

The Development of Pre-Service Teachers' Teaching Performance in the Teaching Practice Program at English Department of State Islamic University of Antasari Banjarmasin

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Abstract

Teacher's professional development is a long journey and it should be started from the college. The present paper discusses the development of pre-service teachers' teaching performance at English department of State Islamic University of Antasari Banjarmasin when they were participating in the teaching practice program. It elaborates what they had done in the program and how their performance improved week by week. There were ten pre-service teachers who became the subjects of this report. The writer recorded their teaching techniques, media, and some feedbacks in a field note. An interview was also conducted to better understand their personal self-reflection on what they have achieved and to figure out their problems in teaching. The result of the study shows that the teaching practice program helped the pre-service teacher to develop their teaching performance by getting the feedback from the supervisor. The students' ability to plan a lesson was improved week by week. They knew how to structure the lesson and write good lesson plan. In explaining the lesson, some common problems located on their pronunciation and grammar skills. Some also needed to know the way to manage and engage the students, and to close the lesson. The Pre-service teachers were able to use various media but they need to have better preparation to use them. In term of method used, CA, GTM, and ALM were commons method used by the students to teach various topics/ skills.

Keywords: pre-service teachers, teaching performance, teaching practice program

A. Introduction

The growing interest in teaching gradually increases year by year. Faculty of education comes into prominence in many universities, including at the State Islamic University (UIN Antasari) Banjarmasin. One of the most favorite majors is English Department. It accepts hundreds of students every year. This phenomenon is a great opportunity as well as challenge. It requires us to prepare the students to be a professional English teacher. Training the students to be a professional, of course, need a lot of efforts and a good curriculum, which allows the students to have the experience of being a teacher. The curriculum should cover all the required knowledge and skills as well as practices. Practices in teaching are very important because according to Joyce & Weil (1986) that a 30 hours of practice for a new technique is needed before a pre-service teacher is able to perform it perfectly. It means that if the pre-service teachers do not get the experience before they come to the classroom, it is possible that they will get difficulty to perform even a single technique to teach.

Teaching is commonly associated with sharing or transferring knowledge. However, according to Harmer (2001), teaching means creating conditions in which the students learn from themselves. It can be said that the focus of teaching is not on the teacher, but it is actually on the students to be active in the classroom. To reach this goal, a teacher cannot just stand in front of the class and give a lecture during the lesson but needs to generate all the students to be actively engaged. This idea then requires a teacher to have several roles in the classroom, such as controller, organizer, assessor, prompter, and participant. A teacher also need to be equipped with some basic teaching skills to support his or her performance such as managing the class, planning the lesson, grouping ability, opening and ending a lesson, and understanding the students' behaviors in the classroom. Therefore, pre service teacher training is one of the most crucial teacher education curriculums. This requirement should be experienced by pre-service teachers as it prepares student-teachers become effective and qualified English teachers (Ulla, 2016). Teaching practice program such us microteaching has always been proved as one technique to improve pre-service teacher pedagogical competence and performance (Mahmud, 2013; Gorgoretti & Pilli, 2012). It is proven by several studies that microteaching produces great improvement in teaching skills. Sumani & Arifin (2018) conducted a study of EFL pre-service teachers' pedagogical competence based on instructional approach. The result of the study shows that the pre-service teachers are proficient in introductory and closure explanation, group and individual teaching, teaching variation, classroom management, and assessing. However, they were lack of questioning and reinforcement.

Darwish & Sadoqi (2016) observed the impact of teacher training program towards pre-service teachers. The result showed that the program increased their self-awareness and confidence in their ability and expertise. In terms of teacher practice program, Coşkun (2016) found pre-service teacher program (microteaching) contributed great impact to pre-service teachers' improvement of their English language, their teaching practice competence and their lesson preparation. Coşkun (2016) also discovered negative views of the program, pre-service teachers stated about artificial micro teaching program

environment. Further, Meutia et.al (2018) also found in their study that microteaching have contributed positive impact on pre-service teachers' performance in field experience (real classroom setting). Besides, it requires improvement of all aspects pertaining teaching and learning curriculum, media, teaching approaches and techniques.

English Department of UIN Antasari has designed a curriculum, which incorporated teaching. Every student is prepared with the religion, pedagogical, content, and skill subjects to shape their knowledge. In the sixth and seven semesters, the students will take teaching practice program I and II. It is fruitful and crucial experience for them to apply the theories which they have learned in real classroom setting (Ulla, 2016). In the teaching practice program, I, the students will teach their classmates as the students. The classroom is conditioned as it is a real classroom and it will be observed by a lecturer. In the teaching practice II, they will teach the real classroom in a school. The present report focuses on describing what the pre-service teachers had done in the teaching practice I and how it affected their teaching performances.

The objectives of teaching practice program I is to give opportunity to every student to practice their lesson planning and to get experience in being a teacher in a simulation class. The students usually will be divided into groups consist of ten students. Every group will get a supervisor whose task to observe, to give feedback, and to assess their teaching performance. The students usually will be asked to perform twice and they are expected to teach various level of the students so they can perform and experience teaching across different learners and topics/ skills. When one student becomes a teacher, the other will act as the students. Every student usually will get 15 minutes to teach. They also have middle and final test as a part of assessment.

This paper, then, is expected to be able to portray the teaching practice from the perspective of the teacher educator.

B. Literature Review

1. Teacher Education

Richard (1990) says that language teacher education should be different from teacher education in general because it does not only require the teacher to have pedagogical knowledge but also linguistics and the target language culture. Language teacher education programs should provide pre-service teachers with a learning environment which caters for views of person as an input-output system, person with self-agency, person as a constructivist, and person as a social being (Roberts, 1998). Therefore, Johnson (2009) advices that pre-service teachers need to have a perspective about “*Teachers as a learner of teaching.*” During the process of education, the pre-service teachers need to get opportunity on learning to teach so they can make sense of and share experiences with others.

According to Robert (1998), to be a good language teacher the pre-service teachers should have six kinds of knowledge for English Teacher. First, *Content Knowledge* – it is related to the pre-service mastery of the target language. The pre-service language teacher should have good ability in listening, reading, speaking, and writing. Second, *Pedagogic Content Knowledge* – this knowledge associated with the ability of the teacher to know what

to teach of the target language. Third, *General Pedagogic Knowledge* – it is about how to teach the target language, which requires the pre-service teacher to know about classroom management, classroom activities, techniques of teaching, and so forth. Fourth, *Curricular Knowledge* – it means that a pre-service teacher should have good understanding of syllabus, teaching materials, and assessment. Fifth, *Contextual Knowledge* – it is about understanding of surrounding environment, which requires teacher to build good social relations. Last, *Process Knowledge* – It refers to the teacher understanding of her/ his profession and how it should be developed over time.

Pre-service teachers should be equipped with good understanding of all those knowledges before they come to the field. Freeman & Johnson (2004) belief that pre-service teachers' knowledge influences their classroom teaching, which is in turn, affects students' learning. In considering sources of teachers' professional knowledge it is valuable to consider Shulman's (1986) domains of teacher knowledge. According to Shulman (1986) there are seven interrelated domains of teacher knowledge that are necessary to understand in order to teach: general pedagogical knowledge, a knowledge of students and how they learn, knowledge of the subject matter, pedagogical content knowledge, knowledge of other content, knowledge of the curriculum and knowledge of educational aims. These domains of knowledge are valuable in highlighting areas in which teachers may need to have knowledge.

Ellis (1986) suggests that pre-service teacher education should cover two components: *awareness raising* and *experiential learning*. The first one refers to the principles of language teaching and some practical techniques to be used in the classroom. The second is related to actual teaching, for example, in teaching practice or peer teaching. Therefore, in pre-service teacher education should emphasis on both understanding of the knowledge base and preparation for the experiences they may meet in the classroom. In teacher education programs, experiences in teaching are very important for pre-service teachers are very important to develop their teaching skills. Richards (1990) states that there are two kinds of teaching experiences: micro teaching, referring to practice in a short lesson or part of a lesson; and teaching in the real classroom, such as in the practicum. Another form of experience is that pre-service teacher could have opportunities to observe experienced teachers, so they recognize and appreciate what is going on in the classroom.

2. Teaching Performance

Discussing about teaching performance means we need to discuss about the teacher teaching quality. Darling-Hammond (2007) define the teaching quality as follows:

“Teaching quality has to do with strong instruction that enables a wide range of students to learn. Such instruction meets the demands of the discipline, the goals of instruction, and the needs of students in a particular context.”

Above definition gives us the clue that the quality of teaching is strongly connected with the teacher's skill in preparing the lesson and his/her ability to meet the learners'

needs. Richard (1990) that suggested that the initial challenge for novice teachers, including the pre-service, is to acquire the basic classroom skills needed to present and navigate their lessons. Teaching from this perspective is an act of performance, and for a teacher to be able to carry herself through the lesson, she has to have a repertoire of techniques and routines at her fingertips. These include routines and procedure for such things as: (a) opening the lesson, (b) introducing and explaining task (c), setting up learning arrangements, (d) checking students' understanding, (e) guiding student practice, (f) monitoring students' language use, and (g) making transitions from one task to another (h) ending the lesson. By examining these skills, we could know the quality of teaching performance of a teacher.

The teacher performance also can be assessed by the teaching skills they have acquired. First thing that a good teacher should have before they are able to perform in front of the classroom is the ability to make a lesson plan. Without a plan a teaching will unworthy. The lesson plan will give a guide for every teacher on what she/he will do in the classroom. A good lesson plan should cover in detail the objectives of the lesson, the material, activities, assessment, even the time allotment.

The next skill to be possessed by a teacher is the ability to improvise. Borko and Livingston (1989) reported that in their study of mathematics teachers, expert teachers were able to use student responses and questions as springboards for further discussion and keep the lesson on track at the same time. They were able to maintain a balance between student-centeredness and content-centeredness. They were also able to generate on-the-spot examples and mathematical problems for illustration and clarification of concepts. By contrast, pre-service teacher usually will have difficulties maintaining the direction of the lesson when responding to student questions. They also had problems with questions that were unplanned. Consequently, they decided to curtail questions so that they could get through what they had planned, despite the fact that they valued responsiveness to students. In other words, instead of modifying their plans to suit students' needs, novice teachers suited their own needs by ignoring the students of "successful" and "unsuccessful" teachers found that one strategy that the latter developed to simplify the complexity of the classroom environment was to localize attention to one region of the classroom and to engross students in one activity at a time. It seems that the novice teachers in Livingston and Borko's study, by not responding to students, were trying to reduce the complexity of the classroom by just focusing on their own delivery of content to students. In addition, a novice needs to able improvise his ability when something happens out of the lesson plans.

Then, a teacher also should have problem-solving skill. Every teacher, including the pre-service teachers, is forced to be a good problem solver in the classroom, because teacher will never know what student really think. Just as experts in fields like physics and social science can represent and solve problems that are guided by principles (Chi, Feltovich, and Glaser, 1981) cited from Amy & Tsui, expert teachers are able to analyze and interpret classroom events and problems in a principled way and provide justifications for their suggestions for alternative practices. Peterson and Comeaux (1987) in article of Amy & Tsui, presented ten pairs of experienced and novice teachers with

three classroom scenes and asked them to describe the scenes, to analyze the problems that the teacher faced during interactive teaching, and to suggest alternatives.

The ability to give reinforcement to the students is also quite important. There are two types of reinforcement. The first is positive reinforcement and the second is negative reinforcement. A positive reinforcement is any stimulus such as food, water, sexual contact etc. the introduction or presentation of which increases the likelihood of a particular behavior. In the educational context, praise, grades, medals and other prizes awarded to students are examples of positive reinforcers. Positive reinforcement can increase the probability of not only desirable behavior but also undesirable behavior. For example, if a student whines in order to get attention and is successful in getting it, the attention serves as positive reinforcement which increases the likelihood that the student will continue to whine.

Hoque (2013) stipulates in his latest article that said Operant Conditioning refers to a kind of learning process where a response is made more probable or more frequent by reinforcement. It helps in the learning of operant behavior, the behavior that is not necessarily associated with a known stimulus. The concept of reinforcement is identical to the presentation of a reward reinforcement is the stimulus the presentation or removal of which increases the probability of a response being repeated. According to some experts the writer can combine if the reinforcement is a recalling something that students have before to this time.

Another thing need to ponder by a prospective teacher is movement and gesture in teaching and learning. Gesture or the movement of teacher is one of the ways to communicate without verbal communication. Wei et.al (2014) cited in Roth's article that a good teacher have to a good communication with their student, and the communication is just not about words but also nonverbal communication like the gesture of teacher or even the movement of teacher toward students. In addition, the movement or gesture of teacher is one way to convey the teacher's order to student even without say anything.

Last skill is closing the lesson. Closing the lesson is one of the parts of teaching and learning in the classroom that very simple even some teacher usually not does it. However, the fact is the closing lesson can help the students to recognize their lesson. A recent study on the internet show if closure is that time after new learning occurs when the learner reflects on or summarizes what she now knows about the benchmarks and objectives that she may not have known before the lesson. These three to seven minutes metaphorically close the neurons' as the bookend to the neuron-firing APK (activating prior knowledge) at the beginning of the lesson.

3. Teaching Practice

Before undertaking teaching field experience, pre-service teachers are prepared to learn some relevant teaching methods and approaches in order to improve their pedagogical competence and performance. As such, teaching program called microteaching is developed to meet the students' need (Meutia et.al: 2018).

During teaching practice, a student teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession. Student

teachers also know the value of teaching practice and as remarked by Menter (1989), they perceive it as 'the crux of their preparation for the teaching profession' since it provides for the 'real interface' between student hood memberships of the profession. As a result, teaching practice creates a mixture of anticipation, anxiety, excitement and apprehension in the student teachers as they commence their teaching practice (Cohen, et al., 2000). In addition, a Pre-service teacher needs to practice their skill in teaching and learning in the classroom.

Student-centered has been claimed to be more developed in current teaching practice. However, a teacher needs to have clear understanding in order to be able to make learners get involved in deep learning activity. In this activity, learners do not only hear, see, note-take, memorize, describe, explain what they learn, and relate it to their own knowledge but also do and use what they learn and teach it to others, according to Glasser (1998), or apply and theorize, according to Biggs & Tang (2003). However, some teachers who claim themselves to be student's centered are actually still teacher centered. Lea et al. (2003) maintain that one of the issues with student-centered learning is the fact that 'many institutions or educators claim to be putting student-centered learning into practice, but in reality they are not'.

To involve students in high learning activities, the teacher must be able to create interesting material to make learners interact both with the learning material and other learners in class. Interaction happens when there is learners' active involvement in learning process. Learners are happy and enthusiastic when they are involved because they feel that they are learning and doing at the same time. High learning activities, according to Lea et al. (2003) includes the following principle: (a) the reliance on active rather than passive learning; (b) an emphasis on deep learning and understanding; (c) increased responsibility and accountability on the part of the student; (d) an increased sense of autonomy in the learner; (e) an interdependence between teacher and learner; (f) mutual respect within the learner teacher relationship, and (g) a reflexive approach to the teaching and learning process on the part of both teacher and learner.'

Transformation of competence (knowledge, skill, and attitude) is another characteristic of current teaching practice. Learners are involved in realistic activities to develop their competence. Ample time and opportunities are given to develop their potentialities and interest and to achieve learning objectives. The learning objectives are clearly designed and are achieved within the length of the course allocated. Special attention and assistance to achieve them are provided through individual, pair, or group guidance and consultation. Friendly and relaxed atmosphere is created either inside or outside class to support a better transformation.

To create friendly, relaxed, and humanistic learning environment, teachers treat their learners as their customers. Customers are just like kings who need to be happy, enjoy their stay, and satisfied with the services. They have their own privacy and self-esteem which need to be respected so that they want to come again. However, teachers also have the right to be respected as well. Current teaching learning activity is geared to make learners become independent, autonomous or self-learners through good relationship between teacher and learners. This relationship environment encourages

learners to gain confidence in learning and is gradually expected that they become self-directed or autonomous learners which should take place for all their lives.

4. Good Teaching Practice

Good teaching practice is a key influence on student learning- a desired outcome and primary goal of higher educational institutions. Teachers strive to meet the principles of good practice in an effort to provide the best learning experience for their students. Key considerations in a shaping good teaching practice includes (a) encouraging good communication between teachers and learners, (b) encouraging interaction among learners, (c) providing opportunities for active participation, (d) timely and appropriate response and feedback, (e) emphasizing time on task, (f) motivating learning by communicating expectations, and (g) respecting diverse talents and ways of learning. In addition, there are several crucial characteristics of effective teacher. They are respecting to students, creating a sense of community and belonging in the classroom, setting high expectation to all students, skilled leader.

In terms of respecting to students, students' ideas and opinions are valued. Students feel safe to express their feelings and learn to respect and listen to others. The teacher creates a welcoming environment for all students. Then, a good teacher should provide supportive, collaborative environment. In this small community, there are rules to follow and jobs to be done and each student is aware that he or she is an important, integral part of the group. A great teacher lets students know that they can depend not only on her, but also on the entire class. In addition, teachers should realize that the expectations they have for their students greatly affect the students' achievement; they know that students generally give to teachers as much or as little as is expected of them. The last is effective teacher should focus on shared decision-making and teamwork, as well as son community building. This great teacher conveys this sense of leadership to students by providing opportunities for each to them to assume leadership roles.

In terms of presenting the teaching material, according to recent study of the Office of Academic Affairs of the City of University of New York (2011) shows that there are some steps to present the material of teaching such as the materials are based on students' ability, providing overall organization of the lesson, presenting the material in time, coherent, and well-connected representations of the ideas, presenting the material in manageable segments to regulate cognitive load, presenting the materials in formats that require effortful cognitive processing by students and precipitating cognitive conflict, interleaving worked example solutions with problem-solving exercises, asking deep explanatory questions, connecting and integrating concrete and abstract representations of concepts, combining graphics with verbal description and helping students to correct their subject-matter misconceptions.

As we know a human need somebody else beside them to support them to do the good or the big thing in the world, it is also the same way for the pre-service teachers who need support, such as investigated by Brannan and Bleisten (2012) and cited by Karatas & Karaman (2013). They conducted a study to investigate the novice teachers' perceptions of support. Results revealed that novice teachers are in need of support and what they

want is support like pedagogical ideas, teaching resources, and logistical knowledge provided by colleagues, mentors or both. They also want to receive additional feedback from mentors and affective support, which shows that they find the assistance useful to cope with the challenges. They emphasized the importance of the “need to be heard” and appreciated when they were heard and received affirmation in their teaching practice. Therefore, in the teaching practice, the support from the supervisor in form of the feedback is essentially needed by the pre-service teachers to develop their teaching performance.

C. Research Methodology

This report used descriptive qualitative approach to describe the development of the pre-service teachers' teaching performance development during the teaching practice program at English Department of State Islamic University (UIN) of Antasari, Banjarmasin. The design of the study is qualitative. The qualitative study approach is an approach which allows the researcher to understand the phenomenon. There were ten students whom under the writer supervision so she could explore how their progress in teaching developed week by week.

The data were collected by taking observation and interviews with the pre-service teachers. Through weekly observation, the writer collected all the data associated with their teaching performance, such as the techniques and media used and some common errors made by them. The writer sat in the back to see what every pre-service teacher did and how the students responses. All those data are recorded in a field note. In addition, the writer also conducted an interview to get some information about what were difficulties experienced by the pre-service teachers in the preparation and implementation of their teaching practices. Last, the writer's comments and her impression toward the three techniques also would be described qualitatively. Once all data gathered, the researcher analyzed the data by transcribing and coding the data in order to obtain the description of the pre-service teacher development information.

D. Findings and Discussions

1. General Description of the Research Setting

This research was conducted at English department of Tarbiyah and Teachers Training Faculty, State Islamic University of Antasari, located on Jl. A. Yani km.4,5, Banjarmasin where the subject are the students of teaching practice I. There were 10 students who were participated in the program. The observation conducted three times on observation. The writer acted as the lecturer and observer who supervised the students' teaching practice. The assessments of observation for general skill of the pre-service English teachers are the material mastery, confidence, appearance, pronunciation, basic grammar accuracy, and speaking fluency.

The writer also observed some aspects of teaching skill in set introduction, stimulus-variation skill, reinforcement of students' participant, questioning skill, and set closure skill. In addition, the writer assesses some aspects such as in stimulus-variation:

teacher voice, teacher silence, teacher interaction style, eye contact, focusing, and switching sensory channel.

1. The Pre-Service Teachers' Ability in Planning the Lesson

The pre-service teachers designed the lesson plan by using the 2013 curriculum. They were assigned to make the lesson plan before starting the teaching practice. They were also allowed and expected to consult the lesson plan with the supervisor to avoid the mistakes. However, only some of the students could do the consultation because most of them made the lesson plan just a day before the class. Based on this condition, the supervisor advised that they need to have a good time management as a teacher. The lesson plan needs to be carefully designed and, of course, it will take a lot of time, especially for a novice teacher. If they do it instantly in one night, they will have lack of time to read ideas from several sources.

The pre-service teachers used three-phrase technique to build up the lesson plan. They divided the lesson into three: pre-, while-, and post-teaching. In the first meeting, they still need to learn to improve their lesson plan in term of how to write the objective(s) of the lesson and how to open the lesson. They also need to learn on how to give instruction to the students. In the next meeting, those mistakes have been corrected by them. Some of them already knew how to gauge the students' interest in the beginning of the lesson. Some used media such as songs, pictures, or games as a warm up for the lesson and activation of students' background knowledge. Supporting this result, previous research indicated that pre-service teachers were lack experience in terms of planning and managing teaching activities in the classroom setting (Sahin-Taskin: 2017). It means that teaching is not a simple job or profession. People who want to be teachers should be serious and prepare it seriously, unless they will not be successful in teaching.

2. The Pre-Service Teachers' Ability in Explaining the Lesson

The writer assessed the Pre-service teachers' ability in explaining the lesson based on the following criteria as suggested by Richard (1990): (a) material mastery, (b) confidence, (c) appearance, (d) pronunciation, (e) basic grammar accuracy, and (f) speaking fluency. The result showed that most of the students got problem in term of the material mastery, pronunciation, and their grammar accuracy. The reason behind the lack of the grammar mastery is their lack of time for preparing the lesson. As it is mentioned above, some of them made the lesson plan just a night before their teaching practice. They focused on preparing the lesson plan but did not have enough time to learn the topic/ material comprehensively. The pronunciation problems emerged because of the same reasons. Next, the grammatical mistakes they made actually did not interfere the process of teaching and learning. Some of mistakes they made related to subject-verb agreement or some tenses, for example "I'm playing" was supposed to be "I was playing" since he told a story. Although, it is a small mistakes, the supervisor consider that they will be an English teacher so the grammatical mistakes must be minimalized. This finding also reports that the teaching of the grammar and pronunciation should be more focused on practice.

The most positive point among those criteria is the students' confidence in teaching. Most of the students had a good confidence since they taught their classmates. In term of the language used, the students are expected to be able to use English. However, some of them still got difficulty to use full English during the lesson. The supervisor only advised her to practice a lot before coming to the class. She must try to practice what she is going to say to the students.

The writer also noticed that some of the pre-service teachers still need to know the way to manage the students. When ZS taught reading for junior high school students for example, she directly asked the students to read the text and answer the comprehension questions. It made the class a bit quiet and boring.

The supervisor suggested her to ask students to read aloud so she could check their pronunciation as well. She also could make the students be more active by grouping them and had a discussion about the passage. In addition, some pre-service teacher also needs to give a good model before they gave instruction to the students. This phenomenon shows the interaction between pre-service teachers and their mentor during teaching practice. It may indicate that the pre-service teachers are on their way to improve their professional development in teaching practice (Ferraro, 2000)

Next, when AM taught vocabulary, for instance, it would be better if he gave a good model in pronouncing the vocabulary first. In other case, F teaching sequences did not match with what was stated in the lesson plan. In term of closing the lesson, S also need to learn on how to invite the students to conclude the lesson.

3. The Media Used by the Pre-Service Teacher

The pre-service teachers used various kinds of media, ranging from the traditional ones up to the technology-based media. The writer noticed that the pre-service teachers were able to incorporated songs, pictures, and film into their lesson plan. The use of technology for example could increase pre-service self-efficacy (Wu & Wang, 2015) However, they based on the first and second meetings, the supervisor advised them to be aware with the preparation of the media before the class started. Sometimes, it could take several minutes just to prepare the LCD or because they forgot to bring the speaker meanwhile they wanted to play audio for listening. Next, they were also expected to bring a handmade media in the final test, however, there was no one can accomplish this task. It meant that the students nowadays had already spoiled with the technology-based media which was easier to be downloaded and printed out.

4. The Methods Used by the Pre-Service Teacher

One of the attractive activities demonstrated by pre- service teacher was teaching some materials with some methods. The teaching and learning activities should give students with learning skills that include developing self-confidence, ability to understand and to communicate,

In teaching practice program, pre-service teachers are helped to explore various methods of teaching in order to improve their teaching performance (Pambid, 2015). The pre-service teachers had two opportunities to teach during the teaching practice I.

Therefore, they could experience designing a lesson for both junior and senior high school students. The common methods that usually used in teaching practice I were Communicative Approach (CA), Grammar Translation Method (GTM), and Audio Lingual Method (ALM).

The second, the communicative approach was used by the students several times. The most obvious in communicative language teaching is that of the increase of fluency in the target language. The good thing about the communicative approach is that makes students speak English with grammar correctly. For example the Pre-service teachers teach grammar about conditional sentence for junior high school level with games. In the game, there were four students playing the game, the Pre-service teacher served three chairs for the students. In the beginning, the teacher asked the students standing beside the chairs and after that the she played music while the students walked around the chairs, suddenly the teacher would stop the music and then the student should take the chair and should sit down on the chair. After that, the students who did not get the chair would be asked by the novice teacher to make a sentence in front of the class about conditional sentence.

The next method is GTM. GTM is a teaching method that usually used for teaching grammar with focus characteristic on translating and memorizing the form of verb. When teach, teachers usually explain the material with mother tongue. In this method usually focus in reading and writing skill. For example, the teachers taught simple past tense and explained about simple past tense, then the novice teachers give task for students to fill in the blank the text about narrative text with simple past tense words and the students translated the text. The advantages of using grammar translation method are target language explained quickly. translation process is one of the best way in explain the words or phrase from one language to other language and the novice teachers to easy communication with students because the use of foreign language less.

The last method used by the Pre-service teachers is audio lingual method. The audio lingual method is a method of foreign language teaching which emphasizes the teaching of listening and speaking before reading and writing. It uses dialogues as the main form of language presentation and drills as the main training techniques. The audio-lingual method advised that students to be taught a language directly, without using the students' native language to explain new words or grammar in the target language. This method was used to teach listening. For example, the Pre-service teacher taught vocabulary through a song. The teacher gave the song's lyric to the students, but there were some missing words. The form of the question type is fill in the blank, thus the teacher asked the students to fill the missing lyric with a word. The teacher would play the song twice. The teacher did not only teach vocabulary but also taught grammar through the song. For example identify some tenses in the song's lyric. The most common way to use this method was when they were teaching vocabulary. They used drilling to make the students know how to pronounce and retain the new vocabulary.

Based on this finding, the supervisor suggested the students to broaden their references in the teaching methodology. There are a lot of methods and new techniques that can be used to enrich their teaching and learning activities. Related to the topic, all of

the students were assigned to choose various topics. Nevertheless, vocabulary and grammar still became the favorite topic/ skills for the pre-service teachers to be taught.

5. The Pre-Service Teachers' Perception of the Teaching Practice I

For the purpose of getting the data, the writer interviewed some of the pre-service teachers to better understand their perception and their difficulty in preparing the lesson for the teaching practice I. Most of them had positive attitude toward this program since it gave them experience in teaching. HMZ said that he learnt how to make lesson plan by using the 2013 curriculum. Now, he knew how to state the objective of the lesson correctly, choosing good techniques in teaching and how to actively engage the students. ZS felt that after joining the teaching practice she knew what were her lacks in teaching after getting the feedback from the supervisor and promise to make some improvements in the next teaching practice. N also learnt some new techniques in teaching by seeing what her classmates did in the classroom. Listening to their positive feedbacks, it can be seen that the teaching practice program really help the students to get first experience in teaching. They also can learn from the mistakes they made in the practice and can share the teaching methods. This finding supports previous study on how pre-service teachers' attitude towards teaching training program. The program have great impact to improve pre-service teachers professional development (Gorgoretti & Pilli, 2012; Darwish & Sadoqi, 2016; Coşkun, 2016; Meutia et.al., 2018)

Furthermore, the writer also recorded some of their difficulties, such as they hard to manage their time because in the sixth semester they still have some subjects and assignment to accomplish. It, sometimes, takes their time and make them did not have enough time to prepare for the lesson. In addition, they also realized that they still have difficulties in speaking since they are afraid of making mistakes in grammar and pronunciation. In addition, the time allotment given for one student to perform (15 minutes) was considered too short especially when they have media such as short film or songs. That media can take about five minutes or more which means they will not have enough time to group the students or doing some pre- and post- activities with proper time. This condition actually has been criticized by other researchers, especially in China which experience the same problem (Liu & Xu, 2007; Wang & Gao, 2007; Fei, 2007). They argue that the time allocated does not match with the real context of teaching.

E. Conclusion

The teaching practice program helped the pre-service teacher to develop their teaching performance by getting the feedback from the supervisor. The students' ability to plan a lesson was improved week by week. They knew how to structure the lesson and write good lesson plan. In explaining the lesson, some common problems located on their pronunciation and grammar skills. Some also needed to know the way to manage and engage the students, and to close the lesson. The Pre-service teachers were able to use various media but they need to have better preparation to use them. In term of method used, CA, GTM, and ALM were commons method used by the students to teach various topics/ skills. They students gave a positive feedback for the teaching practice program.

Their difficulties lie on the time management and fluency and accuracy for using the target language for teaching.

Based on the findings, it is suggested for the English department to carefully design the teaching practice program so the students can gain experience in teaching all the language skills. They need to pay more attention on training the students language skills, especially related to their pronunciation and grammar mastery. This program also should not overlap with other subjects so the students can show their true potential in teaching. The supervisors are also expected to give detail feedback on the students' performance since it truly gives impact on their professional development. The students are expected to broaden their knowledge and keep update about the world of language teaching since every day will be always new information and technology.

About the Author

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Appendices

Table1. Field note report on March 25th 2018

No	Pre-service Teacher	Language Skills/Components	Teaching Method	Note
1	Fa	Grammar	Communicative Approach	Lack of students' exercises
2	ZS	Reading	Grammar Translation Method	Lack of reading comprehension activity
3	HH	Listening	Communicative Approach	Teaching media was not prepared well
4	Mu	Writing	Communicative Approach	Peer assessment is needed
5	Fe	Listening	Communicative Approach	Lack of warming up activities
6	N	Grammar	Communicative Approach	Did not involving students in activity focused on the teacher

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7	M	Speaking	Communicative Approach	Students need more speaking activity
8	AM	Reading	Communicative Approach	Lack of reading comprehension activity
9	S	Listening	Communicative Approach	Lack of warming up activities
10	MZ	Reading	Communicative Approach	Lack of reading comprehension activity

Table 2. Field note report on April 1st 2018

No	Pre-service Teacher	Language Skills/Components	Teaching Method	Note
1	AM	Speaking	Communicative Approach Grammar Translation Method	Lack of conversation model
2	MZ	Grammar	Communicative Approach	Lack of reinforcement activity
3	ZS	Speaking & Listening	Communicative Approach	Student was not active in the activity
4	S	Listening	Communicative Approach	No speaker The teacher did not cross check students' understanding
5	Fe	Grammar	Communicative Approach	Students was not given time to understand the material
6	N	Reading and Speaking	Communicative Approach	Students was not given time to understand the material
7	HH	Vocabulary	Communicative Approach	Lack of vocabulary context used information
8	M	Reading	Communicative Approach	Ended the lesson out of the time given.
9	Mu	Grammar	Communicative Approach	Lack of grammar practice
10	Fa	Reading text	Communicative Approach	Lack of brainstorming activities

Table 3. Field note report on April 6th, 2018

No	Pre-service Teacher	Language Skills/Components	Teaching Method	Note
1	MZ	Vocabulary	Communicative Approach	Lack of exercise activity
2	S	Vocabulary	Communicative Approach	Lack of vocabulary context used information
3	AM	Vocabulary	Communicative Approach	Lack of vocabulary context used information

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4	Fe	Vocabulary	Communicative Approach	Lack of exercise activity
5	H	Vocabulary	Communicative Approach	Present the material well
6	MM	Speaking	Communicative Approach	Present the material well
7	ZS	Vocabulary	Communicative Approach	Lack of vocabulary context used information
8	HH	Speaking	Communicative Approach	Lack of exercise activity
9	F	Speaking	Communicative Approach	The presented material was out of the lesson plan
10	M	Vocabulary	Communicative Approach	Lack of exercise activity
