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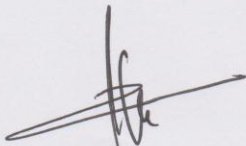
**ASSESSMENT OF TUTOR TEACHER TOWARD ENGLISH PRE-SERVICE
TEACHERS COMPETENCE IN TEACHING PRACTICE AT SENIOR HIGH
SCHOOL IN ROKAN HULU REGENCY 2014/205 ACADEMIC YEAR**

**Intended to fulfil one of the requirements for the awards of Sarjana Degree in
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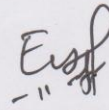
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ASSESSMENT OF TUTOR TEACHER TOWARD ENGLISH PRE-SERVICE TEACHERS COMPETENCE IN TEACHING PRACTICE AT SENIOR HIGH SCHOOL IN ROKAN HULU REGENCY 2014/2015 ACADEMIC YEAR

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ABSTRAK

Penilaian guru pamong dalam praktek mengajar adalah hal yang penting untuk mahasiswa yang ingin menjadi guru. Praktek mengajar adalah sebuah mata kuliah untuk mempraktekkan cara mengajar pada mahasiswa fakultas keguruan dan ilmu pendidikan. Ada 8 kemampuan dasar mengajar dalam praktek mengajar. Pada skripsi ini, peneliti hanya fokus kepada penilaian 8 kemampuan dasar mengajar. Penelitian ini dilakukan pada guru pamong mahasiswa pada semester 7 Universitas Pasir Pengaraian. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana penilaian guru pamong terhadap kemampuan mengajar mahasiswa semester 7 pada kemampuan mengajar. Penelitian ini menggunakan metode deskriptif kualitatif. Sample penelitian ini adalah 12 guru pamong sekolah menengah atas. Dari analisa tersebut, peneliti menggunakan Instrumen Penilaian Kinerja Guru 2 (IPKG 2). Dari analisa tersebut, dapat disimpulkan bahwa kemampuan mengajar calon guru Program Studi Pendidikan Bahasa Inggris Universitas Pasir Pengaraian adalah pada kategori sangat baik.

Katakunci : Penilaian. Guru Pamong. Praktek Mengajar.

INTRODUCTION

Education is one of the ways to achieve to national goal of Indonesia. Education can never be separated from human life. Education is very important its function in human life is to be useful in the interests if individuals who life and also for the benefit of society. In education a teacher is the key for make high quality to student.

Before being a good teacher pre-service teacher must do teaching practice. Teaching practice is a key component of the students for teacher training program. It is during this period that the pre-service teacher gets to translate the skills and theory learnt into reality through actual classroom teaching. So, the succes of the learning process is largely determined by the ability of teachers in the teaching process.

University of Pasir Pengaraian is one institution that produce professional teacher. Because teachers are the key to successful education. To produce a professional teacher how that is done is by their field experience program (teaching practice) for education majors and also one of the subjects that must be followed by a special 7th semester student of English study program. Teaching practice can be implement in middle and high school, where they have been determined by the UPPL team.

Assesment of tutor teacher is an important part because it relates to the assessment of competence student will be given tutor teacher to pre-service teacher. This assesment is a form of response from the assessment of tutor teacher after observing the field experience program (teaching practice) student skills in implementing the learning process.

Based on the explanation above, to find out more about how assessment of tutor teacher in high school to professional skills possessed by pre service teacher of students English study program when teaching practice, the researcher will be investigate how the tutor teacher's assessment of the ability of pre-service teacher professional competence in the implementation of teaching practices the researcher's previous observation to teachers as tutor teacher of English pre-service teacher in teaching practice, the main problem that often arises in this teaching practice is such lack of skills to speak in the classroom making constraints in the delivery of learning materials, lack of confidence in students, and do not know how to manage a classroom, lack of creativity in using the media, lack of motivation and provide reinforcement to student and lack of variation techniques and teaching strategies.

In addition, one of the problems is students do not master all of the components of teaching practice skill. When the student ask to make syllabus and lesson plan which is related to the elaboration of indicator, goal, method and instructional media as well as an evaluation tool in teaching practice is still difficult to be understood or applied by the student who are going to be a teacher.

METHODOLOGY

This research using descriptive qualitative. It is said as descriptive research because it only one variable that describe English pre-service teacher competence in teaching practice of English Study Program in senior high school. Meanwhile, it is said qualitative research because it involves natural setting fundamentally interpretive. According Creswell (2012 : 211) "in qualitative research, we

often need to seek and obtain permissions from individuals and sites at many levels, because of the in-depth nature of extensive and multiple interviews with participants”.

According to Arikunto (2002 : 136) states that the instrument is a tool or a research facility used by researchers to collect data in order to work more easily processed. It means that the instrument is the media used by the researcher to collect the data from the respondents.

This study used a descriptive analysis. According Sugiyono (2010:224) data collection technique was the most strategic step in the study, because the main goal of the research was to obtain the data. It means that collected the data for this research, the researcher was used questionnaire from tutor teachers and interview. The tutor teachers was given the information for the researcher about the question on the questionnaire and interview. The first step for take the data are the researcher distributed the questionnaires, then after researcher distributed the questionnaire, the researcher was interview the tutor teachers, after that the researcher was known assesment of tutor teacher toward pre-service teachers professional teacher competence in teaching practice 2014/2015 academic year.

Components of teaching practice skills in this research are measured by 8 indicators, each item gets a maximum score of 4 and a minimum is 1. The teaching skill of the students in this study will be grouped or divided into four categories (Very Good, Good, Bad, Very Bad), so it can be calculated by the formula:

(IPKG-2)

X = Teacher Performance Assessment Instruments (IPKG-2)

A = Average A

B = Average B

C = Average C

D = Average D

E = Average E

F = Average F

G = Average G

H = Average H

Assessment criterion of tutor teacher in teaching practice based on IPKG2

No	Information	Range	percentage %
1	Very Good (A)	3,5 – 4,0	80 – 100
2	Good (B)	2,5 – 3,49	70 – 79
3	Bad (C)	1,5 – 2,49	60 – 69

4	Very Bad (D)	< 1,5	< 59
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Assesment of tutor teacher by eight indicators. Every items get maximal score 4 and minimal score 1. In this research, English pre-service teachers’ teaching practice categorized into four categories very good (A), good (B), fair (c) and Poor (D). So it can be formulated as follow.

Maximum score – Minimum score
categories

$$\frac{156 - 39}{4} = 29,25$$

Tabel 4.1 Criterion Assesment of Teaching Practice

No	Category	Range	Letter
1	very good	126,9 -156	A
2	Good	97,6 -126,8	B
3	Fair	68,3 - 97,5	C
4	Poor	39 - 68,2	D

(source : Processed Data 2016)

FINDING AND DISCUSSION

Assesment of Tutor Teacher toward English Pre-Service Teachers Competence in Teaching Practice at Senior High School in Rokan Hulu Regency 2014/2015 Academic Year

The result of this research is based on the teacher instrumentation assessment (IPKG2). In analyzing the data the researcher use the score from tutor teacher analysis. There are eight basic components of teaching practice will be analyzed in this research. They are set induction, stimulus variation, reinforcement, explaining, classroom management, questioning, set closure, and guiding small discussion,. Each skill will be measured by some indicators.Example in set Induction, there are 5 indicators such as the teacher candidate can drawing students’ attention, giving motivation, giving apperception, informing lesson goal and giving reference. Every indicators get maximum point (4) and minimum point (1). The score of the raters and the resarcher analysis will be categorized into following table.

Table 4.1

Criteria assesment of teaching practice based on IPKG 2

No	Categories	Range	Letter
1	Very good	3.5-4.0	A
2	Good	2.5-3.49	B
3	Fair	1.5-2.49	C

4	Poor	<1.5	D
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(IPKG 2, 2008)

Criteria assesment of teaching practice analyzed by IPKG 2. The score will be categorized into four, Very good (A) the range is 3.5 – 4.0, Good (B) if the students get 2.5 – 3.49, Fair (C) in 1.5 – 2.49 and Poor (D) if the students only get <1.5.

Assesment of Tutor Teacher toward English Pre-Service Teachers Competence in Teaching Practice at Senior High School in Rokan Hulu Regency 2014/2015 Academic Year

There were eighth assesment of teaching practice based on IPKG2

- a. Assesment of tutor teacher toward English pre-service teacher in senior high school in Set Induction.

Pre-service teacher must applied all of the indicators in set induction, such as drawing students attention, giving motivation, giving apperception, informing lesson goal and giving reference before starting the lesson.

Table 4.2 Assesment of teaching practice from tutor teacher in Set Induction

No	Category	Range	Frequency	Percentage %
1	very good	3.5-4.0	10	83,3
2	Good	2.5-3.49	2	16,7
3	Fair	1.5-2.49	0	0,00
4	Poor	<1.5	0	0,00
Total			12	100,00

Based on the table above, there was 1 student (66,7%) in very good category. It means, the teacher candidate did all the indicators in set induction. They are drawing students' attention, giving motivation, giving apperception, informing lesson goal and giving reference. There were 19 students (33,3%) in good category. So, it can be concluded that assesment tutor teacher in teachig practice in set induction was in very good category (66,7%).

- b. Assesment of tutor teacher toward English pre-service teacher in senior high school in Variation skill.

Table 4.3

Assesment of teaching practice from tutor teacher in variation skill

No	Category	Range	Frequency	Percentage %
1	very	3.5-	8	66,7

	good	4.0		
2	good	2.5-3.49	4	33,3
3	fair	1.5-2.49	0	0,00
4	poor	<1.5	0	0,00
Total			12	100,00

Based on the table above, there were 2 students (8,33%) in very good category in variation. There are 3 indicators in set closure skill. They are reviewing last meeting subject, giving a chance to asking and answering the question and giving the conclusion of the lesson. There were 22 students (91,67 %) in good category. Most of the students reviewed the subject only by giving the conclusion of the materials. So, it can be concluded that the components of teaching practice.

- c. Assesment of tutor teacher toward English pre-service teacher in senior high school in Reinforcement

Table 4.4

Assesment of teaching practice of tutor teacher in Reinforcement

No	Category	Range	Frequency	Percentage %
1	very good	3.5-4.0	7	58,3
2	Good	2.5-3.49	5	41,7
3	Fair	1.5-2.49	0	0,00
4	Poor	<1.5	0	0,00
Total			24	100,00

Based on the table above, there were 7 student (58,3%) in very good category in Reinforcement and there were 5 students (41,7%). There are four indicators in Reinforcement, they are relevance to content using lesson plan, clarity materi, clarity giving example, and knowledge. So, it can be concluded that components of teaching practic was good category (87,50%).

- d. Assesment of tutor teacher toward English pre-service teacher in senior high school in Explaining.

Table 4.6

Assesment of teaching practice from tutor teacher in explaining

No	Category	Range	Frequency	Percentage %

1	very good	3.5-4.0	7	58,3
2	Good	2.5-3.49	5	41,7
3	Fair	1.5-2.49	0	0,00
4	Poor	<1.5	0	0,00
Total			12	100,00

There were 4 indicators measured in explaining. They were, clarity of direction, focusing on direction, asking and answering direction, and prompting time allocation. clearing the problem, analyzing students' opinion, giving participation and closing discussion. Based on the table above, there were 7 students (58,3%) in very good category. They applied all the indicators very good. 5 students (41,7%) were in good category. They applied the indicators in good, asking and answering the question to the students to write the correct answer on the white board. So, it can be concluded that the assesment in teaching practice was very good category (58,3%).

- e. Assesment of tutor teacher toward English pre-service teacher in senior high school in Classroom management

Table 4.7

Assesment of teaching practice from tutor teacher in Clasroom management.

No	Category	Range	Frequency	Percentage %
1	very good	3.5-4.0	8	66,7
2	good	2.5-3.49	4	33,3
3	Fair	1.5-2.49	0	0,00
4	poor	<1.5	0	0,00
Total			12	100,00

There were 4 indicators in Classroom management 1. They are use principles of media, relevance to content, skill using media, and giving attention. From the table above, there were 82 students (66,7%) in very good category and 4 students (33,3%) were in good category. So, it can be concluded that assesment in teaching practice was very good category (66,7%).

- f. Assesment of tutor teacher toward English pre-service teacher in senior high school in Questioning skill. There were 3 indicators measured in questioning skill, they were prompting assesment direction, use praise of assesment, and giving assesment of lesson plan.

Table 4.8
Assesment of teaching practice from tutor teacher in questioning skill.

No	Category	Range	Frequency	Percentage %
1	very good	3.5-4.0	9	75
2	good	2.5-3.49	3	25
3	Fair	1.5-2.49	0	0,00
4	poor	<1.5	0	0,00
Total			12	100,00

Based on the table above, there were 9 student (75%) in very good category and 3 students (25%) were in good category. So, it can be concluded that assesment teaching practice in questioning skill was very good category (83,33%).

- g. Assesment of tutor teacher toward English pre-service teacher in senior high school in Set closure.

Table 4.9

Assesment in teaching practice from tutor teacher in set closure.

No	Category	Range	Frequency	Percentage %
1	very good	3.5-4.0	8	66,7
2	good	2.5-3.49	4	33,3
3	Fair	1.5-2.49	0	0,00
4	poor	<1.5	0	0,00
Total			12	100,00

Based on the table above, there were 8 students (66,7%) in very good category and 4 students (33,3%) were in good category. So, it can be concluded that assesment teaching practice in set closure was very good category (66,7%).

- h. Assesment of tutor teacher toward English pre-service teacher in senior high school in Guiding small discussion.

Table 4.10 Assesment in teaching practice from tutor teacher in guiding small discussion.

No	Category	Range	Frequency	Percentage %
1	very good	126,9 - 156	5	41,7
2	Good	97,6 - 126,8	7	58,3

3	Fair	68,3 - 97,5	2	0,00
4	Poor	39 - 68,2	0	0,00
Total			12	100,00

Based on the table above, there were 8 students (66,7%) in very good category and 4 students (33,3%) were in good category. So, it can be concluded that assesment teaching practice in set closure was very good category (66,7%).

Assesment of Tutor Teacher toward English Pre-Service Teachers Competence in Teaching Practice at Senior High School in Rokan Hulu Regency 2014/2015 Academic Year

The conclusion of Assesment of Tutor Teacher toward English Pre-Service Teachers Competence in Teaching Practice at Senior High School in Rokan Hulu Regency 2014/2015 Academic Year can be seen from all of the aspects in micro teaching skill based on teacher instrumentation assesment (IPKG 2).

Table. 4.10

Assesment of tutor teacher toward English pre-service teachers competence in teaching practice at senior high school in Rokan hulu regency 2014/2015 academic year in all aspect.

No	Category	Range	Frequency	Percentage %
1	very good	126,9 - 156	10	83,3
2	Good	97,6 - 126,8	2	16,7
3	Fair	68,3 - 97,5	2	0,00
4	Poor	39 - 68,2	0	0,00
Total			12	100,00

Based on the table above it can be concluded that, Assesment of Tutor Teacher toward English Pre-Service Teachers Competence in Teaching Practice at Senior High School in Rokan Hulu Regency 2014/2015 Academic Year. It can be seen from 10 students (83,3%) were in very good category and 2 students were in good category. Most of the students applied all of the indicators in teaching practice

CONCLUSION AND SUGGESTION

Based on the result of the research, researcher would like to give conclusion about the research. Assesment of tutor teacher toward English pre-service teachers competence in teaching practice at senior high school in rokan hulu regency 2014/2015 academic year was very good, because 10

students (83,3%) were in good category they got score in range of 126,9 -156. They applied components of teaching pratice. The knew how to open the class, example by giving the motivation to the students, so they did not only started the class by greeting the students then by checking the attendance list. 2 students (16,7%) were in good category because they only got score in range of 97,6 -126,8. The score was taken from teachers in senior high school analysis. Most of the students applied all the indicators in teach skill. There are eight components of teaching practice. They are set induction, stimulus variation, reinforcement, explaining, classroom management, questionoing, t, set closure and guiding small discussion. From the result above assesment of tutor teacher was very good.

Based on the result of the research, researcher would like to give some suggestions below:

1. For English Lecturer, especially micro teaching lecturer, the lecturers are suggested to attract the students' motivation to improve their component of teaching practice.
2. For Students, teaching practice is very important for students who are going to be a teacher. By learning micro teaching the students will get good preparation before they teach in real school.
3. For the next researcher, the researcher suggests that, this research can be a reference for the next research.

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