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## Evaluation of Teaching Ability of Students at Japanese Language Education Program of FKIP UNRI

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**Abstract:** This study aims to find out the factors of influencing the ability to teach Japanese in Japanese Language Education Program of Faculty of Teacher's Training and Education of Universitas Riau (FKIP UNRI) students who carried out Teacher Training Program (PPL) at school. This research is a descriptive research where data was obtained through documentation. The population in this study was all students carrying out PPL during 2017/2018 school year totaling 50 people. Research data was collected through assessment documentation and video recording. The data is analyzed descriptively. Based on the results of the study it can be concluded that the factors that influence the ability to teach students are the role of supervising teachers, lack of preparation for teaching planning, and limited teaching materials.

**Key words:** *teaching ability, students, Teaching Practice (PPL)*

### 1. Introduction

Japanese Language Education Program of FKIP UNRI is one of the Education Personnel Institutions (LPTK) in Indonesia. The Japanese Language Education Program at FKIP UNRI has an important task to prepare graduates to become professional Japanese language teachers both from attitudes, abilities and teaching skills.

The Japanese Language Education Program of FKIP UNRI was established in 2005 with the aim of being a center of education, research, and development and training that excels in the field of Japanese education profession in the western part of Indonesia outside Java. But along with the times, Japanese Language Education Program of FKIP UNRI revised its previous vision with the aim of making a superior and dignified study program in the field of Japanese language education and teaching in Southeast Asia 2035.

The formulation of the vision is expected to produce graduates and professional Japanese teacher candidates. In other words, the Japanese Language Education Program of FKIP UNRI formulates a mission to be able to organize quality of Japanese education and teaching to produce professional and competitive educators, conduct quality research to solve regional and national Japanese language teaching and education problems and organize community service as a contribution in the development of regional and national Japanese language education and training.

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To achieve the vision and mission of the Japanese Language Education Program FKIP UNRI all lecturers should play an active role in improving Japanese language skills and knowledge of Japanese language teaching methods so that the quality of teaching and learning can be exalted. One way to improve the quality of teaching, Japanese Language Education program of FKIP UNRI is to revise and evaluate the previous curriculum (Curriculum 2009) into a curriculum that is in line with the 2014 KKN standards. This was done to improve the achievement of graduates of Japanese Language Education programs. By increasing students' understanding of the education profession and teaching Japanese language methodology.

In the 2014 curriculum of Japanese Language Education Program of FKIP UNRI the distribution of courses each semester for educational courses amounted to 45 credits, Japanese language amounted to 72 credits plus a choice of 8 credits of Japanese language, 4 credits of community, cultural and literary courses and 2 credits of ICT courses. Based on the spread of the course students theoretically had gained knowledge and knowledge about Japanese language and Japanese education so that they could become excellent, reliable Japanese language teachers and able to teach professionally. However, in practice, students still needed to be improved and to find solutions on how to teach Japanese well.

After students take the sixth semester and graduate all courses with a minimum of 100 credits are required to take PPL activities. Before going to the field (school), students of Japanese Language Education Program must have attended several courses related to the practice of teaching Japanese, including Japanese Language Teaching Practices, Japanese Language Teaching Methodology, and Japanese Language Learning Media and so on. Furthermore, the teaching practice listed in the 2014 curriculum of the Japanese Language Education Program is the Introduction to Pre-school Fields or what is known as PPL (Field Experience Practice). PPL is an educational activity that must be followed by all students of FKIP UNRI to get a limited number of teaching experiences. The PPL at the school aims to make students have factual understanding and experience about the implementation of education and teaching in schools in order to form professional teachers.

Mawardi (in Syafrina) proposes 3 ways to connect theory and practice, namely: a) a linear approach, by mastery of the theory completely and then practice it, b) the approach of common sense that students are told to practice the results are theoretically reviewed, c) repeated layered approaches integrative, that is, every theoretical presentation followed by practical activities is then reviewed in theory and so on. To fulfill the needs of the PPL activities, it must involve actively and systematically all personnel in educational institutions such as lecturers, teachers as good officials in the planning, implementation and evaluation stages.

According to UPT PPL FKIP UNRI team the task of the tutor teacher is: a) introducing the school environment in general, the teacher's routine activities at school and in class b) dividing the student's tasks under the coordination of the school especially the observation and teaching practice activities, c) preparing themselves as model teachers for students d) guiding students to make learning tools e) guiding students in preparing PPL activity reports f) assessing PPL students, among others: competence, social personality, reviewing curriculum, learning strategies, evaluation and utilization of ICT systems and students' ability to help develop lesson plans and teaching practice. While the duties of the supervisor are: a) help students to be able to make learning devices used in teaching practice, b) monitor student's attendance, c) hold meetings every student finishes teaching practice d) help students solve problems experienced during PPL activities at school, e) assessing students related to the implementation of PPL activities, namely developing learning tools and teaching exercises. PPL with a total of 4 credits

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is carried out for approximately 3 months in high school / equivalent that is taking part. On June 23-24, 2014, the author had the opportunity to attend the meeting of the Chair of the Department of Japanese Language Education throughout Indonesia at The Japan Foundation Jakarta. At the meeting, the author also gave an overview to participants that the problems faced by the Japanese Language Education Program FKIP UNRI was mostly the same as the problem of Japanese Language Education Programs at other universities in Indonesia.

Broadly speaking, problems in learning Japanese include:

1. The low ability of Japanese teachers and students.
2. The ability of teachers and students in inadequate teaching methodologies.
3. The need for improved curriculum.
4. Lack of teaching materials.
5. The lack of references to writing a thesis.
6. Reduced place to implement PPL.

The lack of teaching ability of student students is a problem in this study. In addition, up to the implementation of PPL in 2017, the UPT PPL had not yet a complete guide or procedure on the implementation of micro teaching activities (pre PPL or PPL 1) that are well organized. The PPL 1 course in the Japanese Language Education Program FKIP UNRI is a Japanese Language Teaching Methodology course that is managed by the lecturer and the implementation in the classroom. Therefore, the researcher formulated the following problems:

- (1) How is the ability to teach Japanese Language Education students?
- (2) What factors influence the ability to teach Japanese Language Education students?

## **2. Methodology**

The method used in this study was an evaluation research method. According to Arifin (2010) learning evaluation is an effort to find out the effectiveness of the learning process. Scores collected were (1) scores based on KHS consisting of Japanese Teaching Methodology course values and Teaching Practice course values (2) direct observation scores when students of the 2014 Japanese Language Education study program as many as 50 people implemented PPL in the Odd Semester 2017 / 2018.

Teaching practice activities (PPL) were recorded in the form of a video to be analyzed to see what factors influenced the ability to teach Japanese Language Education study program students at Education Faculty of University of Riau.

## **3. Results and Discussion**

### **3.1. Evaluation of Students' Ability to Teach Japanese**

Teaching competence in the narrow sense is the ability to teach from preparation, teaching and learning activities to the end of the teaching as well as possible. According to the results of Turney's research (in Syafrina) there are 8 basic skills, teaching which is considered very instrumental in the success of teaching and learning activities. The eight skills are skills (1) asking, (2) giving reinforcement, (3) making variations, (4) explaining, (5) opening and closing lessons, (6) guiding small group discussions, (7) managing classes and ( 8) teaching small groups and individuals.

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The teaching ability of students of Japanese Language Education Program was measured through 3 assessment components, which are the score of the Japanese Language Teaching Methodology course, the score of the Teaching Practice course which is seen based on Study Result Card (KHS). The average and the average score of the tutors and PPL supervisors. The assessment format used was an assessment format prepared and determined by UPT PPL FKIP UNRI. Based on the average value of the examiner lecturers and PPL tutors from 50 students, 1 person got a B-grade, 4 students got an A- and the rest got an A grade. From the acquisition, it was known that the students' teaching ability was in the good category. This is in line with the acquisition of the PPL preparation subjects, namely the value of the Japanese Language Teaching Methodology course and the Japanese Language Teaching Practice course. Based on data from field observations and video recordings, in its assessment guide UPT PPL provides assessment aspects for several indicators, namely (1) Apperception and Motivation (2) Using (3) Accuracy of Material (4) Assessment and reflection (5) Supporting consists of language use, time management, confidence and performance.

From the 50 students observed, the low points of the PPL activities were on the experimental and reflection aspects. Especially for points for students to conduct self-assessments, peer assessments with assessments that were in the learning process. Whereas almost all students who were in PPL did not apply what was needed above because of the preparation of students who are less ready and should not be doing it in conventional way.

In addition, it also received a low score, from basic material that was not developed. Students were still fixated on the lessons in textbooks that were part of a journalized journal which are a little boring. According to Nakagawa (in Setiawati and Yuniarsih, 2014) subjects in learning are students. If learning is spent by lecturing, then students have not time to speak. Although students have tried to create media that was used to attract students' interest in learning Japanese.

### **3.2. Factors Affecting Student Teaching Ability**

#### **3.2.1. The role of the supervising teacher**

After obtaining information from several research data sources, then evaluating the factors that influence students of Japanese Language Education Study Program FKIP UNRI in Japanese, Hamalik (2008) said that teacher education programs are started from principles and theories, then appointed with training programs. Therefore, prior to the implementation of PPL, students must equip themselves with basic supporting abilities. But in combination, there were still many students only imitated how their supervisors taught. Students conducting PPL determined by UPT PPL FKIP UNRI that supervising teacher was also a means of learning. So students who are doing teaching practice can learn how the tutor teacher is in managing the class. However, there were still many in Riau, especially Japanese language tutors who have not yet sufficient to be the model exemplified by the PPL students.

#### **3.2.2. Preparation of student planning in teaching**

Students who took PPL were less prepared before teaching. They assumed that material that will be scattered easily at the basic level did not require careful preparation.

Students are only fixated on the material in the handbook used by the supervising teacher to help teach Japanese to their students. Sufficient media prepared was limited to power point slides and or picture cards. In the preparation of learning activities (RPP) students also still

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looked simple especially in its core activities. There were more students focusing on the explanation of sentence patterns. Thus the lesson took place quickly without giving time for the students to ask question related to the material given.

On observing teaching practice videos, most teaching PPL students were fixated on power point slides and more only stood in one spot. In general, these conditions made students who were far from the instructor were less responsive to the lesson.

### **3.2.3. Event methods and techniques are poorly organized.**

Nowadays, there are practices that some use various learning methods and techniques. Most use techniques in the hope that students will be more active and show interest in learning. However, the method or technique used in this teaching practice observed was not in accordance with the learning target. The most common thing found was a lack of time because the teacher did not master time management in class that was wasted the most during the game.

Those things were very close in creating teaching planning (RPP) where you can think carefully so that the target can be delivered perfectly.

## **4. Conclusion**

Based on the results of the study and discussion it can be concluded that the students of the Japanese Language Education Program FKIP UNRI received good grades on the PPL preparation courses, well known as Japanese Language Teaching Methodology and Japanese Language Teaching Practice courses. Thus students theoretically understood that with the knowledge capacity they could have been applied to do the teaching practice (PPL) in schools. However, in practice in the field, almost all students were less prepared to teach. So there were still many technical errors even though the assessment given by the tutor teacher and supervisor was also good.

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