Lamhot Naibaho (The Analysis of Pre-Service EFL Teachers' Teaching Implementation)

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The Analysis of Pre-Service EFL Teachers' Teaching Implementation

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Abstract

This study discussed the pre-service EFL teachers' teaching implementation, and it was done to find out how the implementation of the Pre-service EFL teaching implementation was. This research was done at 3 Private Junior High schools in East Medan, in Pancing, Medan. The respondents of the study were 76 students who were chosen using the quota sampling technique. The instrument of the study used was a set of questionnaires that consisted of 25 statements items. The result of the study is that students were agreed with the Pre-service EFL teachers' teaching level quality (3.39), teaching level appropriateness (3.31), motivation and reward (3.22), and teaching time management (3.48). It is concluded that the Pre-service teachers' teaching implementation is at a moderate level.

I. Introduction

The quality of student learning outcomes is determined through the way teaching is delivered to them through various pedagogical practices. From this context arises the role of teachers to determine the best teaching materials and guide students towards reliable sources of knowledge (Xu, L 2012). Teachers are responsible for determining the effectiveness of students 'learning processes through their teaching because teachers are individuals who have a direct relationship with students in the classroom (Zee and Koomen, 2016). Teachers' teaching in the classroom needs to be given attention to ensure the effectiveness of implementing education in schools (Mitchell and Lewis, 2016) Therefore, teachers must choose effective teaching methods to deliver meaningful education to students. Teachers who want to ensure the effectiveness of quality in their teaching should have credibility in six things, namely pedagogical knowledge, effective teaching implementation, control of interaction atmosphere in the classroom, management of elements in the classroom, teachers' hold on the teaching process and learning as well as the attitude of teacher professionalism (Naibaho, L., 2021). In addition, teachers who focus on achieving student learning objectives and standards by ensuring that their knowledge can be absorbed into students' minds will also make their teaching more effective (Marzano and Toth, 2013). It proves that the mastery of lesson content alone is not enough for a teacher to make his teaching effective, but even skills, behaviour, and motivational aspects are also among the factors that affect the quality of teacher teaching (Nadeak,et al 2021).

Effective teacher teaching practices are any teaching practices that encourage collaboration between students, support active learning and practices that help teachers improve student achievement by monitoring their learning process progress (Hénard, F. and Roseveare, D., 2012). Teachers' effective teaching practices are assessed from the practices implemented to encourage students to actively engage in the classroom and how practical activities can be implemented through such teaching practices. To achieve a

practical level of teaching, teachers need to adapt their teaching to students' level of knowledge, motivate students to learn, manage student behaviour, form groups of students in teaching, and test and evaluate students (Nilson, L.B., 2016). Through effective teaching in line with the needs of the 21st century, students will be able to increase their knowledge and skills and behave more positively (Sieberer-Nagler, K., 2016). The lack of teachers' teaching effectiveness from the beginning will cause the teaching and learning process to be problematic because students are not guided in an appropriate way for them to learn.

Some data show that teacher quality is not as expected when many teachers are not qualified to teach the subjects taught, and as a result, many important concepts that should be taught to students are ignored because teachers themselves do not understand the subject concepts (Milner IV, H.R., 2010). The failure of teachers to deliver lesson content using the correct methods can cause students 'interest in learning to be impaired. Low-quality teacher teaching creates a burden on students, especially students who have limited time and resources to review lessons (Makunja, G., 2016). Although researchers in the past have extensively done studies on the effectiveness of teacher practice, yet to date, studies still found no significant positive change in the level of teacher teaching quality, in general. Research studies on the effectiveness of teachers' teaching practices from the perspective of students are also lacking. Understanding principles and concepts are essential in English, especially in the fundamentals section, as a weak foundation will potentially present problems to the future learning process. Forming a solid foundation, the role of teachers is significant in providing appropriate methods and approaches that can build a strong understanding among students. 65% of students in her study admitted that their learning process becomes more complicated when they cannot relate their lessons to real-life situations, which stems from the ineffectiveness of teaching methods used by teachers to deliver lessons (Osanloo, A. and Grant, C., 2016). Therefore, Pre-service EFL teachers need to pay attention and constantly upgrade the effectiveness of their teaching practices to benefit students in terms of academic performance. To upgrade the effectiveness of teacher teaching practice, the current level of teacher teaching practice needs to be identified. This study aims to identify the level of effective teaching practice of Pre-service EFL teachers based on the Slavin Model from students' perspective. The study's objectives are as follows: a) What is the level of teaching practice of Pre-service EFL teachers in terms of teaching quality?; b) What is the teaching practice of Pre-service EFL teachers in terms of the suitability of the teaching level?; c) What is the teaching practice of Pre-service EFL teachers from the aspect of providing incentives?; d) What is the level of teaching practice of Pre-service EFL teachers from the aspect of time management level?

II. Review of Literature

In a teaching and learning process, there are two elements that play a role and are interrelated in the learning method is the teaching method and teaching media. The choice of one particular teaching method will affect the appropriate type of teaching media in addition to various other aspects that must be considered in choosing media, including teaching objectives, types of tasks and responses expected by students to master after the teaching takes place, and the learning context including student characteristics. (Abdillah et al, 2020)

The model of effective learning practices introduced in education is "A Model of School Learning" by Caroll. The model, which outlines that five factors contribute to an effective learning process, namely the general ability of students to learn (aptitude), the ability to understand teaching (ability to understand instruction), the determination of

students to spend time to be actively involved in the learning process (perseverance), the time available for learning (opportunity) and the effectiveness of the delivery of a lesson (quality of instruction). Continuing with Caroll's model, the factors of students 'general ability to learn and their ability to understand a teacher's teaching are by no means under the mastery and control of a teacher (Kunter, M et al, 2013). So, for this reason, Slavin introduced an effective teaching model replacing the Caroll model by eliminating elements that are not under a teacher's control and maintaining elements that can only be controlled by the teacher (Slavin, R.E., 2019). The elements maintained are the quality of instruction, the appropriate level of instruction, incentive and time. To achieve a practical level of teaching, teachers need to have the ability to adapt their teaching to the level of knowledge of students, motivate students to learn, manage student behaviour, form groups of students in teaching and test and evaluate students.

Teachers who strive to attract students to learn are among the characteristics distinguishing between quality teachers and those who are not (Simon, N. 2015). Quality in lesson delivery with clear instructions from teachers is essential in creating effective teaching. Quality teacher teaching is important because there is no doubt that students 'early learning experiences affect the skills they will master and learn in the future (Nadeak,B et al 2020). The quality of a teacher's teaching has a significant influence on his students where the more the quality of teaching delivered to students, the more likely the student is to feel motivated to learn (Naibaho, L., 2014). The quality of teacher teaching is influenced by the methods used by teachers in delivering their teaching, that is, by referring to the way the teacher implements teaching and learning sessions in the classroom (Vaughan, M., 2014). For example, the use of teaching aids (BBM) helps teachers perform their function as facilitators in student learning sessions and increase their teaching effectiveness with a participation percentage of 25 per cent (Ramdass, D. and Zimmerman, B.J., 2011). From the context of English subjects, the use of assessment-based teaching methods such as examinations, homework and quizzes also can play an essential role in creating changes in students' attitudes towards the subject while helping to improve their academic achievement (Naibaho, L., 2019). In order to achieve quality teaching, there are some guidelines for delivering lectures effectively. They are namely: making lesson plans by setting lesson content to be taught as well as providing notes; always trying to attract students in the teaching and learning process, ensuring student attendance, ensuring students can see and hear teachers well, using audiovisual materials, paying attention to student feedback, regularly giving examples, relating lessons to previous or upcoming topics, providing ongoing training and summarizing the critical content of teaching when closing learning sessions (Chini, J.J. et al 2016). The feedback received by teachers can be used as a tool to identify whether teachers 'teaching practices contribute to students' learning progress or not.

Among the guidelines that teachers can use in determining the appropriateness of the level of teaching is guided by Bloom's Taxonomy, by classifying the human cognitive level into six levels, namely remembering, understanding, applying, analyzing, evaluating and creating. Since teachers are the main pillars that shape a high-level thinking society, teachers must have competencies in all levels of learning, exceptionally high -level (Tyas, E.H., et al. 2021). In implementing the teaching and learning process, teachers need to set the level of teaching based on the level of students 'cognitive ability in mastering the learning content (Seman, S.C, et al. 2017). Teachers need to know that each student has their learning ability, learning style and personality. The psychology of a student plays a role in his learning style, some students are comfortable studying with their peers, and some students need individual attention (Holtbrügge and Mohr, 2010). As a result of

differences in abilities and learning styles, and personalities between students, teachers, need to skillfully adapt their teaching style to meet the learning needs of all students by taking advantage of their existing knowledge to adapt to the teaching to be delivered. Thus, the level of teaching needs to be set well to prevent intelligent students from becoming bored and weak students feeling that the teacher's teaching is too complicated (Gregory, and Chapman, 2012). Therefore, if teachers can understand the criteria of their students, they will tend to determine the learning strategies that best suit their students 'level of thinking.

To address differences in students 'cognitive levels, teachers can practice cooperative learning to encourage intelligent students to help their weaker peers in the group assigned to them. Furthermore, using student-centred teaching methods helps teachers cover the entire level of their teaching when students are directly able to create experiences based on their learning (Naibaho, L., 2019). In this regard, teachers are encouraged to teach actively so that students can experience a learning process that is more than just seeing and listening, deepening the teacher's teaching style beyond the information presented, relating their level of thinking with the teaching presented and gaining the opportunity to identify relationships between teachers' teaching with their values and attitudes. Teacher motivation and reward practices refer to teachers 'diligence in keeping students motivated throughout the teaching and learning process in the classroom by way of delivering engaging lessons and rewarding students. The reward is a qualitative value related to the attitude given in return for good behaviour. As a motivation and reward to encourage students to perform their homework diligently, teachers need to explain the purpose of the learning session to be achieved to motivate students, create a pleasant learning environment, use a variety of exciting teaching methods, give appropriate praise for student achievement, evaluate students, provide insights into student work and create competition and cooperation between students (Hennessey, B., 2015).

Incentives in learning can be thought of as additional incentives or rewards that act as an incentive tool to acquire the desired learning. Through rewarding or positive reinforcement practised by teachers, students will always behave well and be highly motivated to follow the teacher's instructions (Joo, H.J, et al. 2012). Based on Operant Conditioning Theory, a learning system that involves rewards and penalties through reinforcement, good behaviour is associated with positive or negative reinforcement, while bad behaviour is associated with positive or negative shaped penalties. Some reinforcement techniques can be implemented in any behavioural situation or disciplinary challenge to produce good student academic achievement by rewarding students who behave well. The implementation of Small Unit Thinking where teachers focus on solving an issue at a time, creating relationships contracts between teachers and students, instilling values of trust between teachers and students, and reaching a mutual agreement with students about agreed and disagreed behaviours (James, O.E, 2015). In addition, another technique that can be used to foster positive behaviours among students is to create a classroom atmosphere that makes students feel safe, comfortable and invited.

Teachers' teaching time in schools is generally divided into two, namely the amount of time given to teachers to teach by the school (allocated time) and assignment time (engaged time) for the use of teachers to teach and for students to use to deepen the knowledge and skills imparted by teachers. Current studies indicate that academic learning time, allocated time and engaged time can be directly associated with teacher performance compared to other factors (Fisher, C, et al 2015). Teachers who start teaching on time and teach regularly and quickly but often stop to ensure students 'understanding and participation in the lesson sessions are characteristics of teachers who manage teaching

time well. Time management covers the elements of schedule construction and implementation, distribution of subjects, total teaching period taken by teachers, lesson plans, class activity plans, punctuality practices by teachers in schools and classrooms, teacher guidance and counselling, time allocated to students individually, organization and preparation of student curriculum activities. Several factors are likely to cause teachers to fail to complete their assignments on time. Stress is a significant factor affecting the time management process, so the leading solution to overcome this problem is to perform the task effectively and efficiently and reduce the work rush. Several factors that hinder the mastery of teachers' skills in time management, namely unclear plans and goals in the teaching and learning process, lack of strategic objectives in the teaching and learning process, lack of trained teachers, discontinuity in the change process, lack of change drivers sufficiently motivated as well as teacher frustration and confusion. Therefore, time management is an essential aspect that teachers need to be given attention.

Teachers must be able to familiarize students with problem solving in learning because the activity is not rigid in nature and can train students to solve their problems. With problem solving, students will be encouraged to analyze data and information, critical thinking, and communicate through oral and written which is also part of 21st century skills. (Ghofur, et al. 2019)

III. Research Methods

This study is a quantitative study using a cross-sectional survey design. This design is used because it can save cost and time and facilitate the researcher to obtain feedback from many respondents accurately. The respondents of this study are students of Private Junior High School in East Medan, in the district of Pancing, Medan. Three schools were identified and selected as the representative of the research respondents. To ensure that the study was significant, the researcher determined the number of study respondents. The respondent selected was a total of 76 students through the quota sampling technique. The researcher determined the number of study respondents required by the school through quota sampling, namely 76 respondents consisted of 13 male students and 63 female students. In this study, a questionnaire was used as an instrument that consisted of 25 items of the statement, which was divided into four categories that talked about pre-service EFL teachers' teaching implementation expressed in the Slavin model, namely using a 4-point Likert scale (1: Strongly Disagree; 2: Disagree; 3: Agree; 4: Strongly Agree). Study data were analyzed descriptively, using mean, percentage and frequency of items in each statement in the study instrument. The mean scores obtained were interpreted based on a 4-point Likert scale and interpreted as Table 1.

Table 1. Score Range Interpretation

Range	Score Range Interpretation
1.00 - 2.00	Low (L)
2.01 - 3.00	Medium Low (ML)
3.01 - 4.00	Medium-High (MH)
4.01 - 5.00	Height (H)

IV. Results and Discussion

The overall mean of the teacher's teaching quality showed a value of 3.39, which is at a medium to a high level—table 2 displays the teaching level quality data showing that most respondents agreed with the statements presented. Based on the overall teaching quality items, item S10 had the highest mean value (mean = 3.42) when 86.8% agreed that the Pre-service EFL teachers gave training and homework. Item A4 showed the lowest mean value reading (mean = 3.08) but still at a moderately high level were 76.2% of students agreed that Pre-Service EFL teachers use various teaching aids.

Findings show that the effective teaching practice of Pre-service EFL teachers in terms of teaching quality is at a moderately high level. Pre-service EFL teachers plan their lessons, use various teaching methods, monitor students' progress and understanding and straightforwardly deliver lessons. In addition, Pre-service EFL teachers were found to try to attract students to study, give training and homework, teach all the contents of the syllabus or textbook and conduct tests after teaching a topic. It is in line with the research result who found that students view that Pre-service EFL teachers practice quality teaching through practices (Altan, M.Z., 2012). It is such as explaining important concepts using simple, knowledgeable, always open-minded ways for consultation, giving immediate feedback on student progress, stimulating interest students to learn the subject, eager to teach, always helping students, and using effective teaching techniques. The quality of teaching will produce excellent teaching and have a positive impact on students (Hanushek, E.A., 2011).

Table 2. Pre-Service EFL Teachers' Teaching Implementation

| Indicator	Statements	Frequency and Percentage				Range	Interpretation
		SD	D	A	SA		
Teaching Level Quality	S1 - S13	57 (5.76%)	128 (12.95)	290 (29.35)	513 (51.92)	3.39	Medium-High
Teaching level Appropriateness	S14 - S17	17 (5.68%)	46 (15.38%)	92 (30.76)	144 (48.16)	3.31	Medium-High
Motivation and Reward	S18 - S22	34 (8.71%)	70 (17.94%)	126 (32.30%)	160 (41.02%)	3.22	Medium-High
Teaching Time Management	S23 - S25	9 (3.94%)	23 (10.08%)	70 (30.70%)	126 (55.26%)	3.48	Medium-High
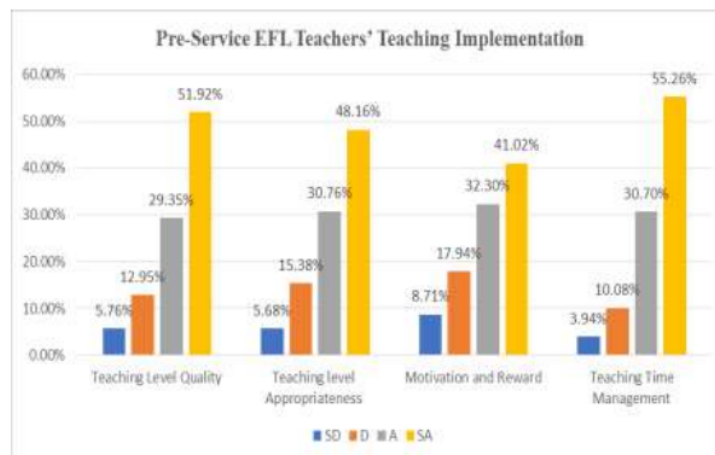
Figure 1. *Pre-Service EFL Teachers' Teaching Implementation*

Table 2 displays the data analysis for the teaching level appropriateness, which obtained an overall mean value of 3.31. Item S17 recorded the highest mean score with a mean value of 3.33, where 82.9% of students agreed that the Pre-service EFL teachers ensure that students can master the basic skills found in the topics taught. Item S16 recorded a mean score of 2.96, thus making this item the item with the lowest mean value for teaching level construction. 68.4% of the students agreed that the Pre-service EFL teachers formed groups of students based on their abilities and mastery of a particular skill.

In the context of teaching level appropriateness, Pre-service EFL teachers demonstrate practice at a moderately high level. It means that the Pre-service EFL teachers tend to teach according to students' ability level, group students based on ability and mastery in a skill, ensure students can master the basic skills found in the topics taught and have the latest knowledge on teaching content. These findings are consistent with the study of Harris and Hofer [36] who agreed that teachers know the uses of each teaching method varies, possess pedagogical knowledge and use it according to the appropriate level of student needs. However, the findings of this study contradict the findings of Noom-Ura (Noom-Ura, S., 2013) found that the majority of teacher respondents in his study did not focus on six levels of thinking in preparing low or high-level questions. Besides, teachers did not plan and prepare questions for students according to low level of thinking to high, referring to existing questions in the exercise book alone.

The findings showed through Table 2 that the motivation and reward have the lowest overall mean value compared to the other variable items (mean = 3.22). The highest mean score in this construct was item S21 (mean = 3.39), where 85.5% of the students agreed that the Pre-service EFL teachers encouraged them to study hard. However, in item S20 (mean = 2.51), the Pre-service EFL teachers fine students who are lazy to learn is at a moderately low level of agreement and is the lowest item for incentive construct.

From motivation and reward, this practice was the least focused practice by Pre-service EFL teachers compared to the other three effective teaching practices. However, this practice is still at a moderately high level. Students agreed that their teachers practised positive reinforcement such as giving praise and rewards to students who worked hard and negative reinforcement such as fining lazy students to work as an incentive in their teaching. These findings are in line with Atici's (Atici, M., 2007) study that teachers practice positive reinforcement practices in teaching by rewarding students if they learn well. The findings of item C19 also indicate that teachers provide incentives in the form of positive reinforcement to motivate students, as suggested by Diedrich (Diedrich, J.L., 2010).

Based on Table 2, the mean score analysis for the teaching time items showed the highest mean scores compared to the other independent variables (mean = 3.48, moderately high level). Item S23 has the highest mean value (mean = 3.43) when almost all respondents, namely 84.2% of students, agreed that the Pre-service EFL teachers allocate full time to teach. Item S25 (mean = 3.30) recorded the lowest mean value for the teaching time item, which is a total of 84.2% of students agreed that the Pre-service EFL teachers came into the classroom to teach on time. Findings show that Pre-service EFL teachers tend to use full teaching time well when teaching, have good teaching time management skills and give students enough time to complete assigned assignments. These findings are in line with Khan et al (Khan, H.M.A et al. 2016), who showed a significant relationship between teacher time management on student performance. Teachers make full use of the time allocated to teach, give sufficient time to complete training, plan the use of time appropriate to the teaching to be delivered to students, and strategically divide time into teaching and learning activities.

V. Conclusion

This study has identified the level of effective teaching practice of Pre-service EFL teachers based on the Slavin Model from students' perspective. Findings show that the level of the four constructs of effective teaching practice in the Slavin Model, namely teaching quality, appropriateness of teaching level, incentives, and time management of Pre-service EFL teachers are at a moderately high level. It can be concluded that the Pre-service EFL teachers who are the sample of this study tend to manage teaching time effectively, use positive and negative reinforcement methods to motivate students and skilled in using various teaching methods and approaches that are quality and appropriate to the level of students. The implication is that students' perspectives on teachers' teaching practices need to be taken into account and can be used as one of the benchmarks of teacher effectiveness compared to other benchmarks because students' perspectives of teaching delivery need to be emphasized. This study has limitations in terms of the study sample, where this study only involved students of Private Junior High School in East Medan, in, are moderately high. It is suggested that similar studies be conducted in a more extensive scope and context

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