

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents a brief result of the study. It is intended to answer the research question. The researcher reports the findings during data collection Pre-service Teachers as follow field teaching practice at IAIN Kendari. The researcher described the process of calculating and presenting the result of the data. The researcher presents the result of this study as a finding and analyzes it in the discussion.

4.1 Findings

This study aimed at describing a group of EFL preservice teachers to provide an understanding of what their perceptions of Teacher Autonomy as self-development in their teaching in the class. This will provide information to lecturers or universities to take advantage of teacher autonomy as future carrier of teacher in their teaching process. This study used written reflection for the instrument template consisting of a series of questions and blank spaces where participants write their responses (Barkhuizen, 2014)

The reflection of the study divided into 6 questions related the concept of Teacher Autonomy. The pre-service teacher's reflection of what are pre-service teachers' perceptions of Teacher Autonomy during field teaching practice. Revealed that the general perception of teacher autonomy during field teaching practice is that they carry out many interesting

activities in the classroom by involving students with the concept of teacher autonomy. Pre-service teachers hereby accommodate as a form of responsibility as a teacher to students, control cognitive attitudes, increase student awareness in learning and also promote learner autonomy.

These statements could be proven through various main themes identification emerged to reveal the research findings based on the results of data analysis from participant reflections, namely: (1) Teacher Professional Development, (2) Freedom from control over their teaching, and (3) A capacity for self-directed teaching. The details will be presented as follows:

4.1.1 Teacher Professional Development

This Teacher Professional Development refers to the process of developing a teacher's professional attitude towards their students during field teaching practice in the classroom by doing it at the beginning of learning to form a professional attitude as a teacher. Several sub-themes emerged from the results of data analysis to clarify in detail the findings in this section. From several participants, these sub-themes referred to their argument that professional development (1) Content Curriculum Knowledge, (2) Pedagogical Creative Teaching Process and (3) Organizational Dynamic. Meanwhile, there are interesting findings in this study. A neutral answer was expressed by some of the other participants when they were asked whether the perceptions of teacher autonomy during

field teaching practice. The following was a description of the sub-themes that have been found.

4.1.1.1 Content Curriculum Knowledge

This section described the research findings showed a perception that participants was their content curriculum knowledge in their class during field teaching practice. Of the Ten participants expressed this perception by providing various reasons that supported their arguments to be clearer.

The following were several statements in direct quotations mentioned by the participants in their reflection writings. To know the content curriculum knowledge in developing teacher professionalism, the researcher uses written reflection. Reflection was carried out by 10 participant researchers. Based on the reflection, it is known that the EFL preservice teacher has a way to content curriculum knowledge.

This is in line with the opinion of PS 1, PS 3, PS 4, PS 9, and PS 10 which states the content curriculum knowledge as teacher is Preparing Teaching Materials (PTM) follow that

“Preparation of materials such as lesson plans, materials, and learning media. At the beginning of learning” (PS 1)

“The form of my responsibility as a teacher at the beginning of learning which must have had good preparation such as understanding in advance the material that I will teach so that I can explain the material well to students. Then prepare a lesson plan so that when teaching can be directed well” (PS 3)

“I always prepare my teaching materials well and thoroughly along with the media that I will use in class. I also try to control the class as much as possible to make my students comfortable studying with me in class. As a teacher, I am firm but also able to provide positive energy for them so that there is no tension when studying.” (PS 4)

“Prepare a lesson plan or lesson plan that I will use during the learning process.” (PS 9)

“My form of responsibility is to make good lesson plans, choose topics that are easy and suitable for students, use interesting learning media” (PS 10)

Related to the responses above, the pre-service teacher to make content curriculum at the beginning of learning from PS 1, PS 3, PS 4, PS 9, and PS 10 is that always prepares teaching materials well. That way they can see many views about the model for explaining the related material and also various ways to convey related material more simply to students. That way, students can more easily respond to what she conveys in class. other hand she tries to control the class as much as possible to make her students comfortable studying with she in class.

This is Line with the opinion of PS 5 which states for the content curriculum knowledge as teacher is Class Control (CC) Follow that.

“I also try to control the class as much as possible to make my students comfortable studying with me in class. As a teacher, I am firm but also able to provide positive energy for them so that there is no tension while studying” (PS 4)

Regarding for the response of PS 4 revealed that the form responsibility is class control as a teacher, she tries to control the class as much as possible to make her students comfortable studying with her in class. As a teacher, she is firm but can also provide positive energy for them so that there is no tension during learning. For example, when a student

makes a noise in class, she reprimands him first and if after that the student still does the same thing, she moves the student's sitting position.

This is line with the opinion PS 3 which states for the content curriculum knowledge as teacher is Stimulate students by playing videos (STV) follow that

“To improve students' cognitive knowledge, as a teacher I always provide updated material and play a video to students. I do that so that students are given initial knowledge of the learning that will be given. From these activities students will more easily understand because of the initial stimulation in learning.” (PS 3)

PS 3 responses that to improve students' cognitive knowledge, as a teacher she always provides updated material so that students are able to get new information from my teaching. she always plays videos so that students are easily given learning according to the material to be studied. This activity is a stimulus activity so that students understand learning well.

4.1.1.2 Pedagogical Creative Teaching Process

This section described the research findings showed a perception that participants was made to build the pedagogical creative teaching process in their class during field teaching practice. Of the ten participants have expressed this perception by providing various reasons that supported their arguments to be clearer. The following were several statements in direct quotations mentioned by the participants in their reflection writings. To know the pedagogical creative teaching process in developing teacher professionalism, the researcher uses written reflection. Reflection was

carried out by 10 participant researchers. Based on the reflection, it is known that the EFL preservice teacher have to building cognitive attitudes in teaching. The following were several statements in direct quotations mentioned by the seven participants in their reflection writings.

This is line with the opinion PS 2 which states for the pedagogical creative teaching process as teacher is Reviewed Teaching Materials (RTM) follow that.

“My form of responsibility as a teacher to students at the beginning of learning is to review my lesson plans that I have prepared in order to avoid things that may not be useful and in the end my learning can be effective.” (PS 2)

In other hand PS 2 Responses that she reviewed the teaching materials before applying them in the classroom. she does it almost every time she will do a lesson. The benefits that she feels are that her activities are directed, the material she brings is well conveyed and the time she uses can be managed well. That's why the RPP that she prepared was not arbitrary, a week before she had prepared and reorganized it until a day/two day it would be implemented.

This is line with the opinion PS 7 which states for the pedagogical creative teaching process as teacher is Encourage Students' Motivations (ESM) follow that.

“The form of responsibility that I do as a teacher is to encourage students to want to be involved in learning, for example giving motivational messages, or giving ice breaker that can raise their enthusiasm for learning.” (PS 7)

Hence, the PS 7 revealed that the pedagogical creative teaching process as a teacher there needs to be a close relationship with their students, she said that students need strong motivation to raise their enthusiasm for learning in the classroom. This motivation really needs to be done by teachers to students because students are not burdened by many tasks so there needs to be a strong motivation so that they are willing and actively involved in learning. Therefore, she needs to explore and give ice breaking as a form of encouragement to students to carry out the learning process well.

This is line with the opinion PS and PS 7 which states for pedagogical creative teaching process as teacher is applying teaching strategy (TC) and teaching method (TM) follow that

“Build students' cognitive attitudes by implementing a student-center-learning strategy where students interact more in learning, and are also supported by using PPP (Presentation, Practice, and Production) and pair-work methods.” (PS 1)

“I provide through various methods and activities. For example, there are group discussion, peer activity, and individual methods.” (PS 7)

Related to the responses above argue that in developing cognitive attitudes, they provide and implements teaching strategy by a student center-learning because good learning should emphasize that there is a close relationship with implementing good learning strategies, not only that they provide learning methods to stimulate students' ability to think and work in in pairs so that their cognitive abilities run well.

This is line with the opinion PS 5 which states for the pedagogical creative teaching process as teacher is Brainstorming Idea (BI) follow that.

“I do brainstorm or warm-up by measuring students' prior knowledge. This also helps students to dare to express their ideas or ideas.” (PS 5)

PS 5 Argue that she did brainstorming or warming up by checking the students' initial knowledge. for example, when giving material about asking and giving opinion. then she will give a topic and ask their opinion on that topic. The purpose of brainstorming itself is to collect various opinions, experiences and information that students know. This also helps students to dare to express their ideas or ideas that students have.

This is line with the opinion PS 8 which states for the pedagogical creative teaching process as teacher is looking for alternative materials on the internet (AMI) follow that.

“In building my students' cognitive by providing simple examples for each theory or material that I teach, and evaluating at the end of the lesson. Before that, I tried to find a way to explain the material without getting hung up on the explanation in the book. Because, in my opinion, the explanations in the book are a bit difficult to understand, especially for students. So, I took an alternative explanation of the material on the internet. I get lots of pictures and videos explaining the material which is very easy to understand and doesn't take much time.” (PS 8)

For the responses above PS 8 because according to her, the material in the book will not be fixed because the explanation in the book is still not clear. Therefore, he is always looking for alternatives on the internet to find material that he will teach during the learning process. With other

alternatives, she feels that students understand more because of the many simple examples that she shows to her students.

4.1.1.3 Organizational Dynamic

This section described the research findings showed a perception that participants was organizational dynamic in their class during field teaching practice. Of the ten participants have expressed this perception by providing various reasons that supported their arguments to be clearer. The following were several statements in direct quotations mentioned by the participants in their reflection writings. To know the organizational dynamic in developing teacher professionalism, the researcher uses written reflection. Reflection was carried out by 10 participant researchers. Based on the reflection, it is known that the EFL preservice teacher have to organizational dynamic. The following were several statements in direct quotations mentioned by the seven participants in their reflection writings.

This is line with the opinion of PS 1, PS 5, and PS 6 which states for the organizational dynamic as teacher is Direct to Prayer (DP) follow that

“One form of my responsibility is to direct students to start learning by praying” (PS 1)

“Checking student attendance after reading the prayer as well as checking student readiness in participating in learning” (PS 5)

“The form of my responsibility as a teacher is, I instruct my students to pray and also attend students to give religious values and also as a discipline attitude”. (PS 6)

Some of the participants of PS1, PS 5, and PS6 responses, the organizational dynamic as a teacher she and he direct their students to pray

because they prioritize that prayer is one of the most important things when studying. as a teacher it is necessary to direct students to pray as a good start for them in gaining knowledge. Not only that also provides disciplinary values to students to instil, because this is a form of primary teacher responsibility that needs to be instilled in students in the classroom.

This is line with the opinion PS 5 which states for the organizational dynamic as teacher Preparing Student's Readiness (PTR) follow that.

“Checking students' readiness in learning and classroom neatness is very important because it can help students to concentrate more in the learning process”. (PS 5)

In Preparing Students Readiness PS 5 Revealed that in checking the preparation of students, it is very necessary for the readiness of students to learn. PS 5 really looks at the condition of students in receiving and also obtaining material so that it will have a good impact on the learning process that is carried out.

This is line with the opinion PS 2 and PS 9 which states for the organizational dynamic as teacher is Making question to chritical thingking (CT) follow that:

“I will do light questions to stimulate their understanding. In building students' cognitive attitudes, I like to ask questions that make students think critically. In addition, I also show a cognitive attitude through my behaviour in class so that my students can see it directly because most of them will see their teacher as a good example for them.” (PS 2)

“I build a critical thinking attitude through the questions I give them” (PS 9)

Regarding for the responses PS 2 and PS 9 in this part revealed that in building students' cognitive attitudes, she stimulated students' critical thinking by asking light questions. The questions she asked were about the material to find out the extent of their understanding after the material she previously explained. In essence, in building students' cognitive attitudes, she likes to ask questions that make students think critically. In addition, I also show a cognitive attitude through she behaviour in the classroom so that she students can see it directly because most of them will see their teacher as a good example for them.

This is line with the opinion PS 4 which states for the organizational dynamic as teacher is Giving opportunity to read the material (GORM) follow that.

“I always give them the opportunity to read well the material I wrote on the board or what I have printed out, I will then make sure about my students' understanding by asking them to rephrase through some sample questions I give them” (PS 4)

Regarding for the PS 4 Responses argue that as we know organizational dynamic is when they are aware to understand the material presented. she always gives them the opportunity to read well the material that she wrote on the blackboard or what she has printed out, if they do not understand the material that she has outlined, I will review it again in a simpler way so that they can understand and remember well. She will then make sure about her students' understanding by asking them to rephrase through some sample questions that she gave them.

4.1.2 Freedom from control over their teaching

This section focused on freedom from control over their teaching in the classroom during field teaching practice. The process as perceived by the participants based on their reflection data analysis. Through the coding results, several categorizations for the discussion of this section have been determined as follows: (1) Public Sphere, (2) Pedagogical Creative Teaching Process, (3) Content Curriculum Knowledge, and (4) Organizational Dynamic.

4.1.2.1 Public Sphere

Public sphere is one of the most important things and also the most important aspect that a teacher must have in the teaching process. Hence, public sphere constructs the teacher autonomy is a form of freedom from control over their teaching in the classroom during field teaching practice.

The following were several statements in direct quotations mentioned by the participants in their reflection writings. To know the pedagogical teaching process in teacher control over their teaching the researcher uses written reflection. Reflection was carried out by 10 participant researchers based on the reflection. Regarding the public sphere, some of the participants said:

This is line of PS 1 which states that for the public sphere to construct the teacher autonomy is Giving Activity (GA), and Adjust the Condition of the Autonomy Learning Process (ACALP) follow that.

“A teacher in building autonomy in the public space in a variety of ways can provide many activities and show our interest in what has been built and also how to adjust conditions regarding how the book of can free to give our opinion regarding the autonomous learning process. (PS 1)

The line with the statement the Pre-service teachers showed that to construct the teacher autonomy, should have provides many activities and showed the interest and adjust the conditions regarding the autonomous process.

This is line of PS 2, PS 4, PS 8, PS 9, and PS 10 which states that for the public sphere to construct the teacher autonomy is Active Contribution (AC) follow that.

“We must show that we can make an active contribution and show efforts in public that we are teachers who are dedicated to learning.” (PS 2)

“I always involve students in active thinking and also show that my students are autonomous students” (PS 4)

“Though in the context of a public space, many things we can do is to be actively involved and also contribute actively” (PS 8)

“Work hard in the sense that we can move actively in the process of building” (PS 9)

“The teacher is someone who must be active in every learning process and will show it in public spaces” (PS 10)

In public sphere the Pre-service teachers showed to construct their autonomy they should have active contribution, because the process of guiding and involve to dedicated the actions in public sphere.

This is line of PS 3 and PS 5 which states that for the public sphere to construct the teacher autonomy is Creative Activity (CA) follow that.

“Teachers who can create and show our creative side and also give full responsibility” (PS 3)

“Teachers also provide creative activities that can welcome a good learning process, of course.” (PS 5)

Through the statement of Pre-service to construct their autonomy in public sphere they should have creative activity process need more goof learning and responsibility.

This is line of PS 4 which states that for the public sphere to construct the teacher autonomy is Give Real Dedication (GRD) follow that.

“Give real dedication by providing positive examples so that there is an autonomous teacher who can contribute significantly in the process of assigning responsibility to students in public.” (PS 4)

The PS 4 argue that to construct the autonomy should give a dedication to contribute significantly in the process assigning responsibility in public sphere.

This is line of PS 7 which states that for the public sphere to construct the teacher autonomy is Promote Teacher is Important (PTI) follow that.

“Involved in the process of activities that we have done in the classroom, for example by doing promotions or examples to people that being a teacher is indeed a very basic foundation. Important”. (PS 7)

This Pre-service teacher argue to construct the autonomy in public sphere should doing promotion or examples to people being teacher indeed a very basic foundation.

4.1.2.2 Pedagogical Creative Teaching Process

Pedagogical Creative Teaching Process is one of the most important things and also the most important aspect that a teacher must have in the

teaching process. Hence, pedagogical creative teaching process is a form of freedom from control over their teaching in the classroom during field teaching practice.

The following were several statements in direct quotations mentioned by the participants in their reflection writings. To know the pedagogical teaching process in teacher control over their teaching the researcher uses written reflection. Reflection was carried out by 10 participant researchers based on the reflection.

Pre-service teachers should have control to do pedagogical creative teaching process especially in learning and also understand the material well. Thus, pre-service teachers should have the ability to recognize their teaching so that they could fully conceive what they applied. Regarding the pedagogical creative teaching process, some of the participants said:

This is line of PS 4 which states for the pedagogical creative teaching process as teacher is establish fun learning (EFL) and Involve Playing Game (IPG) follow that.

“The strategy that I can do to increase students' awareness in learning is to create a fun learning atmosphere for them in class, involve small games or games that can be a break in learning tensions and also be friendly to them but remain firm in being polite while studying.” (PS 4)

PS 4 Showed that with strategies and learning methods that involve small games or games that can be a breaker in the learning process and also be friendly to them but remain firm in being polite while studying. It is an

indirect way to be able to create a sense of comfort, happiness, and love for doing things including learning. She also gave them a session to talk about themselves and what they wanted to do after school. This is one of the encouragements for them to be better at learning.

This is line with the opinion PS 4 and PS 6 which states for the pedagogical creative teaching process as teacher is Sharing session (SS) follow that.

“I also give them sessions to talk about themselves and what they want to do after school. This is one of the encouragements for them to be better at learning” (PS 4)

“In addition, after they were really tired of studying, I opened a session to talk about their lives and even their love stories with the aim of rekindling their enthusiasm” (PS 6)

Regarding for the responses above for as teacher to construct pedagogical creative teaching knowledge in the class its always to made students sharing with their hearth it's made a sense of students to think clearly about their problem while studying.

This is line with the opinion PS 10 which states for the pedagogical creative teaching knowledge as teacher is building students interest in learn (SIL) and designing fun and interesting class (DFIC) following that:

“I will also insert lectures on the sidelines of learning regarding the advantages and disadvantages if you are not serious in studying or don't want to learn. (SIL) I will also provide tips that students can use in building enthusiasm/interest in learning such as the types of learning styles. I also design classes that are interesting, fun, and easy for students. (DFIC)”

In the process of pedagogical creative teaching process, the pre-service teacher showed the kinds of interest in learning such as fun learning, and also building student to learn more to understanding the material.

4.1.2.2 Content Curriculum Knowledge

Content curriculum knowledge is one of the most important things and also the most important aspect that a teacher must have in the teaching process. Hence, content curriculum knowledge is a form of freedom from control over their teaching in the classroom during field teaching practice.

The following were several statements in direct quotations mentioned by the participants in their reflection writings. To know the pedagogical teaching process in teacher control over their teaching the researcher uses written reflection. Reflection was carried out by 10 participant researchers based on the reflection.

Regarding the content curriculum knowledge, some of the participants said:

“To increase student learning awareness, I am very happy to hold activities in the classroom such as playing, showing learning videos, and direct student practice related to the material” (PS 2)

The PS 2 Argue to raising students' awareness is shows learning playing videos (SPV), and students' hands-on practice regarding the material. Inviting activities that make students not only think but also act and invite them to experience firsthand is the most effective form in my opinion. That way students will more easily remember the lessons that have been done. it is one way for PS 2 to increase students' awareness in learning

by perceiving activities that make students feel firsthand that understanding learning is very important.

Regarding the content curriculum knowledge pre-service teacher showed that.

“My strategy is to use a variety of interesting learning media and take learning materials from various sources and inform students.”
(PS 3)

The response from PS 3 that he has a special strategy to increase student awareness in learning is to use interesting media (UIM). By taking learning resources from various sources, this will be information that students can learn not only by reading books. But it can also be done through other media such as online media. So, they realize that learning can be done anywhere and anytime.

4.1.2.3 Organizational Dynamic

Organizational dynamic is one of the most important things and also the most important aspect that a teacher must have in the teaching process. Hence, organizational dynamic is a form of freedom from control over their teaching in the classroom during field teaching practice.

The following were several statements in direct quotations mentioned by the participants in their reflection writings. To know the pedagogical teaching process in teacher control over their teaching the researcher uses written reflection. Reflection was carried out by 10 participant researchers based on the reflection.

This is the line of PS 1 showed the regarding of Organizational dynamic as teacher is involve students to self-directed learning (ISSL) and interact with pair work activity (IPW).

“Involve students interacting more in the classroom such as discussion, pair work and also asking or expressing opinions to the teacher directly, and giving them homework, they could do as part of self-directed learning. (PS 1)”

The responses above the pre-service teachers argue that organizational dynamic as teacher in the class is involve students by giving homework and the learn to direct with them self and also make pair work discussion to be succussed as teacher to organize the class.

This is line with the opinion PS 5 and PS 1 which states for the organizational dynamic as teacher is making pair work instruction (PWI) follow that.

“I make them to study in groups and answer the questions together so that students can exchange their ideas and thoughts with each other. The second strategy, I asked them to present the material that I gave in front of the class in groups so that they would indirectly study the material that I gave independently. My last strategy asks to practically directly read the text in English.” (PS 5)

“Involve students interacting more in the classroom such as discussions, pair work and also ask or express opinions to the teacher directly.” (PS 1)

PS 5 and PS 1 its related answer about they involve pair work activity. In developing and increasing students' awareness in learning, she uses strategies in various learning activities in almost every meeting, namely making them study in groups and answer questions together so that students can exchange their ideas and thoughts with each other. hence, I asked them

to present the material that I gave in front of the class in groups so that indirectly they would study the material that I gave independently and also asked to be practical directly reading the text in English, so that they are aware of their shortcomings in the language English.

This is line with the opinion PS 7 which states for the Raising Students Awareness as teacher is Giving motivation establish learning competitive (MELC) and Giving gifts (GG) follow that.

“I provide motivation to encourage students' enthusiasm and interest in learning; creating a healthy competitive learning atmosphere, so that it can encourage students' enthusiasm in their achievements, giving prizes to students as a form of appreciation for their learning achievements.” (PS 7)

In the process organizational dynamic, PS 7 motivates students to establish learning activities that will be able to foster students' enthusiasm for learning. With motivation, she argues that there are many things they want but lack of motivation as a start and also a strong foundation for them to learn. the other hand also that she always gives them a gift from the process of their achievement in learning.

4.1.3 A capacity for self-directed teaching.

This section addressed several barriers faced by the pre service teacher during field teaching practice. In determining the initiatives, they take in their classrooms, teachers must be able to apply to their teaching reflective and self-managing processes’ (Little 2000; cf. Aoki 2000, McGrath 2000, Thavenius 1999, Vieira, e.g., 1999, 2000). Several sub-

themes emerged from the results of data analysis to clarify in detail the findings in this section. From several participants, these sub-themes referred to their argument that self-directed teaching (1) Students Reflection, and (2) Promoting Learner Autonomy. Meanwhile, there are interesting findings in this study. A neutral answer was expressed by some of the other participants when they were asked whether the perceptions of teacher autonomy during field teaching practice. The following was a description of the sub-themes that have been found.

4.1.3.1 Students Reflection

Reflection enables students to make the meaningful connections necessary for deep understanding of the content and greater insight into themselves as learners. By reflecting not only on what they are learning but on how and why they are engaged in this learning, students are able to make meaning from their experience. Involving students' reflection pre service teachers was applied in learning activity. thus, the reflection refers to their learn at the end of the lesson. pre-service teachers try to involve students to reflect on themselves regarding the learning outcomes they encounter in the classroom.

This is line with the opinion PS 1 which states for the making student's reflection in the class ask students to reflect interesting and tedious class (SRTC) follow that.

“I asked students what they thought of today's class as interesting or boring.” (PS 1)

In PS 1 it is categorized that ask students reflect interesting and tedious class, students conclude the material. in this technical case, students write on a piece of paper and then collect it to me this can change student behavior for the next class because they have conveyed their complaints.

This is line with the opinion PS 2 and PS 5 which states for the making student's reflection in the class ask students reflect evaluate (SRE) and thinking to understanding the material (TIUM) follow that.

“I identify my learning success as well as for students to analyze their understanding. This reflection act teaches students to think and evaluate themselves and teaches students what, how, and why to reflect so that there is development in students.” (PS 2)

“Starting from asking if they are comfortable with my teaching method, whether they are easy to understand and remember the material given, what should they do after knowing their shortcomings, especially in learning English.” (PS 5)

For the data of PS 2 showed ask students reflect evaluate and thinking understanding material. According to her, reflection activities on students at the end of the lesson have become the target of the activities she is doing. Benefits can be found by both parties, both for her as a teacher to identify the success of her learning and for students to analyze their understanding. The data showed PS 5 she always reflects the student by increasingly understanding the materials, and also, she gives comfortable learning in the classroom.

This is line with the opinion PS 3 which states for the making student's reflection in the class ask students to reflect advantages and disadvantages class (SRAD) follow that.

“At the end of the lesson, I always reflect by asking students about the learning that I do in class. In this reflection they explain the advantages and disadvantages of what I do in class.” (PS 3)

In these responses of PS 3 Ask students reflect the advantages and disadvantages of class. in this case he wants to perceive how the advantages and disadvantages in the process he teaches in the classroom. This reflection process is very helpful for him to try to improve so that the teaching process goes well because of the reflection of the student.

This is line with the opinion PS 4 which states for the making student’s reflection in the class ask students to reflect to making exchange opinion material (SRMEO) follow that.

“I reflect on the mindset and behavior of students in class. After I teach, I find my students enjoy learning when I give them group assignments where they share ideas and talk with their group mates while working.” (PS 4)

The responses of PS 4 argue that she reflects on the mindset and behavior of students in class. After she teach, she finds her students enjoy learning when she gives them group assignments where they share ideas and talk with their group mates while working. They feel less burdened and troubled like when they have to do individual tasks. Like students in general, the behavior that still needs to be improved from them is to sit quietly while she as a teacher are presenting learning materials. She sometimes still finds some of her students chatting and disturbing each other in the middle of learning.

This is line with the opinion PS 7 which states for the making student's reflection in the class ask students to conclude the material (SRCM) follow that.

“I involve students in reflecting on their learning. For example, I ask them questions so that they will conclude what they have learned in that lesson, and some of them are very active in responding to the requests I give, they can provide both brief and fairly complete conclusions.” (PS 7)

The data responses from PS 7 she always involves her students in reflecting on their learning at the end of the lesson. She asks students to reflect on their learning by making conclusions or summing up the results of the lessons they have been through in class. She saw that when students reflected, they made clear conclusions with good responses.

This is line with the opinion PS 8 which states for the making student's reflection in the class ask students reflect to talk directly (SRTD) follow that.

“I asked them to reflect in the form of speaking directly to me. The students also usually express their understanding of the material, there are also students who give other examples. It is very important for a teacher to carry out reflection activities for students in order to develop learning media and teaching strategies that are good and suitable for students.” (PS 8)

In the responses regard from PS 8 argue that in the process of reflecting on student learning she reflects by talking directly the students about their learning in the classroom. She usually asks if they understand the material and example sentences being taught; do they like the explanation of the material using short videos; do they like to write down

their experiences on colored paper, do they like to discuss with their group mates; and other similar questions. The students also usually express their understanding of the material. It is very important for a teacher to carry out reflection activities for students in order to develop learning media and teaching strategies that are good and suitable for students.

4.1.3.2 Promoting Learner Autonomy

Promote learner autonomy which is defined institutionally as “a capacity to take charge of one’s own learning. An autonomous learner can make informed choices which requires a level of awareness and control of learning processes which is achieved through reflection” (SALC Handbook, 2016). Involving pre-service teachers to promote learner autonomy they always use ways to make the best of the treatment they do either directly or indirectly. because basically they have done in promoting learner autonomy in the classroom as well as outside the classroom.

This is line with the opinion PS 1 which states for Promoting learner autonomy in teaching is Giving assignment (GA) follow that.

“I give them homework or assignments for them to do but with a clue so they can implement their own study at home.” (PS 1)

In the response of PS 1 argue his about promoting learner autonomy during field teaching practice. in this case the PS 1 showed for promoting learner autonomy giving them homework or assignments for them to do but with a clue so they can implement their own study at home. This

independent learning is one of his ways in the form of promoting learner autonomy.

This is line with the opinion PS 3 which states for Promoting learner autonomy in teaching is Giving a solution to learn in outside (GSLs) follow that.

What I do is ask questions at the beginning of the lesson about what they have learned and learned outside of class. For students who do not answer will be given advice and given a solution how to learn and ask questions tomorrow.” (PS 3)

In this response the PS 3 showed that in an effort to carry out and promote student self-learning or promoting learner autonomy is to provide advice in the form of encouragement so that they are serious about studying well. every student is given the same opportunity with the same advice in the form of an effort so that they can study independently at home.

This is line with the opinion PS 4 which states for Promoting learner autonomy in teaching is Giving advice to independent learning through story (GATS) follow that.

“I give them suggestions for independent study, but by telling stories. However, I often make sentences that ask whether they are learning or not and how they learn on their own.” (PS 4)

Following the statements above for PS 4 in promoting learner autonomy she provides a suggestion to independent study by making a story in the classroom, and she ask the students to think and the students can apply their story.

This is line with the opinion PS 5 which states for Promoting learner autonomy in teaching is Giving easy reading book recommend for app to learn English (GERFLE) follow that.

“Yes, usually I also ask what are their obstacles so they are lazy to learn English. So, to support them in learning English I send them light reading books that are easy for them to understand in PDF form and also, I recommend some applications that they can use to learn English” (PS 5)

“What I do is give individual activities to students both for reading.” (PS 7)

For this response showed in the end of her class, she always provides to support them learning English I send them light reading books that they are easy to understand in PDF form and also, I recommend some applications that they can use to learn English anytime and anywhere they want applications like Duolingo, Bussu and others.

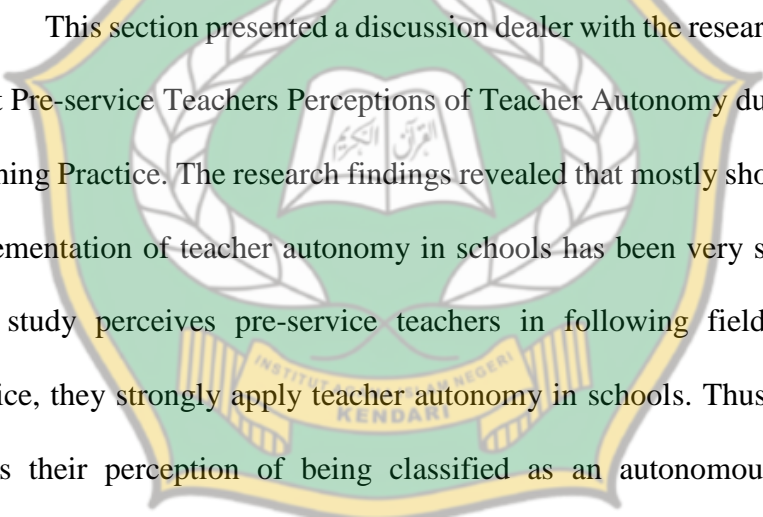
This is line with the opinion PS 8 which states for Promoting learner autonomy in teaching is Giving instruction to independent learning in other way instruct students to find English content (GILSFE) follow that.

“I quite often ask students to study independently at home. For example, learning English independently is very easy to do anywhere and anytime using their gadgets or cellphones. I also advise them to follow Instagram which contains English learning content, such as English Village, Language Center, English Vit, etc.” (PS 8)

In this section she advises them to learn English by watching English videos and movies at slow speed and with Indo or English subtitles, like Inside out, etc. In addition, she also suggested several songs in English with good meanings for them to hear, such as the gift of friends by Demi Lovato,

this is me and million dreams from the greatest snowman. She also advised them to follow Instagram which contains English learning content, such as English Village, Language Center, English Vit, etc. Because they are cottage children, and are not allowed to bring cellphones in the cottage, she suggests looking for, borrowing, or buying English story books. And they can use their cellphones to study when they are at home.

4.2 Discussion



This section presented a discussion dealer with the research finding about Pre-service Teachers Perceptions of Teacher Autonomy during Field Teaching Practice. The research findings revealed that mostly show that the implementation of teacher autonomy in schools has been very successful. This study perceives pre-service teachers in following field teaching practice, they strongly apply teacher autonomy in schools. Thus, this data shows their perception of being classified as an autonomous teacher. Through the outline of the themes that have been emerged in the research findings, this perception could be proven. In this discussion section, the themes exposed in detail how the pre-service teachers applying the teacher autonomy. They were included (1) Teacher Professional Development, (2) Freedom from control over their teaching, and (3) A capacity for self-directed teaching.

4.2.1 Teacher Professional Development

In this sense, teachers needed to be enabled through professional learning and development opportunities and enrich to exercise sound judgment of their own capacities and external forces and to control their learning, teaching, and research (Benson & Huang, 2008; Genc, 2010; Kennedy & Pinter, 2007; Vieira, 1999, 2003). Through teacher professional development refers to the process of developing a teacher's professional attitude towards their students during field teaching practice in the classroom by doing it at the beginning of learning to form a professional attitude as a teacher

In professional development this study revealed the concept of teacher autonomy which has been constructed in such detail. In professional development the criteria that have been aimed at the point are organizational dynamics, in organizational dynamic pre-service teachers tend to direct students to pray to start learning, build students' critical thinking, and also provide opportunities for students to read learning materials. Basically, these organizational dynamic forms a pre-service teacher within the scope of teacher autonomy. Additionally for the student's attitude and character education needed to serve all the character various interventions from various institutions that directly or indirectly affect a person's values, attitudes, and character development, and the ability to think that a problem or a person's opinion is right or wrong (Lope, 2010).

In the content curriculum knowledge Pre-service teachers are most of to show their teaching by playing various learning media by showing the video, picture and also review the teaching material in their individual

classroom independence. However, increased collective autonomy, in terms of new responsibilities for teachers within the concept of school autonomy in Europe, has often resulted in reduced individual autonomy. ‘Where the curriculum is worked out in detail at school level in terms of content, timetable and pupil assessment, teachers are obliged to cooperate in persuade correspondent to a way that inhibits their individual classroom independence content knowledge (Eurydice, 2008, p. 12).

Pedagogical creative dynamic the Pre-service Teachers showed their activity by applying teaching strategy, teaching method, and brainstorming idea its help the students to deal their learning successfully, when referring to the motto “swim or sink together” used by Johnson and Johnson (1994) regarding cooperative learning, they state that “together in the boat of knowledge, teachers and students can surpass the small shipwreck to developing their pedagogy. (p. 165), thus stressing the educational value of co-constructed pedagogies where teacher and learner autonomy develop in tandem.

The research findings indicate that lack of professional development opportunities greatly constrained the Pre-service teachers’ development. Out of dissatisfaction with the current working environment, all the Pre-service teachers desired the gaining of access to other communities of practice, which were assumed to allow room for actualizing their values. Unlike the other two Pre-service teacher participants, their primary goal was to develop their professional titles, which determined that they had to conform to serve their development

for teaching requirements in their class. developing teachers' capacity for professional action at their own discretion, in order to enhance student learning (Biesta et al., 2015; Goodson, 2003; Nieveen, 2011; Pyhälto, Pietarinen, & Soini, € 2012). There are contradictory developments, consideration such as the decreased autonomy and make it versus increased expectations to teacher professionalism.

4.2.2 Freedom from Control Over Their Teaching

In practice, language teachers often work in situations either they develop their freedom to grow. Additionally, where their capacity to grant learners greater freedom in learning is severely constrained' (Benson 2000: 115); Learner autonomy develops within the space that the teacher is able to open up for it in their interpretation of the broader and the teacher actions may include constraints on the learners' freedom of action in learning' (ibid.: 116; cf. also Breen and Mann 1997, Lamb 2000). Huang and Benson (2013) define control as the power to make choices and decisions and act on them to rich it their criteria (p. 8). In his discussion of learner autonomy, Benson (2011) identifies three dimensions of control over language learning managements, cognitive processes and learning content. The meaning of control in teacher autonomy remains vague in literature.

The data findings showed in the section of public sphere, the Pre-service teacher argue to construct their autonomy lead active contribution, create creative activity, and give real dedication as teacher to develop autonomy. Mostly in public sphere they want to give their best and show

that they are worthy and can be said to be the best teachers as a form of direction in the performance of autonomous teachers. Bjork (2004) argued those teachers who did not receive necessary support to succeed were more likely to misinterpret the curricular guidelines and implement regulations in a superficial way. This also demonstrated that teacher autonomy involves inter-dependence, or relatedness.

The Pre-service teacher used a lot and involved active students' organizational dynamic, curriculum content and pedagogical creative teaching process in the class, they could be properly maintained so that they could develop the process. Basically, participants have done several things with establishing fun learning by using interesting media, which is a good thing that they have applied in developing and building students' awareness in learning, especially English. Giving gifts as a means of their motivation to achieve their goals and also the desire for their successful learning process was also involved by the participants in building students' awareness of learning. This is closely related to forming students to want to be involved and also play an active role in the learning process.

The pre-existing stage of affairs or course or events can be viewed as the teacher's working conditions which may be facilitating or constraining; the capability of the individual to make a difference and related the means conscious efforts by the teacher (Ollerhead, 2010, p. 609) indeed to create working conditions that allow room for his/her discretion (Benson, 2010, p. 263)

4.2.3 A Capacity for Self-directed Teaching

In order capacity specifies what a person has the potential to do, rather than what they actually do (Huang & Benson, 2013, p. 8). This potential is displayed as the person exercises their autonomy and make it differeneeces. Huang (2005) and Huang and Benson (2013) suggest that there are three major components to developing of a capacity to control teacher work: ability, willingness, and freedom. They are in correspondence with the technical-psychological, motivational, and political dimensions of autonomy.

Little (1995) argues that language teachers are more likely to succeed in Promoting learner autonomy if their own education has encouraged them to be autonomous” (p. 180). In promoting the learning of student autonomy, participants also provide a lot of arguments and actions that need to be discussed. The results of the data findings have shown that they have provided a lot of student activities both inside and outside the classroom.

The activity is achieved learning goals with a variety of creativity create, now it is an effort as pre-service teachers to evaluate themselves in various ways to promote learner autonomy. Regarding for the promoting learner autonomy pre-service teacher are Giving instruction independent learning in other way, instruct students to find English content. Hence, in giving the instruction they also give advice to the students to find other learning alternatives for them to learn and develop their English.

In the sense of student's reflection Dewey's (1933) approach to reflection tended towards the psychological and educational. He focused on the nature of the processes by which we manipulate knowledge towards a purpose; in other words, reflection generates knowledge. John Cowan (1998:16) gives an example of what reflection is: the student is reflecting when she notes that there is something different about the case that she is considering, in comparison with the examples she has encountered in class and when they also identify what the difference is, and what she should do about it."

In this section from the data findings showed a lot of participant involvement in the process of reflecting on students in learning, ask students reflect interesting and tedious class, students conclude the material. hence, so varied and also the process of achievement as a teacher in asking students to reflect as their initial form to participate in class. such is the achievement of the teacher by providing comfortable and understanding material.

The level of comfort required by students is very important in the process of achieving and acquiring learning in the classroom. participants did not experience many obstacles in the process of giving reflection to their students in the classroom. It supports by Parker (2015) following experiencing empowerment to exercise autonomy in a collaborative atmosphere affected my role as a teacher and helped me to rethink my beliefs in terms of teaching and reflections on the teaching strategies. Students felt happy with this reflection because they felt open to the presence of pre-

service teachers who they considered as teachers. there needs to be a good relationship and nuance to students in the process of giving reflection in the classroom to their learning.

To sum up, the findings of the study were almost coincident with previous research studied conducted by Rachel (2015) Lesson study is a form of professional development that promotes researcher, collaboration, and reflection. According to Catherine Lewis, over time with the use of lesson study teachers see an improvement in the quality of instruction (Jetter Madeleine, 2012). This form of professional development gives teachers the opportunity to have more freedom and control in decision making, and improvement in understanding of curriculum and student learning.

In line with these findings, this also found by Gabrys Barker (2017). The picture of preservice teachers and their perceptions of teacher autonomy that appear in the study are quite positive. The trainees demonstrate full awareness of what teacher autonomy involves. Their understanding of the concept relates to autonomy as consisting awareness of oneself as a teacher and awareness of learners and their needs; flexibility in designing lessons, choice of materials and classroom management but all this firmly grounded in professional competence deriving from knowledge and experience; active involvement in professional development through reflection and experimentation with new techniques, materials and procedures.

Autonomy refers to the learner and the teacher, and it can be defined as “the competence to develop as a self-determined, socially responsible and critically aware participant and beyond educational environments, within a vision of education as interpersonal empowerment and social transformation (Jiménez Raya, Lamb, & Vieira, 2017, p. 1). This study was created to provide an understanding of Pre-service Teachers perceptions of Teacher Autonomy will be highlighted as self-development, public sphere, organizational dynamic, pedagogical creative teaching process, content curriculum knowledge, students’ reflections, and promoting learning. There is no research that discusses more complex matters related to these points and their activity by applying the teacher autonomy. Include, so this research shows all aspects of the scope of teacher autonomy during field teaching practice. Further, the researcher presented a summary including the findings of this study in the form of a framework. So, readers can observe all the essential points that have been found by the researcher in this study more clearly, easily, and quickly. The following was the framework of research findings shown in figure 3.1.

Figure 3.1 Research Finding Framework

