

ELT Novice Teachers' Competence for Teaching Speaking Class

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ABSTRACT

This study conducted to describe the competence of novice teacher in speaking class. The method of this research is qualitative methods. The sample of this research used two novice teachers. In collecting data, the researcher uses observation and interview. The researcher did observation with several techniques, the first is joining the class then giving a checklist on the observation paper based on the situation in the class. The researcher recorded the interview data. The result of this research shows that the competence of novice teacher is good, because she has four teacher competence. The first competence is pedagogic competence because the novice teacher has ability to manage the teaching and learning process. She can make the student to understand what she said in front of the class. The novice teacher can take the action to improve the quality of reflective learning. The second competence is personality competence, she has a wise and stable personality. She has a good personality as a teacher, as measured by indicators show independence in acting as educators and have a work ethic as an educator. The third competence is professional competence, she has the ability of professionals to be possessed teacher in the learning process, because she can be controlling the material, managing learning programs, managing the classroom, using a media source, mastering the foundations of education, and managing the interaction of learning teaching. The last competence is social competence and she is good in this competence too, because she has the ability to communicate, get along in school and society.

Key Words: Novice Teacher, Competence, Speaking

INTRODUCTION

Speaking is one factor that might not be neglected once it involves communication or language. According to Efrizal (2012) speaking is a technique to speak that concepts and a message orally. It implies that, speaking is an efficient instrument in verbal communication. Cameron (2001:40) states that speaking is active use of language to specify which means so the opposite folks will perceive them. Speaking is method of giving and/or sharing info, idea, or an inspiration to listener. A decent

speaker might deliver the message they need to specify to the listener. On the opposite hand, the listener might simply receive and perceive if the message is obvious. There are many languages in this world. One of the languages is English. It is so important for people to learn English because it is an international language. In Indonesia, we learn English from elementary school until university. Therefore, English count as the most important foreign language. People are often hesitating to speak especially in English, because they are afraid to pronounce the words correctly and somehow, they feel shy to practice it.

The use of English for speaking is not simple, because the speaker should master several essential aspects such as pronunciation, grammar, vocabulary, fluency, and comprehension to be able to speak English fluently. The speaker, for example the teacher as the speaker in the class must has a good competence to teach his or her students. When the teacher has a good competence in speaking classroom, the students will easily understand what the teacher talking about. Mustafa (2011: 27) states “competence is a set of knowledge, deed, and skill that teachers must have in order to accomplish learning and education goal, and competence can be acquired in education, training, self-learning by utilizing learning resource”. So, from the definition we know if the competence is an important thing to reach education goal for teachers when they are teaching in the classroom, especially in speaking class. English teachers in Indonesia occupied by teachers with various background. One of the features of English teachers is novice teachers whose status is students at university and they are new in experiencing teaching. So, when the novice teachers are teaching English at school, they must have a good competence especially in speaking class.

Based on the explanation above, the researcher considers to do research about it as it is such an important thing. The researcher is interested in knowing how competence are novice teacher when they are teaching English especially in speaking class. The problem of this study is how competent are novice teachers in teaching speaking class? And the objective of this study is to know how competent novice teachers are in teaching speaking class

LITERATURE REVIEW

Previous Study

Nurul Azhar (2016) conducted the research about teacher competence especially English teachers. The results of this analysis are usually students demanded the teacher extraordinarily focused on what the students need like games that accustomed be forgotten by the teacher. As an entire they had been claimed as knowledgeable teacher because they considerably involved with things like the mastery of fabric, the utilization of technology, and also the skilled continuity. Irem Kızılaslan (2011) also conducted the research about student teachers' competence. Findings indicated that student teachers do not possess all the competencies needed

by the Ministry which there is still area for improvement. Overall, the results square measure informative for future researchers and people presently committed teacher coaching in Turkey.

Same with previous research, this research conducted the research about student teachers' competence when they are teaching English. In this research, Maya & Umami as the researcher focused on teaching English to young learner. This analysis aims to spot whether these teacher-students are capable to teach young learners or not to the extent of general pedagogic data and data of the learners and characteristics (Shulman 1987; Brown 2001; Musthafa 2010). Analysis reveals that these teacher-students are not totally comprehend the characteristics of young learners and its implication towards instruction. They consider fun as the basis of teaching English to young learners. Another finding shows that these teacher-students are have difficulties in managing and management room activities.

Syamsinar (2015) also conducted the reaserch, the results of this research showed that the teachers' difficulty dealing with adequacy in teaching English at vocational high schools include: issue in comprehending the materials, issues in apprehending the curriculum, issue in initiating materials creatively, troubles in establishing the teacher professionalism continuously, issues in operating the information technology, issues of classroom management.

Endang, Asfah, Arifuddin & Nurdin (2013) conducted the reaserch that emphasizes the study's result which was performed at primary schools in Indonesia. The study's purposes were to analyze the professional and pedagogic competency of English teachers at primary school. Test and open question were utilized to generate the level of professional and pedagogic competency data. It also provided the recommendations for the improvement of the primary school English teachers' professional and pedagogic competencies.

Theory of Competence

Competence is easy ability to perform the requisite vary of skills for follow. Mustafa (2011: 27) states "competence could be a set of data, deed, and ability that teachers should have in order to accomplish learning and education goal, and competency is acquired in education, training, self-learning by utilizing learning resource". It means that if we want to succeed in our goals, we need to have a decent competency.

When carrying out their duties, Teaching Professional have several necessary competences such as pedagogical competence, personal competence, professional competence and social competence in transferring knowledge to their students (pp. No.19 of 2005).

Mulyasa (2007) said that pedagogical competence is the ability to manage the learning such as a learners' understanding, instructional design and implementation, learning outcomes evaluation, learners' development to incarnate their potential. In pedagogical competency, the components include: leas' characteristics control from the physical, spiritual moral, social, cultural, emotional and intellectual aspect; learning theories and principles' control; curriculum development related to the subject matter; educational learning conduction; information and communication technology utilization for learning; the development of potential learners facilitation to actualize their potential; communicate effectively, empathetic, and manner with the students; the assessment and evaluation processes and learning outcomes management; the assessment and evaluation utilization for learning; improve the quality of reflective learning by taking action (Asmani, 2009).

The second competence is personal competence. Measurement of personal competence contains steady and stable personality, act under the norms (laws), social norms, pleased to work as a teacher and consistent in the act; adult personality, indicate independence in acting as educators and have a work ethic as an educator; personality wise, actions that are advantageous to the students, school and community and exhibit openness in thinking and acting; authoritative personality, have a positive attitude towards the students, and respectful behaviors; competence relating to the noble character, act under the religious norms and behaviors as a role model for the learners.

The third competence is professional competence. According to Wijaya (1992:25-30 in Saragih, 2008) that in the learning process, the professionals' ability to be possessed teacher are materials' control, learning programs management, classroom management, the usage of media source, mastering the education's foundations, the interaction of learning teaching management, student achievement assessment for the sake of teaching participants, the functions and programs understanding, guidance and counseling services, and arranges the school administration, the principles' understanding and the results of educational research interpretation for teaching purposes. The professional competence' level measured by indicators such as the teaching materials appropriate curriculum and concepts understanding, linkages with other sciences, as well as mastering the research's steps and critical analysis to explore teaching materials.

The last competence is social competence. The success in dealing with others require a person's ability in social competence, especially skills in social interaction and responsibilities (Surya: 2003:138 in Hamidi and Indrastuti, 2012). In Regulation Number 19 of 2005 stated that social competence consists of communication ability, survive in school and society. According to Mulyasa (2007), social competency is teachers' ability to communicate and interact effectively with others such as learners, fellow teachers, students' parents/guardians and the society. To measure the teachers' social competence, use the indicators such as communication and interaction ability with students, fellow teachers and education personal, students' parents/guardians and the society.

Theory of Novice Teachers

A novice teacher is a teacher education program graduate entering teaching. We can also mention someone the novice teacher if she: (1) the first through third years a teacher is employed; (2) a teacher who typically has zero to three years of teaching experience and is a newcomer to the teaching profession; (3) a certified/credentialed/licensed professional educator in his/her first years in the profession.

The characteristics of the novice teacher: (1) the novice teacher should have a commitment and skills for life-long learning; (2) the novice teacher should be an effective communicator; (3) The novice teacher should recognize that teaching is a professional, moral, and ethical enterprise, should understand moral issues and ethical practices in educational environments, and should have developed ethical frameworks which facilitate effective teaching; (4) the novice teacher should be a facilitator of learning for all students; (5) the novice teacher should have in-depth knowledge of pedagogy; (6) the novice teacher should have in-depth knowledge of content; (7) the novice teacher should effectively integrate content and pedagogy; (8) the novice teacher should be a reflective practitioner; (9) the novice teacher should be aware, of and have respect for human diversity; (10) the novice teacher should be liberally educated.

Theory of Speaking

Speaking is one of skills in language learning, where other skills are listening, reading, writing. According to Gert and Hans (2008:207) speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. Which the

listener and the speaker had a close relationship so intertwined communication is expected and understandable from both. According to Brown & Abeywickrama (2010:183) speaking is a productive skill that can be directly and empirically observed. Speaking is media of communication in conveying a destination that want communicated to listeners. A good speaker will be easier to communicate with another or a lot of people.

Based on some of the opinions above, it can be concluded that in fact speaking skill is the skill of communicating, for example to communicate an idea, thoughts, and feelings are coherently, systematically, and logic, which is done to a person or group of people via verbal articulation sounds that containing the meaning. Lot of people who are good in writing but when they asked to convey their writings in the form of verbal result is not as good as their writings because speaking is not the same as writing. According to Barrass (2006) there are four components to make a good speaking, as follows: (1) be brief; (2) be clear; (3) be sincere; (4) be polite.

Brown (2001) mention six types of speaking as explained in the following: (1) **Imitative**. This type of speaking requires the test takers to copy a word, phrase, or a sentence. Pronunciation is the main aspect of the assessment although grammar also takes part as the scoring criteria. What needs to be highlighted in imitative speaking is that the communicative competence of the language is not essential. They need to acquire some information, and then reproduce it orally without having to add extra explanation. What comes out from them is solely the information they hear; (2) **Intensive**. Unlike imitative, intensive speaking does not emphasize on pronunciation or phonological aspect. Understanding meaning is needed to respond certain tasks but the interaction with the counterpart is minimal. The activity sample is reading aloud, sentence and dialogue completion; (3) **Responsive**. Authenticity in a conversation is important. Therefore, the speaker is stimulated to speak promptly. To response a short conversation, making a simple request comment is a kind of activity that belongs to this type of speaking; (4) **Transactional (dialogue)**. Transactional language purposes are to deliver or reciprocate detail information. It is a spacious form of responsive language; (5) **Interpersonal (dialogue)**. The load and complexity of the sentences is the major different between responsive and interpersonal speaking. The number of the speakers also matter as sometimes it needs more than two people in the conversation; (6) **Extensive (monologue)**. Extensive speaking involves a wide range of speech production. Also, the speaker will need to interact with counter speakers, which could be answering question, making discussion. It can be said that extensive speaking is the ultimate speaking skill that requires strong language components.

METHOD

Design and Samples

In this research, the researcher uses qualitative research. Qualitative data is making or describing something into sentences and paragraphs. The researcher needed qualitative method to describe the novice teachers' competence in speaking class. This research involves two teachers. They are teaching at different junior high school. The first novice teacher is from IT Abu Bakar Junior High School Yogyakarta and the second novice teacher is from Muhammadiyah 2 Junior High School Godean.

Instrument and Procedure

The researcher used two instruments interview guide and observation checklist to help the researcher to get the data. It is observation with the technique of checklist the data in observation checklist. And the interview guide to taking the data from interviews. The researcher took interview with the novice teacher of IT Abu Bakar Junior High School Yogyakarta as first interviewee on Wednesday, April 18th 2018 and took interview with the novice teacher of Muhammadiyah 2 Junior High School Godean as second interviewee on Saturday, 12th May 2018. The researcher has recorded the interview in Bahasa and make it into the transcript. The interviews were average length of each interview was about 25 until 30 minutes by recording. There are twelve questions that given by the researcher to interview the novice teachers.

Data Analysis

In this research, the researcher uses direct observation and interview. The researcher will record the data and make a transcription to complete the data record. Observation focus on events as they happen in a classroom. The researcher can look directly at the facts and situation in the classroom. The researcher use observation checklist and look how competent the novice teachers are in teaching speaking class.

RESULT AND DISCUSSION

This research was done to know the competence of novice teachers in speaking class. The data collected by using interview and observation. The researcher describes and explains the data of novice teacher IT Abu Bakar Junior High School

Yogyakarta and novice teacher of Muhammadiyah Junior High School Godean by interview. The observation did by the researcher to the novice teacher. From the interview, the researcher got the information of novice teachers' competence in speaking class.

By giving the questions to the novice teacher, the researcher will know how far is the novice teachers' competence in speaking class. Here, the researcher makes some tables to give some explanation. Table 1.1 and 1.2 to show the competence that students should have in speaking. The novice teacher of IT Abu Bakar Junior High School Yogyakarta said:

“The students should have the mastery of pronunciation and accuracy of fluency.”

Table 1. The competence that students should have in speaking by novice teacher of IT

Abu Bakar Junior High School Yogyakarta

No.	Statements
	The students should have the mastery of pronunciation in speaking class
	The students should have the accuracy of fluency

Table 1 shows that there are two competence of students that mention by novice teacher of IT Abu Bakar Junior High School Yogyakarta. The first point is the students should have the mastery of pronunciation in speaking class, because when the students can speak by using correct pronunciation, their friends as the listener can know what the students speak about. And the second point is the students should have the accuracy of fluency, because if the students have this competence, they can have a high self-confidence to speak in front of the class.

The novice teacher of Muhammadiyah 2 Junior High School Godean as the second interviewee give some example of competence that students should have in speaking. The novice teacher of Muhammadiyah 2 Junior High School Godean said:

“The students must be brave to speak in front of the class to explain their ideas. So, the students must have a good self-confidence and a lot of vocabulary.”

Table 2. The competence that students should have in speaking by novice teacher of Muhammadiyah 2 Junior High School Godean

No.	Statements
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	The students should have a good self-confidence
	The students should have a lot of vocabulary

Table 2 shows that there are two competence of students that mention by novice teacher of Muhammadiyah 2 Junior High School Godean. The first point is the students should have a good self-confidence, because if the students have a good self-confidence they are automatically can enjoy the speaking class. And for the second point is the students should have a lot of vocabulary, when the students have a lot of vocabulary they can speak a lot with their vocabulary although they have not correct grammar, but for the first step they can speak a lot with their vocabulary mastery.

In the table 1 and table 2 show that the novice teachers have different perception of competence that students should have in speaking class. In table 1 shows that the novice teacher of IT Abu Bakar Junior High School Yogyakarta give the priority to the pronunciation and fluency of the students in speaking class. But, for the novice teacher of Muhammadiyah 2 Junior High School Godean, the priority of student competence are their self-confidence and vocabulary.

The researcher makes table to show the method that the novice teachers use to improve the competence of students in speaking class. The novice teacher of IT Abu Bakar Junior High School Yogyakarta as the first interviewee said:

“The method that I used in speaking class is student learning center, so the students will practice and the teacher as a facilitator.”

While the novice teacher of Muhammadiyah 2 Junior High School Godean said:

“The learning process will be focused to the students, the students will be active in the class, then the teacher guide the students to be active.”

Table 3. The method that the novice teachers use to improve the competence of students in speaking class

Novice Teacher	Statements
IT Abu Bakar Junior High School Yogyakarta	Students learning center
Muhammadiyah 2 Junior High School Godean	Focused on the students

As we can see from the table 3, both of novice teacher use student learning center to teach in speaking class. There is no difference between each novice teacher method. Because in speaking class, the students should be active to speak so the teacher can guide them as a facilitator.

Same as the method that novice teachers use in speaking class, the novice teachers have the same way of managing the class. The novice teacher of IT Abu Bakar Junior High School Yogyakarta as the first interviewee said:

“I make some groups for the students and ask them to make some conversation in each group so they cannot make a noise in the class.”

While the novice teacher of Muhammadiyah 2 Junior High School Godean said:

“I choose to group the students then they can be active in their group.”

From the statement of novice teacher of IT Abu Bakar Junior High School Yogyakarta and novice teacher of Muhammadiyah 2 Junior High School Godean, the researcher knows if there is no difference between novice teacher in Yogyakarta and Godean in the way of managing their class. They are prefer grouping the students into some groups so the students feel more confidence to speak in their group because in group has smaller number of students than whole students in the class.

But, the researcher found the differences of material and media that the novice teachers used. The novice teacher of IT Abu Bakar Junior High School Yogyakarta as the first interviewee said:

“I used the picture and video for speaking class. The students can explain what picture and what video talking about. But, I prefer to choose the picture when the class is outdoor.”

While the novice teacher of Muhammadiyah 2 Junior High School Godean said:

“I used the video, computer and screen projector.”

Table 4. The method that the novice teachers use to improve the competence of students in speaking class

Novice Teacher	Statements
IT Abu Bakar Junior High School Yogyakarta	Used picture and video
Muhammadiyah 2 Junior High School Godean	Video, computer and screen projector

As we can see in the table 4, there are the differences between the media or material that the novice teachers used. Novice teacher of IT Abu Bakar Junior High School Yogyakarta used the picture and video for her teaching and learning process. The novice teacher often chooses to make outdoor class and use the picture as a media to teach. But, for the novice teacher of Muhammadiyah 2 Junior High School

Godean, she uses the video and computer in speaking class, there is no outdoor learning process as the novice teacher of IT Abu Bakar Junior High School Yogyakarta do in her class. So, the novice teacher of Muhammadiyah 2 Junior High School Godean always use the video, computer and screen projector in her class.

For the observation, the researcher do once to observe in IT Abu Bakar Junior High School Yogyakarta and Muhammadiyah 2 Junior High School Godean. The researcher makes observation checklist in Bahasa. There are fourteen statements and two answers that are yes and no in the observation checklist.

There is no difference between the novice teacher of IT Abu Bakar Junior High School Yogyakarta and novice teacher of Muhammadiyah 2 Junior High School Godean when the researcher doing the observation. Both of them doing the teaching process as well as they said in interview.

This research aims to know how competent the novice teachers are in teaching speaking class. The researcher chooses two teachers from different place, such as the teacher from city and village.

In the light of the above given research findings, the discussion is based on variation on use of classroom activities and teacher's role. There are the similarities between interview and observation that doing to the teachers. The teachers indicated that they use the learner-centered classroom activities when teaching in speaking class. But, when the teachers use learner-centered classroom activities, the researcher found that students' participation was low as most learners were passive.

In this research, the researcher found that the teachers have two different classroom activities but they are both using learner-centered classroom activities. The teacher from city using picture when she is teaching in outdoor. She tries to make an interesting method so the students will not bore in the class. Another case found in teacher from village, she always teaching speaking in the classroom with the picture and video. Both of them using the picture, but the difference is the place, outdoor and indoor.

The discussion in this study shows that the competence of novice teachers in speaking class has a good competence for teaching in junior high school. Based on the interviewing two novice teachers and makes an observation in the classroom, the researcher get the information if the novice teachers have good method to teach in speaking class.

Based on the Law No 14 2005, civil servant teachers' responsibility encompasses the major duty such as planning, executing and evaluating the teaching processes, giving academic consultancy and training, and other additional duty such as administrative work. So, before the novice teachers being a civil servant teachers, they should have the competence to do their obligations. There are four competence that mention in introduction. They are pedagogical competence, personal competence, professional competence and social competence. Novice teachers have that four competence. There is no difference found in each novice teacher, they have same quality as a novice teacher although the first one based on Yogyakarta and the second one based on Godean.

Both of novice teachers have a good pedagogic competence because they have ability to manage the teaching and learning process. They can make the student understand what she said in front of the class. The novice teachers can take the action to improve the quality of reflective learning. In the personality competence, they have a wise and stable personality. They have a good personality as a teacher, as measured by indicators show independence in acting as educators and have a work ethic as an educator.

The third competence is professional competence. In the learning process, they have professionals' ability to become a possessed teacher, as they are able to control the material, conduct learning programs, administer the classroom, media source utilization, master the education's foundations, and administer the learning teaching interaction. The last competence is social competence. She is good in this competence too, because they have the ability to communicate, get along in school and society.

CONCLUSION

The main conclusion was reached through the research. The novice teachers have four component of teacher basic competence. By interviewing and observing the novice teachers, the researcher know of there is similarities between what the novice teachers said in interview and what the researcher look at the teaching learning process. The novice teachers are very good in professional competence. The novice teachers have different perception of what competence that students should have in speaking class, but all of the competence that they mentioned in interview are the correct competences. For the method that the novice teacher use in speaking class, both of them used student learning center. But, the researcher found the differences of media and material that used in the class. If the novice teacher of IT Abu bakar Junior High School Yogyakarta use the picture and video,

another case found in novice teacher of Muhammadiyah 2 Junior High School Godean, she uses video, computer and screen projector in speaking class. The reason why the novice teacher of IT Abu bakar Junior High School Yogyakarta use picture and video because the novice teacher often doing the teaching and learning process at outdoor or out of the class. When she using the picture, it can be the good media. From the conclusion above, the researcher would make some recommendation. The novice teachers should motivate their students. The student will be active if the novice teachers give more motivation to them. The novice teachers should be brave to improve her skill in teaching speaking, for example using another method in the classroom.

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