THE PORTRAIT OF PRE-SERVICE ENGLISH TEACHER COMPETENCE

&PERFORMANCE :

A Case Study at IAIN SyekhNurjati Cirebon

A THESIS

Submitted to English Languange Teaching Department of *Tarbiyah* and Teacher Training Faculty of *SyekhNurjati* State Islamic Institute Cirebon in Partial Fulfillment of the Requirements for Undergraduate Degree

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ABSTRACT

YANI AMAYANTI :THE PORTRAIT OF PRE-SERVICE ENGLISH TEACHER COMPETENCE & PERFORMANCE : A Case Study at IAIN SyekhNurjati Cirebon

As the trend of learning English is getting popular, many schools in Indonesia provide the subject to be taught to their students.Brown (2001) asserts that competence and performance are two important factors EFL teachers need to conduct successful classroom instructions. A competent teacher facilitates learning well, while good performance is essential to model students to learn. There are teacher training' difficulties in understanding nature of competence. So, the writer introduced the teacher must be have 4 competence, namely pedagogic competence, personality competence, social competence, professional competence.

The writer have two candidates pre-service teacher or teachers training from IAIN *SyekhNurjati* Cirebon as object of the research. A teacher whose background is English education, more specifically EFL, has likely to be more competent and perform better. Consequently, this grim portrait of the existing EFL teachers urges the need of standard for teachers in order to provide qualified teachers. At least, there should be more training and workshops to enable the existing teachers perform and understand better about English to young learners.

The aims of this research are: To find out the concept of English learning process based on lesson plan, to find out the process of learning English in location pre-service teacher practice, to find out the implementation by the pre-service teacher.

This research applied a qualitative method. The writer used qualitative method in order to have better understanding about the topic of the research. Qualitative has been chosen for this research regarding the nature of qualitative to get an in depth opinion from participants.

The result of this thesis, Teachingand learning has traditionally focused on the 'LKS books' with an implicit hope that students will develop the skills and attitudes to enable them to make informed decisions about environmental issues. The location pre-service teacher practice in SMKN 2 Cirebon,the pre-service teacher used GTM when English learning process , where the students spend more time learning inside the classroom, they learned directly about the objects the lesson, they can see, touch and feel the objects directly. Second, of all aspects of the existing vocabulary, this study only discussed the translation. It was an aspect which learned by students in the learning materials (theme: procedure text).The teacher was occasionally used for walk-and-talks, where students supported by the teacher discussed dilemmas or chapters in the textbook before an assignment.

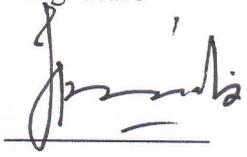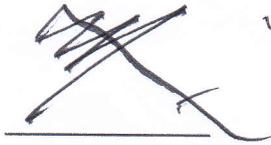**Keywords**: **pre-service teachers, teacher training, success**

RATIFICATION

This thesis which is entitled in **THE PORTRAIT OF PRE-SERVICE ENGLISH TEACHER COMPETENCE & PERFORMANCE : A Case Study at IAIN Syekh Nurjati Cirebon** written by Yani Amayanti with the student number 59430753 has been examined on 11th of November 2015. It has been accepted by broad of examiners. It has been recognized as of the requirements for the degree of Islamic Scholar in English Language Education at Faculty of Education and Teacher Training the State Institute for Islamic Studies *Syekh Nurjati* Cirebon.

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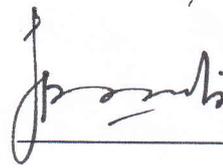
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CHAPTER I

INTRODUCTION

A. Research Background

This paper presents research understanding of the nature of teacher competence shapes the way conceptualize the nature of teacher learning, and in turn, how design teacher training or prospective student and development programs for language teachers. There are pre-service teachers or teacher training' difficulties in understanding to be English language teaching professional in IAIN Syekh Nurjati Cirebon. So, the writer interest to the research pre- service teacher practice as English teacher.

In this paper the writer will briefly consider qualities or characteristics of exemplary language teachers in an attempt to conceptualize the nature of competence, expertise, and professionalism in language teaching. This research is important because, to be effective in case learning process, there are requirement the professional English teachers. Furthermore , this research will explore the knowledge, beliefs, and skill that language teacher make use of in their practice. To explore that the stage became a teacher of English, the writer has a picture of a book relating with   this title from J.C Richards. This section reviews some article, that writer got are : the first study from Maya Defianty and Nia Nafisah (2004) , they research about A Portrait Of EYL Teacher: Their Competence and Performance .

The second study from Feryal Cubukcu (2010) his research about Student Teacher's Perceptions Of Teacher Competence and Attribution for Success and Failure In Learning. The third study from Barry Wilson and Victoria Robinson , they research about Predicting Teaching Performance: Proceed with Caution. The last May May hung Cheng and Wing-ming Cheung (2004) they research about Comparing Perceptions : the Competence of Novice Teachers and the Expectations of School Principals. The article,has competence exactly from FeryalCubukcu (2010) his research about Student Teacher's Perceptions Of Teacher Competence and Attribution for Success and Failure In Learning. This research focus in identifies two sets of qualities that characterize a successful professional teacher: professional characteristics and professional competences.

Professional characteristics include professional values, personal and professional development, communication and relationships as well as synthesis and application. Professional competences include knowledge and understanding of children and their learning, subject knowledge, curriculum, the education system and the teacher's role Whitty (1996 : 89-90).

On the one hand, Medley and Shannon (1994) hold that there are three dimensions of teacher quality instead of two: teacher effectiveness (the degree to which a teacher achieves desired effects upon students), teacher competence (the extent to which a teacher has the knowledge and skills) and teacher performance (how a teacher behaves in the process of teaching). In situations where the teachers are interpersonally oriented, attentive, empathic and fully cognizant of the students' ability and they believe in the students, the students are extremely positive towards teaching (Skolverket, 1995; Chedzoy and Burden, 2007).

Even if differences between schools and classes can be explained to a certain extent by factors in the students' backgrounds, it is believed that teachers and school leaders are those who have the greatest influence on the school's inner environment and culture. The research is to probe how student teachers in the English language teaching department see teachers' competence and skills, to which factors they attribute their success and failure in language learning , and what they think the solutions are. In contrast with previous study above, the writer have different ways to view of the process of teaching has been extended through research on teacher cognition (Brog 2006, 2009).

Research in second language acquisition indicates that using English outside of the classroom is an important part of the language learning process. However, studies done on students indicate that students use English minimally when outside of the classroom. This thesis furthers the research on English use outside of the classroom in order to more fully understand all types of language learners and the link between language proficiency and out-of-class English use.

According to Knight, "Like my experience being immersed in French while living in France, many English as a second language learners studying in the target language environment are immersed in English on a daily basis and have many opportunities to practice English when outside of the classroom". (Knight, 2007:1)

School of universe provided the right place and learning material more effective than common school.

Davis (1998) advises early childhood education should provide direct experiences of nature and natural elements in order to develop children's positive attitudes that enable them to understand their environment. Through having contact with the nature, children can witness the variety of plants and animals as well as play with water, sand and mud. Thus, children may cultivate their responsiveness of natural problems. Scholars consider that natural environments play an important part in children's development and learning (Moser &Martinsen, 2011). All the research participants have the same positive attitudes towards the implementation of outdoor activities in their pedagogical activities and acknowledge its importance for children. By bringing the children into the nature, Teacher coach the children to know the real issues of that and how nature connects to the surrounding environment.

This study used qualitative approach as it allowed the writer to see the interaction of children and practitioners in the setting. Field work is conducted in one school by observing the children's activities when they are outdoors.

Because learning a foreign language early on is important, we need the right method to teach it to children. There are many methods have been exist, the writer try to examine the used.

B. Focus Of the Study

This study focused on describing whether the present teachers have met the requirements to teach English in terms of competence and performance relation with teaching English foreign language (TEFL). Findings showed that three respondents were lack of competence and performance due to deficient knowledge of how to teach English. The fourth respondent, whose education background was relevant, seemed to have fair understanding of her subject but needed more experience to make a better teacher.

Thus, we may conclude that proper educational background and training highly affects teacher in conducting instructions.

The identification of the problem is required the clarification about the study which is will be investigated. Then, the researcher arranged the identification of the problem referred to the background of the problem above, those are:

1. The field of the research

The field of the study of the research is Teaching English Foreign Language (TEFL).

2. The kinds of the problem

This study entitled "**THE PORTRAIT OF PRE-SERVICE ENGLISH TEACHERS COMPETENCE AND PERFORMANCE : A Case Study at IAIN Syekh Nurjati Cirebon**. This research focuses on the effectiveness of study teaching and learning English that improve prospective students' ability.

From the title of the thesis and background of the problem in which have explained, the researcher finds out and lists several problem to be identified in this study, they are:

3. The Main Problem

There are pre-service teachers or teacher training' difficulties in understanding to be English language teaching professional. So, the writer interest to the research pre-service teacher practice as English teacher.

C. Research Formulation

1) How are competence and performance mapped out in the curriculum by the pre service teacher?
2) How are the competence and performance pre- service teacher as English teacher implemented in the classroom?

D. Aims of the Research

The research focused on the analysis of learning English on prospective students' ability. This analysis was conducted to determine prospective student learning outcomes in mastering English.

The qualitative study involved small participants, a place of school and a relatively short time of observations. Therefore, the result cannot be generalized. In fact, learning English is a complex issue and there are many factors which influence how this concept is understood and implemented in practice. The purpose of this thesis is not a through overview or detailed description of a wide range of relevant research; rather it explored the process English learning and its problems.

The source data of the research are the data of observation in the school and the books which support this thesis. The writer has observed the limitation of learning, there is   to fit with the learning material in the school.

The Aims of the Research

I have identified clear purpose of the research. There are:

1. To investigate the teacher how prepare and developed curriculum in teaching learning.
2. To develop practice, procedure and internalize the steps involved for effective delivery of the lesson.
3. To investigate the teacher competences include knowledge and understanding of children and their learning, the education system and the teacher's.

E. Significance of Research

The significance of the study is expected to be useful for prospective student of IAINS syekh nurjati Cirebon in pre-service English teacher. Therefore, teacher can reduce the difficulties of English teaching and can encourage students to studying in the classroom. While for students, the implementation of strategy is expected to reduce their difficulties in learning English.

F. Previous studies

Maya Defianty and Nia Nafisah (2004) Learning English at an early age is not the sole factor that would determine the success of language learning. Cook (1991) believes that interaction with the situation and the people also play an important role in language learning. Likewise, Musthafa (2003) asserts that young learners need sufficient exposure, support, engagement, teacher's confidence, capabilities and sponsorship to be successful learners. Nunan (2004) also puts forward the amount of time the kids are given and the competence of the teacher as some other factors to contribute the success of learning.

May May hung Cheng and Wing-ming Cheung (2004) This paper compares the perceptions of school principals with those of novice teachers on the competence of such newly qualified members of staff. Findings suggest that the school principals and the novices both had similar perceptions regarding the satisfactory performance of the novices although the novices tended to rate their own performance at a higher range than the school principals did. Morever, the principals considered teacher competence items to be more important than that of the perceived performance of the novices. Drawing on the findings, a number of teacher competence items in which novices need to improve is revealed, including that of classroom management and assessing students' learning. The paper concludes with a discussion of four dimensions of the educational significance of the study.

G. Frame of Thought

Competence is a fundamental characteristics of a person individuals, which causes associated with the reference criteria of effective performance "A competency is an underlying characteristic of an individual that is causally related to criterion-referenced effective and /or superior performance in a job or situation" (Spencer & Spencer, 1993:9).

The characteristics of the underlying (underlying characteristic) Means competence is part of a person's personality was embedded and lasts longer and can predict behavior in a variety of tasks and work situation. Related Causes Means that the competences or behavior and performance.

The author take a course syllabus of English majors. Contents of the course syllabus is as follows :

a. Course Competence

To enable students to make conversation with their friends n the classroom by using English as foreign language and world language.

b. Course description

This course s developed for the students to be able to practice for getting skills of speaking in conducting and participating in making conversation with each other.

This course should be learnt by the students of English study program at the first semester.

c. Topics
    1. Self introduction
    2. Introduction with other people
    3. Daily activities
    4. Giving and asking direction
    5. Telling unforgettable experience
    6. Survey of people's personal habits
    7. My network profession
    8. Describing and explanation pictures
    9. Agreeing and disagreeing
    10. Asking and giving opinion 1
    11. Asking and giving opinion 2

    12. Asking and giving response
    13. Practice in speaking

The authors have observed the class to which the prospective teacher is instructing English. When the class teacher candidates introduce themselves and explain the material to be delivered, material about speaking conversation. After that, prospective teacher held by telling reflection on the background of the circumstances surrounding school. And prospective teacher to explain the theories that will be discussed during the first semester . Weakness the teacher candidates are in terms of pronunciation is not clear, in terms pronunciation. Excess prospective teachers is to understand the difficulties of students in teaching speaking conversation.

H. Research Method

This research applied a qualitative method. The author used qualitative method in order to have better understanding about the topic of the research. Qualitative has been chosen for this research regarding the nature of qualitative to get an in depth opinion from participants.

I. Technique of Analysis Data

1. Steps of collecting data

   There are steps of collecting data:

   1) Define the thesis title,

   2) Define the research questions to make the research more specific,

   3) Observe schools to be a place of research, the prospective student or teacher training

   4) Come to the school,

   5) Interview the teachers training and students about English learning,

   6) Analyze the result of English learning process, then to get deeper understanding supported by theory of experts. (Book, journal, etc.)

   7) Describe and analyze the result.

2. Analyze the data

   After collecting the data, the writer analyzed it. There are data analyze of the research:

   1) Followed the English learning process.
   2) Observed the teacher's teaching while providing materials.
   3) Observed the seriousness of the students in the lessons observed, example: no talking or noisy students.
   4) Observed students' vocabulary. Example: when the teacher asks the some words, the students can mention it or not.
   5) Observed the problems faced by students during learning

3. Instrument

   1. Interview

      The author accomplishes the interview ,in this case the author interview English teacher (prospective student) from IAIN Syekh Nurjati concerning with the teaching problem in that school, student difficulties in learning English language and what method is used by her.

   2. Observation

      The observation was done by the author toward prospective student of IAIN Syekh Nurjati Cirebon academic year 2014/2015 directly during the teaching and learning process. Here the author as an observes the student behave in the classroom ,for example ,how student participate and achieve the skill.

J. Research Timeline

   This research is conducted within 1 months started from November 2014 and took place at IAIN Syekh Nurjati Cirebon academic year 2014/2015.

CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusion

After doing research at the school and analyzing data of the research findings data, it is need to answer the questions. This research is included as follows:

Items	Teacher 1 (respondent)	Teacher 2 (respondent)
Goal	✓	✓
Objectives	x	x
Material and equipment	✓	✓
Procedures	x	x
Evaluation	✓	✓
Extra - class work	✓	✓

From the table above, the writer can conclude that every respondent has goal(s) when they conduct instruction. Nevertheless, they lack of objective in teaching. For example, when a respondent had a goal to introduce past tense, she explained the whole formula of past tense $(S + V2 + O)$. However, from observation and interview, it was not clear what she wanted her students to achieve as the students did not really understand why they should know the formula and how to use it. Contrary to this fact, Bostwick (1995) argues that the success of teaching and learning process can be measured only if the teachers have clear teaching objective that they must achieve.

Instead of having teaching objectives, three respondents claimed that they depended on the textbook in deciding which materials to teach for each session. It was not surprising that they neglected the procedure of teaching young learners such as techniques, stages, and sequences of instruction. There was no adjustment in technique of teaching because they applied similar technique for every lesson.

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Although respondent 2 also relied on textbook, she varied her techniques in giving instruction. For example, she gave songs and games –techniques which are appropriate for young learners (Brewster, 2001). The class, then, was less threatening and boring, as the children enjoyed the activities. It seems that her educational background, which is from English education, supported her performance and competence. In terms of evaluation and extra-class work, all respondents were aware of the needs of assessment and homework. Nevertheless, what they did revealed that they were lack of understanding of how assessment should be carried out in young learner classroom. The evaluation conducted by the respondents can be categorized as traditional assessment, in other words, they relied on tests to measure their students' achievement. Instead of providing feedback to students' learning, the respondents allotted grades or scores for students homework.

Regarding performance, all respondents overused bahasa Indonesia during instructions. Translation then became prominent technique of instruction. Another thing that occurred was that all respondents, except for respondent 2, committed many grammatical mistakes. Therefore, students got neither much exposure nor model as the support of successful learning.

The findings show that there are specific requirements to be teachers of English to young learner. Interests in English and willingness to teach young learners are not enough to equip them to teach EYL. Those EYL teachers whose backgrounds are irrelevant tend to ignore how children learn and treat them accordingly. On the other hand, knowledge of pedagogy and the nature of young learners do matter in supporting the success of learning. A teacher whose background is English education, more specifically EYL education, has likely to be more competent and perform better.

Consequently, this grim portrait of the existing EYL teachers urges the need of standard for EYL teachers in order to provide qualified teachers. At least, there should be more training and workshops to enable the existing teachers perform and understand better about English to young learners.

This study focused on describing whether the present EYL teachers have met the requirements to teach English to young learners in terms of competence and performance.

Findings showed that two respondents were lack of competence and performance due to deficient knowledge of how to teach English to young learners. The second respondent, whose education background was relevant, seemed to have fair understanding of her subject but needed more experience to make a better teacher. Thus, the writer may conclude that proper educational background and training highly affects teacher in conducting instructions.

The writer observed the English learning process, the pre-service English teacher teaching, and the problems faced by the student when English learning take place.

The writer concluded that:

1. The concept of learning is continually changing. Within public discourse sustainability and environment remain at important topics. Learning has traditionally focused on the environment with an implicit hope that Student will develop the skills and attitudes to enable them to make informed decisions about environmental issues.

2. Teaching and learning process in SMKN 2 Cirebon used learning, where the students spend more time learning inside the classroom. This included the aspects of cognitive, affective, physical, linguistic and social. This can be seen from the writer's observation at the time of the English learning process in SMKN 2 Cirebon. According to Bilton (2010:1), the outdoor area is a complete learning environment, which caters for all children's needs - cognitive, linguistic, affective, social and physical.

3. Learning and teaching may have several consequences and be practiced in several ways; a few examples are provided to exemplify the variety. This was reflected in implementation of process teaching. The pre-service English teacher were occasionally used method walk-and-talks, where students supported by the teacher discussed dilemmas or chapters in the textbook before an assignment. The pre-service English teacher were also used for shorter walks, where samples of problems/questions related to a subject were hanging from text, for example, and the students were to answer and discuss them in small groups.

B. Suggestion

SMKN 2 Kota Cirebon is the one of the many schools of universe (sekolah menengah kejuruan). It used learning in teaching and learning activities. According to the writer, she found that the students in SMKN 2 Kota Cirebon can comprehend the learning material. she found that almost students have high comprehension in learning vocabulary.

The writer hopes to SMKN 2 Kota Cirebon can be improve students' vocabulary, because she known that they have high motivation and desire toward it. The students also must to motivate themselves in order to mastery vocabulary. Finally, the writer hope they never give up to learn.

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