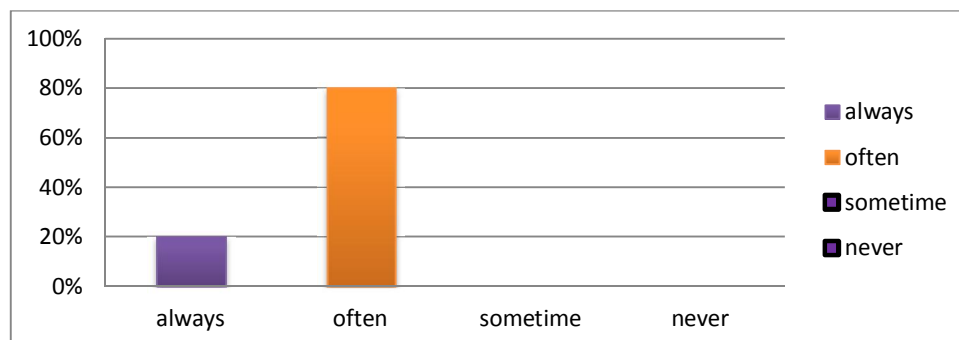
Chart 4.15. Use of the learning activity accordance into objective, student, situation, and environment



Based on the chart 4.15 in item 2 from the questionnaire, it is known that from the five tutor teachers as the subject of this research, there are 3 tutor teachers choose the optional always has 60% percentage, 2 tutor teachers choose the optional often has 40% percentage, and there is nothing the tutor teachers choose the optional sometime and never. It is concluded that the tutor teacher always assess English pre-service teacher in teaching practice with the category is using learning activity accordance into objective, student, situation and environment.

6. Questioning

Chart 4.16. Teacher used student responses and questions in learning



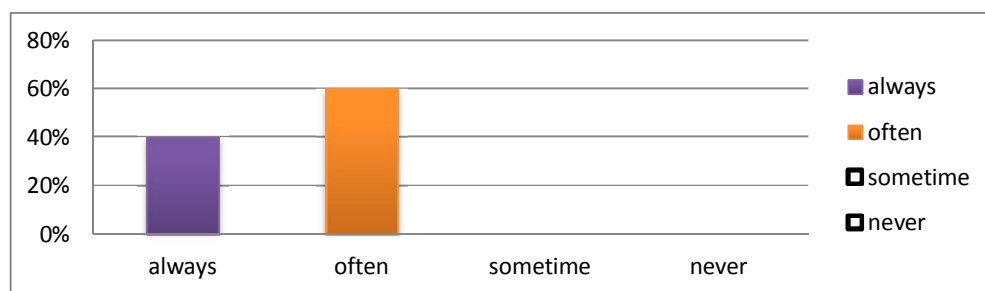
Based on the chart 4.16 in item 6 from the questionnaire, it is known that from the five tutor teachers as the subject of this research, there is one tutor

teacher chooses the optional always has 20% percentage, 4 tutor teachers choose the optional often about 80% percentage, and there is nothing the tutor teachers choose the optional sometime and never. It is concluded that the tutor teachers often assess the English pre-service teacher in teaching practice with the category is using student responses and questions in learning.

7. Guiding small discussion

Based on the chart 4.17 in item 14 from the questionnaire, it is known that from the five tutor teachers as the subject of this research, there are 2 tutor teachers choose the optional always has 40% percentage, 3 tutor teachers choose the optional often about 60% percentage, and there is nothing the tutor teachers who choose the optional sometime and never. It is concluded that the tutor teachers often assess the English pre-service teacher in teaching practice with the category is providing an opportunity for students to participate in learning.

Chart 4.17. Provided student opportunities to participate in learning



Based on the chart 4.18 below in item 15 from the questionnaire, it is known that from the five tutor teachers as the subject of this research, there are 3 tutor teachers choose the optional always has 60% percentage, 1 tutor teacher chooses the optional often has 20% percentage, also 1 tutor teacher chooses the

optional sometime about 20% percentage, and there is nothing the tutor teachers who choose the optional never. It is concluded that the tutor teachers always assess the English pre-service teacher in teaching practice with the category is maintaining maintaining student involvement in learning.

Chart 4.18. Maintaining student involvement in learning

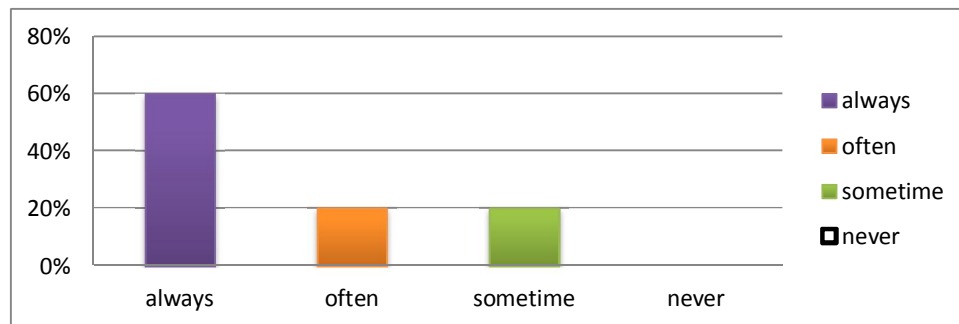
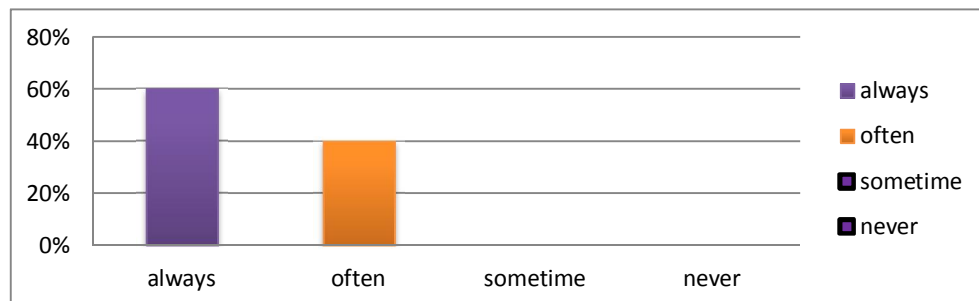


Chart 4.19. Teacher efforts in increasing the student involvement of the lesson



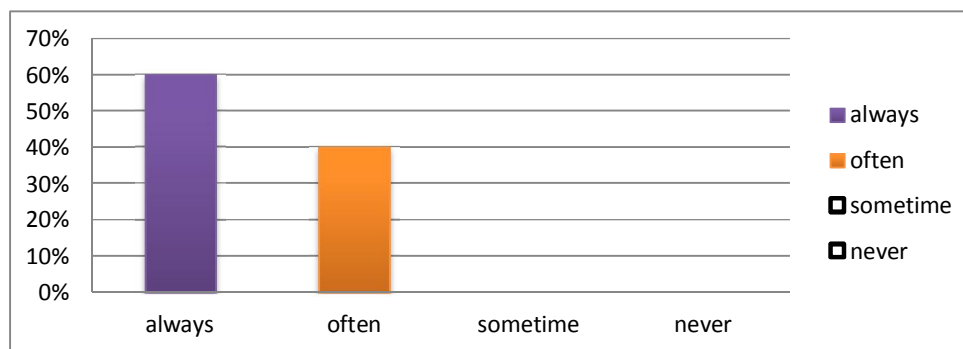
Furthermore, Based on the chart 4.19 in item 16 from the questionnaire, it is known that from the five tutor teachers as the subject of this research, there are 3 tutor teachers choose the optional always has 60% percentage, 2 tutor teachers choose the optional often has 40% percentage, and there is nothing the tutor teachers who choose the optional sometime and never. It is concluded that the tutor teachers always assess the English pre-service teacher in teaching

practice with the category is Teacher efforts in increasing the student involvement of the lesson

8. Small teaching skill and individual

Based on the chart 4.20 below in item 10 from the questionnaire, it is known that from the five tutor teachers as the subject of this research, there are 3 tutor teachers choose the optional always has 60% percentage, 2 tutor teachers choose the optional often with the percentage is 40%, and there is nothing the tutor teachers who choose the optional sometime and never. It is concluded that the tutor teachers always assess the English pre-service teacher in teaching practice with the category is demonstrating the learning skills in individual, group, or classical.

Chart 4.20. Demonstrated the learning skill in individual, group, or classical



After making a percentage with the chart then, the writer will be averaged of the whole results in the chart to find out the result of questionnaire that most choose in the optional from the questionnaires that can be seen from the following results;

$$\frac{\bar{x}}{N} = \frac{\sum X}{20} = \frac{1080\%}{20} = 54\% \quad \text{always}$$

$$\frac{\bar{x}}{N} = \frac{\sum X}{20} = \frac{680\%}{20} = 34\% \quad \text{often}$$

$$\frac{\bar{x}}{N} = \frac{\sum X}{20} = \frac{240\%}{20} = 12\% \quad \text{sometime}$$

$$\frac{\bar{x}}{N} = \frac{\sum X}{20} = \frac{0\%}{20} = 0\% \quad \text{never}$$

Overall, the questionnaires data show that the results of the mean for the questionnaires are about 54% always. Based on the result of the mean for the questionnaires are about 34% often. Then, based on the result of the mean from the questionnaires are 12% sometime and the last of result from the mean for the questionnaires are 0% never. So, it can be concluded that the tutor teachers always assess English pre-service teachers in teaching practice using APKG2 guideline with assessed aspects are 8 types basic teaching skills.

In this research, the writer also did an interview to know how tutor teacher assesses English pre-service teacher. It is also used to clarify the tutor teachers' answer from the questionnaires. The result can see in the description below.

2. Based on the interview

To get the deeper data, The writer conducted an interview with the five tutor teachers from the differences school in the Southern Banjarmasin district. In which, they have similar and different opinions in the interview. It can be seen that there are five tutor teachers assess English pre-service teacher in teaching practice with APKG as guidance. There are five tutor teachers assess almost the all over the aspect in APKG2 such as using media,

classroom management, providing a material, providing an evaluation, make a conclusion in teaching, lesson plan, method etc. there are also 2 tutor teachers assess a directly while the English pre-service teachers do performance in the classroom, meanwhile there are 3 tutor teachers assess indirectly because the tutor teachers have busy with another task. Then, according to one of tutor teacher also said that he afraid the English pre-service teacher has not confident if he always is there to assess English pre-service teacher directly. There are also 5 tutor teachers who have different ways to assess English pre-service teacher such as see on the lesson plan and they also see the performance doing by English pre-service teacher. For example, if the students are less or forget to convey the material or incomplete in conveying the learning objectives and not sequence in teaching process so that they get the low score in teaching practice. There are different opinions from the tutor teachers which almost the English of pre-service teachers mastery the teaching practice because the English pre-service teachers are often do teaching practice in the classroom so that they have increased in teaching practice. Besides that according to the tutor teachers that not all of the English pre-service teachers' mastery of the whole basic teaching skill because sometimes they do teaching practice not suit with lesson plan such as they have not enough time in teaching practice so that they did not do an evaluation. Furthermore, according to the tutor teachers that English pre service teachers are able to implement some basic teaching skills such as classroom management, mastery of the material, using media etc. then,

according to tutor teachers that the tutor teachers assess the English pre service teachers have difficulties in implement the teaching practice in the classroom such as English pre service teachers are seldom to speak English in the classroom, less of the classroom management, the English pre service teachers have not enough time in teaching practice so, the impact is they have not timed doing evaluation so that feedback does not appear and only do a follow up with homework.

From the results of the interview, in general, the writer found that tutor teachers conducted assessments based on the APKG2 guidelines. Then, the assessment results depend on the performance done by the English pre-service teacher in teaching practice.

B. Discussion

In the problem of statement, there is one statement that have to be answered in this research. it is about how do the tutor teacher assess English pre service teacher in teaching practice at Islamic Junior High School. The researcher got the data from the results of the questionnaires and the interview to know how the tutor teachers assess the English pre-service teacher on the seventh-semester students' competence in teaching practice.

According to the questionnaire and interview data analysis, in findings, the writer find the way of the tutor teacher assess English pre-service teacher in teaching practice. From the result of the instrument used in this research, that the writer count of the whole percentage result in APKG2 indicated that tutor teachers always assess English pre-service teacher use APKG2 as guidance

with the percentage result is 54% always. Further, the writer chooses 20 items of the category in APKG2 adjust into questionnaire. In which, the result of each percentage in the questionnaires indicated that not all of the tutor teachers used APKG2 in the category of basic teaching skills. It can be seen from the tutor teachers have different answering on each items percentage in the questionnaires are always, often, sometime. On the other hand, the category of APKG2 is basic teaching skills. the category of this research accordance with the theories in chapter II , the theories are the basic teaching skill consists of set induction and set closer, stimulus variation, reinforcement, explanation, classroom management, questioning skill, guiding small discussion, small teaching skill and individual adjust into the questionnaire. In which, the category is the part of the basic teaching skills that adjust with the theory of this research.

So, the First category is set induction and set closer, for category of set induction in item 3 indicates that mostly the tutor teachers use APKG2 to assess English pre service teacher in the category of instructional media such as using visual aids (schema, picture, model etc). And in item 13 indicates that mostly of the tutor teachers use APKG2 to assess English pre service teacher in the category of using procedures that involve students at the beginning of the lesson such as introducing an activity, apperception, student motivation etc. Which all of the category in items are suitable with the categories needed such as explained on chapter 2 by Radha Mohan (2013, p.132). and the category of set closer in item 17 that the tutor teachers use

APKG2 to assess English pre service teacher in the category of implementing an evaluation during the learning process such as the teacher gives question to check the students' understanding in learning. In item 18 that mostly of the tutor teacher uses APKG2 in the category of the teacher provided feedback in the evaluation. In item 19 mostly of the tutor teachers use APKG2 in the category of make a conclusion in the closing of the lesson, and in item 20 that the tutor teachers use APKG2 in the category of implementing follow up such as giving a task. Which all of the category in items are suitable with the categories needed such as explained on chapter 2 by John Dallat (2009, P.19-20).

Second, the category of stimulus variation in item 9 that mostly of the tutor teachers use APKG2 of the category is accuracy the using various methods in learning. The category is suitable with theory by John Dallat (2009, P.19-20) mentioned that the variety of methods will be impacted in learning such as the lesson more interesting, teaching material easy to concept etc.

Third, the category of reinforcement in item 7 that half tutor teachers use APKG2 and half tutor teachers are not use APKG2 in the category. In the category of reinforcement is using verbal and nonverbal expression in learning. In which the category is suitable with theory by Jasmin Ahmad (2011, P.166) mentioned that verbal is repeating student's answer and praising them and nonverbal is a smile, a head movement etc.

Fourth, the category of explanation in item 8 that half tutor teachers use APKG2 and also half tutor teachers are not use APKG2 in the category. In the category of explanation is implementing of learning activity in logical sequence such as concept from the learning process must clarity in logical sequence. In item 4 that mostly of the tutor teachers use APKG2 of the category is Teacher provided the explanation about the content of the lesson such as state of the concept clarity in conveying the explanation. Then, in item 5 that mostly of the tutor teachers use APKG2 and also one tutor teacher is not use APKG2 in the category. The category is clarifying the explanations if students misunderstand such as by asking question to know student understood. After that, item 11 that mostly of the tutor teachers use APKG2 in the category. The category is Conveying the topic discussion such as teacher states with example and illustration also explain with rule example. And the last item 12 from explanation indicates that mostly of the tutor teachers use APKG2 in the category, the category is Demonstrating the mastery of subject matter such as the concept should clear and explain with rule example and relevance with subject matter. Which all of the category in items are suitable with the categories needed such as explained on chapter 2 by K.Thiyagu (2010, P.219).

Fifth, in the category of classroom management in item 1 that all of the tutor teachers use APKG2 in the category, the category is learning time management such as the teacher has procedure in teaching activity from the opening till closing the class so teacher must have enough time to finish the

activity and in item 2 that mostly of tutor teachers use APKG2 in the category, the category is use of the learning activity accordance into objective, student, situation, and environment such as teacher attention class in the condition is neat, the environment classroom is a free from noise like a machine, students need in learning like equipment of projector, audio, and video player so that the aims of the learning objective can be reached. Which all of the category in items are suitable with the categories needed such as explained on chapter 2 by H.Douglas Brown (2007, P.241-245).

Sixth, in the category of questioning in item 6 that mostly of tutor teachers use APKG2 in the category, the category is teacher used student responses and questions. In which the category is suitable with theory by J.J Hasibuan (as cited in Marselina, 2013) mentioned that questioning skills are a verbal utterance a response from someone who is subjected means that teacher ask student in questioning and student makes response.

Seventh, in the category of guiding small discussion in item 14 that mostly of tutor teacher use APKG2 in the category, the category is providing student opportunities to participate in learning. Then, in item 15 that mostly of tutor teachers use APKG2 in the category but there is one not use APKG2 in the category, the category is maintaining the student involvement in learning. and in item 16 that mostly of the tutor teachers use APKG2 in the category, the category is Teacher efforts in increasing the student involvement of the lesson such as make a challenge with questions so that the student giving opinion

and ideas. So, all category in items had suitable with the categories needed such as explained on chapter 2 by Dadang Sukirman (2012, P. 324-327).

Eight, in the category of small teaching skill and individual that mostly tutor teachers use APKG2 in the category, the category is demonstrated the learning skill in individual, group, or classical. In which the category is suitable with theory by Dadang Sukirman (2012, P.333-337) mentioned that in demonstrating the learning skill in individual, group, or classical that the role of teacher fit in learning activity and the role of teacher is multi-method means the teacher in teaching not only focus one method but must variation in methods.

in short, the tutor always use the APKG2 guideline to assess English pre-service teachers in teaching practice with the aspect categories assessed are eight type basic teaching skills in APKG2 consists of set induction and set closer, stimulus variation, reinforcement, explanation, classroom management, questioning skill, guiding the small discussion, small teaching skill, and individual