

CHAPTER FOUR

FINDING AND DISCUSSION

This chapter presents the result of interview discussing about pre-service teachers' perceptions toward the implementation of Teaching Practice as a means to enhance pre-service teachers' pedagogical competence. All interview were divided into three categories, those categorizes are pre-teaching, while-teaching, and post-teaching. Pre-teaching will discuss: 1) perceptions on understanding students' characteristics, 2) perceptions on understanding theories and learning principles, 3) perceptions on developing curriculum. While-teaching will discuss 4) perceptions on developing educative learning activities, 5) perceptions on developing current information for the sake of learning, 6) perceptions on developing educative technology media for the sake of learning, 7) perceptions on performing effective communication. Post-teaching will discuss 8) perceptions on performing assessment and evaluation, 9) perceptions on utilizing the learning outcome, and 10) perceptions on conducting learning reflection. Each category is discussed by presenting the quotes from one-on-one interview, and then the quotes interpretation is also presented.

Findings on Pre-Service Teachers' Pedagogical Competence in Pre-teaching

Perceptions on understanding students' characteristics. At the beginning of interview participants were asked to express their understanding on how to understand the students. Most of participants expressed that they performed some activities that can stimulate the students to show their characters. There are several activities that can be employed for students, as one of participants reported:

"Kalau saya, pertama mereka melakukan perkenalan dulu, dari perkenalan itu

bisa terlihat yang aktif dan yang tidak [For me, I ask the students to first do self-introduction, based on self-introduction it can be seen who are active students and who are not – transl.]" (One-on-one interview, June,

2014) Another participant expressed the similar *expression* *"Biasanya dari minat mereka belajar dari situ kita bisa mengetahui siswa suka gak sama materi ini, sama pelajaran ini. Dari gerak respon mereka ketika kita mengajar [I commonly analyzed students' learning interest, based on learning interest I may understand whether the students happy to learn this learning material or not, and then their responds would show their characters – transl.]"* (One-on-one interview, June, 2014)The other hand,

there is only one participant who expressed class observation might show students' characters *"Ketika saya melakukan observasi saya bisa mengetahui ada anak yang hyperactive, suka sibuk sendiri, dan ada yang pendiam. Dari situ saya mulai tahu karakter tiap siswa yang akan saya ajar [When I performed class observation I understood that there were*

hyperactive students, and passive students. Started from the class observation, I known the characters for each student that I will teach – transl.]” (One-on-one interview, June, 2014)

A further interaction conducted for each participant revealed some activities employed by participants for less-cooperative students.

The Treatments Employed For Less-cooperative Students. When the interview was running, the participants were also asked to explain more about the treatments employed for less-cooperative students in their teaching class. Most of participants expressed that they provided several interesting class activities, such as quiz, game, and even motivation, as one of participants reported:

Q: *Bagaimana dengan siswa yang susah mengikuti pelajaran di kelas?*

[What about the students who could not get involved in class?]

R.5: *Eheheh, kebetulan di sekolah saya banyak yang seperti itu mbak?*

[My school has many students who could not get involved in class?]

Q: *Apa yang mbak lakukan?* [What did you do for them?]

R.5: *Biasanya saya memberikan semacam motivasi, misalnya ketika eee... mengajar saya memberikan semacam quiz atau game begitu.* [I commonly gave self-motivation, for example when I did teaching I provided quiz and game] (One-on-one interview, June, 2014)

Besides that, participants assumed that students who become less-cooperative are not because they cannot get involved in class, but they actually look for the attention from teacher, as one of participants reported:

Q: *Ketika mbak menemukan siswa yang uncontroable seperti ini, tindakan apa yang mbak lakukan?* [When you met uncontrollable students like this, what did you do?]

R.1: *Saya berfikir anak yang uncontrollable tersebut butuh perhatian lebih....* [I think these less-cooperative students need more attention....]

(One-on-one interview, June, 2014)

Another participant reported similar opinion:

"... karena dalam pikiran saya mereka melakukan kegaduhan bukan karena mereka gak bisa, mereka diam bukan karena mereka gak bisa, justru mereka diam karena mereka butuh perhatian dari kita [... in my opinion I believe that students who become less-cooperative are not because they cannot follow the class, a matter of fact that they need more attention – transl.]" (One-on-one interview, June, 2014)

From the data above, it can be inferred that participants have contributed to make students to be more active in class. They believe that students become less-cooperative are not because they cannot follow the class but it is a matter of looking for more attention from their teacher. To deal with that problem, there are several useful activities offered by participants such as playing quiz and game.

Further, when the interview was running one of the participants stated that Islamic school, the school that she performed teaching practice, has more cooperative students.

Type of School Determines the Students' Characters. Type of school basically can give the impact for the characters of the students. It at least stated by one of participants who taught in Islamic school which has all woman students in it.

Q: *Pernah tidak menemukan siswa yang tidak bisa dikontrol di kelas?*

[Did you ever meet less-cooperative students in your teaching class?

R.6: *Saya kebetulan mengajar di sekolah islam, jadi prilaku mereka cukup baik, tidak ada nakal-nakal jadi mereka lebih bisa dihandle. Mereka semua itu perempuan, tingkah nakal-nakal gitu... gak..* [I taught in Islamic school, students' characters were good enough there, there were no naughty students, so they could be more handled – transl.] (One-on-one interview, June, 2014)

Perceptions on Understanding Theories and Learning Principles. Theories and learning principles are the second question used in conducting interview. These are important to be discussed because it may show whether participants perform teaching with carrying good understanding about learning background. From the collected interviews, only one of participants used learning theory while teaching:

"..... Jadi kelas yang pertama kali saya masuk itu bisa dibilang bukan challanging lagi tapi super challanging, hehehe... jadi pertama kali saya

mengajar itu saya menggunakan penekanan-penekanan suara, mungkin ini apa ya, emm... apa ya... ilmu sedikit yang saya dapat dari behaviorism. Mungkin agak memalukan tapi saya menerapkan ini seperti yang saya terapkan dirumah kepada anjing-anjing saya ke murid-murid saya dikelas, yang ternyata berhasil! Yang penting ketika menyuruh mereka masuk kelas, dan duduk. Dan bagaimana melakukan itu kepada siswa yang.... waww.... ya salah satunya ialah dengan melakukan penekanan suara itu, bukan berteriak-teriak, bukan membentak-bentak, dan.... berhasil! [My first teaching class can be stated as challenging class, and even super-challenging class. I used voice stressing in my first teaching, it is probably a little knowledge I took from behaviorism. It was probably a little embarrassing but I used this for my dogs in my house, and then for my students in class, it worked! The most important thing is how I directed the students came into the class, and sat. The next, how I used this technique for students who were the challenging ones. The solution is using voice stressing without screaming, hashing, it worked – transl.] (One-on-one interview, June, 2014)

Other participants reported they don't have good understanding about theory and learning principles, as mentioned by one of the participants:

Q: *Mas mengajar itu berangkat dari memahami teori belajar dan prinsip belajar?* [Did you first understand theory and learning principles?]

R.3: *Eee... Honestly, saya tidak terlalu memahami tentang hal itu ya karena dalam pikiran saya, saya harus mengajarkan apa yang harus saya ajar dan itu may be appropriate for them gitu. Saya mengajar sma dan mungkin saya sedikit tahu tentang pedagogik itu seperti apa, mereka di usia berapa tapi secara teori yang benar-bener itu, gak. [I honestly don't really understand about them because I think I have to teach what I should teach. I taught in senior high school. I know a little what pedagogic is, what level of age the students is but I don't really understand what learning theories are].*

Other participants also described similar opinions:

"Saya kalau mengajar langsung mengikuti.... apa namanya.... lesson plan yang udah ada. Saya gak melihat yang lain karena.... lupa! Saya sudah belajar itu tapi.... apa namanya.... lupa! Jadi ngikutin apa yang ada di lesson plan... kaya gunain drilling atau behaviorism, gitu? Gak. [While I performed teaching, I directly used the lesson plan. I didn't consider the others because I forgot it! I've learnt it however I forget it! So I only used lesson plan. Do you mean like using drilling or behaviorism, right? No, I, didn't – transl.]" (One-on-one interview, June, 2014) "..... jadi saya gak punya patokan khusus apa-apa.... target saya ya apa yang ada di silabus. contohnya ketika saya mengajar ganre text berarti saya harus mencari jenis teks yang appropriate. Saya tipenya tidak ke teori tapi lebih ke prakteknya [.... I don't have any certain view about it.... my target was only provided on syllabus. For the example, when I taught genre-text, so I

had to find kinds of text which are compatible with learning material. I didn't give much concerned on the theory but the practice – transl.]” (One-on-one interview, June, 2014)

From the data above, it can be inferred that participants only focus on how to make the learning materials are successfully delivered for the students. The matter of understanding theory and learning principles are not really necessary to be mastered.

Perceptions on Developing Curriculum. Developing curriculum is absolutely related to the way of someone to develop it into syllabus, and then fix it into lesson plan. When participants were asked to convey their opinions about the understanding of curriculum, all participants connected it with their understanding to use syllabus, and developing lesson plan. As the result of interview reported:

Q: *Apakah mbak cukup paham?* [Did you really understand?]

R.1: *Kurikulum itu sendiri menjadi target-target untuk guru yang harus dicapai kepada siswanya* [... Curriculum becomes a teacher's target that must be achieved by students]

Q: *Bagaimana dengan silabus dan lesson plan?* [What about syllabus and lesson plan?]

R.1: *Sejauh ini yang saya pahami baru lesson plan..... karena yang diutamakan itu ketika praktik itu baru lesson plannya..... Silabus itu mungkin hanya gambaran begitu ya, pelajaran selama satu semester itu seperti apa.* [I only understand the lesson plan so far....

because I only deal with that thing while performing teaching practice.... Syllabus is probably a picture of one teaching semester]

Other participants described the similar opinion:

“Seperti kurikulum itu ya, apa ya, bukan aturan tapi lebih kepada yang mengatur tentang belajar dan mengajar. Terus kalau lesson plan lebih kepada yang mengatur untuk sekali atau dua kali pertemuan jadi ketika mengajar kita bisa tau eee... sudah ada kontrolnya misalnya di menit sekian kita harus ngapain mungkin kaya brainstorming dulu, menit sekian saya melakukan ini ini, jadi pengajaran lebih terkontrol dan semua materi bisa tersampaikan. Kalau gak ada lesson plan kita kan gak punya acuan cuma mengajar begitu saja. [Curriculum is the rule of learning and teaching. Lesson plan is designed for one or two teaching class. When we perform teaching, we will have a teaching guide. For example, at the first teaching time students are asked to do brainstorming. Another time I will do this and this. It makes learning materials controllable and deliverable – transl.] (One-on-one interview, June, 2014)

Those quote interpretations above indicate that participants generally have well understanding the terminology of curriculum and its branches including syllabus and lesson plan. In the process on interview, most of participants conveyed more details in the process of how they develop lesson plan than the others. From the data, it can be assumed that most participants designed and

implemented learning materials with well preparation but they do not really have impacts for both curriculum and syllabus development.

Findings on Pre-Service Teachers' Pedagogical Competence in While-teaching

Perceptions on Conducting Educative Learning Activity. Developing educative learning activity becomes one of the teaching concerns. It also determines the successful of learning process itself. On this case, participants were asked to deliver their opinions of how they designed educative learning activity in class. There are several aspects that may support in conducting educative learning. First, all participants reported that method of teaching significantly contributed for the successful of conducting educative learning. There were various methods of teaching used by each participant, as one of the participants reported:

"Campuran mb, eheh, gak mesti ya, kadang kita pengen karena kita kebetulan guru bahasa inggris dan mengajar bahasa inggris, kita kepengen menggunakan semacam communicative approach atau audio visual.... [I employed several methods of teaching. There is no specific method used because as an English teacher I need to employ many methods of teaching such as communicative approach or audio visual.... – transl.]" (One-on-one interview, June, 2014).

Another participant also stated:

"Untuk awal-awal saya agak memaksakan untuk menggunakan direct walaupun menggunakan direct itu memang memakan waktu.... Tapi saya

juga harus realistis ternyata direct ini sangat sulit untuk dijalankan.... Nah, jadi direct ini tidak bekerja sama sekali akhirnya GTM lah yang muncul... [At the first teaching I was a little compulsive in employing Direct Method although employing Direct Method will take much time.... In another thing, I have to feel realistic that this method is difficult to be employed.... So, I changed the method with Grammar Translation Method.... – transl.] (One-on-one interview, June, 2014)

Second, the method of teaching is also fixed by learning condition.

Participants argued that when they still employed the designed teaching method whereas the learning condition cannot support it, it may not achieve the learning target:

“Emm.... ketika saya harus menggunakan TPR saya akan menggunakan TPR jadi tergantung materi yang saya ajarkan pada saat itu [When I have to employ Total Physical Respond. I will do it. So, it depends on learning materials that I taught at that time – transl.]” (One-on-one interview, June, 2014)

Another participant stated a similar argument:

“Kita udah bikin di RPPnya cuma kadang metode itu tidak sesuai dengan kondisi kelasnya, jadi saya lebih banyak asking question atau learning game. Jadi ada metode lain, tergantung kondisi siswanya juga sih. Kalau mereka tidak mau, kita kan juga tidak bisa memaksa jadi kita harus lebih kreatif untuk menentukan metode yang cocok untuk kondisi siswa pada

saat itu [We actually have designed some methods of teaching in the lesson plan, but sometimes the method is not in line with class condition, so I did more in asking question or learning game. The students' condition also takes a part in determining method of teaching. Consequently, I have to be more creative to determine what kind of method that is suitable for students – transl.] (One-on-one interview, June, 2014)

Third, using interesting learning activities may be exact strategy in designing educative learning:

“Kalau saya sendiri jujur tidak banyak memberi materi tapi lebih banyak memberi permainan tapi permainannya itu yang berbau-berbau pelajaran seperti tongue twister terus menyanyi dengan menggunakan bahasa inggris. Jadi treatmentnya itu tadi harus banyak bermain.... [I perform teaching by providing more games. The games should contain materials of learning such as tongue-twister and English song. So, my treatment is to make students to play more in class.... – transl.] (One-on-one interview, June, 2014), *“Ketika kita meminta mereka maju kedepan dan kita berikan tepuk tangan sebagai reward, seperti itu mereka sudah bahagia dan bisa mengikuti apa yang kita ajarkan* [When I asked students to stand in front of class, then I gave applause as a reward. It had made them happy] (One-on-one interview, June, 2014)

From the data above, it can be inferred participants applied several useful strategies in conducting educative learning activities. They started from designing appropriate method of teaching until applying interesting learning activity.

Perceptions on Using Current Information for The Sake of Learning. One of the issues in pedagogical competence is that the ability in using current information such as newspaper and magazine for the sake of learning. For example, when the teachers perform teaching, handbook becomes a common learning media frequently used by teachers. In this case, the data show the participants' opinions about their ability in using other learning media including handbook.

Most participants argued that their teaching activity do not merely use handbook, they will utilize other learning resources

"bahan mengajarnya lebih kepada teks book tadi, kemudian lebih kepada dari internet, lebih kepada video itu tadi mbak [I tended to use handbook, internet, and video while teaching] (One-on-one interview, June, 2014)

The similar opinion also reported:

"Yak, kita punya buku panduan English on Sky, kebetulan itu buku panduan yang mau tidak mau harus kita gunakan. Kalau untuk bahan belajar lainnya kita memanfaatkan bahan bacaan yang lainnya entah itu dari internet, dan ditempat lainnya. Kebanyakan kita mencari di internet tapi untuk acuan yang dikasih di sekolah itu hanya satu buku itu saja [I had a handbook which is English on Sky from the school, and I had to

use it when I did teaching. For other learning resources, I took from the internet and the other resources. I commonly found the learning resources taken from internet]

Q: *Apakah buku itu digunakan dengan optimal?* [Did the handbook maximally use?]

R.3: *Kalau dibilang optimal gak juga karena buku itu terbatas jadi kita gak bisa mencakup semuanya, makanya kita menambah materi dari internet itu sendiri* [I can't say that the book was used maximally because the content is limited, then I anticipated it by looking for other learning materials from the internet]

Q: *Trus bahan ajar didapat dari mana?* [Where did you find the learning resources, then?]

R.6: *Searching di internet. Tapi guru dari sana sudah memberikan kisi-kisi materi yang akan diajarkan itu apa. Kan dulu itu saya mengajar tentang descriptive text jadi saya mendapat bahannya dari internet dan buku-buku yang saya punya pribadi* [From the internet, then my school supervisor supervised me to make the learning materials. I taught about descriptive text, and then I took the learning materials from the internet and my personal books]

Further, there is only one of participants indicated that other learning resources but handbook were applied while in her teaching class:

“Saya biasanya menggunakan internet, misalnya saya mau mengajarkan tentang poster saya akan mencari di internet yang kira-kira appropriate untuk anak-anak. Saya akan mengembangkannya lagi dimana mereka harus membuat poster. Kalau untuk buku paket atau sejenis LKS saya belum pernah memakainya [I commonly used internet for taking the learning materials. For example, when I taught about how to make poster, I would look for the materials from internet. However, I never used handbook or LKS in my teaching class – transl.] (One-on-one interview, June, 2014)

The data indicates that participants have good understanding how to apply information for learning activities. Hand-book, internet, and video are the common learning tools frequently used.

Perceptions on Using Educative Technology Media for The Sake of Learning.

There are many factors that may support learning activity to run effectively.

Beside of teacher’s contribution, school facility also takes a part to support learning activity, such as language laboratory, computer laboratory including classroom facility. In this case, the data will show participant’s perceptions on the ability of using technology media.

Participants mostly claimed that they feel being able to use technology provided by school, as one participant stated that when he performed teaching he utilized technology for each teaching time. He also claimed using technology made learning process run maximally (One-on-one interview, June, 2014).

Another participant also stated that using technology may be an exact learning

media to make less cooperative students to be more active in undergoing learning activity. It is because using technology such watching movie may take students' interest (One-on-one interview, June, 2014)

Moreover, each kind of technological media provided in both outside and inside classroom is matched by the learning materials:

"..... dan juga tergantung sama materi apa yang mau saya ajarkan kalau saya misalnya mau mengajar naratif teks mungkin saya bisa mencari sumber materi ajar di internet [It depends on the learning material. Once I'll teach my students about narrative text, I'll probably find it from the internet – transl.] (One-on-one interview, June, 2014)

On the other hand, some participants also argued that technology could not be maximally used because of several factors, as one participant explained,

".... contohnya ketika kita menggunakan lab bahasa itu hanya sekali itupun buka ketika ppl tapi tidak ketika praktikum. Kita hanya menggunakan yang ada di kelas seperti LCD ataupun sound system. Kadang sound system kita juga bawa sendiri [I only used language laboratory once. It could be not accessed when I performed Teaching Practice but not when I did Practical Work (practicum). I only used several facilities provided inside classroom, such as LCD and sound-system. Sometimes, I had to bring my personal sound system – transl.] (One-on-one interview, June, 2014)

Another participant also reported that she never used technology placed outside classroom because the distance from one building school to another one is far enough. To anticipate less-cooperative students not to be undirected, then she only used classroom facility (One-on-one interview, June, 2014)

It can be concluded that most participants assumed that they have the ability in using media for learning activities. Eventhough there is participant declared technology media is not used in learning because of the current factor.

Perceptions on Communicating Effectively. The ability of performing effective communication while teaching is not only the way of someone to produce good manner communication toward students, but also the way to prepare students to take apart in educative games, respond to the students, and perform good teacher's reaction. As one of participant explained that English was used while communicating with students

"Kalau berkomunikasi biasanya saya menggunakan bahasa inggris, namun ada beberapa kelas yang bisa saya gunakan bahasa inggris tapi ada beberapa kelas juga yang kelihatannya mereka agak kesulitan, tidak juga saya gunakan [I commonly communicated with my students using English. I've analyzed there were several classes that could accept English, and some couldn't – transl.] (One-on-one interview, June, 2014]

From the explanation above, it can be inferred that there is a well aim when participant didn't use native language when he performed teaching, he asked the students to make some responds. When students could accept English as

a communication media, it means he made students to take a part in teaching class.

Findings on Pre-Service Teachers' Pedagogical Competence in Post-teaching

Perceptions on Conducting Assessment and Evaluation. The next question asked for the participants is about their opinion on conducting learning assessment and evaluation. Part participants of One-on-one interview explained that assessment and evaluation were never performed. Time available provided by school supervisors are a common reason of participants not to perform any test

".... Kami tidak pernah melakukan tes karena tidak ada kesempatan untuk melakukan tes kepada anak-anak. Jadi memang jadwal mengajar kami sangat limit, dan untuk mengajarpun kami sangat susah jadi untuk mengadakan tes kami tidak mendapatkan kesempatan [I never performed any test because I had no chance to do it. My teaching schedules were limited, so it's hard for me to design the test – transl.] (One-on-one interview, June, 2014) Another participant also stated the similar argument that he only performed the obligated activity which is teaching without designing any test (One-on-one interview, June, 2014)

On the other hand, half of participants mostly argued that they designed the test in the end of teaching class, as one participant reported:

"..... hari ini saya mengajar news item, nanti pas MOT saya berikan contoh, trus pas JCOT mereka melakukannya dengan kelompok, yang terakhir ICOT dimana mereka harus membuat tugas secara individu [I

teach news-item today, I show the students by using Modeling Of the text, then I direct the students to work in group by using Joint Construction Of the Text, finally I asked them to work individually by using Independent Construction Of the Text – transl.] (One-on-one interview, June, 2014]

Another participant also reported the similar argument:

Q: *Eee.... pernah melakukan evaluasi atau tes belajar?* [Have you ever performed learning evaluation or learning test?]

R.6: *Tesnya itu kaya PR. Saya pernah menyuruh membuat PR pernah, membuat tugas di kelas juga pernah, teks deskriptif mereka buat sendiri-sendiri. Saya pernah juga membuat game gitu, tapi sisinya masih dalam deskriptif teks itu tadi. Saya bikin pertanyaan, nanti mereka berusaha untuk menjawabnya gitu. Dan... bagi siswa yang bisa menjawab pertanyaan akan mendapatkan reward dari saya, jadi mereka bisa lebih termotifasi* [I tended to used homework. I asked the students to make their own descriptive text. I had also ever taught students descriptive text through playing games, I made some questions, and then they tried to find the answers. For them who could past the question would get the reward. Using the rewards could motivate them – transl.] (One-on-one interview, June, 2014)

Q: *Bisa dijelaskan lebih lanjut?* [Can you explain more?]

R.6: *Saya memberikan tes berdasarkan materi yang saya berikan, gak keluar dari konteks materi yang saya berikan. Kalau saya ajar tentang*

deskriptif saya akan tanya tentang deskriptif juga, kaya strukturnya [I designed the test based on the learning materials. If I taught descriptive-text, I would ask the students about it.]

From the data above, it can be inferred that participants are able to conduct assessment and evaluation. These assessment and evaluation are mostly applied in the end of the class and in home. They provide a good strategy in taking the students to do the assessment such as giving some rewards. This learning strategy can also be useful to motivate the students in performing the assessment.

Perceptions on Utilizing Learning Outcome. Utilizing the learning outcome is the way of teacher to adjust remedial activity as a means to enhance the quality of learning. When participants were asked to convey their arguments related to conducting the learning outcome, three participants who performed learning assessment and evaluation assumed learning outcome was used to justify for conducting remedial

“Biasanya hasil belajar saya gunakan untuk kegiatan remedial. Kalau siswa saya belum bisa memahami secara baik tentang materi yang dipelajari pada hari ini, saya akan buat remedial [I commonly used learning outcome to decide remedial activity. When students might not be able to understand today’s learning materials, remedial activity might be useful to be conducted – transl.] (One-on-one interview, June, 2014)

Another participant also stated the similar arguments:

“Hasil belajar saya gunakan untuk melihat ketuntasan belajar siswa. Kalau ada siswa yang tidak bisa mendapatkan hasil belajar yang memuaskan, saya bisa membuat jadwal remedial untuk mereka. [I used learning outcome to analyze the comprehensiveness of students’ understanding toward the lesson. When I analyzed that there were some students might not achieve the successful learning, I would conduct remedial for these students – Trans] (One-on-one interview, June, 2014).

The form of remedial can be tasks and homework. They should be properly done by the students who took remedial activities. Once the students succeed in conducting the remedial activities, they would pass in the subject they learned.

The data shows the aim of conducting the learning outcome is to analyze the comprehensiveness of students toward the subject. Participants design some remedial for the students who cannot achieve the good improvement by designing remedial in form of task and homework. From this finding, it can be assumed that participants have good understanding how to utilize the learning outcome.

Perceptions on Conducting Learning Reflection. The next questions ask about participants’ perceptions on performing learning reflection. Learning reflection is one of teachers’ ability in pedagogical competence which is teachers’ ability to utilize the learning outcome to improve learning activity for every subject matter. There are only three of six participants who stated learning reflection was applied in their reflection. These participants assumed that learning reflection was

conducted to analyze the completeness of learning process including students achievement

“Saya memanfaatkan refleksi untuk melihat apa yang kurang ketika proses mengajar berlangsung. Misalnya kalau ada siswa yang tidak bisa memperoleh hasil belajar yang baik barangkali metode mengajar yang saya gunakan harus diganti [I used learning reflection to analyze the weakness of my teaching process. For example, when my students could not get a good learning result, I probably might change the learning method that I commonly use – transl.] (One-on-one interview, June, 2014)

Another participant also delivered the similar argument; she assumed learning reflection can be used to reflect the weakness found during learning process:

“Kalau misalnya selama ini siswa merasa bosan untuk melakukan proses belajar di dalam kelas, sekali waktu saya akan mengajak mereka belajar diluar kelas. Seperti itu kegiatan refleksi belajar yang saya maksud mbak. [If my students were not comfortable to undergo learning process in classroom, I occasionally asked my students to learning outside of the classroom. That is what I mean about learning reflection – transl.] (One-on-one interview, June, 2014)

The data above indicate that participants have good understanding how to use learning reflection. They use learning reflection to analyze the achievement of

teaching process. The way to analyze the teaching process is commonly asking the students' feelings.

Discussion

Pre-service teachers must possess good learning outcome, what they learnt not only memorizing the theory but also doing some teaching practices to apply their knowledge of pedagogy (Darling Hammond, 2006; p.306). It is also mentioned by Wike, cited in Shulman (1987), teaching practice is a good place for pre-service teachers to apply the knowledge of pedagogy into practice. To know the achievement of pre-service teachers toward pedagogical competence, the research dealing with pre-service teachers' perceptions is important to be conducted.

To sum up, the findings indicate the participants' perceptions in three dimensions of pedagogical competence. First, participants in performing pre-teaching have good development in understanding students' characteristics and developing curriculum. It has been reported by Joram and Gabriele cited in Rena (2010), and Pajares cited in Rena (2010) revealed that most pre-service teachers came with good understanding about concept of teaching which is related to teachers and students, students learning and method of teaching, curriculum, and school. Besides, participants also get low development in understanding theory and learning principles. Low development in pre-teaching commonly happen because they assume what they need to do is how to succeed the teaching activities by stepping aside the theory and learning principle that become an important part while performing teaching. This is line with Peacock (2001)

reported that pre-service teachers still believed that teaching a second language meant teaching a lot of teaching materials. Second, participants' perceptions in performing while-teaching have good development in conducting educative learning activity, using current information, using technology media, and performing effective communication. These competences must be obtained by the candidate of teachers and become parts of while-teaching, as mentioned in the Act No.14 Year 2005 on National Standard of Indonesian Education. Finally, participants' perceptions in performing post-teaching have only 3 participants who are able to conduct assessments and evaluation, utilize learning outcome, and conduct learning refection. Time allocations provided by school supervisors give the impact for them to do teaching practice. Its mean not all participants might apply their pedagogical knowledge in term of post-teaching.

Conclusion

To sum up, the above findings indicate that pre-service teachers in performing pre-teaching shows the high development in understanding students' characteristics and developing curriculum. However, it shows low development in understanding theory and learning principle. Meanwhile, in performing while-teaching, pre-service teachers show high development in all while-teaching parts, namely conducting educative learning activity, using current information for the sake of learning, using technology media for the sake of learning, and using effective communication. Finally, in performing post-teaching, pre-service teachers show that only half of them get high development in performing assessment and evaluation, utilizing learning outcome, and conducting learning

reflection. These findings indicate that pre-service teachers have acquired good development in undergoing teaching activities.