

CHAPTER II

THEORITICAL FAMEWORK

2.1 Relevance Theories

In this chapter, the researcher discusses some relevance theories about pre-service teachers in practical teaching, the beginner teacher, management of learning, preperation of teaching, ability to open lesson, practical teaching learning, classroom management and practical teaching exam.

2.1.1 Theory of Pre- Service Teachers in Practical Teaching

The researcher discuss some relevance theories about concept of pre-service teachers in practical teaching, purpose of pre-service teachers in practical teaching, requipment of practical teaching, pre-service teachers comptence, and the steps of teaching practice are elaborated as follows:

2.1.1.1 Concept of Practical Teaching

Based on the guidebook of the Practical Teaching of University Islamic of Riau (Alzaber,et al 2017), the understanding of the Practical Teaching is an academic activity conducted by students in order to apply and improve the competence of pedagogy, professional, personality, and social that includes knowledge, skills, attitude and behavior of teacher with All aspects (education) that are experienced in real training schools / partners.

Practical Teaching is one of the curricular activities which is the culmination of all educational programs that have been experienced and experienced by students in FKIP-UIR, Practical teaching can be interpreted as one of the program which is a training event to apply various knowledge, attitude and skill in the form of Professional teachers. According to Wardani & Suparno (1994: 2) in Saputri., et al (2013), stated that " pre-service in practical teaching is one of the programs in pre- service teacher designed to prepare candidates for mastering integrated and integrated teacher skills, so that after completing his education and being appointed as a teacher, he is ready to assume his duties and responsibilities as a teacher. " And Posner (2005:3) in Yang (2011) said that practical teaching is an indispensable part of a teacher education program.

The competency standard of Practical Teaching is formulated with reference to the demands of four teacher competencies both in the context of learning and in the context of the life of the teacher as a member of the community. The four competencies of teachers are pedagogic competence, personality competence, professional competence, and social competence. Competence is formulated in accordance with the mandate of the Law Teachers and Lecturers Number 14 Year 2005 and Government Regulation Number 19 Year 2005 on International Education Standards, which essentially contains the competency standards of college graduates aims to prepare learners become members of society who have noble character, have knowledge , Skills and independence, as well as attitudes to apply science, technology, and art for humanitarian purposes.

Can be conclude that practical Teaching is a program that requires an integrated and integrated application of all previous learning experience into a performance training program in all matters relating to teacher's teaching and teaching tasks and other tasks. The activities of the Practical Learning in the Field include: teaching practice, administrative practice, counseling and counseling practice and supplementary curricular or extracurricular activities in schools training venues.

2.1.1.2 Purpose of Practical Teaching

The Objectives of Practical Teaching form students to become professional candidates for educational personal, in accordance with the principles of competency-based education, which includes professional competence, personal competence, and social competence.

According to Wardani (1994: 6) in Rachman (2013), in detail the goal of Practical Teaching is to prepare secondary school teacher candidates to; (1) to familiarize yourself with the physical, administrative, and academic social environments of the secondary schools in which they are assigned, (2) able to arrange lesson plan according to characteristic of student to be taught, (3) able to prepare and manage the physical facilities it needs in teaching, (4) mastering basic teaching skills that are generic, (5) able to apply the full range of teaching skills and integrate in the real-life situations of secondary schools under the guidance of the counselors (6) able to apply the full range of teaching skills and integrated in the real situation of the school independently, (7) able to draw attention away

from his experience and experience during practice through reflection, (8) willing to interact with colleagues or teacher professional groups to solve problems related to teacher's work

2.1.1.3 Requirement of Practical Teaching

To participate in pre-service teachers course, students are required to meet the requirements given by the campus, therefore students must meet the requirements to follow the pre-service teachers in practical teaching so that students can follow the pre-service teachers in practical teaching, according to the manual of pre-service teachers in practical teaching (2017) there are 11 requirements that must be fulfilled by the students; 1) student\ s has passed the teaching and teaching of micro teaching and has passed at least 120 credits, 2) students has passed all courses that are the basis of education and learning process or compulsory to pass the course of learning psychology, teaching profession, learning strategy, evaluation of learning outcomes, learning planning, and curriculum study, 3) has graduated in the field of study of the prerequisite of pre-service teachers in practical teaching which has been determined by the respective study program, 4) has filled out the application form to follow the pre-service teacher, 5) as a participant of pre-service teacher activity, the student of practice develops the curricular task and the study program concerned, 6) to register as pre-service teacher candidate through UPT-pre-service teachers FKIP UIR namely; through the line that has been provided at a predetermined time, 7) are enrolled as students in the semester carried out pre-service teacher as evidenced

by the Study Plan Card (KRS). 8) should follow "training activities and preparatory meetings before the training school, 9) students may only take thesis or final assignment that is not face to face, 10) are willing to behave and behave as imitators, 11) students has paid the pre-service teachers in practical teaching completeness fee, and semester.

2.1.1.4 Pre- Service Teacher's Competence

According to Government policies contained in the PP. No.19 of 2005, on the National Education Standards that essentially every teacher workforce teacher must have primary four basic competencies are pedagogic competence, professional competence, personality competence, and social compete. The specific purposes of college field education practice is for a prospective teacher through a pre-service teachers in practical teaching can contribute and develop their knowledge in accordance with the profession it has(Asril, 2016:94).

According Hashonana (2014) said that, the competencies expected from the students of practice as follows:

2.1.1.4.1 Pedagogic Competencies

Pedagogic ccompetence is the ability to manage the learning of learners which includes understanding of learners, learning planning, implementation of learning, classroom management, evaluation of learning outcomes, and development of learners to actualize the various potentials it has. These competencies include the implementation of classroom learning tasks, from the

preparation of lesson plans, conducting learning activities, assessing processes and learning outcomes through the implementation of a number of teaching skills. In this competency, the minimum targets that must be owned by the students after they implement the pre-service teachers in practical teaching are; (1) able to plan lesson implementation, (2) able to carry out the learning process in accordance with the plans that have been prepared, (3) able to manage the organization of time and students in the implementation of learning, (4) in a classroom creatively, dynamically, and dialogically, (5) able to create a meaningful and fun learning atmosphere, (6) able to carry out process evaluation activities and learning outcomes, (7) have commitment to improve the quality of learning.

2.1.1.4.2 Professional Competence

Professional competence is the ability of learning abilities in a broad and in-depth that allows guide students learn to meet the established competency standards. Minimum targets that must be owned by students practice after they implement the Practical Learning in the Field are; (1) mastering the field of study / material that becomes his duty and responsibility, (2) able to develop the subject matter, (3) able to use supporting materials, (4) able to plan and implement remedial and enrichment programs, (5) able to contextualize the subject matter with daily life according to their respective field of study.

2.1.1.4.3 Personality Competencies

Personality competence is the competence related to attitude and personality that must be possessed by the student as a teacher candidate. In this competency, the minimum targets that students must have after implementing the pre-service teachers in practical teaching are; (1) demonstrate adult attitude in thinking and acting, (2) have polite and speech behavior, (3) demonstrate a high sense of responsibility in performing the task, (4) having a high discipline in carrying out duties and obligations, (5) able to present himself as a teacher candidate.

2.1.1.4.4 Social Competencies

Social competence is the competence of students as prospective teachers related to how to put themselves in the school environment of training and how to establish relationships with others. Minimum targets expected by the students are:

1. Able to communicate well with others (pre-service teachers in practical teaching committees, field supervisors, principals, teachers, students, school committees, parents, and communities around the school)
2. Able to cooperate with all components of school training and between student practitioner.
3. Actively participate in activities organized by faculty, school training, and group practice.
4. In addition as a prospective teacher must understand and guided

Practice Objectives Field Experience for student practitioner has a set of knowledge attitudes and skills that can support the achievement of professional competence control, personal competence, and social competence. The Principles of pre-service teachers in practical teaching carried out on the basis of shared responsibility between the Universitas Islam Riau with training schools. Types of Student Activities in Practice Lecture of Education Practice or Orientation of Practical Teaching in Campus and Activity introductory activities of teaching practice teaching practice, and non-teaching activities and other activities within the framework of pre-service in practical teaching.

2.1.1.5 Advantages of Practical Teaching

According to Asril (2016:97), advantages of Practical Teaching for beginner teacher is to train the hiring prospective teachers in realizing the knowledge that has been obtained during studying at the college. Other advantages from the implementation of Practical Teaching for students as a prospective teachers, namely; (1) students can apply and develop the knowledge gained during lecturers in pre-service teachers in practical teaching in accordance with the conditions and needs of students who are mentored, (2) students can see and feel the physical and psychological from the educational process in a real educational institution, so as to provide a real experience that is beneficial to the student, (3) students can improve the quality and professionalism in field of education, (4) students can better understand the importance of education because it already knows it self the scope of education to be cultivated.

2.1.1.6 Steps of Teaching Practice

Preparation of ideal teacher, it is necessary practice teaching so that a prospective teacher has experience and skills to support the activity, therefore for a prospective teacher need to follows the steps. According to Asril (2016 :99), there are some steps to teaching practice is:

a. **Orientation Debriefing**

Before prospective teacher to be a real teacher, they need to get guidance or explanation from the technical service unit of pre-service teachers in practical teaching or the head of the institute, this aims to prepare everything that is relevant to the needs in the field. This stage is embedded in the nature of a good teachers and reasonable namely; (1) mental attitude, self-knowledge, and effective and efficient tune up time, (2) introducing ordinances of friendship among friends, teachers, headmasters, community, and polite, (3) introducing media that can help his learning process, (4) preparing mentally and physically optimally, (5) planning for the design of learning,(6) make a create and submit report, (7) do not much of around in front of class, because it will disturb concentration of participants.

b. **Observation**

According to Asril (2016:100) Before a prospective teacher carrying out the teaching is given the opportunity to observation location, it aim to prospective teachers to acquire knowledge the location of the school and will get an

impression in the next practice. Observation activities include; (1) observing school organizations, (2) observing directly about school administration, (3) following the school ceremony, (4) observe class organization, (5) observing learning situation, (6) observing extra curricular activities, (7) observing the teacher teaching in class.

c. Test

The prospective teacher will test by a counselor, in order to train or do teaching habits in front of the class, and other peers observe to obtain information as input or improvement for the practitioner. It is expected that prospective teachers should be ready with the material and mental.

d. Participation

Participation means participation person or community group actively from the process of formulation needs, planning, until the implementation stage of good activity through the mind or directly in the physical form. Participation during the learning activities took place in the classroom all the prospective teachers were given the opportunity to be trained and participated specially to carry out the guidance of teaching in the form of teaching exercise in the practice of coordinating the supervision of lecturers and teachers meet the criteria.

e. Evaluation

Wringstone (1956) in Asril (2016) said that, the notion of evaluation is an assessment of growth and progress towards a predetermined goal or values. So, evaluation is activities that have been done according to the intended purpose

2.1.2 Beginner Teacher

Student prospective teachers are students who will play an important role in the field of education in the future. Academic qualifications and competence as a learning agent, physically and mentally healthy, and must have the ability to realize the goals of national education (PP-RI No.19 of 2005 on National Education Standards) (Nanik Estidarsani, 2008). The things that become an evaluation for prospective teachers include written preparation, teaching path, props and their usage, mastery of materials, mastery of language, class order, student interest in learning, time sharing (Munsi 1981: 101-103) in Rachman (2013).

According to the National Academy of Education (2009: 40), there are many things that beginner teachers need to know before they take on classroom teaching responsibilities. They must be able to assume responsibility for teaching students from various backgrounds and backgrounds. To be able to assume these responsibilities they must:

- 1) Have a good understanding of the lessons taught and know how to teach the lesson to the students,

- (2) Have an understanding of how students learn and develop,
- (3) Ability to supervise, monitor and assessing student learning outcomes so that students receive accurate feedback on what they have learned and about their development,
- (4) Understand themselves, understand their language and culture and know how to learn other cultures that have different topics and require learning
- (5) Able to design a curriculum and learning activities that are able to bridge what teachers know about their students with what students need to learn,
- (6) Knowing how to teach certain subjects so that the lessons can be absorbed by students easily, and in order to avoid the possibility of students misunderstanding the concepts taught,
- (7) Know how to design and use evaluation tools to measure learning outcomes and know how to utilize evaluation results
- (8) Know how to take advantage of systematic observations, including knowing how to observe individual students in performing various tasks and in interacting with other students to diagnose what they need,
- (9) Being able to evaluate Why children have different ways of responding and behaving in the classroom, and can see the difficulties of each student in learning and the life of students outside the school,
- (10) Be able to design interventions, change, and change teaching strategies if necessary.

As for the standard of competence of beginner teachers can be grouped into four areas (Depdiknas Dikti, 2004: 14), namely; (1) mastery of study areas, such as mastering the substance of study, able to link and apply the applicable field of study With the context or environment, developing the concept of science, mastering the structure and materials of the curriculum / training, able to adjust knowledge with the development of students, planning and guiding safety and health in the workplace / laboratory, managing the unit of production / laboratory, (2) among others, able to identify potential learners that need to be developed, understand the characteristics of learners that need to be developed, recognize the commitment to the rights and obligations of learners, understand and utilize the environment of learners, understand how learners learn, behave and empathize towards learners, career development of learners, (3) the mastery of learning that educate, among others, planning / designing educational learning, mastering methods and learning media approach, implementing educational learning, understanding process evaluation and learning outcomes of learners, planning and executing evaluation of learning process and learning outcomes of learners, Utilizing the results of evaluation, planning and conducting research in order to improve the quality of learning, (4) development of personality and professional personality, among others, able to adjust to the work environment, able to assess its own performance, able to work independently and cooperate with others, New sources in the field of study, has a commitment to the profession and duties, able to communicate with colleagues and learners, able to improve himself in improving the performance of his profession

2.1.3 Preparation of Teaching

As a teacher preparing for teaching is one part of the teaching program that contains units to be presented in several meetings. preparation of teaching can be used as a basis for preparing lesson plans, therefore researchers have some components in the preparation of teaching as follows:

2.1.3.1 Concept of Preparation of Teaching

Teacher must have good preparation to achieve success in carrying out the process. According to Poerwadaminta (1984), preparation is an act preparing design for something. While, the teacher interpreted as a professional educator, because has volunteered himself to accept and bear the burden and responsibility of education that is carried on the shoulders of parents (Darajat, 2004:36) in Larlen (2013).

According to Ivor K (1986) in Larlen (2013), the teaching planning that teachers must prepare is to analyze the task, identify the needs of the practice, and write the learning objectives. In this way a teacher is able to predict the learning tasks that must be performed before the teacher choose to use the resource necessary to achieve the expected goal. The thing that need to be prepared before teaching is to make school administration like lesson plan, syllabus and curriculum used by the school.

Thus it can be concluded that teacher preparation is an action planned by the teacher or educator to prepare mentally, administration, material and media

and provide some knowledge to students or learners in school in teaching and learning activities.

2.1.3.2 Concept of Curriculum

Langgulong as cited in Daulay (2017) state that word the curriculum has been well known in education, as a familiar term. Etymologically, the curriculum is derived from the Greek, which is a “curier” which means runner and “curere “ which means a place to race. So the term, the curriculum comes from the sports world in ancient Roman times in Greece, which contains the notion of a distance that must be traveled by the runner from the starting line to the finish line. The curriculum is the subject matter and educational program provided by a the educational institution that contains the lesson plan that will be given to participants in a period of education. Preparation of this subject device adapted to the circumstances and abilities of each level of education in the organization such education and employment needs.

To accommodate the different views, Hamid Hasan (1988) argues that the concept of the curriculum can be reviewed in four dimensions; (1) the curriculum as an idea; Generated through theories and research, especially in the field of curriculum and education, (2) the curriculum as a written plan, as the embodiment of the curriculum as an idea; Which contains the objectives, materials, activities, tools, and time, (3) the curriculum as an activity, which is the implementation of the curriculum as a written plan; In the form of learning practice, (4) curriculum as a result that is a consequence of the curriculum as an

activity, in the form of the achievement of the curriculum objectives of achieving a change in the behavior or certain abilities of the learners.

Meanwhile, Purwadi (2003) separated the notion of the curriculum into six parts; (1) the curriculum as an idea, (2) formal curriculum in the form of documents that serve as guidelines and guidelines in implementing the curriculum, (3) curriculum according to teachers' perceptions, (4) the operational curriculum carried out or operated by the teacher in the classroom, (5) curriculum experience in the curriculum experienced by learners, (6) curriculum derived from the application of the curriculum.

In the perspective of national education policy as can be seen in the Law of National Education System no. 20 of 2003 states that: "The curriculum is a set of plans and arrangements concerning the objectives, content, and lesson materials and methods used as guidelines for the implementation of learning to achieve certain educational goals".

so, it can be concluded that the curriculum is as a tool of subjects and educational programs that contain the design of various types of lessons in schools that must be applied in every school in Indonesia in accordance with applicable regulations and policies. With the curriculum the teaching and learning process at school can run well and regularly. With the curriculum, the activities in teaching and learning conducted in schools are able to meet education standards.

2.1.3.3 Concept of Syllabus

Syllabus is a learning plan on a particular subject and / or subject group / theme that includes competency standards, basic competencies, subject matter / learning, learning activities, indicators of achievement of competencies for assessment, Learning Objectives, assessment, time allocation, and learning resources.

2.1.3.4 Concept of Lesson Plan

According Permendikbud Number 65 of 2013 in Widarto(2014) on Process Standards, the lesson plan (RPP) is a plan of face-to-face learning activities for one or more meetings. Lesson Plan is a Plan that describes the Procedures and organizational learning to achieve a basic competency set out in the Content Standards and elaborated in the syllabus. According to Permendikbud Number 81 of 2013 attachment IV on Implementation of Curriculum of General Guideline of Learning, the first stage in learning according to process standard is learning planning which is realized by the activity of lesson plan.

Lesson plan is derived from the syllabus to direct learners' learning activities in order to achieve of basic competencies. Each teacher in an educational unit is obliged to develop a complete and systematic lesson plan for learning to be interactive, inspirational, fun, challenging, motivate learners to participate actively, and provide sufficient space for initiative, creativity and independence according to the talents, interests and Physical and psychological development of learners. Lesson plan is prepared for each basic competencies that

can be implemented in one or more meetings. The teacher designs an lesson plan fragment for each meeting that is tailored to the scheduling in the educational unit.

2.1.3.5 Learning Activities

Baed on the guide to make a lesson plan there are several steps in doing a lesson namely :

a. Preliminary

According to Permendiknas No.41, (2007: 5-6) In the preliminary activities, which are the teacher is preparing the participants educated psychically and physically for follow the learning process, asking questions that relate prior knowledge to the material to be studied, explain the purpose learning or basic competence will be achieved, delivering coverage material and explanation of activity description according to the syllabus.

b. Core

According to Permendiknas No. 41, (2007: 6). Implementation of core activities is learning process to achieve basic competencies which is done interactively, inspirationally, fun, challenging, motivating learners to participate actively, as well as providing ample space for initiative, creativity and independence accordingly with talents, interests and developments physical and psychological learners. The core activities use that method tailored to the characteristics of the participants students and subjects, which can be including exploration, elaboration, and process confirmation. In the exploration activities

undertaken teachers are involving learners looking for extensive and deep information about the topic / theme of the material to be studied by applying the principle of nature become a teacher and learn from multifarious sources, using a variety of approaches learning, learning media, and other learning resources, facilitate the interaction between students and students between learners with teachers, environment, and other learning resources, involving learners actively within any learning activities, and facilitate learners to experiment in the lab, studio, or field (Permendiknas No.41, 2007: 6).

c. Closing

According to Permendiknas No.41,(2007: 6-7) closing is an activity undertaken to end learning activities that can be done in the form of summary or conclusions, assessment and reflection, feedback, and follow-up. Closing activities by teachers is together with learners and / or itself make a summary / the conclusion of the lesson, make an assessment and / or reflection on that activity has been implemented consistently and programmed, providing feedback of learning processes and outcomes, plan follow-up activities within form of remedial learning, program enrichment, counseling services and or assigning tasks to both individual tasks or groups in accordance with the results learners learn, deliver lesson plans at meetings next.

2.1.3.6 Component of Preparation.

According to manual of field practice program FKIP UIR (2017:18) there are some several components of preparation consist of:

- a. Purpose and assessment material;(1) formulation of learning objectives, (2) conformity of teaching material with indicator.
- b. Strategy to achieve the objective; (1) selection and use of innovative learning method, (2) planning of learning activities, (3) planning the use of teaching aids media and field equipment, (4) preparation of evaluation tools.

2.1.4 Ability to Open The Lesson

Skill opening lesson is an activity undertaken by the teacher to prepare mentally and engage students attention. It is means that students are focused on thing to be learned. According to Asril (2016:70), the skill of opening lessons is the key to the whole learning process that must be passed. If a teachers at the beginning of learning is not able to attract the attention of learners, then the process of learning goals will not be achieved optimal. Wardani (1984) in Asril (2016) says that, skill opening is mentally preparing students they enter the issues to be discussed, and arouse students interest and attention to what will be discussed in the teaching and learning activities.

According to Abhimanyu (1985) there are some component of the skill to open the taching include:

1. Attracting students attention

Many ways teachers can use to attract student attention, such as: a). teacher teaching style, b) the use of teaching aids can use drawing, models, schemes, etc. to attract students attention. Teaching aids besides attracting the attention of students, can also generate motivation and allow a link between things that have been known with new things that will learn, c) variety of interaction pattern can make the students become more interested in learning, such as teachers create discussion groups, teachers give students the opportunity to ask questions and answer, etc.

2. Generate motivation

One of the goals of the opening procedure of the lesson is to choose carefully what the student are concerned about the things that the students attention should be used to generate motivation. Therefore, teachers should do various ways to generate motivation. There are four(4) ways to generate motivation, namely:

a. Enthusiasm

Teachers should be friendly, enthusiastic,. Because such attitudes can cause internal factors that encourage behavior and pleasure in doing the task. Students will arise their motivation to learn.

b. Curiosity

Teachers can generate students motivation by raising students curiosity and astonishment

c. Conflicting ideas

Contradictory ideas to generate student motivation, teachers can throw ideas contrary to posing problem or conditions of everyday reality.

d. Student interest

Teachers can generate student motivation by adjusting topical topics of interest to students.

3. Structuring

Giving structuring is defined as the effort to bring out a specific and concise set of alternatives that enable students to get a clear picture of what they will learn and how they will learn the subject matter.

2. Make connection

If the teacher will teach a new subject matter, the teacher will need to relate it to things that the student already knows or with students experiences, interests, and needs.

So, it can be concluded that opening a lesson is an activity or effort done by the teacher to create conditions where students are mentally prepared, focus attention, develop enthusiasm to focus on what will be learned. Opening lessons is not only done at the beginning of each lesson, but every time you move to new things or topics.

2.1.5 Practical Teaching Learning

Preparation of ideal teacher, it is necessary practice teaching so that a prospective teacher has experience and skills to support the activity, therefore for a prospective teacher need to follows the steps.

According to The Manual of Field Practice Program FKIP UIR The competence of teaching practice consist of several components such as: (1) Mastery of learning materials; (2) Quality of open lesson; (3) Quality of teaching interaction.

2.1.6 Classroom Management

Optimal learning condition can be achieved if teachers are able to organize learners and control in a pleasant atmosphere to achieve learning objectives. According to Teaching tips (2005:1), "Classroom Management refers to the procedures and routines that are used to keep the daily business of the classroom running smoothly. "Good classroom management is really a challenge for a teacher. Foutz (2005:3) in Rachman (2010) says, "Effective classroom management begins with the teacher. The teacher must plan well so that the students will be able to meet their learning and behavior objectives."Mayeski (2005:1) in Rachman (2010), argued that creating a safe and orderly environment in the classroom is a survival skill for teachers and optimizes the learning environment for students. In this regard the role of the teacher as leader is also very crucial. Referring this point, Ramsey (1999:15) in Rachman (2010) stated that, the role of an effective leader is to create a climate

that welcomes, supports, and rewards innovative thinking and problem solving. According Sudirman at all (2014), class management is "effort Mutilize the potential of the class ", explained again by Nawawi in Afriza (2014), saying that: Management class defined as the ability of the teacher or homeroom in the classroom utilize the potential of the class in the form of giving the widest opportunity at any personal to doing creative and focused activities so time and available funds can be utilized efficiently to engage in classroom activities related to curriculum and student development.

According to Asril (2017: 72) skills of managing the classroom is a teachers skill to create and maintain optimal learning conditions and restore to optimal conditions in case of disturbance either by discipline or remedial activity.

According to Asril (2017: 74) the skills of managing the class are divided into 2, that is:

1. Skills related to the creation and maintenance of optimal learning conditions.
 - a. Demonstrate responsiveness : through this perceptive attitude students feel that teachers are present with them” and” know what they are doing.
 - b. Effective classroom management is characterized by effective sharing attention can be done visually and verbally focusing on maintaining this action is important for the attention time of the students.
 - c. Provide clear guidance and clarification.

- d. Rebuke: effective verbal reprimands must following requirements :
 - 1. Firmly, 2. Avoiding harsh or insulting warnings. 3. Avoid prolonged chatter.
 - e. Reinforcement can be done to students who like to interfere if at some point caught doing positive deeds.
2. Skills related to optimal return of learning conditions.

So it can be concluded that what is meant by the understanding of classroom management is an effort carried out by a teacher in learning activities with the aim of achieving optimal conditions so that learning activities can be implemented as expected. Or classroom management is a skill to act from a teacher based on the nature of class with the aim of creating a better learning situation.

2.1.6.1 Components of Classroom Management

According to Asril (2016:73) the components of classroom management skills are as follow; (1) enthusiasm, (2) the use of challenging materials will increase the students passion, (3) consideration should be given to the use of media variations, teaching styles, and interaction patterns, (4) there is a need for flexibility in the teachers behavior in altering his teaching strategies to prevent any disruption, (5) emphasis on the positive and avoid the attention of students on negative things, (6) encourage students to develop self-discipline by modeling in the daily teachers work.

2.1.6.2 Purpose of Classroom Management

The purpose of classroom management is used for creating conditions within the class group in the form a good classroom environment, which can enable students do according to his ability. According to Sudirman et al in Afriza (2014), the goal of classroom management is provision of facilities for various learning activities students in a social, emotional, and intellectual environment in class. The facilities provided were improving the process of learning and work, the creation of a social atmosphere giving satisfaction, discipline, development intellectual, emotional, and student attitudes and appreciation. While Arikunto in Afriza (2014), said that the purpose of classroom management is "to make every child in that class can work in an orderly manner so that the goal is reached immediately.

According to Ahmad (1995: 2) as cited in Afriza (2014) that the purpose of management classes are as follows; (1) realize the situation and condition of the class, either as learning environment and group learning which allows students to develop capabilities as much as possible, (2) remove any obstacles that can blocking the realization of learning interactions teach, (3) provide and manage facilities and furniture learning that supports and enables students learning according to social environment, emotional, and intellectual students in the classroom, (4) foster and guide according to the background social, economic, cultural and traits individual.

Based on the above explanation can be concluded that the goal of class management is to create the condition of a class becomes a good learning

environment so that learning goals can be achieved well anyway. While the purpose of class management is a factor for the achievement of learning objectives.

2.1.7 Practical Teaching Exam

Teaching practice exams are carried out after teaching ability enough by conselor teacher and supervising lecturers the setting of the teaching exams is submitted to each. Student of teacher candidate will take the teaching practice test is obliged to submit observation result known by the lecturer. pamong teacher and headmaster and submit lesson plan before exam.

According to Alzaber (2017:31) there are some several components of preparation consist of; 1) pre-learning, 2) opening lessons, 3) core activities of learning include; a) learning material, b) approach / model / strategy / learning method, c) utilization of learning media / learning resources, d) learning that triggers and maintains student involvement, e) assessment of learning process and outcomes, f) language use. 4) cover covers; a) reflection and summary of learning, b) implementation of follow-up.

2.2 Relevance Studies

In this section, the researcher states there are some related studies relevant to this study from. The first research study is entitled “*Pre-service English Teachers’ Perceptions of an Overseas Field Experience Program*”. This research was done by Chi Cheung R.Yang (2011). The results of this research showed that the students mention in their reflective journals about the problems of the differences in cultural and teaching strategies adopted make them feel hard to adapt to the teaching in Hongkong. She found many perception about overseas Field experience program, the participant 1 said the students were not as keen to participate as her anticipated. The cultural differences make teaching here challenging if I only base herself on the technique.

Another research is entitled “*Problem faced by teachers in teaching English language in government schools in telangana state*”. This research was conducted by Thopally Anjaneyulu (2015). The result of this research showed that the analysis and interpretation of the data revealed many significant result. He found many problems in his research, the problem related to the school facilities 20% of teachers have stated that the children do not have proper seating arrangement in the classroom. After that the problems 43,33% of teachers reported lack of essential teaching aids for teaching English in the Schools.

The relationship between this research and the previous researchers is all about problem in teaching English in the classroom. However, this research is different from the previous studies above. This research investigates the barriers English students faced in college field education practice. The researchers is

focus to discuss about the barriers English students faced in college field education practice at FKIP UIR. The data source for the research by Chi Cheung R. Yang (2011) is same with my research but different for the subject that wants discussed, that is the perception of an overseas field experience program, but my research is an finding the barriers English students face in college field education practice at FKIP UIR. And this research different with Thopally Anjaneyulu (2015) research that discuss about Problem faced by teachers in teaching English language, but my research focus in barriers English students face in college field education practice. And the object in him research at Telangana state and my research at FKIP UIR. In short, this research is very important to be analyzed in order to know what are the barriers faced by English students in KPLP, so that for the next student more prepare to be the real teacher and teach in class optimally.

2.3 Conceptual Framework

Conceptual framework is the systems of concepts, assumptions, expectation, beliefs , and theories that support and inform a study is a key part of your design (Miles & Huberman, 1994; Robson, 2011) as cited in Sitko J (2013).

See figure 2.1.

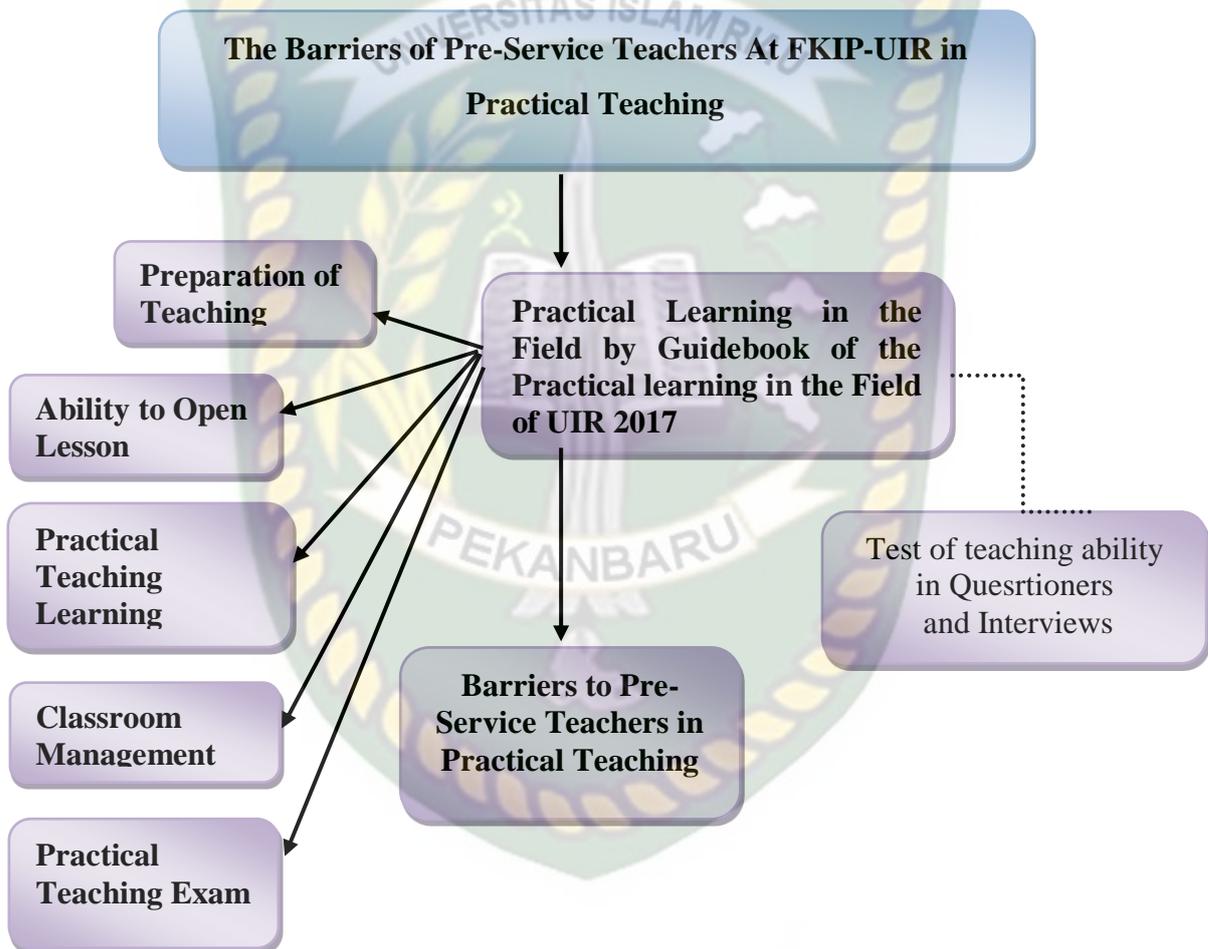


Figure 2.1 Conceptual Framework adopted from Alzaber (2017) Guidebook of the Pre-Service Teacher in Practical Teaching of UIR 2017

2.4 Assumption

To avoid misunderstanding of this research, the researcher purposed the following assumption;

1. The method of collecting data is accurately selective and the instrument are considered valid.
2. To know the problem faced by students in teaching English in the classroom.
3. This research is taken from students English which have passed micro teaching program and have followed pre-service teachers in practical teaching subject.