TUTOR TEACHER ASSESSMENT TOWARD ENGLISH PRE-SERVICE TEACHERS COMPETENCE IN TEACHING PRACTICE AT ISLAMIC JUNIOR HIGH SCHOOL

Barkiyah
Saadillah
Nani Hizriani

Antasari State Islamic University of Banjarmasin, Indonesia

Article History:
Received: 03rd October 2017
Accepted: 13th October 2017

Corresponding Author:
saadillah@gmail.com

Keywords:
Assessment; Tutor teachers; Teaching practice; Pre service teachers

This research was conducted to five tutor teachers in the differences of Islamic Junior High School which the Islamic Junior High School consists of MTs Nurul Islam, MTs Muhammadiyah 2, MTs Babussalam, MTs Ibnu Katsir and MTsn 1 Kota Banjarmasin. The subject of this research is five English teachers of the differences school in the Southern Banjarmasin district. The object of the research is Tutor Teacher Assessment toward English Pre Service Teachers Competence in Teaching Practice at Islamic Junior High School. To collect the data, the writer uses the techniques such as questionnaire and interview. All the data analyzed using a descriptive qualitative method. The result of this research indicates that the tutor teachers used APKG2 to assess English pre service teacher in teaching practice which consists of eight basic teaching skills. It can be seen from the results of the questionnaire and interview. In the questionnaire found that the high score mean results about 54% with the tutor teacher answer always so that it is concluded that tutor teachers always use APKG2 guideline to assess English pre service teacher in teaching practice with the aspect assessed is eight type the basic teaching skills.

INTRODUCTION

Teaching practice is teacher training program conducted in the school. It is during this period that the pre-service teacher gets the knowledge to develop their skills and theory learns into reality through actual classroom teaching. So, the

Barkiyah
success of the learning process is largely determined by the ability of teachers in the teaching process. Teacher training program to the pre-service teacher is always being held at the university. One of is Indonesia. Due to of each university has a teaching training program such as PPL. The teaching practice program itself is only done by majors related with an education degree.

One of the universities in Indonesia is Antasari State Islamic University which placed in Banjarmasin. There are many educational programs organized by Antasari State Islamic University one of the biggest programs is Tarbiyah faculty which has many major in it. One of the major is English education. Antasari State Islamic University had produced the professional teacher, especially English teacher. The students who will be the graduate taught many things so that to be the professional teacher. In other words, they will become a teacher that suitable for their ability. Furthermore, to produces professional teacher it necessary a practice of teaching for every student in the educational program such as English study program. Teaching practice is one of the subjects that must be followed by the seventh-semester students from English study program. Teaching practice can be implemented in Islamic junior high school and Islamic senior high school, where they have been determined by the PPL team.

In teaching practice is needed a professional teacher like tutor teacher to guide the student of English pre-service teacher. Due to the tutor teacher is a teacher especially in Islamic junior high school that has been experienced in teaching. Besides that, Tutor teacher has an opportunity to give an assessment to English pre-service teachers on each their practice teaching of the class. This assessment is a form of response from tutor teacher after observing teaching practice to student skills in implementing the teaching and learning process. To assess English pre-service teacher, the tutor teachers use APKG1 and APKG2 as guidance to assess pre-service teacher. APKG1 is an assessment to lesson plan while APKG2 is an assessment of the basic teaching skills conducted by pre-service teacher. In other words, the writer only focuses with APKG2 because APKG2 is related to basic teaching skills. Thus, the writer emphasizes the basic teaching skill of this research. The basic teaching skills on APKG2 consists of eight the basic teaching skills are 1) reinforcement, 2) questioning, 3) stimulus variation, 4) explaining, 5) set
induction and set closure, 6) small group teaching skill and individual 8) guiding small discussion. On the other hand, in APKG2 that there are some aspects to be assessed toward pre service teacher but the writer just focuses 20 aspects are there because they have similarity from the category and the category has also contrast in the theory.

Furthermore, in the teaching practice is known that English pre service teachers still have problem in implementing teaching process in the classroom such as lack to speak of English in the classroom, do not know how to manage a classroom, lack of creativity in using media, lack of motivation and lack to give reinforcement to students, lack on teaching strategies, and still difficulty to make a lesson plan etc. so all over the problems based on the tutor teacher assessment in form of comment, input, critics, and written when the writer did teaching practice on PPL 1 and PPL2. In which, the writer did PPL1 in the classroom exactly at Antasari State Islamic University while PPL2 did in Islamic Junior High School. Besides that, the writer and others got the result of assessment in the form of comment, input, critics, and written during the implementation of teaching practice on PPL 1 and PPL 2. So that the writer has curios want to know how the tutor teachers assess English pre service teachers toward in teaching practice.

The writer is interested to conduct the research about tutor teachers’ assessment toward English pre-service teachers’ competence in teaching practice at Islamic junior high school. Because the writer wants to know how the tutor teachers do assess English pre-service teacher while doing teaching practice in the class. English pre-service teacher is chosen by the writer because English pre-service teacher is a student at Antasari State Islamic University who always does teaching practice in every seven semesters.

Islamic junior high school is chosen by the writer because the researcher has been done PPL 1 and PPL 2 about two months in Islamic junior high school. In which PPL 1 has been done on campus and PPL 2 has been done in Islamic junior high school exactly in MTS Al- Gazaliyah. During PPL 1 and PPL 2 there, writer found the problem from pre-service teacher especially English pre-service teacher in teaching practice competence which is known from the assessment of tutor teacher in the form of comments, criticism and value as well as observation of the
writer toward pre-service teacher so that the research wants to know deeply how do
the tutor teacher assess English pre-service teachers in teaching practice. It is why
the writer chooses the title as the topic my research because the writer has been
done the teaching practice there. The previous study was written by Junaida
Harahap (2016),” the first study entitled “Assessment of tutor teacher toward
English pre-service teacher competence in teaching practice at senior high in Rokan
Hulu regency 2014/2015 academic year “. The subject of this researcher is tutor
teacher with the number twelve tutor teachers and the object this research to know
assessment of tutor teacher toward English pre-service teacher at senior high school
Rokan Hulu regency. The result of this study is the researcher finding that
Assessment of tutor teacher toward English pre-service teacher competence in
teaching practice toward English pre-service teacher at senior high in Rokan Hulu
regency 2014/2015 academic year was very good and they applied the component
of teaching practice. The similarity with the writer is to know the assessment of
tutor teacher toward English pre-service teacher in teaching practice. The difference
with the writer is the number of the subject for tutor teacher only 6 tutor teachers.
She used IPKG2 in this research meanwhile the writer used APKG2. then, she
analyzed the data research use score of the result the tutor teacher assessment to
pre-service teacher And also in the previous study, she only focuses on the
assessment of 8 basic teaching skills that are set induction, set closure,
reinforcement, explaining, questioning, stimulus variation, reinforcement,
classroom management. Meanwhile, the writer includes Small teaching group and
individual as basic teaching skill for assessment.

The last previous study was written by Paulus Kuswandono (2017) “Mentor
Teachers’ Voice on Pre-Service English Teacher’s Professional Learning” this
study aims to investigate the mentor teacher’s voice and beliefs to help the
professional learning of pre-service English teacher on their school- based
practicum. There are involves seven mentor teachers English at senior high school
in Indonesia. The result of this study is the researcher finding that the mentor
teachers viewed of pre service English teacher need to learn and experience more
fundamental aspect of teaching namely interpersonal skills and emotional
engagement in teaching, including their leadership. The similarity in the research
was the subject of research that is mentor teacher. The difference with the writer is

_Barkiyah_

LET: Linguistics, Literature and Language Teaching Journal  Vol.7 No.2 2017
objecting the research that is helping pre service English teacher develop their professional experiences in school based practicum.

**METHOD**

The research conducted at Islamic junior high school in the Southern Banjarmasin District. The location of the research was more than one location. In which, there were five Islamic Junior High School of this research with the number of tutor teachers were five tutor teachers. There were several names of Islamic junior High School and the numbers of tutor teachers and English pre service teachers on PPL 2 in the southern Banjarmasin district.

The subject of this research was five English teachers from the Islamic Junior High School in the Southern Banjarmasin district conducted by English study program. Who assessed 14 students of English study program in PPL on 2017. The object of this research was Tutor Teacher Assessment toward English Pre Service Teachers Competence in Teaching Practice at Islamic Junior High School. To collect the data, the writer used the techniques such as questionnaire and interview. All the data analyzed using a descriptive qualitative method.

**FINDINGS AND DISCUSSIONS**

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.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the discussion result in chapter IV, the writer concludes that the tutor teachers use APKG2 guideline to assess pre-service teacher in teaching practice at Islamic junior high school especially from MTs Nurul Islam, MTs Muhammadiyah 2, MTs Babussalam, MTs Ibnu Katsir, and MTsN 1 Kota Banjarmasin. Besides that, the result of questionnaire shown that the tutor teachers always assess English pre-service teacher using APKG2 guidance which the high score result of the mean for the questionnaires is about 54% always. The category of aspects assessed in APKG2 consists of 20 items. Which aspect of the category assessed in APKG2 are eight type basic teaching skills consists of 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. So, it can be concluded that the tutor teachers always use APKG2 guideline in assessing pre-service teacher with the eight types the basic teaching skills in the category of APKG2.

Suggestions

Considering the conclusion above and result of the questionnaire and the interview, the researcher would like to propose some suggestion, which would be useful for tutor teachers, pre-service teacher, and the next researcher. For tutor teachers, a lesson plan is not only one of a good solution in assessing pre-service teacher because pre-service teacher sometimes changes the teaching procedure during the teaching practice time in the classroom without any realize. It makes the lesson plan that given is not suitable for the teaching procedure. So, the tutor teachers might be better if they give assessment directly while the pre-service teacher taught because the tutor teacher will know the progress of pre-service teacher in teaching and also will get easier to give an assessment in a comment, critic or input in written or oral. Pre-service teacher should have many times to consult with tutor teacher about what the appropriate materials should be better to use in teaching, appropriate methods, the media also and etc.

REFERENCES

Dallat,J (2013) Set Induction and Set Closure: Key Teaching Skills. Dundalk: Institute of Technology