"AN ANALYSIS OF PROSPECTIVE TEACHERS' PROBLEMS IN DOING TEACHING PRACTICE AT ENGLISH STUDY PROGRAM OF FKIP UIR"

A THESIS

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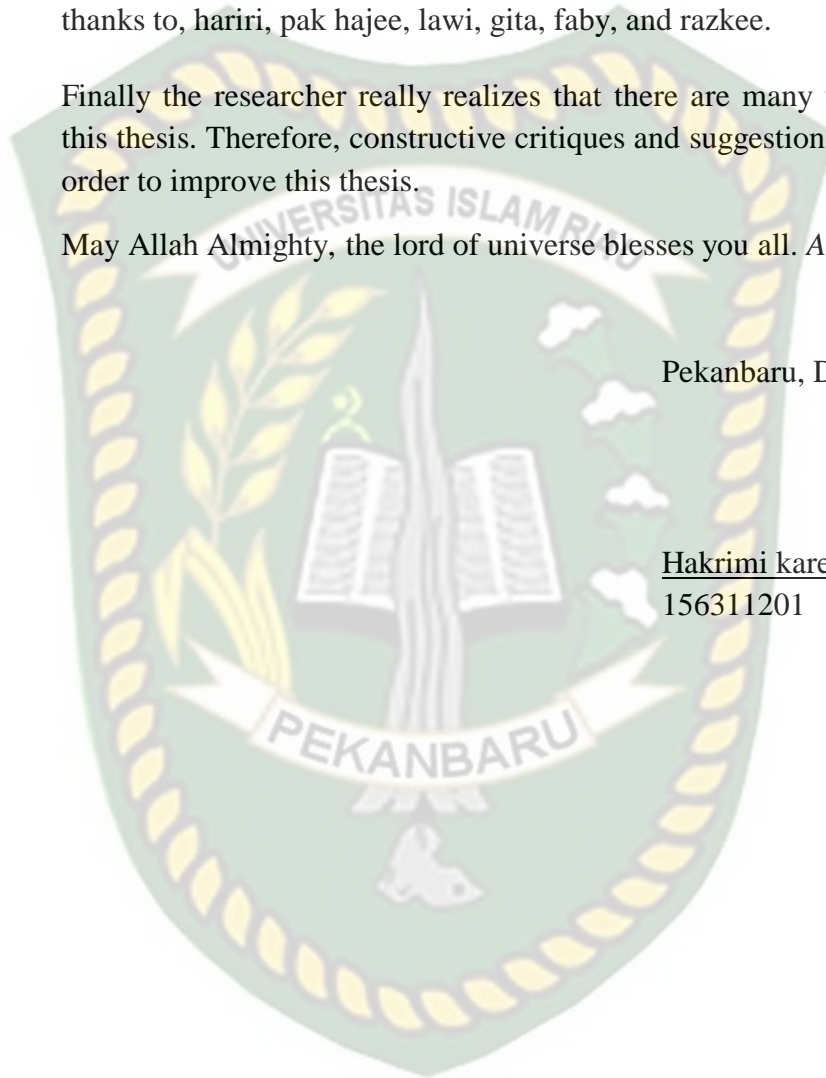
ABSTRACT

Hakrimi kareng, 2019. *"An Analysis of Prospective Teachers' Problems in Doing Teaching Practice At English Study Program of FKIP UIR".*

Keyword: An Analysis, Prospective Teachers' Problems, Teaching Practice, Qualitative Research

The aim of this research was to found out the common prospective teachers' problems appeared on teacher in doing teaching practice at English Study Program of FKIP UIR.

The design of this research was descriptive, the research used qualitative approach. The population of this research three prospective teachers in English Language Education program and the sample was 3 samples. This research used purposive sampling. The instrument of the research was observation sheet. The observation sheet questionnaire consisted of 24 questions and it based on 8 indicators. The measure of the dimension of problems in doing teaching practice students has 3 categories while used for teach in the class. respond to series of statements. In verifying the data, the researcher used the distribution of relative frequency to determining the percentage of the responses.

The finding of this research showed that the highest percentage of the students' problem in doing teaching practice was 26.38% in approach/ teaching and learning strategy, follow by mastery of learning materials 17.48%, utilization of learning resources/ learning media 13.49% then 12.88% teaching and learning that triggers and maintain students involvement and the lowest percentage was 3.98% for language use then for per-teaching activities 7.97%. Overall, from this research finding, the very good level with percentage = 100% or 3 prospective teacher. This researcher concluded the most frequent relatively by the prospective teacher very good level. It means the prospective teacher had very good, habit and value in teaching practice prospective teacher had high interest and high engaged to teaching practice their behaviors and their environment helped them motivation in teaching practice.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is not our second language. So it is not easy to learn English. The aim of learning English is to develop student competence to communicate in English both passively and actively. In this research, it is pointing on performing teaching practical at school.

Learning is system some of instructional referring to understanding a set of component which are interdependent one another for to achieve the goal. So now mostly doubtful a prospective teacher to perform teaching practical at schools perform on this practical.

then should the prospective teacher master is knowledge of scientific disciplines of study materials, mastery of the field of study as a learning object, knowledge of the developmental characteristics of learners and another.

Problems that teachers face include handling student needs, lack of parental support, and even criticism from a public that can be largely unaware of their everyday lives. Addressing these problems and bringing awareness to the educational environment that our teachers and students face daily can help improve teacher retention, student success rates, and the overall quality of education in our schools.

Teaching practice is an important component of becoming a teacher. It grants student teachers experience in the actual teaching and learning environment (Ngidi & Sibaya, 2003:18; Marais & Meier, 2004:220; Perry, 2004:2). During teaching practice, a student teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession (Kasanda, 1995). Student teachers also know the value of teaching practice and as remarked by Menter (1989:461), they perceive it as 'the crux of their preparation for the teaching profession' since it provides for the 'real interface' between student hood and membership of the profession. As a result, teaching practice creates a mixture of anticipation, anxiety, excitement and apprehension in the student teachers as they commence their teaching practice (Manion, Keith, Morrison & Cohen, 2003; Perry, 2004:4).

Mizukami (1986) stresses that all teaching and learning theories should be considered, analyzed, contextualized and criticized, since it is understood that the way the method is addressed or proposed may meet one or another educational phenomenon. The author identifies five methodological approaches that influenced teachers in Brazil: Traditional; Humanistic; Behaviorist; Cognitivist; and Sociocultural.

The traditional method places students in a passive position in relation to the teacher, who is the active agent responsible for transmitting his knowledge and experiences. It is for the student to absorb what was taught (Marion, 2001).

According to Gil (2006), most teachers tend to put themselves in a position in front of the class; they behave as the discipline specialists; and teach to a group of interested students. Their actions are defined by the verbs "guide", "form" and "indoctrinate" (Gil, 2006).

According to Freire (2002), the traditional approach molds education in the format "banking education" and identifies the teacher as the content narrator, with the sole aim of "filling" the listeners, in this case the students, who in turn receive in their "containers" what is being pronounced. That said, the student "deposits" content, memorizes and repeats, and may not realize what it really means. This teaching is characterized by the teacher's verbalism and the memorization of the student (Gil, 2006).

In parallel to the traditional approach, there is the Humanistic approach. According to Andrade (2002), in this approach, interpersonal relations and the development of the individual personality are observed. The stimulus is for the student to develop without interventions (Andrade, 2002). The teacher acts as a facilitator for learning, assisting students and ensuring their autonomy (Gil, 2006). The humanistic approach, in line with Mizukami (1986), cherishes the student's own experiences - the teacher does not teach, but creates conditions for students to learn. Education is centered on the person of the student and on creating conditions for the intellectual and emotional development of the individual (Mizukami, 1986).

The Behaviorist approach considers the teacher as the organizer and applicator of the means to ensure the efficiency and effectiveness of education, not caring about the more autonomous activity of the student (Silva, 2006). The Cognitivist approach, in turn, sees the teacher as responsible for creating challenging learning situations, and the student participates actively in the solution of issues problematized by the teacher (Silva, 2006).

The Sociocultural approach is conceptualized by Gil (2006) as an approach that emphasizes the sociocultural aspects involved in the learning process. The agents involved (student and teacher), according to the same author, grow together, the teacher directs and conducts the process of teaching and learning, while the student determines and is determined by the environment, being able to make changes in what is being experienced. Marion (2001),

finally, highlights only two teaching-learning methods practiced in Accounting courses. First, according to the author cited, the student is the passive agent in the learning process, featuring the traditional approach of teaching. The opposite happens in the second method, in which the student takes the role of active agent, resulting in a more humanistic approach to teaching.

Based on the observation of students in English study Program. They had problem in teaching practice in microteaching class comprehension and they can not get correct information from the text, they have lack of understanding the text. So,

they were confused, get bored, and noisy in the class. And then the prospective teacher needed long time to understand the teaching practice.

Based on the explanation and problem by the students above the researcher is interested in conducting a research entitled: **"AN ANALYSIS OF PROSPECTIVE TEACHERS' PROBLEMS IN DOING TEACHING PRACTICE AT ENGLISH STUDY PROGRAM OF FKIP UIR."**

1.2 Identification of the Problem

Based on the background of the study, the problem of the study there are several problems found related to the An Analysis they are less understand method steps and make them difficult in perform teaching practical at schools.

1.3 focus of the Problem

Based on the problem, the Researcher limits the topic of the research. This research focus the An Analysis of prospective teacher problem in doing teaching practice because students were difficult to understand method, especially in students face up.

1.4 Research Question

Research question is what are the problems faced by prospective teacher in doing teaching practice ?

1.5 Objective of the Research

Objective of the Research is to find out the prospective teacher problem in doing teaching practice**.**

1.6 Significant of the Research

This research activity is conducted in order to give good contribution the needs as follows:

1. To give information to students' English department students' motivation to perform teaching practical at schools.

2. To encourage the students' motivation to perform teaching practical at schools.

3. To know the students' ability to perform teaching practical.

1.7 Definition of the Key Term

In order to avoid misunderstanding to method step perform teaching practical at schools this research report, the writer feels necessary to define some specific terms.

1. **Prospective teacher**

What are prospective teachers' beliefs about teaching as a profession as they enter teacher education programs? How are these beliefs and perceptions impacted by the field experiences they have in their program of

study? How do prospective teachers frame the concept of teaching as they enter or exit their programs of study? These kinds of questions have been asked many times in the literature (Ezer, Gilat, & Sagee, 2011).

2. **Problem in teaching practice**

The problem that the student teachers in both the academic years experienced in the process of practice teaching are "planning, subject matter knowledge, using instructional materials, motivation, communication, and time management and behaviour management skills".

according to Calderhead and Shorrock (1997), student teachers appear to be dissatisfied with the gap between theory and practice. Some research conducted in this area examined the problems that student teachers' experience in relating theory and practice.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevant Theories

2.1.1 Statement of the problem

Teaching practice assessment in Zimbabwe is fraught with inconsistencies and lack of reliability and validity. Most lecturers do not have basic training in assessing practical teaching. Hence this research sought to find out factors affecting teaching practice assessment by college lecturers and how these factors impact on professional development of student teachers.

2.1.1.1 What is Assessment?

According to Brown and Brown (1990) assessment consists essentially of lecturers taking a sample of what students do, making inferences and estimating the worth of their actions. It is imperative that lecturers be accountable of their actions in assessment of student teachers during teaching practice.

2.1.1.2 Purposes of Assessment

Different stakeholders have various expectations of assessment. In teaching practice assessment students want to know what is expected of them, how they will be judged and how they are progressing. They also want

recognition of their achievements. Lecturers assess whether students have mastered key concepts and skills, in teaching. Colleges want to know whether their graduates are achieving high standards, set by the institution or government (Luckett and Sutherland cited in Makoni, 2000), hence producing teachers who are skilled and competent performers (Avalos, 1990). This can only be achieved through dialogue between students and assessors as observed by Yost et al. (2000) who encouraged more dialogue, writing and action research to assist student teachers in reining deeply about their practice. The question is, how much advice or content can a specialist or worse still a non-specialist lecturer discusses with or writes for a student during a 30 minute or 1 hour lesson.

2.1.1.3 Forms of Assessment

There are various forms of assessment, which are based on purposes such as diagnostic assessment, formative assessment, summative assessment and quality assurance (Rowntree, 1977; Harlen 1987; Gronlund, 1995; Sax, 1989; Luckett and Sutherland, 2000). Teaching practice assessment is both formative and summative (Luckett and Sutherland, 2000). It is important to note that through summative assessment supervisors exert the greatest power over students hence it is vital that they exercise this power responsibly and accountably.   Different stakeholders have varied expectations out of assessment. For example, educational institutions want to know whether their graduates are achieving high standards, set by the institution (Luckett and

Sutherland, 2000; Harlen (1987). Students want to know what is expected of them, how they are judged and how they are progressing and also want recognition of their achievements. During teaching practice assessment lecturers want to know whether the students have mastered key concepts and skills necessary in teaching.

2.1.1.4 Assessment of Teaching Practice

An assessment form guides assessment of teaching practice. The form has outlined items of what to look for in a lesson. This could be more of criterion-referenced assessment where the performance is judged against prespecified criteria or standards. Here the student's performance is compared to that of his or her peers (Brown and Brown 1990). An institution can use assessment carried out by lecturers to determine failure or passing of teaching practice. It is therefore important to choose the most appropriate method to suit the purpose of assessment. Research has shown that there are great inconsistencies between different assessors assessing the same work and there is need to minimize these inconsistencies in teaching practice assessment (Brown, 1997). Assessment is influenced by approaches to assessment such as the traditional approach where the lecturers are usually considered to be the only legitimate assessors and integrated assessment or computer –based assessment. Lecturers are the key assessors of students' performance during teaching practice. Their assessment relies heavily on their professional judgment. This raises the question of objectivity since lecturers assess a

student who would be teaching any of the subjects in some of the curriculum, of which they may not be, specialists in. According to Locket and Sutherland (2000), in assessment, the issues of objectivity and subjectivity will always arise among scholars. There is need to acknowledge that different assessors interpret student performances using different standards. The issues of inconsistencies can be minimized by double grading or cross grading to improve reliability. However assessors need to make reliable and valid qualitative and quantitative judgment when assessing teaching practice (Luckett and Sutherland, 2000).

2.1.2 Teaching Practice Comprehension

Teaching practice is an integral component of teacher training in Kenyan universities. Teaching practice in Kenyan universities is organized in the schools of education and is mandatory for all students who pursue education. Students go out to real classroom environment for a whole term (approximately 14 weeks).This activity grants student teachers experiences in the real teaching and learning environment. This paper looks at the students' experiences and its impact on their perception of the teaching profession and also assesses the challenges that students encounter while in the schools that they are attached for teaching practice. The sample was drawn from third year student teachers from the University of Eldoret who had done teaching practice. A survey design was used and a quantitative questionnaire was administered to 100 student teachers. The findings of this research indicate

that students' experiences had an impact on their perception of the teaching profession and they did experience challenges while on teaching practice. Based on the findings of this study recommendations are given on how to improve students' perspective and challenges.

2.1.2.1 Concept of Teaching Practice

According to Cohen et al. (1996), since the establishment of training colleges in the middle and late 19th century, teaching practice in one form or another has remained an unchallenged, essential element in the preparation of generations of teachers. In Kenya teaching practice is considered as an important component of becoming a teacher. It has been used in teacher training since independence. Koko (2002) remarks that, teaching practice in most educational institutions is the expected terminal behaviour of a student teacher who is going through professional course in education. In Kenyan universities, it is done

in an organized program whereby students are posted to schools and will teach for a term (13-14 weeks) with the guide of the cooperating teachers and school management. The teaching of skills which is done in teaching practice is not something new in the African education system. In the traditional African society skills such as hunting, singing, reciting, carving and drawing were learnt through practice. These traditional practices are not dissimilar to those typifying our current approaches to student teaching.

Samuel (2010) refers to teaching practice as far back as the first model of teacher education, the master apprenticeship model, in which the novice teacher learns best through behavioural modeling, through imitating the expert teacher. Menter (1989:460) notes that there has been a shift in the literature from the concept of teaching practice (associated with an apprenticeship model) to the concept of field/school experience (associated with an experiential model). Lave &Wenger (1991) point out that however way it may be envisaged, the notion of teaching practice is entrenched in experience based learning initiated by Dewey (1938), Vygotsky"s (1978) social cognitive theory, and founded in the premise of situated learning. Consequently as envisaged in teacher education in Kenya, teaching practice is meant to provide for the authentic context within which student teachers are exposed to experience the complexities and richness of the reality of being a teacher. This process allows the student teacher an opportunity to establish whether the right career choice has been made or not. However, despite its importance, Kiggundu and Nayimuli (2009) note that teaching practice sometimes becomes a demoralizing and sometimes very frightening experience. It is on this background that this study examines the student teachers" perspective of teaching practice and the challenges faced by student teachers during teaching practice.

2.1.2.2 Purpose Teaching practice

Teaching practice is an important component of becoming a teacher. It grants student teachers experience in the actual teaching and learning environment (Ngidi & Sibaya, 2003:18; Marais & Meier, 2004:220; Perry, 2004:2). During teaching practice, a student teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession (Kasanda, 1995). Student teachers also know the value of teaching practice and as remarked by Menter (1989:461), they perceive it as 'the crux of their preparation for the teaching profession' since it provides for the 'real interface' between studenthood and membership of the profession. As a result, teaching practice creates a mixture of anticipation, anxiety, excitement and apprehension in the student teachers as they commence their teaching practice (Manion, Keith, Morrison & Cohen, 2003; Perry, 2004:4).

This study aimed at investigating the real context of teaching practice as experienced by the student teachers of the school of Education at the University of Eldoret and its impact on student teachers perception on the teaching profession. This study further attempted to highlight the challenges that the student teachers face while on teaching practice.

2.1.3 Types of Teachers that influence the Teaching-Learning Process

For the development of this study, the theoretical framework developed by Bordenave and Pereira (2012) was considered. The authors studied the effects of different personalities, the student and the teacher's, which interfere in the teaching-learning process. They concluded that the deficiency in the teaching method does not result only from an educational disability. The lack of teacher enthusiasm for his discipline and inability to engage students also influence the overall result of the group (Bordenave & Pereira, 2012).

With regard to the teachers' profile that supports their behavior in teaching and learning situations, especially in the classroom, the profiles exposed by Bordenave and Pereira (2012) were adopted: the "instructor" or teacher of automats; the teacher who focuses on content; the teacher who focuses on the education process; the teacher who focuses on the intellect of the student; and the teacher who focuses on the whole person.

In the definition proposed by Bueno (2000), automats are people incapable of acting alone. That is how the student is treated in the "instructor" teachers' view: students are trained to recite definitions and remember what was exposed by the teacher. The highest authority in the classroom is exercised by the "instructor", and the students have few alternatives for the development of thinking (Bordenave & Pereira, 2012). To illustrate this type

of teacher, Bordenave and Pereira (2012) cite the professional preparatory courses, but stress that it is common to find similar teachers at universities.

2.2 Relevant Studies

The research that related to the writers' has been done by: NuramahHayikaleng (2016) research, "An Analysis of prospective teacher' problems in doing teaching practice". Related to her research, the findings confirm student have low goot toward teaching practice because the student English teacher use inappropriate teaching method that is chalk and talk make students uninterested and unmotivated to learn English especially teaching skill
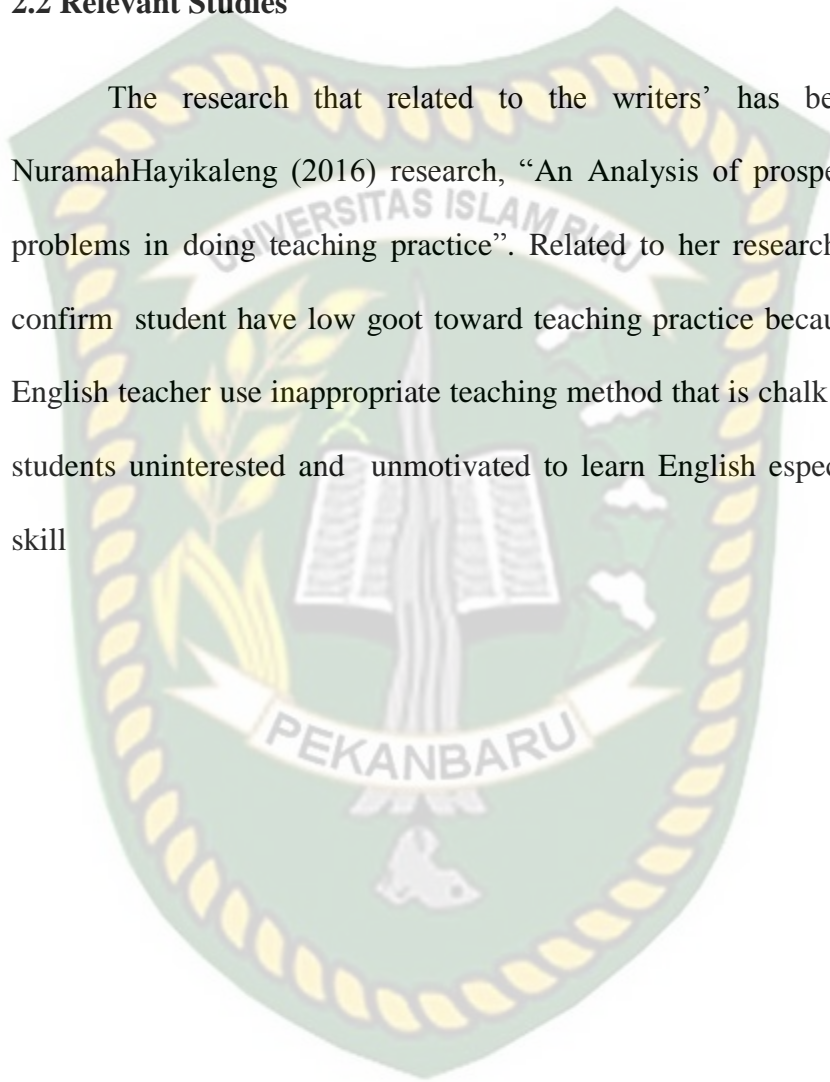
2.3 Conceptual Framework
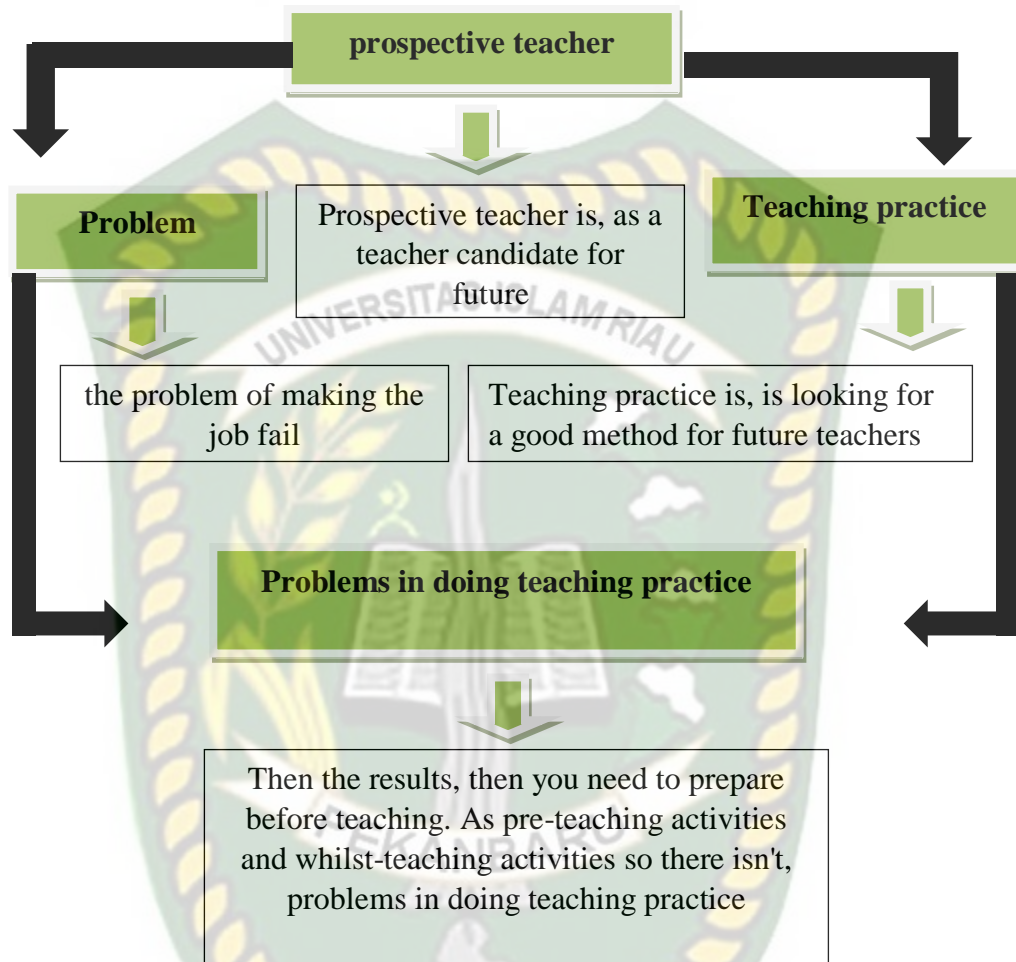
The figure is the above. The way to know and the make to improve students' problems in teaching practice.

2.4 Assumption

In this Research, the students' have high good towards Teaching .

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Reformers have long been drawn to curricular materials as a mechanism for influencing the practices of teachers, though with limited success (Cuban 1992; Cuban 1993). One of the primary lures of curriculum materials is because, of all the different instruments for conveying educational policies, they exert perhaps the most direct influence on the tasks teachers actually do with their students each day.". That is only has one variable. The research design to analyzed the An Analysis of Prospective Teachers' Problems in Doing Teaching Practice at English Study Program of FKIP UIR". In this research, the researcher will be used the questionnaire as instrument.

3.2 Population and Sample of the Research

According to Snakk Om Mobbing: (Nov 15, 2009) said that population is any group of individual that have one or more characteristic in common that is of interest to researcher. The population of this research was the students of English Department at FKIP UIR who consist of twenty three students.

Table 3.1 Population of the research

SEMESTER	SEX		TOTAL
	MALE	FEMALE	
VII	1	2	3
Total	1	2	3

Sample is a number of population that is selected through particular procedure. Amitav Banerjee (2007;16:150) the results of the study would be generalized. The sample of this research was all students of semester VII of English Department at FKIP UIR, who consists of 3 students that who divided into 3 classes, the research uses purposive sampling technique. It can be seen from the table follow:

Table 3.2 sample of the research

CLASS	SEX		TOTAL
	MALE	FEMALE	
VII A		1	1
VII C	1	-	1
VII D	-	1	1
Total	1	2	3

3.3 Instrument of the Research

The instrument of this research was observation ship for analyze of prospective teachers' problems in doing teaching practice. The purpose of the observation sheet was collected qualitative data which would provide information about An Analysis of prospective teachers problem in doing teaching practice at English study program of FKIP UIR The observation sheet was consisted of 24 questions and it is based on 8 indicators.

Table 3.3 Indicators of Observation Sheet

No	Indicators	Item	The Description of Indicators
1	PRE-TEACHING ACTIVITES	2	pre learning will tidy up in teaching
2	WHILST-TEACHING ACTIVITIES Mastery of learning Materials	4	Mastery of learning materials will be good for teaching
3	Apporoach /teaching and learning strategy	6	Approach / teaching and learning strategy will good to control competition students knowledge
4	Utilization of Learning Resources/Learning Media	3	Utilization of Learning Resources/Learning Media will interesting to students teach
5	Teaching and Learning that Triggers and Maintain	3	Teaching and Learning that Triggers and Maintain Students Involvement

	Students Involvement		must have a teacher for teach
6	The Assessment of Process and Product of Learning	2	Assess and monitor learning progress throughout the process
7	Language Use	1	The use of language is definitely a teacher must maintain
8	Closing	2	Closing is importance of teacher to students

Source: (Wigfield, Guthrie& McGough:1996)

3.4 Data Collection Technique

In this research, the data was taken by visiting the sample and the researcher distributed the observation sheet that consist of 24 items. The English students were answer the observation sheet about prospective teachers' problem in doing teaching practice. They were asked to answer the question honestly and complete it on their own. The researcher was available to observation sheet any question that might need about the words of the items. The prospective teacher were given 30-60 minutes was to teach students to the class.

3.5 Data Analysis Technique

In analyzing data, the researcher used scale of observation sheet of An Analysis Of Prospective Teacher' Problems In Doing Teaching Practice at English Study Program of FKIP UIR". The researcher used the formula to determining the percentage of the response (Sudiyono,2004) the formulas follow:

$$P = \frac{F}{N} \times 100$$

Note: P   = Percentage of items

F = The frequency (number of students fulfilling the observation sheet)

N   = Total number of respondent

To categorize the level of the student's score can be calculated by using classification as the following:

Table 3.4 prospective teachers' problem in doing teaching practice

No	Range Score	Classification
1	81-100	Very Good
2	61-80	Good
3	41-60	Not Good
4	21-40	Bad
5	Up-20	Very bad

Source: (Pradeep)

CHAPTER IV

RESEARCH FINDING

4.1 Data Presentation

In this research, the research was presented the data obtained from the An Analysis of Prospective Teachers' Problems In Doing Teaching Practice at English Study Program of FKIP UIR".The correlation of the data of each problems stated that in chapter? It can be presented thought the table below:

4.1.1 The Result of Observation Sheet

The data obtained from observation sheet categorized in ten aspects to answer the research observation sheet:

1. Pre-Teaching Activities

The observation sheet about Pre-Teaching Activities is question number 1, 2. In the questions included about prepare a teacher for teaching The result of the students answer is showed in table below

Table 4.1 Pre-Teaching Activities

No	Responses	Frequency	Percentage
1	Very Bad	0	0 %
2	Bad	0	0 %
3	Not Good	0	0 %
4	Good	4	66.66 %
5	Very Good	2	33.33 %
	Total	6	100 %

Table 4.1 showed that responses for "Very Bad" F = 0, P = 0 %, "Bad" F = 0, P = 0 %, "Not Good" F = 0, P = 0 %, "Good" F = 4, P = 66.66 %, "Very Good" F = 2, P = 33.33 %

2. **Mastery of Learning Materials**

The observation sheet about mastery of learning materials is question number 3, 4, 5, 6. The question the ability or intelligence of a teacher to teach students. The result of students answer is showed in table below.

Table 4.2 Mastery of Learning Materials

No	Responses	Frequency	Percentage
1	Very Bad	0	0 %
2	Bad	0	0 %
3	Not Good	0	0 %
4	Good	3	25 %
5	Very Good	9	75 %
	Total	12	100 %

Table 4.2 showed that responses for "Very Bad" F = 0, P = 0%, "Bad" F = 0, P = 0 %, "Not Good" F = 0, P = 0 %, "Good" F = 3, P = 25 %, "Very Good" F = 9, P = 75 %.

3. Approach/ Teaching and Learning strategy

The observation sheet about approach/ teaching and learning strategy is question number 7, 8, 9, 10, 11, 12. The question a teacher's strategy for teaching. The result of the students answer is showed in table below.

Table 4.3 Approach/ Teaching and Learning strategy

No	Responses	Frequency	Percentage
1	Very Bad	0	0 %
2	Bad	0	0 %
3	Not Good	0	0 %
4	Good	4	22.22 %
5	Very Good	14	77.77 %
	Total	18	100 %

Table 4.3 showed that responses for "Very Bad" F = 0, P = 0 %, "Bad" F = 0, P = 0 %, "Not Good" F = 0, P = 0 %, "Good" F = 4, P = 22.22 %, "Very Good" F = 14, P = 77.77 %.

4.   **Utilization of Learning Resources/ Learning Media**

The observation sheet about utilization of learning resources/ learning media is question number 13, 14, 15. The question the benefits of a teacher's learning and teacher resources in teaching. The result of the students answer is showed in the table.

Table 4.4 Utilization of Learning Resources/ Learning Media

No	Responses	Frequency	Percentage
1	Very Bad	0	0 %
2	Bad	0	0 %
3	Not Good	0	0 %
4	Good	1	11.11 %
5	Very Good	8	88.88 %
	Total	9	100 %

Table 4.4 showed that responses for "Very Bad" F = 0, P = 0 %, "Bad" F = 0, P = 0 %, "Not Good" F = 0, P = 0 %, "Good" F = 1, P = 11.11 %, Very good, F = 8, P = 88.88 %.

5. Teaching and Learning that Triggers and maintain Students Involvement

The observation sheet about teaching and that triggers and maintain students involvement is question number 16, 17, 18. the wisdom of a teacher in controlling students. The result of the students answer is showed in table below.

Table 4.5 Teaching and Learning that Triggers and maintain Students

Involvement

No	Responses	Frequency	Percentage
1	Very Bad	0	0 %
2	Bad	0	0 %
3	Not Good	0	0 %
4	Good	3	33.33 %
5	Very Good	6	66.66 %
	Total	9	100 %

Table 4.1 showed that responses for "Very Bad" F = 0, P = 0%, "Bad" F = 0, P = 0 %, "Not Good" F = 0, P = 0 %, "Good" F = 3, P = 33.33 %, "Very Good" F = 6, P = 66.66 %.

6. The Assessment of Process and Product of Learning

The observation sheet about the assessment of process and product of learning is question number 19, 20. The question concerned with student's attempt to outperform othe in teaching practice to be better than others. The result of the students answer is showed in table below.

Table 4.6 The Assessment of Process and Product of Learning

No	Responses	Frequency	Percentage
1	Very Bad	0	0%
2	Bad	0	0 %
3	Not Good	0	0%
4	Good	0	0 %
5	Very Good	6	100%
	Total	6	100 %

Table 4.6 showed that responses for "Very Bad" F = 0, P = 0 %, "Bad" F = 0, P = 0 %, "Not Good" F = 0, P = 0 %, "Good" F = 0, P = 0 %, "Very Good" F = 6, P = 100 %.

7. **Language Use**

The observation sheet about language use in question number 21. a clear language user in teaching. The result of the students answer is showed in table below.

Table 4.7 Language Use

No	Responses	Frequency	Percentage
1	Very Bad	0	0 %
2	Bad	0	0 %
3	Not Good	0	0 %
4	Good	1	33.33 %
5	Very Good	2	66.66 %
	Total	3	100 %

Table 4.7 showed that responses for "Very Bad" F = 0, P = 0 %, "Bad" F = 0, P = 0 %, "Not Good" F = 0, P = 0 %, "Good" F = 1, P = 33.33 %, Very Good F = 2, P = 66.66 %.

8. Closing

The observation sheet about teaching practice is question number 22, 23. The question teacher orders or conclusions to students. The result of the students answer is showed in table below.

Table 4.8 Closing

No	Responses	Frequency	Percentage
1	Very Bad	0	0 %
2	Bad	0	0 %
3	Not Good	0	0 %
4	Good	2	33.33 %
5	Very Good	4	66.66 %
	Total	60	100 %

Table 4.8 showed that responses for "Very Bad" F = 0, P = 0 %, "Bad" F = 0,

P = 0 %, "Not Good" F = 0, P = 0 %, "Good" F = 2, P = 33.33 %, "Very Good" F =

4, P = 66.66 %.

From the table before, it can seen the result of ten components of prospective teachers' problems in doing teaching practice from 3 students as follow:

Table 4.9 The Scores of Prospective Teacher' Problem In Doing Teaching Practice

No	Classification	Frequency	Percentage
1	Pre-Teaching Activities	26	7.97 %
2	Mastery of Learning Materials	57	17.48 %
3	Approach/ Teaching and Learning strategy	86	26.38 %
4	Utilization of Learning Resources/ Learning Media	44	13.49 %
5	Teaching and Learning that Triggers and maintain Students Involvement	42	12.88 %
6	The Assessment of Process and Product of Learning	30	9.20 %
7	Language Use	13	3.98 %
8	Closing	28	8.58 %
	Total	326	100 %

Based on the scores before, prospective teacher go highest scores was *Approach/ Teaching and Learning strategy* got 86 scores. It means in Approach/ Teaching and Learning strategy Implement learning process suitable with competencies (goals) that are going to achieve and students characteristics. follow by *Mastery of Learning Materials* got 57 scores. It means in teaching practice for

Mastery of Learning Materials was prospective teacher Connect the materials with other relevant knowledge and Present the materials clearly, according to the learning hierarchy and student characteristics. Follow by *Utilization of Learning Resources/ Learning Media* got 44 scores. It means Utilization of Learning Resources/ Learning Media there Using media effectively and efficientlyand Include the students in the utilization of the media. Follow by *Teaching and Learning that Triggers and maintain Students Involvement* got 42 scores. It means in Teaching and Learning that Triggers and maintain Students Involvement there Growth students active participation in learning Growth cheerful and anthusiasim students in learning . Follow by *The Assessment of Process and Product of Learning* got 30 scores. It means The Assessment of Process and Product of Learning there Doing the last valuation according to the competencies (goals). Follow by *closing* got 28 score. It closing there Doing reflection or summary by involving the students. Meanwhile, the lowest was *per-teaching activities* got 26 scores. Per-teaching there Doing apperception. And Follow by *language use* got 13 scores. It means language use there Using clear, good and correct oral and written language, be a good teaching practice. And then Approach/Teaching and Learning Strategy is prospective teachers think they are not good teaching when they learn in the class and they not confident in their self in the teaching practice.

To know the relatively level of prospective teachers' problem in doing teaching practice, it can be described from the table below:

Table 4.10 The Relatively Level

No	Classification	Frequency	Percentage
1	Very Good	3	100 %
2	Good	-	-
3	Not Good	-	-
4	Bad	-	-
5	Very Bad	-	-
	Total	3	100 %

the relatively level above, there are 3 students. In very good level has 3 students.

A. <u>Very good level</u>:

Student 1. Got high score was Approach/Teaching and Learning Strategy got 30 follow by Mastery of Learning Materials got 19 to scores. Utilization of Learning Resources/Learning Media got 15 to scores. Teaching and Learning that Triggers and Maintain Students Involvement get 14 to scores. The Assessment of Process and

Product of Learning get 10 to scores. Closing get 9 to scores. The lowest scores get 8 is Per-teaching activities. And Language Use get 4 to scores.

Student 2. got high scores was Approach/Teaching and Learning Strategy got 28 follow by Mastery of Learning Materials got 19 to scores. Utilization of Learning Resources/Learning Media got 15 to scores. The Assessment of Process and Product of Learning get 10 to scores. Closing get 9 to scores. The lowest scores get 8 was Per-teaching activities. And Language Use get 5 to scores.

Student 3. . got high scores was Approach/Teaching and Learning Strategy got 28 follow by Mastery of Learning Materials got 19 to scores. Utilization of Learning Resources/Learning Media and Teaching and Learning that Triggers and Maintain Students Involvement got 14 to scores. Per-teaching activities, The Assessment of Process and Product of Learning and closing get 10 to scores. The lowest scores get 5 was Language Use.

4.2 Data Analysis

Based on the analysis, the research found out that F= 26, P= 7.97% for per-teaching activities, F= 57, P= 17.48% for Mastery of Learning Materials, F= 86, P= 26.38% for Approach/Teaching and Learning Strategy, F= 44, P= 13.49% for Utilization of Learning Resources/Learning Media, F= 42, P= 12.88% for Teaching and Learning that Triggers and Maintain Students Involvement, F= 30, P= 9.20% for

The Assessment of Process and Product of Learning, F=13, P= 3.98% for Language Use and F= 28, P= 8.58% for closing.

The data showed that the highest scores was found in *Approach /teaching and learning strategy*. It means Approach /teaching and learning strategy the prospective teacher Implement learning process suitable with competencies (goals) that are going to achieve and students characteristics, assignment was so hard for them but, they think schoolwork was importance for them. The lowest scores was found in *Language Use*. It means Language Use prospective teacher there Using clear, good and correct oral and written language. Be a good prospective teachers think they are not good teaching when they learn in the class and they not confident in their self in the teaching practice.

From this research finding, the Very good level with percentage = 100% or 3 students and the not good level with percentage = 0% students. Thus the research concluded the most frequent relatively by the prospective was very good level. It means the prospective had very good, habit and value in teaching practice. Prospective teacher most more searching about teaching practice, and their need environment helped them motivated for teaching practice.

4.3 Diagram

Based on the percentages above, the research concluded of very good percentages got 26% was Approach/Teaching and Learning Strategy follow by 17% was mastery of learning material. Utilization of Learning Resources/Learning Media got 13%. Teaching and Learning that Triggers and Maintain Students Involvement got 12%. The Assessment of Process and Product of Learning got 9%. Closing got 8%. The lowest percentages was per-teaching activities got 7% and follow by language use got 3%.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter present a brief conclusion and suggestion. The conclusion explains of the result for the prospective teachers of English program of FKIP UIR Pekanbaru and the suggestion explains for the teacher and students.

5.1   Conclusion

From what had been discussed in chapter IV, the researcher concluded that prospective teacher' reading prospective teachers' problem in doing teaching practice questioner related with per-teaching activities, mastery of learning materials, approach /teaching and learning strategy, utilization of learning resources/learning Media, teaching and learning that triggers and maintain students involvement, The assessment of process and product of learning, language use, and closing of prospective teacher at English program of FKIP UIR.

The analysis of different scale showed student' problem in doing teaching practice were very strong in practice was Approach/Teaching and Learning Strategy 26.38%, followed by 17% was mastery of learning material, Utilization of Learning Resources/Learning Media got 13%, Teaching and Learning that Triggers and Maintain Students Involvement got 12%, The Assessment of Process and Product of Learning got 9%. Very low on language use got 3%, per-teaching activities got 7% and Closing got 8%. this research indicated that prospective teacher more

responsibility in their tasks although not really importance for them to be a good teaching practice. It means that prospective teacher didn't care if teaching practice activities are difficult and they didn't avoid teaching. So they rate the more individualistic components more highly.

Overall, prospective teacher as very good level because there were 3 students (100%) had very good to teaching practice. The very good level was 81-100 scores. the researcher conclusion the prospective teacher had very interested to teaching practice. Prospective teacher also have good habit teaching practice and have positive feeling while teaching practice.

5.2   Suggestion

The research would like to give some suggestion to following individuals they were: suggestion for the lecture or English teacher, for the students and the next research. Would like to provide some suggestion as in the following:

1.   English lecture

This research will be useful for lecturer to know the students' problems in teaching practice.

2.   Students or prospective teacher

The students should be a good in teaching practice, they also should increase their teaching practice in order that have good habit in teaching practice and it

can affect their performance, so, good habit in teaching practice can improve their comprehension and influence toward achievement.

3.   The next researcher

For the next researcher, this research can be developed to be experimental research, correlation and also descriptive research. This researcher hopefully will provide meaningful reference for those who are interested conducting this research in the same topic of discussion in the next time.
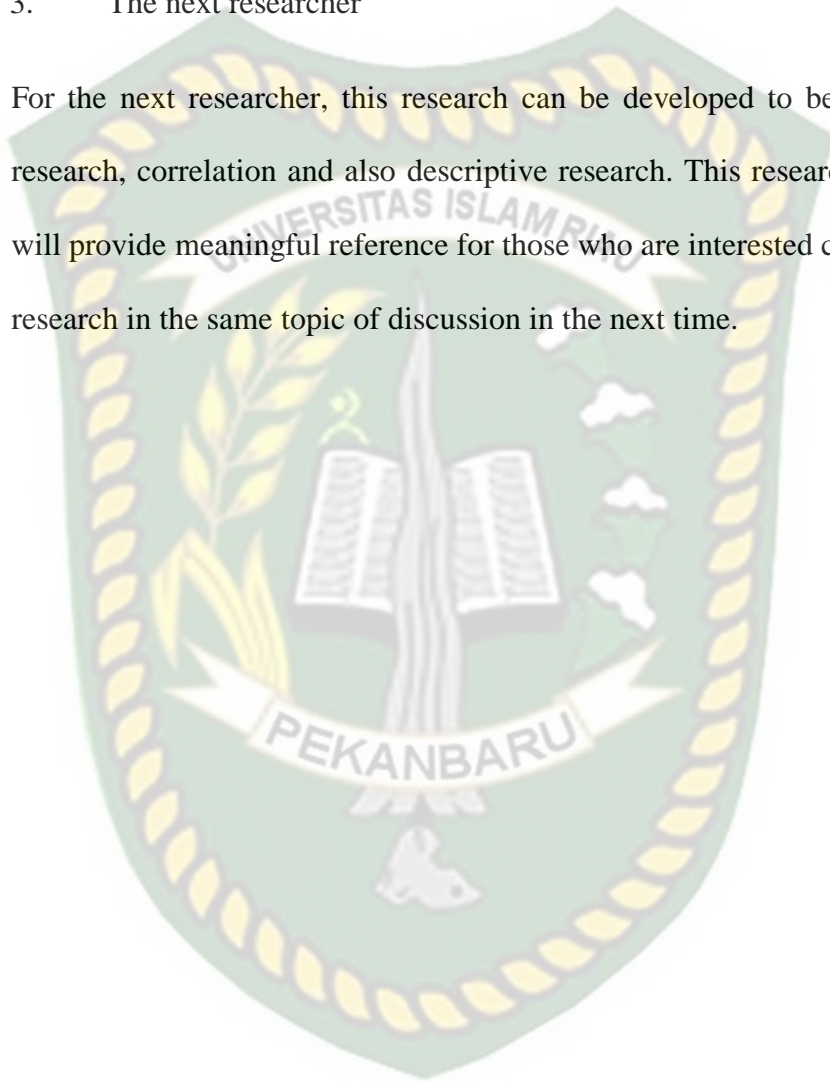
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