

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

Based on problem statements, in this part will focus in finding. The researcher are going to provide the data that was found.

1. What are the cooperating teachers' perception about pre-service teachers' teaching competence during PPL 2?

The result of exploring cooperating teachers' perception about pre-service teachers' teaching competence at MA and SMK in Banjarmasin can be seen from the following table.

In the following table below, there are four competencies about teaching competence. Those competencies were going to use for questionnaire. Correlated with statement of problem above, the cooperating teachers was asked to fill the questionnaire that include all of competencies as a subject for their perception.

**a. Social Competence's table**

**Social Competence Variable**

<b>No</b>	<b>Rated Aspect</b>	<b>SS</b>	<b>S</b>	<b>R</b>	<b>TS</b>	<b>STS</b>
1	Capability in doing learning and teaching process	53,57%	46,43%	0%	0%	0%
2	Helping students to grow their confidency	42,86%	50%	0%	7,14%	0%
3	helping students to realize their strength and weakness	32,14%	53,58%	0%	14,28%	0%
4	Helping students in their difficulties in the classroom	35,71%	50%	0%	14,29%	0%
5	Capability in using the interesting media	57,15%	35,71%	0%	7,14%	0%

**b. Personality Competence's Table**

<b>No</b>	<b>Rated Aspect</b>	<b>SS</b>	<b>S</b>	<b>R</b>	<b>TS</b>	<b>STS</b>
1	Maturity	42,86%	50%	0%	7,14%	0%
2	Wisely	21.43%	67,86%	0%	10,71%	0%
3	Having authority	25%	67,86%	0%	7,14%	0%
4	Good attitude	53.57%	46,43%	0%	0%	0%
5	Teaching based on schedule	50%	50%	0%	0%	0%

**c. Paedagogical Competence's Table**

<b>No</b>	<b>Rated Aspect</b>	<b>SS</b>	<b>S</b>	<b>R</b>	<b>TS</b>	<b>STS</b>
1	Pushing students to be brave	32.14%	57.15%	0%	10.71%	0%
2	Open minded	28.57%	64.29	0%	7.14%	0%
3	Pushing students to make a discussion	35.71%	50%	0%	14.29%	0%
4	Doing fair to all of students	35.71%	60.71%	0%	3.58%	0%
5	Classroom management	25%	67.86%	0%	7.14%	0%

**d. Professional Teacher**

<b>No</b>	<b>Rated aspect</b>	<b>SS</b>	<b>S</b>	<b>R</b>	<b>TS</b>	<b>STS</b>
1	On time	42,86%	46.43%	0%	10,71	0%
2	Involving student for using media	46.43%	42.86%	0%	10.71%	0%
3	Exercising, tasking, scoring and giving homework	42.86%	53.57%	0%	3.57	0%

4	Making sure to make students understand about the lesson	42.86%	50%	0%	7.14%	0%
5	Using english for giving instruction and appraising students in learning and teaching process.	25%	64.29%	0%	10.71%	0%

The tables above showed the competency results toward pre-service teachers in eleven schools that have done PPL 2.

## 2. What are the problems mostly faced by pre-service teachers?

The data of this research are also collected from interview. Interview are used for collecting data about exploring cooperating teacher's perception about pre-service teachers' teaching competence in PPL 2 at eleven school in Banjarmasin.

The problems are mostly faced by pre-service teachers explained by cooperating teachers are in the interview. The researcher made an interview after giving questionnaire and then made a little bit interview about 10 minutes toward the questionnaire deeply.

Some problems that pre-service teachers faced such as language, hesitation, classroom management, and built good relation with their cooperating teachers.

## B. Discussion

### 1. Cooperating Teachers's perception

In this part, the researcher will explain the findings data more detail. Based on the following table, the researcher will describe those cooperating teachers' perception about pre-service teachers' teaching competence in ppl 2 according to the result of interview and questionnaire. The writer also conducted a questionnaire with the students. The writer conducted the interview and questionnaire through a month in november 2017. On the questionnaire of questionnaire sheet, there are twenty questions.

**Table 2.1. Description of Social Competence of Pre-service Teacher in Teacher Training 2, academic year 2017/2018.**

#### Social Competence Variable

No	Rated Aspect	SS	S	R	TS	STS
1	Capability in doing learning and teaching process	53,57%	46,43%	0%	0%	0%
2	Helping students to grow their confidency	42,86%	50%	0%	7,14%	0%
3	helping students to realize their strength and weakness	32,14%	53,58%	0%	14,28%	0%
4	Helping students in their difficulties in	35,71%	50%	0%	14,29%	0%

	the classroom					
5	Capability in using the interesting media	57,15%	35,71%	0%	7,14%	0%

### a. Social Competence

#### 1). Indicator 1 : “Capability in doing teaching and learning process”

The table above showed five indicators of social competencies which the teacher should have this competencies , based on theory of Mulyasa (2007) about social competence , for indicator 1, there is (53,57%) in Strongly Agree with the statement and (46,43%) in Agree for the statement, but cooperating teachers are more strongly agree about the indicator 1: Pre-service teacher should have capability in doing teaching and learning process, for this statement, based on the cooperating teachers interviewed, most pre-service teachers dont get any problem in indicator 1, they can do learning and teaching process fairly good, but, it is does not mean have no problem at all. Based on observation and interview, the researcher find pre-service teacher who have a problem about indicator 1, there is a pre-service teacher “MR” He does not complete teaching practice after teaching twice in

that school. According to “RR” as his cooperating teacher “*MR sebenarnya mampu untuk melaksanakan pembelajaran, akan tetapi mental yang ia miliki belum cukup untuk mengajar murid se-taraf SMK ini, ia pun mengatakan bahwa ia tidak memiliki jiwa sebagai seorang guru*”. This case had no disagree. At least, for indicator 1, the pre-service teachers average is completely have capability in doing teaching and learning process.

**Indicator 2 : “*Helping students to grow their confidency*”**

According to indicator 2: it has some various percentages, for strongly agree (42.86%), Agree (50%), and Dissagree (7, 14%), most of cooperating teachers are agree with the statement of indicator 2 : “*Mampu membantu siswa menumbuhkan kepercayaan diri*”. Based on interview, most cooperating teacher just Agree , they thought that pre-service teachers are able to grow up the student’s confidency. But, in the other hand , based on the questionnaire, it has (7,14%) for Dissagree about this statement in indicator 2, it has problem about pre-service teacher who is able to grow up the student’s confidency, for example, pre-service teacher “E” who cooperated by “SKD”, She get some problems about teaching english for students, “SKD” said “ *Kalau dibilang mampu, saya yakin “E” sangat mampu dalam melakukan pembelajaran, akan tetapi kurangnya*

*kepercayaan diri yang ia miliki sehingga proses pembelajaran agak terhambat*". At least, for indicator 2, the pre-service teachers average is fairly good.

**Indicator 3 : “*helping students to realize their strength and weakness*”**

Following the table of social competency, indicator 3 : “*Mampu membantu siswa menyadari kekuatan dan kelemahan siswa*”, there are the results for indicator 3 based on the questionnaire, Strongly Agree (32,14%), Agree (53,58%) and Disagree (14,28). In this indicator, most cooperating teachers choose Agree. Why they are mostly choose agree? because based on the interview, some teachers said “*untuk mengetahui dan membantu siswa dalam menemukan kelemahan dan kelebihan nya memanglah sulit, dikarenakan perlu pengalaman dan waktu yang panjang agar bisa mengasah kepekaan sebagai seorang guru*” .

According to interview about this statement, and based on indicator 3 that has 14,28% for Disagree, there is also a problem that researcher find in SMK Bina Banua, because in latest indicator “E” had problem too, She certainly have the biggest fear to build the closer relation with her cooperating teacher, so that She get some difficulties to

know what students needs. Based on cooperating teacher suggestion “SKD”, “*untuk “E” bisa ditingkatkan kemampuan mengajar nya dengan memperbesar volume suaranya, hal ini mungkin akan lebih berpengaruh menjadi lebih baik*”. After all, for Indicator 3 is fairly good.

**Indicator 4 : “*Helping students in their difficulties in the classroom*”**

Following the table of social competency, indicator 4 : “*Mampu membantu mengatasi kesulitan siswa*”, For Strongly Agree (35,71%), Agree (50%), and Disagree (14,29%). Most of cooperating teacher just agree with this statement. Based on the interview , most of cooperating teachers agree that the pre-service teachers are good and have no problem. The pre-service teachers average are good and they can do this indicator fairly good too.

According to interview , the researcher have no problem at all of this case. If there has 14,29% for Disagree, the problem is just from same person that the researcher tell above.

**Indicator 5 : “*Capability in using interesting media*”**

Following the table of social competency, indicator 5 : “*Mampu menggunakan media yang menarik*” . This indicator get Strongly Agree (57,15%), Agree (35,71%), Disagree

(7,14%). For this case, most cooperating teacher choose Strongly Agree (57,15%), it is mean that pre-service teachers is often using the interesting media. But some teachers said that *“kami memang tidak mewajibkan untuk para mahasiswa ppl untuk menggunakan media seperti caption dan lain sebagainya, karena sekolah telah menyediakan lcd dan perangkat pembelajaran lainnya”* this statement according to interview with “AB”, cooperating teacher in MA SMIP 1946. Finally for indicator 5, based on questionnaire and interview concluded good.

The text and the following table above showed that pre-service teachers have done social competencies in teaching practice 2 fairly good.

**Table 2.2. Description of Personality Competence of Pre-service Teachers in Teacher Training 2, academic year 2017/2018.**

**Personality Competence Variable**

No	Rated Aspect	SS	S	R	TS	STS
1	Maturity	42,86%	50%	0%	7,14%	0%
2	Wisely	21.43%	67,86%	0%	10,71%	0%
3	Having authority	25%	67,86%	0%	7,14%	0%
4	Good attitude	53.57%	46,43%	0%	0%	0%

5	Teaching based on schedule	50%	50%	0%	0%	0%
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## 2). Personality Competence

### Indicator 1 : “Maturity”

Based on the following table for indicator 1 “*Kedewasaan bersikap terhadap persoalan siswa/kelas*” this indicator get (42,86%) for Strongly Agree, (50%) for Agree and (7,14%) for Disagree.

According to Surya (2003, p.138) and Hamidi and Indrastuti ( 2012, p.19) states that personality competence includes personal steady, stable, mature, wise, authority and example. Mature is a part of personality competence such as in the indicator 1. The researcher have no problem with this indicator based on interview. According to questionnaire that has been answered by coopertaing teachers , most of pre service teachers are fairly good about maturity in doing learning and teaching process.

### Indicator 2 : “Wisely”

For this indicator, it has statement that “*Memiliki kearifan dalam menyelesaikan persoalan kelas/siswa*”. Mostly cooperating teacher choose Agree for (67,86%), therefore Strongly Agree (21.43%), and Disagree (10,71). Based on same

theory above, wise is a part of personality competence. We can consider that to be a professional teacher we must have “wise” in every person that want to be a teacher. Because we are as pre-service teachers are going to face the various students with various habits. According to teacher’s interview , qouted to one cooperating teacher “H.M”, *“setiap mahasiswa siswa memiliki perilaku yang beragam, kita sebagai seorang guru harus bisa menyikapi dengan bijaksana perilaku siswa yang beragam tersebut, sejauh ini mahasiswa ppl sudah bisa bersikap bijaksana dalam menghadapi masalah dan siswa disekolah, walaupun belum terlalu sempurna, setidaknya mereka memiliki potensi menjadi seorang guru yang bijaksana”*.

Even , there is have (10,71%) for Disagree, the problem just in same person that researcher tell in social competence above. At least for indicator 2 is good enough.

### **Indicator 3 : “Having Authority”**

This Indicator as similar as indicator 2, the difference is, if indicator 2 talks about teacher wisely, this indicator talk about having authority to be a professional teacher, the statement is : *“Berwibawa sebagai seorang calon guru”*. This indicator get (25%) for Strongly Agree, Agree (67,68%), Disagree (7,14%).

By far, most of the cooperating teacher choose agree for this indicator. According to interview with “PW”, She said

*“para mahasiswa ppl sejauh ini berpotensi sebagai calon guru yang profesional, mereka juga sudah mulai terlihat berwibawa sebagai seorang guru, dilihat dari cara mengajar dan sikap dalam menghadapi siswa-siswi disekolah”.*

There is the difference between teacher wisely and teacher authority , if teacher wisely moreover to the action in the classroom, in contrast, teacher authority is personality in their own self. So wise and authority is two things that definately different. At least in indicator 3, most pre-service teachers have teacher authority good enough.

#### **Indicator 4 : “Good Attitude”**

This indicator 4 talks about *“Berakhlak mulia sebagai seorang calon guru”* Actually good habits is just not for teacher, every single human have to has this good habit, and teacher included in it. This statement considered that pre-service teacher must be have good habits to be an example to their students.

Indicator 3 get (53.57%) for Strongly Agree, (46,43%) For Agree. Based on the following table result, there is most of pre-service teachers are good in their habits. Moreover most the cooperating teachers choose strongly agree is more than agree. Finally for indicator 4 is fairly good.

### Indicator 5 : “Teaching based on schedule”

This indicator talks about time, indicator 5: “*selalu mengajar sesuai jadwal*”. The cooperating teachers’ perception got balance result. (50%) for strongly Agree, and (50%) for Agree.

Based on the following table, from Cooperating teachers side, there is have no problem to pre-service teacher about teach students on time. And based on interview, most of teacher said that “*tidak ada mahasiswa ppl yang tidak mengajar sesuai jadwal*”. For this indicator all of pre service teacher got good perception.

**Table 2.3. Description of Paedagogic Competence of Pre-service Teacher in Teacher Training 2, academic year 2017/2018.**

#### Paedagogic Competence Variable

No	Rated Aspect	SS	S	R	TS	STS
1	Pushing students to be brave	32.14%	57.15%	0%	10.71%	0%
2	Open minded	28.57%	64.29	0%	7.14%	0%
3	Pushing students to make a discussion	35.71%	50%	0%	14.29%	0%
4	Doing fair to all of students	35.71%	60.71%	0%	3.58%	0%

5	Classroom management	25%	67.86%	0%	7.14%	0%
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### 3). Paedagogic Competence

#### Indicator 1 : *“Pushing students to be brave”*

Paedagogical Competence which is very important competence, every pre-service teacher should have at least 75% paedagogical competence. According to Spencer (1993). that, competency is an underlying characteristic of a person related to the effectiveness of individual performance on the job or the basic characteristics of individuals who have a causal relationship or a cause and effect with the criteria referenced, effective or excellent or superior performance in the workplace or at certain situations .

Based on the following theory above the indicator 1 in paedagogical competence , we knew that candidate teacher should be expert in mastering theory, materials, and classroom management. For this competence, it has five indicators, for the first let's talk about the indicator 1, the statement is : *“Mendorong siswa agar berani mengemukakan dan menjelaskan hasil pekerjaannya”* . this indicator get (32.14%) for strongly agree, (57.15%) for Agree, and (10,71%) for Disagree.

The highest percentage that most of cooperating teachers choose Agree for this statement. We can conclude that most pre-service teacher have done teaching competence as good as possible they can.

In the other hand, indicator 1 has (10,71%) for disagree, according to the interview with cooperating teacher in SMK Muhammadiyah 3 “AYS” said *“dikarenakan disekolah kami mendapatkan satu mahasiswa dari turki, maka ada beberapa kendala dalam skill mengajarnya, yang paling menonjol adalah kendala bahasa, ketika murid bertanya dia agak susah memahaminya, sehingga proses belajar mengajar agak terhambat”*. At least for indicator 1, pre-service teacher have done their best.

### **Indicator 2 : “Open Minded”**

Based on the following table, there is indicator 2 : *“menerima pendapat dan saran dari siswa”*. It has (28,57%) for strongly agree, (64,29%) for agree, and (7,14%) Disagree.

Most of cooperating teacher choose agree, it is because in this indicator , pre-service teacher rarely to find the students who brave to tell their opinion, that statement based on interview with some cooperating teachers. According to the table result of indicator 2 has no problem at all.

**Indicator 3 : “Pushing students to make a discussion”**

Based on the following table of indicator 3 : “*Mendorong terjadinya tukar pendapat antar siswa*”. It has, (35.71%) for strongly agree, (50%) Agree, and (14.29%) for Disagree.

Based on the theory by Wijaya (1992, pp.25-30) that the ability of professionals to be possessed teacher in the learning process are: control of materials, manage learning programs, managing the classroom, using a media source, mastering the foundations of education, managing the interaction of learning teaching, assessing student achievement for the sake of teaching participants, knowing the functions and programs, guidance and counseling services, and organizes the school administration know and understand the principles and interpret the results of educational research for teaching purposes. In that theory , “*it has managing interaction of learning teaching*”, correlated with the indicator 3 about pushing students in giving opinion and mostly cooperating teacher choose agree, we can considered that pre-service teacher is doing this indicator as fair as good.

**Indicator 4 : “Doing fair to all of students”**

Based on the following table of indicator 3 : “*Menunjukkan sikap adil terhadap semua siswa*”. It has, (35.71%) for strongly agree, (60.71%) for Agree, and (3.58%) for Disagree.

According to the interview with some cooperating teacher, the researcher quotes to the perception by “NF”, *“rata-rata perlakuan adil dapat ditunjukkan oleh seluruh mahasiswa ppl sejauh ini, dikarenakan pembekalan yang telah dilakukan sebelum masuk ke kelas, kami selalu berpesan untuk berlaku objektif terhadap siswa bukan berlaku subjektif, dan alhamdulillah para mahasiswa ppl dapat melaksanakannya dengan baik”*.

And for the final percentage in indicator 4 is (60.71%) is in agree. By far, pre-service teachers are doing teaching learning as good as well.

#### **Indicator 5 : “Classroom Management”**

The last indicator, that is indicator 5 : *“membina perilaku siswa yang mendorong tercapainya suasana belajar yang baik”* . this indicator get (25%) for strongly agree, (67.86%) for Agree, and (7.14%) and Disagree.

According to the same theory above, Wijaya (1992, pp.25-30) that the ability of professionals to be possessed teacher in the learning process are: control of materials, manage learning programs, managing the classroom, using a media source, mastering the foundations of education, managing the interaction of learning teaching, assessing student achievement for the sake of teaching participants, knowing the functions and programs,

guidance and counseling services, and organizes the school administration know and understand the principles and interpret the results of educational research for teaching purposes. In this theory has “*managing the classroom*” where the pre-service must have an ability to manage their classroom as long as learning teaching process.

Based on cooperating teacher perception through questionnaire and interview, the average pre-service could manage their classroom well, it can be showed in the following table, where mostly cooperating teacher choose agree with this statement.

**Table 2.4. Description of Professional Teacher Competence of Pre-service Teacher in Teacher Training 2, academic year 2017/2018.**

NO	Rated aspect	SS	S	R	TS	STS
1	Starting lesson on time	42,86%	46.43%	0%	10,71	0%
2	Involving student for using media	46.43%	42.86%	0%	10.71%	0%
3	Exercising, tasking, scoring and giving homework	42.86%	53.57%	0%	3.57	0%
4	Making sure to make students understand about the lesson	42.86%	50%	0%	7.14%	0%

5	Using english during teaching and learning process	25%	64.29%	0%	10.71%	0%
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#### 4). Professional Competence

##### Indicator 1 : “Starting lesson on time”

The following table about professional competence has five indicators. For the first , the researcher are going to show the indicator 1 : “*Memulai dan mengakhiri pelajaran tepat waktu*”. This indicator has (42,86%) for strongly agree, (46,43%) for Agree, and (10,71%) for Disagree.

Based on questionnaire Mostly cooperating teacher choose Agree, it means that pre-service teachers mostly have done the the teaching practice 2 well. But there, had (10,71%) for disagree, there is a problem with the pre-service teacher named “RS”, his cooperating teacher “SH” said “*untuk mengajar dia cukup baik, akan tetapi masalahnya adalah dia tidak pernah berkonsultasi tentang rpp dan permasalahan yang dihadapinya di kelas, sehingga ketika mengajar dia akan bingung dengan yang dilakukannya sehingga waktu menjadi tidak efektif dan efisien*”.

For teacher, time is important to think, because , its not one single class that they teach, so, to be a teacher, we have to think about time efficiently and effectively. At least, based on

interview , for indicator 1, pre-service teachers must be more study hard to adjust the time in learning teaching process.

**Indicator 2 : “Involving student for using media”**

The following table about professional competence has five indicators. For the first , the researcher are going to show the indicator 1 : “*Melibatkan siswa dalam penggunaan alat bantu pembelajaran yang tersedia*”. This indicator has (46,43%) for strongly agree, (42,86%) for Agree, and (10,71%) for Disagree.

According to teacher education standards of Council for the Accreditation of Educator Preparation (CAEP) (2014), teacher candidates and completers: Use technology to enhance their teaching, classroom management, communications with families, and assessment of student learning. Based on that theory, the interesting media is really important to enhance their teaching, and involve the student to do this interesting media.

At least for this indicator the pre-service teachers mostly use the interesting media, it based on the questionnaire result.

**Indicator 3 : “Exercising, tasking, scoring and giving homework”**

The following table about professional competence has five indicators. For the first , the researcher are going to show the indicator 1 : “*Menindaklanjuti kegiatan pembelajaran dengan pertanyaan, tugas-tugas, atau pr pada akhir pelajaran*”. This indicator has (42,86%) for strongly agree, (53,57%) for Agree, and (3,57%) for Disagree.

According to teacher education standards of Council for the Accreditation of Educator Preparation (CAEP) (2014), teacher candidates and completers, “*Use technology to enhance their teaching, classroom management, communications with families, and assessment of student learning*”

Teaching and Learning process regardless with Task, question, and feedback that can exercise the student about the materials. According to the questionnaire mostly cooperating teacher choose Agree for this case. So we can consider that most pre-service teacher do this indicator as fair as their good.

**Indicator 4 : “Making sure to make students understand about the lesson”**

According to teacher education standards of Council for the

Accreditation of Educator Preparation (CAEP) (2014), teacher candidates and completers, “Nurture the academic and social development of all students through professional dispositions such as caring, fairness, and the belief that all students can learn”. Underlined the theory “*caring, fairness, and the belief that all students can learn*”, correlated with this indicator 4 : “*Mengajukan pertanyaan-pertanyaan kepada siswa selama proses mengajar untuk mengetahui penguasaan materi pembelajaran*” questioning students are a form of caring and fairness, so that they can get the materials which is taught by pre-service teachers.

In this indicator, the researcher get (42.86%) for strongly agree, (50%) for agree, and (7.14%) for disagree. Mostly cooperating teacher choose agree for this indicator. At least pre-service teacher have used this indicator in their learning teaching process.

**Indicator 5 : “*using english during teaching and learning process*”**

Based on indicator 5 : “*Menggunakan bahasa inggris pada saat memberikan instruksi dan pujian dalam pembelajaran*”. There is a result of following table. (25%) for strongly disagree, (64.29%) for Agree, and (10.71%) for Disagree.

The researcher in this research just explore about Cooperating Teachers' Perception usually english teacher in teaching practice 2. So if you are English teacher, in learning teaching process you should use English in the clsroom. Moreover for senior high school level, using english is importan, almost 75% english is using in the classroom, and practicing with student.

Mostly cooperating teachers choose agree, it can be seen in the following table as the highest score. The researcher can conclude that pre-service teacher is good in doing learning teaching english by using english.

## **2. The Problems are mostly faced by pre-service teachers**

The problems appear when the researcher was doing interview. Based on the interview, the pre-service teachers' average are good, but some cooperating teachers explain the personal problems are usually faced by their pre-service. There are some problem that usually found based on the findings.

### **a) Social Competence**

All pre-service teachers have good response from cooperating teachers. According to findings, the researcher interpret that pre-service teachers should have tolerance for diversity, every teacher should know that

not every student can learn what the teacher delivers. This problem can be a basic reason in their error delivering the material. In this competency, the cooperating teachers explain some pre-service teachers still having hesitation in doing and facing students in teaching and learning process. The effect of this problem to the pre-service teachers, they got the difficulties to build close relationship between cooperating teachers and students.

#### **b) Personality Competence**

Pre-Service teachers mostly have good perception from cooperating teachers about their personality competence. Teachers have good attitude and self-control in certain condition. According to the interview result all the teacher trainees have good attitude. Good attitude means good personality. According Naim (2009), personality is one of affects to the success of the teaching and learning. Teacher presents himself as wise, authoritative leader and matures in personality. A teacher is prosecuted as a mature personality, it cannot be imagined if a teacher has attitude like a child, which does not serious in teaching

and learning, when you choose to be a teacher you ready be a role model.

Teacher should be fair in treating students. Fair, honest and objective in treating and evaluate students in teaching and learning process is something that a teacher should do (Naim, 2009). These attitudes are acquired from society life and learning experiences. If teacher does negative things such as not be fair, not be honest and subjective, the effect will be very big. Not only for him/herself as teacher but students, family and society generally. According to interview result, the pre-service teacher do all this competency well.

This competency had no significant problem, At least, based on the questionnaire and the interview mostly pre-service teachers could apply all of indicators.

### **c) Paedagogical Competence**

All pre-service teachers have good perception from cooperating teachers. Some indicators that need to be notice related pedagogical competence of English teacher trainees as follows.

Teacher explains the lesson plan which consists of learning topic, learning material and learning task for every meeting. According to the result of interview, the

teacher used lesson plan and books, where the function is used as guidance to teach the students. This guidance helps the teacher in teaching and learning process more effective and efficient.

Teacher gave students test in the beginning of meeting. According to the interview, mostly English teacher trainees did not give the test in the beginning of the meeting. They just directly do teaching, while it is better to do a test in the beginning of the meeting since it can diagnose their students' ability and capacity. This kind of test is familiar with diagnostic test in which the purpose of a diagnostic test is to know aspect of language that a student needs to develop or that a course should include (Brown, 2010).

The problem is, there are some schools do not have a specific books, some schools just provide "*buku LKS*" for supporting their lesson. So, pre-service teachers were looking for a book or supporting materials is in the internet. It can be unvalid material in doing teaching and learning process.

#### **d) Professional Competence**

All pre-service teachers have good response from cooperating teachers about their professional

competence. According to Harmer (2007). Teacher knows the latest issue in teaching and learning. This shows the teacher is up to date. Keeping up to that is a must for a language teacher. A good way of learning new activities and techniques is to read the various teacher's magazines and journals that are available. There is now a wealth of information about teaching in the internet, too. Moreover, thus teacher can also learn from attending seminars and teacher's conferences.

Relating to apply some English language methods or techniques, applying some methods or technique in teaching and learning will support in delivering the material. If the different time used different material the different material will use different English methods. According to the interview result, some cooperating teachers complain about pre-service teachers who still hesitate to use English in learning teaching process, they ask to pre-service teachers especially in teaching English should speak English fluently. Language could be the most problem for every pre-service teachers, because, as English teacher, pre-service teacher should master in all of English skills, so that they can build student's sympathy, interestingly, and

motivation. The researcher found some pre-service teachers who still having hesitate and fear to show their english language skills during PPL 2 2017/2018.

According to the interview result, Cooperating teachers stated that pre-service teachers use two languages, that is English and Bahasa Indonesia. So in the class, there were two languages they used. This activity relevant to the community language teaching (where bilingual teacher helps students to translate what they want to say in the first language into the language they are learning about (Harmer, 2007).