STUDENTS' VOICE ON THEIR TEACHING IN REAL CLASSES AT SCHOOL: WHAT DOES IT REVEAL?

by

Siti Mina Tamah

English Education Study Program
Faculty of Teacher Training & Pedagogy
Widya Mandala Catholic University Surabaya
2012

ACKNOWLEDGMENTS

The writer is grateful to Prof. Veronica L. Diptoadi, the head of LPPM, the Research Institute of Widya Mandala Catholic University Surabaya. She has encouraged the writer to submit the proposal to be reviewed. The opportunity will not be available if it is not supported by the Head of the English Department as well as the Dean of Teacher Training Faculty of Widya Mandala Catholic University. The writers are then thankful to Hady Sutris Winarlim, M. Sc., and Dra Agnes Santi W., M. Pd respectively. The writer acknowledges indebtedness also to the anonymous reviewers who have given their valuable input for the improvement of her research proposal. Davy Budiono, M. Pd., the head of Teaching Practice Laboratory also deserves her gratitude as the initial description of the subjects were obtained from him hence making it possible for her to have a better proposal.

More importantly, as this research involves students who finished their Teaching Practice (*PPL*) in the academic year of 2011/2012 (odd semester August-December 2011), the writer will not miss the opportunity to sincerely thank them.

The writer is completely aware that without the assistance of those people mentioned previously and others who are involved indirectly in this study and whom she cannot mention one by one, this research will not appear in its present shape. She is therefore indebted to them.

Surabaya, June 2012

Penulis

DAFTAR ISI

ACKNOWLEDGEMENTS i
TABLE OF CONTENT ii
LIST OF APPENDICES iv
LIST OF TABLES v
ABSTRACT vi

CHAPTER I INTRODUCTION

1.1 Background ……...…….....…….……..... 1
1.2 Statement of the Problem …… 2
1.3 Objective …….....……. 3
1.4 Significance of the Study ……..… 3
1.5 Scope and Limitation …….....…… 4
1.6 Theoretical Framework 4
1.7 Definition of Key Terms 4
1.8 Organization of the Research Report 5

CHAPTER II REVIEW OF RELATED LITERATURE

2.1 Teaching Practice ……..…….…….. 6
2.2 Micro Teaching ..……..…….…….... 6
2.3 Evaluation ……...…….…….. 8
2.4 Knowledge and Skills Expected to Be Transfered
in Real Classroom Implementation ……..……..……. 9

CHAPTER III RESEARCH METHOD

3.1 Research Design ……..……..……..... 11
3.2 Research Instrument …….. 11
3.3 Research Subjects ...…….……..…… 11
3.4 Data Collection Procedure ..……. 12
3.5 Data Analysis Procedure …...…… 13

CHAPTER IV DATA ANALYSIS AND FINDINGS

4.1 Pre-analysis: General Information ……..……..…… 14
4.2 Student Teachers' Teaching Practice ……..……..….. 15
4.1.1 Setting …….…... 15
4.2.2 Class Size and Duration ……. 16
4.2.3 Perceived Usefulness ……. 17
4.3 Student Teachers' Micro Teaching …….. 18

4.3.1 Setting ……. 19
4.3.2 Class Size and Duration ……. 19
4.3.3 Perceived Advantages …… 19
4.4 Student Teachers' Teaching Practice and Micro Teaching: The Interrelationship …… 26
4.4.1 Learning Experience in Lesson Plan Making ……. 27
4.4.2 Experience in Lesson Plan Implementation …… 28
4.4.3 The Difference between Micro Teaching and Teaching Practice ……... 29
4.4.4 The Gap Effect …….. 32
4.4.5 Knowledge and Skills Transferred …… 33
4.5 Student Teachers' View of Teaching ……. 36
4.6 Findings: Answers to the Research Questions …… 40
4.6.1 The Extent to Which Pre-Activities of Teaching Practice Are Useful for Student Teachers in Their Teaching in Real Classes …….. 40
4.6.2 The Extent to Which Post-Activities of Teaching Practice Are Useful for Student Teachers in Their Teaching in Real Classes …….. 41
4.6.3 The Extent to Which Teaching Demonstration in Micro Teaching Is Advantageous ……. 42
4.6.4 The Extent to Which Micro Teaching Assists Student Teachers in Their Teaching Practice With Regard to Lesson Plan Making …….. 45
4.6.5 The Extent to Which Micro Teaching Assists Student Teachers in Their Teaching Practice With Regard to Lesson Plan Implementation ……. 45
4.6.6 The Extent to Which Micro Teaching Is Perceived Different from Teaching Practice ……. 45
4.6.7 The Extent to Which the Difference Between Micro Teaching Causes Problem ……. 47
4.6.8 The Extent to Which Micro Teaching Assists Student Teachers in Their Teaching Practice With Regard to the Knowledge and Teaching Skills in Real Classroom Instruction …… 48

CHAPTER V CONCLUSION

5.1 Summary ……..…….....……..……..... 53
5.2 Recommendation ……..…….. 55

BIBLIOGRAPY 56

APPENDICES 57

LIST OF APPENDICES

Appendix 1	The questionnaire for the try-out …….	57
Appendix 2	The questionnaire for the actual study …...……	62
Appendix 3	The questionnaire posed in the interview ……..…	67
Appendix 4	Initial General Description of the subjects ……...……	68
Appendix 5	Syllabus ……..	69

LIST OF TABLES

Table 4.1	General Information About the Research Subjects …..	14
Table 4.2	Teaching Practice Evaluation Setting …...…….……	16
Table 4.3	Usefulness of Pre-Activities for Teaching Practice Evaluation …….……...…	17
Table 4.4	Usefulness of Post-Activities for Teaching Practice Evaluation ……...……	17
Table 4.5	Internal-oriented Perceived Advantage of Micro Teaching ……..	21
Table 4.6	External-oriented Perceived Advantage of Micro Teaching ……..	21

ABSTRACT

This descriptive study has its main concern on revealing how Teaching Parctice in real classes at school is perceived by student teachers. More particularly this particular study is intended to document the extent the student teachers think they have been assisted in their teaching in real classes at school. The minor objectives are:

1. to reveal the extent to which pre-activities of Teaching Practice are useful for student teachers in their teaching in real classes,
2. to reveal the extent to which post-activities of Teaching Practice are useful for student teachers in their teaching in real classes,
3. to reveal the extent to which teaching demonstration in Micro Teaching is advantageous,
4. to reveal the extent to which Micro Teaching assists student teachers in their Teaching Practice with regard to Lesson Plan making,
5. to reveal the extent to which Micro Teaching assists student teachers in their Teaching Practice with regard to Lesson Plan implementation,
6. to reveal the extent to which Micro Teaching is perceived different from Teaching Practice by student teachers,
7. to reveal the extent to which the difference between Micro Teaching and TP causes problem to student teachers, and
8. to reveal the extent to which Micro Teaching assists student teachers in their Teaching Practice with regard to the knowledge and teaching skills in real classroom instruction.

This study engaged 38 student teachers studying at the English Department of a university in Surabaya. They were the students who programmed Teaching Practice in the odd semester of 2011/2012 academic year. They just finished their Teaching Practice at school a semester ago for it was the even semester of 2011/2012 academic year when this study was conducted.

A set of questionnaire was devised to obtain the data. Two types of questions – open and closed ones – were formulated in such a way to gather information concerning the student teachers' awareness indicating the extent the knowledge and skills they got in Micro Teaching were transferred in real classroom implementation at school. The closed questions in the questionnaire asked respondents to indicate on a Likert scale of 1 to 4 how much they agreed to the statement provided. Items to reveal suggestions and comments with regard to the contribution of Micro Teaching for their Teaching Practice were also included. Another instrument employed was semi structured interview and stimulated recall taken from the collection of their Lesson Plans developed both in Micro Teaching and Teaching Practice. The data from the interview and stimulated recall were, however, not analysed as the main data.

The study finds that the majority of the student teachers thought the pre-evaluation activities – observing the school's tutor teaching, consulting the lesson plan to the school tutor and the lecturer – are useful for them. It is also found that the majority of the student teachers thought that the post-evaluation activities – getting the feedback from the school tutor and the lecturer – are beneficial to them. Teaching demonstration is perceived to be advantageous owing to some factors covering (1) the student teachers' own teaching, (2) the student teachers' self-reflection, (3) the peer comments, (4) the student teacher's being a student, (5) the student teacher's being a

student, (6) the student teacher's being a private teacher and (6) the student teacher's joining other subjects like TEFl and TEYL. Lesson Plan making experience is considered useful. The implementation of the Lesson Plan is perceived positively by the majority of the student teachers. Student teachers' steady answers indicated positively that they experienced a very big gap teaching in two different settings – the number of the students, classroom management, experience to teach in real class, different characteristics of students, and Lesson Plan issue. A situation resulting from such a disparity in experience between Micro Teaching and Teaching Practice is deemed problematic by almost 55% student teachers. The student teachers in this study showed high perception on the extent to which Micro Teaching assists them in real classroom instruction with regard to the knowledge and teaching skills.

In general this study finds that Teaching Practice in real classes at school has been positively perceived. The student teachers have voiced quite confidently that their Teaching Practice is assisted to a large extent by on-campus teaching demonstration. Accordingly, the good practice of teaching demonstration is not to be underestimated.