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# **THE NOVICE TEACHERS PROFILE IN ENGLISH LANGUAGE TEACHING**

## **DEPARTMENT OF IAIN SYEKH NURJATI CIREBON**

**A Thesis**

**Submitted to English Language Teaching Department of *Tarbiyah* and Teacher Training Faculty of *Syekh Nurjati* State Institute for Islamic Studies in Partial Fulfillment of the Requirements of Islamic Scholar Degree in English Language Teaching**



**Created by:**

**SANDI PRAMUJI**

**Reg. Number:14121310352**

**ENGLISH LANGUAGE TEACHING DEPARTMENT OF TARBIYAH AND  
TEACHER TRAINING FACULTY OF SYEKH NURJATI STATE INSTITUTE  
FOR ISLAMIC STUDIES  
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## ABSTRACT

Sandi Pramuji. 14121310352. *The Novice Teachers Profile in English Language Teaching Department of Tarbiyah and Teacher Training Faculty of Syekh Nurjati State Institute for Islamic Studies Cirebon.*

The crucial issues of ASEAN Free Trade Area (AFTA) that happened in a recent year will attack Indonesia especially in economic and culture. The teachers should prepare their students with a good knowledge-based economy with 21 century skills. Teacher should be a good and qualified teacher to endure this problem. This study was primarily intended to investigate the pedagogical and personal aspects of novice teacher based on student and supervisor perceptions to achieve the qualified teacher. The investigation itself was centered on the pedagogical aspects such *stating goals and objectives*; *planning and carrying out instructions*; *developing students' attitudes and motivation*; and *evaluation* (Schulz, 2000, p. 11) and personal aspects such *teachers' personality characteristics*, *teachers' attitude*, *teaching experience*, and *teachers' aptitude / achievement* (Creemers.et.al 2013: 67). The method of this study was essentially qualitative with complementary quantitative data to support the qualitative analysis. The quantitative data was used for describing student and supervisor perceptions on novice teachers through questionnaires. For strengthen the data, this study employed the depth interviews, observations and documents.

In addition, the study reveals that on pedagogical aspects, novice teachers got a good perception score in *stating goals-objectives* and *developing attitudes-motivation* indicators and got a better perception score on *planning-carrying out instructions and evaluation* indicators. They can grow student's attitude and student's enthusiasm and using the variation of techniques and methods while teaching (Richards, 2011:10). They start the learning with playing games, watching video, and present the power point. They also used grouping and self-learning activities. They have the ability to use different teaching techniques and make the lesson effective (Petkovski, K., and Aleksova, N. 2004: 73). They gave the students some assignments, home works and assessments based on what students have learned.

On the other hand, on personal aspects, novice teachers have good *personality characteristics* and *attitude*, but still lack in *teaching experience* and *teachers' aptitude / achievement*. Some of novice teachers have extrovert traits that receive some comments and suggestions from their supervisors and colleagues. They have self-confidence while they teach in classroom and are creative while they use and integrate the learning source, media and technology. They have a good model of language teaching while wearing a properly-dressed and have well attitudes while interacting with others. However, they are still lack in *teaching experience* and *teachers' achievement* because they did not have professional recommendations and are still premature in their teaching experience.

Key words: Teacher Professional Development, Pedagogical Competence, Personal Competence.





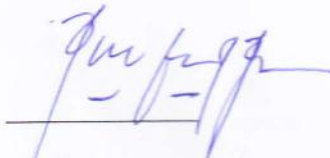



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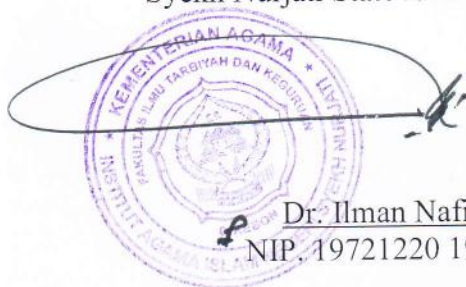
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## RATIFICATION

This thesis entitled "*The Novice Teachers Profile in English Language Teaching Department of IAIN Syekh Nurjati Cirebon*" written by Sandi Pramuji, student number register 14121310352 has been examined on August 9<sup>th</sup>, 2016. It has been accepted by the board of examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati State Islamic Institute Cirebon*.

	Date	Signature
The Head of English Language Teaching Department <u>Lala Bumela, M.Pd</u> NIP. 19821231 201101 1 011	16-08-16	
The Secretary of English Language Teaching Department <u>Sumadi, SS. M.Hum</u> NIP. 19701005 200003 1 002	16-08-16	
Examiner 1 <u>Dr. Hj. Huriyah S, M.Pd</u> NIP. 19610112 198903 2 005	16-08-16	
Examiner 2 <u>Sumadi, SS. M.Hum</u> NIP. 19701005 200003 1 002	16-08-16	
Supervisor 1 <u>Dr. Septi Gumindari, M.Ag</u> NIP. 19730906 1998 03 2 002	10-08-16	
Supervisor 2 <u>Dr. Tedi Rohadi, M.Pd, S.E, Dipl. TEFL</u> NIP. 19680309 2008 01 1 017	16-08-16	

Acknowledged by the Dean of *Tarbiyah* and Teacher Training Faculty  
*Syekh Nurjati State Islamic Institute Cirebon*



Dr. Ilman Nafi'a, M.Ag  
 NIP. 19721220 199803 1 004





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## CHAPTER I

### INTRODUCTION

#### 1.1 Research Background

Teachers are the fundamental aspects of educational system. Partin (2009: 312) stated that the importance position of teachers is to help young people blossom intellectually, emotionally, and behaviorally. This is the important role of the teacher that they should shape their students with a good cognitive, attitude, and psychomotor. These competences are needed by the students to compete in Globalization Era. For example, the crucial issues of ASEAN Free Trade Area (AFTA) that will happen a year later, the teachers should prepare their students with a good knowledge-based economy with 21 century skills for creative industry. This case is unavoidable that will attack Indonesia especially in economic and culture. Teacher should be a good and qualified teacher to endure this problem. Thus, the teachers are very important for our society and they will be the foundation of our nations.

In reality, “a good teacher” is being trend discussion because there are some criteria of good teacher which is stated by some experts. Boonstra, et.al (2007:146) stated that a good English teacher has the characteristic of personal attribute and professional expertise. Certainly, people who want to being a good teacher, they should have both good personality traits and professional skills. Partin (2009: 313) strengthened, “a good teacher is also part salesperson, entertainer, psychologist, counselor, leader, mediator, conductor, guide, evaluator, advocate, and cheerleader.” In another view, Nasution (1995:124) believed that a good teachers is the one who are creative, enthusiastic, love their job, and professional. In addition, Maxom (2009: 22) argued that a good teacher is the one who can put the students at ease and who have a sense of humor. However, there are no general criteria for identifying a good teacher. Therefore, this study explores the criteria of a good teacher in pedagogical and personal aspects.





The issue of language teachers' knowledge and skill base are fundamental to our understanding of effective teaching and approaches to language teacher education. These competences will guide teachers become the real qualified teacher. Richards (2011: 1) stated that there are ten core dimensions of language teaching expertise and practice: The language proficiency factor; The role of content knowledge; Teaching skills; Contextual knowledge; The language teacher's identity; Learner-focused teaching; Pedagogical reasoning skills; Theorizing from practice; Membership of a community of practice; and Professionalism. These aspects should be acquired by the students of English Language Teaching Department who wants to be the real qualified teacher. Therefore, this study attempts to reveal how the levels of pedagogical and professional competences of Novice Teachers.

Actually, the area of Teacher Professional Development is very researchable. A number of studies have been conducted in investigating this area. Richards (2005: 9) stated that "the areas of professional development may be identified: *Subject-matter knowledge, Pedagogical expertise, Self-awareness, Understanding of learners, Understanding of curriculum and materials, and Career advancement.*" Recent studies which have been done by Nashruddin (2010 & 2013), Junqiu Wu & Yong Wu (2014), Kabilan (2010), Sanpatchayapong (2010), Farrell (2008), and Rachmawati (2008) investigated the subject-matter knowledge on teaching practicum. Another studies by Helena (2013), Evran (2012), Araya, et al. (2011), Luciana & Halim (2010), Djiwandono (2010), Ozel (2007), Nieragden (2000), Listyani (2007), Toh & Wong (2001) clarified the teacher's pedagogical expertise. In the different area, Restuningrum (2010) and Azkiyah (2010) explored the teacher's self-awareness.

In addition, Sari (2010) and Liando (2010) investigated the understanding of EFL learners. In another area, Nashruddin & Dian (2010), Sumarni (2010), Siregar (2010), Petrus (2010), Askar (2010), Ismail (2010) concerned on the understanding of curriculum and materials. Another studies which occupied by Coleman (2010) and Syahri (2010) focused on teacher's career advancement. As



the previous studies above, however, less attention has been paid to describe the level of pedagogical and personality competences of novice teachers in English Language Teaching Department of IAIN Syekh Nurjati Cirebon. This paper attempts to establish “*a niche* by indicating a gap in the previous research, raising a question about it, or extending previous knowledge in some way” (Paltridge, 2007: 83). Therefore, this study investigates the pedagogical and personal competences of novice teacher in English Language Teaching Department of IAIN Syekh Nurjati Cirebon.

Generally, the main issue of this study is about the quality of novice teacher in English Language Teaching Department of IAIN Syekh Nurjati Cirebon that is still being questioned. Researcher believes that some students or novice teachers in English Language Teaching Department of IAIN Syekh Nurjati are prepared for future as an English teacher. A study by Nashruddin (2013) stated that High School in Cirebon is always compared to teacher learners from different campus, as Ara (the respondent) statement “*We were often compared with teacher learners or novice teachers from another campus.*” This is the main phenomena in Teaching Program (TP) named PPL 2 that should be explored whether our teacher learners are good and qualified or not? Whether they have some criteria of good teacher? Therefore, this study clarified the phenomena through the Teaching Program that provided some benefits to prepare a qualified teacher.

## 1.2 Focus of The Study

This study was primarily intended to investigate the pedagogical and personal aspects of novice teacher in English Language Teaching Department of IAIN Syekh Nurjati Cirebon. The investigation itself was centered on how the pedagogical and personal components of novice teachers based on student and supervisor perceptions. Firstly, there are some components on pedagogical aspects such: (a) *Stating goals and objectives*; (b) *Planning and Carrying out instructions*; (c) *Developing attitudes and motivation*; and (d) *Evaluation*. Secondly, this study



will focus on some components of personal aspects such: (a) *personality characteristics*; (b) *attitude*; (c) *experience*; and *aptitude/achievement*. Therefore, these components will use to measure how the pedagogical and personal aspects of novice teachers.

Based on the statement above, this paper has limited the study, so that the study will focus on several aspects that will be described on research question in part C. This study conducted in SMAN 8 Cirebon and focuses on three novice teachers of English Language Teaching Department that they were doing Teaching Practicum in this school. The Researcher is the primary instrument in this study. The secondary instrument used observation, personal interview, inquiry, and documentation to strengthen the data. Thus, this study investigates only the pedagogical and personality competences of novice teacher in English Language Teaching Department of IAIN Syekh Nurjati Cirebon. However, this paper did not investigate another area, for example, the personality and social competencies of novice teachers. For further research, these areas are potentially to be explored.

### 1.3 Research Questions

The areas of investigation on this study are formulated by the research questions:

- How is the profile of pedagogical aspects of three novice teachers based on student and supervisor perceptions?
- How is the profile of personal aspects of three novice teachers based on student and supervisor perceptions?



## 1.4 Aims of The Research

The aims of the study are mentioned below:

- To describe the profile of pedagogical aspects of three novice teachers based on student and supervisor perceptions.
- To describe the profile of personal aspects of three novice teachers based on student and supervisor perceptions.

## 1.5 Significance of The Research

Every single research has the benefits impact to improving people's knowledge. Theoretically, the result of this study will provide the clear description on the pedagogical and personality aspects of novice teachers. Furthermore, this study has provided some theoretical information about the importance of qualified teachers. In practically, this study is very useful for the English Language Teaching Department to identify how far they prepare their students to be a qualified teacher. This study is hoped to be useful for another researchers who interested in this area to get more deepen exploration about the qualified teacher.

## 1.6 Previous Studies

A number of studies have been done in this area. The relevant study are seems to be likely in this research. There are four studies closely related to the current study; they are of Nashruddin (2010), Evran (2012), Helena (2013), and Araya (2011). The previous studies focus on the reflective teacher in teaching practicum, the teacher candidates who are interested in the profession of teaching, the professional training of teacher certification, and the consequences of the Excellence in Teaching Program.



On the relevant research, Nashruddin (2010) explored the reflective teacher in teaching practicum. This study also discuss about lesson plan, trainee's mastery of the lesson, trainee's teaching techniques/performance, trainee's classroom management, trainee's use of English, and overall teaching score. This study concluded that teacher reflection can assist the teacher to know whether his/her teaching is good or not and also help them in learning some techniques in the teaching process.

Another relevant study, Evran (2012) explored the teacher candidates who are interested in the profession of teaching. This study concluded that there is significant difference were found in terms of the interest of teaching profession, enjoy it, and also have a higher level of commitment to their profession. This study found the difference of teaching profession reputation and professional responsibility of pre-service teachers'.

On the other hand, Helena (2013) analyzed the continuous professional training of teachers, teacher certification and standard-setting guidelines on the competence of the National Network of Education Research and Development Center (in Indonesia BNPN). This study concluded that the standard does not only refer to teacher certification procedures but also in professional training institutions. This study seeking to improve teaching through the certification exam in training teacher programs (Institutional Training Agency).

Other study, Araya, et al (2011) explored the consequences of the Excellence in Teaching Program. This study concluded that accredited teachers have strengthened their professional self-esteem, and they welcome the monetary incentive; although the bureaucratic obstacles to receive it lower its value. This study found that the certified teachers are not seen as a human resource of value for the pedagogical management of the school.

From the relevant research above, however, less attention has been paid to develop the criteria of expert teachers. The current study sees the expert teachers are the important thing that should be explored. Therefore, this study investigates





both the criteria of teacher expertise, the academic-personality requirement of expert teachers, and curriculum portray of teacher's expertise. This research does not only discuss about the reflective teacher in teaching practicum (as Nashruddin (2013) did), or teacher candidates (as Evran (2012) did), and certified teachers (as Helena (2013) did), or the consequences of the excellence in teaching program (as Araya, et al (2011) did), but this research also try to explore more about what the level of a good teacher in pedagogical and personal aspects of novice teachers in English Language Teaching Department of IAIN Syekh Nurjati Cirebon based on student and supervisor perceptions.

## 1.7 Theoretical Foundation

### 1.7.1 The Skills and Competencies of Good English Teachers

The Teachers Law 14/2005 and Government Regulation No.19/2005 state the knowledge and skills that the teacher should have: (a) Pedagogical competency; (b) Subject-matter competency; (c) Personal competency; and (d) Social competency. Sagala (2011:29) concepted pertaining to knowledge and skills of good English teachers: (a) Technical knowledge (subject matter); (b) Pedagogical skills; (c) Interpersonal skills and (d) Personal qualities. However this study will focus on Pedagogical and personality competencies.

### 1.7.2 Pedagogical Competence

Pedagogical competence involves the understanding the students, designing and implementing learning methods, and evaluating study results and developing professionally. According to Schulz (2000, p. 11), the general pedagogical competencies include: (a) *Stating goals and objectives*; (b) *Planning* (c) *Carrying out instructions*; (d) *Developing attitudes and motivation*; and (e) *Evaluation*. According to the theory, this study tries to explore those aspects on pedagogical competencies.



Stating goals and objective means teachers should state goal and objective of learning that would be achieved. They also state the steps of learning, use approach, strategy, method, techniques, and activities which appropriate with goal and objective of learning. The use of teaching methods, strategies and activities indicates how many and how accurate the teacher used teaching methods, strategies and activities while teaching. It describes whether they taught students appropriately and systematically based on the learning purposes or not. It describes also how they can applying the contextual teaching, growing student's attitude and student's enthusiasm, engaging students as learning participants, making the time allocation efficiently, and using the variation of techniques and methods while teaching.

In addition, planning indicates how they prepare what they need for their teaching while content delivery indicates whether they are really believed can deliver the material clearly or not. On the other point, motivation is probably the most frequent used catch-all term for explaining the success or failure of students (Brown, 2007:160). It is assumed that the success of student is due simply to the fact that "someone" is motivated.

On the other hand, evaluation refers to the act or process to determining the value of something (Sudijono, 2007: 1). Learning evaluation indicates how accurate the teacher can evaluate their students. It means that the teacher should give a test or assignment based on what students learned. Teaching and learning evaluation also indicates how accurate the teacher can evaluate their students including accuracy on instrument and indicator, how the student's learning progress, and how scoring guidance. Evaluation of students' errors involves analysis of what effect the error has on whoever is being addressed: e.g. how "serious" it is (Troike, 2006: 40).



### 1.7.3 Personal Competence

There are some assumptions about the importance of personal characteristics of teachers, such as teacher personality and experience. According to Creemers.et.al.(2013: 67), early studies concerned with teachers' personal traits led to presage–product studies and to an attempt to identify the psychological characteristics of an effective teacher, such as *personality characteristics* (e.g. Anxious — Self-confident, Risk-avoiding — Risk-taking, Shy — Adventuresome, Introverted — Extroverted, Inner-directed — Other-directed, Reflective — Impulsive, Imaginative — Uninquisitive, Creative — Uncreative, Empathetic — Insensitive, Tolerant of ambiguity — Closure-oriented), even though gradually characteristics more related to education, like *attitude* (e.g. motivation to teach, empathy towards children and commitment), *experience* (e.g. years of teaching experience, experience in the subjects and in grade level taught) and *aptitude/achievement* (e.g. professional recommendations, student teaching evaluations). According to the theory, this study tries to explore those aspects on personal competencies.

According to Troike (2006:89), there some personality traits that can affect successfull in L2 learning and teaching such (a) Anxious — Self-confident; (b) Risk-avoiding — Risk-taking; (c) Shy — Adventuresome; (d) Introverted — Extroverted; (e) Inner-directed — Other-directed; (f) Reflective — Impulsive; (g) Imaginative — Uninquisitive; (h) Creative — Uncreative; (i) Empathetic — Insensitive to others; (j) Tolerant of ambiguity — Closure-oriented. In addition, attitudes affect in human being, develop early in childhood and are the result of parents's and peer' attitudes, of contact with people who are “different” in any number of ways, and of interacting affective factors in the human experience (Brown 2007: 180).

The positive attitudes are benefit for learner, but negative attitudes may lead to decreased motivation. However, negative attitudes can be changed. In addition, motivation is variously defined. Motivation means significant goal or



need, desire to attain the goal, belief in the likely success or failure of learning L2, and value of potential outcomes/rewards (Troike, 2006: 86). Motivation is probably the most frequent used catch-all term for explaining the success or failure of students (Brown, 2007:160).

On the other hand, aptitude refers to the assumption about a talent which is specific to human language (Troike, 2006: 84). Carroll (1965) is underlying this talent, and they constitute the bases for most aptitude tests: (a) Phonemic coding ability; (b) Inductive language learning ability; (c) Grammatical sensitivity; and (d) Associative memory capacity. Phonemic coding ability is the capacity to process auditory input into segments which can be stored and retrieved.

#### 1.7.4 Novices and Experts Teacher

Another important dimension in teacher development is the difference between a *novice teacher* and an *expert teacher*. This is the main aspect that will be explored in this present study. The nature of expertise in language teaching is an underexplored research field, but there are some different ways between novice and experts teachers in relating to their contexts of work, their conceptions and understanding of teaching. Expert teachers do the differences way that they perceive and understand what they do. Some of these differences that expert teachers do include the following (Tsui, 2003 in Richards, 2005: 7): (1) A richer and more elaborate knowledge base; (2) Ability to integrate and use different kinds of knowledge; (3) Ability to make sound intuitive judgments based on past experience; (4) A desire to investigate and solve a wide range of teaching problems; (5) A deeper understanding of students and student learning; (6) Awareness of instructional objectives to support teaching; (7) Better understanding and use of language learning strategies; (8) Greater awareness of the learning context; and (9) Greater fluidity and automaticity in teaching. Thus, these aspects will observe in this present study and it will focus on the respondents of the teacher candidates.





In addition, Richards (2011: 10) stated the following *characteristics of expert teachers*: (1) they have lots of activities and strategies that they can use; (2) they use their own solutions to the problem and are more willing to improvise themselves; (3) they do some routines in class management automatically; (4) they improvise themselves to utilize more of an interactive decision making; (5) They Focus on developed background knowledge of teaching for their practical classroom decisions; (6) they more focus on language issues than classroom management; (7) they can anticipate problems that can happen in class; (8) they spend their time more efficiently, spend their time for their students; (9) they use a meaningful learning to relate things that happen in the context of a particular lesson; and (10) they are sensitive in significant issues that happened (Richards 2011, 10). Thus, the fourteen criteria of expert teachers will be interviewed to the respondents of teacher candidates.

#### 1.7.5 The Needs of Qualified and Effective Teachers

The researcher believes that teachers should know and do to be effective classroom practitioners and language teaching professionals. Teachers, educational institutions, and government should notice that “the issue of language teachers’ knowledge and skill base is fundamental to our understanding of effective teaching and to approaches to language teacher education” (Richards, 2011: 1). According to two studies in England (Askew, Brown, Rhodes, Johnson & William, 1997; Medwell, Wray, Poulson & Fox, 1998) have shown pedagogical knowledge is a more significant characteristic of effective teachers than subject knowledge in itself. However, the impact of pedagogical knowledge on student achievement is indirect since it has a relatively small impact on quality of teaching and, through that, on student achievement.

In addition, teacher training and professional development courses should aim to improve teacher pedagogical knowledge, its impact on promoting quality of teaching depends on the extent to which training courses help teachers to



improve not only their pedagogical knowledge but also their teaching skills (Creemers.et.al, 2013: 72). According to Boonstra, et.al (2007:146), a good English teacher has the characteristic of personal attribute and professional expertise. Certainly, people who want to being a good teacher, they should have both good personality traits and professional skills. Therefore this study explore pedagogical and personal competencies of novice teachers.

Teachers and institutions face new challenges in curriculum, national tests, and student needs. It is the real challenge that will change over time. Teachers should have appropriate knowledge and skills while they are teaching. These competences are needed by teachers in order to shape their student for facing the Globalization Era. Therefore, the needs of expertise for teacher education are really important.

## 1.8 Research Methodology

### 1.8.1 Research Setting

This study will be conducted in one selected school (SMAN 8 Cirebon) on January 2016 until May 2016 (it is about three months). There are three reasons why the researcher chose SMAN 8 Cirebon as the research setting: Firstly, the researcher is placed in SMAN 8 Cirebon for Teaching Program named PPL2. Dawson (2009: 7) stated that “if you are a student who will not receive travel expenses or any other out of pocket expenses, you choose a location close to home, college or university”. Secondly, the researcher thinks that this place is comfortable and safety enough. Dawson (2009: 8) strengthened that the researchers must never put themselves in a dangerous and uncomfortable situation. Thirdly, the researcher will make the time and budget more efficiently because the researcher’s home is not too far from SMAN 8 Cirebon and it is about 1 km. In addition, Dawson (2009: 7) stated that “if you’re a member of a community group on a limited budget, only work in areas within walking distance



which will cut down on travel expenses. Therefore, this study will be conducted in SMAN 8 Cirebon.

### 1.8.2 Respondents

This study employed some respondents: three novice teachers (as the object research) and some students in SMAN 8. There are four novice teachers including the researcher that placed in SMAN 8 Cirebon while are doing Teaching Program named PPL2. The researcher will interview all of the respondents (novice teachers) and also observe the novice teachers in their classroom in order to get any information while they are teaching. Therefore, the researcher selects a sample based on the experience, perception and knowledge and hopefully it will be explored.

### 1.8.3 Research Design

The approach used in this study was essentially qualitative with complementary quantitative data to support the qualitative analysis. The quantitative data was used for describing student's and supervisor's perspective on respondent's profile. For specific design of the research, this study employs *a descriptive qualitative or a basic qualitative study* because this study focuses on the phenomena by charting links between methods and research questions (Mason, 2002: 27). Therefore, this study wishes to get in-depth information about the pedagogical and personal competencies of novice teachers based on student and supervisor perceptions.



## 1.9 Research System

### 1.9.1 Steps of the Research

The researcher conducted some steps of the research based on Ary, et.al. (2010, 31-33). Here are the steps:

- a. Selecting a problem;
- b. Reviewing the literature on the problem;
- c. Designing the research;
- d. Collecting the data;
- e. Analyzing the data;
- f. Interpreting the findings and stating conclusions; and
- g. Reporting results.

### 1.9.2 Techniques of Collecting Data

#### 1.9.2.1 Interview

This study interviewed three novice teachers (#R1, #R2, and #R3) about the pedagogical aspects such *stating goals and objectives; planning and carrying out instructions; developing students' attitudes and motivation; and evaluation* and personal aspects such *teachers' personality characteristics, teachers' attitude, teaching experience, and teachers' aptitude / achievement* (see Appendix 2). The question of interview is divided into two parts: The first questions of interview explored novice teachers' family background, skills and experience and the second question of interview explored some indicators on pedagogical and personal aspects according to the experts.

#### 1.9.2.2 Questionnaire

This study used two kinds of questionnaires (the questionnaires for supervisors and students). The questionnaires for students (see Appendix 3) were distributed to 240 students in eight classes. It was distributed to the classes that are taught by the novice teachers. For the first respondent (#R1), the researcher





distributed questionnaires to 59 students for two classes (XI.IS.4 and XI.IS.5). For the second respondent (#R2), the researcher distributed questionnaires to four classes (X.1, X.2, X.3 and X.4) that consists of 118 students. For the third respondent (#R3), the researcher distributed questionnaires to two classes (X.9 and X.10) that consists of 63 students.

In addition, the questionnaires for supervisors (see Appendix 4) are distributed to three in-service teachers (named *guru pamong*) that handle novice teachers of IAIN Syekh Nurjati. Each novice teacher is handled by one in-service teacher. For the first respondent (#R1), the researcher distributed the questionnaire to Mrs. Nur Ida Muflikhah (#S1). For the second respondent (#R2), the researcher distributed the questionnaire to Mrs. Ii Purnamasari (#S2). For the third respondent (#R3), the researcher distributed the questionnaire to Mrs. Renny Surya (#S3). The design of the questionnaire is adopted from Schulz (2000:11) and Creemers et.al (2013:67).

### 1.9.2.3 Observation

This study observed three novice teachers (#R1, #R2, and #R3) while they were doing teaching practice in the classroom. This study employed observation checklist to explore the pedagogical aspects such *stating goals and objectives; planning and carrying out instructions; developing students' attitudes and motivation; and evaluation*. In addition, this study also explored personal aspects such *teachers' personality characteristics, teachers' attitude, teaching experience, and teachers' aptitude / achievement* (see Appendix 5). This study employed an observation technique with using video recorder for collecting the data when the novice teacher is doing teaching and learning process in the class because an observation technique can describe the setting, the behavior, and the interactions in order to understand the complex interactions in natural settings (Ary, et. al. 2010: 431).



#### 1.9.2.4 Documentation Study

This study used study documnet to collect informations about respondent's performance while they were in school. The documentations would be the lesson plan and the score of teaching practice. Therefore, this documentation would strengthen the main data.

#### 1.9.3 The Technique of Data Analysis

As the previous section, this study employed observation, interview, and questionnaire for generating the data. Fraenkel (2010: 431) stated that "An analyzing the data in a qualitative study essentially involves analyzing, synthesizing, and reducing the information that the researcher obtains from various sources (e.g., observations, interviews, questionnaires) into a coherent description of what he or she has observed or otherwise discovered." In other view, Ary, et. al. (2010: 2) stated that "qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like)". Thus, this study should categorize or code the large mass of data so that they can be described and interpreted (for more details about coding see Appendix 1). However, the steps of this study for analyzing the data are adopted from Lodico (2006: 180). Here are the lists of steps to analyze the qualitative data:

1. Prepare and organize the data;
2. Review and explore the data;
3. Code data into categories;
4. Construct thick descriptions of people, places, and activities;
5. Build themes and test hypotheses; and
6. Report and interpret data



### 1.10 Research Timeline

No	Research Activities	October 2015 - June 2016									
		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
1	Writing Research Proposal and Consultation										
2	Proposal Seminar and Research Instrument										
3	Designing the Research, Conducting Research Sample, validity, and reliability of data										
4	Collecting the data										
5	Analyzing the data										
6	Interpreting the findings and stating conclusions										
7	Finishing Thesis Writing and Reporting results										
8	Thesis Examination										
9	Thesis Revision										



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