

**A PRE-SERVICE EFL TEACHER'S COGNITION
ABOUT TEACHING SPEAKING**

A THESIS

Submitted to Fulfil the Requirements for *Sarjana Pendidikan* Degree
at English Education Department of Faculty of Educational Sciences and
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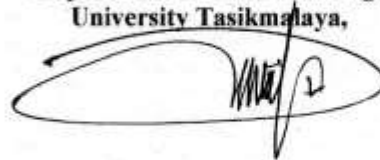
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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "*A Pre-Service EFL Teacher's Cognition about Teaching Speaking*" beserta seluruh isinya adalah sepenuhnya karya saya sendiri, dan saya tidak melaksanakan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan. Atas pernyataan ini saya siap menanggung konsekuensi atau sanksi terhadap etika keilmuan atau ada klaim dari pihak lain terhadap keaslian skripsi ini.

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ABSTRACT

SARAH HALIMATU JANAHA. 2019. "A Pre-Service EFL Teacher's Cognition about Teaching Speaking". English Education Department. Faculty of Educational Sciences and Teacher's Training (*FKIP*). Siliwangi University. Tasikmalaya.

Since teacher cognition has been acknowledged to play a pivotal role to guide classroom practice, a number of studies into teacher cognition research in the field of English language teaching have been conducted in recent decades. However, study of teacher cognition dealing with teaching speaking in English language teaching is still a limited domain of inquiry. To fill the gap, this study tried to find out the extent to which the cognition of a pre-service EFL teacher about teaching speaking based on her teaching experience during teaching practice program. The paper reports on a descriptive case study investigating the cognition of a pre-service EFL teacher who had completed teaching practice in one of senior high schools in Tasikmalaya. Semi-structured interviews were employed to garner data. The data were analysed using thematic analysis (Braun & Clark, 2006). Findings of the study indicate that the cognition of the pre-service EFL teacher about the teaching of speaking comprised of (1) the assessment of students' speaking proficiency, (2) teacher's role as facilitator, and (3) classroom interaction in English language learning.

Keywords: teacher cognition, pre-service EFL teacher, teaching speaking

ABSTRAK

SARAH HALIMATU JANAH. 2019. “A *PRE-SERVICE EFL TEACHER’S COGNITION ABOUT TEACHING SPEAKING*”. Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan (FKIP). Universitas Siliwangi. Tasikmalaya.

Sejak kognisi guru telah diakui memainkan peran penting untuk menjalankan praktik di ruang kelas, sejumlah studi dalam penelitian kognisi guru dalam area pengajaran bahasa Inggris telah dilakukan dalam beberapa dekade terakhir. Namun, studi tentang kognisi guru yang berkaitan dengan pengajaran berbicara dalam pengajaran bahasa Inggris nampaknya masih terbilang sedikit. Untuk mengisi celah ini, penelitian ini mencoba mencari tahu sejauh mana kognisi yang dimiliki guru PLP bahasa Inggris mengenai pengajaran berbicara berdasarkan pengalaman mengajarnya selama mengikuti program praktek mengajar. Jurnal ini melaporkan studi kasus deskriptif yang menyelidiki kognisi seorang guru PLP yang telah menyelesaikan praktik mengajar di salah satu Sekolah Menengah Atas di kota Tasikmalaya. Wawancara semi-terstruktur digunakan untuk mengumpulkan data. Data tersebut dianalisis menggunakan analisis tematik (Braun & Clark, 2006). Hasil penelitian menunjukkan bahwa kognisi yang dimiliki guru PLP terhadap pengajaran berbicara di kelasnya meliputi (1) penilaian terhadap kemampuan berbicara siswa, (2) peran guru sebagai fasilitator, serta (3) interaksi kelas dalam pembelajaran bahasa Inggris.

Kata Kunci: kognisi guru, guru PLP bahasa Inggris, pengajaran berbicara

PREFACE

All praises are due to Allah *swt.*, the highest, the creator of the universe. Because of His grace, I am able to finish writing my thesis entitled “*A Pre-Service EFL Teacher’s Cognition about Teaching Speaking*”. This thesis is submitted to fulfil the requirements for *Sarjana Pendidikan* at English Education Department of Faculty of Educational Sciences and Teachers’ Training of Siliwangi University, Tasikmalaya.

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3. Mrs. Asri Siti Fatimah, *S.Pd., M.Pd.* as second supervisor;
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5. My family for their sincere love, prayer, and support;
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I welcome suggestions and constructive criticism from the readers to improve towards my writing. Hopefully, this research can be useful and gives the advantages both for myself and the readers.

Tasikmalaya, October 2019

The writer

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