EXPLORING COOPERATING TEACHERS’ PERCEPTION ABOUT PRE-SERVICE TEACHERS’ TEACHING COMPETENCE IN PPL 2

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Preservice teaching is a period of guided, and supervised teaching. The cooperating teacher works with and encourages the preservice teachers to assume greater responsibility in classroom management and instruction as the experience progresses. This research did for answering two problem statements that stated by what are the cooperating teachers’ perception about pre-service teachers’ teaching competence and what are the problems are mostly faced by pre-service teachers. This research carried out a qualitative descriptive analysis. This research had been done about a month in November 2017, The Researcher collected the data using questionnaire and interview. The result showed that pre-service teachers’ competence based on the questionnaire and interview are mostly good. The finding showed that the problems are such as hesitation and less-confidence because of less-experience of pre-service teachers. This research hoped could upgrade the pre-service teachers’ teaching competence in UIN Antasari especially English department.

INTRODUCTION

Pre-service teaching is an essential experience in the professional education program in some universities. That is the best experience in all teacher education programs at some universities unsecured in UIN Antasari Banjarmasin, especially
for Tarbiyah Faculty and Teacher Training. These programs include content courses, professional education courses, and several early field experiences. Preservice teaching is often regarded as both the most challenging and most enjoyable experience in the teacher preparation programs. During this experience the student is encouraged to apply all of the theories, content knowledge, and teaching methods that have been studied in the college classroom.

The pre-service teaching experience is designed to provide a controlled learning situation in the prospective teacher can put into practice the principles and methods learned in Teacher Education Program. The ultimate goal is for the preservice teacher to achieve competency in entry level skills in the teaching profession.

PPL or usually called by teaching practice. Teaching practice is carried out by students covering both teaching practice and teaching tasks outside teaching in a guided and integrated way to meet the requirements of the formation in the educational profession. According to Indonesian Dictionary (2005: 892) practice is the real implementation that is called in theory.

Meanwhile, according to Komaruddin (2006, p.200) "Practice is a way of carrying out in real circumstances that is put forward on theory". From the definition we can see that practice is an implementation of the theory in real circumstances. Teaching practice is the main important thing across all of education that have to be passed and experienced by all of pre-service teacher. Teaching practice is a training for applying various knowledge that has been found in college for forming pre-service teacher to be a professional teacher.

In teaching practice 1, pre-service just get the supervisor from university, in teaching practice 2, it has the additional supervisor from school that usually called cooperating teacher. Talking about university supervisor and cooperating teacher, pre-service teachers inseparable with these both. Supervisor is a lecture that determined by micro teaching to guide pre-service teacher in teaching process. Supervisor’s job is to guide preservice to prepare and correct them for making lesson plan, and directing pre-service teacher to be better in teaching process. University supervisor should make sure that pre-service teacher is ready for moving to the higher level such as teaching practice 2 by evaluating pre-service teachers’

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teaching way in the end of meeting class. And for Assessing pre-service teachers in teaching practice 1 was determined by the university supervisor.

Meanwhile, the cooperating teacher is the teacher who teach in school where the school was fixed by micro teaching. The role of cooperating teacher is very important for pre-service teacher, because the interaction must be closer, and directed by cooperating teacher to pre-service teacher really must detail. Pre-service teachers and cooperating teachers are truly an unbreakable, because they interact on daily and pre-service teachers will consult to their cooperating teachers about something that related to the class, moreover, about students and class management. Pre-service teachers are strongly encouraged to consult every lesson plan and learning materials that will be taught in the class, not only, the openness between pre-service and cooperating teacher about facing the class problem. Cooperating teacher is strongly recommended to accompany pre-service when they are in teaching practice. With all the relationships that researcher listed above, the relationship between pre-service and cooperating teacher should be considered very intense, because the researcher thought the cooperating teachers will be able to give the right perception for teaching ability of pre-service teachers.

In this study, the researcher wants to get the perception or opinion of each cooperating teacher especially teachers for English subjects. The researcher also focuses the research on professional development in teaching language. Tarbiyah and teacher training. In language teaching, the focus on teacher education programs has been recently gaining momentum, and more research has been required to gain in depth understanding of the extent to which teacher education programs is effective and adequate for enabling pre-service language teachers to become competent teachers. It has been concluded that pre-service language teachers are not prepared adequately for teaching due to the inadequacies in the connections made between theory and practice during teacher training programs.

**METHOD**

This is a Qualitative Method of Research: Descriptive Analysis. It is using Qualitative: Descriptive Analysis because this course and some literature identify the teacher’s perception about pre-service teachers. Researchers collect complete

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information using a variety of data collection procedures based on a predetermined time. To obtain the data, the researcher used the techniques of the collecting, they are questionnaire and interview. Techniques of Data Processing are Editing, Coding, Tabulating, and Interpreting.

**FINDINGS AND DISCUSSIONS**

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. 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.

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.

**CONCLUSIONS AND SUGGESTIONS**

The cooperating teachers’ perception about pre-service teachers’ teaching competence Mostly pre-service teachers have good perception from their cooperating teachers. The problems are mostly faced by Pre-service teacher Some pre-service teachers still having hesitate, less-confidency to be an english teacher,
so that they still doubt and nervous. Using language is also problem to pre-service teacher during ppl 2.

Pre-Service teachers were recommended to develop and to improve their professional competence. For PPL Team It is recommended to place the English teacher trainees based on their capability, so that can meet what the school needs. The researcher was aware that this design of the study is very simple. There are many weakness that could be seen. Therefore, it is expected that the other researchers can improve this study with the better design and different object to support the findings. In the other words, the other researchers can use this study as the reference for conducting their research.

REFERENCES


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