

Model Operating of Field Experience Program in Improving of Novice English Teachers

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ABSTRACT

This study examined model operating of field experience program of English Study Program of Timor University. The purposes of the field experience program are to identify the strengths, weaknesses, the successful model of preparing new English teacher professional through field experience program. The findings showed that the strengths of preparing new English teacher professional through field experience program are there are specific institution to responsible run the field experience program although still in the committee, development of education need teacher's English professional as the opportunity get supporting the other stakeholders. The weaknesses of preparing new English teacher professional through field experience program are still lack facilities like have no micro teaching laboratory, no schools' partners, lack of financial, and institution to responsible of the implementation still as committee not permanently. The successful model to implement of the field experience program to prepare new English teachers professionals are that the program was held on full one semester, supporting by the government and all stakeholders.

Keywords: *Field experience program, novice, English teacher professional*

1. INTRODUCTION

Student teaching has long been considered the capstone of the teacher education program, and early field experiences have recently become a vital part of preparing teachers. Most teacher educators believe that field experiences should be integrated into the preparation of future teachers. Teaching Practicum in this program is an essential component for the preparation of the beginner teachers (Yunus, Hashima, Ishaka & Mahamoda, 2020).

To emphasis on field experiences, the position of director of field experiences has become even more important in teacher education. The students teaching practicum involves a complicated triad between the student teachers, the university supervisors and the cooperating teachers, presumably all of whom want to the student teachers to have positive experiences and to learn the practicum with the abilities to be effective classroom teachers (Anderson, 2009).

Sometimes student teachers may have received more training in some aspects of pedagogy than their cooperating teachers. This is particularly true regarding technologies such as e-mail, computerized bulletin boards, and networking. If the school has the equipment,

this is an excellent opportunity for the student teacher and university supervisor to assist a school faculty with professional development activities. This can be a positive experience for all who are involved and should be provided at no change to the school.

In this research, researcher want to know about 1) Strengths of preparing the new English teacher professional through field experience program and 2) Weaknesses of preparing the new English teacher professional through field experience program. 3) The good model to implementation of the field experience program. So, this study is conducted to answer the problem as follows: a) What are the strength of preparing the new English teacher professional through field experience program? b) What are the weaknesses of preparing the new English teacher professional through field experience program? c) What is the good model to implement of field experience program to prepare the new English teachers professionals?

Traditionally "field experience program" has been another name for student teaching (Slick, 1995, p. 2). In recent years, field experience program has come to include early contact hours with children or clinical experiences, some sort of practicum or mid-tier field

experience often associated with methods classes, and the student teaching or internship semester.

Most students view student teaching as the most significant learning experience in their professional preparation, and most administrators consider the student teaching assessment as the most important document in the portfolios of teacher candidates. For a novice teacher need soft skills as a vital for all teachers to acquire, regardless of their specific expertise including non-academic skills, such as communication skills, critical thinking, problem solving skills, teamwork, entrepreneurship, ethic and professional moral skills and leadership skills (Ngang, Hashim & Yunus, 2015).

a) Preparation for Student Teaching: Because it is such an important experience, it is necessary to carefully prepare students for student teaching and to systematically screen the applicants. Most field experience directors schedule a mass meeting for education students early in the semester prior to student teaching to distribute application forms, review the requirements for admission to student teaching, and explain the procedures for assigning students to field sites. The application forms provide a basis for screening the students and also provide potential cooperating teachers with information to help them decide whether to accept a particular student teacher.

b) Placing Student Teacher: Some institutions allow students to have a voice in the location of their student teaching placement, but others flatly state that assignments will be within driving distance of the campus. The entry of increasing numbers of non-traditional students with wide ranging family situations has resulted in more demands for flexibility in school assignments. Students sometimes fail to realize that a 10-week experience at a university on the quarter system does not necessarily generate the credits needed in an institution with a 16-week semester.

c) Supervising Student Teachers: Because student teaching is critically important, one might expect teacher training institutions to assign their best faculty to supervise student teachers. A survey of staffing practices reveals that supervision is frequently done by graduate students, retired teachers, or principals, or as a part-time responsibility of teaching professors. University supervisor's need both a solid academic preparation in educational theory and experience as a teacher or a school administrator. Because university supervisors often provide academic counselling to teachers or teach graduate-level classes, they should meet the requirements for graduate faculty in their institutions. In some states, university supervisors have a mentoring role in new teacher induction.

d) Student Teacher Issues: A major issue concerning student teachers is whether they can be used as substitute teachers. There are sometimes when the student teacher needs to work with students without having the cooperating teacher in the room, but a cooperating teacher needs to be available to provide help in the event

of a crisis. A student teacher should not be allowed to substitute for another teacher. If a cooperating teacher has to be absent for a short time, and if the student teacher and the cooperating teacher feel the student teacher is ready to work alone, and if the principal is willing to designate someone to act as a cooperating teacher, a student teacher may be allowed to take full charge of the classroom during the absence of the regular cooperating teacher. Because they are receiving university credit for the experience, it is unethical and a conflict of interest for student teachers to be paid for doing this.

e) Assessment of Student Teachers: Using portfolios as part of the process for evaluating student teachers has become an increasingly widespread practice. Traditionally, checklist rating sheets and/or structured anecdotal comments have been used to report student teacher performance, but employing officials are increasingly requesting documentation of readiness to teach. The evaluation form has become one of many documents in comprehensive portfolios that is replacing the old "teaching credentials."

Managerial Considerations for Field Experience Programs (Slick, 1995):

a) Finances: The nature of field experience programs tends to result in higher costs than on-campus classes. Student teachers are usually expected to provide their own housing, meals, and transportation, but university supervisors are usually reimbursed for mileage and meals. The amount of money paid as honoraria to cooperating teachers varies greatly per semester. Some universities pay a lower honorarium but provide tuition-free classes to cooperating teachers and administrators. This is often an incentive for increasing enrolment in classes dealing with supervision of student teachers.

b) Communications: Communications are vitally important but often result in considerable expense to the field program; however, inadequate communications result in a flood of problems. Long-distance phone calls are being replaced by faxing and E-mail, but the costs are still high. Well-written handbooks and the use of mass meetings help to clarify the roles and responsibilities of all who are involved in the field program. Clearly printed directions on observation and evaluation forms help to reduce the need for additional communications. Some universities circulate periodic newsletters, describing new practices in the schools to cooperating teachers and administrators. These can be circulated to on-campus faculty, who can be given the opportunity to write descriptive articles concerning new programs. These newsletters develop feelings of pride and tend to draw campus and field personnel closer together. It is also helpful for the director of field experience to regularly get out into the schools to visit with cooperating teachers and administrators and with field supervisors.

Field experience programs need to utilize carefully written contracts that specify conditions for placement of students in field experiences, selection of cooperating teachers, honorarium arrangements, and provisions

concerning liability and coverage for injuries suffered on the job. University and local school attorneys need to be involved to be sure that agreements are compliance with school policies and state laws. Sometimes the development of contract language will involve participation of local education associations.

2. METHOD

As the descriptive qualitative method apply for this research, the subjects in this research in English Study Program of Timor University, and the informants are five groups namely: First groups are: 3 persons who responsible of field experience program (Dean, Vice Dean of Academic, and Vice Dean of Administration and Financial) of Faculty of Teacher Training and Educational Science; Second groups are: 7 persons gradulators and users (Headmaster, Senior of English teachers, and Superintendent); Third groups are: 2 persons of government and house of representative; Fourth groups are: 6 persons of English Study Program lecturers; and Fifth groups are: 6 students of English Study Program. So, the total of informants is: 24 informants. On the basis of the characteristics and availability of the data needed, this study uses a purposive sampling technique. As the sample of the study the writer used purposive sampling to determine which the informant is chooses.

Instrument is a tool used to collect the data. To get the data the writer make interview to the informants based on the questions provided; and to overcome the problems when the informants answer these questions, the writer help them with questioners as one strategy to guide them to understand and reach the aims of research.

3. FINDINGS AND DISCUSSION

The study was carried out in order to know the weaknesses, strengths and the success model implementation of field experience program to prepare the new English teacher professional. To find out the weaknesses, strengths and the good model implementation of field experience program to prepare the new English teacher professional, the writer collected the data from five groups namely: First groups are: 3 persons who responsible of field experience program (Dean, Vice Dean of Academic, and Vice Dean of Administration and Financial) of Faculty of Teacher Training and Educational Science; Second groups are: 7 persons gradulators and users (Headmaster, Senior of English teachers, and Superintendent); Third groups are: 2 persons of government and house of representative; Fourth groups are: 6 persons of English Study Program lecturers; and Fifth groups are: 6 students of English Study Program. So, the totals of informants are: 24 informants.

To determine the informants as the sample to collect the data based on the purposive sampling technique; and the researcher needed two weeks to observe the teacher activities from 3rd September until 15th September 2019 before deciding the informants. To collect the data from the informants, the researcher needed three weeks. It was held on 17th September 2019 until 6th October 2019.

As it was stated before, there were 24 informants taken as the samples of this study. Those informants were divided into five groups, consist of: 3 persons who responsible of field experience program (Dean, Vice Dean of Academic, and Vice Dean of Administration and Financial) of Faculty of Teacher Training and Educational Science; 7 persons gradulators and Users (Headmaster, Senior of English teachers, and Superintendent); 2 persons of government and house of representative; 6 persons of English Study Program lecturers; and 6 students of English Study Program.

In analysis of the data the writer used descriptive qualitative method. This method is a part of research method which is used to collect, tabulate and classify the data in order to know the weaknesses, strengths and the success model implementation of field experience program to prepare the new English teacher professional. To find out the weaknesses, strengths and the success model implementation of field experience program to prepare new English teacher professional.

Because it is such an important experience, it is necessary to carefully prepare students for student teaching and to systematically screen the applicants. Most field experience directors schedule a mass meeting for education students early in the semester prior to student teaching to distribute application forms, review the requirements for admission to student teaching, and explain the procedures for assigning students to field sites. The application forms provide a basis for screening the students and also provide potential cooperating teachers with information to help them decide whether to accept a particular student teacher.

Most universities specify the following as criteria for admission to student teaching: a minimum grade point average; completion of specified courses in the academic major and minor, and in the professional education sequence; and evidence of having mastery of basic knowledge and skills. A number of institutions review the professional portfolios of education students as a basis for determining readiness for student teaching. Based on observation and interview with the informants, the writer would like to show the result as follows:

1) Government and House of Representative: Government as the one of stakeholder in supporting the program of field experience program is the head field of Senior High Schools/Vocational Schools and Junior High School of National Education of North Central Timor Regency. He has background graduated from English study program with the one member of House Representative of North Central Timor Regency as alumni of English study program too. They have views

about the field experience program that prospective English teachers who joint this program it should be better have contextual competence to apply their abilities in joint this program. English teachers hopefully more creatively to make design of teaching learning activities based on technology to motivate all students to success in the study. 2) Graduator and Users: Users in this research consists of Senior English teachers, headmaster and superintendent. They all have a background of graduated from English Study Program. The headmasters and superintendent to suggest that Faculty of Teacher Training and Education Science as the institution which responsible to prepare professional English teacher it should be better to maximize their school facilities, especially micro teaching buildings and school's laboratory as the important things. While Senior English teacher has view about the program that it should be better the Faculty of Teacher Training and Education Science combine the program of KKN and field experience program. According to them that if they only focus on the program their more professionals. After to hold on of field experience program, it needs to evaluate and revise the regulation according to facts and invite the teacher advisors and headmasters. 3) English Study Program Lecturer: All English Study Program lecturer have views that to organize the field experience program should be better the dean built the specific institution of the faculty to run the program. The committee to have responsible run the program does not maximize because have limited facilities and budget. It should be better to evaluate and maximize the program by maximize the participating of all stakeholders. 4) English Students: English students to participate in this research have views that the frequency present of advisors in field experience program very limited. It could affect the quality of this program. They have the views too that the supervisors from university and faculty have limited time to monitor the student's teacher to joint this program. 5) The Leaders of Faculty of Teacher Training and Education Science: The Leaders of Faculty of Teacher Training and Education Science in this research have views that there is no micro teaching laboratory, school partners, and the specific institution in the faculty to run the program. It seems that institutionally the leaders of Faculty of Teacher Training and Education Science not maximal to run the program to prepare the new English teacher professional.

Based on views from all stakeholders seems that it is not maximize field experience program to prepare new English teachers professional. There are some weaknesses and strengths in held the program to prepare new English teachers professional. All stakeholders it should be better to compromise and the have the programs to create and participate increase the quality of this program. Only total commitment from all stakeholders to improve the quality of field experience program.

Based on the result above that to find out the success models of field experience programs to prepare new English teacher professional need more strategy how to increase it. Many stakeholders do not realize that this program as big project to prepare English teacher professional. The detail implementation of field experience program could be guide by government in Dikti (1995), and deep understanding could be guide by American models offered by Slick's Book Series (1995).

Government as the one of stakeholders in supporting the program of field experience program is the head field of Senior High Schools/Vocational Schools and Junior High School of National Education of North Central Timor Regency. He has background graduated from English study program with the one member of House Representative of North Central Timor Regency as alumni of English Study Program too. They have views about the field experience program that prospective English teachers who joint this program it should be better have contextual competence to apply their abilities in joint this program. English teachers hopefully more creatively to make design of teaching learning activities based on technology to motivate all students to success in the study. It is suitable as stated by Ma, Lai, William, Prejean, Ford, and Jane. (2008) that to improve the quality of novice teachers, we can create a model pedagogical laboratory that focus on technology integration. Observations generally had limited impact on teacher candidates' learning of technology integration because candidates usually did not observe exemplary use of technology.

Users in this research consist of Senior English teachers, headmaster and superintendent. They all have a background of graduated from English Study Program. The headmasters and superintendent to suggest that Faculty of Teacher Training and Education Science as the institution which responsible to prepare professional English teacher it should be better to maximize their school facilities, especially micro teaching buildings and school's laboratory as the important things. While Senior English teacher has view about the program that it should be better the Faculty of Teacher Training and Education Science combine the program of KKN and Field experience program. According to them that if they only focus on the program their more professionals. After to hold on of field experience program, it needs to evaluate and revise the regulation according to facts and invite the teacher advisors and headmasters. This result supporting by statement by Calandra, Brantley-Dias, Lee, and Fox (2009, p. 73) that research in institution has documented a variety of successful methods and media used for providing these types of meaningful and reflective experiences for novice teachers.

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facilities and budget. It should be better to evaluate and maximize the program by maximize the participating of all stakeholders. Senonm, Zakaria, Shah, and Sharatol (2013) supported that there are the most common concerns of beginning teachers which include managing the classroom, acquiring information about the school system, obtaining instructional materials and resources, planning, organizing and managing both instruction as well as other professional responsibilities, assessing students and evaluating student's progress and motivating students. Furthermore, Erkmn in Edge and Mann (2020) stated that observing teachers in real classroom is indeed one way of increasing student teacher's professional knowledge and awareness of what teaching in a classroom entail.

University supervisors need to regularly go to the schools of their student teachers to observe the student teacher's activities, assess the quality of the performance, and confer with the student teachers and the cooperating teachers. Written copies of observation notes should be provided to the students and to the cooperating teachers. An open and cooperative relationship is essential to promoting growth in student teachers (Wallace, 1991). Student teachers should be encouraged to do reflective self-evaluation, but the university supervisors must offer clear suggestions, to the student teacher and the cooperating teacher, concerning what the student is doing well and what should be done to improve. The university supervisor and the cooperating teacher need to confer regularly concerning the progress of the student so that the written final evaluation does not contain surprises. This result also emphasizes by Novak, Murray, Scheuermann and Curran (2009) that utilized reflection as a central component of the service-learning experience. Furthermore, Saputra, Suherdi and Rodliyah (2020) also remind that to create good quality teachers, reflective practice is believed to be the most utmost influential means and it recently became one of the emerging issues in Indonesian curriculum.

English students to participate in this research have views that the frequency present of advisors in field experience program very limited. It could affect the quality of this program. They have the views too that the supervisors from university and faculty have limited time to monitor the student's teacher to joint this program. Mutlu (2015, p. 38) emphasize that one possible way to eliminate the problems of beginning teachers would be to improve the quality of practicum component of teacher education programs since the practicum is where pre-service teachers face realities of a classroom. The study showed that the challenges that pre-service teachers and cooperating teacher experience during practicum practices, in the hope that detection of the challenges may shed light on which aspects of practicum needs to be improved to increase quality.

The Leaders of Faculty of Teacher Training and Education Science in this research have views that there is no micro teaching laboratory, schools' partners and the

specific institution in the faculty to run the program. It seems that institutionally the leaders of Faculty of Teacher Training and Education Science not maximal to run the program to prepare the new English teacher professional. The facilities effect the classroom management of the novice teacher. Macias and Sacherz (2015, p. 93) showed that classroom management is a serious problem for pre-service teachers in their practicum across primary and secondary schools' settings. There are seven models of the best practices in student teaching offered by government could be chosen to maximize the quality of field experience program (Dikti, 2004).

Based on views from all stakeholders seems that it is not maximize field experience program to prepare new English teachers professional. There are some weaknesses and strengths in held the program to prepare new English teachers professional. All stakeholders it should be better to compromise and the have the programs to create and participate increase the quality of this program. Only total commitment from all stakeholders to improve the quality of field experience program.

4. CONCLUSION

This study had attempted to the analysis of models operating successful of field experience program to prepare the new English teacher professional. The results of this research are a) The strengths of preparing the new English teacher professional through the field experience program are: there are specific institution to responsible run the field experience program although still in the committee, the development of education need teachers English professional as the opportunity get supporting the others stakeholders. b) The weaknesses of preparing the new English teacher professional through the field experience program are still lack facilities like have no micro teaching laboratory, no permanently schools partners, lack of financial, and the institution to responsible of the implementation still as committee not permanently. c) The good model to implement of the field experience program to prepare the new English teachers professionals are the program held on full one semester, supporting by the government and all stakeholders.

Based on the conclusion, the writer suggests that: a) the government it should be better support the field experience program by facilities and money. b) Teacher students who joint this program it should be better in maturity and prepare their self. c) The English Study Program lecturers hopefully provide chance to support and advise the teacher students to joint this program.

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