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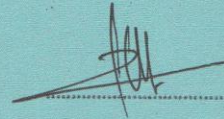
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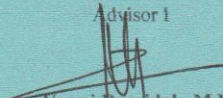Has been examined by The Examination Committee of the English Study
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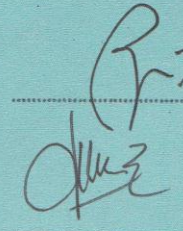
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CHAPTER 1

INTRODUCTION

This chapter discusses about the introduction of the research. It consits of background of the research, setting of the research, limitation of the research, formulation of the research, purpose of the research. This research also discusses about importance of the research and defenition of the key terms.

A.   Background of the research

Education is one of the ways to achieve to national goal of Indonesia. Education can never be separated from human life. Education is very important its function in human life is to be useful in the interests if individuals who life and also for the benefit of society. In education a teacher is the key for make high quality to student.
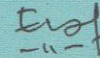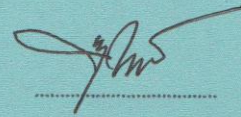
Education is closely related to the learning process. The process of learning is at the core of the process of formal education with the teacher as the main role holder. In this process of teaching and teacher as a result of learning by the role of teacher. A competent will be able to create and effective learning environment and is able to manage the learning process.

Before being a good teacher pre-service teacher must do teaching practice. Teaching practice is a key component of the students for teacher training program. It is during this period that the pre-service teacher gets to translate the skills and theory

learnt into reality through actual classroom teaching. So, the succes of the learning process is largely determined by the ability of teachers in the teaching process.

University of Pasir Pengaraian is one institution that produce professional teacher. Because teachers are the key to successful education. To produce a professional teacher how that is done is by their field experience program (teaching practice) for education majors and also one of the subjects that must be followed by a special 7th semester student of English study program. Teaching practice can be implement in middle and high school, where they have been determined by the UPPL team.

Implementation of teaching practice become media very encouraging for prospective students as a teacher in increasingand will become the fabric of good communication with students so that communication will be more focused when in a relationship with the student in the learning process will be. In the implementation of teaching practice, students have teacher tutor as mentors as well as giving direction to students who have been selected by the principals to the implementation of thefield experience program (teaching practice) student goes well.

The final result of the vote teaching practice asked by researcher to students of English study program of teacher training and education faculty, students get good value but after researcher conducted preliminary observations to the tutor teacher, from the interview with the respondents, found that some students still lack with teaching. When the student teach student less obvious explanation. The respondents tell pre-service teacher of English study program teach with speech technique. Teach more with speech makes learning class

process bored. Students does not interested with the learning if the teacher teach like that.

A professional teacher should be careful with the way of teaching. The student or pre-service teacher who want to be a teacher must have the character of teaching. The characters such as interisting, fun, and innovative teaching makes student more succesful in teaching.

Assessment of tutor teacher is an important part because it relates to the assessment of competence student will be given tutor teacher to pre-service teacher. This assessment is a form of response from the assessment of tutor teacher after observing the field experience program (teaching practice) student skills in implementing the learning process.

Based on the explanation above, to find out more about how assessment of tutor teacher in high school to professional skills possessed by pre service teacher of students English study program when teaching practice, the researcher will be investigate how the tutor teacher's assessment of the ability of Pre-service teacher professional competence in the implementation of teaching practices. In this research entitled **"Assessment of Tutor Teacher toward English Pre-Service Teachers Teacher Competence in Teaching Practice at Senior High School In Rokan Hulu Regency 2014/2015 Academic Year".**

B.   Setting of the Research

Based on explanation in background above, the researcher found some problems in teaching practice. Student still face difficulties in teaching practice. Student still lack in teaching practice. The researcher identifies about assessment tutor teacherat SMA N 1 Tambusai Utara, SMA N 1 Tambusai, SMA N 1 Kepenuhan, SMA N 1 Rambah Hilir, SMA N 2 Rambah Hilir, SMA N 1 Rambah, SMA N Muhammadiyah Rambah, SMA N 1 Bangun Purba, and SMA N 2 Ujung Batu. The problems of this research can be identified of the student field expererience program (teaching practice) English study program of teacher training education faculty.

C.   Limitation of the Research

There are problem in teacing practice and to avoid misunderstanding the problem. The present research is limited who tought at senior high school in 2014/2015 academic year. The researcher want to know assessment of tutor teacher toward pre-service teachers professional teacher competence in teaching practice. Teacher professional competence which includes Set Induction and Set Closure, Class Room Management skill, Reinforcement, Guiding Small Discussion, Questioning, Explaining and Variation Stimulus (Asril 2011: 78).

D.   Formulation of the Research

Based on the limitation of the problem above, the researcher formulates the problem on the following question. "Assessment of tutor teacher toward English pre-service teachers competence in teaching practice at senior high school in Rokan hulu regency 2014/2015 academic year.

E.   Purpose of the Research

To describe the assessmentof tutor teacher toward pre-service teachersl competence of students English study program during teaching practice at the senior high school 2014/2015 academic year.

F.   Importance of the Research

The results of this study are expected to provide benefits both in terms theoretically and practically.

1. Theoritically, this research can be referable to the next researchers for analyze assessmentof teaching practice.

2. Pratically, the result of the research to be useful for the lecturer of micro teaching subject as information and as source of teaching practice at senior high school implementation teaching practice.

3. Then, the result of the research to be useful for students to help and adding information about teaching practice in learning process and to get knowledge.

G.   Definition of the Key Terms

a. Teaching practice is all curricular activities which must be done by a student practitioner, as training to apply the theory acquired in semesters previously, in accordance with the requirements established in order they gain experience and skills in the field providing education and instruction in school or place other exercises UPPL (2015:1). It is mean that teaching practice is important to pre-service teacher implement and improve skill who are going to be a teacher in real classroom. In this research, teaching practice at senior high school.

b. Assesment is the application of a variety of ways and use a variety of assessment tools to obtain information about the extent to which the results of student learning or achievement of competence (sudrajat 2008). The assesment in this research based on tutor teachersof student English study program as pre-service teacher in teaching practice.

c. Competence is the ability of each individual that covers aspects of knowledge, skills, and attitudes that work in accordance with established standards. The competences of teacher include pedagogical, personal, professional and social competence. Professional competence possess by every students or pre-

service teacher will show quality as a professional teacher.In this research, the researcher using the profesional competence (In Law No. 14 Year 2005).

CHAPTER II

REVIEW OF THE RELATED LITERATURE

The review of related literature is very important to discuss because the researcher is interested to more explain and make clear in assessment of tutor teacher toward pre-service teachers competence in teaching practice 2014/2015 academic year. This chapter discusses about tutor teacher assessment toward the English student competence in teaching practice. This chapter also consists of review of related theories, review of the related findings and conceptual framework.

A. Review of Related Theories

1. The Nature of Assessment

According to Kumano (2001) assessment is process of collecting data which shows the development of learning. According to Kizlik, Bob (2009) assessment is a process by which information is obtained relative to some known objective or goal. Assessment is a broad term that includes testing.

Overton, Terry (2008) assesment is a process of gathering information to monitor progress and make educational decisions if necessary. Zainul, Asmawi and Noehi Nasution (2001) assessment is a process for making decisions using

information obtained through the measurement of learning outcomes either using or testing non test. Assessment is a process that is carried out through the steps of planning, assessment tools, information collection through a host of evidence demonstrating achievement of learning outcomes of students, processing, and use of information about the learning outcomes of students.

Assessment is carried out through a variety of forms, including: performance assessment, attitude assessment, written assessment, appraisal, assessment through a collection of work / work of students, and self-assessment. Assessment will conduct to determine how the capabilitiesto make a decision on student achievement of students in teaching.

Based on the description above, assessment is the process of collecting and processing information to determine attainment of learning outcomes of students. In connection with the above description, assessment in this research is the tutor teachers feedback on the implementation teaching practice undertaken by students practioner. Assessment of tutor teachers on the implementation of teaching practice officials, especially students of English study program of teacher training education faculty had given an idea how to actually implement teaching practice school students over the years.

Each teacher are tutor teachers given a different assessment of what is felt and what they experienced during the implementation of teaching practice program. The assessment process is then expected to be useful for students practitioner for more to improve its performance as professionals in the field of education. The assessment is the process use to gather knowledge about how well students in teaching.

2. The Nature of Teaching Practice

Teaching Practice is intrakurikuler activities that must be followed by students teacher training education faculty of University of Pasir Pengaraian be defined as a program that is a training ground for implementing a wide range of knowledge, attitudes, and skills in order to establish a professional teacher. Thus teaching practice is a program which requires ability and integrated application of all previous learning experience into a training program in the form of performance in all matters relating to the position of teacher either teaching or other duties teacher. (UPPL : 2015).

The purpose of teaching practice to form a student practitioner in order to be a pre-service teacher for a professional teaching force, in accordance with the principles of competency based education, which includes pedagogical competence, personal competence, professional competence and social competence. The function of the holding of teaching practice to provide supplies to students in order to have a pedagogical competence, personal competence, professional competence and social competence.

Goal teaching practice is that students have a set of knowledge, attitudes, and skills that can support the achievement of mastery of pedagogical competence, personal competence, professional competence and social competence. teaching practice is an integral part status of educational personal educational curriculum

based on those competencies included in the program structure kurikulun University of Pasir Pengaraian, teaching practice must be carried out by the students teacher training education faculty University of Pasir Pengaraian.

3. The Nature of Tutor Teacher

Tutor teacher are teachers in junior high or high school assigned to guide student teachers during teaching practice (Department of Education 1994: 26). So tutor high school teacher is a teacher assigned to guide students during teaching practice and is worthy of being a teacher tutors are those who have had at least five years of teaching experience. The task of the teacher tutors are as follows:

1) Introducing the prospective teachers to students.

2) Helping students to acquire a variety of information during the introduction phase of the field.

3) Helping students gain experience in school by giving the task, whether the task of teaching, guiding students, administration and other tasks.

4) Provide guidance to the students during teaching practice.

5) Discuss the problems found in prose coaching with principals and lecturers.

Based on the above information, the role of the tutor teacher in this research is to given the assessment or feedback regarding the professionalism of the student as a prospective teacher for implementing teaching practice at school exercises that students' ability to master the four competencies stipulated in the Law on Teachers

and Lecturers is pedagogical competence, personal competence, social competence, and professional competence.

4. The Nature of Teacher Competence

Competence is the specification of the knowledge, skills and attitudes possessed by someone and its application in the work, in accordance with the performance standards required by the field (Dirjen Dikdasmen, 2004:4). Competencies that teachers will determine the quality of teachers. Competence will be materialized in the form of mastery of the knowledge, skills and behaviour profesional in performing their duties.

According to Kusnandar, (2007:55) mastery of teacher competence is a set of capabilities that must mark the performance of teachers in order to realize precise and effective learning process. According to Achmad dan Catharina, (2009: 9) professional competence of teachers is the ability to master the learning material is broad and deep that allows guiding learners to meet the standards of competence specified in the national standard. According to the Indonesian statute, number 14 of 2005 year about the teacher and lecturer, said that a professional teacher must have a competence qualification. The competence includes four aspects, they are pedagogic, personality, social, and professional.

Based on the explanations above, the researcher can conclude teacher competence is the ability, skills, and skills possessed by a person in charge of educating students to have a personality that is noble as the purpose of education. Teacher competence is a set of mastery the ability to be present in order to realize

themselves teachers performance appropriately and effectively. Teacher competency is a blend of personal ability, scientific, technological, social, and spiritual establish professional standards of competence teacher, which include mastery of materials, understanding of the learners, educate learning, personal development and professionalism.

Therefore, the competence of the teacher becomes imperative for a teacher. Aprofessional teacher must have a competence qualification. The competence includes four aspects, they are pedagogic, personality, social, and professional.

a. Kinds of teacher Competences

According to the Indonesian statute, number 14 of 2005 year about the teacher and lecturer, said that a professional teacher must have a competence qualification. The competence includes four aspects, they are pedagogic, personality, social, and professional.

1) Pedagogic Competence

Mulyasa (2011: 75) says that in National Education Standard, thedescription of Paragraph 28 verse (3) item a, advanced that pedagogiccompetence is ability of student learning management includescomprehension to students, planning and realization of learning,evaluation of learning result, and student development to actualize anypotential what students have.Further more, in lesson plan about teacher (Mulyasa, 2011:75)mentioned that pedagogic competence is teacher ability in student learningmanagement at least includes these aspects: 1) Comprehension ofeducation concept or base; 2) Comprehension to student; 3) Developmentto curriculum or sillabus; 4) Lesson planning; 5) Realization of educatedand dialogic learning; 6)

Usage of learning technology; 7) Evaluation oflearning result; 8) Development of student to actualize any potential ofstudent.

Based on the explanation above, pedagogic competence is ability of student learning management includes comprehension to students, planning and realization of learning, evaluation of learning result, and student development to actualize any potential what students have.

  2) Personality Competence

Mulyasa (2011: 117) explains the personality competence of National Education Standard, written on Paragraph 28 verse (3) item b,the pesonality competence includes good personality, stable, adult, wise, has authority, also become good model for the student and noble moral.

According to Hadis and Nurhayati (2010: 27)personality competence is subcompetence and learning experience based on Indonesian Institution of Education and Educator at Unesa Surabaya in2006.

Personality competence for professional teacher includes. 1) Showing as a personal with good personality, stabile, adult, wise and hasauthority:(a) Try to receive and give critical also suggestion; (b) Try to behabitual in obeying the rules; (c) Try to be personal with consistentattitude and action; (d) Try to control self, and try to place a problemprofessionally; (e) Try to do task responsibly and independently. (2)Showing as the personal with noble moral and becomes good model forthe student and society: (a) Try to behave with faith and devotion action;(b) Try to behave as a good manner person; (c) Try to behave action whichcan be good model for the student and society. (3) Evaluate selfperformance: (a) Try to evaluate the self power

and weakness; (b) Try toevaluate self performance; (c) Try to receive critical and suggestion fromstudent. (4) Develop yourself continually: (a) Try to exploit any learningsource to improve knowledge, skill and personality; (b) Follow anyactivities which help profession development; (c) Try to develop andorganize any activities which help teacher profession.

Based on the explanation above, pesonality competence includes good personality, stable, adult, wise, has authority, also become good model for the student and noble moral. A teacher is the guide for student and become ateacher must have positive power and personality which become source inspiration for student.

3) Social Competence

According to Mulyasa (2011:173) explains about sosial competence in National Education Standard, Paragraph 28 verse (3) item d, described social competence is the ability of teacher as the part of society to communicate and associate efectively with students, fellow educators, parent of student and around society.

According to explanation by Abdul Hadis and Nurhayati (2010 : 27) based on Indonesian Institution of Education and Educator at Unesa Surabaya in 2006, the social competence can be dercribed as subcompetence and learning experience as follow: 1) Communicate effectively and empatheticly to student, parent of student, fellow educator and society: (a) Review principles and points of effective and empahetic communication; (b) Try to communicate efeectively and empatheticly; (c) Try to evaluate effective and empathetic communication. 2) Contribute to education development in the school and society: (a) Try to plan any program for education development around school and environment area; (b) Try to participate in organizing

of any program around school and environment area. 3) Contribute to education development in local level, regional, national, and global: (a) Try to identify and analyze any problems of education in local level, regional, national, and global; (b) Try to develope solving alternative of education problem in local level, regional, national, and global; (c) Try to plan education program in local level, regional, and national. 4) Exploit Information and Communication Technology (ICT) to communicate and develope teacher self: (a) Review any equipments of ICT; (b) Try to operate any tools of ICT to communicate; (c) Try to exploit ICT to coomunicate and develop professional ability.

Based on the explanation above, social competence of teacher is teacher ability to adapt to any task requirement in environment where and when teacher does the task as ateacher. In doing the task, a teacher must become development founder andpioner in environment as possible, mainly related to education. Throughgood teacher's interaction with student, fellow educators, and parent ofstudent are so helpful to education process so acceive better eduction goal.

4) Professional Competence

Mulyasa (2011:135) exlpains professional competence in National Education Standard, written on Paragraph 28 verse (3) item c, desribed professional competence is the abality to master learning and teaching process widely and depthly which may guide student to comply with standar competence which set in National Education Standard.

Generally, professional competence of teacher area Mulyasa (2011:135) includes:1) Understand and can apply base philosophy psychology, sociology

education and others; 2) Understand and can apply learning theory suitable with the student development; 3) Can handle and develop the subject study which held; 4) Understand and can apply variation method of learning; 5) Able to develop and use any relevant tools, medias,and sources of learning; 6) Able to organize and realize the learning program; 7) Able to realize the evaluation of student learning result; 8) Able to grow the student personality.

According to Marno and M. Idris, (2009: 38) professional competence have an understanding as to the authority dealing with the task of teaching that includes: (a) mastery of the field of study is taught, (b) understand the state of the student, (c) understand the principles and techniques of teaching, (d) control of the branches science relevant to their field of study, and (e) respect the profession.

According to Usman (2009: 17), describes the professional competence that ability teaching professionals for teaching practice include the following: a) master the foundation of education, b) control of the teaching materials, c) develop teaching programs, d) implement teaching programs, e) assessing the results and the learning process has been implemented.

According to Sardiman (2011: 164), explaining in detail the last ten competence of teachers as professionals in teaching practice which includes: master the material, managing the teaching and learning program, managing a classroom, using the media / resources, dominate the cornerstone of education, managing the interaction of teaching and learning, assess student achievement for the benefit of teaching , get to know the functions and programs, guidance and counseling services, and administer

the schools know and understand the principles and results of educational research for the purpose of teaching.

Based on some aspects in teaching practice of the experts' explanation above, the researcher conclude that the description above can be summarized, students teaching practice as a prospective teacher must have the skills to implement the learning process, because at the time of the learning process learning occurs drawn to what should be done by learners and teaching oriented on what to do by teachers as a giver.

Based on explanation about aspects kinds of competence, they are pedagogic, personality, social, and professional. The researcher only focuss in professional competence for the research.Intake of indicators by using the guidelines of teacher performance assessment instruments (IPKG2) which includes Set Induction, Stimulus Variation, Reinforcement, Explaining, Class Room Management, Questioning, Set Closure, and Guiding Small Discussion.

B. Review of Related Finding

The researcher's related to the previous studies that discuss about assessment of tutor teacher toward pre-service teacher in professional competence in teaching practice academic 2014/2015. The do the research in teaching practice, but every research are in different aspects. They give contribution to this research.

According to Izzah (2011) did a research entitled *"Analisis Kemampuan Mengajar Mahasiswa Pendidikan Matematika Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret Surakarta Pada Pelaksanaan Program*

Pengalaman Lapangan (PPL) Tahun Akademik 2009/2010". The subjects were students of mathematics education that followed the lecturers PPL academic year 2009/2010. As a descriptive qualitative research, the data collection used methods of observation and documentation. The result showed the ability of students of mathematics are able to plan lesson well in accordance with the standard process of both the components and principles of the preparation is already filled.

According to Susilo (2005) did a research entitled *"Analisis Pelaksanaan Program Praktek Pengalaman Lapangan Mahasiswa Program Studi Pendidikan Akuntansi Jurusan Ekonomi I Fakultas Ilmu Sosial Universitas Negeri Semarang Angkatan Tahun 2000".* This research used quantitative, the subjects of the research 78 students. The result of this research is in good category.

According to Widyastutik (2013) did a research entitled *"Persepsi Guru dan Siswa tentang Profil Mahasiswa PPL (Praktik Pengalaman Lapangan)".* The subjects were student teachers of Economic Education Faculty in SMK Perintis 29-02 Semarang. As a descriptive qualitative research, the data collection was taken from interview and documentation. The result showed pre-service teachers were good enough in using the method and evaluation but lack in classroom management and explaining the lesson.

According to Juhastri (2015)did a reseaech entitled *"The Basic Components Micro Teaching Skill At Sixth Semester Students Of English Study Program in University of Pasir Pengaraian".* The subjects were 24 students at sixth semester of English study program in university of pasir pengaraian. The method used was

qualitative research, the data collection was taken from instrumentation assessments (IPKG 2). From the analysis, it can be concluded that the basic components of micro teaching skill at sixth semester students of english study program in universty of pasir pengaraian is in good category.

According to Ansyari (2014) did a research entitled *"The Users' Perception on English Department Graduates of Antasari State Institute for Islamic Studies"*. The subjects were headmaster and institution leader graduates work. The methode used was qualitative research, the data was taken from interview and documentary. The result showed that almost all respondents are satisfied with ethics and moral of graduates, and their performance. But in other side, respondents state that some graduates who teach still are not good in teaching, especially in teaching method. Other result showed that not all English Department graduates become English teacher some of them also become lecturer, general teacher, and staff of institution.

According to Sumarifah (2011) did a research entitled *"Perceptions of Students Against Student Counselling Field Education (PLKP-S) in the Junior High School District 20 Pekanbaru"* The subjects were student 20 Pekanbaru class VIII which consists of 9 classes totaling 360 students, considering the population is too much then the researchers took samples at 25% ie 90 students, the data collection is a questionnaire while the factors that influence the perception of Students Against Students. Field of Education in School Counseling is to use the interview. After the data collected, the data is analyzed by quantitative descriptive percentages. The result
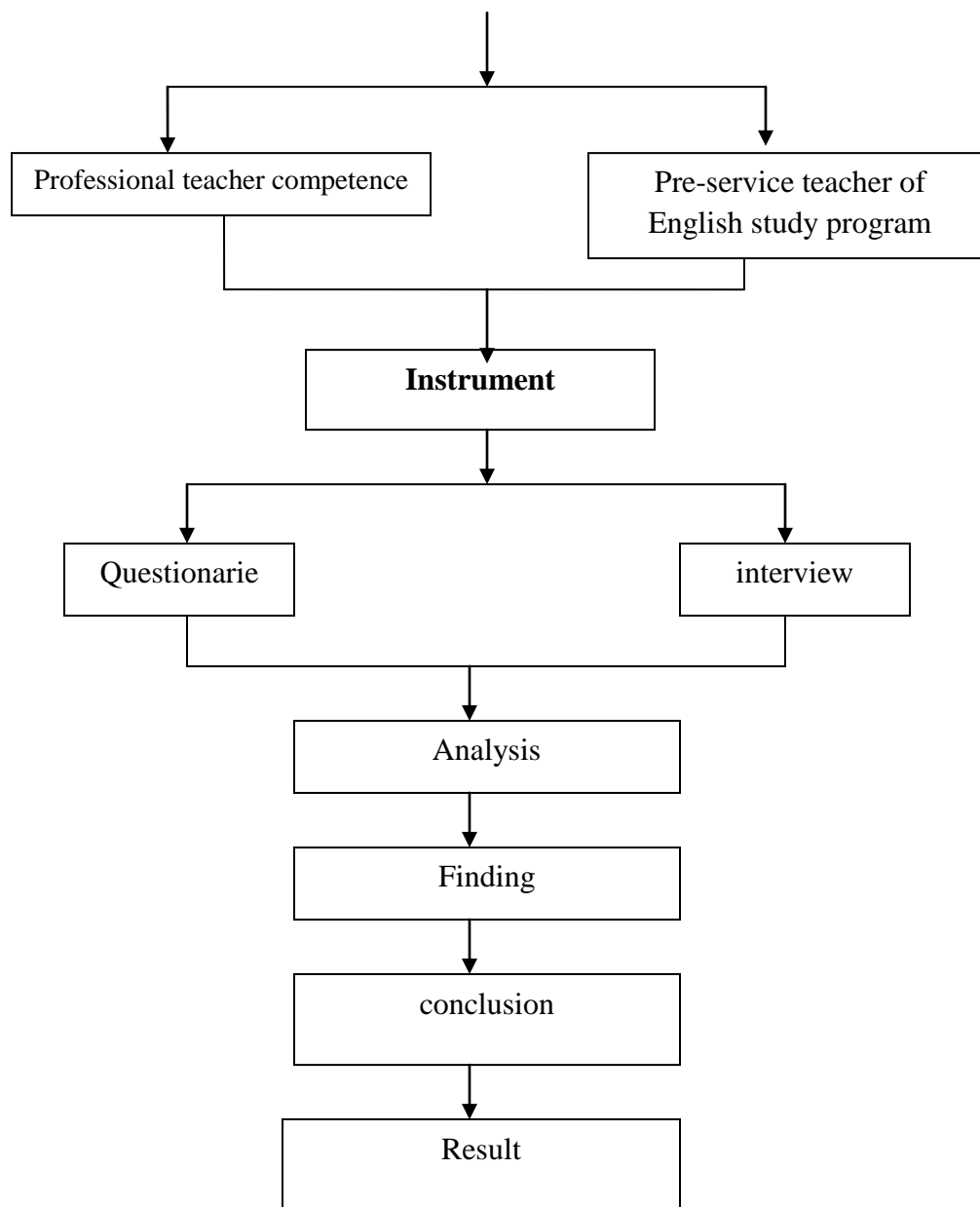
showed the practice field of education in school counseling (PLKPS) which will come to improve the perception of good category for their students.

Based on the explanation research above, the researcher considered positive contribution of that conducted research. However, none of them evaluate research of English study program in assessment of tutor teacher toward pre-service teachers in teaching practice at senior high school. Furthermore, the assessment of tutor teacher toward pre-service teacher competence in teaching practice is very important to be learnt, because it will be a good provision for students who are going to be a teacher. In this research, the researcher wants to know how is assessment of tutor teacher toward pre-service teacher competence in teaching pratice at senior high school 2014/2015 academic year.

C. Conceptual Framework

The purpose of this research is assessment of tutor teacher toward pre-service teacher in professional teacher competence in teaching practice 2014/2015 academic year. Therefore, the resecher the write conceptual of this research below:

Assessment of tutor teacher

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                              │
                              ▼
        ┌──────────────────────────────┐         ┌──────────────────────────────┐
        │ Professional teacher competence│         │      Pre-service teacher of    │
        │                               │         │     English study program      │
        └──────────────────────────────┘         └──────────────────────────────┘
                              │
                              ▼
                    ┌──────────────────┐
                    │    Instrument    │
                    └──────────────────┘
                              │
                ┌─────────────┴─────────────┐
                ▼                           ▼
        ┌──────────────┐            ┌──────────────┐
        │  Questionarie │            │   interview   │
        └──────────────┘            └──────────────┘
                              │
                              ▼
                    ┌──────────────────┐
                    │     Analysis     │
                    └──────────────────┘
                              │
                              ▼
                    ┌──────────────────┐
                    │     Finding      │
                    └──────────────────┘
                              │
                              ▼
                    ┌──────────────────┐
                    │    conclusion    │
                    └──────────────────┘
                              │
                              ▼
                    ┌──────────────────┐
                    │      Result      │
                    └──────────────────┘
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The researcher was interested to invastigate assessment of tutor teacher toward pre-service teacher competence in teaching practice 2014/2015 academic year. In this research, the researcher analyze assesment of tutor teacher toward pre-service teacher in teaching practice. There are 4 basic components of teacher competence, the researcher only research about professional competence. Then, the

researcher will collect the data researcher use the some instruments like questionnaires, and interview. After that, the researcher will analyze assessment of tutor teacher toward pre-service teachers competence in teaching practice 2014/2015 academic year and the researcher will get the result.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research methodology of the research. It consists of research design, population, sample, and instrument of the research. The instrument of this researcher by using the guidelines of teacher performance assessment instruments IPKG2. This research also discusses about technique of collecting data and technique of analyzing data.

A. Research Design

This research used the descriptive qualitative design in this research. According to Creswell (2012 : 211) "in qualitative research, we often need to seek and obtain permissions from individuals and sites at many levels, because of the in-depth nature of extensive and multiple interviews with partipants". By using this method, it was expected that the researcher was able to describe the assesment of tutor teacher toward pre-service teacher competence in teaching practice at senior high school in rokan hulu regency 2014/2015 academic year.

B. Population

According to Arikunto (2010 : 173) population is a set or collection of all elements processing one or more attributes of interest. In this case, the researcher interest to take the population of the research are teachers as tutor teacher in teaching

practice in 2014/2015 academic year. There were 12 teachers in the place of English student teaching practice.

Tabel 1. Population tutor teachers in senior high school

No	School	Teachers Tutor
1	SMAN 1 Tambusai Utara	Muhammad Kuwat
		Eti Siska Handayani, S.Pd
2	SMAN 1 Kepenuhan	Khadijah, S.Pd
3	SMAN 1 Tambusai	Khairuddin Hasibuan, S.Ag
		Restu Ermaliana, S.Pd
4	SMAN 1 Rambah Hilir	Masniar
5	SMAN 2 Rambah Hilir	Nur Ihsan, S.Pd
6	SMAN 1 Rambah	Nova Erismawati, S.Pdi
7	SMAN Muhammadiyah Rambah	Abdul Hasyim, S.Pd
		Nurazimah, S.Pd
8	SMAN 1 Bangun Purba	Dwi Indragusti, S.Pd
9	SMAN 2 Ujung Batu	Irdian Febri, S.Pd

(Source, UPPL UPP:2015)

C.   Sample

In this research, the researcher took a sample by using total sampling. According to Sugiyono (2009 : 124) total sampling is a technique to determine the sample if all of the population is used as sample. To take the sample according to

Arikunto (2010 : 112) if the subject is less than 100 peoples suggested to take all of subject. But, if the subject more than 100 peoples can take 10-15%, and 20-25% or more. In this research, the researcher used total sampling because the population at teachers tutor in teaching practice 2015/ 2016 academic year an less than 100 peoples. It means the sample of this research were 12 teachers.

D.   Instrumentations

To collect the data, the researcher needs instrument. Arikunto (2002 : 136) states that the instrument is a tool or a research facility used by researchers to collect data in order to work more easily processed. It means that the instrument is the media used by the researcher to collect the data from the respondance.

Based on data collection techniques are use there are two types instumentation of this research used by the researcher to find the data of teacher assessment of tutor teacher toward pre-service teachers competence in teaching practice, they are: questionnaire and interview. The test questionnaire would used from the guidelines of teacher professional competence performance appraisal (IPKG2) to determine how are the assesment of tutor teacher toward English pre-service teachers competence in teaching practice 2014/2015 academic year. Interview session is also used to get the additional information about assesment of tutor teacher toward pre-service teachers competence in teaching practice 2014/2015 academic year.

Table 2. Questionnaire score assessment of tutor teachers toward Pre-service teacher competence.

Variabel	Indicators
Assessment of	1.Set Induction

Tutor Teacher toward Pre-Service Teachers in Professional Competence in Teaching Practice Academic 2014/2015	
	2. Stimulus Variation
	3. Reinforcement
	4. Explaining
	5. Class Room Management
	6.Questioning
	7. Set Closure
	8. Guiding Small Discussion

(Source, IPKG 2)

E.   Procedure of the Research.

On 02 May 2016, the researcher asked permission to teacher of senior high school as tutor teacher pre-service teacher. Then the researcher meet the tutor teacher which had been chosen by the researcher, and then the researcher also asked permission for giving questionnaire and interview. After the tutor teacher finished working the questionnaire and interview, the researcher collected their worksheet, then the researcher analyzed.

F.   Technique of collecting the data

According to Sugiyono (2010:224) data collection technique was the most strategic step in the study, because the main goal of the research was to obtained the data. It means to collected the data for this research, the researcher was used questionnaire from tutor teachers and interview. The tutor teachers was given the

information for the researcher about the question on the questionnaire and interview. The first step for take the data are the researcher distributed the questionnaires, then after researcher distributed the questionnaire, the researcher was interview the tutor teachers, after that the researcher was known assesment of tutor teacher toward pre-service teachers professional teacher competence in teaching practice 2014/2015 academic year.

G.   Technique of Analyzing the Data

This research use a descriptive analysis. According Riduwan and Sunarto (2012), descriptive analysis is the analysis of the data that describes something that is in individual or group. The purpose of descriptive analysis is to make systematic data in factual and accurate about the problem that is research.

a. Questionnaire. Data from questionnaire was analyzed by used formulated by IPKG2. The result of this analysis was used to described variables was researched in this research.

b. Interview. The data from the interview as recorded through audio recording. It enables the researcher to keep the information safely (cresswell,2012). The data was transcribed, categorized, and interpreted to answer research questions. There are the steps in analyzed data through interview. First, transcribed the data based on the audio recording and researchers' note. Second the researcher reduced in data appropriate data which are not relevant

to the study. Afterwards, categorizing the data. Last, the researcher related the data theories and previous research to address the research.

Assesment in teaching practice, this research will analysis by 8 indicators, each item get a maximum score of 4 and a minimum was 1. The teaching skill of the students in this study were grouped or divided into four categories (Very Good, Good, Bad, Very Bad), so it can be calculated by the formula:

$$X = \frac{(A+B+C+D+E+F+G+H)}{8}$$

(IPKG-2)

X = Teacher Performance Assessment Instruments (IPKG-2)

A = Average A

B = Average B

C = Average C

D = Average D

E = Average E

F = Average F

G = Average G

H = Average H

Assessment Criterion

No	Information	Range	%

1	Very Good (A)	3,5 – 4,0	80 – 100
2	Good (B)	2,5 – 3,49	70 – 79
3	Bad (C)	1,5 – 2,49	60 – 69
4	Very Bad (D)	< 1,5	< 59

(IPKG-2)

The basic components of teaching practice teacher competence in teacher performance of English Study Program in University of Pasir Pengaraian measured by eight indicators. Every items got maximal score 4 and minimal score 1. In this research, assesment tutor teacher in teaching practice categorized into four categories very good (A), good (B), fair (C) and Poor (D). So it could be formulated as follow.

$$\frac{Maximum\ score - Minimum\ score}{categories}$$

Tabel 3. Teacher perception of teacher professional competence

No	Category	Range	Letter
1	Very good	126,9 -156	A
2	Good	97,6 -126,8	B
3	Fair	68,3 - 97,5	C
4	Poor	39 - 68,2	D

(source : Processed Data 2016)