THE VOICE OF MENTOR TEACHERS AND STUDENTS TOWARD PRE-SERVICE TEACHERS TEACHING COMPETENCIES

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ABSTRACT

This research aims to investigate students' perspectives towards pre-service teachers' competencies in teaching during the teaching practice program and to investigate teachers' perspectives towards pre-service teachers' competencies in teaching during teaching. The type of this research is a descriptive quantitative ex post facto research design. The populations of this research are English teachers and Students of Senior high school who pre-service teachers taught. Eleven pre-service teachers teach in senior high schools in seven schools as the location of research. In taking the samples, researchers used total sampling for the teacher samples and purposive sampling technique for student samples by taking ten students from each pre-service teacher. The research result showed that students' perspective toward pre-service teachers' competency in teaching was excellent. It was also similar to the teachers' perspective toward pre-service teachers' competency in teaching. It means that the teaching practice program held by the University of Pasir Pengaraian, especially the English education study program, was successful.

Keywords: Pre-service teachers, Teaching competency, Quantitative ex post facto research design

INTRODUCTION

The development of human resources cannot be separated from the development of the education sector. Factors such as teachers, students, learning process, facilities, and infrastructure determine the quality of education. These factors are related and support each other. However,

the teacher is considered a significant factor in developing education quality.

Recently, the quality of teachers in Indonesia has come under intense scrutiny. According to Ingrid Dwi Wedhaswary (kompas.com 7 March 2012), in general, the quality of teachers in Indonesia is still not as expected. Regarding educational qualifications, in 2012, approximately 2.92 million or 51 % of teachers graduated from S-1 or more, and the rest are still under-educated. Viewed from the certification requirements, only 2.06 million teachers, or about 70.5% of teachers, are qualified for certification. Other teachers who have not fulfilled the certification requirement amount to 861.67. Certification is an indicator for a professional teacher. However, right now, teachers' roles and responsibilities have changed. In the past, teachers were always expected to convey their expertise to their students. Technology has changed the teacher's position in the classroom (Gokalp, 2016).

Efforts to enhance the quality of education as a preparation to produce a qualified teacher as it is difficult to distinguish the quality of education across all forms and levels of education from the cycle of training of teachers, including improving the quality of pre-service teachers. One of the efforts taken to equip

pre-service teachers is to equip them with a set of competencies through the Field Experience program (Teaching Practice). (Nwanekezi et al., 2011) Point out that the first official opportunity for student teachers to participate in real teaching experience is teaching practice. The word "teaching practice," according to (Marais & Meier, 2004), reflects the variety of interactions student teachers are exposed to while employed in classrooms and schools.

Teaching practice is crucial because it gives students teaching experience. Atputhasamy (2005) says that pre-service teachers believe observing expert teachers, receiving feedback, and practicing strategies are critical to their growth. Teaching practice has three significant connotations: practicing teacher skills and acquiring the role of a teacher, the entire school experience, and the practical aspects of courses as opposed to theoretical studies (Nwanekezi et al., 2011). It agrees with (Kiggundu & Nayimuli, 2009) said student teachers benefit from teaching practice. Teaching practice is when Education majors put what they have learned into practice as teachers.

Because teaching practice program students act as the real teacher, it is usually followed by students who have passed related required subjects. By following this

program, pre-service teachers will have a holistic learning experience and engage with the school community, strengthening and enriching their experiences as novice teachers (Afrianto, 2017). Pre-service teachers are guided by mentor teachers who help them with classroom management, lesson plans, teaching media, and student characteristics. Pre-service teachers will discover a new world in the teaching practice program. A teaching practice program is a place for pre-service teachers to socialize and become members of the teaching profession (Farrell, 2001:49). In Indonesia, pre-service teachers are expected to follow all school programs, including administration, routine activities, and extracurriculars.

In teaching practice programs, the student is expected to not only get a taste of what it's like to be a teacher and run a class and teach students but also to be able to get along with everyone in the school as a "community of practice" (Afrianto, 2017). The tasks of a teacher-to-be are almost the same as those of a teacher. For example, both make lesson plans, follow school schedules, participate in extracurricular activities, and so on.

For pre-service teachers, teaching in front of students they never met before can be a new experience and provision for novice teachers. It is also the bridge for them to become a professional teacher. (Britzman, 2003) says it is the process of becoming: a time of formation and transformation that is illustrated in the following figure.
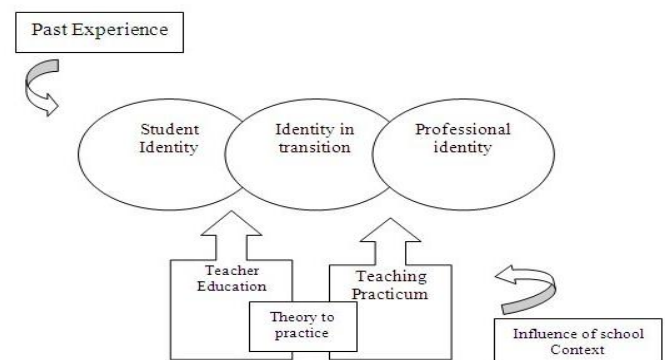

Figure 1. Development of professional identity in pre-service teachers

Changing from a student teacher to a new teacher is complicated, and pre-service teachers may "struggle for the voice" as they make the change (Britzman, 2003). Pre-service teachers will struggle to find meaning in becoming teachers. Many pre-service teachers experience 'transition shock' when they feel unprepared for the complexities of teaching practicum. (see for instance Achinstein, 2006; Britzman, 2003; Korthagen, 2001). As Britzman (2003:27) states, "The first culture shock may be realizing the complexity of teachers' works and how it is masked and understood."

According to another study, most novice teachers are shocked by everyday teaching and school management challenges. Although pre-service teachers take theoretical courses on teaching and learning, many are overwhelmed by the teaching task (Yilmaz & Çavaş, 2008). Pre-service teachers must be prepared with both teaching material and school culture. Mentor teachers can reduce pre-service teachers' shock period. They need qualifications. (Bayraktar, 2019) says qualified pre-service teachers are essential for effective results. If pre-service teachers have positive attitudes about teaching, they will do better in school and become qualified teachers.

Qualified teachers mean teachers have some competencies as requirements to be teachers. Levine & Patrick (2019) say that competency is knowledge, skills, mindsets, and thought patterns that lead to success. (Gultekin, 2006) defines competency as essential job skills. (Čiarnienė et al., 2010) define competency as a cluster of related knowledge, skills, and attitudes that affects job performance. Competence can be measured against established standards and improved through training.

Pre-service teachers need specific skills to teach effectively. Before entering the profession, teachers should receive special training in these areas (Kilic, 2010; Sisman & Acat, 2003). They must inspire students. Teachers must use various teaching methods and techniques to organize learning experiences and assess student behavior (Krathwohl, 2009). In addition, he says that teaching professionals need specific, demonstrable competencies to create a learner-friendly environment. Competencies concerned with three domains of learner behavior are imperative for teachers to bear prime responsibilities. Besides disseminating knowledge, the teacher helps students:

a) To develop rationale and scientific temperament.
b) To foresee advancements in all spheres of life and their impact on society.
c) To help students conserve and transmit values nurtured by society.

According to Kepmendiknas 045/U/2002, competency is a set of intelligent actions full of responsibility owned by someone as a requirement for capable consideration by the community in a particular work. In addition, Rachmawati and Daryanto (2013:105) say that professional competence is a competence that must be owned by the teacher in planning and conducting the learning process. According to Sudiarto (1995:168),

there are three essential teacher competencies. They are competencies in planning a lesson, conducting a lesson, and evaluating a lesson.

Lesson planning creates teaching-learning activities. A teacher's job is to facilitate student learning through instruction. Instruction is the process of arranging the learning situation (including the classroom, the student, and the curriculum materials) to facilitate learning (David Johnson in Suryosubroto, 1997: 28). In teaching and learning, a teacher's lesson-planning skills are crucial. Opening, teaching mastery, interaction, and closing techniques.

Investigating pre-service teachers' competencies is still needed. Previous researchers have studied teachers' and students' perspectives of pre-service teachers' teaching competencies. First, Afrianto (2017). The researcher examined how pre-service (English) teachers experience identity during teaching practicum in the context of EFL in Indonesia. This research answers two research questions. How do pre-service teachers integrate into the teaching community during practicum? Second, what tensions and challenges do they face as novice teachers?

Second, (Gokalp, 2016) The study asked two questions. How are elementary math programs at the faculty of education doing regarding teaching competencies? How do pre-service teachers acquire these skills? The research was conducted on 202 senior pre-service teachers at a Turkish state university in 2012-2013. A researcher-created observation form was used to measure pre-service teachers' classroom competencies. Descriptive statistics were used. The findings showed a positive relationship between pre-service teachers' teaching competencies. Different grade levels had different competency scores. According to observation scores, pre-service teachers were more competent in 6th grade than in 8th grade.

Third, (Adnyani, 2015) the title, Professional Development For Pre-Service Teachers:
A Case Study Of Professional Development Program For Pre-Service Teacher In State University In Central Indonesia. This case study explored pre-service teachers' perceptions of PPG-SM3T for professional development. PPG-SM3T is an Indonesian pre-service teacher program. This quantitative study used convenience sampling. Sixty pre-service teachers from an Indonesian state university's PPG-SM3T program were sampled. The present study

collected data using a questionnaire and analyzed it using Principal Component Analysis, a reliability test, and exploratory data analysis. According to the analysis, pre-service teachers who took the PPG-SM3T program at the mentioned university liked it. Most of them found it effective as teacher training. Workshops and field teaching helped them become professional teachers. During the program and non-teaching activities, pre-service teachers need more supervision. Some cases need improvement.

According to previous research, knowing students' and teachers' perspectives of pre-service teachers' teaching competencies is useful for evaluating teaching practice programs. The University of Pasir Pengaraian's Faculty of Teacher Training and Education is a significant producer of teachers in Rokan Hulu regency. This research improves Rokan Hulu teachers' skills.

For the University of Pasir Pengaraian, the Practice Teaching program is an annual program organized by the Institute of Practice Teaching Program. In this program, students will act as teachers in some schools in Riau Province. This program aims to equip pre-service teachers to assume their duties as skilled, inspired, diligent, and productive teachers in the

classroom who will promote the spirit of inquiry, innovation, and intellectual growth among the educational system's beneficiaries. Moreover, similar to a teacher, a pre-service teacher is expected to have teaching competencies; pedagogic, personality, social and professional competencies, as mentioned in Teacher and Lecturer Law No 14, 2005. Because teaching practice is a time for students to practice the theories they got during the lessons, pre-service students need feedback, whether from teachers or students. These feedbacks are essential to evaluate how successful the teaching practice program is and to improve pre-service teaching competencies. In this study, researchers focused on professional competencies in the attitude of students and teachers of English pre-service teachers. The purposes of the research were formulated in the following research question. 1). How is the mentor teachers' perspective towards English pre-service teachers on teaching competencies at senior high schools in Rokan Hulu regency? And 2). What is students' perspective towards English pre-service teachers on teaching competencies at senior high schools in Rokan Hulu regency?

METHODS

This research study was performed at fkip uir. The subjects of this research were second-year at english department of universitas islam riau. The reason researcher chose second-year students was because they had several years in learn speaking english experience teaching them to speak. Students from 2 classes. We chose these classes because they are taught by the teacher. The focus of the study was more than 20 students, selected from 2 classes, 15 students from each class. In selecting sample of the research, the researcher used random sampling techniq. The main tool for collecting the data needed for this study was questions and interviews. Further point out that qualitative researchers can also use written documents or other things to understand the studied event.

For the questionnaire, The researchers used The Strategy Inventory for Language Learning (SILL) version 7.0 with 27 items as a tool for evaluating the language learning strategies used by students. It was created by Oxford at 1990. 27 items were selected as tools for evaluating the language learning strategies that students use to improve their speech skills. The question consists of six parts: (a) more effective memory (memory strategies), (b) use of mental processes (thinking strategies), (c) compensation for lost knowledge (cognitive strategies) compensation, (d) organization and evaluation of learning (metacognitive strategies), (e) managing emotions (influencing strategies) and (f) learning from others (influencing strategies). The five-point SILL scale ranges from "Strongly Disagree" to "Strongly Disagree." The overall average indicates how often more robust learning strategies have been used, while the averages for each SILL component indicate which groups of strategies are typically used by the student.

The reseacher also interviewed 5 students. This was done in order to confirm the learning strategies of the subjects. We used a question-and-answer session that involved self-observation, which allowed students to think about what they would normally do if they were dealing with a familiar language task. The interviews were conducted in Indonesian. During the interview, data were collected using a personal chat through wa. The answers were transcribed and translated into English.

The data analysis procedure for this research study is as follows. First, data from questions and interviews were collected and translated into the target language. Second, the data was coded to classify learning strategies for students. Third, the data were analyzed. Fourth, the results of the interpretation of documents, questionnaires and interviews are described in the form of an account. Finally, the fifth step is to draw brief conclusions from the research result.

RESULTS AND DISCUSSION

a. Results

After distributing the questionnaire, The researcher got the results of student assessments. The table shows the results and averages of speaking students' language learning strategies can be seen in table 1.

Table 1. Speaking Students' Language Learning Strategies

Speaking Learning Strategies	Avarage
Memory Strategy	55.9 %
Cognitive Strategy	54.3 %
Compensation Strategy	52.6 %
Metacognitive Strategy	49 %
Affective Strategy	58.9 %
Social Strategy	49 %

Based on table 1, it shows the results more often using affective strategies as evidenced by the calculation results, namely, an average value of 58.9% which is in first place. Followed by memory strategies with an average of 55.9% in second place. The next strategy in third place is cognitive strategies with an average of 54.3%. In fourth place is compensation strategies with 52.6%. The last 2 are metacognitive strategies with an average of 49% and social strategies with an average of 49% which in this case gets a balanced calculation.

To confirm the quantitative data, interview was conducted. To improve pronunciation, participants practice their accent by repeating and imitating the sounds of words, listening to native speakers and songs, and watching English movies. They added that they consulted dictionaries of written and audio sources such as Google Translate to find out how to pronounce the word. Some of them read English books and sang lyrics of English songs. They also exchanged notes and asked their friends to speak English with them. Some have learned from English films. They focus on how the actors pronounce the words, so they have references to repeating the words they have heard. In addition, there are students who often search the dictionary to know how to pronounce words.

For vocabulary improvement strategies, participants choose memorization. At first they saw English movies with English subtitles. They encounter new vocabulary, look up meaning in a dictionary, and then try to memorize and practice the word. They also memorize and practice pronunciation of words regularly. The students added that they memorized them by reading articles online and predicting meanings based on the reading context. They also responded by talking to friends on social networks, where they found and learned new words. Beside that, they stated that listening to music and reading lyrics were their strategies to improve their vocabulary. Some participants encounter new words from reading books. When they see an unfamiliar word, they take notes and later look up a dictionary to get the exact meaning.

To improve grammar, students use a variety of strategies, such as memorizing times and grammar patterns, along with a basic formula used in creating sentences. She evaluated school lessons, asked and answered questions from her friends, focused on English-speaking writings and speeches, and then imitated them. Some people like to read articles or books in English and pay attention to grammar. Some students spent time reading grammar books and other verbal materials with grammar patterns, such as dictionaries, and asked their teachers to explain if they had a problem. Eventually, they used and repeated the basic formula they learned to practice sentence formation. The students also repeated the school lessons, memorized the formula for the sentences, and practiced the pronunciation of the sentences. Students also learn grammar by reading books. They ask a friend if they

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have a problem. There are also students who say they are learning from mistakes.

Participants used various strategies to become familiar with English and improve its fluency. Participants reported speaking to people, including their classmates and native speakers. Participants try to use English in everyday life. So participants try to start a conversation by starting with English first. It found that some of participants are practicing by communicating with themselves so that they have a chance to use English. They decided to stay in touch with English culture by seeing, listening and reading things in English. One of the strategies used was to try to feel comfortable using English. Some participants tend to memorize sentences and try to repeat sentences more often. By doing things over and over again, they can get to know each other and talk faster. They also mentioned that they practice speaking English with friends.

Meanwhile, to better understand spoken English, participants proposed answers based on two situations. One is trying to understand others, and the other how they can understand others. Participatnts ask their peers to use synonyms more often, to speak slowly, to use simple words, to predict meaning, to

ask for help, to slow down their speech by paying more attention to their peers. , observe their movements and body language when they have difficulty understanding what is being said. While making sure we understand their language, they decided to clearly explain what they were saying, using synonyms and even their mother tongue. They also used gestures and body language, repeated words or sentences, and asked for confirmation from their speaking partners. Some participants reported using common words, translating the language into their native language, using gestures, speaking slowly, and repeating words to make sure their speaking classmates understood what they were saying. If they do not understand what their partners are saying, they seek help from their friends and try to pay more attention to speaking their partner's words, partner's lips and body language. In addition, they sometimes ask for an explanation if they are unsure of the meaning of what has been said.

b. Discussion

Affective strategy is the number one strategy obtained through the results of existing research with 58% gains, because students use this strategy a lot in controlling their negative things in learning speaking, students control their emotions more in

learning , this is in accordance with the findings that say affective strategy is to control the speaker's emotion in balance or even more positive during speaking performance. with applying affective strategy, speakers can be more relaxed and enjoy speaking. thus, this strategy is a solution for dealing with negative emotion that may occur in speaking (Efriyandi & Syafri, 2017).

In the second list, the most widely used strategy is the memory strategy with the acquisition of 55.9%, this strategy is used by students in terms of remembering vocabulary and producing through pronunciation, this strategy is supported by the opinion that the emotion Strategy has positively contributed to the acquisition of new information/ vocabulary, retention, and production as the learners were able to learn the language more easily, effectively and in a self-directed way (Balini, 2018)

In the third list, cognitive strategy is the strategy used by students with 56.2% gain, this strategy is used by students to repeat words that have been learned, know a meaning, and also guess a word/meaning. This finding is in accordance with the opinion that cognitive strategies are one type of learning strategy that learners use in order to learn more successfully. These include repetition, organizing new language, summarizing meaning, guessing meaning from context, using imagery for memorization Agustin, Laksmi, & Suharyadi, 2021).

The fourth strategy, namely, the compensation strategy obtained 52.6% results, this strategy is a strategy related to students who are able to find the opposite of a word in a foreign language, especially speaking, this is in accordance with research that explains compensation strategies is a strategy refer to the learner finding synonyms from the context of the reading and relying on non-verbal communication, such as gestures, to communicate meaning when the exact meaning of a statement is not understood (Shakarami, Hajhashemi, & Caltabiano, 2017).

Furthermore, being in fifth position with 49% metacognitive gains, it is known that this strategy is related to the mentality of students who are aware of their understanding of what is being learned in speaking and foreign languages, of course, this is in accordance with the statement Metacognitive is the ability to be conscious of one's mental processes. Metacognitive take conscious steps to understand what they are doing when they learn tend to be the most successful learners (Rahimi & Katal, 2012).

The last strategy is the social strategy, this strategy leads to the strategy of students in interacting directly with other people, this strategy shows results at 49%. This strategy is in accordance with the explanation, namely regarding some functions in speaking such as asking questions, receiving answers, correcting mistakes, establishing cooperation, trying to study feelings and thoughts of people of the targeted culture (Mehmet, 2016).

CONCLUSIONS

It can be summed up that fourth semester students at English Department of Universitas Islam Riau in improving their speaking's skill involve Affective strategies, Cognitive strategies, Compensation strategies, Memory Strategies, Metacognitive Strategies, and the last is Social Strategies. In addition, the dominant strategy is affective.

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