



**NOVICE ENGLISH TEACHERS' PERFORMANCE IN TEACHING ENGLISH AT
SENIOR HIGH SCHOOLS IN PEKANBARU**

THESIS

Presented to State Islamic University Sultan Syarif Kasim Riau
in Partial Fulfillment of the Requirements for the Degree
of Master in English Education



By:

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STATE ISLAMIC UNIVERSITY OF
SULTAN SYARIF KASIM RIAU
1441 H./ 2020 M.**

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State that the thesis I wrote which entitled: "**Novice English Teachers' Performance in Teaching English at Senior High Schools in Pekanbaru**", as one of requirements to get Magister degree of Post graduate Program of State Islamic University of Sultan Syarif Kasim Riau, is truly my own work. There are some parts in the thesis quoted other works. I have written the sources clearly stated based on the norm, procedure, and ethic of scientific writing.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah the Most Gracious and the Most Merciful

All praise belongs to Allah the Almighty, Lord of the universe. Peace and blessings be upon our Prophet Muhammad, Peace Be upon Him.

This thesis was written to fulfil the partial requirements for a Master's Degree in English Education at the Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau. The thesis is entitled "Novice English Teachers' Performance in Teaching English at Senior High Schools in Pekanbaru".

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early stage of this research as well as giving me extraordinary experiences throughout the past few months until the completion of this thesis.

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Finally, I realize that there are many weaknesses in this thesis. Therefore, constructive criticisms and suggestion are welcomed for the improvement of this thesis.

May Allah Almighty bless us all. Amin

Pekanbaru, June 2nd, 2020
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APPENDICS

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ABSTRACT

Siti Barokah (2020) Novice English Teachers' Performance in Teaching English at Senior High Schools in Pekanbaru

This research is a qualitative research that explores about the novice English teachers' performance in teaching English. This research was conducted to answer the research questions about the teaching performance faced by English novice teacher and the problems. The participants of this research were two novice English teachers at SMA TEKNOLOGI Pekanbaru and MA Dar El Hikmah Pekanbaru. The researcher analyzed the teachers' performance according to three domains. The domains are language proficiency, planning and management of learning, and evaluation and assessment. The findings show that the novice teachers are weak in each domain and still need improvement. It was also found that there were problems faced by the novice teachers. The first problem was that the novice teachers did not use English in teaching and learning process, and secondly, there was no specific strategy used in teaching the students. In MA Dar El Hikmah, particularly, the material that the teacher used was not relevant to the curriculum mandated by the government. Both novice English teachers still need improvement in their skills to do evaluation and assessment of students' learning, such as in using qualitative descriptive evaluation in order to know the students' affective and psychomotoric competence in each meeting.

Keyword: Teachers' Performance, Novice English Teachers.

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ABSTRAK

Siti Barokah (2020) Kinerja Guru Pemula Bahasa Inggris dalam Mengajar Bahasa Inggris pada Sekolah Menengah Atas di Pekanbaru

Penelitian ini adalah penelitian kualitatif yang mengeksplorasi tentang kinerja guru bahasa Inggris pemula dalam mengajar bahasa Inggris. Penelitian ini dilakukan untuk menjawab pertanyaan penelitian tentang kinerja mengajar yang dihadapi oleh guru pemula bahasa Inggris dan masalah-masalahnya. Sampel penelitian ini adalah dua orang guru pemula bahasa Inggris di SMA TEKNOLOGI Pekanbaru dan MA Dar El Hikmah Pekanbaru. Selanjutnya, peneliti menganalisis kinerja guru sesuai dengan tiga domain. Domainnya adalah kemahiran bahasa, perencanaan dan pembelajaran manajemen, serta evaluasi dan penilaian. Berdasarkan temuan, guru pemula lemah di setiap domain dan masih perlu perbaikan. Kemudian, ada masalah yang dihadapi oleh para guru pemula. Para guru pemula tidak menggunakan bahasa Inggris dalam proses belajar mengajar dan tidak ada strategi khusus yang digunakan dalam mengajar siswa. Kemudian, di MA Dar El Hikmah, materi yang digunakan guru tidak sesuai dengan kurikulum. Dan kedua guru pemula tersebut masih perlu peningkatan dalam evaluasi dan menilai siswa, seperti dalam menggunakan evaluasi deskriptif kualitatif untuk mengetahui afektif dan psikomotor siswa dalam setiap pertemuan.

Kata kunci: Kinerja Guru, Guru Bahasa Inggris Pemula.

ملخص

ستي بركة (2020): أداء معلم اللغة الإنجليزية للمبتدئ في تعليم اللغة الإنجليزية في المدرسة الثانوية
بيكنبارو

هذا البحث بحث كيفي يستكشف أداء معلم اللغة الإنجليزية للمبتدئ في تدريس اللغة الإنجليزية. تم إجراء هذا البحث للإجابة على أسئلة البحث حول أداء التدريس التي يواجهها معلم اللغة الإنجليزية المبتدئ ومشاكله. وعينة هذا البحث معلما اللغة الإنجليزية المبتدئان في المدرسة الثانوية تكنولوجيا بيكنبارو والمدرسة الثانوية الإسلامية دار الحكمة بكنبارو. بعد ذلك، قام الباحث بتحليل أداء المعلم وفقاً لثلاثة مجالات. المجالات هي إتقان اللغة والتخطيط والتعلم الإداري والتقييم والتقييم. بناءً على النتائج، المعلم المبتدئ ضعيف في كل مجال ولا يزال بحاجة إلى التحسين. ثم، هناك مشاكل تواجه المعلم المبتدئ. لا يستخدم المعلم المبتدئ اللغة الإنجليزية في العملية التعليمية ولا يتم استخدام استراتيجية خاصة في التعليم. وفي المدرسة الثانوية الإسلامية دار الحكمة، إن المواد التي يستخدمها المعلم غير مناسب بالمنهج الدراسي. ولا يزال المعلمان المبتدئان بحاجة إلى التحسين في تقييم الطلاب وتقييمهم، مثل استخدام التقييم الوصفي الكيفي لمعرفة العاطفي والحركي النفسي للطلاب في كل اجتماع.

الكلمات الرئيسية: أداء المعلم، معلم اللغة الإنجليزية المبتدئ.



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CHAPTER I

INTRODUCTION

This chapter introduces the issues investigated in this study. The chapter consists of presentation about background of the study, statement of the problem, scope of the study, purposes of the study, research questions, and significance of the study. The chapter ends with presentation of definitions of key terms used in this study.

1.1. Background of the Study

Graduates of the faculties or schools of teacher training and education are usually expected to be deployed to the community as professionals in the field of education. Before being considered as a professional teacher or an expert teacher, first, a teacher becomes a beginner or a novice teacher who still needs a coaching process in order to be a professional teacher. New teachers or novice teachers are teachers with teaching experience of less than five years since they were first appointed as teachers.

In teacher education, novice teachers should remain robust and relevant to their profession. These new teachers need to be equipped with the ethical, moral, and professional skills to thrive in increasingly complex teaching environments. The research study by Ngang & Chan (2015) shows that there are seven components of soft skills required to be professional teachers, ranging from communication skills, critical thinking and problem solving skills, ability to work in groups, learning and information management, entrepreneurial skills, ethical, moral and professional skills, and leadership. The findings indicate that the ethical, moral, and professional skills are

the second most important after the entrepreneurial skills needed in the workplace for novice teachers. However, school administrators also noted that the soft skills components are the most needed and most of the new teachers are lacking in ethical, moral and professional skills.

A study by Diaz (2015) indicatest that the performance of novice teachers in the study is well. It means that the teachers' performance indicates good competency in teaching their students. The teachers were alsoable to use their skill in teaching, manage the classroom, and demonstrate good quality teaching in their performance.

In contrast, another study was carried out by Magdeline Nor & Zamri Mahamod (2014) involoving two novice teachers and two experienced teachers teaching Bahasa Iban in Sarawak. The issue explored in the study was the difference of pedagogical content knowledge (PCK) possessed by novice teachers and experienced teachers. It was reported that novice teachers gave less importance to induction set and lesson summary in their teaching. They were also found to be giving less motivation to their students compared to the experienced teachers. Novice teachers were also found lacking in PCK compared to their experienced counterparts. The study has also documented that novice teachers prefer to work individually and seldom teach using the demonstration technique. However, it was noted that novice teachers are well versed in technology and thus allow them to keep abreast with the development in technology.

The two cases above reflect relevance to the research problems investigated in the current study. According to observation conducted in two senior high schools, SMA TEKNOLOGI and MA DAR EL HIKMAH PEKANBARU, students in both

schools should speak English in and around school environment. It means that the students were encouraged to be able to use the English language. This is an indication that this activity cannot be separated from the teachers' ability in those schools in which there were novice teachers in both SMA TEKNOLOGI and MA Dar El Hikmah Pekanbaru. Thus, it was deemed necessary to conduct this research in order to know the novice English teachers' performance and the problems they faced in the schools. In other words, the researcher viewed that it was necessary to carry out a study entitled **“NOVICE ENGLISH TEACHERS' PERFORMANCE IN TEACHING ENGLISH AT SENIOR HIGH SCHOOLS IN PEKANBARU”**.

1.2. Statement of the Problem

A novice teacher is defined as a new teacher who has been trained and worked between one to three years. Novice teachers usually feel shocked when dealing with the actual situation in schools. Sometimes novice teachers are not exposed and fully prepared to cope with the shock of transition, when they first start a job (Fantilli, R. D., & McDougall, 2009). At this time, the novice teacher will be seeking for a guide that can help build their self-professionalism. If failed, they will have a negative attitude towards the profession. This will leave some impression upon the teacher and also his profession.

However, according to the result of the study by Diaz (2015), they stated that the novice teachers have good ability in teaching. But, a study by Magdeline Nor & Zamri Maham od (2014) stated that novice teachers were lack in pedagogical content knowledge. It means that there were different results from two similar studies. The

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researcher found that the requirements should be fulfilled by the students in order to achieve the ability to use English skill in school environments. Then, in order to be successful in achieving this goal, the students had to be supported by the novice English teachers in the schools. The researcher's observation at SMA Technology and MA Dar El Hikmah showed that the students and the teachers used English language in and around the school. It means that there were roles of Novice English teachers in guiding the students in speaking English. The novice English teachers were also creative in teaching and learning process. They changed the learning model in each week. However, it is not known yet how the novice English teachers perform in teaching and learning process.

Furthermore, it was found that there were lack of studies that analysed the novice English teachers' performance. In order to fill this gap of knowledge about the novice English teachers' performance in teaching English, novice teachers who were fresh graduates of English Education program were recruited to participate in this study.

1.3. Scope of the Study

There are some aspects of novice teachers that deserve further investigation, which, among others, includes investigation of their professionalism, motivation, and competencies. However, due to the limited time and resources that the researcher has, in this study the researcher focused only on analysing the novice English teachers' performance and the difficulties or problems they encountered during the teaching and learning process in the classroom.

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1.4. Purpose of the Study

Based on the explanation above, this study aimed to generate a description of novice English teachers' performance in teaching and learning process. The researcher analysed three domains in the novice teachers' performance, namely language proficiency, planning and management of learning, and assesment and evaluation. Besides, the researcher also analysed the problems faced by the novice English teachers in performing their teaching responsibilities.

1.5. Research Questions

In order to guide the implementation of this study, the issue of novice English teachers' performance in teaching English were formulated into the following research questions:

1. How is the novice English teachers' performance in teaching and learning process?
2. What are the problems faced by the novice English teachers in performing their teaching responsibilities in the classroom?

1.6. Significance of the Research

This study is projected to provide more contribution to both of theoretical and practical improvement of teaching and learning process conducted by novice English teachers. Theoretically, the writer expects that this study can contribute or serve as a reference for studies focusing on the experience of novice English teachers in teaching

English. Practically, this study can provide insights for novice English teachers and school administrators in effort to improve the quality of English language teaching.

1.7. Definition of Key Terms

Novice Teachers: Novice teachers are the teachers with at least five years of practical field experience (Kim, K. & Roth, G., 2011).

Teacher Performance: Teacher performance refers to the formal process a school uses to review and rate teachers' performance and effectiveness in the classroom.

English Language Teaching : English Language Teaching (ELT) is an action of the teacher to achieve the goal of language acquisition of communicative competence. It adopts concepts, techniques and methods in classroom for recognizing and managing the communicative needs of the language learners.

CHAPTER II

LITERATURE REVIEW

This chapter reviews relevant theories and studies related to the issue investigated in this study. The reviews are presented in the sections and sub-sections below.

2.1. Novice Teacher

Real-life experiences in teaching are critical building blocks for novice teachers (Berliner, 2004). A novice teacher is described by Berliner (2004) as being moderately inflexible, rational, and conforms to the rules and procedures as told. Novice teachers typically follow the context-free rules provided to them through textbook learning and the rules given in their preparation programs, such as “[w]aitait 3 seconds after asking a higher order question,” and “[n]ever personally criticize a student” (p. 206). Additionally, novices are typically anxious over behavioral management issues, have difficulty looking beyond the surface of behavioral problems, and typically focus only on the problem (Berliner, 2001).

A novice teacher is defined as a new teacher who had trained and worked between one to three years. In teacher education, novice teachers should remain robust and relevant to their profession. These new teachers need to be equipped with the ethical, moral and professional skills to thrive in an increasingly complex teaching environment. The research study by Ngang & Chan (2015) state that there are seven components of soft skills ranging from communication skills, critical thinking and problem solving skills, ability to work in groups, learning and information

management, entrepreneurial skills, ethical, moral and professional skills, and leadership. The quantitative findings indicate that the ethical, moral and professional skills are the second most important after the entrepreneurial skills needed in the workplace for novice teachers. However, school administrators also noted that the soft skills components are the most needed and most of the new teachers are lacking in ethical, moral and professional skills.

Professionalism is an important key to determine the credibility of an educator. A professional teacher must equip themselves in terms of the qualities that needed to qualify a teacher to be recognized as a dynamic and caliber (Sachs, 2015). Professionalism criteria can only be judged by the work quality according to the Teacher Education Philosophy. The teacher professionalism level needs to be improved from time to time. In Education area, the level professionalism refers to teaching and learning that is delivered by a teacher. Hoyle (2001) defines professional is something that has to do with the improvement of service quality and not to improve the status. Boyt, Lusch and Naylor (2001) explain that, it refer to the achievement of high standards that can be achieved by a worker because of the attitudes and behavior influence in doing a job.

According to Esah Sulaiman (2003), the meaning of professionalism is a set of characteristics, knowledge, skill, attitudes and values in a particular profession. For instance, the profession as a doctor, professionalism is a skill to diagnose disease correctly or dissect the patient efficiently. In addition, there are several features that indicate a person's professionalism in their profession, such as the dedication to work and selflessness. Professionalism in teaching are qualities that every teacher should

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have. The appropriate qualities is whether it relates to the ability, skill, behavior and others that should be practiced as a teacher, which are managed professionally and meet teaching ethical (Sharon Feiman-Nemser, 2001).

Ulvik *et al.* (2009), novice teachers need support. Even the motivated novice teachers require support to enable them to cope well with the problems they face. The achievement of the novice teachers has an impact on the success of their learners. It is therefore important that professional development through induction programmes is provided to them (Wong, 2004). The first year of teaching is essentially the most important year in the development of teacher's profession and assistance is required during this year, as Craig *et al.* (1988) argue:

Teacher development means comprehensive growth and support. From the time teachers begin initial preparation or teaching, provision needs to be made for ongoing development of knowledge of subject matter, concrete skills to teach, observe, assess, and reflect, incentive, and career growth (Craig et al., 1998:55).

Furthermore, it was the young teachers who have new experience in teaching process. Novice teachers, beginning teachers, neophytes, and pre-service teachers are depicted in many studies as teachers who have difficulties in dealing with their tasks at work. For the purposes of this study, the term novice teacher is defined as a teacher with less than five years of teaching experience (Kim& Roth, 2011: 4).

Teachers with two years or less of teaching experience have been categorised as new teachers in this report. This provides the most comprehensive analysis possible of the issues facing teachers at the early stages of their careers. In deciding on this



categorisation, it was important to consider the issues and policy focus of an analysis of new teachers (this is discussed further in Chapter 2), and the various sample size issues required for quantitative analysis of international survey data. The TALIS dataset distinguishes between teachers in their first year of teaching, and those with experience of 1-2 years, 3-5 years and additional categories leading up to teaching experience of 20+ years. In many respects, it would be most interesting to focus on teachers in their first year of teaching, particularly if the policy focus was on the preparedness of teachers after their initial education. However, an insufficient sample size prevents meaningful analysis of teachers in their first year of teaching. On average across TALIS 2008 countries, only 3% of teachers were in their first year of teaching. A focus on teachers with two years or less of teaching permits greater analysis of the impact of development initiatives in schools to assist new teachers. On average, eight percent of teachers had two years or less of teaching. The sample size could have been increased further if teachers with 3-5 years of experience were included in the analysis. However, it was considered that teachers with this much experience should not be considered “new” teachers (see Gordon, Kane and Staiger, 2006). Moreover, the objective of this report is to focus on issues specific to new teachers such as their development and how they manage the new challenges of classroom teaching. It was considered that these challenges would be different for teachers with two years or less of teaching compared with teachers who have five years of experience of classroom teaching.

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A. The Important of New Teacher

Most of us who have been through school education can remember the teacher who made the biggest impact upon us, the teacher that inspired us and those who were fundamental to our learning and development. It should come as no surprise then, that the biggest influence on student outcomes (outside of family and background characteristics) is the effectiveness of teaching that students receive (OECD, 2005). Various education policies and programmes can influence student outcomes, but improving teacher effectiveness will have the largest influence on student achievement. In the context of this report, the policy focus is on improving the working lives and effectiveness of new career teachers. There is considerable evidence that what teachers know and do both have a large impact on students (Aaronson, Barrow and Sander, 2007; Hanushek, 1992; Hanushek, et al., 1998; Hanushek, et al., 2005; Murnane, 1975; Nye, Konstantopoulos, and Hedges, 2004; Rockoff, 2004; Wright, et al., 1997). In Australia, Leigh (2010) found that a student with a highly effective teacher (as measured by a value-added metric²) could achieve in three-quarters of a year what a student with a less effective teacher could in a full year. Similar studies found that a student who spent a semester with a teacher who had been rated two standard deviations higher in quality could add 0.3 to 0.5 grade equivalents (or between 25% to 45 % of an average school year) to the student's maths scores (Aaronson, et al., 2007). Similar findings are evident in Rockoff (2004) and Hanushek, et al. (2005). An effective school education system requires new teachers to provide high-quality education to students (OECD, 2009). However, in some instances more experienced teachers

have been found to be more successful at raising student achievement. But this varies with the length of tenure and the circumstances in which new and experienced teachers work (see Rockoff, 2004; Rivkin, Hanushek and Kain, 2005; or Clotfelter, Ladd and Vigdor, 2007). Policy makers in all countries are concerned that new teachers are able to provide the quality of teaching required for an effective school education system (OECD, 2005). Greater experience in front of a classroom is often considered important to develop the skills required for effective teaching (OECD, 2005).

However, the number of months or years required to achieve higher quality teaching is not well known, nor is the point at which diminishing returns become a factor. For example, a teacher with two years of experience may be more effective than a teacher on his or her first day of school but less effective than a teacher with four years of experience. However, some research has shown that teachers with extensive tenure may be less effective as they become less interested and somewhat jaded with their careers (OECD, 2005). Therefore, a teacher with four years of experience may be more effective than teachers at the end of their careers (e.g. a teacher of 60+ years of age with 30+ years of experience). Research into teachers' effectiveness in the early years of their careers emphasises the importance of teachers' initial year of teaching. Gordon, et al. (2006) showed that there are much larger increases in teachers' effectiveness between the first and second year of their careers than increases between teachers' second and third years of teaching. The gains made in these years are larger than subsequent years. Moreover, it appears that differences in teachers' effectiveness do not reduce over

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time. Teachers who are less effective don't appear to catch-up to their more effective counterparts as they progress through their careers. In fact, Gordon, et al. (2006) show that teachers who are more effective in their first year of teaching tend to progress at a faster rate than their less effective colleagues. The early experience of teachers therefore shapes their development, not only influencing their effectiveness in their initial years but their effectiveness throughout their careers.

B. Novice Teachers' Belief and Experiences

The term novice teacher is frequently used in teacher cognition studies to refer to beginning teachers. However, as Farrell (2012) points out, there is no general consensus on the definition of a novice teacher in literature. For the purposes of this study, a novice teacher was defined as a teacher who has entered an established teaching context for the first time and who has less than two years of teaching. Literature on novice teachers suggests that the first year of teaching has a crucial role in the future careers of beginning teachers (e.g., Farrell, 2008). If these teachers are left alone to deal with their problems and carry out new responsibilities without any support from the school and colleagues, they may feel ineffective and even leave the profession in their initial years of teaching (Farrell, 2012; Feiman-Nemser, 2001). Hence, exploring novice teachers' experiences is significant as it might contribute to "better understanding of their needs, their expectations and their commitment, and help to provide them with meaningful opportunities for professional development" (Flores, 2001).

A perusal of the literature on first-year teachers reveals a number of focus areas. These involve novice teacher socialization (Farrell, 2003; Hayes, 2008), factors influencing novice teachers' beliefs and practices (Akbulut, 2007; Farrell, 2006; Urmston & Pennigton, 2008) and changes in these teachers' beliefs and practices while they are learning to teach (Erkmen, 2014; Kang & Cheng, 2013). The existing studies were mostly conducted in secondary schools adopting a qualitative approach. The ultimate aim of these studies was to gain insights into novice teachers' beliefs, behaviours, experiences, challenges and conflicts in their first year of teaching.

These studies reveal that novice teachers face difficulties in relation to classroom management, foreign language learning and teaching (e.g., appropriate methodology; use of teaching materials), professional support (i.e., lack of administrative, collegial and mentor support) and contextual realities of their teaching environment (e.g., exam-oriented education, a set syllabus) in their initial years of teaching. Owing to these problems, novice teachers might abandon the practices they believe to be right and adopt the established routines in their workplaces. The changes in their practices, however, may not necessarily lead to changes in their beliefs and vice versa. As such, it can be argued that novice teachers' beliefs are still in the process of formation at the end of their first year of teaching and that teacher education programs fail to equip novice teachers with the necessary skills for smooth transition to life in real classrooms.

A closer look at the studies reveals that they all acknowledge the profound impact of context on the beliefs and practices of first-year teachers. However,

scant attention has been paid to the influences of the curriculum followed in first-year teachers' working environment on their beliefs and teaching practices. In addition, the majority of the novice teacher cognition studies are on secondary school teachers, which suggests that further research is needed in other educational contexts. English Preparatory Programs offer one-year courses of intensive English preparation in universities for all incoming students who failed to pass a preliminary English-proficiency examination (Doğançay-Aktuna & Kızıltepe, 2005) and are one such context that requires additional exploration. These programs follow structured curricula aiming to help students use English internationally in different fields. As such, it is highly likely that novice teachers working at these programs have individual problems and context-specific needs. Therefore, the present study attempts to delve deep into the contextual factors by taking an in-depth look into how novice teachers' beliefs and practices are mediated by the curriculum implemented at an established university setting. Knowledge of such an interplay is needed to provide insights into the professional needs of these teachers in their early years of teaching so that they can better negotiate the school culture and adapt to their teaching environment.

C. Novice Teachers' View on Teaching Experiences

There have been a few studies such as those of Nantanga (2014), Uugwanga (2010), Tjivikua (2002), Shakwa (2001), and Thekwane (2000) about novice teachers in the Namibian context. Uugwanga (2010) identified strategies or coping mechanisms to deal with problems that these novice teachers face in their first year of teaching. However, not much has not been written about the

experiences of novice teachers from teacher training into the teaching profession, i.e. about how the novice teachers experience the teaching profession during training and after they have started teaching as full-time teachers. Shakwa (2001) indicated that novice teachers come to the teaching profession with many views of teaching; they imagine themselves being in classes promoting their learners' learning.

In addition, Beijard, Meijer, Morine-Dersheimer, and Tillema (2005) note that when novice teachers enter their first year of teaching, the reality of teaching quickly destroys the false impressions that they acquired during pre-service teaching. This view is supported by Murshidi, Konting, Elias and Fooi's (2006) study, which indicated that when novice teachers enter the teaching profession, they sometimes experience a reality shock, as they confront the complexity of the teaching responsibility.

The reality of the actual teaching situation differs from the expectations of the novice teachers. Novice teachers do not realise the complexity of the teaching profession. Many novice teachers describe their first year of teaching as their period of a time for survival. The first year of teaching is labelled as a "sink or swim" scenario (Amoroso, 2005; Cobbold, 2007; Hill, 2004; Howe, 2006; Lundeen, 2004 and Street, 2004). Novice teachers figure out how to survive the classroom challenges and the daily communications with administrators, colleagues, and parents. When novice teachers start teaching in schools, a harsh reality arises because their prior expectations about classroom teaching were unrealistic.

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The general complaints of the novice teachers mostly results from the inconsistency between the novice teachers' expectations pre-service training, and the outcomes of the actual teaching experience. Öztürk (2008) advises that there must be a strong and coherent teacher education curriculum, which is cautiously planned and sequenced as follows:

- a. Enrich the teacher education programmes by covering the key problems of the teaching profession, having a close contact with the education institutions, and introducing the educational programmes of the education institutions;
- b. Include courses on laws related to the teaching profession, emphasising instructional difficulties that a novice teacher might encounter, and teaching challenges to overcome these difficulties;
- c. Provide resources for professional development and lifelong learning;
- d. Signify the issue of individual differences and more effective teaching;
- e. Help the candidates to gain a teacher identity by introducing the real aspects of the teaching profession; and
- f. Prepare the student teacher more realistically for the profession, which can be accomplished through more authentically designed, supervised, and implemented teaching practice courses

A teacher education programme needs to be inquiry-oriented and research-based, which asserts the needs assessment procedure in any engagement of planning. Flores and Day (2005) admit that novice teachers experience problems when they face the real teaching environment in their classrooms. In addition,

Flores (2005) indicates that novice teachers continue to learn more in their teaching profession and gain more useful insights in this process. This suggests that as the time progresses, novice teachers gain a more firm understanding of their learners' needs, which provides them with the awareness of how to best implement their teaching approaches in a way that makes effective learning possible.

A study done by Çakmak (2013) showed that novice teachers have both negative and positive thoughts about their first year of teaching in schools. Some novice teachers hold negative viewpoints about their teaching profession in the first year of teaching; they view it as tiring, difficult, hard, frustrating, compelling and demanding. Other novice teachers regard it as joyful and didactic. Their views also indicated that regardless of whether they started the teaching profession voluntarily or not, they experience unexpected problems or difficulties during their first year of teaching in schools. This means that there is a difference between novice teachers' thoughts before they start their teaching profession and after they have started teaching in schools.

In addition Berl (2004) states that novice teachers come fresh to the teaching profession, while they are enthusiastic and creative, they can be impatient, opinionated, and passionate about their beliefs. They are high on ideals, but low in self-confidence, and want to do well and be good teachers. All these suggest that novice teachers' experiences might determine whether they have negative or positive thoughts about their teaching experiences.

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D. The Transition of Novice Teachers From Teacher Training to the Teaching Profession

In their study, Beijard, Meijer, Morine-Dershimer, and Tillema (2005) and Flores (2006) affirm that the process of transition involves conflict and shock. Flores (2006) and Green (2006) add that the first year of teaching is for many a fight for survival, as the transition from student teacher training to full time teaching can be a dramatic and traumatic experience. They refer to this as a “sink or swim” and “baptism of fire” experience, as novice teachers try to cope with the many tasks assigned to them.

Another study by Ulvik, Smith, and Helleve (2009) informs that novice teachers also have to deal with problems of adapting to the new environment, and they feel overwhelmed by the tasks and the responsibilities given to them. The novice teachers experience difficulties in adapting to the school culture. Brock and Grady (2006) assert that the source of the novice teachers’ difficulties may originate from a variety of issues such as immaturity, lack of teaching experience, inadequate educational preparation, work place conditions, and/or newness of the school culture. Therefore, novice teachers are left out with no one to share their teacher training experiences in order for them to adapt the new responsibilities at the schools they are employed.

Tynjälä and Heikkinen (2011) identified the challenges of novice teachers’ transition from teacher training to teaching in schools as follows:

- a. threat of unemployment
- b. inadequate knowledge and skills

- c. decreased self-efficacy and increased stress
- d. early attrition
- e. newcomers' role and position in a community
- f. importance of learning at work

In addition, Tynjälä and Heikkinen (2011) also indicated that research dealt with workplace from the following views:

- a. How people learn at work
- b. the role of work communities and organisation in learning
- c. the trends of formalisation and in-formalisation of learning
- d. the methods used to promote professional development of novice teachers lay emphasis on peer group mentoring

Learning and professional development of novice teachers should be understood as a continuing process combining formal, non-formal, and informal learning throughout the teaching profession from teacher training to their retirement as teachers. In many professions, the career starts from minor work or responsibility, and slowly, the person is given more work and challenges. In the teaching profession, instead, the full instructions and legal responsibility is given as soon as the novice teachers start teaching with a recognised qualification. Therefore, novice teachers' work is reasonably high from the beginning, but the job description does not change in the progression of time.

The transition from teacher education institutions to the real teaching profession has been regarded as a type of reality shock, because the novice teachers realise that the standards they moulded during teacher-training may not be

appropriate for the practicality they face during their first year of teaching in schools. Howe (2006) states that instead of supporting novice teachers, schools sometimes create the teaching culture of “sink or swim”, because novice teachers sometimes have too much burden placed on them during their first year of teaching in schools. In addition, Senom, Abd and Shanina (2013) supports Howe’s (2006) view that novice teachers do not sometimes feel effectively prepared for the challenges they face in their first year of teaching in the classroom.

There is no doubt that novice teachers cannot expect to be perfect, but they should be aware of the common mistakes in their first year of teaching experiences. Keeping a sense of hope that things will improve, developing realistic expectations, enduring the difficulties, and coping with all kinds of irritating, frustrating, and nerve-racking situations are among the hardest roles for novice teachers to take, and to remain in the teaching profession for many years (Öztürk, 2008). Thus, novice teachers experience a complicated transition from the teacher education institutions to real teaching in schools.

Fantilli and McDougall (2009) note that the experiences of novice teachers with inadequate support that occurs at their transition could result in gifted and inspired teachers finding their work frustrating, unsatisfactory and problematic, thereby eventually increasing their risk of becoming victims of the profession. In addition, Tsui (2003) mentions that the challenges experienced by the novice teachers will not be solved simply through their teaching experience. The lack of importance given to the novice teachers’ transition is perhaps because of the lack

of understanding of the challenges that the novice teachers experience in their first year of teaching in Namibian schools.

E. Preparation of Novice Teachers During Teacher Training For the Teaching Profession

Green (2006), Sabar (2004) and Ulvik, Smith, and Helleve (2009) indicate that the education courses offered at universities do not prepare novice teachers for the reality in schools. Sabar (2004) expresses similar sentiments that the knowledge that the novice teachers receive from their education institutions is often irrelevant to the knowledge to cope when difficult problems occur in their schools. The irrelevance of the academic knowledge increases the feeling of alienation, and it is the main cause of novice teachers' sense of depression and confusion. The novice teachers' professional identity is thus influenced by both the positive and the negative experiences, and problems they encounter in their first year of teaching.

However, Melnick and Meister (2008) alerts that once novice teachers enter the classroom, the expectations of what they perceived the education profession, and the realities faced in the classroom can be different. In addition, Anhorn (2008) states that teachers enter the education profession and they are attracted to teaching as a career because of what they view as the role of the teacher. Novice teachers begin their careers with enthusiasm and expectations for success because they all want to succeed. The general complaint of novice teachers mostly results from inconsistency between their expectations from pre-service training and the outcomes of the actual teaching experience. A study carried out by Uugwanga (2010) points out that the MoEAC needs to bridge the gap between

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teacher training institutions and schools, in order to improve the pre-service teacher training. Therefore, there is an urgent need to improve the teacher education programmes by covering the key problems of the teaching profession, having a close contact with the teacher training institutions and the schools, and introducing the educational programmes of the Ministry of Education, Arts and Culture, including the following:

- a. Courses on the laws related with the teaching profession;
- b. Emphasising instructional challenges that novice teachers might encounter;
- c. Providing resources for professional development and lifelong learning;
- d. Signifying the issue of individual differences and more effective teaching;
- e. Helping the student teachers to gain a teacher identity by introducing the real aspects of the teaching profession in Namibia; and
- f. Preparing student teachers more realistically for the profession, which can be accomplished with a more authentically designed, supervised and implemented teaching practice courses.

In addition, Ulvik, Smith and Helleve (2009) mention that a collaborative dialogue should be developed between schools and pre-service teacher-training institutions to ensure that teacher educators are familiar with what is happening in schools. This would help teacher training institutions to develop their curricula in line with what is happening in schools. In the same manner, schools could be better familiar with the teacher training institutions curriculum and identify were the need for change is.

Another study conducted by Öztürk (2008) noted that pre-service education

does not prepare novice teachers to assume the same responsibilities as experienced teachers. Novice teachers typically focus on daily survival during their first year of teaching in schools. Their primary goals are daily lesson planning and maintaining order in their classrooms. There must be a strong and coherent teacher education curriculum, which is planned and sequenced carefully. A teacher education program must be inquiry-oriented and research-based, which asserts the needs assessment procedures in engagement of planning. There is no doubt that teacher training institutions and schools settings must work hand in hand with the purpose of training the pre-service and in-service teachers. Finally, Cookson (2005) warns that the education profession is a far more complex career which novice teachers should realise.

INTASC developed standards for what new teachers should be able to do.

According to these standards, new teachers should:

1. Understand the central concepts, tools of inquiry, and structure of the disciplines taught; create learning experiences to make these concepts meaningful to students.
2. Understand how children learn and develop;
3. Provide learning opportunities that support their development.
4. Understand how students differ in their approaches to learning;
5. Create instructional opportunities adapted to diverse learners.
6. Understand and uses variety of instructional strategies.

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7. Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
8. Use knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.
9. Plan instruction based on knowledge of subject matter, students, the community, and curriculum goals.
10. Understand and use formal and informal assessment strategies.
11. Reflect on teaching.
12. Foster relationships with colleagues, parents, and agencies in the larger community.

Based on the explanation above, it can be concluded that novice teacher is the teacher that have the experience less than five years. She or he has new experience about teaching and learning process. Normally, novice teachers are undergraduate students in education program who have already completed their study. In order to have good ability in teaching and learning process, new teachers should follow the requirements in order to be succesfull in teaching.

2.1.1. Teachers' Requirements

The minimum requirements for teachers of any foreign language as was discussed by Abu Mallouh (2001) are that they should: First, speak fluently and correctly the language of the textbook they teach and of all prior textbooks in the series. Second, be aware of the difference between the patterns in the mother tongue and of the new sounds their pupils will encounter in their study of the

foreign language. Third, be aware of all the English that had already been taken by the pupils so that they will not be upset after the graduation of the course they are teaching by introducing an unknown word or structure. Fourth, know how to train the class to listen accurately and with good language learning habits. Last, know how to communicate vocabulary and structures through the medium of English and in real life situations.

El Daly (1996) stated that the first essential requirement of a creative teacher is a broad and sound knowledge of the different linguistic approaches and theories. The second requirement is a strong belief and deep faith in his/her ability to stimulate and motivate students to think independently, critically and creatively. The suitability of a language teacher according to Macky`s discussion as reported by Radwan (1989) is a matter of language skills, professional skills, and teaching load. Knowledge of the linguistic structure of the language is only one of the requirements of a good language teacher as Lopes (1994) stressed. He added that teachers should also have broad background knowledge of the social environment that influences their students, different pedagogical techniques, social and cultural aspects of the language being taught, and techniques for diagnosing certain psychological characteristics of learners.

Peyton (1997) and Met (1989) stated that good foreign language teachers need the following:

- a. high level of language proficiency in all of the modalities of the target language: speaking, listening, reading and writing.

- b. the ability to use the language in real-life contexts, for both social and professional purposes.
- c. the ability to comprehend contemporary media in the foreign language, both oral and written, and interact successfully with native speakers in the United States and abroad.
- d. a strong background in the liberal arts and the content areas.
- e. understanding of the social, political, historical, and economic realities of the regions where the language they teach is spoken.
- f. pedagogical knowledge and skills, including knowledge about human growth and development, learning theory and second language acquisition theory, and a repertoire of strategies for developing proficiency and cultural understanding for all students.
- g. knowledge of the various technologies and how to integrate them into their instruction.

The general qualities of the good language teacher were stated by McDonough (1993). He made a list of the general qualities of the good language teacher and might be expected of all teachers:

- a. knowledge of the language system
- b. good pronunciation
- c. experience of living in an English-speaking country
- d. qualifications (perhaps further training taken or in-service development)

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- e. good classroom performance
- f. evidence of being a good colleague
- g. length of time as a teacher
- h. ability to write teaching materials
- i. careful planning of lessons
- j. sound knowledge of language
- k. experience of a variety of teaching situations
- l. good personal qualities
- m. knowledge of learning theories
- n. wide vocabulary
- o. ability to manage a team of teachers

To gain these qualities teachers need to engage in effective professional development to improve and develop their performance. So, teacher education is considered as a base for teacher quality, and in order to improve teacher education we have to apply acceptable practical standards for teacher quality. Thus, teacher education and teacher evaluation are considered a foundation for improving teacher quality.

2.1.2. Teachers' Performance and Good Teaching

Good teacher evaluation systems adopt recognized evaluation standards and assessment principles. They follow essential preliminary steps in the development of an assessment which are determining the purpose and defining the construct of the characteristic to be measured in

terms of conceptual or theoretical framework to strengthen the validity of argument for using the assessment for its intended purpose.

According to Coombe et al (2010), teacher performances or duties attract many educators because they promise a comfortable sense of coverage of what otherwise seems like an overwhelming and shifting combination of components of complex human performance. Advocates for this approach have used behaviors, competencies, characteristics, standards, duties or performance dimensions as complete descriptions of what is meant by good teaching. The components of good teaching are too extensive, not agreed upon, context dependent, intermittently operant, and characteristic of or applied by individual teachers in unique configurations of individual competencies or performance components. Peterson (2006) indicated that constructed lists of expected teacher performances are important for discussion, collective understanding, a common vocabulary. They are useful to prescribe beginner development, describe area of deficiency, help plan staff development, suggest kinds of data to collect directly as client surveys or reports.

In this research, the researcher analysed three domains in teacher performance. They are language proficiency, planning and management of learning, and assessment and evaluation.

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1. Language Proficiency

Standard 1: The teacher demonstrates the required knowledge and skills related to oral and written language appropriately and effectively to achieve educational objectives.

- a. The teacher speaks standard English accurately.
- b. The teacher speaks standard English fluently.
- c. The teacher demonstrates knowledge of the subject matter and good reading and writing skills effectively.

2. Planning and Management Learning

Standard 1: The teacher plans and designs instruction which meets Education' policy, curriculum, and assessment plan, and develops students' abilities.

- a. The teacher develops lesson plans consistent with curriculum goals and cares about the nature of learning and learners' individual differences.
- b. The teacher involves the students in the learning process through using strategies that stimulate motivation and reinforcement.
- c. The teacher uses a variety of question techniques that motivate and support student performance to cater students' level.
- d. The teacher uses a variety of instructional methods and techniques appropriately.

- e. The teacher applies student-centered instructional techniques inside the classroom appropriately.
- f. The teacher uses multimedia and educational technology in teaching and planning appropriately.
- g. The teacher uses various learning activities to encourage different thinking skills.

3. Assessment and Evaluation

Standard 1: The teacher evaluates students' learning using various techniques of educational assessment and measurement.

1. The teacher collects qualitative data for assessment purposes
2. The teacher collects quantitative data for assessment purposes.
3. The teacher uses various assessment instruments and techniques to obtain information about student learning.
4. The teacher designs assessment instruments scientifically and systematically.
5. The teacher analyzes and discusses the results to achieve educational purposes.
6. The teacher uses evaluation results to guide and modify his future instruction.
7. The teacher shows how the students' work will be evaluated and encourages them to evaluate each other.

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2.1.2.1 Teaching Performance

A teacher's performance will be judged in terms of 16 criteria. The descriptors are included as guidelines for what is meant by a particular criterion. Their function is to illustrate and provide examples for a given criterion. They are not, nor were they intended to be, all-inclusive. They are intended to help teachers and administrators develop a common understanding about the expectations and provide a common language for discussing performance as it pertains to the following criteria:

1. Plans Instruction

- Follows prescribed curriculum
- Uses available materials and resources
- Chooses activities relevant to the prescribed curriculum
- Chooses activities appropriate to student abilities
- Chooses activities, materials, and resources appropriate for students with special needs
- Considers time available in planning
- Demonstrates flexibility in planning
- Plans student grouping according to instructional needs
- Develops long-range plans and daily lessons

2. Implements The Lesson

- Focuses student attention
- Informs students of objective of the lesson

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- Relates the lesson to previous and future lessons
- Presents new material clearly and logically
- Models, demonstrates and provides examples
- Monitors student learning continuously
- Provides feedback and re-teaches when necessary
- Provides opportunities for students to practice under direct supervision of the teacher
- Provides opportunities for students to practice independently
- Conducts smooth transition from one activity to the next

3. Motivates Students

- Shows concern for students
- Establishes feeling/tone
- Establishes a level of difficulty which encourages success
- Uses student interest and background
- Uses extrinsic/intrinsic rewards

4. Communicates Lesson

- Uses variability in presentation
- Demonstrates enthusiasm, vigor, involvement, and interest in lesson presentation
- Speaks clearly
- Puts ideas across logically

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- Praises, elicits, and responds to student questions

5. Demonstrates Knowledge Of The Curriculum

- Teaches accurate and up-to-date information
- Coordinates learning content with instructional objectives
- Uses effective examples and illustrations
- Presents learning content in a logical sequential order

6. Sets High Expectations For Student Achievement In Accordance With Needs And Abilities

- Communicates expectations of performance to students
- Uses objective student data to set expectations
- Uses evaluative feedback to determine level of skill acquisition
- Encourages participation from all students
- Uses higher order questioning techniques to promote critical thinking skills

7. Maximizes Time On Task

- Schedules learning time according to policy for the subject area
- Begins class work promptly
- Minimizes management time
- Minimizes transition time
- Makes effective use of academic learning time
- Gives clear and concise directions

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8. Integrates Materials and Methodology

- Demonstrates ability to conduct lessons using a variety of methods
- Organizes materials, supplies and equipment prior to the lesson
- Integrates materials and resources smoothly into a lesson
- Identifies available supplemental resources

9. Plans And Uses Evaluative Activities

- Makes methods of evaluation clear and purposeful to students
- Monitors student progress through a variety of appropriate evaluation techniques
- Prepares assignments which reflect the material which has been taught

10. Provides Specific Evaluative Feedback

- Provides feedback on assignments as quickly as possible
- Gives written and oral comments, as well as points or scores
- Makes opportunities for one-to-one conferences to discuss student progress
- Interprets test results to students and parents

11. Manages The Classroom

- Manages discipline problems in accordance with administrative regulations, school board policies, and legal requirements
- Establishes and clearly communicates parameters for student classroom behavior

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- Promotes self-discipline
- Manages disruptive behavior constructively
- Demonstrates fairness and consistency
- Arranges the classroom for effective instruction

12. Interacts With Students

- Gives criticism and praise which are constructive
- Makes an effort to know each student as an individual
- Provides opportunities for each student to meet success regularly
- Promotes positive self-image in students
- Communicates with students accurately and with understanding
- Creates a climate in which students display initiative and assume a personal responsibility for learning

13. Interacts With Parents And Community

- Encourages community involvement with the school
- Provides a climate which opens up communication between the teacher and parent
- Communicates with parents in the best interest of the students
- Supports parents/teacher activities
- Provides information related to support resources

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14. Interacts With Administration And Other Educational Personnel

- Cooperates with other teachers, the administration, and other educational personnel
- Makes use of support services as needed
- Shares ideas and methods with other teachers
- Informs administration and/or appropriate personnel of school related items

15. Is involved In Professional Growth Activities

- Is involved in professional associations
- Participates on district/state committees, etc.
- Participates in professional workshops
- Attends professional meetings
- Keeps current in subject area
- Engages in continuing education

16. Supports And Implements School Regulations, Policies, Procedures And Accepted Practices

- Adheres to authorized policies
- Selects appropriate channels for resolving concerns/problems
- Participates in the development and review of school policies and regulations
- Strives to stay informed regarding policies and regulations applicable to his/her position
- Exercises responsibility for student management throughout the entire building

- Uses discretion in handling confidential information

As the novice teacher, the performance of the novice teachers will be greatly assessed by their supervisor/mentor from the school they are assigned to. The performance will be determined by the way they teach in the classroom as well as the way they manage the classroom and the students. Therefore, in the PPL, the novice teachers are allowed to have the total control in the classroom by managing the classroom activities. Jones and Jones (2004) as cited by da Luz (2015) identify several areas of knowledge and skills in the conceptualization of classroom management, including building a supportive environment by establishing teacher-student and peer relationships, optimizing learning by using instructional methods, gaining a commitment from students to appropriate behavior standards, creating a safe and caring classroom community, and using counseling and behavioral methods to change students' inappropriate behaviors. Thus, in order to be an effective educator/teacher, novice teacher generally should master the classroom management as it is the most essential aspect of the teaching and learning process.

However, teacher educators who prepare the novice teachers should also display effective teaching and reflect on the sequence and consequence of their teaching, and to facilitate the assimilation between theory and practice through field teaching experiences (Amobi & Irwin, 2009). Hence, in order to figure out whether or not the microteaching class prepared by the teacher educators helped the preservice teachers' teaching experience, the study then investigated the performance of the preservice teachers in the Field Experience Program.

Teaching performance means that the teaching procedures in doing teaching and learning process in the classroom. Sudjana (1998: 147-152) states that, there are three main principals in teaching strategies, there are pre-instructional, instructional, and follow up phase.

The pre-instructional is the phase which should be done by a teacher when he starts the teaching-learning process. Some activities are:

- a. The teacher checks the students' attendance,
- b. The teacher reviews the last material and asks the students the questions which related to the last material,
- c. The teacher gives chance to the students to ask about the last material that they do not understand yet,
- d. The teacher observes the students' knowledge by asking about the new material.

The instructional phase is the core phase. It is when the teacher explains the new material that arranged by the teacher before the lesson. Generally, it can be identified as:

- a. The teacher explains the objectives of the teaching that should be reached by the students, in order to the students understand what should they reach through the lesson;

- b. The teacher writes the main topic of the material which will be given, it can be sorted from the textbook which is appropriate to the syllabus and the objectives of the teaching;
- c. The teacher discusses the main topic which written before. The discussion can be deductive or inductive;
- d. The teacher gives the concrete example for every sub topic.
- e. The teacher must involve the students during the teaching process by asking question related to the topic;
- f. The teacher should reply the explanation, when he gets the students do not understand the material yet;
- g. The teacher may use the teaching instruments during explaining the material, such model, pictures, slides, and so on;

Finally, the teacher concludes the discussion from the main topic. It will be better, if the teacher writes the conclusion on the blackboard. The last phase is the assessment and evaluation. It functions to measure the success of the instructional phase. The activities of this phase are:

- a. the teacher asks the students about the new topic which explained by the teacher. It can be written or oral;
- b. when the students mostly cannot answer the question, it shows that they do not understand yet about the material, so that the teacher should reply the explanation;

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- c. the teacher gives the homework to the students to enrich the students' knowledge;
- d. Before the teacher ends the lesson, he informs the students about the new topic, in order to they study it firstly before the explanation.

2.1.3. The Definition of Good Teacher

A definition of a good teacher needs to consider a lifetime of experiences and an alignment of beliefs, competencies, professional identity and mission to form a coherent whole that matches the environment (Korthagen, 2004). Good teaching is more than skillful use of pedagogy. It requires a combination of values in thinking creatively, balancing expectations, authentic life-like learning and thoughtful adaptation, rather than technical compliance, professional knowledge, vision and a sense of purpose (Duffy, 2009).

A good teacher needs to develop reflective practices to improve teaching; however, according to Lieberman (1995), this understanding is often limited by the pre-service teachers' lack of knowledge about how teachers themselves learn. Thus, it can be concluded that a good teacher should have good skill for transfer of knowledge to the students. And the teacher also has good competency to manage the class and to know the characteristic the students.

In line with statement above, it can be concluded that a good teacher is the teacher who has the good skills in teaching and learning process. A teacher should have the teaching competencies needed in doing their job because his or her job is



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not only to transfer the knowledge, but also to nurture students' characters and personality.

Identifying and modeling the good teacher and building on prior understanding of pre-service teachers' views of good teaching was identified by Lieberman (1995). She suggested that pre-service teachers' enter teacher education with the ability to measure the conceptual frameworks around what are effective teaching practices. This belief is not widely acknowledged or practiced in teacher education according to Lieberman (1995), who notes that: What everyone appears to want for students is a wide array of learning opportunities that engage students in experiencing, creating and solving problems, using their own experiences and working with others—is for some reason denied to pre-service teachers when they are learners.

However, very few studies have actually sought the views of pre-service teachers about what they believe good teachers to be, what they think they need to know and the extent to which teaching experiences contribute to their development (Jegeda, Taplin & Chan, 2006). Jegeda et al., (2006) believe that 'it is important to take into account the teachers' own perceptions about the areas in which they feel confident and knowledgeable and those in which they do not' (p. 287). If teacher education is to provide for the learning needs of pre-service teachers, understanding their perceptions and values is important. This has the capacity to change the opportunities teachers have to learn (Fullan, 1995).

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Olson and Biolsi (1991) discuss the importance of: Understanding the pre-service teacher, wanting to understand the nature of expertise, how the expert thinks in comparison to how the pre-service teacher may think, how the organisation of concepts, strategies and tactics for interpretation a situation and how the appropriate responses are retrieved and enacted.

Understanding the pre-service teachers' views of good teaching is important because it assists in developing their learning; however, there are inevitable constraints in teacher education, particularly when many pre-service teachers fail to recognize the link between the school experience and formal university coursework. In addition, a new teacher's development is rarely analyzed and even less likely to be used to shape subsequent pre-service education in deliberate ways (Gunstone & Northfield, 1993, Northfield, 1997). There is a recognized need to create understandings rather than assumptions about how pre-service teachers learn and what they value. It is suggested that the 'view of learning that is implicit can be seen as related to constructivism, which emphasizes experiences and the personal meaning that individuals construct as newer experiences are linked to existing ideas and values' (Northfield, 1997, p. 698).

Microteaching was first established at Stanford Teacher Education, Stanford University, California in 1963 (Akanbi & Usman, 2014; Ismail, 2011). Microteaching involves planning, teaching, observing, and criticizing (Ismail, 2011). It can also include these five steps: teaching, feedback, re-planning, re-teaching, and re-feedback (Mahmud & Rawshon, 2013). In addition, a

microteaching class also arranges the simulation to the pre-service teachers by combining the theory and practice and develops their confidence in teaching (Ismail, 2011).

Moreover, the pre-service teachers do not only learn and reflect the various teaching procedures but also they will have additional practical experiences in the microteaching class. Microteaching provides the pre-service teachers with valuable teaching experiences and makes them aware of the benefits and relationships between theories and practices (Bell, 2007). Microteaching is also set up as a reliable training environment where the pre-service teachers are able to practice their teaching skills before taking over the real classroom (Akanbi & Usman, 2014).

After completing the microteaching course, the pre-service teachers will conduct real teaching in the classroom. This is considered as a teaching internship or more commonly known in Indonesia as *Praktik Pengalaman Lapangan (PPL)* – Field Experience Program. Like any other Indonesian universities, the Faculty of Teacher Training and Education of the Islamic University of Riau also requires its senior students or pre-service teachers to take the PPL course. The PPL is one learning environment where the pre-service teachers can implement their knowledge in the real classroom. There, the pre-service teachers will face the real classroom conditions in which they need to manifest their knowledge such as teaching, socializing, negotiating, and other managerial skills. In principal, the implementation of the PPL is aimed at obtaining the relevant competencies, as

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stated in the Law No. 20 of 2003 on Education, with the teacher duties in terms of learning, training, and supervising (Hapsari & Widhianningrum, 2014).

2.1.4. Criteria of the Good Teacher

Teachers are the most important resource in the teaching process. Pawilen (2016) in Batugal (2019) affirms that teachers in a global classroom must possess a high degree of expertise in content and pedagogy. They should serve as an ambassador of goodwill to all peoples across different cultures. The statements affirm that from the beginning of their formation as teachers they should be equipped with the necessary knowledge and skills for them to teach effectively in the future.

Good teachers come in a variety of sizes, shapes, colors, genders, and backgrounds. Some are old, some young, some serious, some funny. Despite this broad range of individuals, there are some characteristics that are common to them all. There are countless views on what is involved in being good at teaching. Excellence in teaching is not inherited and teachers may be born but they are also made.

1. Emotional and Mental Stability

This is shown in the teachers' sense of affection; security and self-respect. The emotions of the teachers have a bearing on their teaching effectiveness. Teachers that can control their emotions tend to be very effective. A teacher who loses his or her temper is showing wickedness rather



than strength to children. It is indeed, fatal for the children because it could lead to their maladjustment and prevent their proper emotional, mental and behavioural development.

2. Unsatisfied good teachers are good learners.

They are always eager to learn new things, expand their knowledge base, experiment with better ways to achieve success. They are lifelong learners and they produce lifelong learners. In other words, the best teachers are always students.

3. Knowledgeable of the subject

Good teachers possess a deep knowledge of the subject matter and are able to manipulate, simplify, and individualize this data more easily because they are a master of it.

4. The ability to teach and explain the lesson in a different way

The good teachers are ones that are able to teach to different learning styles. If students don't understand a subject, they teach it in a different way. In the teaching - learning situation, the teacher's exposure to principles and methods of teaching will enable him acquaint with variety of methods to choose from. Ability to move from concrete to complex is a technique/skill to be learned.

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5. Wider and Deeper Views

Good teachers try to see things through their students' eyes as well as their own. By asking wide-ranging questions, good teachers implore their students to probe things further, analyze matters more critically, and look beyond the obvious.

6. Clear Objectives

Good teachers are well organized and have clear ideas about their daily teaching plans, assignments, and grading policies. Their structured lessons and assignments offer many opportunities for students to learn new skills. Competence in teaching is the result of a clear objective and focus.

7. Objectivity and fairness

For great teachers, all students are equal. They work hard to be fair, empathetic, and encouraging. They maintain consistent behaviors and distance themselves from partiality. As humans, students possess an ingrained sense of fair play. Whenever they were dealt in a manner that violates what constitutes fairness in the situation, they react negatively. Any semblance of favoritism, or lack of fairness, can leave scars that last a lifetime.

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8. Positive Attitude

Good teachers try not to be cynical or negative about their students. Instead of complaining about students' lack of abilities and manners and teachers' long work hours, good teachers accept all of these as challenges. They know that humiliating students or intimidating them is not in their students'—or their— best interests to explore and master.

9. Know their students

Good teachers have full comprehension of principles governing students' stages of development and learning process on many levels. They learn all they can about their academic strengths and needs, but even more about their interests, fears, hopes, and worries. They help students learn these things about themselves.

10. Great Expectations

Without holding a grudge against underperformers, good teachers are strong, firm, determined and always push their students to strive for their goals and to maintain high expectations. In reality, setting high standards brings out the best in students and creates in them a feeling of accomplishment. They help each student find areas of interest to explore and master.

11. Discipline

Good teachers are disciplined. They do not accept false excuses. They correct immoral behaviours. They are not the easiest teachers because of this trait. Education is, in essence, the disciplining of the mind.

12. Willingness to help student achieve

The best teachers are those that manage their teaching very well. They hold extra lessons. They reach out to students after class. They know that some need extra attention or assistance, and they don't act like it's not their job.

13. Humor

Good teachers have a good sense of humor. They make jokes and accept jokes. They are not comedians, but they are entertaining. They tell stories, point out silly things, bring joy to difficult situations, and are not afraid of laughter. They use humor to connect to their students. In other words, excellent teachers keep the students' attention without fear.

14. Pride in students' accomplishments

The best teachers let students know their gladness when they got a good grade or made the honor's society. They smile and tell them that they did a good job. They tell other teachers about how they did as well. They celebrate the accomplishments of everyone, knowing that everyone is capable to doing well

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15. Take risks

They set themselves impossible goals then scramble to achieve them. Academic freedom allows university teachers to take chances and try different things in the classroom. It is exciting to try things that may fail; if they succeed then they have accomplished something and if they don't succeed then they have learnt that they need to make some adjustments.

16. Students' Evaluations

Good teachers provide quick and accurate assessment of students' work. Tests and other projects are evaluated in a timely manner. Without constant evaluation of learning, students cannot make the progress of a student who is guided. Feedback is a cardinal aspect of learning. This is done by providing knowledge result to students. They know what to expect and knows what is right.

An effective teacher is required not only professional qualities, but also knowledge and the lecturing skills. Two way communication and the facilitation of the learning process are always expected from both sides. A good teacher should not only care about the teaching contents. With the love of the job, the teacher focuses on students and adjusts to drive them to the aim of learning outcomes. In other words, a good teacher knows and varies their

teaching techniques to suit students' demands. However, the perceptions about a good teacher are not the same from different perspectives.

Hogan describes some practical implications for teachers' professional self-understanding. These implications indicate a corner of what a good teacher should do in emancipating one's thinking and action. The actions are worth for a teacher to consider in the career development.

- a. Reviewing our attitudes to our own learning and to customary conceptions of teaching and learning;
- b. Seeing learning and teaching as a journey with many stages, but no final destination;
- c. Coming to see each person as a learner with some kind of potential;
- d. Improving our capacity to get students' learning actively under way and to sustain it in different circumstances;
- e. Building enduring relationships-of-learning with students and colleagues.

Effective teaching requires not only the teachers' belonging qualities, but also the students' demands on satisfying with their learning outcomes as well as all connected with the goal of each lesson. In this study, I would like to define my own term of good teacher as *"A good teacher knows his or her students well; facilitates the successful learning process; provides effective supports during and after lessons with the love of teaching, the lecturing skills, inspiration and knowledge; and is able to self-study and change for educational purposes. Good teachers have the*

characteristics associated with different orientations: (1) personal orientation, (2) expertise orientation, (3) student orientation, (4) teaching orientation, (5) communication orientation, and (6) professional orientation.

In teaching learning process teacher have important role in students lives. In the classroom teacher have duty to informs or transfer knowledge to the students. According Sanjaya (2007) there are several role of teacher. There are as follow:

a. Teacher as learning sources

Teacher as learning sources is important role in teaching learning process. A teacher have role to transfer their knowledge to the students. In here teacher must have the ability and skill to teach students. With have ability and skill the teacher can explain and answer the question to the students easily. A teacher will be a good teacher if they have many references to teach students. A good teacher is a teacher who can answer all students question about the material that they explained. The other way, bad teacher is a teacher who did not understand about the material. The characteristics of bad teacher are; they explained the material monotonous, always sit on the chair while read the book. Etc. This case make teacher difficult to restrain the students in the classroom. As learning sources in the teaching learning process, the teacher must do things below:

1. Teacher must have many material references than students for example, searching information in internet or the other book to develop her/his material. This is to make the teacher have knowledgeto teach students.

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2. Teacher can indicate the learning sources that can learn by students to learn more about the material.
3. The teacher need to do determine about the material which one is the core and the important material from the book. By determine the material teacher easier to explain the material in front of the students.

b. Teacher as Facilitator

In this era teacher not the one of information source from the students. Now, teacher can be a facilitator in the teaching process. In order to teacher can be a facilitator, so teacher need to understand about utilization of media and learning sources. In the teaching process in the classroom teachers must prepare the sources and media that suitable from students in the every teaching and learning process, and did not be themselves as one the learning sources for the students. In order to do the role as facilitator in the teaching learning process, there are things that have correlation with utilization media and learning sources:

1. The teacher needs to know types of media and learning sources along with its function. Comprehension about the function of media is need, because not all the media suitable with the lesson.
2. The teacher need to have skill in design media. By design the media, which suitable with the lesson teacher easier to explain the material for students.
3. The teacher must have skill to organization of several media. Not only give the students lesson with the various media, but teacher should involve students in learning activity in the classroom, either in the form of presentation, question, discussion or other activity to make students more active in the classroom.

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c. Teacher as Leadership

In the classroom teacher have important role as leadership. As a leadership teacher must have ability to handle student's activity in the classroom. In here, teacher must have management proficiency it's mean that teacher can influence, give instruction, guidance, motivating students in order to learn and get good achievement. The teacher duty as leadership is influence of students through learning development. In the classroom teacher as a leadership who manage the classroom activity, they handle and take decision when learning process. As a leadership the teacher must have good attitude, skill and ability in manage the students, because the teacher is guide for their students.

d. Teacher as Demonstrator

The role of teacher as demonstrator ought to understand about the lesson that will inform to the students. As a demonstrator the teacher must develop their knowledge about the lesson, the ability of the teacher will increase student's achievement. Therefore, teacher must enrich their knowledge in order to be able do their duty. Although be a teacher they also must be a learner. Learner in here is teacher must learn again and enrich their knowledge. They can enrich their knowledge from their friend / other teacher, sharing about knowledge that they know. This activity is to make teacher have wide ability to teach students. As a demonstrator teacher must indicate how the way that every material can understand by the students.

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e. Teacher as Guidance

Teacher can called as guidance it's mean that the teacher must guide the students based on their experience and their knowledge. The role of teacher as guidance is effort to help the students in order to develop student's ability with their knowledge and experience that they have. Teacher guide students to find student's potential in order to the students can be a good individual. In here, to guide the students the teacher has to know the students characteristics. The role of teacher as a guidance not only in the teaching learning process, but if the students have a problem the teacher can help students to solve the problem, the teacher's have to make many interaction and ask students what are their problem.

f. Teacher as Motivator

Learning process will be success if the students are motivated in his/her self. Therefore, teacher also have role as motivator to make students spirit to learn. In the teaching process if the students make mistake in answer and do the task the teacher did not give punishment to them. In this case, the teacher will support and motivate them to repair the mistake. As a motivator, the teacher must be able to build the character their students through variety of activities that can improve the student's skill. Therefore, teacher needs to build the students motivation in the learning process to get optimal achievement. According Sanjaya (2007:28) there are things that increase students motivation. There are:

- 1) Clarify the aim,
- 2) Build the students interest,
- 3) make good atmosphere in the learning process,

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- 4) give the approbation to the students who answer question or do a task,
- 5) create rivalry and work together with their partner.

g. Teacher as Evaluator

After teachers teach students with their teaching strategy then they do the evaluation. In the teaching learning process, evaluation is very important. Evaluation as process decided the students score or process to decide the students' achievement goal. Evaluation do by suitable principles and techniques, it do by test or non-test. To evaluation students, the teacher must know the techniques in the evaluation of students. To evaluate students the teacher must be objective and fair based on the student's ability. The information that gets by this evaluation will be a feedback or correction to the students or teacher themselves (Sujarwo, 2010). With the evaluation teacher can understand about the strength and weakness of the strategy in teaching learning process and the student's problem about the material. After teacher evaluated the teaching process, so they can improve their teaching process in the class that suitable for the students.

2.1.5. Teacher Quality

According to the National Research Council (cited in Clarke, 2009), teacher quality refers to the "knowledge, skills, abilities, and dispositions of teachers" that enable them to "engage students in rigorous, meaningful activities that foster academic learning for all students (pp. 19 & 22). According to OECD (2009) "teacher quality have three dimensions: teacher qualification which include inputs such as teacher credentials, years of service, degrees, certification and other

relevant professional development. Teacher characteristics and in-classroom practices which include attitudes, expectations, personal characteristics, strategies and methods”.

Teacher effectiveness which is an assessment of the degree to which in-service teachers contribute to the learning outcomes of students". Teachers are central to any consideration of schools, and a majority of education policy discussions focus directly or indirectly on the role of teachers. There is a prima facie case for the concentration on teachers, because they are the largest single budgetary element in schools. Moreover, parents, teachers, and administrators emphasize repeatedly the fundamental role that teachers play in the determination of school quality.

Yet, there remains little consensus among researchers on the characteristics of a good teacher, let alone on the importance of teachers in comparison to other determinants of academic performance (Hanushek & Rivkin , 2006)

According to Wren (2006) *“Highly qualified teachers are those with degrees and certifications in the areas in which they teach”* where as *“High quality teachers, however, are those with talent, knowledge, and skill. Highly-qualified teachers are not necessarily high-quality teachers”*. Teacher quality refers to *“ Teachers who are able to consistently assist their students in making significant academic progress. Teachers must have a command of their subject matter, understand how students learn, and have broad repertoire of teaching methods to*

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meet diverse needs of students. Teachers of quality should have, at a minimum, full certification in their main teaching field." (Glossary of Education, 2006)

Lauer et al. (2005) indicated that in the early 1900s, teacher quality was related to virtue, and teachers were expected to communicate moral values in their teaching. In the 1940s and 1950s, teacher quality was defined in terms of personality traits such as compassion and curiosity. Teachers were expected to communicate social values to their students. In the 1960s, teacher quality was based on the technical skills and behaviors of teachers in delivering the prescribed curricula. Today's definition of teacher quality reflects the current era of standards-based reform in education.

Fenstermacher & Richardson (2005), cited in Kennedy (2010), defined teacher quality as both good and successful teaching: *"By good teaching, we mean that the content taught accords with disciplinary standards or adequacy and completeness, and that the methods employed are age appropriate, morally defensible, and undertaken with the intention of enhancing the learner's competence with respect to the content studied By successful teaching we mean that the learner actually acquires, to some reasonable and acceptable level of proficiency, what the teacher is engaged in teaching ... Learning is more likely to occur when good teaching is joined with the other three conditions"*(p. 191).

According to No Child Left Behind (NCLB) Act cited in Lauer & Dean (2004) *" a highly qualified teacher is one who holds a bachelor's degree and full state certification or licensure and has demonstrated mastery of the subjects he or*

she teaches, either by having a major in the subject or by passing a test or other state evaluation. NCLB reflects the 49 federal government's view that teacher quality is a key component of states' efforts to help all students achieve at high levels".

As Harvey and Newton (2004) have argued *"quality as a mechanism refers to the processes of assessment, accreditation, audit, and external examination. Quality assurance involves checking the quality of a process or outcomes; audit, refers to an external or internal check on internal processes; quality assessment involves an external or internal judgment of performance against criteria".*

2.1.6. Measuring and Improving Teaching Quality

Waugh & Slivka (2005) provided the following three highly qualified teacher (HQT) requirements: a bachelor's degree, full State certification or license, and competency in each subject they teach. In addition, Sallis (2002) stated the sources of quality in education as: outstanding teachers, high moral values, excellent examination results, the support of parents, business and the local community, plentiful resources, the application of the latest technology, strong and purposeful leadership, the care and concern or pupils and students, and a well-balanced and challenging curriculum. Furthermore, Wren (2006) mentioned a list of eight characteristics of high-quality reading teachers: first, high-quality teachers are very purposeful about what they teach. Second, high-quality teachers use powerful instructional strategies. Third, they do not waste time. Fourth, they keep their students actively engaged. Fifth, they create a learning environment that is

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literature rich and inviting. Sixth, they use data to inform instruction. Seventh, they connect with their students and their families on a personal level. Eighth, they are relentlessly positive and encouraging.

Lauer et al. (2005) indicated that most educators and policymakers agree that teacher quality is important because of its connection to student learning. Sanders and Rivers (1996) and Sanders (1998) pioneered the use of value-added assessments to measure teacher quality. According to this approach, students of effective teachers make greater gains on standardized achievement tests than is expected based on the students' past performances. Sanders and Rivers found, for example, that students in Tennessee who were taught by effective teachers for three consecutive years scored up to 50 percentile points higher on the state test compared to students who had ineffective teachers for three consecutive years. Conversely, students with ineffective teachers did not exhibit the academic growth that would be expected based on their previous performances. In other words, effective teachers add value to student learning by helping their students achieve beyond expectations.

Learning strategies are steps taken by learners to enhance their learning. An active use of language learning strategies helps learners in control of their own learning by developing language skills, increasing confidence and motivation in learning process. Tarigan (1993: 2) said that learning strategy as the ideas or behaviors that are used by individual to help themselves in understanding, learning, or recognizing new information. Tarigan described that learning strategy

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as pedagogic procedure which is arranged to establish the certain strategy for students in developing the competence to achieve the target. While, Paramasivam (2009) defined learning strategy as devices learners make use of to learn a language. It shows that the reason of strategy usage is to increase the result of learning especially in language for the students.

From researchers' opinion above, it can be concluded that learning strategy is a step to facilitate students in reaching the target and solving their problem in learning process. Learning strategy has important role in students' success. The difference of learning strategy among the students may influence in their result. Hence, the students must use appropriate learning strategy to achieve the best result in learning process.

Learning strategy is used to help students in understanding information and solving the problem. Tarigan (1991: 12) classified learning strategy into three kinds. Those learning strategy are:

a. Metacognitive Strategy

Tarigan (1991:12) stated that metacognitive strategy means strategy of learning that involves thought knowledge about the learning process, planning for learning, the monitoring of learning a hose ongoing and evaluation of learning having finished the task. While, Manfred (2007) explained "Metacognitive strategy is thinking about the learning process, planning for learning, monitoring the learning tasks, and evaluating how well one has

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learned”. In other word, metacognitive is learning that includes arranging, planning, and evaluating of learning process.

b. Cognitive Strategy

Cognitive strategy is steps or operations used in learning or problem-solving that requires analysis, transformation or synthesis of learning materials. In cognitive strategy, the learners already have many of information. He is always updating this information with new information which he collects from various sources. Cognitive strategy helps learners to make an association with the previous and new knowledge or information. Analyzing, guessing, inductive and deductive reasoning, rearranging the information and taking regular notes of the information are examples of cognitive strategies.

c. Social Affective Strategy

Tarigan (1993: 21) said that social affective strategy is a kind of learning strategy that uses social interactions to provide assistance in understanding, learning or memory retention information. Hence, social affective strategy is strategy in learning which need interaction with somebody else in its learning process, for example doing conversation.

2.1.7. Teaching Strategy

Strategy are steps Strategies are steps or actions taken for the purpose of winning a war, other definition of strategy is an effort to achieve of success goal.

In education context, David in Majid (2014: 8) stated that strategy is a plan, method, or series of activities designed to achieve a particular educational goal.

Teaching strategy has been defined by several experts, such as: Kemp in Majid (2009:7) stated that teaching strategy is a teaching activities that must done by the teacher and the student so that the purpose of teaching reached effectively and efficiently.

Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies (Stone and Morris, in Issac, 2010). Furthermore, Issac (2010) explains that teaching tactics are that behavior of the teacher which he manifests in the class i.e., the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learnt responses, increasing the responses by extra activities and so on.

In this paper, we use term *strategy* to imply thoughtful planning to do something. When we use the term *method*, it implies some orderly way of doing something. Thus, we use the terms *technique* and *procedure* as synonyms to signify a series of steps that one takes to employ any general model being used in the classroom. Each of these aspects emanate from a broader and more encompassing model (Orlich, Harder, Callahan, Trevisan, & Brown, 2010:4). Furthermore, the following are the difference between teaching method and teaching strategy in more detail:

Teaching Method:

1. It is limited to the presentation of subject matter

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2. Methods come under strategy
3. It is a micro approach
4. Teaching as an art
5. Effective presentation of subject matter
6. Classical Theory of human organization
7. Work is important

Teaching Strategy:

1. When we try to achieve some objectives by any method it becomes strategies
2. Strategy is actually a combination of different method
3. For E.g. Lecture or textbook or question answer method can be never be used separately
4. It is a macro approach
5. It considers teaching as science
6. Its purpose is to create conducive learning environment
7. It is based on modern theories of organization
8. Pre determined objectives, becomes strategy
9. Behavior of students and teachers and their mutual relationship.

Conducting a teaching activity is essentially a network or set of decisions that the trainer takes to correlate the priority elements of his work and to build the best solution with respect to the educational situation again. The one who instructs must find a rational and appropriate formula to combine methods, procedures, techniques, means and forms of organization that lead to an optimal use of the

potential of the trained subjects (Neacșu 1990:219-220). Choosing the procedures for training in relation to the trained subject is the teaching strategy. It is well known that the teaching strategy is the key tool in the instructional design (Ștefan, 2003; Reiser & Dempsey, 2011; & Regeluth, 2013).

The teaching strategy results in a didactic approach to teaching and learning, combining and optimal organizing of the methods, means and forms of grouping of the participants (Cerghit, 2006). These elements, integrated into the operational structures, are based on a systemic vision and designed to ensure an active and creative learning of knowledge and to rationalize the training process. The concept of "strategy" is operated both at the macro level, the intermediate level and the micro level, the latter level being directly linked with learning pedagogy, training theory and practice. Adopting a strategy means adopting a guideline for action, and associating it a certain global way of organizational learning and learning conditions, the use of certain methods and means. It should, naturally, be pointed out that in reality we adopt mixed and combined strategies, according to the objectives, the level of the group we are working with, the contents covered etc.

Devlin and Samarawickrema (2010: 113-114) proposed ten principles of effective teaching strategy. They are:

1. Teaching and curriculum design need to be focused on meeting students' future needs, implying the development in students of generic capabilities such as critical thinking, teamwork and communication skills, amongst others.

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2. Students must have a thorough understanding of fundamental concepts even if that means less content is covered
3. The relevance of what is taught must be established by using real-life, current and/or local examples and by relating theory to practice
4. Student beliefs must be challenged to deal with misconceptions
5. A variety of learning tasks that engage students, including student discussion, need to occur in order that meaningful learning takes place
6. Genuine, empathetic relationships with individual students should be established so that interaction can take place
7. Teachers should motivate students through displaying their own enthusiasm, encouraging students and providing interesting, enjoyable and active classes
8. Curriculum design should ensure that aims, concepts, learning activities and assessment are consistent with achieving learning outcomes related to future student needs
9. Each lesson must be thoroughly planned but flexible so that necessary adaptations may be made based on feedback during the class; and
10. Assessment must be consistent with the desired learning outcomes and should, therefore, be authentic tasks for the discipline or profession

The other definitions stated by Kozma in Majid (2014: 7), Kozma stated that teaching strategy means an every selected activity, that can give a facility or assistance to the student to reach certain teaching purpose. Another definition comes from Gerlach and Ely in Majid (2014: 7), they stated that teaching strategy is the ways which selected to extend teaching material in certain teaching

environment. Furthermore, they explained that teaching strategy cover its characteristic, range, arrangement, of teaching activity that give a study experience to the students.

Then Dick and Carey in Majid (2014:7) explained that teaching strategy consist of whole component of teaching material and procedure or stage of study activity that used by the teacher to help the students reach certain teaching purpose.

Based on definition by the experts above, it can be concluded that teaching strategies is plan which prepared by the teacher to achieve certainly educational goal.

2.1.7.1 Classification of Teaching Strategy

According to Hamruni (2009: 8-9), teaching strategy classified into five kinds, there are:

2) Direct Instruction teaching strategy

Direct instruction teaching strategy is teaching that directed by the teacher. This strategy is effective to determine information or to build a skill step by steps. The direct instruction usually has deductive character. The superiority of Direct Instruction Teaching Strategy is this strategy so easy to be planned and used, while the core important

weakness in the developing ability, the process and the attitude that needed in critical idea and interpersonal relation also learn.

3) Indirect Instruction teaching strategy

Indirect instruction teaching strategy often referred as inquiri, inductive, problem solving, decision making and invention. Contrary with direct instruction teaching strategy. Indirect instruction teaching strategy usually places students as centers, though the two strategies can equip each other. In this strategy the teacher role shift from a speaker become facilitator. The teacher manage learning environment and give the students an opportunity to involve in the environment. The superiority of Indirect instruction teaching strategy are:

- a. Pushing interest and curiosity of the students
- b. Creating the alternative and solving the problem
- c. Pushing creativity and developing interpersonal skill and the other ability
- d. Better understanding
- e. Expressing understanding this strategy needs long time, outcome difficult to predict. This strategy is incompatible if the students require remember items swiftly

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3) Interactive teaching strategy

Interactive teaching strategy emphasizes on discussion and share between the learners. It will encourage of learner to create new an idea or concept, reacting on experiences, approach and developing alternative mindset. The superiorities of interactive teaching strategy are students can improve their social skill and their ability, developing of rational argument. The weaknesses of this strategy is depend on the creativity of teacher to arrange and develop the group dynamics

4) Experiential/ empirical teaching strategy

Empirical teaching strategy has orientation in inductive activities. Students are centers. Self reflection about their experience, formulation of planning to reach implementation based on context. The superiority of this strategy are improving of students" participation, improving of students" analytical aspect. The weaknesses of this strategy are the result is the big goal, high cost, need a long time.

5) Independent teaching strategy

The purposes of independent teaching strategy are developing of individual initiative, self - independent, and self developmental. Students must be active learner. The superiority of this strategy is creating students' respect, while the weakness is difficult implementation for young learner.

There are many kinds of teaching strategies that can be applied in the language teaching process. Wehrli (2003) explained the teaching strategies as follow.

1. Brainstorming

Brainstorming is a process for generating multiple ideas/options in which judgment is suspended until a maximum number of ideas has been generated. Al-maghrawy in Al-khatib (2012: 31) also defines that brainstorming as a group creativity forum for general ideas.

Moreover, Sayed in Al-khatib (2012: 31) purposed some importance of brainstorming for the students. Those are:

- a. Helping students to solve problems
- b. Helping students to benefit from the ideas of others through the development and build on them; and
- c. Helping the cohesion of the students and building relationships among them and assess the views of others.

In addition, brainstorming has some advantageous, they are:

- a. Actively involving learners in higher levels of thinking
- b. Promoting peer learning and creates synergy
- c. Promoting critical thinking; and
- d. Helping groups reach consensus.

On the other hand, there are some disadvantageous of brainstorming. (a) requiring learners discipline; (b) may not be effective with large groups; and (c) can lead to “group think”.

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2. Case-based Small-group Discussion

In this teaching strategy, small groups of 5-10 address case-based tasks, exchanging points of view while working through a problem-solving process. In this teaching strategy process, Srinivasan, Wilkes, Stevenson, Nguyen, and Slavin (2007) explained that the group focuses on creative problem solving, with some advance preparation. Discovery is encouraged in a format in which both students and facilitators share responsibility for coming to closure on cardinal learning points.

Case-based Small-group Discussion has some advantageous. They can be

- a. Actively involves participants and stimulates peer group learning
- b. Helps participants explore pre-existing knowledge and build on what they know
- c. Facilitates exchange of ideas and awareness of mutual concerns; and
- d. Promotes development of critical thinking skills;

On the other hand, Case-based Small-group Discussion has some disadvantageous

- a. Can potentially degenerate into off-task or social conversations
- b. Can be a challenge to ensure participation by all, especially in larger groups; and
- c. Can be frustrating for participants when they are at significantly different levels of knowledge and skill.

3. Demonstration

Demonstration means performing an activity so that learners can observe how it is done in order to help prepare learner to transfer theory to practical application. Moreover, demonstration strategy involves the teacher showing learners how to do something (Adekoya and Olatoye, 2011).

The advantageous of demonstration are to:

- a. Help people who learn well by modeling others
- b. Promote self-confidence
- c. Provide opportunity for targeted questions and answers; and
- d. Allow attention to be focused on specific details rather than general theories.

The disadvantageous of demonstration: (a) is of limited value for people who do not learn best by observing others; (b) may not be appropriate for the different learning rates of the participants; and (c) requires that demonstrator have specialized expertise if highly technical tasks are involved.

4. Games

Games are used to bring competition, participation, drills, and feedback into the learning experience as a motivator and opportunity for application of principles. Carefully planned uses of games in the classroom (e.g., for practicing certain verbs, tenses, questions, locatives, etc.) add some interest to a classroom (Brown, 2000: 146). The advantageous of game:

- a. Actively involves learners;

- b. Can add or regenerate motivation
- c. Promotes team learning and collaborative skills
- d. Provides a challenge that can lead to confidence in knowing and expressing the material
- e. Provides feedback; and
- f. Can create a “fun” learning environment.

The disadvantageous of game: (a) can create in-group/out-group feelings; (b) can demotivate students who are not competitive by nature; (c) can create feelings of inadequacy in those not as skilled or forceful; and (d) can discourage creativity if the format is very rigid and the focus is strongly on winning.

5. Independent Study

Independent study is a teaching strategy designed to enhance and support other instructional activities. Learning activity is typically done entirely by the individual learner (or group of learners) using resource materials. It may be done using computer/web-based technology. Alberta Learning (2002: 73) also defines independent study as an individualized learning experience that allows students to select a topic focus, define problems or questions, gather and analyze information, apply skills, and create a product to show what has been learned.

The advantageous of independent study:

- a. Fosters independent learning skills
- b. Allows learners to progress at their own rate

- c. Enhances other learning experiences. The disadvantageous of independent study: (a) may be disconnected from immediate objectives; and (b) may be difficult to identify/access appropriate materials.

2.1.8. Definition of Teaching Learning

Brown (2000:7) states that teaching means guiding and facilitating learning, enabling the learner to learn, setting the conditions of learning. Leo (2013:1) teaching is stand for treat, encourage, activate, coordinate, heighten, infuse, nurture, and guarantee.

Sardiman (2001: 46) explains that teaching is organizing an activity or setting the environment as well as possible and connecting with the child, resulting in a process of learning. He also says, teaching is an effort to create a conducive condition for ongoing learning activities for students.

Meanwhile, according to Nasution (1982) in Suryosubroto (1997: 18) teaching is an activity to organize or manage the environment as well as possible and connect with children, resulting in learning and teaching.

Kimble & Garnezy in Brown (2000:7) learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. Cronbach in thobroni (2012:20) learning is shown by a change in behavior as result of experience. According Spears in thobroni (2012:21) Learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction. While

according Schunk (2012:5) learning is lasting change in behavior, or the capacity to behave in a certain way, resulting from practice or other forms of experience.

According to Uzer (1990: 1) in Suryosubroto (1997: 19) the learning process is a process containing a course which conducted by teachers and students on the basis of reciprocal relationships that takes place in an educational situation in order to achieve certain goals.

The learning process is learning as a process that contains of two terms, namely a series of stages or phases in learning something, and it also means a series of planning activities which are planned by teachers, implementation of activities until the evaluation and the follow-up program.

From both opinions, it can be concluded that the learning process is series of activities, ranging from planning, implementation to evaluation and follow-up program which took place in an educational situation to achieve certain objectives, namely teaching. Teaching-learning process is part of education that cannot be separated from each other. There is a relationship between teaching and learning. Teaching is one of transferring knowledge systems and learning is learning the knowledge which cannot be separated from each other. Teaching learning process can be defined as process of transferring knowledge through giving and asking through interaction between teacher and learner who study about certain subject in the certain place in order to transfer knowledge directly.

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From the definition above, it can be concluded that teaching is an interactive process of knowledge transfer from the teacher to the students. The teacher is as a facilitator and guiding them to learn. If they do not understand about the material.

Teaching strategies suggest a way in which a teaching situation can be approached. It is important to underscore their essential characteristics:

1. They have a normative character without the rigidity of a rule; they are the training component of dynamic situations, characterized by flexibility and internal elasticity. The general teaching approach outlined by educational strategies can be "adjusted" and adapted to the training events and conditions. The strategies largely carry the footprint of the trainer's teaching style, creativity and personality.
2. They have a structuring and modeling function to link the learning situations where learners are placed and to trigger their psychological mechanisms of learning
3. The components of the strategy (methods, means and organization forms of the work) form a system, establishing the connection between them, even interrelations and interdependencies. A teaching strategy can be decomposed into a series of operations, steps, rules of conduct specific to different teaching sequences so that each decision indicating the transition to the next sequence by exploiting the information obtained in the previous step

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4. They do not identify either with the opted methodological system or the basic teaching method because the teaching strategy aims at the training process as a whole, not a single training sequence
5. They have probabilistic meaning, that is that a particular teaching strategy, although scientifically founded and appropriate for the psychological resources of participants, cannot guarantee the success of the training process because there is a large number of variables that can intervene in the process
6. They involve the students in specific learning situations and rationalize and adequate the training content to their personality; and
7. They create an ideal framework for interactions between other components of the training process (Ionescu & Radu, 2001:184-185).

2.1.9. The Components of Teaching and Learning Process

According to Hamalik in Komara (2014: 35), learning is a means to an entire system of components that interact and interrelate between each other and with the whole itself to achieve the learning objectives which has been designated.

Learning is a system that its components consist of:

a. Students

Teaching cannot be done in a room which is not clear, no students, no purpose, no teaching materials.

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b. Teacher

The teacher is a profession. A teacher (also called a school teacher or, in some contexts, an educator) is a person who helps students to acquire knowledge, competence or virtue. Informally the role of teacher may be taken on by anyone (e.g. when showing a colleague how to perform a specific task).

c. Objectives

Objective should be understood by teachers to include national education goals, institutional objectives, curricular goals, the general purpose of learning to specific goals of learning.

d. Materials

Learning materials in a broad sense is not only contained in textbooks that are required, but also includes the overall learning materials. In each teaching-learning activity, there should be material. Good instructional materials are an important part of the process of instruction (Richards, 1997:15). He also stated that the effective instructional materials in language teaching have the following characteristics:

1. They are based on theoretically sound learning principles.
2. They arouse and maintain the learners' interest and attention.
3. They are appropriate to the learners needs and background.

4. They provide examples of how language is used.
5. They provide meaningful activities for learners.
6. They provide opportunities for communication and authentic language use.

e. Method

Method of teaching is a method or technique to deliver the learning material that must be mastered by the teacher. Teaching methods are set based on the objectives and learning materials, as well as the characteristics of the child.

f. Means/tools.

Learning tools can be real thing, imitation, images, charts, graphs, tabs and so forth in the media. The media can be an electronic device, printing equipment, and imitation. Using the tool or tools should be adapted to the purpose of learning, children, materials and teaching methods.

g. Evaluation.

Evaluation can be seen as basic competences, materials, or people who do not achieve mastery.

h. Environment / context.

Learning environment is a component of the learning process which is very important to the success of student learning. This environment includes

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the physical environment, social environment, natural environment, and psychological environment during which the learning process takes place. Sudjana (1998:30) stated that, the prominent components of teaching and learning process are:

- a. The objectives of teaching-learning process
- b. The material of teaching
- c. The methods and medias of teaching
- d. The evaluation and assessment of teaching-learning process

The objectives of the teaching-learning process should be firstly arranged in the process of teaching-learning as the indicator of the teaching success. Those are the formula of behavior and ability that should be achieved by the students after they finished the learning activity in the teaching-learning process. The objectives of the teaching-learning process contain the expected output of the teaching-learning process.

Based on the explicit objectives, the material of the teaching learning process can be determined. The material is expected to contribute the objectives of the teaching-learning which should be reached by the students. The methods and the instruments used in the teaching learning process are picked out based on the objectives of the teaching-learning process. Their function is as the medium of the teaching material in order to achieve its

objectives. The methods and the instruments should be efficient and effective. The assessment and evaluation process play the important role to judge whether or not the teaching-learning process succeeds. They are used to measure the attainment of the objectives.

2.1.10. Problems Faced by Novice Teachers

Yalçınkaya (2002) in Abdurrahman (2016: 93) investigated the problems of beginning teachers and noted that the basic problems are as follows: lack of experience; pressures on beginning teachers; trying to complete more tasks than one is able to, fear of inspection, and adaptation to school and its environment. As a result of being inexperienced, teachers have some more problems, such as classroom management, designing the curriculum and implementing it in a given time, using specific teaching techniques and addressing the needs of each student as an individual.

Lundeen (2004) identified in his study some perceived problems of novice teachers. The results of his study showed that the main problems were classroom management; problems with colleagues and administrators, discipline problems; adult relationship and interaction problems; lesson and curriculum planning problems and problems with parents.

Achinstein and Barret (2004) in their study about challenges of novice teachers received three main results: the management issues like arranging routines and procedures for students during activities in the classroom, disciplinary

problems and their consequences, timing, pacing etc.; the relational issues like knowing the student and identifying his needs, communications between teacher and student, interaction with students and parents and addressing students' motivation etc.; and the professional issues like handling the diversity of students and equity, understanding of students' prior knowledge and cultural background, expectations of teachers about learners and dealing with participation problems.

Novice teachers usually feel shocked when dealing with the actual situation in schools. Sometimes novice teachers are not exposed and fully prepared to cope with the shock of transition, when they first start a job (Fantilli, R.D., & McDougall, 2009). At this time the novice teacher will seeking for a guide that can help build their self-professionalism. If failed, they will have a negative attitude towards the profession.

Senom, Razak Zakaria, & Sharatol Ahmad Shah (2013) found that novice teachers have a high concern in the first year of teaching at the school. It found that the majority of research highlighting the concerns of novice teachers with different in research methods or sample of participants. Among the 12 concerns of novice teachers is a classroom management, which is obtaining information about the school system, teaching materials and resources, planning, organizing, and receive instruction from the administrator or another teacher and other professional responsibilities, evaluate students and evaluate student performance and students' motivation. The study also adds the novice teacher concerns include the use of effective teaching, dealing with students ho have problems, interests and different

needs, communication skills, together with the administrators, fellow teachers, parents and the community as well as the appropriateness of the school environment for teaching and learning.

A teacher is responsible for helping students learn worthwhile content, they must be the first to know and understand the subjects they teach. Scholar have identified three aspects that novice teachers need to prepare for teaching and learning. Learn concepts, theories, and procedures of the subject or a related field and knowledgeable about the subject and related areas with evidence and fact. In addition to knowing the subject and content areas are taught, novice teachers need to understand the content knowledge and inquiry in different fields (Shulman, 1986). But the study found, the novice teacher has a problem with getting a willingness to teach subjects or fields that are not on the same field while studying at university or college.

In line with the theories above, it can be described that, there are some problems faced by the novice teacher. Based on the theories, the researcher outlines some points about novice teacher problems. First, the novice teachers are difficult to do the interaction with the students. It is influenced by their experience in teaching the students. After that, the novice teachers are also difficult in managing the classroom. The novice teachers have lack of knowledge about how to manage the classroom, so, it is difficult for them to manage the classroom when during the teaching and learning process. Furthermore, the novice teachers have

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limited knowledge in curriculum. It is not easy for them to understand the syllabus of learning and design the lesson plan.

Teaching is one of the few careers where the least experienced members encounter the greatest challenges and duties. Novice teacher with their limited knowledge of subject matters and little practice in teaching, experience frustration, uncertainty, confusion and isolation during their first year of teaching. As Zepeda and Mayers (2001:2) state "being a novice teacher is like being in water over your head, you are floating on a tiny piece of foam that crumbles away every day just a bit".

Many studies have reported on the problems faced by novice teachers during their first years of teaching (Koeberg, 1999; Veenman, 1984), Veenman (1984) reviewed eighty three studies conducted in different countries and studied fifteen problems experienced most often by novice teachers. He identified the following eight problems as being most serious; classroom discipline, motivating students, dealing with individual differences, assessing students work, relations with parents, organization of class work, insufficient material supplies and dealing with individual students.

Koeberg (1999) grouped different problems experienced by novice teachers into four categories to demonstrate the generic areas in which novice teachers experience problems.

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Orientation : this includes all the problems relating to the environment of the school. These include knowing where the classrooms are situated, administrative processes, position of resources, ect. These problems, he states, are short-term and can be overcome in the short term. Ubisi (1999) also finds that it was hard for novice teachers to know the goals and values of the school and to figure out what is expected of them by the school in terms of everyday practice and behavior. It is during orientation that novice teachers are opened up to reality. According to Schulze and Steyn (2005) orientation provides novices with essential information such as an explanation of novice teachers' duties, mission and vision of the school, activities. It is during orientation that novice teachers are introduced to colleagues, time table, administrative matters, attendance at school, assemblies and the utilization of free periods.

Classroom management: these are problems experienced by novices relating to practice from a pedagogical point of view. These include issues that have to do with the curriculum, organizational and teaching skills, e.g, motivating learners, disciplining learners, assessment of learners and using appropriate teaching methods. Most of the problems that novice teachers experience fall in this category since most stressful events tend to happen in the classroom.

According to Shakwa (2001), novice teachers are more likely to suffer than the veteran teachers. This is because novices are assigned more difficult assignments than the veterans. Veteran teachers choose the easiest jobs, the smart and less problematic students, and give the problematic students to novice teacher.

Similarly Sabar (2004) and Schulze and Steyn (2005) show that novice teachers are mostly assigned the most difficult classes, unwanted subjects, larger classes, more difficult students, and more duties than experienced teachers. Shakwa (2001) further states that novice teachers are often given assignment that involve such duty, bus, duty, monitoring after school detentions, and coordinating the less popular extracurricular activities in which most of them have little or no experience.

Professional issues: these problems have to do with the relationships that exist between novice teachers and their colleagues, school administrators, students and the community and the norms and values that guide their communication. Koeberg (1999) refers to these as professional issues, while I would term them professional and social issues. The problems mostly crop up within the existing school culture. Most veterans distance themselves from the novices as they mostly view the innovations that novices bring with them as threatening (Sabar, 2004). Thus in schools two distinct groups exist, that of the novice teachers and that of veteran teachers. Because of the lack of interaction between teachers, novices miss out on the experience that experienced teachers can offer them.

Schulze and Steyn (2005) indicated that novices develop a need for communication with other colleagues and school managers. However, as most of the novice teachers' time is spent with learners in their classrooms or in staff rooms working and planning for their lessons they hardly get time to communicate with others. In addition, novices were also unclear on how to communicate with

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parents. Their main concerns were how they would be viewed by the parents, pupils, the other staff members and also their principals (Sabar, 2004).

2.2. Related Studies

This research is also supported by several related studies which can also be used to compare the result the research and to fill the niche that should be filled in this research.

In the first study, conducted by Ghazali & Zakaria (2010), it was found that 12.4 percent or 31 of 250 novice teachers or beginner teachers intended to leave the teaching profession. Another study by Seng (2005) also showed that the same conditions that 29.3 percent of 262 novice teachers or beginner teachers said they would leave the teaching profession in the same period time. In terms of readiness to teach, Westerman (1991) found that, unlike novice teachers, expert teachers think about learning from the students' perspective and analysis for each cognitive learning task during the planning of teaching and learning. They also fit it with the needs of students while teaching. Novice teachers, on the other hand, used specific learning outcomes to shape teaching and learning and they do not adapt in order to meet the needs of students during the teaching process.

Research by Senom, Razak Zakaria, & Sharatol Ahmad Shah (2013) found that novice teachers have a high concern in the first year of teaching at the school. It was found that the majority of research highlighting the concerns of novice teachers from different research methods or sample of participants. Among the 12 concerns of novice

teachers are classroom management, obtaining information about the school system, teaching materials and resources, planning, organizing, and receiving instruction from the administrator or another teacher, and other professional responsibilities, evaluating students, and evaluating students' performance and motivation. The study also adds that the novice teachers' concerns include the use of effective teaching, dealing with students who have problems, interests and different needs, communication skills, together with the administrators, fellow teachers, parents and the community as well as the appropriateness of the school environment for teaching and learning.

Khalid Johari (2009) was conducting a study on the efficacy pattern of novice school teachers and found that their efficacy is at moderately high levels. The novice teachers seem to be more focused on classroom management. The findings also showed that the efficacy of teachers is significantly different by gender, type of teacher training, and the subject of teaching. Type of novice teacher training was more important in contributing to the efficacy differences than gender and subject of teaching. This study suggests that novices were given more space in improving their professionalism as teachers.

Korthagen (2004) in his study shows that novice teachers are faced with a variety of responsibilities including writing report cards and long-term planning in the management of schools. Even novice teachers have explained that they were prepared to teach at some stage during their pre-service training, but it is limited and not sufficient to meet their needs at the beginning of the year they enter the teaching profession. In the observations by Meister and Melnick (2008), it was reported that the

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issues of behavior, meeting the diverse needs of students, time constraints, heavy workload, and lack of communication skills when dealing with parents in difficult situations is a major concerns of novice teachers.

Considering the previous study above, it can be concluded that all the studies discussed about novice teachers are related to the issues of readiness, responsibilities, efficacy, and behaviour. The researcher did not found about how performance teacher in the classroom. It can be the niche from this research. There were three domains that was analysed in this research. There were language proficiency, planning and management learning, and evaluation and assessment. Then, the researcher also explored the problems faced by novice teachers as demonstrated in their performance of teaching activities.

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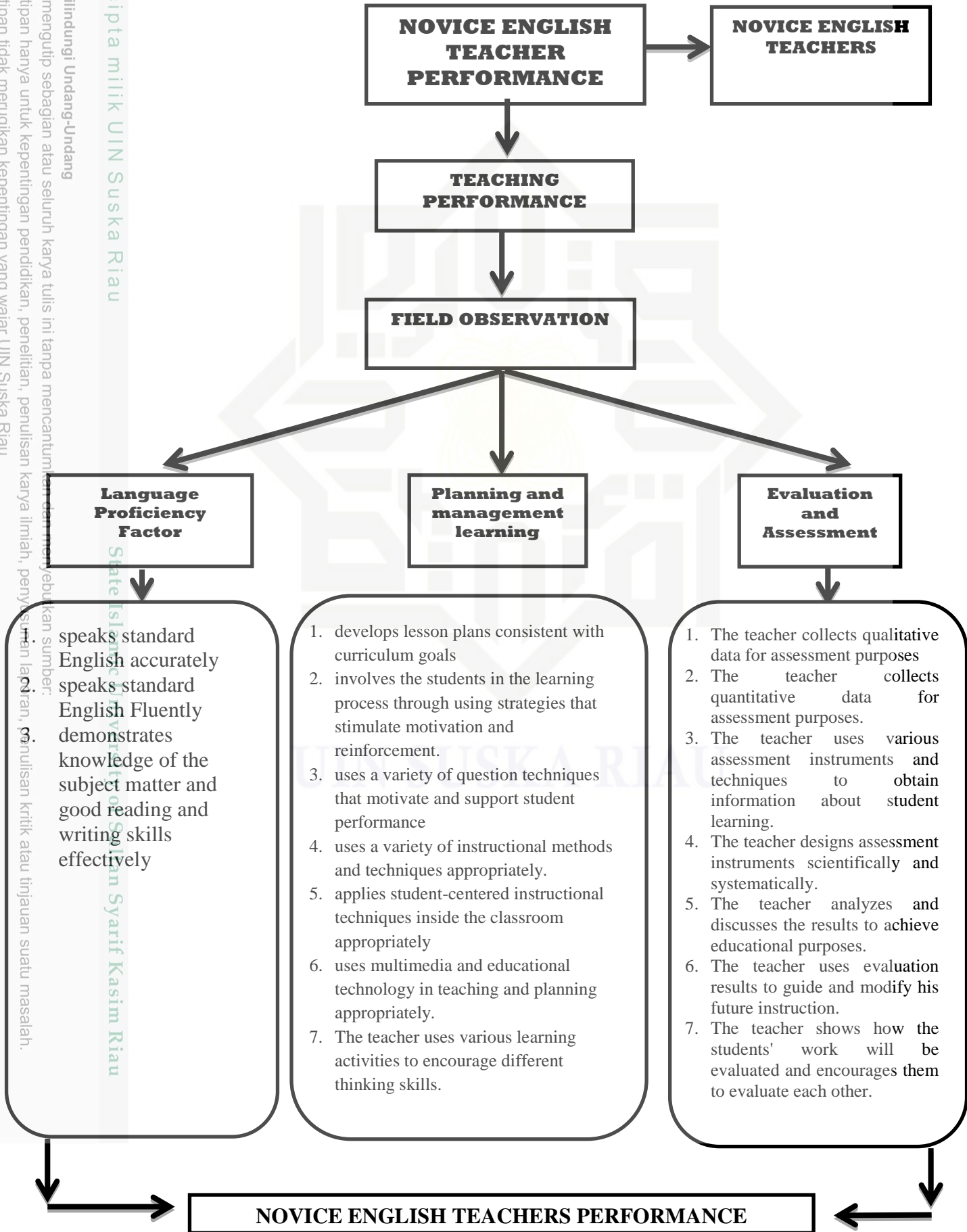
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2.3.

THEORETICAL FRAMEWORK



NOVICE ENGLISH TEACHERS PERFORMANCE

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CHAPTER III

RESEARCH METHODOLOGY

Research methodology is an important aspect in doing research. It helps the researcher to investigate the problem and show how the study would be set up, in order to answer the research questions. This chapter explained the method adopted in this research. This chapter includes every step involved in conducting this research from selection of participants to how to analyze the result of the data. Finally, this chapter provides a detail explanation of the selected mode of analysis used and data collection method.

3.1. Research Design

Qualitative research design varies depending upon the method used; participant observations, in-depth interviews (face-to-face or on the telephone), and focus groups. These are all examples of methodologies which may be considered during qualitative research design. Although there is diversity in the various qualitative methodologies, there are also commonalities among them.

Furthermore, qualitative research is a holistic approach that involves discovery. Qualitative research is also described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences (Creswell, 1994). One identifier of a qualitative research is the social phenomenon being investigated from the participant's viewpoint. There are different types of research designs that use qualitative research techniques to frame the

research approach. As a result, the different techniques have a dramatic effect on the research strategies explored.

3.2. Source of Data

One aim of the research is to get data. Data is an important aspect in research which come in the form of phenomenon in the field and number. From the data, the researcher would know the result of the research. The data collected must be relevant with the research problem. The data in this research was collected in the form of descriptive qualitative data and use qualitative data procedure for the data analysis. Data in this research was obtained from conducting interviews with the participants (novice teachers), observation, and documentation. Data source is the subject of the research from where the data can be obtained. Data sources are the important thing in conducting research. Thus, data source is the substance where the researcher get information that is required. Ary et.al (1985: 332) argued that in qualitative research, there are two sources that can be used to get the data. Those are:

1. Primary source

Sugiyono (2008: 225) stated that primary source is source which can give valuable information directly. In other word, the primary source is to give prominent data related to the research problems. For the primary source, the researcher used the result of interview and questionnaire. In qualitative research, the result of interview can be used as the strongest source to get the information.

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2. Secondary source

Secondary source is additional source to get the data. Given (2008: 803) argued “Secondary data source is preexisting source that have been collected for a different purpose or by someone other than the researcher”. In other word, secondary source has function to collecting data for different purpose when conducting research. Here, the secondary source which is used is document. Then, the researcher conducted the observation and interview the participants to complete the data. After that, the researcher did the library method to know related theories that support the research.

3.3. Participants

In this research, the researcher used purposive sampling to select the participants. A purposive sampling is a non-probability sampling that simd to select research participants based on characteristics of a population and the objective of the study. Purposive sampling is different from convenience sampling and is also known as judgmental, selective, or subjective sampling. The participants of this research are the novice teachers at two Senior High Schools in Pekanbaru (SMA TEKNOLOGI and MA Dar El Hikmah Pekanbaru). The researcher takes two school as the location of this research, and chose a novice English teacher in each school. There were one novice teacher in each school. Thus, the participants of tis study are two novice English teachers in Pekanbaru.

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3.4. Data Collection and Instrument

Instrument is tools that are required to get information. Gay and Airasian (2000: 145) state that instrument is a tool that is used in collecting data. While, Arikunto (2000: 134) state that instrument is a tool that is used by researchers to help them in collecting data in order to make it more systematic and easy. Sugiyono (2008: 222) state that, in qualitative research, the instrument is the researchers themselves. Hence, the researchers should be validated by themselves about their ability in conducting research. Data is information that has been collected by conducting research. To get the reliable data, the researcher has to do some techniques for collecting the data. Data collecting technique is an important step in research, because the aim of the research is to get the data. Collecting data can be done in any settings, any sources, and any ways. There are three data collecting techniques. Those are observation, interview, and, documentation. In qualitative research, collecting the data mostly is done through participant observation, in-depth interview, and documentation. Sugiyono (2008: 225) state that the fundamental method relied on by qualitative researchers for gathering information is participation in the setting, direct observation, in-depth interviewing, and documentation review. In this research, the researcher used interview supported by questionnaire and documentation.

To collect the data for this research, the researcher did the observation of teaching and learning process conducted by the novice teacher. The researcher also did the observation to know the novice teachers' problem in teaching and learning process. In the process, the researcher recorded the novice teachers' activities to know the

process of teaching as the real data to answer the research questions of this study. Furthermore, the researcher conducted several interviews to know the real problems that were faced by the novice teachers in teaching and learning process. In this data collection process, two interviewers were involved, namely the researcher herself and her colleague.

3.5. Data Analysis

After collecting the data, the researcher analyzes the data. Wiersma (1991: 85) state that “[d]ata analysis in qualitative research is a process of categorization, description, and synthesis. Data reduction is necessary for the description and interpretation of the phenomenon under study”. In short, data analysis is a systematic process to analyze data which have been collected. The data analysis of the research was conducted based on data obtained from observation of the novice teachers’ teaching and learning activity in each meeting. This helps the researcher to know the novice teachers’ ability in teaching and learning process and the strategies or methods that they used.

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CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1. Conclusion

The research findings discussed in the previous chapter addressed the issues formulated into two research questions of this study. There are some conclusions that can be drawn from presentation of findings and the discussion from the previous chapter. First, both of the novice teachers did the all the steps in teaching and learning process, but the steps were not up to the expected standards of teaching performance in senior high school level. Second, the novice teachers faced a number of problems. For example, the novice teachers were not confident to use English language in teaching and learning process and did carry out a specific strategy in teaching the students. Particularly at MA Dar El Hikmah, the material that the teacher used was not relevant to the curriculum expectations. Finally, both of the novice English teachers still need improvement in evaluation and assessment of students' learning, particularly in using qualitative descriptive evaluation in order to know the students' affective and psychomotoric competencies.

5.2. Recommendation

Referring to the research findings, the researcher would like to provide some recommendations to contribute to the discussion about improving teaching

performance of novice English teachers and the problems they face a new teachers.

The recommendations are as follow:

a. For novice English teachers and teachers

Novice English teachers should use appropriate strategies in teaching their students so as to make them pay more attention to the learning process. This will, in the end, increase the students' motivation to learn English. English teachers, in general, should be more creative in managing the class. They should find creative ways to teach all English skills, such as by having new class situation and including some games as teaching techniques to make their English lessons more exciting to students.

b. For other researchers

The researcher hopes that this research can be one of the first stepping stones other researchers to explore the issue of teaching English as a foreign language by novice teachers. Future researchers are recommended to use the insights they gain from the current research to investigate this issue more comprehensively.

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OBSERVATIONAL FIELDNOTES 1 SMA TEKNOLOGI Pekanbaru

Class : XI Science
Responden : MM
Time : 10.30 a.m, January 14, 2020

First Meeting
Description of Object :

In opening section, the teacher as usually asked the students to open the lesson “**Greeting**”

After that, the teacher told to the students about the material that had been offended in the previous meeting. The students responded the teacher by saying the material “**Cause and Effect**” The teacher gave the explanation about “cause and effect”. Before gave the explanation, the students were given the questions to the students. “*Apa yang dimaksud dengan Cause ?*” dan “*Apa yang dimaksud dengan Effect?*” “*Apa yang pertanyaan yang timbul dari Cause dan Effect*”

The students answer the questions together. The students said “*Cause adalah sebab*” “*Effect adalah Akibat*”

The students were given the example by the teacher. The teacher gave the example through giving the questions to the students “*What is the effect of smoking ?*”

The teacher asked the questions to all the students. Then, the students answer the questions with different answer. After that, the teacher gave the explanation about the material through determine the sentence that contained the cause sentence and effect sentence.

The teacher asked to the students about how to determine the cause and effect sentences.

The students were asked to find out the meaning of the sentences. After that, the students determined the sentence.

Then, the teacher explained the signal words that were exist in the sentences. Further, the teacher explained the signal words that used in effect sentence and cause sentence.

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Moreover, the teacher asked the students to write down the sentence that consisted of cause and effect sentences. There was a students that come to the teacher and write the sentences in the white board. Then, the teacher and the students discussed it together.

The next activity was the exercise. The teacher asked the students to do the exercise about cause and effect. During this activity, the students worked the exercise seriously. Then, the teacher was investigated the students by check the students' work through come to the students' table.

In the last, the teacher asked the students to submit the exercise, and the teacher also said that if the students did not have yet, the exercise become homework to the students that would be submitted in the next meeting.

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OBSERVATIONAL FIELDNOTES II SMA TEKNOLOGI Pekanbaru

Class : XI Science
Responden : MM
Time : 10.30 a.m, January 27, 2020

Second Meeting

Description of Object :

In opening section, the teacher as usually asked the students to open the lesson “**Greeting**” After greeting activity, the teacher was opened the lesson by reminding the material that have been learnt before. Then, the teacher asked the students to open the book. The topic is about the dialogue (speaking activity) related the cause and effect material.

In the teaching activities, the teacher asked the students to read the dialogue. But before the do the activity, the teacher was imediated about how to pronounce word according to the dialogue. The students repeated the word or sentence after the teacher pronounced the dialogue.

After that, the teacher discussed the topic according to the dialogue. The teacher explained the dialogue about consisted the two people were talking about the effect of smoking.

Furthermore, the teacher divided the students into four group that consisted of two people. Then, gave the topic to the students. The topics were related to the cause and effect. The teacher asked the students to make the dialogue about the topic that have given by the teacher.

The students discussed the topic in making the dialogue. The students discussed the topic with their partner. Then, the students were given allocation of the time to finish the dialogue.

After finished the dialogue, the teacher asked the students to come in fron of the class to practice the dialogue that have made by the students.

The each of students group performed one by one. After the students performed their dialogue, the teacher asked the students to discuss about the topic that have been performed.

Therefore, in closing the lessson, the teacher gave the information to the students about the test and weekly assignments. Then, the teacher gave the topic that would be learnt in the next meeting. Last, as the usuall, the chairman of the class closed the lesson by asking greeting.

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OBSERVATIONAL FIELDNOTES III SMA TEKNOLOGI Pekanbaru

Class : XI Science
Responden : MM
Time : 10.30 a.m, February 4, 2020

Third Meeting

Description of Object :

As usual in opening section the teacher came to the class, the students were silent and immediately did the greeting activity to the students. (**greeting and praying**).

statement. She explained the information that should exist in the general statement. Then, she continue to Before the teacher started the lesson, the teacher reminded the lesson that had been taught last week. Then, the teacher asked the students to open the material book that consisted the new material.

The teacher asked the students to read the new material, and the teacher wrote the material in the white board. The material was about “Explanation Text”. After that, the teacher asked to the students about the material. “ *Apa yang dimaksud dengan explanation, apa definisi dari explanation ?*”

The students answered the defenition of the explanation, the students said “*Penjelasan*”. Then, the teacher explained the definition to make sure the explanation about the material.

Furthermore, the teacher gave the generic structure of the explanation text. The teacher wrote it in the white board. The teacher explained the generic structure one by one.

The teacher always did the interaction to the student in order to dig the students to pay attention on the material. There were some steps in explaining the generic structure. First, the teacher write the first generic structure. She wrote “general statement”. Then, she asked to the students about “ *apa yang dimaksud dengan general dan apa yang dimaksud dengan statement*”. The students said “ *general adalah umum dan statement adalah pernyataan, jadi general statement adalah pernyataan umum*”



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Furthermore, the teacher asked the students to open the LKS in order to see the example of the text especially in the general explain the second and third generic structure. She explained to the students about the content in each explanation. In this activity, the students were nodding to show that they were understand about the topic.

The next activity was, the teacher explain the language features of the text. She discussed to the students about the language features. Then in dissussing the garammar used, the teacher emphasized to the students to understand the simple present tense. She explained the tobe that used in the simple present tense “is, am, are”.

After that, she add the language features about passive voice. The teacher asked to the students about the passive sentence. The students look like confused about the teacher’s explanation. Therefore, the teacher separated the explanation. The first was active voice and the second was passive voice. The teacher explained about how to make the active sentence in present form and change it into passive sentence.

In this activities, the students were curious to pay attention. It can be seen that the students used dictionary to find out the verb-3 in changing the verb into passive. After that, the teacher asked the students to write the active and passive sentence. Then, students one by one write down in the white board. Then, discussed it together.

After discussed the students’ work, the teacher asked the students to do the exercise. In closing the lesson, there was one student was asked by the teacher to make conclusion about the lesson today. Then, close the lesson by praying and greeting.



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OBSERVATIONAL FIELDNOTES 1V MA Dar – El Hikmah

Class : XI Science
Responden : A.
Time : 10.30 a.m, January 14, 2020

First Meeting
Description of Object :

In the opening section, the class was opened by greeting and praying. The students were devout. In doing this activity. After that, the teacher checked the student attendance list.

In main activity, the teacher started with write the material in the white board. The material was about countable and uncountable noun. Before the teacher explained the material, he explained the topics related the material. The teacher explained that there were two kinds of noun.

First, the teacher write “concrete noun”. He wrote the definition of it in the white board. Then, explained the part of concrete noun such as “*common noun, proper noun, collective noun, and material noun*”. The teacher addressed the students to be active in this class by asked the students to mention the example of each nouns. In this activity, the students were enthusias in following the activity.

Second, the teacher explained the abstract noun. Then, he also asked the students to mention the example of noun through the discussion between the teacher and the students. After that, the teacher asked the students to write the explanation in theirs’ note book.

The next activity was the teacher explained the material “countable and uncountable noun” . He explained the materials such as, defenition of the term “countable” and “uncountable noun”. Then, according to the previous explanation, the teacher asked to the students to determine the kinds of noun that belong to countable and uncountable noun. He asked to the students to mention the example of the countable and uncountable noun. In this activity, the students were active to mention the example. After that the students were asked to complete the note.

In closing the class, the students were asked to write the ten words that belong to countable and uncountable noun. And its were the assignment to the next meeting. Then, the class was closed by greeting and praying.



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OBSERVATIONAL FIELDNOTES V MA Dar – El Hikmah

Class : XI Science
Responden : A.
Time : 10.30 a.m, January 14, 2020

Second Meeting
Description of Object :

In the opening section, the class was opened by greeting and praying. The students were devout. In doing this activity. After that, the teacher checked the students attendance list.

In main activity, the teacher review the previous material before came to the new material. The previous materials were about countable and uncountable noun.

Then, the teacher gave the material. The matrial was about singular and plural. First, the students were given the explanation about Singular noun. The teacher wrote the definition of singular noun in the white board. Then, the teacher asked the students to mention the example.

Second, the students were given the explanation about the plural noun. Then, the teacher asked the students to mention the example of plural noun. The students were enthusias to mention the example of plural noun. It proved by the students action by raising hand

After that the teacher asked the students to write the explanation in their note book. Then, the teacher closed the activity by greating and praying.



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OBSERVATIONAL FIELDNOTES VI MA Dar – El Hikmah

Class : XI Science
Responden : A.
Time : 10.30 a.m, January 14, 2020
Third Meeting
Description of Object :

In the opening section, the class was opened by greeting and praying. The students were devout. In doing this activity. After that, the teacher checked the students attendance list.

In main activity, the teacher review the previous material before came to the new material. The previous materials were about singular and plural noun.

Then, the teacher continued the material. The material was still about singular and plural. The material focused on the “requirements of plural noun”

First, the teacher explained about s / es ending at th end of the word. (if the word have sh ch ss ending , o , and consonant ending.

The teacher gave the example, and asked the students to change singular word into plural form. The students came to forward to write the word.

As usual, the teacher asked the students to making note in their note book. Then, in the last activity, as the concluding activity, the teacher gave the quiz to the students. Then, he gave the reward for the students. The rewad was if the students can answer the question, so the students can get out from the class.

The questions in the quiz were change the singular noun into plural noun. The teacher mentioned the meaning of the word with Indonesian language. Therefore, the students came forward and wrote the plural word.



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TRANSCRIPT OF INTERVIEW 1

1.

	Response	: M M
Teaching Experience	: 1 Year	
Interview 1	: Siti Barokah	
Interview 2	: S K	
Time	: 10.30 a.m, Mei 10, 2020	

Interview 1 : Assalamualaikum Meri
 Response : Waalaikumsalam
 Interview 1 : Gimana kabarnya meri
 Response : Alhamdulillah kabar baik
 Interview 1 : Maaf mengganggu emm mengganggu waktu meri, kakak ee mau bertanya sedikit tentang seputar pengajaran yang ee meri ajarkan disekolah.
 Sebelumnya, ee kami ingin mengetahui sebagai guru bahasa Inggris pasti meri memiliki kemampuan bahasa Inggris yang bagus kan?
 Response : Iya memiliki kemampuan yang bagus, karna didalam ee waktu kuliah dulu juga menggunakan bahasa Inggris di dalam kelas, jadi untuk mengucapkan bahasa Inggris juga memiliki vocabulary yang banyak juga
 Interview 1 : Bagaimana e mengenai pronounce yang digunakan di dalam mengajar?
 Interview 2 : Maksudnya, tunggu dulu, sebelumnya e diakan ada aksian amerika sama britis. Jadi meri focus kemana kalau mengucapin pronounnya.
 Response : Biasanya untuk mengucapkan ke siswa, mengajarkan menggunakan American English. Karena kalau misalkan menggunakan British kadang2 mereka juga gak tau kayak mana ininya, smantara sede sedangkan kita menggunakan yang American aja mereka banyak yang belum paham. Nah, jadi menggunakan yang Amerika yang
 Interview 1 : Jadi pribadi sendiri menggunakan yang Amerika
 Interview 2 : bearti anak-anak lebih nyambung menggunakan yang Amerikan.
 Apakah ada kesulitan meri dalam menyebutkan beberapa kata atau bagian ada kesulitan tertentu yang mungkin susah untuk diucapkan
 Interview 2 : Ya, misalkan kayak hurup ch "et", "ch" atau apaa gitukan artinya
 Response : Iya,, misalkan gini khususnya untuk vovabulary yang baru sih gitu kan, nah bisa jadi pengucapannya itu enggak tepat. Nah, sebelum biar kita gak salah untuk mengajari siswa, kita menyiapkan kamus ee yang elektronik.
 Interview 2: yang ada sekalian suaranya jugak kan ya
 Response: iyaa, jadi sebelum kita mengucapkan kepada siswa kita mendengarkannya dulu gimana cara pengucapannya.
 Interview 1 : oo gitu.
 Apakah meri merasakan seperti yang kami rasakan, ketika seseorang ada seseorang menyuruh kita untuk menspelinkan bahasa Inggris, bahkan kamipun gak tau apakah spelling itu. Apakah meri pernah merasakan seperti itu
 Interview 2 : kan ada tuh yang bertanya ini apa sih artinya, apa ya apa ya gitu
 Interview 1 : Ya, kadang ada juga yang kayak gini kalau misalnya vocabulary yang baru itu kita sama sekali gak tau apa, nah tapi kalau misalnya yang udah biasa

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kita dengar, biasanya kita dengar, tapi kita biasa ngebacanya kan, a itu juga kita kadang saya juga merasa gak tau apa e spellnya

Interview 2 : jadi solusinya gimana kalau misalkan kita gak tau kita kan, apa kayak gimana kita sama orang tu

Interview 1 ; iya, apa yang meri solusinya

Response : ya,, em kalau misalkan orang yang nanyain kan, cobak di sepell ini ni kan kita gak tau tapi ini tu udah vamiliar di telinga kita nah gitu kan. Saya kadang cek juga dictionary atau minta Tanya sama orang tu sebelumnya ini ne artinya yang mana kadang dalam bahasa inggris ne kan ada memiliki see melihat, laut nah itu kan sama nah jadi saya tanyakan dulu ne artinya apa.

Interview 1 : ok, dalam berbicara bahasa Inggris e meri menggunakan grammar ketika nulis atau speaking

Interview 2 : missal meri ngomong kan pake pakek grammar yang ketika menulis atau grammar yang untuk speaking tu, asal orang mengerti atau gimana supaya orang faham

Interview 1 : apa yang meri lakukan supaya orang faham

Response : beda-beda kalau kita lagi njelasin sama siswa menggunakan kayak don't care about grammar iya kan, kalau dalam berbicara. Tapi kalau misalnya menyuruh mereka untuk misalnya contohnya dalam narrative text atau beberapa text gitukan, otomatis mereka menuliskan text nya di dalam kertas. Nah di dalam writing baru mereka harus menggunakan yang tepat grammar, grammar yang tepat

Interview 2 : tapi kalau ke anak, misalkan menyuruh anak untuk speaking

Interview 2 : jadi kalau menyuruh anak untuk speaking yang penting bisa ngomong aja

Interview 1 : yang penting mereka bisa berkomunikasi gitu ya

Response : ya, kan apalagi dalam sekolah ne kan, orang ngomong sama kita, kita faham nah gitu, tapi kalau di dalam penulisan kan nantik ada penilaian-penilaian

Interview 1 : baru sesuai dengan grammar

Response : baru seuai dengan grammar, kan kita ada belajar tentang tenses jugak

Interview 1 : heem, menurut meri jika kita berbicara apakah orang lain dapat memahami apa yang meri katakana gitu

Interview 2 : misalkan ni kita ngomong ne pakai bahasa Inggris kan paham gak meri tu, orang lain ngomong ke meri pake bahasa Inggris

Response : yaa,, ee misalnya kita ngomong panjang gitu kan panjang lebar, nah pastilah ada beberapa kata yang saya tidak tau gitu kan tapi tau intinya maksudnya apa, nah itu juga yang saya ajarkan sama siswa juga. Misalkan kalian gak perlu tau semua kosa kata asalkan kalian tau intinya dari itu kalian bisa pahami apa yang dimaksud orang. Apa yang kalian maksud, hah. Jadi harus tau intinya juga

Interview 1 : oke.. baiklah e sebelumnya, sebelum pembelajaran dimulai, sejauh mana persiapan yang meri lakukan. Apa saja yang meri siapkan sebelum mengajar gitu

Response : ya, yang pertama mental, mental untuk menghadapi siswa kan, nah habis itu yaa pembelajarannya itu kitaa persiapan yang sebelumnya kemaren itu jangan sampai ini jangan sampai lupa kan nah habis itu kita persiapan

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untuk pertemuan berikutnya dengan cara membikin rangkuman atau dalam bentuk power point nah seperti itu

Interview 1 : oke, baik mengenai lesson plan kapankah meri menyiapkannya untuk mengajar di kelas

Interview 2 : kan ada lesson plan kan itu biasanya yang di siapkan guru itu kapan

Response : biasanya sebelum kita mengajar itu, nah atau kalau misalnya kayak lesson plan atau RPP dan sylabusnya itu semacam itu, kita persiapkannya itu sebelum pembelajaran di semester ini

Interview 2 : emm gitu, ya ya

Interview 1 : bagaimana cara meri e membuat lesson plan untuk pengajaran

Interview 2 : kan dikumpulkan sebelum belajar e sebelum masuk tahun ajaran baru gitu kan. Bagaimana cara membuat lesson plan nya gitu

Response : kan ada ne buku pegangan juga, buku pegangan nah saya melihat juga apa materinya, nah setelah itu saya, kalau membikin lesson plan sendiri saya rasa tidak mungkin bisa see ini, jadi saya melihat internet juga sebagai referensinya.

Interview 1 : apa yang menjadi acuan meri dalam membuat lesson plan

Interview 2 : misalnya kayak kurikulum gitu kan

Response : ya, kurikulum di sekolah, ya kan mereka menggunakan k13 nah

Interview 1 : jadi di sesuaikan di sekolah

Response : iya di sesuaikan, aa setelah itu ya dilihat dari materi apa yang digunakan di dalam buku pembelajaran mereka

Interview 1 : bagaimana mengenai materi yang di lampirkan pada RPP untuk mengajarkan

Response : oo materi-materi nya,

Interview 2 : materi itu berdasarkan

Response : berdasarkan buku pegangan tadi, misalkan kalau kita kadang kita menyiapkan ne RPP tanpa buku pegangan nah ternyata buku pegangannya itu berbeda dengan materinya itu kita harus menyusunnya lagi. Jadi harus ada buku pegangan

Interview 2 : jadi RPP itu satu aja bukunya

Response : enggak, berbeda-beda, iya misalkan disini kan materi berbeda, misalkan ada 3 buku pegangan di kelas 11, nah 3 buku kan otomatis didalam buku itu misalkan apanya materinya kan sama-sama tu, ambil dari sini materinya tu contohnya dari buku ini buku ini, jadi saya cakup-cakup masalah satu-satu

Interview 1 : oke baik, apakah dalam mengajar meri berpedoman dalam pada RPP misalnya pertemuan bertambah di karenakan hal-hal tertentu jadi gak sesuai dengan RPP nya

Response : e kalau misalnya RPP itu saya jarang yang tepat dengan isi RPP. Misalnya di dalam RPP 10 menit yang kita yang untuk inii untuk mempersiapkan untuk ini semuanya, nah ternyata ada kejadian yang lain. Entah siswanya yang kenapaa. Jadi itu yang paling a berbeda dengan RPP, nah misalkan didalam waktu satu setengah jam itu tu mereka harus sudah selesai ne materinya. Ternyata sudah 1 1/2 jam materinya masih tergantung gitu kan, bisa diulang minggu depan.

Interview 1 : oo gitu, bearti di ulang materi yang tertinggal

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Response : ya di ulang materi yang tertinggal di lanjutkan.

Interview 1 ; heem. Bagaimanakah jika seandainya ada siswa yang tidak mencapai tujuan pembelajaran

Interview 2 : iya, materi kan tujuan pembelajaran anak ne harus dapat berbicara atau membuat text gitukan. Tapi kan ada anak yang leemah gitukan, apa yang di lakukan

Response ; ya, biasanya saya kan, karna kita sudah lama sama siswa kita kan tau anak inikan, kita tau bagaimana anak ini bagaimanaanya. Jadi dalam biar anak ini cepet pahamnya, ya kita focus ke anak ini, jadi apa-apa udah paham, apa-apa kamu udah paham? nah, sementara kawannya yang lain kan kita juga memperhatikan, tapi tidak se ekstra dengan yang tidak paham itu

Interview 1 : bearti lebih di fokuskan ke yang belum faham tadi

Interview 2 : maksudnya di fokuskan itu disuruh anak itu, tindakan kayak mana

Response : misalkan kalau dia tidak faham, saya tanyakan apa yang gak fahamnya gitu, dimananya yang gak faham, nah setelah itu kalau seandainya dia ne ee ada belajar kelompok, dia saya letakkan sama orang-orang diatas dia apanya, emm IQ nya gitu

Interview 2 : jadi bisa memantau lah ya

Response : iya

Interview 1 : okee, dalam pembelajaran, teknik apa yang meri gunakan

Response : biasanya itu discussion, kalau enggak itu grup, kalau enggak itu games

Interview 1: kira-kira anak-anak tertarik yang bagian mana

Response : nah, biasanya anak-anak itu tertarik pada bagian games, ya tapi saya juga untuk games itu di beberapa materi saja saya gunakan, nah lebih seringnya itu discussion biar bisa menjelaskan lebih kepada mereka

Interview 2 : kan misalnya ini, didalam discussion, ye kan. Apa yang terjadi apa respon anak ketika dia discussion. Bagaimana respon anak ketika meri mengajarkan pake teknik discussion.

Response : nahh, kadang kalau discussion inikan kita menjelaskan jelaskan terus kan, kadang mereka merasa bosan gitukan. Kadang kita sama tau bahasa Inggris ini kan banyak orang bilang yang membosankan. Nah, kalau misalkan mereka udah Nampak kayak gitu Nampak udah bosan, ya saya gabungkan lagi, saya bawak lagi mereka ke games gitu, nah setelah mereka sudah merasa fresh lagi, ya saya menjelaskan lagi discussion itu

Interview 2 : jadi discussion ini berpengaruh gak terhadap perkembangan anak

Response : iya berpengaruh

Interview 2 : berpengaruh, contohnya buk

Response : kan gini, kita menjelasin ee misalnya anak-anak ini gak tau, jadi di dalam discussion ini kan ada Tanya jawab, nah pas di Tanya jawab itu otomatis mereka juga tau bertambah juga

Interview 1 : bearti yang paling dominant digunakan itu discussion

Response : discussion

Interview 1 : apa yang terjadi kepada anak didik saat meri menerapkan strategi/teknik tersebut

Response : yaa, anak-anak dalam mereka pas awal-awal masuk mereka memang tertarik untuk mendengarkan untuk menyimak kita. Tapi udah lama-lama

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lama mereka merasa bosan, makanya saya kadang saya mix juga dengan games biar mereka ini

Interview 1 : memecahkan suasana lah ya gitu

Response : iya

Interview 1 : apa yang meri lakukan untuk membuat kelas lebih menjadi hidup lebih menyenangkan untuk anak-anak belajar gitu

Interview 2 : mungkin ada selain games gitu, discussing

Response : ee.. kita sebagai guru ne kitakan sebagai model bagi siswa, nah bagaimana kita harus

Interview 2 : itu PR untuk kita kan sebagai guru

Response : yaa, jadi kita harus bagaimana membuat siswa itu menjadi setertarik mungkin, nah dari misalnya dari materi yang kita bawakkan, atau bisa jadi saya yang dalam materinya itu tentang tensis, nah saya mempersiapkan biar mereka gak merasa bosan, saya mempersiapkan tensis nya itu rumus-rumus dalam tensis-tensis itu dalam bentuk nyanyi

Interview 2 : eemmm

Response : jadi mereka lebih cepat untuk mengingat ee tensis-tensisnya itu

Interview 1 : ee dalam grup discussion tehnik, apa yang ibuk lakukan agar semua kelompok memahami apa yang harus dilakukan untuk di diskusikan, karna kan kita tau ee kalau siswa-siswa akan rebut dalam ee dalam diskusi, bahkan mereka menjadikan tempat untuk berbicara satu sama lain dlam diskusi

Response : nah itulah saya bagi tadi, kalau kita lihatkan anak ini yang rebut, kita letakkan juga sama yang rebut itu hancur kelas jadinya. Jadi saya ini, saya letakkan anak yang sedang, yang pintar, sama yang anak yang kurang. Nah ini dalam satu kelompok. Saya bilang sama yang saya tunjuk sebagai salah satu ketua. Kalian harus menggait temen-temen kalian yang kurang ini, saya bilang begitu. Jadi, walaupun ribut dia nantik ketuanya yang akan saya tegur, nah biar dia bisa ada tanggung jawabnya, biar dia bisa menghendel teman-temannya juga

Interview 2 : bearti buk kan, eh mer kan kita tau dalam pembelajaran inikan ada beberapa kegiatan ini, nah dalam kegiatan awal, bisa gak meri jelaskan kegiatan meri awal sebelumnya apa, ya trus mengenai pembelajaran pada kegiatan yang ending bagaimana anak terlibat di dalam semua, semua dalam aktivitas tadi

Response : ya kalau didalam awalnya biasanya kita kan kayak mengucap salam.. nah saya biasanya kan banyak di beberapa tempat atau di beberapa seorang guru dia mengabsen siswa disaat sesaat setelah salam, tetapi saya mengabsen siswa itu di saat nantik pas ada latihan gitu kan

Interview 1 ; oo sembari itu

Response : iyaa, karena ee nantik 10 menit jugak habis waktu untuk mengasen siswa belum lagi ributnya kan, nah itu trus untuk intinya langsung ke materi, sebelum kemateri itu saya ulang lagi materi yang sebelumnya. Untuk mengingat mereka lagi kan untuk mengingat pembelajarannya, baru di ulang, nah sebelum yang diulang itu saya bertanya sama mereka materi kita kemaren ini, apa yang dimaksud dengan ini, nah seperti itu. Nah habis itukan biasanya di dalam penutup biasanya saya memberikan latihan, kalau

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misalnya gak ada latihan itu saya suruh siswa, beberapa siswa untuk ee memberi kesimpulan dari pembelajaran kita, saya tanyakan siapa yang bisa memberikan kesimpulan dari pelajaran kita hari ini, nah biasanya seperti itu

Interview 2 : ee ada gak meri tunjuk kamu ini ini gitu, atau anak itu ada gak anak itu langsung spontan gitu

Response : nah biasanya kan bilang ini siapa yang bisa memberikan kesimpulan gitu kan. Kalau misalnya mereka ada yang ini bisa ini angkat tangan duluan, saya bilang kepada siswa itu kalau misalkan kalian ada yang berani ada sering maju kedepan, sering bertanya, menjawab, nilai plus kalian ada, saya bilang seperti itu, bearti mereka lebih spontan ee spontan mereka mengangkat tangan

Interview 1 : bagaimana teknik penilaian yang meri gunakan dalam mengevaluasi atau menilai siswa

Response : teknik penilaian itu ee dalam speaking itu dalam writing itu kan berbeda-beda, kalau misalkan dalam speaking itu saya lebih mee menilai vocabulary mereka dalam speaking

Interview 2 : oke, itu acuannya dari mana

Response : ada dii,, di buku, buku apa e buku waktu saya kuliah dulu, habistu ada rubriknya juga

Interview 2 : oo rubric, kan speaking ne kan ada rubric, jadi meri fokusnya ke vocabulary, bearti di vocabulary dulu, yang dilihat itu ee kelancarannya

Response : ya, kelancarannya juga, fluence ny

Interview 2 : bearti aspek di dalam rubric itu, kalau misalkan vocabulary itu menilainya atas berapa banyak kata, mereka menghafal atau bagaimana atau penggunaan kata

Response : ya penggunaan kata, kalau misalnya untuk berapa mereka menghafal. Nah sebelum mereka menghafal saya menerapkan kepada siswa-siswa kalian harus menyeter selama 1 minggu itu minimal 25 kosa kata, nah jadi mereka pasti bisa diterapkan lagi apa yang di ingatnya

Interview 2 : itu ke 25 kosa kata itu masuk ke dalam penilaian speaking

Response : iya

Interview 1 : bagaimana bentuk task yang ibuk berikan kepada anak

Interview 2 : task apa task latihan

Response : latihan

Interview 1 : bentuk latihan yang diberikan

Response : nah biasanya kalau misalnya sehari-hari saya biasanya menggunakan latihan berdasarkan lks, ya jadi mereka,, modulnya. Kalian harus mengerjakan halaman segini-segini nah gitu. Tapi kalau untuk misalnya ulangan itu, soalnya itu memang dari saya sendiri, ada multiple choice sama essay

Interview 2 : itu gitu, kan ini untuk skill biasanya di dalam skill yang reading sama writing bisa kita menggunakan lks ya selama ulangan gitu, bagaimana kalau misalkan skill ny itu listening dan speaking gitu

Response : ya ada terpisah lagi apannya ujiannya

Interview 2 : itu bagaimana ujiannya, kalau ujian speaking itu bagaimana ujiannya



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Respondence : speaking itu saya memberikan satu topic dan mereka harus mengembangkan

Interview 2 : ee mengembangkan mendvelop topic tersebut, Jadi sebuah text atau

Respondence : Sebuah ini, sebuah cerita karangan mereka, nah kalau untuk listening biasanya saya mengambil ee memang agak melenceng dari pembelajaran gitu kan biasanya saya mengambil speaking itu dari eem dalam bentuk lagu, tapi lagunya yang udah yang dulu-dulu biar mereka gakk hafal, nah selagi mereka mendengarkan mereka juga ini karna mereka dengan baik karena mereka tau kan kalau misalkan native speaker yang ngomong mereka akan merasa bosan, pernah sekali saya menerapkan seperti itu, mereka merasa bosan dan tidak mengetahui satupun apa yang dikatakan sama ininya speakernya. Nah, tapi saya cobak bagaimana cara untuk mereka ini bisa listeningnya lebih bagus saya ambillah beberapa lagu, nantik saya ada fill in the blank, kosong-kosong kan beberapa kata-katanya gitu

Interview 1 : oke, jadi menilainya berbentuk skor atau bagaimana mer

Interview 2 : ya jadi hasil mengevaluasi anak itu berbentuk apaa ye kan, dalam bentuk angka atau abc

Respondence : ya dalam bentuk angka

Interview 1 : apa ada jenis lain seperti pertanyaan pendeskripsian gitu atau apa

Respondence : ee kalau misalnya selain angka gitu ada kayak good, very good, excellen.

Nah

Interview 2 : pendeskripsian itu berdasarkan apa tadi tu ya

Respondence : iya

Interview 1 : okee

Interview 1 : okee baiklah makasih waktunya meri ee kakak rasa cukup e interview nya ok,, assalamualaikum

Respondence : waalaikumsalam

TRANSCRIPT OF INTERVIEW 1

2. Respondence : A A
- Teaching Experience : 1 Year
- Interview 1 : Siti Barokah
- Interview 2 : S K
- Time : 11.30 a.m, Mei 10, 2020

Interview 1 : Assalamualaikum Ari

Responden : Walaikum salam

Interview 1 : gimana kabarnya, maaf mengganggu waktu istirahat Ari

Responden : Alhamdulillah sehat, Iya gapapa kak,

interview 1 : Sebelumnya kami ingin mengetahui, sebagai guru bahasa inggris , ari pasti memiliki kemampuan bahasa inggris yang baik kan?

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Responden 1: Alhamdulillah insyaallah, tidak terlalu bagus dan tidak pula terlalu lemah.

Interview 2 : yg penting goalnya tercapai ya ri dalam berkomunikasi?

Responden : iya kira- kira seperti itu

Interview 1 : Bagaimana mengenai pronoun yang digunakan?

Responden : ooh alhamdulillah ada sebagian bisa diterima oleh anak anak

Interview 2 : sebelumnya ari pakai accent apa ni ri pronounnya. Amerika atau british?

Responden : kemarin itu memakai british, kadang amerika kadang british sih

Interview 1 : apakah ada kata yang sulit Ari diucapkan?

Responden : iya ada beberapa, kadang org lain juga ada yang tak paham

Interview 2 : jika ada lawan bicara dengan bahasa Inggris, apakah ari bisa menjawabnya secara spontan?

Responden : kadang bisa kadang tidak, kadang harus mikir dulu dalam menjawabnya

Interview 1 : oh iya apakah ari merasakan seperti yang kami rasakan, misalany ada kesulitan dalam mengeja / spelling kata

Responden : oh pernah sih

Interview 1 : Apa tindakan ari jika ari tidak bisa ni dalam menspelingkannya?

Responden : hehe ari kalau gitu artikan saja dulu dalam bahasa indonesia hehe

Interview 1 : agar lebih paham ya ri

Responden : iya hehe

Interview 1 : menurut ari, jika ari berbicara, apakah org dpat memahami apa yang ari katakan?

Responden : sebagian ada paham sebagian tidak, ya jika ada orang yang tidak paham, ari artikan aja kedalam bahasa indonesia

Interview 1 : bagaimana kalau misalnya ada org lain yang berbicara bahasa inggris kepada ari, gimana ari menjawabnya? pakai bahasa inggris atau indonesia

Responden : he, kadang kalau dia ngomong inggris saya jawab inggris, kalau indonesia, ya kadang indonesia

Interview 2 : bagaimana acuan ari dalam berbahasa?

Responden : hehe kalau ari, tidak mementingkan grammar, yg penting org paham.

Interview 1 : sebelum pembelajaran dimulai , apa yang dipersiapkan?

Responden : paling buku, alat tulis, hehe kalau di darel ini yang mantap nya guru yang menunggu siswa.

Interview 2 : biasanya kan ada ni/ ri, administrasi guru dalam pembelajaran, apakah ada dipersiapkan? kapan ri ?

Responden : biasanya di awal semester kami mengumpulkan lesson plan.

Interview 2 : cara membuatnya bagaimana ri?

Responden : paling meniru dari ustadzah ustadzah yang sudah membuatnya atau bisa juga dari internet

Interview 1 : kurikulum apa yang dipakai?

Responden : ada 2, yaitu kurikulum 2013 dan yang satu kurikulum pondok

Interview 1 : dalam pembelajaran ini biasanya Ari menggunakan kurikulum apa ri?

Responden : kurikulum 2013, tapi ada sesekali kurikulum pondok karna kurikulum pondok banyak dsuruh memperbanyak vocabulary. kadang Ari menggabungkan 2 kurikulum.

Interview 1 : apakah didalam mengajar , ari menerapkan sesuai dengan RPP

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Responden : ari tidak selalu menerapkan yg di RPP kadang ada penambahan pertemuan.dikarnakan sesuatu

Interview 1 : bagaimana jika ada siswa tidak mencapai tujuan pembelajaran?

Responden : ya tetap belajar , dan suruh untuk bertanya kepada teman temannya dan ari juga memfokuskan untuk mengulangnya lagi. tapi ya menghabiskan waktu juga kan.

Interview 1 : oh ya, teknik apa yang ari gunakan dalam pembelajaran?

Responden : ari sering menggunakan speaking skill gtu method nya kan

Interview 1 : e baik yang paling dominan digunakan apa tekniknya dalam mengajar nya ri

Respondence : teknik speaking skill sama writing skill

Interview 2 : oo bearti ari sering mengajarkan speaking dan writing skill ya. Jadi dalam mengajarkan speaking dan writing itu ari menggunakan e maksudnya ari menyuruh anak seperti, apa sih yang dilakukan aktifitasnya gitu

Respondence : aktifitasnya pastinya ari jelaskan e jelasin dulu pelajaran hari ini tentang apa, abis itu ari bakal nulis e nulis dulu, nulis tapi tidak usah terlalu lama, karena itu nantik bakal menghabiskan waktu sama membosankan anak, jadi tulis hanya sebagai rang e rangkuman saja. Seperti kayak ari kan kebiasaan ari itu umpamanya yang ini artinya apa itu cukup gak usah ditulis dari awal sampai habis, lama. A Jadi biasanya kalau ari nulis dari awal sikit aja dulu baru cat e jelaskan jelaskan. Habis nantik dah paham ini, sampai paham mereka. Kalau tak paham ulangi lagi. A habistu itu nantik catatan yang ke 2 lagi.

Interview 2 : aha itu untuk speakingnya ri?

Respondence : gimana?

Interview 2 : untuk speaking mengarahkan ke speakingnya

Respondence : arah ke speaking nya biasanya kalau dii biasanya ari lakukan untuk di pertemuan ke 2 lagi tu. Tapi sebelumnya ari bakal mempersiapkan seperti ini. Perte e pertemuan selanjutnya ini karena ini ber e tentang letter atau invitation letter atau tentang news a persiapkan untuk pertemuan ke depan, ustadz suruh satu per satu bakal membacakan berita, atau membacakan surat undangan. Tapi biasanya mereka udah persiapkan, mereka tulis gitu

Interview 2 : oo gitu,, biar mereka speaking gitu ya, jadi ada teknik teknik apa gitu lah ya

Respondence : he'eh

Interview 2 : atau e text book, ada e pasti pasti text book lah ndak

Respondence : Iya, text book

Interview 2 : oke, trus yang terjadi kepada anak saat ari suruh dia hafal itu apa respon anak itu

Respondence : Nah, kalau di pondok itu namanya santri mereka lebih suka menghafal daripada, ehm daripada gimana, buktinya mereka kalau habis isya itu wajib mereka itu memang kegiatan rutin, kalau mereka kalau untuk menghafal tidak ada kesulitan

Interview 1 : lebih gampang anak-anak lebih senang lah ya,

Respondence : he'eh, mereka lebih suka kalau menghafal, umpamanya kadang ada yang sebagian malas ya kan a besok besok e ulangan ini, mereka pasti akan menghafal. Lebih lebih kalau seumpama pidato lebih mau menghafal.

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Speech umpamanya dah ee appall menghapal. Jadikan mereka kalau kalau Al-Qur'an itu kadang beberapa juz hapal mereka. Kalau teaching vocabulary itu kan mereka lebih hapal. Mereka memang sistem Menghapal mereka di pondok

Interview 2 : apakah ari ada itu ri e pakai menggunakan grup discussion ri

Response : grup discussion dengan santri

Interview 2 : ada gak anak itu disuruh buat belajar kelompok

Response : belajar kelompok ada, biasanya untuk memahami suatu dialog atau gambar ada juga

Interview 1 : apa yang ari lakukan agar e semua anggota kelompok memahami perintah apa yang harus di diskusikan dalam kelompoknya

Response : disini ari jelaskan dulu perintahnya seperti apa. Nantik tulis e tuliskan lima e 5W 1H seumpamanya ada dialog gimana kan atau berita atau narrative text lah, jadi apa isi dari cerita tersebut atau berita tersebut nantik bakal 1 orang ini jelaskan ee dari satu grup ini jelaskan satu orang majun kedepan, abis itu nantik kemudian dari kelompok 2 e lanjutkan pembahasannya. Kemudian kelompok 3 jelaskan juga apa isi dari cerita ke 3 gitu

Interview 1 : oo gitu

Response : tapi biasanya ari bakal memantau ke meja mereka masing-masing kan

Interview 1 : apa yang ari lakukan ee di dalam kelompok mereka, karena kan kita tau kalau siswa itu kalau udah dalam diskusi kerja sama. Mereka pasti akan ribut, bahkan mereka menjadikan tempat tersebut untuk tempat berbicara 1 sama lain. Apa yang ari lakukan

Response : biasanya kalau mereka ribut, makanya ari datang ketempat orang yang ribut itu

Interview 1 : o gitu

Response : langsung suruh orang yang ribut itu e ari tunjuk dia langsung orang itu. Coba kamu jelaskan bagaimana apa isi dari kelompok kamu gimana. Gitu aja, biar langsung tertekan, langsung dia yang jelaskan gitu

Interview 2 : kalau pembelajaran ne kan ri. Misalkan anak tu adalah kadang mereka bosan, jenuh, apasih yang ari lakukan agar tidak menjenuhkan

Interview 1 : agar suasana kelasnya jadi hidup gitu dan punya aktifitas juga

Response : he'eh nah, biasanya ari tapi gak setiap pertemuan juga, kalau mereka pembelajaran itu menggunakan ice breaking sejenis kayak game game tapi tentang game game vocabulary, yang masih tentang game game vocabulary lah gitu. Karena kan focus di pondok gitulah perbanyak kosa kata pasti di akhir itu ada ice breaking nya untuk memecahkan masalah atau ee di awal kadang-kadang sebelum apa sebelum salam ari ngasih apa dulu ngasih permainan dulu, karena ada sebagian e guru sebelumnya atau pelajaran sebelumnya membuat mereka boring atau banyak tidur gitu. Karena ada tu sebagian kan kenapa pada ngantuk kenapa pada lemes semuanya, karena gak enak belajar sebelumnya pelajaran ngasihnya ceramahh metode ceramah. Langsung di bawak ke games dahulu

Interview 1 : apa respon anak-anak ketika ari memberikan ice breaking di dalam kelas

Response : kalau respon anak-anak semuanya 100% itu bahagia sih smuanya itu, seneng dan kalau di Tanya, mana yang lebih mau ice breaking atau belajar.

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Pasti ice breaking sampai habis peajaran. Alhamdulillah mereka senang semua itu suka semua kalau ice breaking

Interview 1 : mengenai teknik penilaian yang ari gunakan dan dalam mengevaluasi atau menilai siswa

Response : ari biasanya a ya e per individu kak, penilaian nya itu per individu di lihat dari yang paling utama itu ari lihat itu dari keaktifan beliau di kelas. Anak-anak di kelas, nah kemudian

Interview 1 : menggunakan afektifnya

Response : heeh, ke afektifnya anak di kelas bagaimana haa satu lagi tu kalau sama saya paling rajin masuk anak-anak pondok tu kadang tu lah paling malas kalau masuk belajar ke kelas kan adaa aja alasannya , sakit lah itu lah. Tapi intinya ari bilang di awal pembelajaran di awal semester pasti ari selalu bilang. Ustadz bakal memilih kalian bukan dari pintarnya bahasa inggris kita. Pintar bisa ngomong bahasa inggrisnya laju ini itu segala macam, tidak. Jadi ustadz tu butuh Tanya, Tanya, ada yang bisa kasih masukan atau jelaskan temannya bingung ada yang apa yang bisa jelaskan a pokoknya ustadz lebih suka dengan yang paling aktif

Interview 2 : kalau mengenai penilaian akademik ni ri gimana ri

Response : penilaian akademik

Interview 2 : iya

Response : biasanya mulai dari nilai-nilai latihan harian, latihan nantik ada ulangan ulangan tengah semester dan umpamanya ujian tengah semester

Interview 2 : bentuknya ri kalau di dalam ujian semester itu pasti kita tau ya kalau pas uas pakai multiple choice

Response : iya multiple choice dan essay juga ada kak

Interview 2 : iya, terus itukan mereangkum semua materi selama 1 semester, nah kalau di dalam kelas tu ri ada gak variasi jenis text yang diberikan

Response : di dalam kelas, ada kak biasanya ada

Interview 2 : apa tu ri, kayak misalkan speaking ari tes nya seperti apa gitu

Response : kalau pas speaking kalau di awal sekali itu. Malahan kalau mid semester nya ari suruh e waktu tu pernah ari suruh karena masih masih awal kan, karena ari masih baru disana karena masih guru baru ari pengen tau kemampuan mereka tu ee bahasa inggris kelas 5 ne seperti apa sih karena sebagai guru bagaimana sih disini. Ari suruh waktu itu ee memperkenalkan diri, keluarga, hobi, dan dan sebagainya lah yang menyangkut dengan kuri e apa ya kurikulum.

Interview 2 : o gitu, kalau dalam writingnya

Response : dalam writing, dalam writing biasanya ari tulis umpamanya seperti ini lah ee dengan adanya wabah pandemic covid 19 ini apa yang kalian, tuliskan apa e pesan-pesan buat orang-orang yang terbaris e apa berdiri di depan baris terdepan untuk menangani pasien covid ini, bagaimana tanggapan anda, tuliskan . biasanya seperti itu

Interview 2 : bearti penilaian nya itukan berbentuk e angkaa

Response : he'eh berbetuk angka kak

Interview 2 : apa acuan tolak ukur ari untuk menilainya ri



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Respondence : ari bakal melihat paling utama itu hanyalah e biasanya itu balik lagi ke vocabulary, biasanya ada sebagian umpamanya e ari tidak e ari bakal memperhatikan grammar, tapi tidak terlalu kak gitu. karena mereka itu e lebih kalau untuk writing itu ari melihat cara penulisan vocabulary tulisan-tulisannya seperti ini kan. Kalau seumpamanya e apple

Interview 1 : spellingnya

Respondence : heeh spellingnya itu yang salah gitu. Apple umpamanya apple kan, nantik tulis nya p nya 1

Interview 2 : bearti lebih ke vocab menilai hasil writing anaknya ya ri ya

Respondence : heeh,, heeh

Interview 2 : bagaimana acuannya menilainya kalau seumpama nilainya bagus kalau gak ada salah gitu

Respondence : kalau gak ada salah ya bearti bagus bearti nilainya apa tinggi

Interview 2 : paling tinggi berapa nilai writing tu ri

Respondence : kalau nilai writing itu 90 kak. 90 heeh tapi kalau untuk speaking, untuk speaking itu bakal lebih tinggi, karena mereka sebelumnya menghapal kayak engg laju. Saya udah tau mana yang hapal mana yang mikir itu tau

Interview 2 : jadi yang hapalnya bagus itu bearti udah baguslah nilai sepeaking nya tu

Respondence : heeh, bearti mereka mau belajar kan

Interview 2 : bearti mereka mau kan mencoba kan

Interview 1 : apa ada jenis lain seperti penilaian pendeskripsian gitu ri

Interview 2 : iya kan di deskripsikan anak ini seperti ini ni dapat nilainya segini atau e dia tinggi dalam mampu mampu dalam menulis gitu. Apa di deskripsikan gitu ri gitu

Interview 1 : apa ada seperti itu gitu

Respondence : Deskripsi gimana kak

Interview 2 : pendeskripsian nilai siswa, kan ada nilai angka ada nilai deskripsinya ni gitu. Deskripsi penilaian ada gak ri kayak buat porto volio gitu. Di buat per anak gitu. Ada gak dari mulai e keterampilan, pengetahuan, sikap, kan ada tu dalam porto volio per anak di tuliskan gitu di deskripsikan gitu

Respondence : emm

Interview 2 : ada ada ri

Respondence : gak ada sih kak

Interview 2 : bearti memang untuk e berbentuk skor aja ya untuk menentukan anak itu apa ya mampu apa engaknya

Respondence : heeh iya

Interview 1 : oke lah terima kasih waktunya ari

Respondence : iya kak

Interview 1 : assalamualaikum

Respondence : wlaikumsalam.



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KONSENTRASI	: PENDIDIKAN BAHASA INGGRIS
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PEMBIMBING II / CO PROMOTOR	: Dr. FAURINA ANASTASIA, M.HUM
JUDUL TESIS/DISERTASI	: <i>NOVICE ENGLISH TEACHERS' PERFORMANCE IN TEACHING ENGLISH AT SENIOR HIGH SCHOOLS IN PEKANBARU</i>

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NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	26-12-2019 KAMIS	The implementation of Bilingual Education In Teaching and Learning of Islamic School Riau Global Terpadu Pekanbaru		Yulia Depi
2				
3	26-12-2019 KAMIS	Undergraduate Students' Perceptions Of Blended Learning Model Toward		Dianah Eka
4		The Use of Platform for E-learning at English Education Department In Pekanbaru		Kusuma
5				
6	26-12-2019 KAMIS	Teachers' Beliefs About formative Assessment In K 13 A Case Study at Junior High School In Tembilahan		Salmiati
7				
8	26-12-2019 KAMIS	A comparison Between the Effect of Using Herringbone and Reciprocal Teaching Strategy On Students' Reading Comprehension at SMP Negeri 1 Kampar Utara		Muthia ELIZA
9				
10				
11				
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1	27-12-2019 JUM'AT	An Analysis the students' Grammatical Error In Writing at IAIN Padang Sidempuan	[Signature]	Maria Ulfah
3	27-12-2019 JUM'AT	The Effect of POW-TREE and Power Strategy In Writing Essay on fourth Semester At FKIP Mandau UNILAK	[Signature]	Nurhidayah
5	27-12-2019 JUM'AT	An Analysis of Questioning Strategies Used BY English Teacher In Classroom Interaction At Senior High School	[Signature]	Mursida
7	27-12-2019 JUM'AT	Spiritual Values Integration to English language Teaching (ELT) at Madrasah Tsanawiyah In Pekanbaru	[Signature]	Amisya ulkahir

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1	31-12-2019 SELASA	Students' Perception of Teacher Using MonoLingual and Bilingual Approach In English Classroom		Hariki Kurniawan
2				
3				
4	31-12-2019 SELASA	Effective English Teacher Form Perceptions Of Students at SMAN 1 Air Tiris		Indriani Triana
5				
6				
7	31-12-2019 SELASA	The Effect Of Test Taking Testms Technique Towards Students' Speaking Ability On Giving report at SMK 1 Pekanbaru.		Dwi Hidayati
8				
9				
10	31-12-2019 SELASA	The implementation of SEAL (Student English Assosiation LP3I) As Motivation for English Assosiation Language Environment In Politeknik LP3i Pekanbaru		Rabiahni Syabineh
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NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
21	JULI 2019 RABU	The Comparison Between LRD and KWL Strategies on students Reading Comprehension At SMAN 1 KAMPAR KIRI		Hellen Midya Saputri
24	JULI 2019 RABU	The Effect of Using Interactive Word Walls Strategy and Motivation on students' Vocabulary Mastery at SMPs IT Husna Kampar Regancy		FERIA Imelda
25	JULI 2019 RABU	The Effect of Using Wordless Picture Books Strategy on Students Writing Ability and Motivation at State Senior High School 1 Tambusai Utara Rokan Hulu		Susriwati

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1	KAMIS 20 Juli 2019	The Influence of students' simple Past Tense Comprehension and Their learning style on Students Writing Ability in Recount Text of the tenth grade at State Islamic Senior high school 1 Kuantan Singingi		Zakiah Mulyana
2	KAMIS 25 Juli 2019	The effect of using cooperative Integrated reading and comprehension (CIRC) Method in Teaching Narrative Text Toward Students Reading Comprehension at the eleventh Grade of SMAN 1 Rimba Melintang		Syamsinar
3	KAMIS 25 Juli 2019	A Case Study of students' Anxiety in the Impromptu debate in English Classroom Social 2 at SMAN 11 Pekanbaru		finola Husfiansu

Pekanbaru, 25 Juli 2019
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NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
1	21-11-2019 / Rabu	EXPLORING A Teacher In Implementing The Cooperative Learning and students attitude Towards It for Study English As foreign Language In Indonesia . A case Study at private senior High School Handayani Pekanbaru	zh	Rhonda Nugroho Surtadi
2	25-11-2019 / Rabu	The Correlation Between Students' Reading Interest and Vocabulary Mastery Toward Reading Comprehension on Descriptive Test at The English Grade students of SMPN 18 Pekanbaru in the Academic Year of 2019 /2020		Natasia Amira
3	27-11-2019 / Rabu	English Teachers' perception on the implementation of Bilingual Program in Teaching of Islamic school Riau Global Terpadu Pekanbaru .		Yulia Deyi
4	27-11-2019 / Rabu	An Exploration of students' Listening Anxiety In learning English as a foreign language at Senior High School 15 Pekanbaru.		Ummi Aini

Pekanbaru, 27 November 2019
 Direktur

Prof. Dr. Afrizal, M., MA
 NIP. 19591015 198903 1001

NB : Kartu ini dibawa setiap mengikuti seminar
 Setiap mahasiswa wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar



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State Islamic University of Sultan Syarif Kasim Riau

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : SITI BAROKAH
 NIM : 21890125480
 PROGRAM : PASCA SARJANA
 PRODI : PAI
 KONSENTRASI : PEND. BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	SELASA 14 MEI 2019	The Influence of Game Online Toward Student's Motivation and Vocabulary	<i>[Handwritten signature]</i>	Herliansyah Lubis
2		Mastery In Islamic Junior High School Insan Utama Pekanbaru		
3				
4	SELASA 14 MEI 2019	Using Integrated Method On Teaching Speaking		Amir Hasan Daulay
5				
6	SELASA 14 MEI 2019	Descriptive Analysis on P2B program at IAIN Padang Sidempuan		Yusi Damayanti
7				
8	SELASA 14 MEI 2019	The use of Code Switching As A Teaching Strategy by Comprehension		Stenita Gladys
9		(A case study At Senior High school In		Rullyta
10				
11				
12				
13				
14				
15				

Pekanbaru, 14 MEI . 2019
Direktur,

Prof. Dr. Afrizal, M, MA
NIP. 19591015 198903 1 001

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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : SITI BAROKAH
 NIM : 21890125480
 PROGRAM : PASCA SARJANA
 PRODI : PAI
 KONSENTRASI : PENDIDIKAN BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	RABU 16 JAN 2019	The Influence of Students' Emotional Intelligence and Self Efficiency Toward Their Reading Comprehension Of The First Students In University of Pasir		Ati Nurazimar
2				
3				
4				
5	RABU 16 JAN 2019	The Effect Of Creative Problem Solving (CPS) Strategy On students' Participation and Reading Comprehension in Narrative Test at State Senior High School 3 Mandau		Khairunnisa
6				
7				
8				
9	RABU 16 JAN 2019	A comparison Between The Effect of Using Round Robin and Character Quotes' strategies on students' Reading Comprehension at MTS sawah Subdistrict of North Kampar		Nurhasna
10				
11				
12				
13	RABU 16 JAN 2019	The Comparison Between Predict Ogram Strategy and Reality Table Strategy on students' Reading Comprehension at Vocational High School Taruna School Pekanbaru		Hilma Juita
14				
15				

Pekanbaru, 16 Januari 2019
 Direktur,

Prof. Dr. H. Afrizal M, MA
 NIP. 19591015 198903 1 001

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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

: SITI BAROKAH
 : 21890125480
 : PASCA SARJANA
 : PENDIDIKAN AGAMA ISLAM
 : PENDIDIKAN BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
18/03-2019	Senin	The correlation Between Learning Style and Self-Efficiency on Students' speaking Skill at SMK Perbankan Provinsi Riau	<i>[Signature]</i>	Ella Novi Anjani
18/03-2019	Senin	The Effect of using Infographic on students Reading Interest and students Reading Comprehension at SMAN 16 PEKANBARU	<i>[Signature]</i>	Dian Eka Hertavira
18/03-2019	Senin	The Effect of using Round Table and Microgloss Technique on Students Writing Ability at Junior High School 1 Kampar Timur	<i>[Signature]</i>	Husnul Fitriah Rahimah
18/03-2019	Senin	An Analysis of Readability Level of Reading Material In Bahasa Inggris Textbook for first Grade of Senior High School	<i>[Signature]</i>	Dzulhijjah Yetti
18/03-2019	Senin	Investigating pragmatic Competence Of Apology And request : Case Study At The sixth semester of Institute Education South Tapanuli Padang Sidempuan	<i>[Signature]</i>	Rafka Sa'adah Siregar

Pekanbaru, 18 MARET 2019
Direktur,

Prof. Dr. H. Afrizal M, MA
NIP. 19591015 198903 1 001

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NAMA : SITI BAROKAH
 NIM : 21890125480
 PROGRAM : PASCA SARJANA
 PRODI : PAI
 KONSENTRASI : PBI

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NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
	17 DES 2019 SELASA	An Error Analysis of Student's Writing Descriptive Text Based on Surface Structure Taxonomy at Junior High School Pekanbaru	22	Ummi Kalsum
	17 Des 2019 SELASA	An Analysis Cohesion and Coherence on students' Writing At second Grade of SMAN 8 Pekanbaru		Dinda Damila
	17 Des 2019 SELASA	Pre-service English Teacher Strategies in Coping Their Problems During Teaching Practice: A Case Study of Pre-Service English Teacher at FKIP UIR		Herminda
	17 Des 2019 Selasa	The Implementation of Project Based Learning Approach in the Writing Speaking of SMA Eleventh Grade Vocational High School of TIGAMA Pekanbaru		Atikah Dwi Mulyani
	17 Des 2019 Selasa			

Pekanbaru, 17 Desember 2019
 Direktur,

Prof. Dr. H. Afrizal M, MA
 NIP. 19591015 198903 1 001

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MADRASAH ALIYAH DARUL HIKMAH PEKANBARU PONDOK PESANTREN DAR EL HIKMAH PEKANBARU

Jl. MANYAR SAKTI KM. 12 SIMPANG BARU PANAM, PEKANBARU - 28293 TELP. 0761- 8419433 FAX 64775

LEMBARAN DISPOSISI

- 1. PIMPINAN PONDOK
- 2. Ka. Mts

- 3. Ka. MA
- 4. Ka. SMK

- 5. Kasie
- 6.

TANGGAL PENGESAHAN

INDEKS
NOMOR
TANGGAL

: 592/MA-DM H-4/11/2020
: 5 Februari 2020

PEPIHAL

: 121N RISET AN. SITI BAROWAH

TANGGAL

: 10 JANUARI 2020

Nomor

: 071/01SDM/1.3/2020/302

ASAL SURAT

: PINAS PENDIDIKAN

INSTRUKSI/INFORMASI x)

diterima mengadakan Observasi
Ust Ari Saputra sebagai guru
objek observasi
- akan mengadakan 3 x pertemuan

DITERUSKAN KEPADA :

- 1. Wakil Kurikulum
- 2.
- 3.
- 4.
- 5.

- x) 1. Kepada bawahan "Instruksi" dan atau "Informasi"
- 2. Kepada atasan "Informasi" Coret "Instruksi"

S/2020
/2



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PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
 PEKANBARU

Pekanbaru, 10 JAN 2020

Kepada

- Yth. 1. Kepala SMA Teknologi
 Pekanbaru
 2. Kepala MA Pondok Pesantren
 Dar El Hikmah Pekanbaru

di-
 Pekanbaru

71/Disdik/1.3/2020/302
 iasa
 izin Riset / Penelitian

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/29377 Tanggal 08 Januari 2020 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

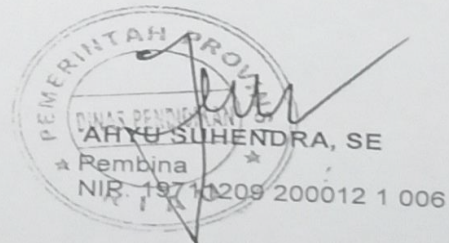
Nama : SITI BAROKAH
 NIM : 21890125480
 Program Studi : PENDIDIKAN AGAMA ISLAM
 Konsentrasi : PENDIDIKAN BAHASA INGGRIS
 Jenjang : S2
 Judul Penelitian : NOVICE ENGLISH TEACHERS' PERFORMANCE IN FIELD EXPERIENCE AT SENIOR HIGH SCHOOL IN PEKANBARU
 Lokasi Penelitian : 1. SMA TEKNOLOGI PEKANBARU
 2. MA PONDOK PESANTREN DAR EL-HIKMAH PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

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2. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
 PROVINSI RIAU
 SEKRETARIS



Tembusan:
 Wakil Direktur Program Pascasarjana UIN Suska Riau



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DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Gedung Menara Lancang Kuning Lantai I & II Komp. Kantor Gubernur Riau
 Jl. Jenderal Sudirman No. 460 Telp. (0761) 39119 Fax. (0761) 39117, PEKANBARU
 Email : dpmptsp@riau.go.id Kode Pos : 28126



REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/29377
 TENTANG

**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Wakil Direktur Program Pascasarjana UIN Suska Riau, Nomor : 91/CP/PPs/PP-00.9/2020 Tanggal 3 Januari 2020**, dengan ini memberikan rekomendasi kepada:

- 1. Nama : **SITI BAROKAH**
- 2. NIM / KTP : **21890125480**
- 3. Program Studi : **PENDIDIKAN AGAMA ISLAM**
- 4. Konsentrasi : **PENDIDIKAN BAHASA INGGRIS**
- 5. Jenjang : **S2**
- 6. Judul Penelitian : **NOVICE ENGLISH TEACHERS' PERFORMANCE IN FIELD EXPERIENCE AT SENIOR HIGH SCHOOL IN PEKANBARU**
- 7. Lokasi Penelitian : **1. SMA TEKNOLOGI PEKANBARU
 2. MA PONDOK PESANTREN DAR EL HIKMAH PEKANBARU**

Dengan ketentuan sebagai berikut:

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- 2. Pelaksanaan kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
- 3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.
- 4. Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 8 Januari 2020

Ditandatangani Secara Elektronik Melalui :
 Sistem Informasi Manajemen Pelayanan (SIMPEL)
**DPM
 PTSP**
 DINAS PENANAMAN MODAL DAN
 PELAYANAN TERPADU SATU PINTU
 PROVINSI RIAU

Tembusan :

- Disampaikan Kepada Yth :
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
 2. Kepala Dinas Pendidikan Provinsi Riau
 3. Wakil Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
 4. Yang Bersangkutan



KEMENTERIAN AGAMA RI
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
 Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Pekanbaru, 3 Januari 2020

: 29/Un.04/PPs/PP.00.9/2020
 : 1 berkas
 : Izin Melakukan Kegiatan Penelitian Tesis

Kepada Yth.
 Kepala Dinas Penanaman Modal dan Pelayanan
 Terpadu Satu Pintu Provinsi Riau
 di
 Pekanbaru

Dengan hormat,
 Dalam rangka penulisan tesis, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Siti Barokah
NIM	: 21890125480
Program Pendidikan	: Magister (S2)
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Semester	: III (Tiga)
Judul Tesis	: Novice english Teachers' Performance In field Experience At Senior High School In Pekanbaru

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang perlukannya dari SMA Teknologi Pekanbaru Dan Pondok Pesantren Dar El Hikmah Pekanbaru.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Wassalam
 Direktur
 Prof. Dr. Afrizal M, MA

NIP. 19591015 198903 1 001

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UIN SUSKA RIAU

LANGUAGE DEVELOPMENT CENTER

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مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية

SERTIFIKAT ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Siti Barokah

Nomor ID : 21890125480

Jenis Kelamin : Perempuan

Tanggal Lahir : 01 Januari 1987

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

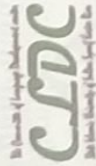
الاستماع : 50

القواعد : 60

القراءة : 53

النتيجة : 543

Berlaku Hingga : 22 Desember 2021



Arabic Proficiency Test & Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau
The scores and information presented in this score report are approved.
Address Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004 HP: 0852 7144 0823
Email info@pusat-bahasa.info Website pusat-bahasa.info

Mahyudin Syukri, M. Ag
The Head of Language Development Center



UIN SUSKA RIAU

LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
 مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية

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3. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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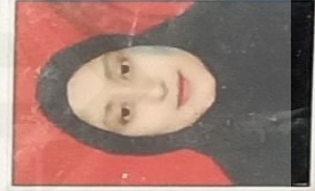
This is to certify that

Name : Siti Barokah
 ID Number : 21890125480
 Date of Birth : January 01, 1987
 Sex : Female
 Test Form : Paper Based Test

Achieved the following scores on the

English Proficiency Test
 Listening Comprehension : 67
 Structure & Written Expressions : 61
 Reading Comprehension : 53
 Overall Score : 603

Expired Date : January 19, 2022

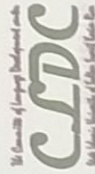


The Head of Language Development Center



Mabyudita Syukri, M. Ag

NIP. 19720421 200604 1 003



English Proficiency Test® Certificate Provided by
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The scores and information presented in this score report are approved.

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HP: 0852 7144 0823 Fax: (0761) 858832

Email : info@pusat-bahasa.info Website : pusat-bahasa.info