**PRAKTIK PENGALAMAN LAPANGAN AND PEDAGOGICAL SKILL:
STUDENT TEACHERS' SELF REFLECTION**

THESIS

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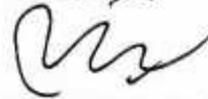
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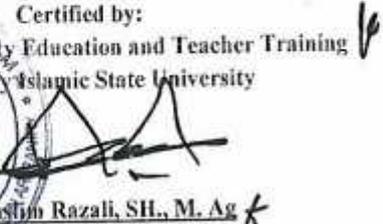
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Darussalam, November 19, 2018

Nur Barizah

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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Banda Aceh, 19 November 2018
Saya yang membuat surat pernyataan,

Nur Barizah

ABSTRACT

This research is entitled "*Praktik Pengalaman Lapangan* and Pedagogical Skill: Student Teachers' Self Reflection". This study employed the qualitative research design. This research was aimed at finding the influences of PPL program on student teachers' pedagogical skill, and the lesson learned of PPL program. In collecting the required data, semi-structured interview was used. The population was the English Department students of UIN Ar-Raniry year of 2014. The participants were six students who have taken PPL program and taught English at school or any non-formal programs. They were selected by purposive sampling. The findings unveil that the PPL program has influenced on student teachers' pedagogical skill positively. Several aspects of pedagogical skill that were influenced by the program are knowledge understanding, student characteristics understanding, classroom management, and students' ability improvement. Here are three lesson learned of PPL that were found out by the researcher; classroom management, lesson plan and teaching style.

Key Words: *Praktik Pengalaman Lapangan (PPL), Pedagogical Skill, Self Reflection.*

CHAPTER I

INTRODUCTION

This chapter provides the intoduction of the research, including of background of research, research question, research aim, research significance, and terminology.

A. Background of Research

Teaching is one of the important aspects in learning process. It becomes a benchmark of educational success. Therefore, teaching determines the successful of students' need. The teaching process can convey the knowledge and information on the students. Gage (2009) states that teaching is a type of relational impact for changing the conduct capability of someone else. Thus, the teacher should have good quality of teaching. They need to have good skill in transfering the knowledge to the students, so that they can obtain the knowledge properly and easily. Afterward, Omoteso and Samudra (2011) explain that students' achievement depends on teaching management of teacher. It shows the importance of teaching in the world of education.

Farquhar (2003) assumes that the quality of teaching is determined on the pedagogical skill that teacher has in facilitating students' knowledge. Then, Rivers and Sanders (2002) also argue that students' improvement in the classroom is determined by teachers' pedagogical skill. Therefore, to be a professional teacher, student teachers should improve their pedagogical skill.

1

Faculty of Education and Teacher training of Ar-Raniry State Islamic University (FTK UIN) is an educational institution that has roles to prepare professional teacher candidates. All of the student teachers from the faculty are expected to have ability to carry out their assignment as a teacher. Brouwer and Korthagen (2005, as cited in Msangya, Mkoma and Yihuan, 2016) comfirm that classroom theory and practicum experience are two important elements in developing teacher competencies. In line with the statement, the student teachers of FTK UIN are trained in micro teaching course and *Praktik Pengalaman Lapangan* (PPL) program, both theoritically and practically.

The PPL is a program that organized by FTK UIN. The student teachers conduct the program after completing their micro-teaching class. The real teaching that the student teachers faced in PPL will train them to be professional (Wagenaar, 2005). Since they directly face the real situation of teaching, it might have an influence on their teaching skill quality. Therefore, in conducting PPL, the student teachers should be able to transfer the knowledge to the students, should have an adequate knowledge as according to their major, a certain character as a model for the students and empathy and sympathy on all of the social situations in the school where they conducted PPL.

In PPL, the student teachers obtain a lot of experiences especially about teaching. It is different from what they face in micro-teaching class. In PPL, they face the actual classroom situation, and they faced various characters of students. It may influence their teaching skill especially their pedagogical skill.

B. Research Question

The research questions of this research are as follows:

1. What are the influences of PPL on students' pedagogical skill?

2. What are the lessons learned of PPL?

C. Research Aim

In general, the aims of this research are:

1. To find out the influence of PPL on students' pedagogical skill.

2. To find out the lessons learned of PPL.

D. Research Significance

The results of this research are expected to contribute in several aspects. For FTK UIN, the result of this research is expected to be useful in helping the improvement of PPL program. For English Department students, the result of this research is hoped can be useful in improving their teaching skill especially pedagogical skill through PPL. For English Department lecturers, the result of this research is expected to assist them to know about the influences of PPL program on student teachers' pedagogical skill especially English Department students, and the lessons learned of PPL. Moreover, for the next researchers, the result of this research is hoped will be beneficial for the initial findings to conduct research about students' pedagogical skill and PPL program. Finally for readers, the result of this research is hoped gives knowledge and understanding about PPL and pedagogical skill.

E. Terminology

There are several terms are believed should be clearly defined in this research. They are as follows:

1. ***Praktik Pengalaman Lapangan* (PPL)**

Praktik Pengalaman Lapangan (PPL) is an internship program organized by Faculty of Education and Teaching Training. Its purpose is to provide teaching experiences of students in the real classroom situation in order to strengthen their pedagogical, personality, professional, and social skills in improving the quality of teaching and learning process in the classroom. In conducting PPL, students are assigned to do learning while teaching in the classroom. They are not only required to apply their knowledge but also their academic skill that they have obtained. They are also required to gain teaching experiences professionally and to integrate it on their behavioral pattern as a productive person.

Intrinsically, PPL is a program that equips the teacher students with knowledge and experiences in teaching and learning activity in the real class, so that they master the various teaching skills as according to their major. The teaching and learning activity is including lesson plan, teaching implementation, and teaching assessment.

2. Pedagogical Skill

Pedagogy is an important competency that should be owned by a teacher. In *Peraturan Menteri Pendidikan Nasional Nomor 16* (2007, as cited in Novauli, 2015), pedagogic competence is a teacher's skill in managing students. It is including understanding of knowledge, understanding of students, developing of curriculum or syllabus, designing of study, implementing of study as dialogical, evaluating of learning results, and developing of students to actualize their potentials. Teachers are expected to master all of those aspects in order to be a qualified teacher. In this research, the researcher tried to find out the influence of PPL on students' pedagogical skill.

3. Self Reflection

Boud, Keogh and Walker (1985) define reflection as one aspect in the context of learning that more concern on personal's experience as the object. The object involves the individuals' intellectual and affective activities in exploring their experiences, which leads to the new understanding and appreciation. Moreover, Moon (1999) defines reflection as a form of the mental processing which focuses on the application of complex ideas. In conclusion, the definition of reflection more emphasis on critical analysis of the purpose of knowledge and experience so as to achieve deeper meaning and understanding.

Regarding to the definitions above, in this research, self reflection refers to the process learned by the student teachers to look back on their past learning experiences and what they did to enable learning to occur (self-reflection about

how learning occurs). It also involves the exploration of the relationship between the knowledge that they have gained and their own ideas.

CHAPTER II

LITERATURE REVIEW

This chapter disscuses several points. Those are *Praktik Pengalaman Lapangan* (PPL), pedagogical skill, teacher competencies, and previous study.

A. *Praktik Pengalaman Lapangan* (PPL)

1. Perspectives of PPL

Marais and Meier (2004) define that PPL is an integral component of teacher training program. During PPL, the student teachers are challenged to show their performance as a teacher in the actual experiences, and at the same time they also learn about teaching skills, strategies and classroom management. Ndirangu (n.d) states that PPL is one of the efforts that lead to psychomotor aptitude. The efforts are made to train the student teachers apply their knowledge in the classroom or enable them to carry out their assignments in accordance with applicable regulations.

Hamalik (2009) defines that PPL as a set of activities that aimed for student teachers.It is an event to establish and develop teacher's professional competencies that required by Educational Institution. Wagenaar (2015) also mentions that PPL is an important program in training the student teachers. It makes the student teachers prepare themselves from a trainee to be a professional teacher because they directly face the real world of teaching.

PPL is one of the important components in becoming a good teacher. In doing PPL, student teachers gain a lot of teaching experiences. They also get a chance to try the art of teaching before exactly getting into the real world profession as an actual teacher. They also perceive the value of teaching as an important aspect in training them in teaching (Ranjan, 2013, as cited in Msangya, Mkoma, & Yihuan, 2016). Salawu and Adeoye (n.d., as cited in NOUN, 2008) also define that PPL as a practical teaching activity of student teacher. They are given an oppurtunity to improve their pedagogical skill before becoming a professional teacher.

Moreover, Meyer (2016) states that PPL is a program as a preparation in teaching of student teachers. The example of the preparation is classroom observation which is as a first activity that teachers do in preparing their teaching process. Guyton and McIntyre (1990) mention that the critical periods of teacher preparation is PPL. During conducting the PPL,the student teachers can relate and differentiate the connection between theories and the reality of classroom practices. Kasanda (1995) explains that during the teaching practice, a student teacher is given the opportunity to try the art of teaching before actually accepting the real of the teaching profession.

Hamalik (2009) confirms that PPL is oriented on; compentency, the formation of student teachers' professional and implemented and guided in an intergrated manner. Thus, Gowe, Phillips and Walters (1983) assume that the orientation of PPL is focus on the teaching skills and techniques that the student teachers use in teaching and learning process. In conclusion, the focus of PPL is more on how the

teacher students can implement their competencies or skills in their teaching and learning activities during having PPL.

2. Aim of PPL

Based on *Buku Panduan Penilaian Praktik Pengalaman Lapangan (PPL) UIN Ar-Raniry Banda Aceh* (2018), the aim of PPL is to train and develop student teachers' teaching skills in conducting teaching and learning process at school. The aims of PPL are to provide the opportunity to student teachers in learning about teaching while they practice it in the classroom (actual situation of teaching process), guide them to have experiences especially about teaching such as; providing students the opportunity to be active learners in the classroom, mastering the subject matter and understanding how to convey it to the students, providing them professional development and fostering a good attitude, assessing the extent to which students meet the targeted value, and allowing the Schools of Education to evaluate the adequacy or otherwise of the practical aspects of the teacher education program (National Open University of Nigeria [NOUN], 2008).

Komba and Kira (2013) comfirm that PPL program provides experiences, observations, and also proffesional skills for the student teachers in order to make them being prepared as the future teachers. According to Endeley (2014) PPL is expected to:

a. Enable student teachers to develop their skill,

b. Apply the knowledge that they have learned from the courses,

c. Sellect the appropriate strategies in teaching, diagnose the difficulties in teaching,

d. Apply the principles of evaluation in assessing the students,

e. Acquire classroom management skills and establish good human relations with the students.

Moreover, there are several aims of PPL according to Gower, Philips and Walters (1983):

a. To allow student teachers in simulating the real teaching situation under sympathetic supervision;

b. To provide student teachers with an opportunity to try any technique of teaching;

c. To provide student teacher an opportunity to have their teaching evaluated;

d. To provide an opportunity for student teachers to get used to giving assessment and being observed;

e. To encourage development of criteria for self-evaluation and self-awareness;

f. To make student teachers become more independent or able to make decisions about what they teach;

g. To help student teachers developing their own teaching style;

h. To provide student teachers with exposure to real learners, their learning problems and the factors which influence their learning;

i. To expose student teachers to student at a range of levels and to develop understanding of the differences of approach required;

j. To develop student teachers' sense of responsibility for their students.

3. **Advantages of PPL**

According to *Buku Panduan PPL Universitas Negeri Semarang* (n.d., as cited in Ambarwati, 2013) there are several advantages of PPL:

a. For student teachers:

   1) Increase their understanding of the process of education and learnings in schools or institutions.

   2) Gain experiences of how to think and work efficiently in order to understand the relevance of science in solving the education problems in schools or institutions.

   3) Obtain the power of reasoning in carrying out the handling, formulation, and problem solving in scools or institutions.

   4) Gain experiences and skills in teaching and managerial activities in schools or institutions.

   5) Provide opportunities for students to act as motivators, dynamists, and problem solvers.

   6) Shorten their study period.

b. For Schools:

   1) Increase the quality of education.

   2) Get the latest informations about the education from the student teachers.

   3) Get the suggestions to develop the school in a more advanced direction.

   4) Obtain the transfering knowledge about the latest teaching in accordance with the subject.

c. For University:

   1) Develop and train the experienced and professional student teachers.

   2) Expand and enhance the cooperation network of related agencies.

   3) Obtain the information about the education cases in schools as research materials.

   4) Obtain the information about the development of curriculum, methods, and classroom management in teaching and learning process.

B. Pedagogical Skill

Gordon (1994) states that skill is an ability to operate work easily and meticulously. Afterward, Nadler (1986) also mentions that skill is an activity that requires practice. It means that skill can be interpreted as an implication of the activity. Higgins (1982) argues that skill means ability to act and to fulfill a task.

In conclusion, in implementing their skill, an individual shows it by their ability in practicing and fulfilling their task.

Furthermore, Langeveld (1987) distinguishes the term "pedagogic" with "pedagogy". Pedagogic means an educational science, more leading to thinking about education. It is a thought about how to teach and guide the children. Afterward, pedagogy means education, which is more concern on practice, activity to teach, and activity to guide the children.

Moreover, according to *Peraturan Menteri Pendidikan Nasional Nomor 16* (2007, as cited in Novauli, 2015) knowledge understanding, curriculum or syllabus developing, designing of study, implementing of study as dialogical, learning results evaluating, and managing the students are including in several aspects of pedagocical skill. Guerriero (2015) also mentions that pedagogical skill is a knowledge base of teachers. It includes all of the cognitive knowledge that the teacher has in creating the effective teaching and learning in the classroom. Afterward, the pedagogical skill also includes the capacity that the teachers have in planning, initiating, leading and developing education and teaching in both general and specific knowledge of student learning.

C. Teachers' Competencies

Becker and Ulrich (n.d, as cited in Suparno, 2005) explains that competency refers to an individual's knowledge, skill, ability or personality characteristics that directly influence job performance. It means that competency contains aspects of knowledge, skills and abilities or personality characteristics

that affect performance. For a teacher, it includes their knowledge aspects, skills, and their personality characteristics. Spencer (n.d, as cited in Palan, 2007) also reinforces that competency is a basic characteristic that an individual possesses. There are five characteristics of the competency, those are motif (willingness to be consistent that become the cause of action), innate factor (character and consistent response), self-concept (self-image), knowledge (information in a specific field), and skill (ability to carry out tasks).

Regarding to the teacher competencies, in teaching, one important aspect for teacher to learn is classroom management (Higher Education Commission [HEC], 2012). In their teaching and learning process the teacher will face several unpredictable problems such as large classroom, the students with different backgrounds and learning styles and there are still lots of matters to be handled in order to have an effective teaching learning process. Therefore, in this situation, a teacher desperately needs a highly developed ability to manage classes which means managing students, space, time, and activities. Thus, Emmer and Stough (2001, as cited in Oliver and Reschly, 2007) also mention that the educational outcomes is depends on the teacher' skill in managing the classroom and their students' behaviors. This shows how important the classroom management is in teaching and learning process.

According to Rama (1997, as cited in Singh, 2010, p.32) "Teacher competency as the competence of a teacher manifested through a set of overt teacher classroom behavior which is resulted of the interaction between the presage and product variables of teaching within a social setting". Afterward,

there are four teachers' competencies based on Indonesian regulation number 19 year of 2015:

1. Pedagogic Competence

Muliyasa (2007, as cited in Hakim, 2015) defines that pedagogic competence is the skill to accomplish students learning involve learners' understanding, instructional design and implementation, evaluation of learning outcomes, and the development in actualizing the learners' potential, it is related with how teacher teach student and create the the learning prosess which is sucsessful.

In addition, there are several components of pedagogic comptence based on Asmani (2009, as cited in Hakim, 2015, p.2):

a. Controls the characteristics of leas from the physical aspect, the spriritual moral, social, cultural, emotional and intellectual;

b. Control of learning theories of learning that educates;

c. Develop curriculum related to the subject matter;

d. Conducting educational learning;

e. Utilize information and communication technology for the sake of learning;

f. Facilitate the development of potential lerners to actulize their potential;

g. Communicate effectively, emphatic, and manner with the students;

h. Conducting the assesment and evaluation processes and learning outcomes;

i. Utilize the assessment and evaluation for the sake of learning;

j. Take action to improve the quality of reflective learning.

2. Personality Competence

In personality competence, teacher must be able to explain the process of learning and make students improve their competence. Therefore, teachers have to teach about good attitude to the students. Since the teacher is a role model for the students, their attitude in the classroom will affect to students' spirit in learning. They will be more like to study with the teacher that they belief have good attitude and comfortable with them (Mulyasa, 2003, as cited in Khaeruniah, 2013).

3. Professional Competence

Hakim (2015), states that professional competence refers to teacher's mastery of learning materials, curriculum content, and subtance of scientific subjects deaply and philosophically. In professional compentence, teacher's knowledge, skill and understanding of the curriculum become a benchmark of teacher understanding.

Blanford (2000, p.95) defines "The principle of professional competence as a means of assessment implies that teachers' career and professional development may be determined according to their professional skills and

abilities". School needs teachers that have good quality. A professional teacher will assessed by the way they accomplish their job.

4. Social Competence

Mulyasa (2007, as cited in Helmizar, 2013) states that social competence refers to the competence that teacher has in interacting with students, other teachers, student's parents and the community. Teacher is a respected person for students, and one part of society in school environment. Teacher must also be able to create good social interaction with the students. Good interaction between teacher and students will make their interaction become harmonious and it will be able to create effective teaching and learning activity.

D. Previous Study

The researcher had found some previous studies related to this research. The first previous study entitled "Teachers' Pedagogical Knowledge and the Teaching Profession". This study was conducted by Guerriero (2015). The objective of this research was to find out how does the knowledge base of the teaching profession sufficiently incorporate the latest scientific research on learning and does it meet the expectations for teaching and learning 21st century skill.

The second previous study is *"Pengaruh Mata Kuliah Micro Teaching dan Praktik Pengalaman Lapangan (PPL) Terhadap Kematangan Calon Guru Pada Mahasiswa Pendidikan Ekonomi Akuntansi Angkatan 2010 Universitas Muhammadiyah Surakarta"*. This research was conducted by Cahyati (2010). The

researcher compared both micro teaching and PPL. The objective of this research was to ascertain the maturity of teacher's candidate that has influenced by micro teaching class and PPL. The method of the research was quantitative. Based on the result of this research, micro teaching class and PPL have positive influences toward the teacher's candidate maturity.

The last previous study is "The Ability of English Department Students in Teaching Practice" conducted by Helmizar (2013). The research sample was English Department Students who did PPL at *Madrasah Aliyah* in Banda Aceh. The focus of this study was to find out to what extent the ability of English Department Students in did PPL. The method used in this research was qualitative and quantitative. The study found that the student teachers's ability in teaching was in excellent level.

Unlike the previous studies above, in this study, the researcher would like to focus on student's pedagocical skill. The researcher would like to find out how significant PPL influences student teachers' pedagogical skill, the influences of PPL on students' pedagogical skill, and the lessons learned of PPL.

CHAPTER III
RESEARCH METHODOLOGY

This chapter focuses on several elements. Those are demography, reseach design, participants, data collection and data analysis.

A. Demography

The research took place at State Islamic University of Ar-Raniry (UIN Ar-Raniry) Banda Aceh in Department of English Language Education of Tarbiyah and Teacher Training Faculty. It is one of leading universities in Aceh administered by the Department of Religious Affairs of Republic of Indonesia.

In *Panduan Akademik* UIN Ar-Raniry 2014/2015 (2014), the university was established on October 5th, 1963. UIN Ar-Raniry has nine faculties and fourty three departments. Those are Education and Teacher Training Faculty, *Ushuluddin* and Phylosophy Faculty, *Syariah* and Law Faculty, *Dakwah* and Communication Faculty, *Adab* and Humanities Faculty, Psychology Faculty, Economics and Islamic Business Faculty, Science and Technology Faculty, and Sociology and Govermental Sciences Faculty.

This research was specifically conducted in Education and Teacher Training Faculty. The faculty aims to educate students to become experts in education and able to develop and apply their knowledge in various educational institutions. Therefore, this faculty has thirteen departments; one of them is Department of English Language Education, which also known as

Pendidikan Bahasa Inggris (PBI). This department concentrates on teaching English as a foreign language.

B. Research Design

This research is a qualitative research. Cresswell (2009) mentions that the use of qualitative design is to explore and understand a person's or a group's views toward a problem including emerging question and procedures, data collected on participants' views, analyzed data was built from particular to general themes, and the researcher made an interpretation of the data. It is also mentions that qualitative research is an approach which is also known as investigative approach. In qualitative research, usually researchers collected various and brief data from the participants related to their experiences. In this research, the data was related to the student teachers' experiences during conducting *Praktik Pengalaman Lapangan (PPL).*

C. Participants

The participants of this research were the English Department students of UIN Ar-Raniry year of 2014. The researcher chose six of them as the samples. Creswell (2012, p.234) states that "It is better to select a few, rather than many, individuals or sites to study, to provide an in-depth understandings of the phenomenon". The sampling technique used was purposive sampling. Notoadmodja (2010) defines that purposive sampling is the sampling method based on a certain consideration such as the characteristics of the population or characteristics that have been known by researchers. In this research, the

researchers chose the samples that have conducted *Praktik Pengalaman Lapangan (PPL)* program and also teaching English at schools or in any non-formal programs. The object of this research was their pedagogical skill.

D. Data Collection

The researcher applied interview in this research in order to acquire brief information from the participants. Mackey and Gass (2005) state that interview is a method that usually used in qualitative research. In the process of interview, the researcher asked questions in order to help the researcher in answering the research questions. The type of interview used was semi-structured interview. Nunan (2005) defines that semi-structured interview is a kind of interview in which the researcher predicts the participants' answer before, and then during the interview process the researcher develops other questions based on the answer. Interview items were developed based on pedagogical skill aspects mentioned in *Peraturan Menteri Pendidikan Nasional Nomor 16* (2007, as cited in Novauli, 2015): understanding of knowledge, understanding of students, designing of study, evaluating of learning results, and developing of students to actualize their potentials. Curriculum or syllabus development and implementation of study as dialogical were excluded because the participants do not use lesson plan in teaching English.

E. **Data Analysis**

The finding of this research was analyzed qualitatively. Miles and Huberman (1994, as cited in Creswell, 2014) mention that there are three steps of data analysis method:

1. Data reduction

Data reduction aims to reduce the data from interview without significant loss of information. The information will be edited, summarized, coded, and found its theme.

2. Data display

In this step, the research findings showed simply in a form of graph, chart, and description by the researcher. A good display of its finding will ease the researcher for further analysis.

3. Drawing and verifying conclusion

The data display of the research would be discussed regarding to research problem. The researcher could conclude the research findings and compare it using other references.

In this research, the researcher used the method above in analyzing the information gathered by interviewing the participants. The information recorded would be transcribed, edited, and summarized based on the result of the interview. The data would be displayed descriptively and discussed regarding to the research problem.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deals with the research findings and discussion. The data which come from the interview results would be displayed and analyzed to discover the research findings. Then, the researcher discussed the interview results that have been displayed in the research finding in the discussion.

A. Research Findings

The interview was conducted on 21st September 2018 and 22nd September 2018. The researcher interviewed six PBI students who already finished their PPL program and also have taught at schools or any courses. Although the researcher asked the questions in English, the participants were allowed to answer in both English and Indonesian language in order to make ease them in answering the questions. There were eleventh questions that related to the research questions given to the participants. The participants were marked as P1, P2, P3, P4, P5, and P6.

As explained before, in analyzing the data the researcher used Miles and Huberman concept (1994, as cited in Creswell, 2014). After reducing the original data by selecting the important information and founding its theme, the researcher displayed the data into description. Therefore, the data displayed would be

discussed and concluded by the researcher regarding to the research questions. The finding would be explained as follows:

1. **Pedagogical Skill**

Guerriero (2015) defines that pedagogical skill is a knowledge base of teachers. It includes all of the cognitive knowledge that the teacher has in creating the effective teaching and learning in the classroom. In this case, the researcher found that all participants agreed that their pedagogical skill has influenced by the program. Based on the interview result, the researcher concluded several aspects that become the influences of PPL on student teachers pedagogical skill. Those are knowledge understanding, characteristics understanding, classroom management, and students' ability improvement.

a. Knowledge understanding

Five of the participants recognized that their understanding improved after conducted PPL program. Based on the interview, they explained that their knowledge understanding has improved when they teach in the current school. P3 stated:

> *"Yes, it is really influenced by PPL because in PPL I have learn, I have taught them many materials so that it also influenced for me. The materials that I taught to them and then I got many more knowledge from the materials that I taught to them. Because I come to the class before I teach them the material I surely have to learn it by myself"* (P3, 22nd September, 2018)

In addition, P2 also said:

> *"Yes, it's also influenced by PPL, because I teach in SMP and I barely remember anything I have learned in my Junior High School or in my SMP. So I improved more about that when PPL"* (P2, 21th September, 2018)

By giving the responses above, the participants showed that their understanding knowledge was improved by the materials that they taught during PPL. In PPL, the student teachers had to prepare the material before teaching the students.Therefore, it helps them in teaching in the current school, because they have mastered the materials that they have learned in PPL.

b. Characteristics understanding

Regarding the students' characteristic, the researcher found that the participants' understanding about their students' characterisics was also influenced by PPL program. All of the participants agreed that their understanding of the students' characteristics was improved after conducting PPL. In this case, P4 responded:

> *"Ya, in PPL I teach so many classrooms because the pamong asked me to teach so many classrooms, where I can see the different students, the lazy one , the smart one, the less smart one. So after PPL it's really improved my knowledge to understand the student characteristic"* (P4, 22nd September, 2018)

Similarly, P5 also argued:

> *"Yes, it's influenced by PPL. In PPL, there are many kinds of student characteristics that I got. And in school, I also got many student characteristics, so I can apply what I have gotten in PPL and apply it in school"* (P4, 22nd September, 2018)

Based on the response above, P4 explained that in PPL she faced various students' characteristics. From that case, her understanding knowledge about students' characterictics was improved. In the same case, P5 also stated that in PPL she dealt with many students with different characteristics. Therefore, when she has taught English at this moment, she applied what she learned from PPL about students' characteristics. Therefore, in can be concluded that the participants improve their understanding knowledge about the characteristics of students by applying what they have learned in PPL.

c. Classroom management

Based on the interview, all of the participants concured that their skill in managing the classroom was influenced by PPL. They stated that they have learned how to manage the classroom in PPL. P3 mentioned:

> *"My skill in managing classroom also highly influenced by my PPL. Because the students here and the students in my PPL area is a little bit different. Some of them less of willing to learn but they still comparative"* (P3, 22nd September, 2018)

P6 also explained:

> *"My skill in managing the classroom also influenced by PPL. Because I learn how to manage the classrom well in PPL. In PPL we are facing with the true situation of teaching and learning process, so we have to manage it well"* (P6, 22nd September, 2018)

The responses showed that the participants learned how to manage the classroom effectively during their PPL program. P3 argued that in PPL she faced the different kind of students. So that she learned how to manage the classroom well by accomodating all differences that the students have. In the same case, P6 showed that her skill in managing the classroom was also influenced after completing PPL. In PPL, she had to deal with the real situation of teaching and learning process. Thus, she was motivated to manage the situation while teaching the students the English subject.

d. Students' ability improvement

Students' improvement becomes one of the aspects of pedagogical skill that was influenced by PPL program. All of the participants argued that their students' ability were improved after they evaluated them. P3 explained:

> *"Yes. after evaluated the students I think that their ability is improved. Why? Because the evaluation is use to measure their ability. So I can know their ability after I measured the material. So*

P6 also explained:

> *"My skill in managing the classroom also influenced by PPL. Because I learn how to manage the classrom well in PPL. In PPL we are facing with the true situation of teaching and learning process, so we have to manage it well"* (P6, 22nd September, 2018)

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because of that I think it's improved a lot" (P3, 22nd September, 2018)

In addition, P6 mentioned:

"I think yes, it was improved. I can say that it's improved because their speaking is improving and their score in evaluation are also improving" (P6, 22nd September, 2018)

By giving the response above, P3 showed that she measured the abilities of the students by giving them the evaluation. Based on the evaluation result, she discovered that her students' abilities have improved. Furthermore, P6 also said that her students' abilities were also improved and it was proven by their evaluation score. She also measured the ability of her students by giving some evaluations.

2. Lesson Learned

All participants agreed that there are many lessons learned of PPL program, actually about teaching and learning process. Moreover, the researcher focused on three main ideas from the participants such as classroom management, lesson plan, teaching style.

a. Classroom management

The researcher found most of participants argued that PPL helped participants in getting experiences in teaching. One of them is in managing the classroom. P4 gave the following response:

> *"I learn how to manage the class and learn how to create the lesson plan, how to make the classroom more engaged and things like"* (P4, September 22nd, 2018)

In addition to the response, P6 said:

> *"The lessons that I have learn are: I learned how to manage the class well, how to deal with many characteristics of students, and the last one is in PPL, I also learned how to make lesson plan well"* (P6, Sept ember 22nd, 2018)

By giving the response, P4 showed that she has learned how to make the situation of the classroom more interactive and the students will engage more. Therefore, she learned how to manage the classroom conducted PPL program. In the similar response, P6 also stated that classroom management became one of lessons that she has learned from PPL. She said that she has learned how to manage the classroom effectively throughout the program.

b. Lesson plan

Another lesson learnt that the participants have during PPL program was how to develop lesson plan. In this case, P2 argued:

> *"I have learn many lessons from PPL, one of them is to make a better teaching plan and also I now can read student character and I also can manage the classroom better, and etc"* (P2, 21st September 2018)

Before teaching the subject in their PPL program, the participants had to prepare the lesson plan first related to the material that they will teach. It was checked and scored by *guru pamong*. Based on the responses above, it shows that the participants realized that they were better in constructing the lesson plan after PPL.

  c. Teaching Style

All of the participants have their own style in teaching their students. Based on the result, all of them have different ways in delivering the materials and responding the students' misconception of the materials. P2 explained:

> *"....when I teach them the expression, agreement expression. I will tell them a story first, oh I will ask the student to tell the story while they do agreement"*. (P2, 21st September 2018)

In comparison, P3 explained:

> *"...when I teach about fact and opinion, before I start teaching them, I will ask them first. "OK guys, what time do you go to school just now morning?" then one of them answer "I come to school at 07.30 am". So I ask the friend of him, and then "did he say the truth?" Then the friend of him is answer "Yes" So I say that, "just now morning when you come at 07.30 is it fact or opinion?" and they said fact. It is one of the examples how I connect the materials with the daily activities"*. (P3, 22nd September, 2018)

The responses above show that in connecting the material with the daily activies of the students, the participants have their own way. P2 started the teaching and learning process with telling the story while relating the story to the students' daily activities. In different way, P3 started to connect the material with the students' daily activities by asking some questions. The questions are relating to materials and students' daily activities. Furthermore, the participants also have different ways in responding their students' misconception about tye material that they taught in the classroom. Regarding to the case, P3 answered:

> *"So, my respond to their misconception is that when they asked me the question. So, "Miss, I don't understand this". So before I answer their question I will ask the friends of them".* (P3, 22nd September, 2018)

In comparison, P4 said:

> *"I usually repeat the material if they don't understand or they misunderstand it. I usually repeat and that is what I did as well after PPL program".* (P4, 22nd September, 2018)

The responses above show that in responding their students, each particaipant has their own way. P3 usually responding her students' missconception by asking back the question thas was asked by a student to another student before she answer and give strong explanation. Thus, P4 usually repeat to explain the materials while there were her student who do not understand yet.

B. Discussions

This research aims at investigating the influences of PPL on student teachers' pedagogical skill and lessons learned of PPL. Based on the findings, the researcher found out that the participants gave good responses about PPL program. They all agreed that their pedagogical skill influenced by PPL positively. This result is in line with a research conducted by Cahyati (2011) who also found that PPL has positive influences toward the teacher's candidate maturity.

According to *Peraturan Menteri Pendidikan Nasional Nomor 16* (2007, as cited in Novauli, 2015), pedagogic competence is a teacher's skill in managing students. It is including understanding of knowledge, understanding of students, developing of curriculum or syllabus, designing of study, implementing of study as dialogical, evaluating of learning results, and developing of students to actualize their potentials. Regarding to the statement, in this research, the researcher found out that PPL influenced in five aspects that including in pedagogical skill. PPL influenced in some of their pedagogical skill aspects. Those are knowledge understanding, student characteristics understanding, classroom management, and students' ability improvement. In conclusion, it showed that PPL program influenced on student teachers' pedagogical skill positively.

Regarding the influences of PPL on the participants' knowledge understanding, they explained that their knowledge understanding was improved after completing their PPL program. The continuity of teaching and mastering the teaching materials during PPL program helped them in obtaining the knowledge. It proves that "The more you practice and study, the better you are". What the participants have practriced and learned in PPL affected their knowledge understanding in teaching in their current school.

The participants also agreed that they improved their understanding of the students' characteristics after conducting PPL. In PPL, they faced the students with different characteristics. The experience of handling these different characteristics helped the participants to teach the students with varied characteristics in their present classroom. This finding is in accordance with what High Education Commission (2012) mentions that managing the students became a sub-skill of classroom management. In managing the classroom, the students became the first element to be considered including their characteristics. The teaching and learning process will be operating effectively if the teacher can organize the students' manner. Therefore, the teacher should provide the classroom activities which accomodate all students' characteristics and engage them in learning process.

Moreover, the participants' skill in managing the classroom was also influenced by PPL program, at the same time different characteristics of students that they faced in their PPL influenced their classroom management. As what HEC (2012) mentions, classroom management has close relationship with the

different characteristics of students. Managing the classroom means the teacher has to manage the students and all of parts in the clasroom such as space, time, and activities. It shows how important the classroom management is.

In conclusion, the participants' recognized that the ability of their students in the clasroom were improved after they teach and give them some evaluations. As Asmani (2009, as cited in Hakim, 2015, p.2) explores that in accomplishing the pedagogic competence, the teacher should assess the students with evaluation processes, so that they can see the learning outcomes. Thus, by the evaluation the teacher can find out whether the teaching and learning process that has been passed so far has been successful or not.

Furthermore, the participants also gained several lessons learned of PPL. They stated that their teaching experiences in PPL helped them in managing the classroom in their current teaching. They also stated that during PPL they learned how to develop the lesson plan effectively. It improved their ability in planning the effective teaching and learning activities. Moreover, it also increased their teaching styles especially in teaching English. Each of them has their own way in delivering the knowledge to the students in their teaching.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter draws conclusions and suggestions derived from the research findings and discussion.

A. Conclusion

Regarding to the description of data which has been discussed and analyzed in the previous chapter, there is no doubt that student teachers strongly agreed that PPL program is a good program, especially for student teachers. The program gave them some teaching experiences in order to improve their teaching skills as the future teacher.

According to the finding, it can be concluded that student teachers' pedagogical skill has influenced by PPL program positively. It can be seen from several aspects of their pedagogical skill that have been influenced by the program. Those are knowledge understanding, student characteristics understanding, classroom management, and students' ability improvement. It became the influences of PPL on student teachers pedagogical skill.

Furthermore, student teachers got some lessons learned from PPL program as their teaching experiences. Three important lessons that have been found out by the researcher are classroom management, lesson plan and teaching style. In PPL, they learned how to manage the classroom effectively. It includes how to make the classroom more interesting and active and also how to deal with the different

characteristics of students. Moreover, they also learned how to prepare a good teaching by composing a good lesson plan and apply it in their teaching and learning process.

B. Suggestion

Pedagogical skill is an important skill that must be possessed by a teacher. PPL program helped student teachers in training and improving their pedagogical skill. Therefore, the researcher would like to give some suggestions as follows:

1. First, for the student teachers, the researcher expects that they could improve their teaching skill especially pedagogical skill. They could train their skills not only in PPL program or micro-teaching course but also in the other chances in order to have good teaching quality. As the future teacher, they are hoped to be a professional teacher that could transfer knowlegde and information to their student effectively. Therefore they also can be a qualified teacher in the world of education.

2. Second, for the lecturers, the researcher hopes that the result could give positive messages for them to support and motivate the student teachers in conducting PPL program in order to improve their pedagogical skills. Therefore, they are also hoped to train the student teachers' skills more especially in their teaching skills.

3. Third, for IDC, it is hoped that the IDC could increase the quality of PPL program to build capacity of student teachers' pedagogical skill and other teaching skills. Therefore, regarding to the case, they could motivate and

prepare the student teachers to have good qualification as the future teachers.

4. Last but not least, for the next researchers, due to the imperfection of this research, the researcher expects that they will further investigate this issue thoroughly. In this research, the researcher only focused on pedagogical skill, so it would be better in the next research to investigate other teaching skills. Therefore, the next researchers also could create their own instruments to explore more about teaching skill. In conclusion, the next researchers are hoped to explore more about teaching skill and PPL program.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 8665/UN.08/FTK/KP.07.6/09/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;

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11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 12 Desember 2017

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-570/UN.08/FTK/KP.07.6/01/2018 tanggal 12 Januari 2018

Menunjuk Saudara:
1. Habiburrahim, S.Ag, M.Com, MS, Ph.D   Sebagai Pembimbing Pertama
2. Khairil Razali, S.Pd.I., MA., MS   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Nur Barizah**
NIM	:	**140203142**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Praktik Pengalaman Lapangan and Pedagogical Skill: Student Teachers' Self Reflection**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 05 September 2018
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nomor : B- 9445 /Un.08/FTK./ TL.00/09/2018   20 September 2018
Lamp : -
Hal   : Mohon Izin Untuk Mengumpul Data
        Menyusun Skripsi

Kepada Yth.

Di -
        Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Nur Banizah
N I M	: 140 203 142
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam
A l a m a t	: Komplek Perumahan Hadrah Blok E No. 204 Lambateung Kec. Baitussalam Kab. Aceh Besar

Untuk mengumpulkan data pada:

Mahasiswa PBI Leting 2014 yang Sudah Mengikuti Program PPL

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Praktik Pengalaman Lapangan and Pedagogical Skill: Student Teachers' Self Reflection

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik,
dan Kelembagaan,

Mustafa

Kode: 8800

Surat Keterangan
Nomor: B-474/Un.08/KP.PBI/TL.00/11/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan, Nomor: B-9446/Un.08/FTK.1/TL.00/09/2018 tanggal 20 September 2018. Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama   : Nur Barizah
NIM   : 140203142
Prodi   : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada Mahasiswa Prodi Pendidikan Bahasa Inggris (PBI) yang sudah mengikuti Program PPL pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

Praktik Pengalaman Lapangan and Pedagogical Skill: Student Teachers' Self Reflection

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 30 November 2018
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

Interview Questions

1. What is your opinion about PPL program?

2. Can you tell me a little about your teaching process before and after PPL?

3. Do you think that PPL influenced your teaching skill? in what aspect?

4. How about your understanding knowledge about the materials that you taught? Is it influenced by PPL? How can it happend?

5. How about your skill in managing the classroom process?

6. Does in every teaching process, you always connect the materials with the daily activity of students? Can you give an example?

7. How is your understanding of students' characteristics? Is it influenced by PPL?

8. How do you respond your students' misconception about the materials you taught before and after PPL?

9. Do you think that your student's ability about the material that you taught improved after you evaluated them? How?

10. Do you think that your students actualize their English ability in their daily life? Can you give the example?

11. What are the lessons that you have learned of PPL?

Documentation

1. Interview Process with P1

2. Interview Process with P2

3. Interview Process with P3

4. Interview Process with P4

AUTOBIOGRAPHY

Name   : Nur Barizah

Student Number   : 140203142

Place/Date of Birth   : Krueng Batu/September 7th, 1996

Gender   : Female

Religion   : Islam

Status   : Single

Occupation   : Student

Nationality   : Indonesian

Address   : Komplek Perumahan Hadrah Blok E No. 204,

        Lambateung, Kajhu, Kec. Baitussalam. Aceh Besar

Email   : Nbarizah09@gmail.com

Phone Number   : 085277931757

Parents

    Name of Father   : Mahmuddin

    Name of Mother   : Cut Razinah

    Father's Occupation : Farmer

    Mother's Occupation : Housewife

Address   : Desa Krueng Batu, Kec. Kluet Utara, Aceh

                                    Selatan

Education

    Elementary   : SDN 2 Kota Fajar, Graduated in 2008

    Junior High School   : SMPN 5 Kluet Utara, Graduated in 2011

    Senior High School   : SMAN 1 Kluet Utara, Graduated in 2014

    University   : Study Program of English Department, Faculty of

                                    Education and Teacher Training, Ar-Raniry State

                                    Islamic University Banda Aceh, Graduated in

                                    2019

                                    Darussalam, November 19, 2018

                                    Nur Barizah