

**DIFFICULTIES FACED BY ENGLISH DEPARTMENT STUDENTS
IN TEACHING PRACTICE**

**(A Study of English Department Students of Bengkulu University
Registered in 2010)**



THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGES AND ARTS
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF BENGKULU
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Presented as a Partial Fulfilment for the Requirement of the “Sarjana” Degree

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MOTTO

- If there is a will, there is a way.
- What you think, that's what will happen. Keep the positive thinking!
- You will never know your limits until you push yourself to them.

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Turiyati,S.Pd., & Rustanto,S.Pd. Thanks for the love, prayers, and supports.
2. My beloved brothers, Teguh Saputra, S.H., & Nur Ilham Gunawan, who have given me the spirit to finish this thesis.

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ABSTRACT

Tati Iramaya. 2014. Difficulties Faced by English Department Students in Teaching Practice. (A Study of English Department Students of Bengkulu University Registered in 2010)

This descriptive research aimed to find out the difficulties faced by English Department students in teaching practice. The sample of this research was 30 students of English Study Program who have taken the teaching practice at secondary schools. The data were collected from questionnaire and interview. The questionnaire consisted of 32 items of question which divided into eight aspects, they are: *opening the lesson, classroom management, giving reinforcement, guiding small discussion, questioning, presenting the lesson, variation stimulus, and closing the lesson*. The result of this research shows that the rank of difficulties of the teaching aspect faced by the English Department students of Bengkulu University is giving reinforcement with 15,24 %; questioning with 15,17 %; classroom management with 15,09 %; presenting the lesson with 11,70 %; variation stimulus with 11,62 %; guiding discussion with 11,07 %; opening the lesson with 10,33 %; and closing the lesson with 9,78 %. Based on the result of this research, the student teachers of English Department students faced some difficulties in teaching practice, mostly in giving reinforcement, questioning, and classroom management.

Key words: *Difficulties, Teaching practice, Micro teaching*

ABSTRAK

Tati Iramaya . 2014. Kesulitan-kesulitan yang Dihadapi Mahasiswa Pendidikan Bahasa Inggris dalam Praktik Mengajar. (Sebuah Penelitian Mahasiswa Bahasa Inggris Universitas Bengkulu Angkatan 2010)

Penelitian deskriptif ini bertujuan untuk mengetahui kesulitan-kesulitan yang dihadapi oleh mahasiswa Jurusan Bahasa Inggris dalam praktek mengajar. Sampel dari penelitian ini adalah 30 orang mahasiswa dari Program Pendidikan Bahasa Inggris yang telah mengambil mata kuliah praktik mengajar (PPL) di sekolah-sekolah menengah di Kota Bengkulu. Data-data dikumpulkan dari kuesioner dan wawancara. Kuesioner terdiri dari 32 item pertanyaan yang dibagi menjadi delapan aspek, yaitu: *membuka pelajaran, pengelolaan kelas, memberikan penguatan, membimbing diskusi kecil, kemampuan bertanya, menyajikan pelajaran, variasi stimulus, dan menutup pelajaran*. Hasil penelitian menunjukkan bahwa tingkat kesulitan aspek mengajar yang dihadapi oleh mahasiswa Jurusan Bahasa Inggris Universitas Bengkulu adalah; memberikan penguatan dengan 15,24 %; kemampuan bertanya dengan 15,17 %; manajemen pengelolaan kelas dengan 15,09 %; menyajikan pelajaran dengan 11,70 %; variasi stimulus dengan 11,62 %; membimbing diskusi kecil dengan 11,07 %; membuka pelajaran dengan 10,33 %; dan menutup pelajaran dengan 9,78 %. Berdasarkan dari penelitian tersebut, mahasiswa Jurusan Program Pendidikan Bahasa Inggris menghadapi beberapa kesulitan dalam praktek mengajar sewaktu menjalankan praktik pengalaman mengajar (PPL), terutama dalam memberikan penguatan, kemampuan bertanya, dan manajemen pengelolaan kelas.

Kata kunci: *Kesulitan, Praktik mengajar, Pengajaran terbatas*

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Finally, the researcher believes that this thesis is still far from perfect. Therefore, constructive suggestion to improve this thesis is always welcome. Hopefully, the result of this research may give a useful contribution to the development of the education in Bengkulu province.

Bengkulu, May 2014

The researcher

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CHAPTER I

INTRODUCTION

1.1 Background

Teaching is not a single skill but a composite one. Various skills are required by the teachers to make their teaching effective. The teaching process becomes complex when teachers want the whole process of teaching and learning to be effective. To achieve this goal, teachers need to apply the abilities and skills which will make their teaching effective. The process of teaching can be divided into various components that are simple and explicit. These components are called teaching skills which have to be trained or practiced.

As English Education Study Program students, the students of this department are prepared to be professional English teachers that are expected to be able to teach English well and structured in secondary schools. An effective teaching practice of English students can be ensured from both the school and the college. In the college, the students are acknowledged with theoretical concepts of the educational psychology, management of classroom, and lesson presentation. They are also taught about relationship and various philosophies dealing with education. Before deputing student teachers for teaching practice to different schools, they are equipped with teaching skills in micro teaching session, taught about theoretical concepts and followed by demonstration lessons given by lecturers to make them understand the integration of various skills and styles in a 40-45 minutes period.

The aim of micro teaching course is to ensure that the student teachers use the appropriate language and concepts effectively in teaching learning. It prepares them to be ready to be put in school. In the process, a teacher (student teacher) is asked to prepare a short lesson for a small group of learners who are their own classmates. After presenting the lesson, the student teacher, lecturer, and the students together comment on the teacher's performance. Feedback in micro teaching is important for the teacher-trainee improvement. Electronic media gadgets that can be used to facilitate effective feedback is a vital aspect of micro-teaching. The feedback in micro-teaching provides the student teachers with the success of their performance and enables them to evaluate and to improve their teaching behavior before they put into real teaching practice in schools.

Teaching practice is a cooperative programme. It involves the student teachers and their supervisor on one hand, teachers, school staffs and pupils on the other hand. The programme includes teaching, participation in extracurricular activities, and an evaluation, which is the final assessment of the student teachers. Thus, teaching practice is an important stage in the training of prospective teachers as it is a process of producing a professional teacher. It provides an opportunity for student teachers to apply the knowledge and theories they have learned in college to the real classroom situation. Student teachers' teaching practice has been called the most challenging, rewarding, and critical stage of teacher education (Goethals & Howard, 2000) and it is generally agreed that the student teachers' teaching experience is the key for teacher preparation programs (Guyton & McIntyre, 1990).

Even though every English student have been supplied and taught how to teach English in micro teaching course in college, there is always problems and difficulties they face when they run into real classroom practice at secondary schools. They face many challenges teaching in classes which can not be easily avoided in theoritical context. They might feel secure when they practiced in micro teaching session but not in this kind of classes. There are the situations when they have prepared their teaching scenario perfectly but they cannot apply the scenario well in classroom.

Based on the researcher's experience in field tecahing experience (PPL), there are many difficulties in the application of tecahing practice, especially in teaching performance in classroom. Good practices in micro teaching session in college does not always guarantee good teaching performance in classroom. There are the situations when they have prepared their teaching scenario perfectly but they cannot apply the scenario well in classroom.

Based on the explanation above, the researcher was interested to conduct a research related to the teaching practice done by English Department students of Bengkulu University registered in 2010. This research was done to find out the problems or difficulties faced by English Department students in their teaching practices. Moroeover, this study was also analyzing factors cause the difficulties faced by the English students in their teaching practices. In this research, the researcher focused on the students' teaching performance in classroom.

1.2 Limitation of the Problem

Based on the problem above, the researcher only focused on the teacher trainees' teaching performance in classroom.

1.3 Questions of the research

The problems in this research were formulated as follow:

1. What are the difficulties faced by English Department students of Bengkulu University in teaching practice?
2. What factors cause the difficulties faced by English Department students of Bengkulu University in teaching practice?

1.4 Objective of the research

The objectives of this research were listed as follow:

1. To describe the difficulties faced by English Department students of Bengkulu University in teaching practice.
2. To describe what factors cause the difficulties faced by English Department students in teaching practice.

1.5 Significance of the research

The result of this study is expected to be able to give update information for the English Department students about the difficulties in teaching practice, so it can be useful for further improvement for both the English teachers and English department students teachers in their teaching preactice.

Beside that, this study is expected to be used as guidance for the lecturers who teach Micro Teaching Subject to find out which parts of the way of teaching that should be given more explanation and reinforcement to the students.

1.6 Definition of key terms

1. Difficulties are the situations that can be a problem or trouble that is faced by someone that causes something is hard or not easily done.
2. Teaching practice is a learning experience to develop teaching skills of prospective teachers in schools especially in classroom as the preparation before they become a real teacher.
3. Micro teaching is a course program that teach about theoretical concepts of teaching into practice in micro scale which provides feedbacks from the observers.

CHAPTER II

LITERATURE REVIEW

2.1 Definition of Difficulties

Difficulties are usually used to describe the process level of something being done. There are at least two definitions of difficulties. First, according to “Advance American Dictionary”, difficulties refer to a situations which someone have problems or something that causes problems or the quality of being hard to do or understand. Second, based on “The American Heritage Dictionary”, difficulties means the condtion or quality of being difficult; something not easily to done, accomplished, comprehended or solved.

Thus, in this research, 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.

2.2 Teaching Practice

Teaching Practice, in some colleges or universities, is a course or programme in which the students are posted to schools to teach the students subject areas of their specialization for a specified period. It is an integral part in teacher training education because it allows student teachers to apply the theories into practice. Effective preparation of student teachers in classroom teaching practice could help them present or teach in classroom efficiently.

Teaching practice is important for the prospective teachers for many reasons; it is a vital avenue for developing the skills, attitudes and understanding of the teaching profession (Adeniran, 1996). According to him, teaching practice is a practical activity which offers the student teachers an opportunity to test the theoretical ideas which the student teachers 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. Teaching practice should act as a firm base for student teachers for effective teaching with optimal goal achieved.

Grims and Michealis (1953) states that teaching practice is conceived by some teacher educators as a necessary laboratory experience, an apprenticeship or internship which gives the student teacher an opportunity to gain insight into the broad view of teaching. This helps them to increase their professional competence. Chaplin (1962) gives a number of reasons to justify the inclusion of teaching practice in the teacher education programme. These reasons include, teaching and learning being complete processes, student teachers need some basic skills and understanding to analyse and appreciate the difficulties of teaching.

In March 1987, the American Association of Higher Education first published "Seven Principles of Good Teaching Practice in Undergraduate Education." These seven principles are a meta-analysis of 50 years of research on good teaching principles by Arthur Chickering and Zelda Gamson. These principles can be applied to teaching and learning in any environment.

1. Good practice encourages interaction between students and faculty.

Frequent student-faculty contact in and out of class is a most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. It also enhances students' intellectual commitment and encourages them to think about their own values and plans.

2. Good practice encourages interaction and collaboration between students.

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning.

3. Good practice uses active learning techniques.

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

4. Good practice gives prompt feedback.

Knowing what you know and don't know focuses your learning. In getting started, students need help in assessing their existing knowledge and competence. Then, in classes, students need frequent opportunities to perform and receive feedback on their performance. At various points during college, and at its end, students need chances to reflect on what they have learned, what they still need to know, and how they might assess themselves.

5. Good practice emphasizes time on task.

Time plus energy equals learning. Learning to use one's time well is critical for students and professionals. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty.

6. Good practice communicates high expectations.

Expect more and you will get it. High expectations are important for everyone - for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy.

7. Good practice respects diversity - talents, experience, and ways of learning.

Many roads lead to learning. Different students bring different talents and styles to college. Students rich in hands-on experience may not do so well with theory. Students need opportunities to show their talents and learn in ways that work for them.

In reality, student teachers face various problems or difficulties and constraints to juggle between the theoretical and the practical aspects of teaching. Student teachers need a good preparation and they should have a good teaching training at their college which called micro teaching before they put in school.

Asril (2013) has pointed out eight basic skills or components that every student teacher has to master before they run into real teaching practice. They are: *setting introduction, managing the classroom, doing reinforcement, guiding small discussion, questioning, presenting, stimulating variation, and setting closure.*

2.2.1 Setting Introduction

The first component in teaching learning activity is the setting introduction skill. In setting introduction skill, teachers have to give the guidance of the material that will be presented to the students, so they are interested and to be ready to follow the lesson. Setting introduction is an activity done by the teacher in teaching learning process to create the condition where the students are ready to study and can be focus in the learning process. The setting introduction skill is the key of all the teaching learning process that will be ran. If a teacher cannot drawing students' attention in the beginning of the lesson, then the purpose and the goal of the learning cannot well achieved.

The point of setting introduction in the beginning of learning process is related to the effort of the teacher in drawing students' attention, motivating them, giving them the purpose of the lesson, and correlating the previous lesson to the next one. Wardani (1984) in *Micro Teaching* states that the point of setting introduction is to prepare students' mental and psychology so they are ready to enter the problem that will be solved, and awakening students' attention and enthusiasm in teaching learning process. Pollock (2007) also says that goal setting and objective setting are important tools for directing feedback for improvement in the classroom. So, the clear and explicit goal in setting introduction in the beginning of the lesson is important for the teaching learning process.

2.2.2 Classroom Management

Teachers' duty in class is mostly transferring the lesson to the students in optimal learning condition. The optimal learning process can be achieved if the teacher is able to arrange both students and the purpose of the learning process and control them in a comfortable situation. If teachers can successfully arrange the condition in optimal way, the teaching learning process will be optimal too. If it cannot be provided optimally, then the optimal teaching learning process cannot be achieved.

A narrow view of classroom management seen as discipline and management of students' behavior. However, successful teaching requires more than controlling student behavior. Evertson and Harris (1999) states the meaning of the term *classroom management* has changed from describing discipline practices and behavioral interventions to serving as a more holistic descriptor of teachers' actions in orchestrating supportive learning environments and building community.

Larrivee (2005) notes that *classroom management* is a critical ingredient in the three-way mix of effective teaching strategies, which includes meaningful content, powerful teaching strategies, and an organizational structure to support productive learning. Successful teachers employ strategies for establishing rules and procedures, organizing groups, monitoring and pacing classroom events, and reacting to misbehavior (Borko and Putnam, 1995).

2.2.3 Reinforcement

Reinforcement is an important concept in psychology that has the relevance to teaching and learning process in the classroom. Kimble (1967) notes that there are two different meanings of reinforcement. First, it refers to any wide range of conditions that will increase the probability of a given response reappearing in the same situation. Second, the contemporary psychologists, therefore, it refers to the presentation of a situation that affects the teaching learning process.

The point of the reinforcement is the response to the students' positive attitude or behavior which can possibly be repeated in the future. This reinforcement cannot be only assumed but seriously applied. If an individual is to become a professional teacher, they must be able to apply the skill of reinforcement in teaching and learning situations. It is a known fact that among the problems of teacher education, relating teacher practice to the principles of learning development in reinforcement areas.

Asril in *Micro Teaching* (2013) explains that there are two kinds of reinforcement; *verbal reinforcement* and *non-verbal reinforcement*.

1. Verbal reinforcement, is in the form of words or sentences.

Example: Yes, I'm glad, I'm satisfy, etc.

2. Non-verbal reinforcement, is in the form of mimick & body moves.

Example: thumb up, nodding, clapping hands, etc.

2.2.4 Guiding Small Discussion

Guiding group discussion is a process involving students in a cooperative face to face interaction by sharing the information and giving them the experience of decision taking. Group work is pedagogical strategy that promotes participation and interaction. It also gives them the opportunity to learn from each other. Research has shown that students often learn better from each other than from a teacher (Barkley, 2005). Generally, the intention of small groups discussion is for students to discuss issues and questions or problems, to examine their personal views about course topic, and to clarify their own understanding through comparing and contrasting their own views with those of their teachers and peers.

Small group is seems to be the most common choice of teachers when dividing their students into groups in the classroom in case of sharing the information and learn together with their friends. Besides, teaching and learning in small groups provides opportunities for students to be more interactive. Asril in *Micro Teaching* (2013) says that small group discussion is the students discussing in small groups under control by their teacher or friends to share the information, solve problems or decision taking done in an open situation. This kind of discussion is emphasized to be in the learning process. Most teachers cannot guide this discussion activity optimally so they need trainings or practices.

2.2.5 Questioning

Questioning is a verbal uttering asking for a response from others. The responses given could be knowledge or effective stimulation that can push the ability to think. The quality of teaching and learning includes the art and skill of questioning. Questions are the basic blocks of good teaching and learning. The teacher selects the question based on what needs to be uncovered. Good questioning requires skill and planning.

There are many ways to ask a question. It is important to think of questions that can encourage students to think critically about the concept being learned. Teachers must be able to encourage their students to think and construct their own explanations. This will allow them to maximize their potential in teaching learning process.

There are many kinds of questioning. According to the purpose of the questioning, Asril (2013) has divided them into six kinds of questions:

1. Copliance question; expectation question, students rule the order.
2. Rhetorical question; wanting the teachers' answer.
3. Prompting question; question to direct students into thinking process.
4. Bloom Tacsonomy question (cognitive, affective, psicomotoric)
5. Question according to the target's wide or narrow.
6. Probing question; continuation question that push the students to more deepening their answers.

2.2.6 Presenting

The explaining skill is the presentation of the information orally and efficiently managed to indicate the relevance one another. The main characteristic of this explaining skill is the delivery of well planned information, rightly presented, and well structured. Giving explanation is the most important aspects in teaching. Gilarso in *Micro Teaching* (2013) also says that the components of explaining skill is concerned to the orientation, simple language, have a lot of relevant examples, well structured, have good exercises and feedback.

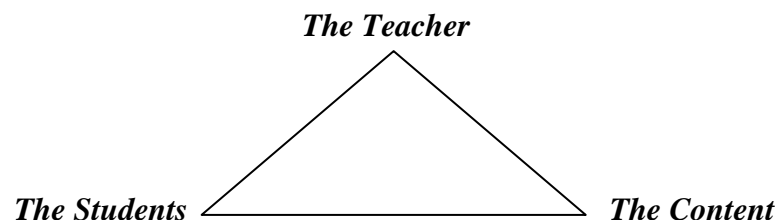
In applying a good explaining skill, a teacher should have a preparation. The preparation in this case refers to a lesson plan. According to Ur (1999), the lesson plan is a type of organized social event that occurs in virtually all cultures. A lesson plan sets out the objectives or learning outcomes and content of the session for the benefit of the students. Joseph and Leonard (2006) says that teaching without adequate written planning is sloppy and almost always ineffective.

In the other words, lesson plan is usually about creating, arranging, and organizing instructions events to control the atmosphere of the class. Samana (1999) states that lesson plan is a preparation or planning that conducted by the teachers before they begin the class, and it is in written form. Thus, a good presentation in explaining the material can be achieved when teacher creates a good lesson plan.

2.2.7 Variation Stimulus

Variation stimulus is teacher's activity in learning process interaction to overcome the boredom of the students, so they will always focus and pay attention to the learning process. It is the skill to avoid boredom and to stimulate the students' participation, enthusiasm and spirit of study. In the other words, stimulus variation can also be defined as teacher actions designed to develop and maintain a high level of student attention during the course of a lesson (Asril in *Micro Teaching*, 2013).

A teacher needs to vary stimulus to break the monotony of the lesson. Boredom often caused by lack of variety. Variety itself enhances students' motivation and interest. A class is more interesting and appealing when students can look forward to discussions, projects, games, demonstrations, role-plays, and other strategies. Tomlinson (1999) considers teaching and learning as a triangle, in which all parts are needed to create and support the whole. If there is no balance between the three sides of a learning triangle, the artfulness of teaching will be lost.



Teaching as a learning triangle (Source: Tomlinson, 1999)

Gilarso in *Micro Teaching* (2013) states that there are two kinds of variation; *verbal variation* and *non-verbal variation*. Verbal variation is in the form of words (voice variation or verbal focussing) and non-verbal variation is in the form of signals (eye contact, facial expressions, and gestures).

2.2.8 Setting Closure

The last component in teaching is the setting closure. Closure is an activity done by the teacher in ending the learning activities by reviewing the main materials. In setting closure skill, teacher resume the lesson at the last of the teaching period. Pollock (2007) also says that closure is that time after new learning occurs when the learner reflects on or summarizes what they now knows about the objectives that they may not have known before the lesson. These three to seven minutes activity has the same importance as the first minutes in opening the lesson. Moreover, this component is not less important than the other components but most teachers often do not have sufficient time to do this.

Summarization is particularly important for students and it is a time for teachers to explicitly indicate what is important. Students who are struggling with English might devote their energy to figure out what is being said or read and do not have the time and skill to evaluate the relative importance of the information that is using English as the language porter.

2.3 Micro Teaching

Micro teaching is a teacher training technique for learning teaching skills. It provides real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching. Allen and Eve (1968) define microteaching as a system of controlled practice that makes it possible to concentrate on specific teaching behavior and to practice teaching under controlled conditions. Micro teaching is one of the efforts by the prospective teachers to transfer the knowledge and skills.

Furthermore, micro teaching sessions are practice teaching sessions where the teacher trainee presents short lessons to a small group of peers as students and receive feedback on their performance both from the lecturer and peers. Feedback is an important part of micro teaching. It focuses on what was done well and suggestions for their improvement. After receiving feedbacks, the teacher trainees can improve their next performance in micro teaching session. So, as Sen (2009) states, that the micro-teaching practices improved both students' and teachers' self-confidence and their teaching skills.

Micro teaching has an important place in preparation for the teaching profession because of its potential to emphasize the relationship between theory and practice (Talabi, 1986). Most of the prospective teacher education programs widely use micro teaching because it is an effective way to prepare the prospective teachers before deputing them into real classroom activity. It is a proven method to increase the improvement in the instructional experiences.

English Education Study Program or well known as English Department of Students Association (EDSA) is a study program overshadowed under the faculty of Teacher Training Education of Bengkulu University. As the name suggests, this study program prepares their students to become professional English teachers to be put in secondary schools.

As English Education Study Program students, the students of this department are prepared to be professional English teachers that are expected to be able to teach English well and structured in secondary school. These students are prepared in micro teaching class before they are put to face the real teaching practice in secondary schools in Bengkulu City.

2.4 Review of Previous Studies

Ermina Eka Putri (2010) did a research entitled *Difficulties Faced by Field Teaching Experience Students in Designing Lesson Plan based on Content Based Curriculum (A Study of the Eight Semester Students of English Department Study Program of Bengkulu University)*. She found some difficulties faced by the students teacher in designing a lesson plan. There are 39.61% of the field teaching students faced the difficulties in approach and teaching method, 35.82% of them faced the difficulties in material aspect, 32.23% faced difficulties in evaluation aspect, 25.70% in steps of teaching aspect, 23.31% in learning objective, 20.30% in media and resource, and the lowest percentage is in aspect of standard competence, basic competence, and indicator. Based on this research, it means that in designing lesson plan, field teaching and experience students still have many difficulties..

Tia Susanti (2003) also did a research by the title *The Students Teachers' Difficulties in Applying a Lesson Plan in Classroom at SLTP Negeri 1 Kota Bengkulu 2002/2003 Academic Year*. From the study, she found that there are some difficulties that are faced by the students teachers in applying lesson plan. They are, (1) Specific objective, (2) teaching material, (3) teaching techniques, (4) teaching media, and (5) evaluation.

However, this research will be different with the previous studies because in this reseach, the researcher will only focus on analyzing the difficulties of students' performance in classroom.

CHAPTER III

METHODOLOGY

3.1 Research Design

The design of the research was a descriptive research. Margono (2010) stated that a descriptive research is one of the researches to describe data and characteristics used to describe the population. The purpose of using the descriptive research method is to get the accurate, factual, and systematic data. Thus, this research described the difficulties faced by the English department students of Bengkulu University in teaching practice. The problems and difficulties in the teaching practice were described in accurate data. The data was collected by asking the respondents to fulfill the instruments. The data was collected based on the real condition and systematically organized.

3.2 Population and Sample

3.2.1 Population

The population of this research was the students of English Department Study Program of Bengkulu University registered in 2010. Total number of the population was 39 students.

3.2.2 Sample

The sample of this research was 30 students of English Department Program of Bengkulu University registered in 2010 who have taken teaching practice in Secondary Schools in Bengkulu City.

3.3 Data Collection Technique

To collect the data about the difficulties faced by English Department students in teaching practice, the researcher used two instruments; questionnaire and interview.

3.3.1 Questionnaire

The main instrument used in this research was questionnaire. Questionnaire is a research instrument consisting of a series of questions or declarations for the purpose of gathering information from respondents. The researcher used the measurement found by Likert (1932) as Riduwan (2004) said that Likert scale is used to measure the behavior, opinion, & perception of someone or people over around their environment or social phenomenon in items which the possible answer is strongly agree (SA), agree (A), unsure (U), disagree (D), and strongly disagree (SD). While, in this research, the researcher changed the five possible answer to very difficult (Sangat Sulit=SS), difficult (Sulit=S), unsure (tidak pasti (TP), not difficult (Tidak Sulit=TS), and easy (Sangat Tidak Sulit=ST).

This questionnaire was used to answer the first question of this research, that is to find out the difficulties faced by English Department students in teaching practice. The researcher conducted her own questionnaire questions amount 32 questions. The content of the questionnaire was developed based on the teaching criteria of the form of students' teaching performance rating in the handbook of PPL and the questionnaire items were divided into eight aspects, they are:

opening the lesson, classroom management, reinforcement, guiding small discussion, questioning, presenting the lesson, variation stimulus, and closing the lesson (Asril, 2013). The list of each question item can be seen below:

Table 1: List of Questionnaire Items

Questionnaire Item	Aspect
1, 2, 3, 4	Opening the lesson
5, 6, 7, 8	Classroom Management
9, 10, 11, 12	Giving Reinforcement
13, 14, 15, 16	Guiding small discussion
17, 18, 19, 20	Questioning
21, 22, 23, 24	Presenting the lesson
25, 26, 27, 28	Variation Stimulus
29, 30, 31, 32	Closing the lesson

3.3.2 Interview

Interview of this research was used as secondary data. Interview was done by the researcher after getting the data from questionnaire. This instrument was used to answer the second question of the research, that is to find out the factor causes the difficulties in teaching practice. The researcher interviewed 10 students from the sample. There were eight items of interview, but the questions were developed by the researcher depended on the context and situation. The samples were given questions related to the difficulties they faced in teaching practice.

After doing the interview, the researcher designed interview transcripts and transformed them to the form of written interview. The interview was used to complete the findings that could not be covered by questionnaire. The result of the interview helped the researcher to describe the factor causes the difficulties in teaching practice.

3.4 Try Out

3.4.1 Validity

The questionnaire had been tried out before taking the data. It was distributed to 10 students of English Department students registered in 2009 who have taken the teaching practice. Validity of the questionnaire was measured by using T-test formula. If T-test is bigger than T-table, the item is valid. The steps and formulas were done as follow:

1. Measuring total score per item and per respondent
2. Measuring the product moment correlation per item

$$r_b = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

3. Measuring value of t_{test} with following formula

$$t_{test} = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

4. Find out t_{table} , with significance of $\alpha = 0.05$ and $df = 10-2 = 8$, with one tail test, so $t_{table} = 1.86$
5. Decide the validity by comparing t_{test} with t_{table} :
 - If $t\text{-value} > t\text{-test}$, the item of instrument is valid
 - If $t\text{-value} < t\text{-test}$, the item of instrument is invalid

where:

t-test : the validity of questionnaire (per item)

$\sum X$: total score of all items (per item number)

$\sum Y$: total score of all items (per respondent)

N : the number of students

r_b : product moment correlation

df : degree of freedom

3.4.2 Reliability

The researcher used Spearman Brown's formula to figure out the reliability of questionnaire. The steps and formula were as follows:

1) Measuring the instrument reliability

$$r_{11} = \frac{2 \cdot r_b}{1 + r_b}$$

2) Finding out r_{table} and decide the reliability where:

- if $r_{11} > r_{table}$, the instrument is reliable
- if $r_{11} < r_{table}$, the instrument is not reliable

where :

r_b : Correlation of product moment

r_{11} : reliability

3.5 Data Analyses

3.5.1 Quantitative Data

The researcher displayed the data from the questionnaire in the distribution table. Then, the data was tabulated by using statistical formula to know the students' difficulties in teaching practice. The statistical formulas used were *weighted mean* and *proportion*.

3.5.1.1. Weighted Mean

The weighted mean of every statement was found out as follow:

$$M = \frac{f \cdot w}{f}$$

where :

M : weighted mean score of each statement

f : frequency of respondent who choose an alternative answer

w : weight / score of an alternative answer

The mean of the whole statement was found out as follow:

$$M_g = \frac{M \cdot N}{N}$$

where :

M_g : mean of whole statements for a groups

N : Number of respondent answering each statement

3.5.1.2 Proportion

To find out the percentage of the English students' difficulties in teaching practice, the researcher used the following formula:

$$P = \frac{f}{\Sigma f} \times 100\%$$

where:

P : Percentage of responses answer

f : Frequency of responses for each category for a statement

Σf : Number of responses in the whole for a statement

3.5.1.3 Interpretation of Meaning

The following formulas used in interpreting the means were as follow:

- a. Determining five categories according to the level of difficulties. They are very difficult (Sangat Sulit=SS), difficult (Sulit=S), unsure (tidak pasti (TP), not difficult (Tidak Sulit=TS), and easy (Sangat Tidak Sulit=ST).
- b. Finding out the range of score (R), the ratio of highest and lowest score. That is $5 - 1 = 4$.
- c. Finding the length of the class/category (P) by dividing the range with the number of classes. That is, $P = 4/5 = 0.8$.
- d. Determining the lowest score of classes. The lowest scores in every class that is, 1.00; 1.81; 2.61; 3.41; 4.21.
- e. Dividing the table of frequency of the English students' difficulties on teaching practice.

Table 2: Score predicates

Class	Predicate
4.21 – 5.00	Very Difficult
3.41 – 4.20	Difficult
2.61 – 3.40	Moderate
1.81 – 2.60	Not Difficult
1.00 – 1.80	Easy

3.5.2 Qualitative Data

The qualitative data was collected from the interview. The use of interview was to complete the findings that could not be covered by questionnaire. The data were analyzed by using *data managing, reading/memoing, describing, classifying, and interpreting* (Gay, 2000).

1. Data Managing

The researcher got the data from interview. After the data was completed, the researcher analyzed the data.

2. Reading/Memoing

The researcher read and analyzed the result of the interview data.

3. Describing

The researcher described the data in detail.

4. Classifying

The researcher classified the data from interview. The data were described before classifying into the table.

5. Interpreting

The researcher interpreted the data into the result in order to be easier in understanding.

3.5 Research Procedure

First, the researcher designed the questionnaire as the main instrument of the research. Then, the researcher tried out the questionnaire to know the validity of the questionnaire. The 32 items of questionnaire were stated valid from the validity and expert judgement.

After finding the validity of the questionnaire, the researcher distributed the valid and reliable questionnaire to the samples. Then, the researcher collected all the questionnaires and analyzed them. The data were collected since April 21st until May 11th, 2014 and have been analyzed to get the result. After that, the researcher interviewed 10 students of the sample about their difficulties and factors caused the difficulties in their teaching practices. Finally, the researcher displayed the result of the data in the table distribution.