

CHAPTER IV

DATA PRESENTATION AND DISCUSSION

This chapter presents and explains the data collected through questionnaires, interviews, observation, and document evidence. This chapter consists of three subthemes: the belief in preservice English teacher empowerment (PETE), the PETs' perception of the dimensions of PETE, and the strategy to support each dimension. Each subtheme represents the answer to the research questions. The data presentation and discussion organization are based on thematic content analysis, where themes were largely predetermined by questionnaires, interviews, observation checklist, and documentary evidence (see chapter 3, instrumentation, and data analysis). The major themes are knowledge, learning, competence, personal growth, and communal classroom

4.1 The Beliefs of Preservice English Teacher Empowerment

To answer the first research question related to the preservice English teachers' belief in empowerment in the learning and teaching practices, the researcher collected the data in the form of questionnaires, focus group discussion, document evidence, and observation. The questionnaires were distributed in the form of digital survey to 86 PETs and there were only 39 completed the survey. In the meantime, there were four PETs who were available to be invited and actively responds to the focus group discussions (FGD). There were six FGDs for PETs with different topics, including the introduction, general perception on PETE, the knowledge and learning dimension, personal growth dimension of PETE, competence dimension of PETE, and communal classroom dimension of PETE. In the different schedules, FGD7 was conducted for mentor teachers with the topic is PETE and its dimension. The last FGD8 was held for teacher educators with the same topics. All participants were invited to different zoom meetings of FGDs; FGD6 for PETs on March 26th, 2021, FGD7 for MTs on April 1st, 2021, and April 2nd for FGD of TEs. In the meantime, the document evidence was collected in the form of English teaching materials, lesson plans, and the grade point average (GPA). In

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the intervening period, the observation checklists were given to the mentor teachers and teacher educators to provide outsiders' perspectives in the PETE. Thematic content analysis is used to analyse the collected data. The analysis will be presented in five themes: knowledge, learning, competence, personal growth, and communal classroom.

The data gathered in the digital survey aims to find out the level of preservice English teachers' empowerment (PETE). The items of PETE scale are adapted from the learner empowerment scale which was developed by Schultz and Shulman (1996). Some items are modified and adapted into the context of English teaching and learning practices to determine the level of PETE (see Chapter 3, Instrumentation: Questionnaire). The items are scrutinized based on five dimensions of the Preservice English Teacher Empowerment framework, postulated in the literature review (see chapter 3, data analysis). To help readers grasp the whole distribution of items analysis, see table 25 and chapter 3, table 19.

Table 19. Items Distribution to the dimensions of PETE

Dimension	Items of PETE Scale
KD-PETE	2,6,10,22,
LE-PETE	1,4,14,32
CD-PETE	15,28,29,31,33,34,36,
PGD-PETE	12,13,17,18,19,20,21,23,24,25,26,27,30,31,33,35
CD-PETE	3,5,7,8,9,11,16,35,

The data from digital survey scrutinized based on the PETE framework postulated in chapter 2 and are reported in table 25. A closer look at the item's numbers 2,6,10, and 22 indicates the PETs' perception of knowledge dimension. For the meantime, items number 15, 28,29,31,33,34, and 36 indicate the learning dimension. In the other side, the item's number 12,13,17,18,19,20,21,23,24,25,26,27,30,31,33, and 35 indicate the personal growth dimension. On the other side, items number 3,5,7,8,9,11,16, and 35 indicate the

communal classroom characteristics. To help readers grasp the whole items of PETE, see chapter 3, table 19, and appendix 3. The following paragraphs will describe PETs' perception of each dimension as represented in each item of the PETE scale (see table 25).

A closer look at the items number: 2,6,10 and 22 are nominated as the KD-PETE. Although a fair number of PETs are encouraged to use alternative approaches in the teaching practice. Still, a few PETs prefer choosing a familiar approach in performing their teaching performance. In the meantime, although many PETs have a choice in performing their teaching methods and have the freedom to choose among options, very view PETs think that the information is not beneficial. The PETs' perception lies at the heart of the discussion on two essential knowledge: teacher knowledge (methods and approach on ELT) and experiential knowledge (familiar knowledge). This is in line with the theories of teacher knowledge (Koehler, M.J., Mishra, Punya., and Cain, 2013; Shulman, 1986) and experiential knowledge suggested by Fazey (2006) and Nimklurat (2016). As a rebuttal to this point, it could be argued that the level of PETs' understanding of teacher knowledge and how they construct their knowledge in PETE to make them more confident or well-empowered are still contentious.

The items stated in numbers 1, 4, 14, and 32 are directed to the PETs' perception of LD-PETE. Most PETs frequently use their power to make a difference in how the thing is done, but some PETs fail to make a difference in their English teaching practice program. Although a fair number of PETs have the freedom to choose among options, some PETs choose to enjoy an interesting learning topic. Therefore, most PETs get a meaningful learning experience and look forward to going to the English teaching practice in PLP. These results confirm that the PETs' learning perception is in line with the learning concept suggested by Cheng (2016) and Freire (2013). Yet, there are main arguments that can be advanced to support what learning component the PETs should concern about to make them more passionate and feel more empowered.

A closer look at the items number: 15,28,29,31,33,34, and 36 are diagnosed as the perception of CD-PETE. Most PETs believe that they are capable of achieving their goals in PLP, and none believe they are not. Moreover, almost all PETs feel frequently competent in teaching practice in PLP. And most PETs possess the necessary skills to perform successfully in teaching English practice in PLP. Thus, a lot of PETs can determine their own tasks and can be performed confidently and feel comfortable answering questions in the teaching practices in the classroom. On the basis of the evidence currently available, it seems fair to suggest that PETs competence seems to be one of PETE dimension that affect their success along the PLP as suggested by Duhon-Haynes (1996), Cattaneo & Chapman (2010), and P21 (2019). The underlying argument is favour of competence is that what kinds of competence must PETs have to make them well-empowered?

The items listed number 12,13,17,18,19,20,21,23,24,25,26,27,30,33, and 35 are specified as the PGD-PETE. Although quite a lot of PETs have a positive feeling in the English teaching practice in PLP. Still, very few PETs feel boring and intimidated by what is required of them in PLP. Instead, a fair number of PETs feel confident that they can adequately perform their duties. Only a few PETs feel lack confidence in their ability to perform the task in English teaching practices normally. On the other hand, a fair number of PETs have faith in their ability to do well. Still, a few PETs feel unable to do work in PLP. In addition, PETs feel comfortable challenging their mentor teachers and their peers in the English teaching practices occasionally. The available evidence seems to suggest that positive feeling and positive thinking lead PETs to be well-empowered (Bandura, 2019; Foster-Fishman et al., 1998; Freire, 2017; Murray, 2019; Zimmerman, 2010). Conversely, there have been inconclusive critics in what personality the PETs grow their personality to make them more empowered and how they do self-evaluation their PGD-PETE.

The items recorded numbers 3,5,7,8,9,11,16 and 35 are nominated to the PETs' perception of CCD-PETE. Even though a fair number of PETs perceive that their participation is essential to the success of the teaching practice program, not all PETs can affect the way things are run in the PLP. Although many PETs frequently

have the opportunity to contribute to the learning of others along with the program, but some PETs feel that they can make no difference in the teaching practice. Most PETs have the power to create a supportive learning environment, but some PETs think that they cannot influence what happens in the teaching English practice. There is overwhelming evidence for the notion that PETs' perceive that participation and contribution in the communal classroom are the essential to the success of the teaching practice program. Still, there are main arguments that can be advanced to support: what characteristics the communal classroom should have to support the PETE.

The data gathered in digital survey was pointed out the average score scale of each dimension of PETE. The scale of PETE is in the range from 1 to 5. The data generated and reported in table 25. The data of scaling is categorized into excluded-empowered, moderate-empowered, and well-empowered. The range scale from 1.0 to 2.0 is classified as excluded-empowered. And the scale ranges from 2.1 to 3.0 is categorized as moderate-empowered. Meanwhile, the scale ranges from 3.1 to 4.0 is classified as more empowered. Last but not least, the scale ranges from 4.1 to 5.0 is categorized as well-empowered. To help readers grasp the whole condition of preservice English teachers' perception of the PETE scale, see table 19, figure 10, and appendix 3.

Table 20. The Average of PETE Scale

Dimension of PETE	Average of PETE scale
KD-PETE	3.1
LD-PETE	3.9
CD-PETE	3.7
PGD-PETE	3.3
CCD-PETE	3.5
The average means of PETE	3.4

The data yielded by table 25 and figure 10 provide strong evidence that the highest score goes to LD-PETE or learning dimension with a score of 3.9. On the other side, the lowest score goes to KD-PETE or knowledge dimension with a score of 3.1. Meanwhile, the competence and the communal classroom means are 3.7 and

3.5. Finally, the average standard of the personal growth dimension is 3.5. The indicators of the learning dimension of PETE are shown in every item (see chapter 3, table 19).

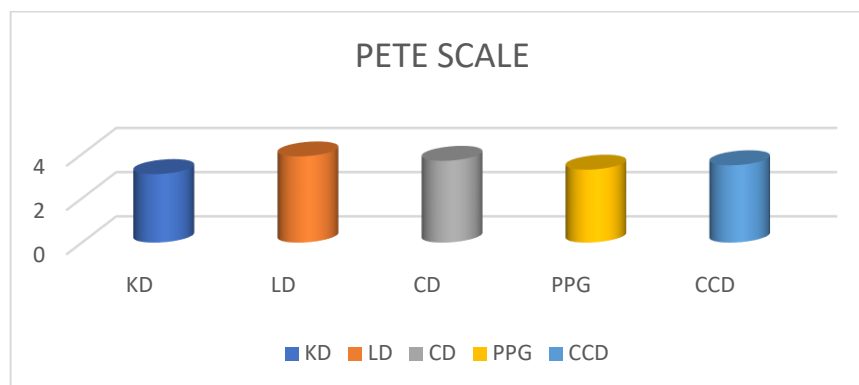


Figure 11. PETE scale

A closer look at figure 10 indicates that the lowest grade on the PETE scale is 2.9, and the highest rate is 5. A fairly number of PETs reach 3.5, and there's only one who reaches 5 (see appendix 3). The average score of PETE scale is 3.4. The data appears to suggest that PETs perceive that they feel more empowered in the teaching practice program. Still, the result cannot be generalized because empowerment is dynamic, multi-dimension, and multifaceted (Duhon-Haynes, 1996; Foster-Fishman et al., 1998; Murray, 2019; Rappaport, 1987). The fore going discussion implies that there must be some reasons why some PETs feel moderately empowered and in what dimensions they feel excluding, moderate, and extra empowered. In what items make them feel excluded, moderate, and well-empowered. The supportive data gathered from focus group discussion would be dug out to explore the belief of preservice English teachers in the PETE.

These results of focus group discussions provide confirmatory evidence to answer RQ1 related to the PETs belief in empowerment in the teaching practice of English. Subsequently, focus group discussions (FGD 2 and FGD 7) find that most PETs assume that the teacher knowledge and experiential knowledge are important to make PETs more confident in PLP. It is in line with the statement of PET1:

I think PETs need to know about English materials. It's only my opinion. I just feel more confident in PLP because I know what I'm gonna teach in the classroom (PET1 at FGD 2, January 8th, 2021)

It is also supported by the MT2, which stated that:

Almost PETs have different knowledge backgrounds. I can see from their confidence. PET1 feels more confident than PET4 because She has a good understanding in English material, I can also see it from their lesson plan. (MT2 at FGD 7, March 31st, 2021)

On the bases of the evidence currently available, it seems fair to suggest that the PETs should have positive feeling, positive thinking, and positive change to enhance the level of empowerment. There has been consensus view that this voice is supported by Johanna (1993), Lord & Hutchison (1993) and Zimmerman (2010) which stated that the empowerment involve self- confidence, and other personal growth in natural inclination for positive change. PET1 feel confident for she has good understanding on the English material, MT1 assumes that she has positive feeling or confidence, therefore, she is able to make positive change in the form a better lesson plan and teaching performance.

Further evidence supporting the answer of RQ1 may lie in the findings of document of GPA which can be a closer look at the following figure 11. The GPA of PET1 is 3.45 with the grade of pedagogy and content of English knowledge are almost AB. Meanwhile, PET4 gets 3.42 with the grade of English content knowledge are almost A. these documentary evidence indicates the level of PETs' understanding of the content and pedagogy knowledge could affect the level of PETE scale. As MT2 stated in FGD2 that PET1 seems to perform her teaching practice confidently.

Semester 3 2018/2019					Semester 1 2017/2018				
KODE MK	NAMA MK	SKS	HM	AM	KODE MK	NAMA MK	SKS	HM	AM
CPE243	English Phonology	2	B	6	CPE426	Listening for Literal Meaning	2	AB	7
CPE242	Principles of Translating	2	AB	7	CPE430	Speaking for Daily Communication	2	A	8
CPE243	Principles of Interpreting	2	AB	7	CPE434	Reading for Literal Meaning	2	A	8
CPE409	Cross Cultural Understanding	2	AB	7	CPE438	Basic Writing	2	A	8
CPE428	Listening for Critical Understanding	2	AB	7	CPE441	English Basic Structure	2	AB	7
CPE432	Speaking for Formal Setting	2	AB	7	KIP901	Introduction to Educational Sciences	2	D	2
CPE436	Reading for Critical Understanding	2	B	6	UMK001	Pendidikan Agama Islam	3	A	12
CPE440	Essay Writing	2	B	6	UMK002	Pendidikan Pancasila dan Kewarganegaraan	3	AB	10.5
CPE443	Complex English Structure	2	AB	7	UMK003	Bahasa Indonesia	2	AB	7
CPE448	Literary Work Appreciation	2	AB	7	IPS-342		24		82
KIP903	Education Administration	2	A	8	IPS-345		20		69.5
KIP904	Educational Profession	2	AB	7					

Figure 12. GPA of PET1, PET4

The data from focus group discussions with the mentor teachers and the teacher educator also provides the outsiders' perspective to the PETE. Most mentor teachers point out that most preservice teachers seem to be more confident or more empowered in the end week of the teaching practice program. The teacher educators (TE) assume that it happens because most of the PETs have just got their first experience in teaching online at school, as stated:

In general, most PETs feel not confident at the first week, then they become more confident in the last week (TE1 at FGD 7, March 26th, 2021).

It is also in line with TE#2 statement:

I think most PETs feel less empowered at the first week because it was the first teaching experience for them to have online teaching that meets many challenges including the availability of internet access for the students, and the limited understanding on knowledge of the technology pedagogy (TE at FGD 8, April 2nd, 2021)

In the meantime, the insiders' perception aroused by the PET1 and PET2. PET1 points out:

At the first time, I failed to adapt with my mentor teacher because he seemed to ignore my WhatsApp, so I feel disempower and don't know what to do (PET1 at FGD6, March 26th, 2021)

Similar with PET1, PET2 states:

I don't have enough experience in teaching online, so I feel powerless and little bit stress at the first week coz I don't know if my students notice my instruction

via WAG or not, there are only three to five students respond to my text at WAG (PET2 at FGD6, March 26th, 2021)

The statements indicate the dynamism of empowerment in terms of feeling, perception, and knowledge. This view that empowerment is dynamic process is in line with the statements from Finfgeld (2004), Murray (2019), Zimmerman (1995), and Broom (2015), Cattaneo & Chapman (2010), Duhon-Haynes(1996). Most of the participants explain why most PETs feel excluded-empowered or disempowered at the beginning of PLP. PET1 and PET2 argue that their teaching experience is different from the teaching practice program because it happens during the pandemic COVID-19, where almost all teaching activities are carried out available online.

However, the data from document evidence shows that the PETs have the opportunity to develop their creativity in presenting English materials through social media. Current research appear to validate such as view done by P21 (2019), Trilling & Fadel (2009), Kusmoto (2018) Kivunja (2015). To help readers grasp the whole picture of the creativity of Preservice English Teacher, see figure 11 and appendix 6.

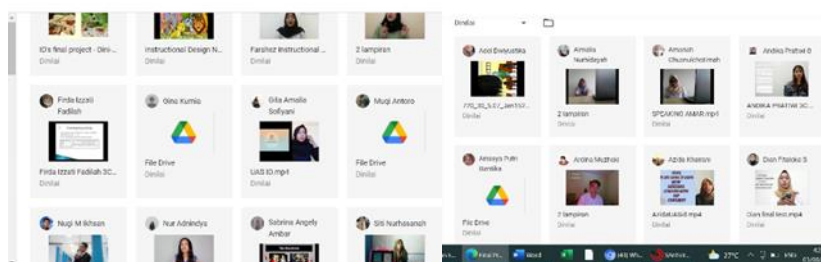


Figure 13. The PETs' worksheets of videos of English teaching performance

It is clear that the PETs' belief in empowerment is completely dynamic. Although most PETs have a moderate level of PETE scale, still a very few PETs have an excluded level of PETE. These happen for some reasons such as lack confident, poor understanding of teacher knowledge, less participation and contribution to the learning environment, and disability to build communication and collaboration with others. The following section will dig out the thematic content

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finding and present the discussion based on the theories in the literature review to describe this phenomenon.

4.2 Dimensions of Preservice English Teacher Empowerment

This part would describe the data to answer the RQ2: What dimensions do Preservice teachers believe in supporting the PETE? Data of questionnaire, interview, and document evidence were taken to answer this research question. The digital survey of teacher knowledge, learning, competence, personal growth, and communal classroom in the form of self-evaluation, (see chapter 3, instrumentation questionnaire) were distributed to PETs. There are 18 PETs from 39 PETs completed the survey. Meanwhile, the interviews were conducted in five FGDs started from January to April 2nd with different topics and participants (see chapter 3, interview schedule) for PETs, MTs, and TEs. Temporarily, the documentary evidence was collected, including GPA and PETs' portfolio such as English materials, lesson plans, and videos of teaching performance. On the other side, the observation checklist for MTs and TEs was collected to get the outsiders perspective of PETE. As the PETE framework has been formulated in the previous chapter (see chapter 2), the data analysis will be presented based on themes including KD-PETE, LD-PETE, CD-PETE, and PGD-PETE. And CCD-PETE.

4.2.1 Knowledge Dimension of Preservice English Teacher Empowerment

The questionnaires, FGD2, observation checklists, and documentary evidence were collected from digging out the PETs' perception of the knowledge dimension, including teacher knowledge(Koehler, M.J., Mishra, Punya., and Cain, 2013; Shulman, 1986) and experiential knowledge(Fazey et al., 2006; Nimkulrat, 2016). The digital survey was conducted to obtain the data related to PET self-evaluation on their teacher knowledge. It was adapted and modified from the module of TKT (Teacher Knowledge Test) developed by Spratt et al. (2005) from Cambridge (see chapter 3, instrumentation). It was distributed to PETs, and there were only 24 who completed the survey. The data relating to experiential knowledge was found in the FGD 2. The data presentations will be analysed with two themes; Teacher knowledge(Shulman, 1986) and Experiential Knowledge

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(Fazey et al., 2006; Nimkulrat, 2016). The understanding of teacher knowledge was evaluated based on the topics in the TKT module (Spratt et al., 2005). In the meantime, the experiential knowledge data taken from FGD was conducted on January 8th, 2021, with the topic ‘learning and knowledge dimension of PETE (see chapter 3, schedule of interview).

Table 21. The Item Distribution of KD-PETE

Components of KD-PETE	Item number
Content Knowledge	1,2,3,4,5,6
Pedagogy Knowledge	7,8,9,10,11,12,13,14,15,16,17
Technology Knowledge	18,19,20,21,22,23

The data gathered in the digital survey aims to find out the level of PETs’ understanding on teacher knowledge (Shulman, 1986; Spratt et al., 2005) preservice English teacher. The items on the survey are adapted and modified from Teacher Knowledge Test (TKT) developed by Spratt et al., (2005). Some items are modified with the concept of TPACK (Koehler, M.J., Mishra, Punya., and Cain, 2013) (see Chapter 3, Instrumentation: Questionnaire). The items are scrutinized based on TPACK framework developed by Koehler, Mishra, and Cain (2013) three components of pedagogy knowledge, content knowledge, and technology knowledge postulated in the literature review (see chapter 3, data analysis). To help readers grasp the whole distribution of items analysis, see table 26 and chapter 3, table 19.

The data from the digital survey was scrutinized based on the TPACK framework postulated in chapter 2 and are reported in table 26. A closer look at the item’s numbers 1,2,3,4,5 and 6 indicate the PETs’ perception of content knowledge. For the intervening time, items number 7,8,9,10,11,12,13,14,15,16 and 17 indicate the pedagogy knowledge. In the other side, the item number 18,19,20,21,22, and 23 indicate the technology knowledge. The following paragraphs will describe how

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PETs' perception on doing self-evaluation on their own level understanding on the teacher knowledge of each component as represented in each item of the teacher knowledge (see table 26).

A closer look at the items number: 1,2,3,4,5, and 6 are represented *the English content knowledge*. Although a fair number of PETs perceive they have a moderate level of understanding in the overall English language skill, two from 24 PETs perceive that they have good understanding on the overall English language skill. In the meantime, 75 percent respondents perceive that they a moderate level of understanding on English Grammar, and four PETs have good understanding on English Grammar. 17 from 24 PETs have moderate level of understanding on writing English text, still there is one PET perceive that he has poor understanding in English writing text. 14 from 24 PETs perceive that they have moderate level of understanding listening English materials, and there is one PET perceive that he has a good at listening. More than 58 percent of PETs have moderate level of understanding on speaking English materials, eight from 24 PETs have good understanding on speaking English material. Yet, there are two PETs have a poor understanding on speaking English materials. From These results provide confirmatory evidence that most PETs have a good understanding in English content knowledge along the teaching practice program. This finding is prominent in the literature related to the dimension of knowledge of empowerment(Cattaneo & Chapman, 2010; Duhon-Haynes, 1996; Freire, 2017; Stone, 1995) . However, there has been an inconclusive debate about whether the level of understanding on content knowledge influences the PET empowerment.

The items stated in numbers 7,8,9,10,11,12,13,14,15,16, and 17 are directed to the PETs' perception of *pedagogy knowledge*. Forty-six percent of PETs have a good understanding of motivation in English language teaching. Still, only seven PETs understand the concept of exposure and focus on form of English language learning and teaching.15 of 21 PETs have a moderate understanding of the role of errors and mistakes in English language learning and teaching. Although 63 percent of PETs have moderate understanding of the concept of English Learner

characteristics and needs, four percent of PETs have a poor understanding of it. Even though 70 percent of PETs have a moderate understanding on the concept of language teaching or language teaching strategy, still, there are eight percent of PETs who have good understanding on the concept on the concept. 14 from 24 PETs have a moderate understanding in the concept of presentation techniques and introductory activities in English language teaching. There only 50 percent PETs have understanding on the concept of assessment types of English tasks. 12 from 24 PETs have a moderate understanding on the concept of assessment types of English task. And there is more than 45 percent PETs have the understanding on the concept of identifying and selecting aims and different components of English lessons. Although more than forty percent of PETs have a moderate understanding of the concept of choosing assessment activities and selecting and using resources of English lessons, four percent of respondents have a poor understanding of it. These results confirm that the PETs' knowledge perception is in line with the teacher knowledge concept suggested by Shulman (1996), Mishra & Koehler (2013), and Spratt. et al. (2005) Yet, there are main arguments that can be advanced to support how PETs construct their knowledge and make them more passionate and feel more empowered with their understanding of each component of KD-PETE.

A closer look at the items number: 18,19,20,21,22 and 23 are diagnosed as the perception of component of *technology knowledge*. Although more than 50 percent of respondents have a good understanding of selecting and using teaching aids, media, and technology, including the Learning Management System, 12 percent of respondents still have a poor understanding of the concept of selection and using supplementary materials and activities. More than 90 percent have a good understanding of creating online materials. 13 from 24 PETs have a good understanding of conducting online classrooms. Still, 8 percent have a poor understanding of creating an online assessment. On the basis of the evidence currently available, it seems fair to suggest that technology knowledge appears to be one the essential of KD-PETE that affect their success along the PLP as

suggested by Duhon-Haynes (1996), Cattaneo & Chapman (2010), Mishra & Koehler (2006), and Shulman (1996). The underlying argument is in favor of how PETs explore the technology knowledge to make them well-empowered along the PLP.

Table 22. the Average of level of KD-PETE

Components of KD-PETE	The average level of understanding
Content Knowledge	3.3
Pedagogy Knowledge	3.4
Technology Knowledge	3.5

Note. 1.00-2.00 = poor, 2.1-3.0=moderate, 3.1-4.0= good

The data generated by the writer are reported in table 26 and figure 12. These results provide confirmatory evidence that the PETs' perception on KD-PETE is moderate. The level of understanding to the KD-PETE are classified into three categories: the poor, moderate, and good understanding.

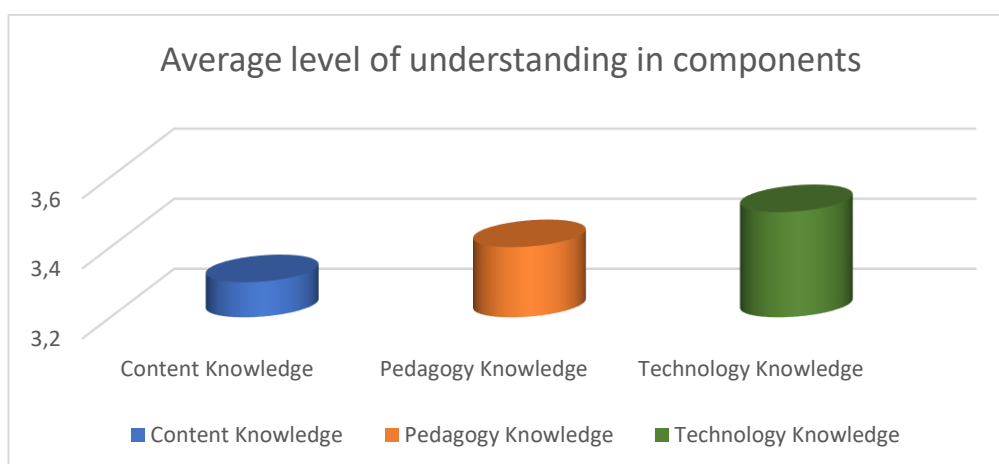


Figure 13. The Average Level of KD-PETE

The data yielded by table 26 and figure 11 provide strong evidence that many PETs have a good understanding of technology knowledge with a score of 3.5. On the other side, the PETs' understanding of content knowledge is 3.3, which is not as good as technology knowledge. Conversely, the PETs understanding of pedagogy knowledge seems to have a better level than content knowledge. The available evidence points out that there seems to be no compelling reason to argue

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that most PETs have a good understanding of the three-teacher knowledge. This view aligns with the argument suggested by Shulman (1996) and Mishra & Koehler (2006). This lies at the heart of the discussion on the PETs' construct their understanding of each component of teacher knowledge to support and make them more powerful in front of students and the teaching practice program. The supportive data gathered from focus group discussion would be dug out to explore the belief of preservice English teachers in the knowledge dimension of PETE.

The focus group discussions provide confirmatory evidence to answer RQ2 about what dimensions the PETs believe could empower their teaching practice. Subsequently, focus group discussions (FGD 2, FGD 7, and FGD 8) find that most PETs. MTs and ETs assume that the English content knowledge, pedagogy knowledge, and technology knowledge are important to make PETs more confident or empowered. However, the focus group discussion is supporting supplementary evidence on the idea of PETs on the essential component of the teacher knowledge and how they construct them to support them along the PLP. To portray the issue in knowledge dimension if PETE, the data from FGD3 gathered are reported in the following

The first idea comes from PET2 who declares:

Because we are gonna be English teacher, so I think the knowledge that we have to know is the English language. (PET2 at FGD 3, January 8th, 2021)

In the intervening time, PET1 argued that:

I think that's not only that, but we also still need to know the methodology of teaching English... (PET1 at FGD 3, January 8th, 2021)

Then, the other idea comes from PET3 said:

I agree with the mentioned idea, but now, we are having online learning, so... for me, technology knowledge is important, especially how to teach English using variety of application and other internet sources like learning management system, Canva, social media like YouTube, Instagram, Schoology, etc. (PET2 at FGD 3, January 8th, 2021)

The other opinion also comes from PET4 says:

Because I teach SMK then I think we'd better to know a little about the general knowledge like how to teach English for Accountant student and for Hospitality. My Mentor teacher asks me to do even only little (PET4 at FGD 3, January 8th, 2021)

Suddenly, PET3 gives additional opinion:

I think the experiential knowledge also is important. Just like I feel. I had experience in teaching at public school although only three months. It helps me a lot. I feel less worried facing and starting the class in front the students. however, I also agree that English for specific is also important like PET4 said before. (PET3 at FGD 3, January 8th, 2021)

Data shown indicates that the experiential knowledge, technology and pedagogy content knowledge is becoming the essential knowledge that can empower the preservice English teacher along the English teacher practice. It is relevant to the theories of knowledge, teacher knowledge, and TPACK proposed by some experts (Fazey et al., 2006; Henriksen et al., 2016; Koehler, M.J., Mishra, Punya., and Cain, 2013; Nimkulrat, 2016; Shulman, 1986)

The data gathered from focus group discussions with the mentor teachers and the teacher educator (FGD7 and FGD8) also provide the outsiders' perspective to the PETE. Most mentor teachers assess the PET knowledge from their teaching performance, lesson plan, and students' perspective. Meanwhile, the teacher Educator assess the PETs knowledge from the lesson plans and the video of teaching performance. As stated by MT1:

I think the knowledge of PETE is quite good. I can see from their English materials they created the way they teach. PET 4 even gets good impression from my students. they like him better than me in the way of teaching ya... (MT1 at FGD 7, March 26th,2021).

It is also in line with TE#2 statement:

I think most PETs have good understanding on the teacher knowledge because all of them have learned and passed the course subjects like critical listening and critical thinking and English debate, methodology of TESOL, the English material development, etc. all the PETs have grade of AB as the requirement to

join PLP. Even, I get the information from some friends of mentor teachers that the PETs teach the old teacher how to use various apps to support their online teaching (TE at FGD 8, April 2nd, 2021)

These results provide confirmatory evidence from the outsiders' perspective to the PETE. Both MTs and TEs undertake that PETs have a good understanding on the teacher knowledge including English content knowledge, pedagogy knowledge, and technology knowledge. This means that experiential knowledge and TPACK is urgent and emergent for the powerful empowerment process of preservice English teachers which is relevant with the theories suggested by Shulman (1986), Mishra and Koehler (2013), and Fazey (2006).

Further evidence supporting the answer of RQ2 may lie in the findings of document of GPA which can be a closer look at the following figure 11. The GPA of PET1 is 3.45 with the grade of pedagogy and content of English knowledge are almost AB. Meanwhile, PET4 gets 3.42 with the grade of English content knowledge are almost A. these documentary evidence indicates the level of PETs' understanding of the content.

On the basis of evidence seems that PETs have multifarious perspective on the teacher knowledge that support them based their own experience along the PLP. PETs' view are grounded on the assumption that the knowledge that could support PETs are divided into two major knowledge, the teacher knowledge (Koehler, M.J., Mishra, Punya., and Cain, 2013; Shulman, 1986) and the experiential knowledge (Fazey et al., 2006; Nimkulrat, 2016). The teacher knowledge including English as content knowledge, methodology of teaching English as pedagogy knowledge, technology knowledge, and the Experiential knowledge, including English teaching experiences both private classes, or non-private class, either online teaching or offline teaching. These findings are align to the concept of teacher empowerment and the knowledge dimension as stated earlier in the literature review suggested by Duhon-Haynes (1996) Shulman (1986), Mishra & Koehler (2013), Spratt et al. (2005), Fazey et al. (2006), and Nimklurat (2016).

4.2.2 The Learning Dimension of PETE

The questionnaires, FGD3, and interview were collected from digging out the PETs' perception of the learning dimension, including learning interests, motivation, habit, and commitment as postulated in previous chapter (see chapter 2, conceptual framework and chapter 3, instrumentation). The digital survey was conducted to obtain the data related to PET self-evaluation on their learning perception. It was adapted and modified from the 21st learning framework (Partnership for 21st Century Learning Skills, 2011; Trilling & Fadel, 2009) and learning conception on student empowerment (Cheng & Cheng, 2016). It was distributed to PETs, and there were only 18 who completed the survey. The data relating to how the PETs perceive learning along the PLP was found in the FGD 3 and FGD 7 and FGD 8. The data presentations will be analysed with four main subthemes: learning interests, learning habit, learning motivation, and learning commitment. The items of questionnaires are modified from the 21st learning framework. In the meantime, the experiential knowledge data taken from FGD was conducted on January 8th, 2021, with the topic 'learning and knowledge dimension of PETE (see chapter 3, schedule of interview).

The data gathered in the digital survey aims to find out the PETs' perception on learning conception in term of interest, habit, motiavation, and commitment. The items on the survey are adapted and modified adapted and modified from the 21st learning framework (Partnership for 21st Century Learning Skills, 2011; Trilling & Fadel, 2009) and learning conception on student empowerment (Cheng & Cheng, 2016). The items are scrutinized based on formulated learning conception suggested by Cheng (2016) with unit analysis, including learning interest, habit, motivation, and commitment. To help readers grasp the whole distribution of items analysis, see table 27 and chapter 3, table 21.

Table 23. The items of Components of LD-PETE

Components of LD-PETE	Item number
Learning Interest	1,2,3,4,5,6
Learning Habit	7,8,9,10,11,12,13,14,15
Learning Motivation	16,17,18,19

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Learning Commitment	20,21,22,23,24
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The data from the digital survey was scrutinized based on the learning conception on the student empowerment suggested by Cheng (2010) and 21st learning framework and are reported in table 27. A closer look at the item's numbers 1,2,3,4,5 and 6 indicate the PETs' perception of learning interest. For the intervening time, items number 7,8,9,10,11,12,13,14 and 15 indicate the learning habit. In the other side, the item number 16, 17,18, and 19 indicate the learning motivation. And items number 20,21,22,23, and 24 indicate the learning commitment. The following paragraphs will describe how PETs' perception on doing self-evaluation on their own level learning on each component as represented in each item of the LD-PETE (see table 27).

A closer look at the items number: 1,2,3,4,5, and 6 are represented *Learning Interest*. More than sixty percent of respondents perceive to prefer challenging classwork to learn new things in English learning and teaching practices. Still, ten from 18 respondents perceive that they could perform idea and tasks exceptionally along the PLP. more than ninety percent of respondents perceive that they need to understand the topics being taught in English learning and teaching practices. For some reason, more than seventy percent of respondents perceive and enjoy the topics being taught in English learning and teaching practices. Meanwhile, more than ninety percent of respondents believe that they are able to apply the acquired knowledge in English learning and teaching practices. Almost respondents assume that the topics being taught learning in English learning and teaching practices are interesting. These results confirm that the PETs' belief in the learning dimension of PETE is align with the concept of empowerment that requires the transformation of the learning conception suggested by Duhon-Haynes (1996), Freire (2013), P21(2019), and Cheng (2010). Still, there are debatable topics that can be advanced to support how PETs germinate their learning interest along the teaching practice program and make them more passionate and feel more empowered with the components of learning interests of LD-PETE.

The items stated in numbers 7,8,9,10,11,12,13,14, and 15 are directed to the PETs' perception of *learning habit*. Nine from 18 respondents often choose topics that teach new things even when they are expected to put in more work. Contrary, more than seventy percent of respondents always try to understand what the teacher is even when it doesn't make sense along the PLP. Almost respondents have a habit to copy their note when studying to help them remember along the guidance program. A fair number of respondents practice the exercises at the end of each chapter even when they are not asked to answer the question along the PLP. Almost all PETs practice the important facts when they study for teaching performance. Ten out of 18 respondents perceive about the activities they need to engage in before teaching English. Twelve from 18 respondents apply the knowledge from previous tasks and textbooks when doing on new assignments along the PLP. 13 from 18 respondents recite English words to help them remember when they read materials for the class, the English words are recited to help me remember. These results confirm that the PETs' belief in the learning habit of LD-PETE is align with the concept of empowerment that requires the transformation of the learning conception suggested by Duhon-Haynes (1996), Freire (2013), P21(2019), and Cheng (2010). Still, there are debatable topics that can be advanced to support how PETs build up the learning habit as a part of learning and make them more passionate and feel more empowered with each component of learning habit of LD-PETE.

A closer look at the items number: 16, 17, 18, and 19 are diagnosed as the perception of component of *learning motivation*. *11 out of 18 perceive that they can execute an excellent task in English learning and teaching practices.* even, there are two who believe that they can execute an excellent task along the PLP. More sixty respondents perceive that they are awarded good grades in English learning and teaching practices. More than sixty percent of respondents intend to study the materials for English learning and teaching practices. Yet, 11 out of 18 perceive that they either give up or study the easy parts when the assignment is difficult. These results confirm that the PETs' believe that learning motivation is align with

the concept of empowerment that requires the transformation of the learning conception suggested by Duhon-Haynes (1996), Freire (2013), P21(2019), and Cheng (2010). Still, there are debatable topics that can be advanced to support how PETs keep their motivation in learning and make them more passionate and feel more empowered along the PLP.

The items listed in numbers 20,21,22,23,24, and 25 are directed to the PETs' perception of *learning commitment*. 8 out of 18 perceive that they put down relevant points in my own terms while studying in English learning and teaching practices. 11 from 18 perceive that even when study materials are dull and uninteresting, they try to complete the classwork along the PLP. More than seven percent of respondents outline the chapters to help them learn and teach English. More than fifty percent of respondents work hard to get a good grade even when they find uninteresting activities along the program. More than seventy percent of respondents practice the exercises at the end of the chapter even when they don't have to answer the questions along the program. These results confirm that the PETs' believe that learning commitment is align with the concept of empowerment that requires the transformation of the learning conception suggested by Duhon-Haynes (1996), Freire (2013), P21(2019), and Cheng (2010). Still, there are debatable topics that can be advanced to support how PETs keep their commitment in learning and make them more passionate and feel more empowered along the PLP.

Table 24. The level of PETs' perception on LD-PETE

Components of LD-PETE	The average of score
Learning Interest	3.8
Learning Motivation	3.6
Learning Habit	3.6
Learning Commitment	3.6

Note. 1.0-2.5 = poor, 2.6-5.0=good

The data yielded by table 28 and figure 13 provide strong evidence that the highest score goes to the learning interest with a score of 3.8. On the other side, PETs' perception on learning motivation, habit, and commitment are good. The data generated are reported in table 28 and figure 13. This result provides

confirmatory evidence that the PETs' perception on learning interest better than the others.

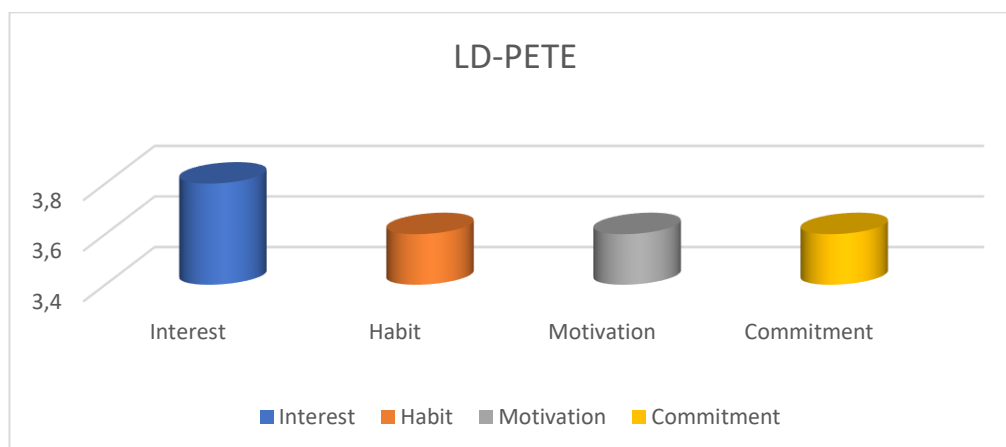


Figure 15. the average level of LD-PETE

The focus group discussions provide confirmatory evidence to answer RQ2 about what dimensions the PETs believe could empower their teaching practice. Subsequently, focus group discussions (FGD 3, FGD 7, and FGD 8) find that most PETs. MTs and ETs assume that the learning experience comes first before their teaching experience along the teaching practice program. However, the focus group discussion is supporting supplementary evidence on the idea of PETs on the essential components of LD-PETE including how they experience the learning to be the real teacher of English along the program. To portray the issue in learning dimension of PETE, the data from FGD3 gathered are reported in the following

The first idea comes from PET3 who declares:

Although it is not my first teaching experience, I still have to learn many things before teaching. I learned how to be the real English teacher and how to solve any problems in the classroom such as the passive readers of WAG, active students, and deliver attractive teaching (PET3 at FGD 3, January 8th 2021)

In the intervening time, PET2 stated that:

At the first, week, I learn a lot. Not only about the English materials, but also how to do challenging tasks from my mentor that required me to do more than

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I can do like modifying the lesson plan into one page, creating video of teaching performance and other challenging tasks. Although it's hectic at the first week, I finally enjoy for the rest week left. (PET2 at FGD 3, January 8th, 2021)

Then, the other idea comes from PET4 said:

I think we all learn new things in this PLP. I mean not only we are as PETs but also the in-service teachers also still learn how to deliver the online teaching performance to attract the students' attention and to raise their motivation in learning online during the pandemic. The key is we need to keep motivating ourselves and students in learning although it is online because the pandemic (PET4 at FGD 3, January 8th, 2021)

On the basis of evidence currently available, it seems to conclude that most PETs perceive that holding the learning motivation is the essential point that could empower them as well their students during the pandemic. The other is building good and persistent learning habit could lead to the good learning commitment. This finding is aligned with the literature review suggested by Cheng (2010) and Duhon-Haynes (1996).

On the basis of evidence seems that PETs have diverse perspective on the learning conception that support them based their own experience along the PLP. PETs' views are grounded on the assumption that the learning assumption that could support have four major components of LD-PETE including learning interest, habit, motivation and commitment (Aboelkhair & Under, 2018; Cheng & Cheng, 2016; Johnson, 2009; Richards et al., 2001; Rose, 2011). These findings are align to the concept of teacher empowerment and the knowledge dimension as stated earlier in the literature review suggested by Duhon-Haynes (1996) Shulman (1986), Mishra & Koehler (2013), Spratt et al. (2005), Fazey et al. (2006), and Nimklurat (2016).

4.2.3 The Competence Dimension of PETE

The questionnaires, FGD4, and document evidence were collected from digging out the PETs' perception of the competence dimension, including critical thinking, communication, collaboration, and creativity as postulated in previous chapter (see chapter 2, conceptual framework and chapter 3, instrumentation). The

digital survey was conducted to obtain the data related to PETs' perception on their competence. It was adapted and modified from the 21st teacher competence (Partnership for 21st Century Learning Skills, 2011; Trilling & Fadel, 2009). It was distributed to PETs, and there were only 18 who completed the survey. The data relating to how the PETs perceive their competence along the PLP was found in the FGD 4 and FGD 7 and FGD 8. The data presentations will be analysed with four main issues: critical thinking, communication, collaboration, and creativity. The items of questionnaires are modified from the 21st learning framework. In the meantime, the data taken from FGD was conducted on February 5th, 2021, with the topic 'competence of PETE (see chapter 3, schedule of FGD4).

Table 25. Distribution Items of CD-PETE

Components of CD-PETE	Item number
Critical thinking	1,2,3,4,5,6
Communication	7,8,9,10,11,12,13,14,15
Collaboration	16,17,18,19
Creativity and Innovation	20,21,22,23,24

The data from the digital survey was scrutinized based on the learning conception of student empowerment suggested by Cheng (2010) and the 21st learning framework and are reported in table 27. A closer look at items numbers 1,2,3,4,5 and 6 indicates the PETs' perception of critical thinking. Next, items number 7,8,9,10,11,12,13,14 and 15 indicate communication. On the other side, items number 16, 17,18, and 19 indicate collaboration. And items numbers 20,21,22,23, and 24 indicate learning creativity and innovation. The following paragraphs will describe how PETs' perception of their competence and each component as represented in each item of the CD-PETE (see table 29).

A closer look at items number: 1,2,3,4,5, and 6 are represented *critical thinking*. More than forty percent of respondents perceive that they like to take the initiative and challenge along the PLP. Still, eleven percent of respondents rarely take the initiative and challenge. 14 out of 18 PETs perceive that they are motivated to be creative along the PLP, yet there are four respondents who perceive that they

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seldom feel motivated to be creative along the PLP. More than sixty percent of respondents perceive that they search for similarities and differences in the process of teaching practice, among others. Still, one respondent perceives that they really search for similarities and differences along with the program. 12 out of 18 respondents perceive that they are motivated by an environment that encourages creative thinking to find a creative solution. Though, there six respondents perceive that they frequently are motivated. These results confirm that the PETs believe that one of teacher competence that could empower them along the program is critical thinking. It aligns with the concept of empowerment that requires teacher competence suggested by Duhon-Haynes (1996), Friere (2013), and P21(2019). Still, there are debatable topics that can be advanced to support how PETs practice and develop their critical thinking and make them more passionate and feel more empowered along the PLP.

The items stated in numbers 7,8,9,10,11,12,13,14, and 15 are directed to the PETs' perception of *communication*. Fairly number of respondents perceive that they frequently intend to learn more about other English languages and cultures and exposed it the classroom. Still, few respondents do not intend to learn more about it. Eight of 18 respondents believe that they can identify their role within a group of English learning along with the teaching practice program. Yet, a respondent believes that they can hardly identify their role within a group of PLP. More than 80 percent of respondents perceive that interacting with others helps them to develop the insight to plan for further English teaching practice. Although more than 80 percent of respondents believe that they can make and use the opportunity that comes across along the program, there are still two respondents who hardly believe that they can make and use the opportunity that comes across along the PLP. Most of the respondents believe that they successfully communicate verbally during the program. These results confirm that the PETs believe that one teacher competence that could empower them along the program is communication. It aligns with the concept of empowerment that requires teacher competence suggested by Duhon-Haynes (1996), Friere (2013), and P21(2019). Still,

debatable topics can be advanced to support how PETs practice and develop their communication and make them more passionate and feel more empowered along the PLP.

A closer look at items number: 16,17,18, and 19 are diagnosed as the perception of component of *collaboration*. Fifty percent of respondents believe that they need to share information with others along the PLP. Meanwhile, there are two respondents who hardly believe that they need to share information with others along PLP. More than sixty percent of respondents believe that they frequently maintain good interpersonal relationships with others along the PLP. Still, there is more than thirty percent of respondents hardly believe that they could maintain good interpersonal relationships with others along the PLP. More than seventy percent of respondents believe that they can find it easy to work in collaboration with others along the PLP. Yet, more than five percent of respondents hardly believe in doing collaborating easily. More than ten percent of respondents perceive that they can identify the need for inter-disciplinary links for maintaining social harmony in English learning and teaching practices. And more than thirty percent of respondents believe that they are able to effectively express their ideas through writing, English learning, and teaching practices. More than fifty percent of respondents believe that they are able to freely express their views along with the program. These results confirm that the PETs believe that one of teacher competence that could empower them along the program is collaboration. It aligns with the concept of empowerment that requires teacher competence suggested by Duhon-Haynes (1996), Freire (2013), and P21(2019). Still, there are debatable topics that can be advanced to support how PETs practice and develop their communication and make them more passionate and feel more empowered along the PLP.

The items stated in numbers 20,21,22,23, and 24 are directed to the PETs' perception of *creativity and innovation*. More than sixty percent of respondents believe that they can discover different links and relationships (obvious and obscure) when different information sources are analysed along with the program. However,

more than eighty percent of respondents believe that they can tend to cope with complexities when there is a need to resolve a problem along with the program. Still, eleven percent of respondents believe that they hardly to cope with complexities when there's a need to resolve a problem. Less than twenty percent of respondents believe that they can use brainstorming to make the association when assigned to a given concept along the PLP. More than fifty percent of respondents believe they can use brainstorming. More than eighty percent of respondents believe that they can actively search for associations along with the program. More than eighty percent of respondents believe that they can be able to persuade others that their ideas are valuable. However, less than six percent of respondents believe that they hardly persuade others. Most of the respondents believe that they are capable of recognizing gaps in my existing knowledge along with the program. More than sixty percent of respondents believe that they do not get stuck on a set of rules to solve a problem along with the program. Most respondents believe that they can easily identify different aspects of a problem along with the program. These results confirm that the PETs believe that one of teacher competence that could empower them along the program is creativity and innovation. It aligns with the concept of empowerment that requires teacher competence suggested by Duhon-Haynes (1996), Freire (2013), and P21(2019). Still, there are debatable topics that can be advanced to support how PETs practice and develop their creativity and make them more passionate and feel more empowered along the PLP.

Table 26. average of CD-PETE

Components of CD-PETE	The average score
Critical thinking	3.6
Communication	3.2
Collaboration	3.6
Creativity and Innovation	3.3

Note. 1.0-2.5 = low, 2.6-5.0=good

The data generated are reported in table 30 and figure 14. These results provide confirmatory evidence that the PETs' perception on CD-PETE. The level

of qualification to the CD-PETE are classified into three categories: the low, moderate, and good qualification.

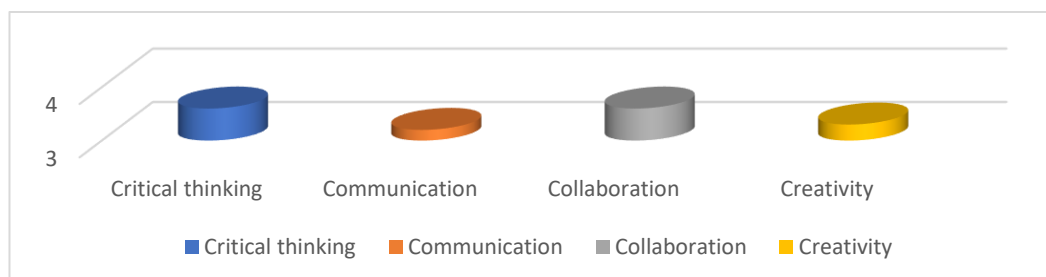


Figure 16. The level CD-PETE

The focus group discussions provide confirmatory evidence to answer RQ2 about what dimensions the PETs believe could empower their teaching practice. Subsequently, focus group discussions (FGD 4, FGD 7, and FGD 8) find out the insiders' and outsiders' perspectives of what competence the PETs have to support their empowerment along with the teaching practice program. To portray the issue in competence dimension of PETE, the data from FGD4 and FGD 7, and FGD 8 are gathered and reported in the following. In FGD 4, the insiders' perspective comes first from PET3 clarifies:

I think communication is the important competence we should have, especially when we communicate with our students. although not in English words, but the target of communication which makes other understand what we mean so there's no misinterpretation is quite challenging. I almost fail to develop my communication with my students because they are too silent in WAG, whereas it is the only media we have in online learning. Luckily me, my DPL suggest me to try another way to engage ss like games and reward free quota of internet (PET3 at FGD 4, February 5th 2021)

In the intervening time, PET1 stated that:

I think I collaboration with other, especially with my mentor teacher is very essential. I fail to do that at the first week for some reason. Then I feel powerless and not confident what to do and how to teach my students. it was my awkward experience (PET1 at FGD 4, February 5th, 2021)

Then, the other idea comes from PET2 said:

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I think the other competence that we should have is the *critical thinking*. I don't know if it is ok or not. but I usually do and ask anything related to the task of teaching to my mentor. I ask many things just to make sure that I am in right way in along the program. Alhamdulillah my mentor is very cooperative and guide me how to do that. Of course, not all the thing we ask but just related to our task as PET (PET4 at FGD 4, February 5th, 2021)

On the basis of evidence currently available, it seems to conclude that most PETs perceive that critical thinking, communication, and collaboration become the essential points that could empower them as well their students during the pandemic. The further evidence supporting other competence may lie in the finding of outsiders' perspectives mentor teachers mentor teachers and teacher educators as the supervisor who guide for PETs develops and assess competence. TE2 argues that:

I think competence that PETs should develop along the program are...of course communication competence especially in English. We have taught them critical listening and reading, they also have learned about collaborative writing and speaking in English debate. So I believe that they could feel more confident is they practice what they've learned long ht program (TE2 at FGD 8, April 1st, 2021)

Besides, Mentor teachers point out their opinion related to the creative competence. MT2 stated:

I think most PETs are creative. For example, PET3. He is very creative because he always created video of teaching with various topics and publish them in YouTube so, the students can access easily (MT2 at FGD 7, March 26th, 2021)

These results provide confirmatory evidence that PETs' creativity is another essential competence to support their teaching practice program. Teacher Educator lies the heart of discussion on the curriculum of PETs support the 21st teacher competence and elaborate them with the basic four language skills in term of course subject such as critical thinking and critical reading, collaborative writing on designing English materials, and other course subjects that support the PETs teaching practice program. this issue aligns with the literature review suggested by Duhon-Haynes (1996), Cattaneo & Chapman (2010), Richard (2006), Burnet (2011), Burns (2011), P21 (2011) and Duhon-Haynes (1996).

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The further documentary evidence provides the creativity of PETs that support them along the PLP. The creativities are in English Materials, videos of teaching performances. To help readers grasp the whole overview, see figure 15 and appendix 5.

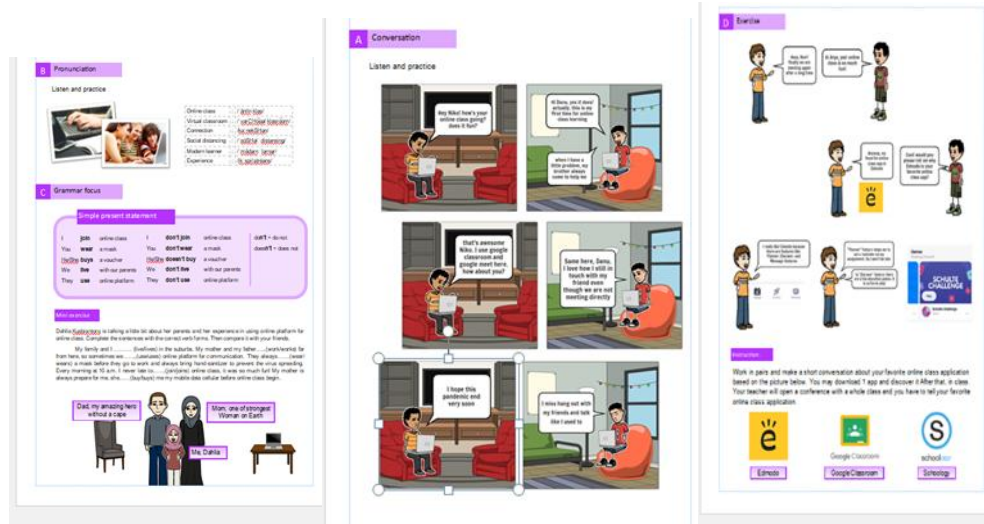


Figure 15. PETs' creation of collaborative writing project

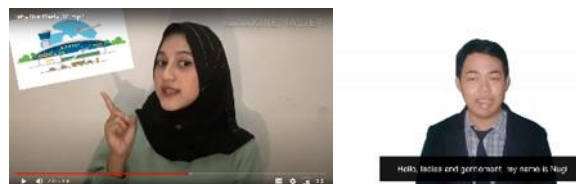


Figure 17. Screenshots of PETs' teaching performance

There is overwhelming evidence for the nation that critical thinking, communication, collaboration, and creativity are the indispensable components of CD-PETE. Current research appears to validate such a view, including P21(2011), Murray (2019), Suherdi (2019), Bahadoran (2019), and Narrel (2012).

4.2.4 Personal Growth Dimension of PETE

The researcher collected data from the digital survey of PGD-PETE and FGD 5 to dig out the PETs' perception of the personal growth dimension of PETE.

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They include self-awareness, self-efficacy, flexibility and adaptability, initiative and self-direction, productivity and accountability, leadership and responsibility as postulated in the previous chapter (see chapter 2, conceptual framework and chapter 3, instrumentation). The digital survey was conducted to obtain the data related to PETs' perception of their personal growth dimension. It was adapted and modified from the 21st teacher competence (Partnership for 21st Century Learning Skills, 2011; Trilling & Fadel, 2009) and Self-efficacy by Bandura (2002;2019), and self-awareness by Eurich (2019). It was distributed to PETs, and there were only 18 who completed the survey. The data relating to how the PETs perceive their competence along the PLP was found in FGD 5, FGD 7, and FGD 8. The data presentations will be analysed with six main issues; self-efficacy, self-awareness, flexibility and adaptability, initiative and self-direction, productivity and accountability, leadership and responsibility. The items of questionnaires are modified from the 21st learning framework and self-efficacy and self-awareness assessment(Bandura, 2019; Eurich, 2019). In the meantime, the data taken from FGD was conducted on March 5th, 2021, with the topic 'Personal Growth Dimension of PETE (see chapter 3, schedule of FGD4).

Table 27. the Items of components of PGD-PETE

Components of PGD-PETE	Item number
Self-awareness	1,2,36,37,38
Self-efficacy	8,33,34,35
Flexibility and adaptability	10,11,12,13,14
Initiative and Self-direction	3,4,5,6,7,9,15,16,17,19
Productivity and accountability	18,20,24,26,
Leadership and Responsibility	21,22,23,25,27,28,29,30,31,32

The data from the digital survey was scrutinized based on the personal growth dimension of student empowerment suggested by Duhon-Haynes (1996), Cattaneo & Chapman (2010), Bandura (2019), and Eurich (2019). It was reported in table 27. A closer look at item numbers 1,2,3,36,37, and 38 indicates the PETs' self-awareness perception. Next, items number 8,33,34, and 35 indicate the concept of

self-efficacy. Then, items number, 10,11,12,13, and 14 indicate flexibility and adaptability. And items number 3,4,5,6,7,9,15,16,17, and 19 indicate the initiative and self-direction. Next, items number 18,20,24, and 26 indicate productivity and accountability. Then, the item number 21,22,23,25,27,28,30,31, and 32 indicate the leadership and responsibility. The following paragraphs will describe how PETs' perception of their personal growth using the items listed in table 31 to help the readers look at the items, see chapter 3, instrumentation and data analysis.

A closer look at items number: 1,2,3,37, and 38 are represented *self-awareness*. More than sixty percent of respondents perceive that they can put their emotions aside when dealing with English teaching practices. Thus, less than 10 ten percent of respondents perceive that they hardly can deal with any challenge that comes their way along with the program. However, more than eighty percent of respondents perceive that they obviously create the life experience, and they enjoy the program. Less than five percent of respondents believe that they welcome constructive criticism, even if it's harsh, along with the program. Although, more than seventy percent of respondents perceive that they trust the people and relationships they meet along with the program. Still, less than seven percent of respondents perceive that they feel appreciated and valued for their effort in the teaching practice program. Meanwhile, less than seventy percent of respondents perceive that they can apply all their strengths and skills when accomplishing tasks and goals along with the program. Thus, more than forty percent of respondents perceive that they are confident in their own silence even in a room full of colleagues and executives. And less than fifty percent of respondents perceive that they are perfect as they even with all their flaws along with the program. These results confirm that the PETs believe that the self-awareness perception could empower them along with the program. It aligns with the concept of empowerment that requires teacher self-awareness suggested by Freire (2013), Bandura (2011), Zimmerman (2010), Eurich (2019), Hayati (2010), and P21(2019). Still, there are debatable topics that can be advanced to support how PETs practice and develop

their self-awareness and make them more passionate and feel more empowered along the PLP.

The items stated in numbers 8,33,34, and 35 are directed to the PETs' perception of *self-efficacy*. Although, more than fifty percent of respondents perceive that they are able to achieve most of the set goals of the teaching practice program. Less than seven percent of respondents perceive they are hardly certain to accomplish difficult tasks when encountered with the program. Most respondents perceive that they are able to realize important outcomes along with the program. Still, 9 out of 19 respondents perceive that they are able to realize important outcomes along with the program. Thus, more than seventy percent of respondents perceive that they are bound to succeed at virtually any endeavour or effort they set their minds. Additionally, more than 85 percent of respondents perceive that they are able to overcome many challenges of the program successfully. Although most respondents perceive that they confidently perform many different tasks effectively, less than six percent of respondents perceive that they hardly tend to be efficient, even when things are difficult in the English teaching practice. These results confirm that the PETs believe that self-efficacy becomes one of the components of the personal growth dimension that could empower them along with the program. It aligns with the concept of empowerment that requires teacher competence suggested by Freire (2013), Bandura (2011), Zimmerman (2010), Eurich (2019), Hayati (2010), and P21(2011). Still, there are debatable topics that can be advanced to support how PETs practice and develop their self-efficacy and make them more obsessive and feel more empowered along the PLP.

A closer look at items number: 10,11,12,13, and 14 are diagnosed as the perception of components of *flexibility and adaptability*. More than 85 percent of respondents perceive that they can adapt to varied roles and new jobs along the PLP. And 18 out of 19 respondents believe that they can adapt to varied schedules. However, more than 70 percent of respondents perceive that they can work effectively in a climate of ambiguity and change priorities along with the program. Still, less than 11 percent of respondents perceive that they hardly cooperate with

feedback effectively along with the program. Although, more than 60 percent of respondents believe that they can understand diverse views and beliefs to reach workable solutions, particularly in multicultural environments in the school partnership. Still, less than 30 percent of respondents believe they hardly negotiate diverse views and beliefs to reach workable solutions, particularly in school environments. In addition, more than five percent of respondents perceive that they can balance diverse views and beliefs to reach workable solutions, particularly in the school environment. These results confirm that the PETs believe that flexibility and adaptability become one of the components of the personal growth dimension that could empower PETs along with the program. It aligns with the concept of empowerment that requires teacher competence suggested by Friere (2013), Bandura (2011), Zimmerman (2010), Eurich (2019), Hayati (2010), and P21(2011). Still, debatable topics can be advanced to support how PETs practice and develop their flexibility and adaptability to make them more obsessive and feel more empowered along the PLP.

The items stated in numbers 3,4,5,6,7,9,15,16,17, and 19 are directed to the PETs' perception of *initiative and self-direction*. Although, more than 90 percent of respondents perceive that they can set the goal with tangible along the PLP. Still, less than 25 percent of respondents perceive that they hardly set the goal with intangible success criteria in PLP. even though 17 out of 19 respondents perceive that they could balance short-term tactical goals along with the program. Yet less than six percent of respondents perceive that they hardly utilize and manage their time effectively along with the program. Although more than 60 percent of respondents believe that they can monitor, define, and prioritize tasks without direct mistake, less than 30 percent of respondents perceive that they hardly do that. Although more than 80 percent of respondents perceive that they can demonstrate initiative to advance skill level toward professional English teacher, less than six percent of respondents perceive that they reflect critically on experience to inform future progress and the program. These results confirm that the PETs believe that self-direction and initiative are part of the personal growth dimension that could

empower them along with the program. It aligns with the concept of empowerment that requires teacher competence suggested by Freire (2013), Bandura (2011), Zimmerman (2010), Eurich (2019), Hayati (2010), and P21(2011). Still, there are debatable topics that can be advanced to support how PETs practice and develop their self-efficacy and make them more obsessive and feel more empowered along the PLP

A closer look at items number 18, 20, 24, and 26: are diagnosed as the perception of the component of *productivity and accountability*. Although, more than 80 percent of respondents perceive that they can set and meet and meet goals, even in the face of obstacles and competing pressure. Still, less than 30 percent of respondents perceive that they can prioritize, plan, and manage work to achieve the intended result. 13 out of 19 respondents perceive that they frequently demonstrate additional attributes associated with producing high-quality teaching English performance. Almost respondents believe that they respect and appreciate team diversity throughout the program. In addition, most respondents perceive that they are accountable for the result. These results confirm that the PETs believe that productivity and accountability are part of the personal growth dimension that could empower them with the program. It aligns with the concept of empowerment that requires personal teacher growth suggested by Duhon-Haynes (1996), Freire (2013), Bandura (2011), Zimmerman (2010), Eurich (2019), Hayati (2010), and P21(2011). Still, there are debatable topics that can be advanced to support how PETs practice and develop their productivity and accountability to make them more infatuated and feel more empowered along the PLP

The items stated in numbers 21,22,23,25,27,28,30,31, and 32are directed to the PETs' perception of *leadership and responsibility*. Although more than 90 percent of respondents believe that they can use interpersonal skills to influence others toward a goal, less than six percent of respondents perceive that they hardly use it to guide others toward a goal of a teaching practice program. More than 85 percent of respondents perceive that they use problem-solving to influence and guide others toward a goal. Therefore, more than 86 percent of respondents perceive that they

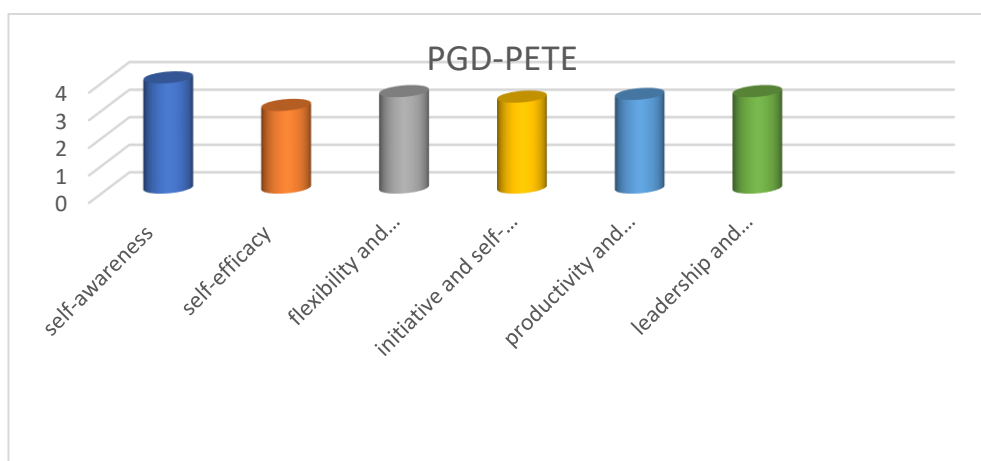
can influence others to accomplish a common goal of the program. However, more than 70 percent of respondents perceive that they can inspire others to reach their very best via example. Less than 11 percent of respondents perceive it hard. In addition, more than 85 percent of respondents believe that they can demonstrate integrity and ethical behaviour by using influence and power. These results confirm that the PETs believe that leadership and responsibility are part of the personal growth dimension that could empower them along with the program. It aligns with the concept of empowerment that requires teacher competence suggested by Freire (2013), Bandura (2011), Zimmerman (2010), Eurich (2019), Hayati (2010), and P21(2011). Still, there are debatable topics that can be advanced to support how PETs practice and develop their leadership and responsibility to make them more obsessive and feel more empowered along the PLP.

Table. 28 the average level of PGD-PETE

Components of PGD-PETE	Score
Self-awareness	4.0
Self-efficacy	3.0
Flexibility and adaptability	3.5
Initiative and Self-direction	3.3
Productivity and accountability	3.4
Leadership and Responsibility	3.5

Note. Low: 1.00-2.5 and Good 2.6-4.0

The data generated are reported in table 30 and figure 14. These results provide confirmatory evidence of the PETs' perception of CD-PETE. The level of qualification for the PGD-PETE is classified into two categories: low and good.



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Figure 18. The level of PGD-PETE

The focus group discussions afford confirmatory evidence to answer RQ2 about what dimensions the PETs believe could empower their teaching practice. Afterward, focus group discussions (FGD 5, FGD 7, and FGD 8) find out the insiders' and outsiders' perspectives of what competence the PETs have to support their empowerment and the teaching practice program. In FGD 5, the insiders' perspective comes first from PET3 declares: to portray the issue in personal growth dimension of PETE, the data from FGD 4 and FGD 7, and FGD 8 are gathered and reported in the following paragraphs.

At the first week, I think we need to adapt and be flexible for all new environment, teachers, staff, new rule at school. next, we also need to be responsible for our duty as PETs. In the classroom, we need to produce attractive English materials. Of course, still must be accountable. ..we need to consult with mentor.and the other important is self-awareness. We need to realize that we are newcomer not the real teacher for students, so just be their friends, as my experience, it works.... I and my students have good relationship. (PET3 at FGD 5, March 5th 2021)

The available evidence seems to point out that flexibility, adaptability, productivity, accountability, and self-awareness are the emergent personality to support the PETs' performance in the beginning program. This result aligns to the concept of personal growth discussed in the previous chapter and suggested by Bandura (2017), Eurich (2019), Duhon-Haynes (1996), Stone (2015), and Kivunja (2015). In the intervening time, PET2 supported the opinion stated that:

I think self-awareness in the most important thing. Coz as a preservice teacher, we have to realize that we are new who have limited experience in teaching, so we need to be careful and be aware that we are being supervised and assessed by mentor and other teachers. ...ya at least we can avoid bad comments that make us powerless or in confident. (PET2 at FGD 5, March 5th, 2021)

On the supplementary evidence, it seems to fair that to PETs need to have good self-awareness to gain power and self-confidence to complete the tasks successfully, as suggested by Hayati (2010). Then, the other idea comes from PET1 said:

I think we need to have initiative just like my experience. coz my mentor seldom come to school then I initiate to contact him to consult lesson plan and my other plans like the materials, the media we use, etc. (PET1 at FGD 5, March 5th, 2021)

The result provides another point of view based on PET1's experience. Initiative and self-direction seem to be the urgent personality to empower PETs along with the teaching practice program. It aligns with the concept of the 21st life and career framework. The further evidence supporting other competence may lie in the finding of outsiders' perspective mentor teachers mentor teachers and teacher educators as the supervisor who guides for PETs to develop and assess competence. MT1 argues that:

In my observation, PET3 has grown his personality well. He initiates to open discussion related to the materials he's gonna use. He also is a good planner. He plans the lesson of meetings for a month. Meanwhile the girls just follow PET3. I think PET3 is good leader and model for other PETs. (MT1 at FGD 7, March 26th, 2021)

The current evidence supports that initiative and self-direction are the keys to empowering PETs (Brusic & Shearer, 2014; Gut, 2011; Kivunja, 2014b; Van Roekel, 2014). The further evidence supporting the other personal growth clarified by teacher educator:

I think most PETs have problem like they feel that they are not confident with the tasks they've created. Some find it hard to share the idea with mentor teacher and less confident delivering their teaching lesson in front of the students. (TE2 at FGD 8: April 1st 2021)

These results confirm that PETs' self-efficacy is another essential aspect of PDG-PETE that can support their teaching practice program. Teacher Educator lies the heart discussion on how PETs find the solution to grow their personality well along with the program. This issue aligns with the literature review suggested by Duhon-Haynes (1996), Cattaneo & Chapman (2010), Richard (2006), Burnet (2011), Burns (2011), P21 (2011), and Duhon-Haynes (1996).

There is overwhelming evidence for the nation that PGD-PETE is divided into two components inner personality and professional personality are indispensable components of PGD-PETE. The inner personality includes self-

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awareness and self-efficacy. Professional personality includes flexibility and adaptability, initiative and self-direction, productivity and accountability, and responsibility and leadership. Current research appear to validate such a view, including Bandura (2011), Eurich (2019), Zimmerman (2010), P21(2011), Murray (2019), Hayati (2006), Bahadoran (2019), and Narrel (2012).

4.2.5 Communal Classroom

The digital survey, FGD6, and document evidence were collected from digging out the PETs' perception of the communal classroom dimension, including connectedness, cohesion, and trust, as postulated in the previous chapter (see chapter 2, conceptual framework, and chapter 3, instrumentation). The digital survey was conducted to obtain the data related to PETs' perception of the communal classroom. It was adapted and modified from the dynamic group in the language classroom (Dörnyei & Murphey, 2003) and communal classroom (Rappaport, 1995). It was distributed to PETs, and there were only 18 who completed the survey. The data relating to how the PET perceives the communal classroom along the PLP was found in FGD 6, FGD 7, and FGD 8. The data presentations will be analysed with three main components of unit analysis. The items of questionnaires are modified from the communal classroom by Rappaport (1995), Dornyei & Murphy, 2003). In the meantime, the data taken from FGD of PETs was conducted on March 12th, 2021, and FGD with a mentor teacher and teacher educator was on March 26th and, 2021 with the topic 'competence of PETE (see chapter 3, schedule of FGD6).

Table 29. Items Distribution of CCD-PETE

Components of CCD-PETE	The items number
Connectedness	1,2,3
Cohesion	4,5,6,7,8,9
Trust	10,11,12,13,14,15

The data from the digital survey was scrutinized based on the communal classroom conception on student empowerment suggested by Duhon-Haynes (1996), Rappaport (1995), Dornyei (2009), and Zimmerman (2010). A closer look

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at the item numbers 1,2 and 3 indicate the PETs' perception of connectedness. Meanwhile, items number, 4,5,6,7,8, and 9 indicate the cohesion of the communal classroom. In the other side, item numbers 10,11,12,13,14, and 15 indicate the Trust of CCD-PETE. The following paragraphs will describe how PETs' perception of doing self-evaluation on their own level of learning on each component is represented in each item of the CCD-PETE (see table 33, and chapter 3, instrumentation and data analysis).

A closer look at the items number: 1,2, and 3 are represented *connectedness*. More than 60 percent of respondents perceive that the PETs in a group can care for each other. Still, less than 20 percent of PETs in a group perceive that they hardly care about each other. Although more than 70 percent of respondents perceive that they can feel connected to those taking the program, less than 10 percent of respondents perceive that they feel hardly connected to those taking the program. These results confirm that the PETs believe that feeling connectedness to the group in PLP is a part of the characteristics of CCD-PETE that could empower them with the program. It aligns with the concept of empowerment that involves the communal classroom suggested by Duhon-Haynes (1996), Freire (2013), Dornyei (2003), Rappaport (1995), Rovai (2002). Still, there are debatable topics that can be advanced to support how PETs engage in the communal classroom practice to make them more infatuated and feel more empowered along the PLP

The items stated in numbers 4,5,6,7,8 and 9 are directed to the PETs' perception of *cohesion*. More than 80 percent of respondents perceive that they can take the program as a family. Still, less than 15 percent of respondents perceive that they hardly take the course as a family. Most respondents perceive that they do not feel isolated. However, less than 15 percent of respondents perceive they feel isolated in the program. More than 70 percent of respondents perceive that they find it difficult to get help when they are asked questions. More than 80 percent of respondents perceive that they feel that they can receive timely feedback. More than 50 percent of respondents feel uneasy exposing specific gaps in their understanding. More than 80 percent of respondents perceive that the program results in only

modest learning. More than 85 percent of respondents perceive that they are confident that others are going to support them. These results confirm that the PETs believe that cohesion in the group in PLP is a part of the characteristics of CCD-PETE that could empower them with the program. It aligns with the concept of empowerment that involves the communal classroom suggested by Duhon-Haynes (1996), Friere (2013), Dornyei (2003), Rappaport (1995), Rovai (2002). Still, there are debatable topics that can be advanced to support how PETs engage in the communal classroom practice to make them more infatuated and feel more empowered along the PLP

A closer look at items number: 10,11,12,13,14, and 15 are diagnosed as the perception of component of *trust*. Meanwhile, 14 out of 18 respondents perceive that they do not feel the spirit of sportsmanship. More than 80 percent of respondents perceive that they trust others in the program. Fifty percent of respondents perceive that they rely on others in the teaching practice program, and 50 percent of respondents do not rely on others a lot. More than 50 percent of respondents perceive that their course mates depend on them. Yet less than 8 percent of respondents perceive that their course mates rely on them. More than 80 percent of respondents perceive that they are encouraged to ask questions during the program. More than 70 percent of respondents perceive that they feel reluctant to speak openly. These results confirm that the PETs believe that feeling trust in the group in PLP is a part of the characteristics of CCD-PETE that could empower them with the program. It aligns with the concept of empowerment that involves the communal classroom suggested by Duhon-Haynes (1996), Friere (2013), Dornyei (2003), Rappaport (1995), Rovai (2002). Still, there are debatable topics that can be advanced to support how PETs engage in the communal classroom practice to make them more infatuated and feel more empowered along the PLP.

Table 30. the Average score of CCD-PETE

Components of CCD-PETE	The score
Connectedness	3.1

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Cohesion	2.6
Trust	2.8

Note. 1.0-2.5= less engaged; 2.6-5.0=well engaged

The data generated are reported in table 34 and figure 14. These results provide confirmatory evidence of the PETs' perception of CD-PETE. The level of qualification for the PGD-PETE is classified into two categories: low and good.

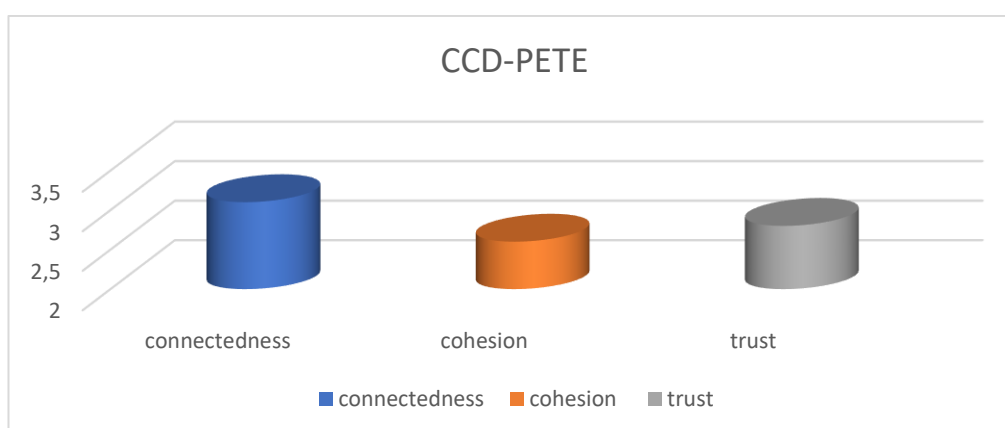


Figure 19. The average level of CCD-PETE

The focus group discussions afford confirmatory evidence to answer RQ2 about what dimensions the PETs believe could empower their teaching practice. Afterward, focus group discussions (FGD 6, FGD 7, and FGD 8) find out the insiders' and outsiders' perspectives of what competence the PETs have to support their empowerment and the teaching practice program. In FGD 6, the insiders' perspective comes first from PET4 declares: to portray the issue in personal growth dimension of PETE, the data from FGDs are reported in the following paragraphs.

Based on my experience becoming coordinator in group of PLP, I think...trust each other's is very important. Moreover, we are in new group with new role, thus, we need to hold our unity. I think it helps me to be more powerful. (PET4 at FGD 6, March 12th, 2021)

The available evidence seems to point out that feeling trust in others in a group is an urgent feeling to support the PETs performance along with the program. This result aligns with the concept of personal growth discussed in the previous chapter

and suggested by Duhon-Haynes (1996), Friere (2013), Dornyei (2003), Rappaport (1995), Rovai (2002). In the intervening time, PET2 supported the opinion stated that:

I think being tolerance and solidarity to others also important because it needs to feel that we are one family, and we should take care each other. Everyone has a problem; it becomes our problem. I think it makes me more powerful. (PET2 at FGD 5, March 5th, 2021)

On the supplementary evidence, it seems to fair that PETs need to have tolerance and solidarity with others to gain power and self-confidence to complete the tasks successfully, as suggested by Rappaport (1995).

. Further evidence supporting other competence may lie in finding outsiders' perspectives on mentor teachers and teacher educators as the supervisor who guides for PETs develops and assesses competence. TE2 argues that:

In my observation, PET3 and PET4 seem to have good tolerance and solidarity along the program. They like to help their friends who couldn't in charge for *piket*. They also help others by making collaborative project in creating video of teaching English. (TE2 at FGD 8, April 1st, 2021)

The current evidence seems to support the idea that cohesion of the group of PLP is the key to success to empower the PETs (Cattaneo & Chapman, 2010; Duhon-Haynes, 1996; Rappaport, 1995).

There is overwhelming evidence for the nation that the characteristics of CCD-PETE have connectedness, cohesion, and trust. These three essential components are assumed to empower the PETs. Current research appears to validate such a view, including Duhon-Haynes (1996), Friere (2013), Dornyei (2003), Rappaport (1995), Rovai (2002).

4.3 The Nature of Preservice English Teacher Empowerment

This part would describe the data to answer the RQ3: How do the PETs support the dimension of PETE to be more empowered? Data from focus group discussions and observation become the primary sources to answer the question. The FGDs were conducted with seven FGDs starting from January to April 2nd with different

topics and participants (see chapter 3, interview schedule) for PETs, MTs, and TEs. The data presentation will be presented based on the questions inquired in FGD with different topics and different participants. Next, the data will be analysed by the related literature review and conceptual framework postulated in the previous chapter (see chapter 2). To help readers grasp the whole perception of how the PETs develop each dimension of PETE, see appendix 2 of the transcription of the interview.

4.3.1 The Nature of Knowledge Dimension of PETE

The data gathered from the PETs, mentors, and teacher educators are reported and discussed in this part. The primary source of the data was the transcription of FGD 3, FGD 7, and FG 8. The FGD 3 with preservice English teachers was held in January 3rd, 2021, and FGD 7 with mentor teachers were conducted on March 26th. Meanwhile, FGD 8 with teacher educators was conducted on April 1st, 2022. The main topic of the discussions is the knowledge dimension of preservice English teacher empowerment (KD-PETE). The aim of the FGD is to dig out the respondents' opinions about their strategy in supporting the dimension of PETE.

The available evidence from preservice English teachers provides an insiders' perspective of PETE. Meanwhile, the results of FGD with mentor teachers and teacher educators are becoming the outsiders, perspective of PETE. The further evidence will point out that the PETs' strategies support their PETE knowledge during the program. In what way do the PETs construct the knowledge during the programs. As discussed in the early chapter, the teacher-knowledge has three major components: content, pedagogy, and technology. The following data are presented and discussed using these themes.

Q1#How do the PETs enrich the knowledge dimension?

4.3.1.1 Teacher Knowledge and Experiential Knowledge

There's overwhelming evidence to capture the nature of PETs construct the knowledge to make them more empowered along with the program. Further

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evidence would describe how the PET empowers the knowledge dimension to make them more confident. As PETs state:

Based on my experience.... and because I am content creator, I like to search and deep browse all about English materials from internet sources...and I prefer from video in YouTube. To me it works well. Moreover, I can get inspiration to create the video of teaching English materials and publish it I YouTube, so my students can access it easily (PET3 at FGD3, January 8th, 2021)

The other opinion comes from PET2:

I can get knowledge through reading from any source, especially all the materials have given by my lecturers, like the principle of developing English materials, the characteristics of language learners, and others. (PET1 at FGD3, January 8th, 2021)

Another point of view stated from PET4

Based on my experience, I gained more knowledge, especially about English material, from my teaching experience in SD, SMP, SMK, and SMA. (PET4 at FGD3, January 8th, 2021)

In the intervening time, PET1 states that:

I know more about the methodology of teaching English from YouTube. Sometimes I also compare the video from different subtitles English Vs. Indonesian versions to make me more understanding of specific information. (PET1 at FGD3, January 8th, 2021)

PET1 states:

I use any sources from videos and others to support my teaching performance. It helps me a lot. (PET1 at FGD3, January 8th, 2021)

The excerpts above develop the claims that most PETs empower the knowledge dimension by establishing a common knowledge of the English materials from internet sources and building up experiential knowledge and learning through teaching English at various levels. The outsiders' perspective comes from the mentor teachers concerned with the nature of preservice English teacher empowerment during the program. As MT1 stated:

I think most PETs get more knowledge from online sources. They are good at searching for anything like ELT methodologies, English materials, and others. (MT1 at FGD7, March 26th, 2021)

In the meantime, MT2 supports the idea and declares:

Most PETs know how to enrich their knowledge via from internet. Almost my colleagues who asked to them. (MT2 at FGD7, March 26th, 2021)

Unlike MT1 and MT2, MT3 pointed out:

What I like from PET1 is the way she respected me when she did not know by having a discussion, and I can see how she revised the lesson plan and elaborated on my suggestion. Generally, she's smart, but it's easy to teach and explain anything to her. In fact, she actually has good knowledge of English, pedagogy, and technology. But she is low profile... (MT3 at FGD7, March 26th, 2021)

The basis evidence considers that the nature of how PETs construct the knowledge and empower them is different from one another. The findings suggest three activities. First, establishing a common knowledge of the English materials from internet sources and building up experiential knowledge and learning through teaching English at various levels

4.3.2 The Nature of Learning Dimension of PETE

Data from observation and focus group discussion 2 indicated that PETs learned from multiple sources of knowledge, different modes of engagement, and various extracurricular activities within this particular project and interviews. The sources of knowledge are videos of English learning and teaching performance.

Q2#How do PETs learn to support the PETE?

4.3.2.1 Learning Interest

A closer look at the observation data indicated that PETs have dynamic learning interests. As it happened to PET1, who had awkward experiences in teaching junior high school. she stated:

I had an awkward experiencing teaching junior high school students in private...but I did not get the same experience in PLP coz I teach online. So,

I try to change the awkward into joyful learning (PET1 at FGD 2, January 8th, 2021)

As the above excerpt and narrative recorded, the preservice English teacher had a dynamic feeling of interest. She used to dislike teaching English to junior high school before PLP. Merely, she tries to enjoy the program. The interest leads PET1 to explore other interesting points of view to support her teaching performance.

4.3.2.2 Learning Habit

The available evidence from observation would be the main source to describe the PETs' learning habits. It is in the form of note fields of supervision activities during the program.

On January 1st, the first day of the teaching practice program became the moment to capture how PETs action deals with the habit. However, it is still the first day. Most PETs have been ready to participate in the program. It was a welcoming ceremony. PETs have been blended into the community of the school. PET4 has been appointed to be the coordinator of the group. He started to consolidate with other group members and proposed some activities to engage in during the program. Meanwhile, a PET3 study on the possibilities of teaching performance will be conducted. PET1 is still trying to contact the mentor because he did not come to school for a healthy reason. PET2 is active in discussing with her mentor and trying to understand what the mentor is discussing, even though it is not all about English learning and teaching.

A closer look at the data above indicates that most PETs have shown the moderate habit of learning during the program. although PET1 has a low habit it is not because she dd not want to, but because the health reason of her mentor.

4.3.2.3 Learning Motivation

FGD and Observational data to capture the PETs motivation indicates that most PETs expect to be awarded good grades in the program. PET4 believes that the creation of a video of teaching performance could be an excellent task in the program. Meanwhile, PET1 seems to give up because she failed to collaborate with the mentor. It is in line with the MT' perception:

I think PET3 has a good motivation. He has prepared the video of teaching for online learning. I think he is very creative (MT2 at FGD 7 March 26th, 2021)

In the meantime, Teacher Educator support the idea:

As far as I know PET 3 and PET4 have good motivation. It can be seen how they practice teaching such the way they prepare the English materials, the way they run their job as coordinator, etc (TE2 at FGD 8 April 1st, 2021)

However, she contacted her teacher educator and asked for help to find the solution. PET2 seems to intend to study the materials for her teaching performance. From the condition description, I claim that most PETs have a moderate motivation in learning during PLP.

4.3.2.4 Learning Commitment

Observational data gathered from the whole activities during PLP consider capturing the PETs' commitment to learning to the program. PET4 and PET3 had become the responsible coordinator for the group. They are willing to help their friends by collaborating to create the project video teaching English. They also help the other teachers from school assist them in the new mobile-assisted learning for all subjects. Meanwhile, PET1 is willing to start communicating with the mentor about the lesson plan and English materials and evaluation as well. In the intervening time, PET2 decided to put down relevant points in her own term while studying and preparing the lesson during the program.

From the condition, the researcher points out that the nature of PETs empowers their learning dimension of PETE is determined by the interest, habit, motivation, and commitment of PETs to the learning program.

4.3.3 The Nature of Competence Dimension of PETE

The data gathered from the PETs, mentors, and teacher educators are reported and discussed in this part. The primary source of the data was the transcription of FGD 4, FGD 7, and FG 8. The FGD 3 with preservice English teachers was held on February 5th, 2021, and FGD 7 with mentor teachers were conducted on March 26th. Meanwhile, FGD 8 with teacher educators was held on April 1st, 2022. The main topic of the discussions is the knowledge dimension of preservice English teacher empowerment (CD-PETE). The aim of the FGD is to dig out the respondents' opinions about their strategy in supporting the dimension of PETE.

Q3#How do PETs develop their competence to support the PETE?

4.3.3.1 Critical thinking

Further evidence will provide data description for explaining how PETs develop the critical thinking competence during PLP. Data gathered from interview in FGD 4 and FGD 7. It was taken during supervision activities and the focus group discussion started on February 5th, 2021, and March 26th, 2021.

Critical thinking is the competence that can be seen from the actual process performance. The first step is by assessing thinking to improve the quality of decision-making. For example, PETs have the power to decide what material is appropriate for the students. What media and strategies are appropriate for their students, and how do they decide to choose among various choices? As what happened to PET3 when he had to choose the media of their teaching performance and stated:

...the day after that, I try to change my communication strategy by giving them quiz and games... (PET3 at FGD 4, February 5th, 2021)

The other steps of improving the quality of critical thinking are by avoiding *costly mistakes and poor judgments* as a cause of deficient thinking skills. As what happened to PET3, who argued:

.... I feel confused and don't know what to do when my students are becoming silent readers at WAG (PET3 at FGD 4, February 5th 2021)

PET3 indicated making costly mistakes and poor judgments as a cause of deficient thinking; when he spent a lot of time keeping his mistake as poor judgment stated that the students are silent readers. In fact, they have limited access to the gadget. However, PET3 had to find the solution by changing the communication strategy.

The data from outsiders' perspective also provide the other process of critical thinking of PETs, as MT2 stated:

PET2 is curious and active in collecting information before she started making lesson plans (MT2 at FGD 7, March 26th, 2021)

The other point of view of how these competencies relate to and support the English language competence, both PETs and Teacher educators have the same opinion. As stated,

I think critical listening is good but because we are teaching online, being a critical reader is more important (PET3 at FGD, February 5th, 2021)

Then PET2 shared her opinion and stated:

I think becoming a critical listener and critical reader is not enough. We still need to collaborate to do the project and write the report. So, I think collaborative writing is also needed. (PET2 at FGD 4 February 5th, 2021)

In the intervening time, PET1 shared her experience and stated:

Not only that. I think collaborative speaking in the debate is also important. We need to learn how to support my team's arguments, defend them, and rebuttal them. (PET1 at FGD 4 February 5th, 2021)

The statements above indicate that PETs have done several thinking steps before making a decision and creating a lesson plan. The finding suggested that

critical thinking competence can be combined with English language competence and transformed into critical listening, critical reading, critical thinking, and collaborative speaking in English debate and collaborative writing. The available evidence seems to have the same opinion suggested by P21 (2011), and Duhon-Haynes (1996).

4.3.3.2 Communication

Further evidence will provide a data description for explaining how PETs develop their communication competence during PLP. Data was gathered from the interview in FGD 4 and FGD 7. It was taken during supervision activities, and the focus group discussion started on February 5th, 2021, and March 26th, 2021.

The communication strategies between students and teachers in the EFL classroom determine students' motivation and empowerment. As happened to PET3 and PET1. PET1 seems to fail to build good communication. She stated:

...I feel that I am not confident in teaching the students because my mentor teacher did not give any comments moreover, helps, or suggestions related to the students' condition and the material. I feel powerless because I couldn't build good collaboration with my mentor (PET3 at FGD 4 February 5th, 2021)

Meanwhile, the opposition to the condition happened to PET2, who had good communication with her mentor and stated:

...I feel more confident in presenting my teaching performance because I have prepared by having discussions and consultations with my mentor and my supervisor (PET3 at FGD 4 February 5th, 2021).

The statements above indicate that PETs have done several steps to build communication as a key competence in empowering preservice English teachers during PLP. The available evidence seems to have the same opinion suggested by P21 (2011), and Duhon-Haynes (1996)

4.3.3.3 Collaboration

Further evidence will provide a data description for explaining how PETs develop collaboration competence during PLP. Data was gathered from the interview in FGD 4 and FGD 7. It was taken during supervision activities, and the focus group discussion started on February 5th, 2021, and March 26th, 2021.

Preservice English teachers enjoy the lack of competition with others and tend to be thoughtful and cooperative in solving any problems in EFL teaching and learning. Collaboration is an effective way to empower teachers, especially those who feel less of a need to compete. Further evidence indicates how preservice English teachers empower the competence to make them more empowered. This happened to PET2, PET1, and PET3. PET2 stated:

I think becoming a critical listener and critical reading is not enough. We still need to collaborate to do the project and write the report. So, I think collaborative writing is also needed. (PET2 at FGD 4 February 5th, 2021)

In the intervening time, PET1 shared her experience and stated:

Not only that. I think collaborative speaking in the debate is also important. We need to learn how to support my team's arguments, defend them, and rebuttal them. (PET1 at FGD 4 February 5th, 2021)

In the meantime, PET3 argued:

...I feel more confident presenting my teaching performance because I have prepared by discussing and consulting with my mentor and my supervisor (PET3 at FGD 4 February 5th, 2021).

Meanwhile, PET1 has the opposite condition. She stated:

...I feel that I am not confident in teaching the students because my mentor teacher did not give any comments moreover, help, or suggestion related to the students' condition and the material. I feel powerless because I couldn't build good collaboration with my mentor (PET1 at FGD 4 February 5th, 2021)

The statements above indicate the process of how PETs do collaboration competence. It is in line with what was suggested by Stone (1995), P21 (2011), and Duhon-Hayne (1996). PET2, PET3, and PET1 argue that collaborating with mentor teachers and friends could solve the problem and make them more confident.

4.3.3.4 Creativity

Further evidence will provide a data description for explaining how PETs develop the creativity during PLP. Data was gathered from interview in FGD 4 and FGD 7. It was taken during supervision activities and the focus group discussion started on February 5th, 2021, and March 26th, 2021.

The process of decision making, and the choice are parts of the empowerment which can lead the teachers to get the freedom to design the teaching materials creatively based on the students' need. As what happened to PET3, PET4, PET3 stated:

I like to watch how to run a debate in English, I sometimes make project in creating video of teaching and write transcription collaboratively to minimize the mistakes such as grammar error, etc (PET3 at FGD 4, February 5th, 2021)

In the meantime, PET4 stated:

I like to discuss with my friend who became teacher and get some inspiration to create the short video which 7 minutes duration. It can help student and reduce the cost (PET4 at FGD 4, February 5th, 2021)

Meanwhile PET3 argued:

...the day after that, I try to change my communication strategy by giving them quiz and games... (PET3 at FGD 4, February 5th, 2021)

The statements above indicate that most PETs have some discussion and collaboration to create creativity and innovation, such as videos of teaching English and other leading English materials. This means that developing critical thinking and doing collaboration could increase the creativity to solve problems during the

teaching practice, which is relevant to the concept of 21st century teachers' competence developed by P21(2010, 2019) and suggested by Kivunja (2016).

4.3.4 The Nature of Personal Growth Dimension of PETE

The data gathered from the PETs, mentors, and teacher educators are reported and discussed in this part. The primary source of the data was the transcription of FGD 6, FGD 7, and FG 8. The FGD 3 with preservice English teachers was held on March 5th, 2021, and FGD 7 with mentor teachers were conducted on March 26th. Meanwhile, FGD 8 with teacher educators was conducted on April 1st, 2022. The main topic of the discussions is the personal growth dimension of preservice English teacher empowerment (PGD-PETE). The aim of the FGD is to dig out the respondents' opinions about their strategy in supporting the dimension of PETE

Q4# How do PETs germinate their personality to support PETE?

4.3.4.1 Self-awareness

Further evidence will provide data description for explaining how PETs develop the critical thinking competence during PLP. Data gathered from interview in FGD 4 and FGD 7. It was taken during supervision activities and the focus group discussion started on February 5th, 2021, and March 26th, 2021.

Considering meaningful self-awareness is part of the empowerment process in Preservice English Teacher Empowerment. For instance, preservice teachers who see themselves as their students or friends tend to have a better relationship, feel more fulfilled, and generally see them as effective. As what happened to PET1 who stated:

I think having self-awareness as a newcomer, new teacher in the new environment could help me myself to control my emotion and power. We need to be very careful to act and say to others. The point we have to take care our positive feeling and thinking to maintain our empowerment (PET1 at FGD 6, March 5th, 2021)

PET3 explains how to increase self-awareness to become more confident:

...I sometimes ask my friends and my mentor about my performance especially my mistakes. Or even I watch my video and edit the video before it was published (PET3 at FGD 6, March 5th, 2021)

Then, PET2 explains how to increase self- awareness:

I frequently ask feedback from my mentor teacher. When I had problem with someone at school. it's misunderstanding. Then my mentor gave me suggestion and remind to be more responsible to apology to him (PET2 at FGD 6, March 5th, 2021)

By being coordinator, I learn how to be more flexible and responsible. Besides, I also learn how to increase my self- awareness and leadership skill (PET4 at FGD 6, March 5th, 2021)

The statements above indicate that in the teaching context, they tend to practice external self-awareness when they teach their students by developing a cordial relationship such as being tolerant and collaborative to others. Internal self-awareness is also created including positive thinking and positive feeling when getting some feedbacks from either their mentor or lecturer. This statement is supported by Eurich (2019), Tsai et al(2014), and Djamanar (2019).

4.3.4.2 Self-efficacy

Further evidence will provide data description for explaining how PETs develop the critical thinking competence during PLP. Data gathered from interview in FGD 4 and FGD 7. It was taken during supervision activities and the focus group discussion started on February 5th, 2021, and March 26th, 2021.

In the teachers' context, efficacy is perceptions of their teaching ability and belief that teaching can impact student learning (Foster-Fishman et al., 1998; Guntern et al., 2017; Rivera, 2017; Zimmerman et al., 1992). The most effective way of creating a strong sense of efficacy is through mastery experience. Success builds a robust belief in one's efficacy. As what happened to PET2

I think PET2 has good awareness, but she lacks confidence. so that's why she always asks my feedbacks (MT3 at FGD 7, March 26th, 2021)

At the same time, failures undermine it, especially if failures occur before a sense of efficacy is established. As what happened to PET1 who argued:

I think I feel powerless when I didn't get any support from my mentor. I don't know whether I did it on the right way or not (PET1 at FGD 4, February 5th, 2021)

From the excerpts, it can be interpreted that that the preservice teachers' belief to their ability are influenced by their teaching experience and the outsiders' support and trust. This claim is supported by Rivera (2017), Zimmerman (1992), and Guntern et.al. (2017)

4.3.4.2 Flexibility and adaptability

Further evidence will provide data description for explaining how PETs develop the critical thinking competence during PLP. Data gathered from interview in FGD 4 and FGD 7. It was taken during supervision activities and the focus group discussion started on February 5th, 2021, and March 26th, 2021.

Balancing and reinforcing feedback are the strategies needed to work out the flexibility and adaptability. The feedback characteristics that tend to support preservice English teachers to develop flexibility and adaptability includes the provision of the ongoing formative process, constructive comments, positive reinforcement, and learner-oriented balance between encouraging and critical statements.

By being coordinator, I learn how to be more flexible and responsible. Besides, I also learn how to increase my self- awareness and leadership skill (PET4 at FGD 6, March 5th, 2021)

In the other case, MT2 explains her perception on the nature of empowerment of PET3:

I think PET3 has shown good flexibility and adaptability during PLP. He can adapt with the new environment, new students, new schedule, new rule, etc. He can also change the strategy to improve the students' engagement in online classroom (MT2 at FGD 7, March 26th, 2022)

From the excerpt, it can be interpreted that the essential understanding of flexibility and adaptability leads preservice teachers to the successful execution of various roles, responsibilities, schedules in teaching practicum (Gut, 2011; Insa et al., 2016; Lawrence & Tar, 2018; Tican & Deniz, 2019)

4.3.4.3 Initiative and self-direction

Further evidence will provide data description for explaining how PETs develop the critical thinking competence during PLP. Data gathered from interview in FGD 4 and FGD 7. It was taken during supervision activities and the focus group discussion started on February 5th, 2021, and March 26th, 2021.

Consistent with the concept of empowerment, P21 (2011) outlined certain initiatives and self-directives for managing time and working independently to realize specific goals. As PET 1 and PET2 state:

I think as PETs have to have initiative to take an action such as questioning, clarifying, especially with mentor, for example we need to make lesson plans so we have to ask the mentor the fix schedule that has been made then we could adjust the plans to achieve the success. (PET1 at FGD 6, March 5th, 2021)

Meanwhile. PET2 agreed:

...at the middle of PLP, I begin to discuss with my mentor by asking the things that I am not sure to do such as schedule, the class, the other info related to the teaching practice. Then, I have plan in an online lesson during the program. by doing this I feel more confident (PET2 at FGD 6, March 5th, 2021)

PET1 explains how to be initiative and self-direction learners:

I like to make schedule and lesson plan at the beginning weeks right after getting the schedule and class. Then it seems better, and I feel better. (PET1 at FGD 6, March 5th, 2021)

Meanwhile MT1 supported:

I think PET3 seems to have good initiative by creating schedule for his activities along with the program. I think it makes him more get success in PLP (MT1 at FGD 7, arch 26th, 2021)

From the excerpt, it can be interfered that a strategy for teaching methods to set academic goal and a way of managing the situation without relying on others or supervisors seem to the nature of preservice English teacher empowerment. The final indicator of these personal growths of empowerment is leading students to become self-directed learners. This goes beyond the mastery of skills and curriculum to explore and expand one's learning opportunities. Demonstrate initiatives to advance skills towards a professional level, a commitment to learning which is perceived as a lifelong process, and critical reflection on past experiences to develop future progress (Brusic & Shearer, 2014; Insa et al., 2016; Kivunja, 2014b; Kusumoto, 2018; Partnership for 21st Century Learning (P21), 2019; Partnership for 21st Century Skills, 2011; Van Roekel, 2014)

4.3.4.4 Productivity and accountability

Further evidence will provide data description for explaining how PETs develop the critical thinking competence during PLP. Data gathered from interview in FGD 4 and FGD 7. It was taken during supervision activities and the focus group discussion started on February 5th, 2021, and March 26th, 2021.

Another current accessible published study on productivity and accountability is formulated by Trilling and Fadel (2009). They discover that producing efficient, effective, and high-quality results is the primary element that leads to productivity and accountability. As what happened to PET3 who stated that

Because we teach online, we have more time to prepare and create English materials. Even I have compilation of teaching English with various materials. But before shar to my students, I always consult to my mentor first just in case to minimize the errors and mistakes (PET1 at FGD 6, March 5th, 2021)

Meanwhile, Mentor teacher point out her observation on the nature of PET3 empowerment. she said:

I think PET3 has shown that his initiative in preparing lesson plans and videos of teaching before the D-day. And he also made the schedule of his activities along with the program. Now I know, how he could be the best (PET3 at FGD 7, March 26th, 2021)

The excerpts indicate that preservice English teacher have worked positively and ethically, with good time management, and carrying out a practical project. It also encompasses multitasking, active participation, as well as being reliable and punctual. Besides, it is presenting oneself with proper etiquette, collaboration, and cooperation as well. It respects and appreciates team diversity, including accountability (Chu et al., 2016; Insa et al., 2016; Kivunja, 2014a; Partnership for 21st Century Learning (P21), 2019; Van Roekel, 2014)

4.3.4.5 Responsibility and Leadership

Further evidence will provide data description for explaining how PETs develop the critical thinking competence during PLP. Data gathered from interview in FGD 5 and FGD 7. It was taken during supervision activities and the focus group discussion started on February 5th, 2021, and March 26th, 2021.

Responsibility and Leadership complement the role. Leadership is a matter of personality which is the ability to influence compliance, exercise influence, persuasion, an instrument to achieve goals, and affect interaction with people. The strategies to teach leadership and responsibility in many ways, such as directing the activities of others toward set targets, giving instructions and directives that lead to progress, motivation, problem-solving, leveraging strengths to accomplish a common goal and showing an exemplary behaviour. As what happened to PET4 and PET3:

By being coordinator, I learn how to be more flexible and responsible. Besides, I also learn how to increase my self- awareness and leadership skill (PET4 at FGD 6, March 5th, 2021)

In the meantime, Mentor Teacher supported:

I think PET4 is very responsible, he used to replace his friends who cannot come for *piket* (MT3 at FGD 7 March 26th, 2021)

The excerpts show that the nature of PETs empower the leadership and responsibility in the form of exemplary behaviour and give solution to the problem during the program (Arrington, 2014; Hoang, 2015; Partnership for 21st Century, 2008; R.Forsyth, 2012)

4.3.5 The Nature of Communal Classroom of PETE

The data gathered from the PETs, mentors, and teacher educators are reported and discussed in this part. The primary source of the data was the transcription of FGD 6, FGD 7, and FG 8. The FGD 3 with preservice English teachers was held on January 3rd, 2021, and FGD 7 with mentor teachers were conducted on March 26th. Meanwhile, FGD 8 with teacher educators was conducted on April 1st, 2022. The main topic of the discussions is the communal classroom dimension of preservice English teacher empowerment (CCD-PETE). The aim of the FGD is to dig out the respondents' opinions about their strategy in supporting the dimension of PETE

Further evidence will provide data description for explaining how PETs build the connectedness in group during PLP. Data gathered from interview in FGD 6 and FGD 7. It was taken during supervision activities and the focus group discussion started on February 5th, 2021, and March 26th, 2021.

How do PETs engage in the communal classroom to support the PETE?

4.3.5.1 Connectedness

Connectedness is one of the characteristics of the communal community, which gives effect to the preservice teacher empowerment. It is created by breaking barriers between class members and encouraging them to get to know each other as a group. The relationship between class members is essential for cultivating a

bonded group. The most effective way of fostering cohesiveness is by sharing genuine personal information. As what happened to PET2:

I think being connected is one of the important things that empower us. We can ask the missing info, ask for some solution, etc. the point is we can share anything in this community. (PET2 at FGD 6, March 12th, 2021)

Meanwhile, PET3 stated:

I think quiz or games could make us stay connected with the students. to me it works. My silent readers become active readers ten my class runs well (PET3 at FGD 6, March 12th, 2021)

The excerpts indicate the nature of preservice English teacher empower the connectedness among the other member of the group or the students. They believe that playing games could be broken the barrier among other members. In addition sharing and encouraging are the other way to cultivate the emotional bounding of communal classroom(Dörnyei & Murphey, 2003; Galajda, 2012; Rappaport, 1995).

4.3.5.2 Cohesion

Further evidence will provide data description for explaining how PETs build the coherence in a group both with the students and the others during PLP. Data gathered from interview in FGD 6. It was taken during supervision activities and the focus group discussion started on March 19th, 2021.

Cohesion is the key to sustain the success of the group task. Cohesiveness or group cohesion in this study refers to the extent of unity and the feeling of attraction for each other in the group of teaching practicum or in the English teaching class. As what happened to PET3, and PET4:

I think another important thing is growing the feeling the same...I mean we are the same as preservice English teachers who are being assessed then it will increase the tolerance and the solidarity easy (PET3 at FGD 6, March 12th, 2021)

Like PET3, PET4 also expressed:

I think doing project in group could also raise the same feeling such tolerance and solidarity such as video of teaching English within the group. They could share feeling bad and good along with the project. (PET4 at FGD 6, March 12th, 2021)

The excerpts indicate the nature of preservice English teacher empower the extent of unity and the feeling of attraction for each other in the group of teaching practicum or in the English teaching class They believe that having the same feeling could empower them to face any challenges along the program(Dörnyei & Murphey, 2003; Fortier, 2017; Foster-Fishman et al., 1998; McMillan & Chavis, 1986; Phu Quy, 2017; Rappaport, 1987)

4.3.5.2 Trust

Further evidence will provide data description for explaining how PETs build the trust among the others in group during PLP. Data gathered from interview in FGD 6. It was taken during supervision activities and the focus group discussion started on February 19th, 2021.

Trust is the essential factor in the empowerment process; when the underlying trust is missing, the term empowerment loses its meaning and values. As what happened to PET 4 and PET3:

Based on my experience, I think that building the trust up among others moreover in the new environment, where many people will see our togetherness to achieve the success for the program. to me it's not easy (PET3 at FGD 6, March 19th, 2021)

In the meantime, PET4 explains his way to build the trust up:

As coordinator, I know it's not easy to build up the trust. There must be mistrust just in case coming late for *piket* or even forget. I as coordinator should be ready to cope and replace the member who cannot be in charge for *piket*. I know it feel upset but what can I do? I am a coordinator ...I try to listen the reasons and ask him not to do again (PET4 at FGD 6, March 19th, 2021)

The excerpts show the urgency of building trust among the member of the group could influence the preservice English teacher empowerment in the teaching

practice program(Bahadoran & Nazari, 2018; Duhon-Haynes, 1996; Phu Quy, 2017; Stone, 1995).

4.4 Summary of Chapter Four

This chapter has presented and explained the data presentation and discussion to answer the three research questions. The first section consists of data presentation and discussion to the answer of the first research question. Next, the second section presents the data presentation and discussion to answer of the second RQ, and the last section consists of data presentation and discussion as the answer of the third RQ.