

CHAPTER IV

RESULT AND DISCUSSION

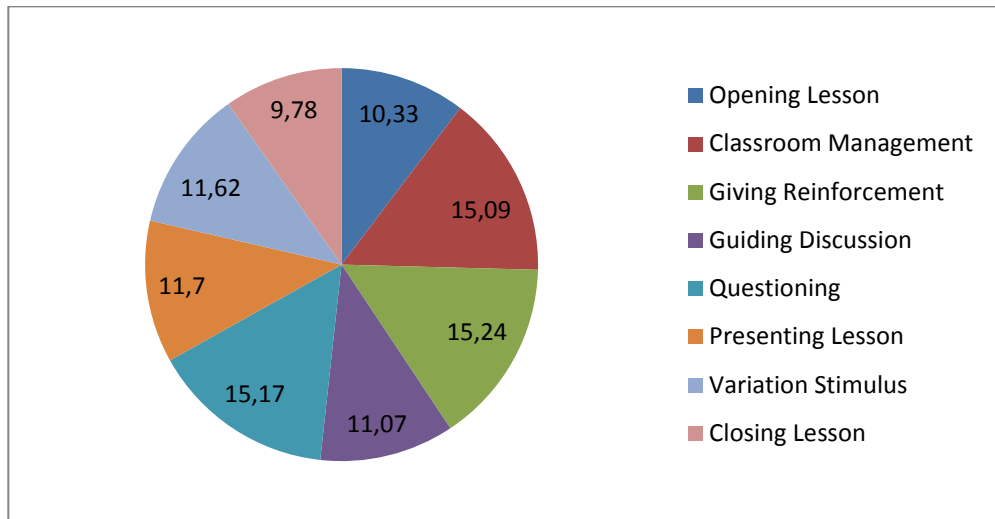
4.1 Result

The result of this research shows that English Department students of Bengkulu University registered in 2010 faced some difficulties in their teaching practice in real classroom. They faced the most dominant difficulties in three aspects of teaching, they are giving reinforcement, classroom management, and questioning. Presenting the lesson and variation stimulus were in moderate predicate, while guiding (small) discussion, opening the lesson, and closing the lesson were predicated as not difficult or easy aspect. The general results of this research are presented by the following table.

Table 3: Genereal Result of the Research

Teaching Aspect	Mean	Proportion	Predicate
Opening the Lesson	2,33	10,33 %	Not Difficult
Classroom Management	3,41	15,09 %	Difficult
Reinforcement	3,44	15,24 %	Difficult
Guiding Discussion	2,5	11,07 %	Not Difficult
Questioning	3,43	15,17 %	Difficult
Presenting	2,64	11,70 %	Moderate
Variation Stimulus	2,63	11,62 %	Moderate
Closing the Lesson	2,21	9,78 %	Not Difficult
Total		100 %	

Chart 1: General Result of the Research



As can be seen in the table, the most difficult teaching aspect faced by English Department students was giving reinforcement with 3,44 mean score. The second one was questioning aspect with 3,43 mean score, and classroom management with 3,41 mean score. Another aspects were considered as moderate and not difficult with mean score range 2,21 – 2,64.

In moderate predicate, presenting the lesson has 2,64 mean score and variation stimulus has 2,63 mean score. Guiding discussion, opening the lesson, and closing the lesson were in the bottom three with guiding discussion has 2,5 mean score, opening the lesson has 2,33 mean score, and closing the lesson has 2,21 mean score. Even though the five aspects were predicated as moderate and easy, there are some items considered as difficult.

The proportion also close to each other with giving reinforcement has 15,24 %; questioning has 15,17 %; classroom management has 15,09 %; presenting the lesson has 11,70 %; variation stimulus has 11,62 %; guiding discussion has 11,07 %; opening the lesson has 10,33 %; and closing the lesson has 9,78 %.

The following are the result of total mean score along with a chart of mean score and proportion for each aspect of difficulties faced by English Department students in teaching practice.

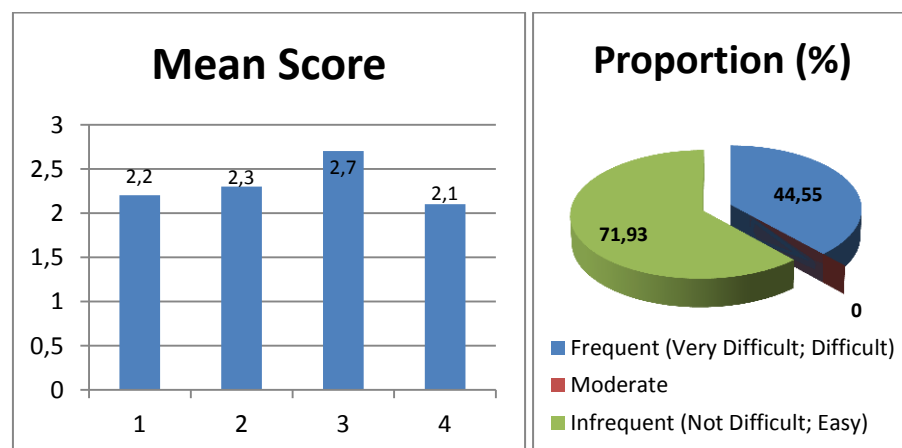
4.1.1 Opening the Lesson

This aspect consists of 4 items. The table analysis of the English students' ability in opening the lesson shows that 1 item was considered as "Moderate" and 3 items were considered as "Not Difficult". The highest mean score of this aspect is the score of item number 3 which has 2,7 and considered as "Moderate". The lowest score of this aspect is the score of item number 4 which has 2,1 and considered as "Easy". These are the statements arranged from the highest to lowest score:

Table 4: Students' highest to lowest difficulties in opening the lesson

Aspect	Item	Mean Score
Opening the Lesson	Memotivasi siswa pentingya materi yang akan diajarkan	2,7
	Menjelaskan tujuan pembelajaran	2,3
	Menarik perhatian siswa	2,2
	Mengingatkan kembali materi terdahulu	2,1

Chart 2: Mean Score and Proportion of opening the lesson aspect



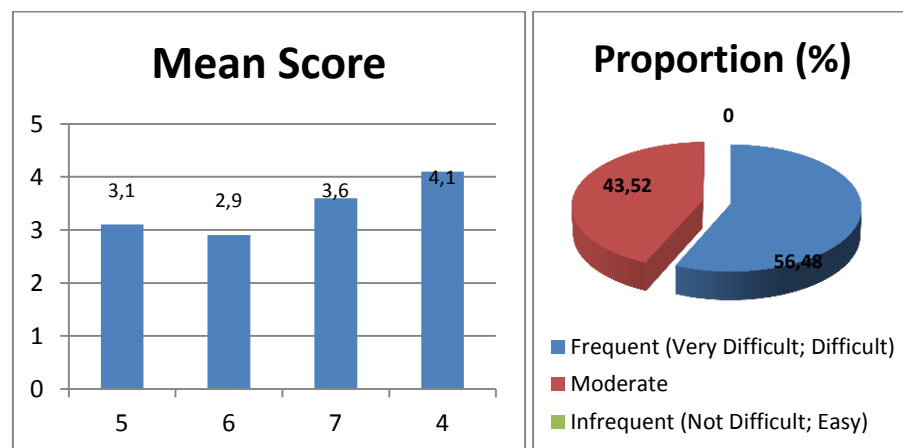
4.1.2 Classroom Management

This aspect consists of 4 items. The table analysis of the English students' ability in classroom management shows that 2 items were considered as "Difficult" and 2 items were as "Moderate". The highest mean score of this aspect is the score of item number 8 which has 4,1 and considered as "Difficult". The lowest mean score of this aspect is the score of item number 6 which has 2,9 and considered as "Moderate". These are the statements arranged from the highest to lowest score:

Table 5: Students' highest to lowest difficulties in classroom management

Aspect	Item	Mean Score
Classroom Management	Menangani siswa yang tidak fokus belajar	4,1
	Menfokuskan siswa kepada materi yang sedang diajarkan	3,6
	Memberikan perhatian selama proses pembelajaran	2,1
	Melakukan interaksi dengan siswa	2,9

Chart 3: Mean Score and Proportion of classroom management aspect



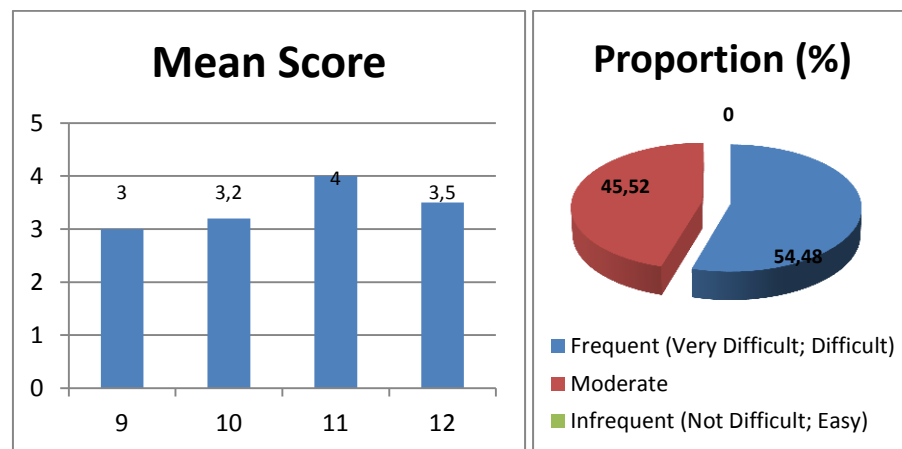
4.1.3 Giving Reinforcement

This aspect consists of 4 items. The table analysis of the English students' ability in giving reinforcement shows that 2 items were considered as "Difficult" and 2 items were considered as "Moderate". The highest mean score of this aspect is the score of item number 11 which has 4 and considered as "Difficult". The lowest mean score of this aspect is the score of item number 9 which has 3 and considered as "Moderate". These are the statements arranged from the highest to lowest score:

Table 6: Students' highest to lowest difficulties in giving reinforcement

Aspect	Item	Mean Score
Giving Reinforcement	Memberikan penguatan penuh	4
	Memberikan penguatan tak penuh	3,5
	Memberikan penguatan non-verbal	3,2
	Memberikan penguatan verbal	3

Chart 4: Mean Score and Proportion of reinforcement aspect



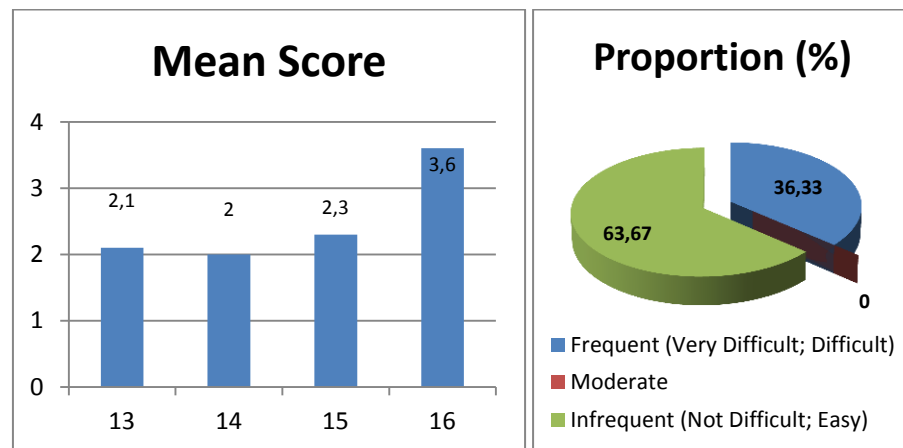
4.1.4 Guiding (small) Discussion

This aspect consists of 4 items. The table analysis of the English students' ability in guiding discussion shows that 1 item was considered as "Difficult" and 3 items were considered as "Not Difficult". The highest mean score of this aspect is the score of item number 16 which has 3,6 and considered as "Difficult". The lowest mean score of this aspect is the score of item number 14 which has 2 and considered as "Easy". These are the statements arranged from the highest to lowest score:

Table 7: Students' highest to lowest difficulties in guiding (small) discussion

Aspect	Item	Mean Score
Guiding (small) Discussion	Melibatkan siswa secara aktif pada saat diskusi kelompok kecil	3,6
	Memantau siswa dalam diskusi kelompok kecil	2,3
	Membagi siswa menjadi kelompok kecil	2,1
	Memberi instruksi yang jelas untuk berdiskusi	2

Chart 5: Mean Score and Proportion of guiding discussion aspect



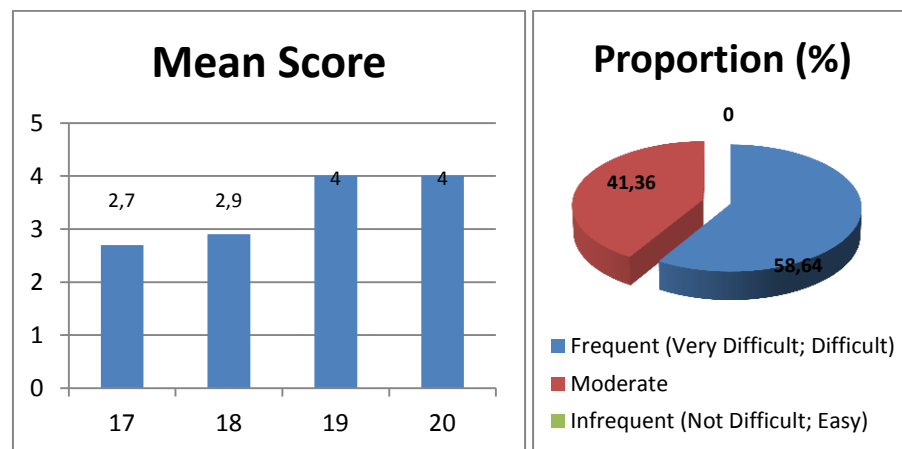
4.1.5 Questioning

This aspect consists of 4 items. The table analysis of the English students' ability in questioning shows that 2 items were considered as "Difficult" and 2 items were considered as "Moderate". The highest mean score of this aspect is the score of item number 20 which has 4 and considered as "Moderate". The lowest mean score of this aspect is the score of item number 17 which has 2,7 and considered as "Moderate". These are the statements arranged from the highest to lowest score:

Table 8: Students' highest to lowest difficulties in questioning

Aspect	Item	Mean Score
Questioning	Memberi pertanyaan dengan memparaphrase	4
	Mengarahkan siswa kepada jawaban yang diharapkan	4
	Menggilirkan pertanyaan	2,9
	Menyebarkan pertanyaan	2,7

Chart 6: Mean Score and Proportion of questioning aspect



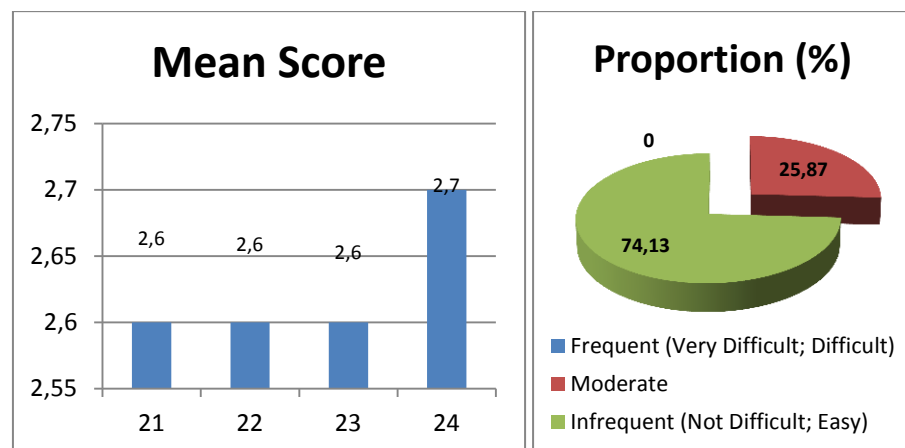
4.1.6 Presenting the Lesson

This aspect consists of 4 items. The table analysis of the English students' ability in presenting the lesson shows that 1 item was considered as "Moderate" and 3 items were considered as "Not Difficult". The highest mean score of this aspect is the score of item number 24 which has 2,7 and considered as "Moderate". The lowest mean score of this aspect is the score of item number 21 which has 2,6 and considered as "Easy". These are the statements arranged from the highest to lowest score:

Table 9: Students' highest to lowest difficulties presenting the lesson

Aspect	Item	Mean Score
Presenting the Lesson	Melaksanakan pembelajaran sesuai dengan alokasi waktu yang telah dialokasikan	2,7
	Mengoptimalkan penggunaan media dalam pembelajaran	2,6
	Menyampaikan materi secara runtut	2,6
	Menyampaikan pelajaran dengan menggunakan bahasa yang jelas	2,6

Chart 7: Mean Score and Proportion of presenting the lesson aspect



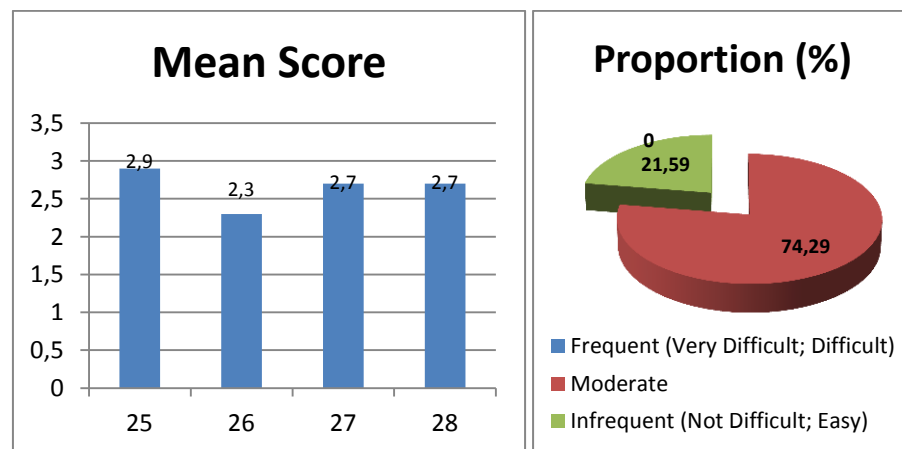
4.1.7 Variation Stimulus

This aspect consists of 4 items. The table analysis of the English students' ability in variation stimulus shows that 3 items were considered as "Moderate" and 1 items were considered as "Not Difficult". The highest mean score of this aspect is the score of item number 25 which has 2,9 and considered as "Moderate". The lowest mean score of this aspect is the score of item number 26 which has 2,3 and considered as "Easy". These are the statements arranged from the highest to lowest score:

Table 10: Students' highest to lowest difficulties in variation stimulus

Aspect	Item	Mean Score
Variation Stimulus	Memvariasikan langkah-langkah penyampaian materi	2,9
	Melakukan variasi alat bantu/ alat peraga	2,7
	Melakukan variasi suara	2,7
	Melakukan variasi gerak	2,3

Chart 8: Mean Score and Proportion of variation stimulus aspect



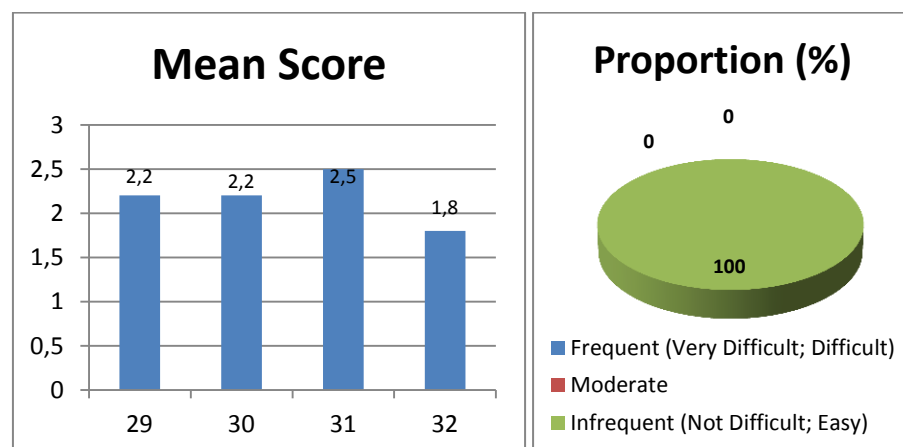
4.1.8 Closing the Lesson

This aspect consists of 4 items. The table analysis of the English students' ability in closing the lesson shows that the whole 4 items were considered as "Not Difficult" with the highest mean score of this aspect is the score of item number 31 which has 2,5 and the lowest mean score of this aspect is the score of item number 32 which has 1,8. These are the statements from the highest to lowest score:

Table 11: Students' highest to lowest difficulties in closing the lesson

Aspect	Item	Mean Score
Closing the Lesson	Melakukan penilaian akhir sesuai dengan kompetensi	2,5
	Merangkum pelajaran dengan melibatkan siswa	2,2
	Memberi arahan, kegiatan, atau tugas kepada siswa	2,2
	Menyampaikan apa yang akan dipelajari pada pertemuan berikutnya.	1,8

Chart 9: Mean Score and Proportion of closing the lesson aspect



4.1.9 Interview

The result of the interview will present supporting results for the result of the questionnaire. The interview was conducted to 10 persons from the sample. The researcher chose the interviewees randomly without considering the level of their English ability in order to get natural interview result. The following are the result of the interview:

1. Difficulties in opening the lesson and factors caused them

From the interview, it was found that some students faced other difficulties out of the written statements in the questionnaire form. Most of the interviewees stated that it is difficult to get their students focus and ready in the beginning of learning process. Factor caused it was the classroom outside activity that still can be heard from inside of the classroom. The students were usually still influenced by classroom outside situation or they did not have the feeling to study English. Another statement was the difficulty to find an interesting and appropriate question related to the topic to begin the learning process.

2. Difficulties in classroom management and factors caused them

Most of the interviewees have the same statement in this classroom management aspect, that it is difficult to control the uncontrolled students and noisy class. They were not be able to control the whole class to be focus. Their students were not paying attention to the teacher, and when their teacher went to a student,

another students will doing something else or making noise in order to get attention from their teacher. There were some factors caused these classroom management aspect being difficult to manage. First, the physical condition and the number of students of the classroom. The more students, the more frequent conflicts happen. Otherwise, fewer students, then less conflict happen. Teachers should consider these physical condition of the class before they teach.

3. Difficulties in giving reinforcement and factors caused them

The interviewees stated that there was no big problem to apply the reinforcement aspect while teaching, especially for the verbal and non-verbal reinforcement. Factors caused this aspect is kind of difficult was, the teachers could not easily decide in which students' behavior should be given the reinforcement. The teachers also felt monotonous in giving the verbal reinforcement. Another factor was choosing the reinforcer. For different individuals, the possibility of a reinforcer that is used is also different. They used "good" often and only develop it become "it's good", "that's good", "yes", and could not find the way to variate it. So that with non-verbal variation. They applied this kind of reinforcement very seldom. They stated that non-verbal variation could not easily variated, the general one is only by pointing their thumb/s.

In this case, most of the interviewees did not apply the *penguatan penuh* and *penguatan tak penuh*. In fact, most of them did not know the definition of those terms.

4. Difficulties in guiding (small) discussion and factors caused them

In guiding discussion, all of the interviewees agreed that it is very difficult to make their students focus to the topic being discussed. If they were not being watched out by their teacher, most of them doing something else that is not related to the topic. In some cases, there was only few smart students worked in a group while the others were busy doing something else or talk to each other which is not related to the topic discussion. One of the factors caused it being difficult was the room and seating space. If the teachers could set the students' seat effectively, ineffectiveness can be minimized. In some schools, the interviewees stated that it is because the students could not find it interesting for studying the topic, or the subject.

5. Difficulties in questioning and factors caused them

In questioning, most of the interviewees found it difficult to find words that appropriate to the level of their students so the given questions can be easily understood. So they often gave questions to their students in bilingual or even in bahasa.

The other one, they could not make the questions to be interesting so their students answered them enthusiastically especially for the *prompting questions*. In some cases, the interviewees stated that their students do not like the subject so they do not event want to answer the questions given by their teacher.

6. Difficulties in presenting the lesson and factors caused them

In presenting the lesson or materials, it is highly suggested to use medias. The students' teaching performance criteria rating form in the handbook of PPL gives a number of items that are related to the use of media in presenting materials. From the interview, most of the interviewees said that it is seldom for them to use the media because of the lack of the media in the school. Some of them often use pictures as a media but they could not find the way to vary the picture media to make it not to be monotonous.

The other problem was to present the attracting side of the material in order to get their students' whole attention. Students are not easily interested in common and bored materials. In some vocational schools, it is difficult to vary the material because of the lack material and the lack book from the school.

Thus, factors caused this presenting aspect was not effective was the inappropriate teaching method to the lack of media of the classroom.

7. Difficulties in variation stimulus and factors caused them

There was not much interviewees' statements about this aspect. Most of them applied the *variasi gerak* and *variasi suara* often. In fact, some student teachers were seldom to use these kind of variations because they did not think it was effective. Some interviewees said that they sometimes use games and songs to break their students' boredom.

8. Difficulties in closing the lesson and factors caused them

The only factor that make this aspect could not effectifely done is the noisy sound made by the students who cannot wait any longer when the time is about to end. Teacher trainees should find a way to make the students focus even when the time is about to end.

4.2 Discussion

Teaching practice is an important stage in the training of prospective teachers. It provides an opportunity for student teachers to apply the knowledge and theories they have learned in college to the real classroom situation. Adeniran (1996) states that teaching practice is a practical activity which offers the student teachers an opportunity to test the theoretical ideas which they have learnt in their college and it also helps to determine what procedures are appropriate for what categories of students and under what classroom conditions. Chaplin (1962) states that student teachers need some basic skills and understanding to analyse and appreciate the difficulties of teaching. Difficulties in teaching practice refers to the situations that can be a problem or trouble that is faced by the student teachers in applying the skill of teaching that causes the teaching process is hard or not easily done, so the expected optimal goal of the learning process is not well achieved.

This study tried to describe the difficulties faced by English Department students in their teaching practice. There were eight aspects of teaching described in this study. They are *setting introduction, managing the classroom, doing reinforcement, guiding small discussion, questioning, presenting, stimulating variation, and setting clossure* (Asril, 2013).

Based on the result of the study, it can be seen that the student teachers faced the most difficulties in 3 aspects of teaching, they are reinforcement, classroom management, and questioning. Presenting the lesson and variation stimulus were in moderate predicate, while guiding discussion, opening the lesson, and closing the lesson were predicated as not difficult or easy aspect.

The result of the interview showed that factors which caused the problem or the difficulties faced by the student teachers are mostly came from the students themselves, from the teacher, and from the environment. The student teachers were not optimal in controlling the students' bad behaviour which made the class became noisy. In presenting materials, student teachers found it difficult to vary their use of media because of the scholls' lack media equipment. Teaching skill in this research was classified into eight aspects. The following sections will be the analysis of teaching skill from each aspect:

1. Giving Reinforcement

The findings showed that reinforcement was the most difficult aspect for teacher trainees to apply with *memberikan penguatan penuh* as the most difficult to do. Then, *memberikan penguatan tak penuh* was the second difficult thing. Factors caused this aspect is kind of difficult was, the teachers could not easily decide in which students' behavior should be given the reinforcement. The teachers also felt monotonous in giving the verbal reinforcement. The interview result has also showed that the interviewees were very seldom applying this kind of reinforcements. In fact, some of them did not know the definition of those terms.

Most of them applied the *verbal* and *non-verbal* reinforcements often. The only thing that make this aspect is difficult was, they felt monotonous in giving the verbal reinforcement. They used “good” often and only develop it become “*it’s good*”, and “*that’s good*”, and could not find the way to vary it. So that with non-verbal variation. They applied this kind of reinforcement very seldom. They stated that non-verbal variation could not easily varied, the general one is only by pointing their thumb/s.

2. Questioning

The result showed that questioning was the second most difficult aspect in teaching practice. Out of 4 items, 2 of them were considered as *difficult* and the other 2 items were predicated as *moderate*. Furthermore, from the result of the interview, it was found that most of the interviewees found it difficult to choose the appropriate words according to the level of their students so the given questions can be easily understood. So, they often gave questions to their students in bilingual or even in bahasa. The other one, they could not make the questions to be interesting so their students answered them enthusiastically especially for *prompting questions*. Since this questioning aspect is kind of difficult to apply, it is good for teachers to plan and prepare the questions, as Aimee Kruger and John Sutton (2001) states that Good questioning requires skill and planning.

3. Classroom Management

The findings of this research showed that classroom management was the third most faced difficult aspect with *handling the not focused students in learning process* as the most difficult thing to do which has the

highest mean score of all the questionnaire items. Same as the result of the interview, controlling the uncontrolled students was the most difficult part in learning process when they are do not respect the teacher. According to Moskowitz & Hayman (1976), once a teacher loses control of their classroom, it becomes increasingly more difficult for them to regain that control. Many of the interviewees gave up in controlling this kind of students so the student teachers neglected them to be in their way with not focussing to the lesson being taught. Teachers then focused to the smart ones only. There were some factors caused these classroom management aspect being difficult to manage. First, the physical condition and the number of students of the classroom. The more students, the more frequent conflicts happen. Otherwise, fewer students, then less conflict happen. Teachers should consider these physical condition of the class before they teach. In some vocational schools, the students are mostly do not pay attention as long as the process of teaching being held. It is because they think English is not an important subject of their schooling purpose. The students of these vocational schools were mostly do not paying attention from the beginning to the end of the class. This kind of problem needs special strategies to be solved. One of the factors was the number of the students in the classroom. Another one was the teacher social-emotion itself. Teacher should be able to bring comfortable situation into the class. Students will not respond well to motivational attempts if they are fearful, resentful, or otherwise focused on negative emotions. To create conditions that favor teachers' motivational efforts they need to establish and

maintain the classroom as a learning community- a place where students come primarily to learn, and succeed in doing so through collaboration with the teacher and their classmates. (Jere Brophy, 2004).

4. Presenting the Lesson

The result showed that presenting the lesson was predicated as moderate. The highest mean score of this aspect was implementing the teaching learning process fit exactly to the allocated time. Factors caused this presenting aspect was not effective was the inappropriate teaching method to the lack of media of the classroom. In some other cases, the student teachers wasted their time in trying to control the unfocus students or doing games or songs in order to break the students' boredom, so the allocated time planning did not run effectively. Furthermore, the interview result showed that most of the interviewees said that it is seldom for them to use the media because of the lack of the media in school. The other problem is to present the attracting side of the material in order to get their students' whole attention. Students were not easily interested in common and bored materials.

5. Variation Stimulus

The result showed that variation stimulus was predicated as moderate, and from the interview result, there was no significant difficulties faced by the teacher trainees in stimulating variations while teaching in classroom. Most of them applied the *variasi gerak* and *variasi suara* often. Some interviewees said that they sometimes use games and songs to break their students' boredom.

6. Guiding (small) Discussion

The result showed that guiding discussion was considered as *not difficult* or *easy* teaching aspect. There was only one item of this aspect considered as *difficult*, that is *involving the students to the discussion actively*. The students seemed not to respond the lesson enthusiastically, and only few of them, usually the smart ones who pay attention to the topic being discussed. One of the factors caused it being difficult was the room and seating space. If the teachers could set the students' seat effectively, ineffectiveness can be minimized. One of the factors caused it being difficult was the room and seating space. If the teachers could set the students' seat effectively, ineffectiveness can be minimized.

Furthermore, the interview result showed that all of the interviewees agreed that it is very difficult to make their students focus to the topic being discussed. If they were not being watched out by their teacher, most of them doing something else that is not related to the topic.

7. Opening the Lesson

The result showed that opening the lesson was predicated as *not difficult*. Based on the table, *motivating the students about the importance of the lesson* has the highest mean score but still in moderate predicate, while the other three items predicated as *not difficult*. Furthermore, the interview result showed that most of the interviewees faced the difficulty in getting their students focus and ready in the beginning of learning process. The students were usually still influenced by classroom outside situation or they did not have the feeling to study.

Another problem is the difficulty to find an interesting and appropriate question related to the topic. Besides, opening the lesson or setting introduction in the beginning of the lesson is an important tools for directing feedback for improvement in the classroom. To achieve the expected goal of a teaching learning, the clear and explicit goal in the beginning of the lesson are needed.

8. Closing the Lesson

The result showed that this last teaching aspect was the lowest difficulties with the lowest mean score. The highest mean score was for *doing the final test according to the competence*, but it can be solved by discussing with their supervisor at school and college or reviewing the syllabus.

In addition, the only thing that make this last aspect could not effectifely done is the noisy sound made by their students who could not wait any longer when the time is about to end. Student teachers should find a way to make their students can still focus even when the time is about to end.

This research proved that even though every student tecaher of English Department Study Program have been supplied and taught how to teach English in micro teaching course in college, the student still face difficulties in applying the teaching skills in classroom. From the result of the reserach, it does not mean that micro tecahing course is not important in preparing and developing the students before they run into real classroom activity.

Otherwise, micro teaching is very important in preparing the student teachers before they are put into secondary schools for teaching practice, as Talabi in 1986 says, “Micro teaching has an important place in preparation for the teaching profession because of its potential to emphasize the relationship between theory and practice.”

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

From the result of the research, it can be concluded that student teachers of English Department Study Program of Bengkulu University have some difficulties in their teaching performance in the classroom. The most dominant difficulties were in giving reinforcement, classroom management, and questioning aspect. Factors that caused the difficulties was mostly came from the students' behaviour, the teachers' behaviour and social-emotion, and the environment.

5.2 Suggestion

1. For English Department students

It is suggested to have a good preparation and brief understanding about the aspects of teaching so the expected goal of the teaching learning process could be satisfying achieved.

2. For the lecturers of Micro Teaching subject

In order to minimalize the difficulties that might be faced by next field teaching experience students, it is good for the lecturer to give more deep explanation and practices about the important aspects in teaching activity. One thing that should be considered is that the real classroom teaching activity will be very different from the teaching practice in micro teaching session.

3. For other researchers

It is hoped to analyze the update information of the important aspects of teaching practice or deeply focus in analyzing only one important aspect of teaching practice.

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Appendix 1: Tabulation of the Questionnaire

R	Item Soal																																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
1	4	5	3	1	5	3	5	4	5	2	5	4	2	3	4	1	3	4	2	3	3	4	2	3	5	2	4	2	1	2	4	4	
2	3	3	2	1	3	3	5	5	3	3	4	1	4	2	3	5	4	4	4	4	3	3	4	5	3	4	5	4	3	3	3	1	
3	2	2	3	2	2	4	4	4	2	3	4	4	2	1	1	4	1	2	5	4	3	3	3	3	3	2	4	3	2	2	2	2	
4	1	2	3	3	3	3	4	4	3	4	4	3	3	4	4	4	3	3	4	3	2	2	3	3	2	2	2	4	2	2	2	2	
5	2	2	3	2	2	2	4	5	4	4	4	4	2	2	2	4	2	2	2	4	2	2	2	2	2	2	3	3	2	2	2	2	
6	2	3	4	4	3	4	3	4	4	4	4	4	1	2	2	4	3	3	2	4	3	3	3	2	4	2	2	3	3	2	4	2	
7	2	2	2	1	2	2	3	4	4	4	3	3	2	2	2	2	2	2	5	5	2	2	3	2	3	3	2	3	2	2	2	1	
8	3	2	3	1	2	3	4	4	3	3	4	2	2	2	2	4	4	4	4	4	2	3	3	2	3	2	3	3	1	2	2	2	
9	3	1	4	4	4	4	3	4	2	2	4	4	2	2	2	2	2	2	4	2	2	2	1	2	1	2	2	2	4	2	2	2	
10	2	2	2	3	3	2	3	2	2	2	4	2	3	3	2	5	2	4	2	4	2	3	2	3	2	2	2	3	2	2	3	2	
11	2	1	3	1	5	4	4	3	2	4	5	4	2	1	2	5	2	2	5	4	2	1	2	1	3	3	3	2	2	3	1	1	
12	1	3	2	3	4	2	4	2	2	4	4	3	4	2	1	4	2	2	5	4	3	4	3	4	2	2	2	4	4	4	4	2	
13	4	2	4	4	2	2	4	4	2	2	2	4	4	2	2	4	4	2	4	2	2	2	2	2	2	2	2	2	2	2	2	2	
14	2	4	4	3	3	2	3	4	4	4	4	3	2	3	2	4	3	2	5	4	3	2	3	4	3	2	2	3	4	3	2	2	
15	2	4	3	2	4	2	3	3	4	4	4	4	4	2	2	4	4	4	4	4	4	3	4	3	2	2	2	2	4	4	4	4	
16	2	2	3	1	4	4	4	4	4	4	4	4	3	2	1	4	2	2	4	4	2	2	3	2	3	2	2	3	2	2	2	2	
17	1	2	2	2	2	2	2	4	2	2	3	4	1	1	1	2	2	2	4	4	2	2	1	1	3	3	3	3	2	2	2	2	
18	3	2	3	2	3	2	5	5	4	4	4	4	2	2	2	2	2	2	4	5	2	3	3	3	2	2	2	2	2	2	2	2	
19	3	3	3	2	3	2	4	4	3	3	4	3	2	2	2	3	2	4	4	4	3	3	3	3	3	2	2	3	3	3	2	3	
20	2	1	2	2	3	3	3	4	4	4	3	3	1	1	1	3	3	3	4	4	2	2	2	2	2	2	3	4	2	2	2	1	
21	1	2	2	1	2	4	2	5	3	2	3	3	2	2	2	2	2	4	2	4	2	2	2	1	3	1	1	3	1	1	1	1	
22	2	1	2	2	3	4	4	5	2	2	4	5	1	2	2	4	2	2	5	5	3	2	2	2	2	3	3	4	2	2	2	2	1
23	2	2	4	4	3	4	4	5	2	2	4	4	1	2	4	5	4	4	5	5	5	4	5	4	4	4	2	2	5	1	4	1	1
24	1	2	3	3	4	2	3	5	2	2	5	5	1	1	4	5	5	4	5	4	4	5	4	5	5	1	1	4	1	2	5	2	2
25	1	4	1	1	4	2	2	5	5	4	5	4	1	1	5	4	4	4	5	4	1	4	2	4	2	3	4	2	1	2	3	2	2
26	4	2	2	2	2	4	4	4	2	4	4	2	2	2	1	4	2	2	4	4	4	2	2	4	4	4	4	4	2	2	2	2	1
27	3	3	2	2	2	2	4	4	2	3	4	4	2	2	4	5	2	3	4	5	2	2	1	2	2	2	2	4	2	1	1	1	1
28	2	1	2	1	4	3	3	3	4	4	4	4	1	1	1	2	2	3	4	5	2	1	2	3	2	2	2	2	2	2	2	2	1
29	3	2	3	1	4	4	4	5	4	4	4	4	2	2	4	4	3	3	4	4	3	3	4	3	2	2	2	3	2	2	3	2	2
30	1	2	2	3	2	2	4	5	2	4	5	4	2	3	2	4	4	4	5	5	2	3	2	3	4	1	1	4	3	4	3	2	2
Total	66	69	81	64	92	86	108	123	91	97	119	106	63	59	69	109	82	88	120	121	77	79	79	82	86	68	80	81	67	67	76	55	
WM	2,2	2,3	2,7	2,1	3,1	2,9	3,6	4,1	3	3,2	4	3,5	2,1	2	2,3	3,6	2,7	2,9	4	4	2,6	2,6	2,6	2,7	2,9	2,3	2,7	2,7	2,2	2,2	2,5	1,8	

Appendix 2

General Result of the Research

Teaching Aspect	Mean	Proportion	Predicate
Opening the Lesson	2,33	10,33 %	Not Difficult
Classroom Management	3,41	15,09 %	Difficult
Reinforcement	3,44	15,24 %	Difficult
Guiding Discussion	2,5	11,07 %	Not Difficult
Questioning	3,43	15,17 %	Difficult
Presenting	2,64	11,70 %	Moderate
Variation Stimulus	2,63	11,62 %	Moderate
Closing the Lesson	2,21	9,78 %	Not Difficult
Total		100 %	

Appendix 3

The difficulties rank of the whole aspects (responses of SS and S)

No.	Item	Response	Percentage	Level of Difficulties
1	20	26	81,25	Frequent
2	8	25	78,13	Frequent
3	19	25	78,13	Frequent
4	11	25	78,13	Frequent
5	16	21	65,63	Frequent
6	12	19	59,38	Frequent
7	7	18	56,25	Frequent
8	10	16	50,00	Frequent
9	9	12	37,50	Moderate
10	18	11	34,38	Moderate
11	6	10	31,25	Moderate
12	5	9	28,13	Moderate
13	17	8	25,00	Moderate
14	27	8	25,00	Moderate
15	25	7	21,88	Moderate
16	15	7	21,88	Moderate
17	25	6	18,75	Infrequent
18	23	6	18,75	Infrequent
19	31	6	18,75	Infrequent
20	28	5	15,63	Infrequent
21	3	5	15,63	Infrequent
22	22	5	15,63	Infrequent
23	29	5	15,63	Infrequent
24	21	4	12,50	Infrequent
25	2	4	12,50	Infrequent
26	4	4	12,50	Infrequent
27	13	4	12,50	Infrequent
28	30	3	9,38	Infrequent
29	1	3	9,38	Infrequent
30	26	2	6,25	Infrequent
31	32	2	6,25	Infrequent
32	14	1	3,13	Infrequent

Predicate		
Frequent: > 50 %	Moderate: 20% - 50%	Infrequent: < 20 %

Appendix 4

The tabulation of Tried Out Questionnaire

R	Item soal																																Total		Kuadrat Y
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Skor (Y)	Y ^{total}	
1	4	2	3	2	3	2	3	4	3	3	4	4	2	2	2	3	2	2	4	3	4	3	3	3	3	3	2	2	3	4	2	2	1	89	7921
2	3	4	4	2	4	2	3	2	3	3	3	3	2	2	2	3	3	3	3	3	2	3	4	3	3	2	3	4	2	3	3	2	91	8281	
3	2	2	1	3	1	1	2	2	2	2	3	3	1	1	3	2	1	1	1	2	1	1	1	2	3	2	1	1	2	2	2	1	55	3025	
4	3	1	3	1	3	1	2	3	3	3	3	2	1	1	3	2	1	1	2	4	3	1	1	1	2	1	3	3	1	2	3	3	67	4489	
5	1	2	4	2	2	1	1	1	1	1	3	3	2	2	2	3	3	1	4	4	1	2	1	2	2	3	4	2	1	2	1	1	65	4225	
6	4	3	2	3	1	2	4	4	1	1	4	1	3	3	4	4	2	2	4	4	3	2	3	4	3	4	3	4	5	2	3	1	93	8649	
7	2	1	1	2	2	1	3	1	2	2	2	2	1	1	1	1	2	2	2	2	2	2	1	1	2	2	1	2	2	2	2	1	53	2809	
8	2	2	4	4	3	1	4	4	3	3	3	5	1	1	3	4	3	4	5	5	4	2	3	4	3	4	4	2	3	2	3	5	103	10609	
9	3	3	3	2	3	3	3	4	4	4	4	5	4	3	3	3	4	4	3	3	4	3	4	4	4	4	4	4	4	4	4	114	12996		
10	3	4	4	2	4	2	4	4	3	3	4	3	2	2	3	4	2	2	3	3	2	3	3	4	4	3	3	4	2	3	1	95	9025		
Σ	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	X21	X22	X23	X24	X25	X26	X27	X28	X29	X30	X31	X32	Y ^{total}	Y ^{kuadrat}	
	27	24	29	23	26	16	29	28	25	25	33	31	19	18	26	29	23	22	31	33	26	22	24	28	29	27	28	29	26	23	26	20	825	72029	

Appendix 5

Questionnaire Validity

Nomor item	t-value	t-test	Keterangan
1	1,605896	1,86	Tidak Valid
2	2,325807	1,86	Valid
3	1,930058	1,86	Valid
4	0,742588	1,86	Tidak Valid
5	1,64261	1,86	Tidak Valid
6	3,354667	1,86	Valid
7	2,397868	1,86	Valid
8	2,786457	1,86	Valid
9	1,903008	1,86	Valid
10	1,903008	1,86	Valid
11	2,848999	1,86	Valid
12	1,878535	1,86	Valid
13	2,538619	1,86	Valid
14	2,298811	1,86	Valid
15	1432797	1,86	Tidak Valid
16	3,461882	1,86	Valid
17	2,455227	1,86	Valid
18	3,858475	1,86	Valid
19	2,241639	1,86	Valid
20	1,31358	1,86	Tidak Valid
21	2,834956	1,86	Valid
22	2,654909	1,86	Valid
23	6,664525	1,86	Valid
24	5,986454	1,86	Valid
25	3,34295	1,86	Valid
26	2,601599	1,86	Valid
27	2,498187	1,86	Valid
28	2,733565	1,86	Valid
29	2,302068	1,86	Valid
30	1,915163	1,86	Valid
31	3,059856	1,86	Valid
32	1,847029	1,86	Tidak Valid

Total	
Valid	Tidak Valid
26	6

Appendix 6

Reliability

Item soal	rb	r11	r tabel	Reliabilitas
1	0,493738544	0,661077597	0,707	Tidak Reliabel
2	0,635139776	0,776862975	0,707	Reliabel
3	0,563652711	0,720943605	0,707	Reliabel
4	0,253938441	0,405025371	0,707	Tidak Reliabel
5	0,502203544	0,668622499	0,707	Tidak Reliabel
6	0,764524322	0,866550053	0,707	Reliabel
7	0,646662304	0,785421883	0,707	Reliabel
8	0,701801708	0,824774949	0,707	Reliabel
9	0,558226788	0,716489785	0,707	Reliabel
10	0,558226788	0,716489785	0,707	Reliabel
11	0,70966424	0,830179661	0,707	Reliabel
12	0,553255093	0,712381496	0,707	Reliabel
13	0,667951598	0,800924438	0,707	Reliabel
14	0,630710572	0,77354079	0,707	Reliabel
15	0,451896294	0,622491146	0,707	Tidak Reliabel
16	0,774398068	0,872857204	0,707	Reliabel
17	0,655528575	0,791926621	0,707	Reliabel
18	0,806516727	0,892897049	0,707	Reliabel
19	0,621123184	0,76628746	0,707	Reliabel
20	0,421211978	0,592750391	0,707	Tidak Reliabel
21	0,707921464	0,828985968	0,707	Reliabel
22	0,684388068	0,812625167	0,707	Reliabel
23	0,920529489	0,95862052	0,707	Reliabel
24	0,90416171	0,949669038	0,707	Reliabel
25	0,763919926	0,866161683	0,707	Reliabel
26	0,676978504	0,807378869	0,707	Reliabel
27	0,661996389	0,796627951	0,707	Reliabel
28	0,694945695	0,820021192	0,707	Reliabel
29	0,631248302	0,773945084	0,707	Reliabel
30	0,560673957	0,718502356	0,707	Reliabel
31	0,734331478	0,846817909	0,707	Reliabel
32	0,546766621	0,706980114	0,707	Tidak Reliabel

Total	
Reliabel	Tidak Reliabel
26	6

Appendix 7
INSTRUMEN PENILAIAN PELAKSANAAN PEMBELAJARAN
PESERTA PPL FKIP UNIVERSITAS BENGKULU

1. NAMA PESERTA :
 2. NPM :
 3. JURUSAN/ PRODI :
 4. SEKOLAH PRAKTIK :
 5. HARI/TANGGAL :
 6. NILAI PRAKTIK PEMBELAJARAN :

$$\frac{((\text{Jumlah skor RPP}/32 \times 100)3) + (\text{Jumlah skor PP}/96 \times 100)4)}{7}$$

LEMBAR PENILAIAN

Petunjuk:

Berilah skor pada butir-butir RPP dan pelaksanaan pembelajaran dengan cara melingkari angka pada kolom skor (1,2,3,4) sesuai dengan kriteria sebagai berikut:

1=Kurang, 2= Cukup, 3=Baik, 4=Sangat Baik

A. RENCANA PELAKSANAAN PEMBELAJARAN

NO.	INDIKATOR/ASPEK YANG DIAMATI	SKOR			
		1	2	3	4
1	Kejelasan perumusan tujuan pembelajaran (tidak menimbulkan penafsiran ganda dan mengandung perilaku belajar)	1	2	3	4
2	Pemilihan materi ajar (sesuai dengan tujuan dan karakteristik peserta didik)	1	2	3	4
3	Pengorganisasian materi ajar (keruntutan, sistematika materi, kesesuaian dengan alokasi waktu)	1	2	3	4
4	Pemilihan sumber /media pembelajaran (sesuai dengan tujuan, materi, dan karakteristik peserta didik)	1	2	3	4
5	Kejelasan scenario pembelajaran (langkah-langkah kegiatan pembelajaran: Apersepsi/ awal, inti, penutup)	1	2	3	4
6	Kerincian skenario pembelajaran (setiap langkah tercermin strategi/ metode dan alokasi waktu pada setiap tahap)	1	2	3	4
7	Kesesuaian teknik dengan tujuan pembelajaran	1	2	3	4
8	Kelengkapan instrument (soal, kunci, pedoman, penskoran)	1	2	3	4

B. PELAKSANAAN PEMBELAJARAN

No.	INDIKATOR/ ASPEK YANG DIAMATI	SKOR			
I. PRAPEMBELAJARAN					
1	Mempersiapkan siswa untuk belajar	1	2	3	4
2	Melakukan kegiatan apersepsi	1	2	3	4
II. KEGIATAN INTI PEMBELAJARAN					
A. Penguasaan Materi Pembelajaran					
3	Menunjukkan penguasaan materi pembelajaran	1	2	3	4
4	Mengaitkan materi dengan pengetahuan lain yang relevan	1	2	3	4
5	Mengaitkan materi dengan realitas kehidupan	1	2	3	4
6	Menyampaikan materi dengan jelas, sesuai dengan hierarki belajar dan karakteristik siswa	1	2	3	4
B. Pendekatan/ Strategi Pembelajaran					
7	Melaksanakan pembelajaran sesuai dengan kompetensi (tujuan) yang akan di capai dan karakteristik siswa	1	2	3	4
8	Melaksanakan pembelajaran secara runtun	1	2	3	4
9	Menguasai kelas	1	2	3	4
10	Melaksanakan pembelajaran yang bersifat kontekstual	1	2	3	4
11	Melaksanakan pembelajaran yang memungki nkan tumbuhnya kebiasaan positif siswa	1	2	3	4
12	Melaksanakan pembelajaran sesuai dengan alokasi waktu yang telah Dialokasikan	1	2	3	4
C. Pemanfaatan Sumber Belajar/ Media Pembelajaran					
13	Menggunakan media secara efektif dan efisien	1	2	3	4
14	Menghasilkan pesan yang menarik	1	2	3	4
15	Melibatkan siswa dalam pemanfaatan media Pembelajaran	1	2	3	4
D. Pembelajaran Yang Memicu dan Memelihara Keterlibatan					
16	Menumbuhkan partisipasi aktif siswa dalam pembelajaran	1	2	3	4
17	Menunjukkan sikap terbuka terhadap respons siswa	1	2	3	4
18	Menumbuhkan keceriaan dan antusiasme siswa dalam belajar	1	2	3	4
E. Penggunaan bahasa					
19	Menggunakan bahasa lisan dan tulis secara jelas, baik dan benar	1	2	3	4
20	Menyampaikan pesan dengan gaga yang sesuai	1	2	3	4
F. Penilaian proses dan hasil belajar					
21	Memantau kemajuan belajar selama proses	1	2	3	4
22	Melakukan penilaian akhir sesuai dengan kompetensi	1	2	3	4
23	Melakukan refleksi atau membuat rangkuman dengan melibatkan	1	2	3	4
24	Melaksanakan tindak lanjut dengan memberikan arahan, kegiatan, atau tugas sebagian remidi/ pengayaan	1	2	3	4
Jumlah Skor					

Dengan ini saya menyatakan bahwa penilaian yang saya lakukan sesuai dengan kondisi peserta yang sebenarnya, dan apabila di kemudian hari ternyata pernyataan saya tidak benar, saya bersedia mempertanggungjawabkannya.

Bengkulu,

2013

Penilai,

Appendix 8
QUESTIONNAIRE (Before validity)

Nama: _____

NPM : _____

SS= Sangat Sulit; S= Sulit; TP= Tidak Pasti; TS= Tidak Sulit; ST= Sangat Tidak Sulit/Mudah

NO.	QUESTIONS	SS	S	TP	TS	ST
Opening the Lesson						
1	Memfokuskan perhatian siswa					
2	Menjelaskan tujuan pembelajaran					
3	Memotivasi siswa pentingnya materi yang akan diajarkan					
4	Melakukan brainstorming					
Classroom Management						
5	Memantau siswa selama proses pembelajaran					
6	Melakukan interaksi dengan siswa					
7	Menfokuskan siswa kepada materi yang sedang diajarkan					
8	Menangani siswa yang tidak fokus belajar					
Reinforcement						
9	Memberikan penguatan verbal					
10	Memberikan penguatan non-verbal					
11	Memberikan penguatan penuh					
12	Memberikan penguatan tak penuh					
Guiding (small) Discussion						
13	Membagi siswa menjadi kelompok kecil					
14	Memantau siswa dalam diskusi kelompok kecil					
15	Mendisiplinkan siswa pada saat diskusi kelompok					

16	Melibatkan siswa secara aktif pada saat diskusi kelompok kecil					
Questioning						
17	Menyebarkan pertanyaan					
18	Menggilirkan pertanyaan					
19	Mengarahkan siswa kepada jawaban yang diharapkan					
20	Mengungkapkan pertanyaan dalam bahasa lain (memparaphrase)					
Presenting the Lesson						
21	Menyampaikan pelajaran dengan menggunakan bahasa yang jelas					
22	Menyampaikan materi secara runtut					
23	Mengoptimalkan penggunaan media dalam pembelajaran					
24	Melaksanakan pembelajaran sesuai dengan alokasi waktu yang telah dialokasikan					
Variation Stimulus						
25	Memvariasikan langkah-langkah penyampaian materi					
26	Melakukan variasi gerak					
27	Melakukan variasi suara					
28	Melakukan variasi alat bantu/ alat peraga					
Closing the Lesson						
29	Merangkum pelajaran dengan melibatkan siswa					
30	Memberi arahan, kegiatan, atau tugas kepada siswa					
31	Melakukan penilaian akhir sesuai dengan kompetensi					
32	Mengingatkan apa yang akan dipelajari pada pertemuan berikutnya.					

Appendix 9
QUESTIONNAIRE (After Validity)

Nama: _____

NPM : _____

SS= Sangat Sulit; S= Sulit; TP= Tidak Pasti; TS= Tidak Sulit; ST= Sangat Tidak Sulit/Mudah

NO.	QUESTIONS	SS	S	TP	TS	ST
Opening the Lesson						
1	Menarik perhatian siswa					
2	Menjelaskan tujuan pembelajaran					
3	Memotivasi siswa pentingnya materi yang akan diajarkan					
4	Mengingatnkan kembali materi terdahulu					
Classroom Management						
5	Memberikan perhatian selama proses pembelajaran					
6	Melakukan interaksi dengan siswa					
7	Menfokuskan siswa kepada materi yang sedang diajarkan					
8	Menangani siswa yang tidak fokus belajar					
Reinforcement						
9	Memberikan penguatan verbal					
10	Memberikan penguatan non-verbal					
11	Memberikan penguatan penuh					
12	Memberikan penguatan tak penuh					
Guiding (small) Discussion						
13	Membagi siswa menjadi kelompok kecil					
14	Memberi instruksi yang jelas untuk berdiskusi					
15	Memantau siswa dalam diskusi kelompok kecil					

16	Melibatkan siswa secara aktif pada saat diskusi kelompok kecil					
Questioning						
17	Menyebarkan pertanyaan					
18	Menggilirkan pertanyaan					
19	Mengarahkan siswa kepada jawaban yang diharapkan					
20	Memberi pertanyaan dengan memparaphrase					
Presenting the Lesson						
21	Menyampaikan pelajaran dengan menggunakan bahasa yang jelas					
22	Menyampaikan materi secara runtut					
23	Mengoptimalkan penggunaan media dalam pembelajaran					
24	Melaksanakan pembelajaran sesuai dengan alokasi waktu yang telah dialokasikan					
Variation Stimulus						
25	Memvariasikan langkah-langkah penyampaian materi					
26	Melakukan variasi gerak					
27	Melakukan variasi suara					
28	Melakukan variasi alat bantu/ alat peraga					
Closing the Lesson						
29	Merangkum pelajaran dengan melibatkan siswa					
30	Memberi arahan, kegiatan, atau tugas kepada siswa					
31	Melakukan penilaian akhir sesuai dengan kompetensi					
32	Menyampaikan apa yang akan dipelajari pada pertemuan berikutnya.					

Appendix 10

INTERVIEW

1. What difficulties do you find in opening the lesson? Why?

Answer:

2. What difficulties do you find in managing the classroom? Why?

Answer:

3. What difficulties do you find in giving reinforcement? Why?

Answer:

4. What difficulties do you find in guiding (small) discussion? Why?

Answer:

5. What difficulties do you find in questioning? Why?

Answer:

6. What difficulties do you find in presenting the lesson? Why?

Answer:

7. What difficulties do you find in stimulating variation? Why?

Answer:

8. What difficulties do you find in closing the lesson? Why?

Answer:



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Yang bertanda tangan dibawah ini Ketua Prodi Pendidikan Bahasa Inggris FKIP Universitas Bengkulu, menerangkan bahwa:

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Program studi : Pendidikan Bahasa Inggris

Benar mahasiswa yang bersangkutan telah melaksanakan Penelitian di Prodi Pendidikan Bahasa Inggris pada mahasiswa semester 8 (delapan) pada tanggal 21 April 2014 s.d. 11 Mei 2014 dengan judul Penelitian **“Difficulties Faced By English Department Students in Teaching Practice (A Study of English Department Students of Bengkulu University Registered in 2010)”**.

Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

a.n Ketua Prodi,
Sekretaris

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Menyatakan dengan sesungguhnya bahwa skripsi dengan judul :

DIFFICULTIES FACED BY ENGLISH DEPARTMENT STUDENTS IN TEACHING PRACTICE
(A study of English Department Students of Bengkulu University Registered in 2010)

adalah benar karya saya sendiri, bebas dari plagiat atau penyontekan. Apabila di kemudian hari ternyata terdapat permasalahan berkaitan dengan penyusunan skripsi ini, maka semua akibat dari hal itu merupakan tanggung jawab saya sendiri.

Ketua Prodi,

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