

CHAPTER I

INTRODUCTION

A. Background of Study

Education is one of the most important things in this world. Basically education is an attempt to humanize human beings. Generally learning and teaching activities are the most basic activities in education implementations. The success of learning and teaching activities is dependent on how the process of those activities.

There are two actors in learning and teaching activities, they are teacher and student. Both affect and relate each other. Teachers are educators who provide education and knowledge to their students. The teacher's jobs are to guiding, motivating and directing in developing their students' potency. Each teacher has their own character. Therefore the situation of learning and teaching activities are created will be different and variety. The personality of teacher is also very influential on how successful learning. The teachers are required to have good attitude, behave well, and good personality because students will usually follow how their teacher. The prophet of Muhammad S.A.W is best of the best teachers in this world. He has a good role model. As mentioned in the holy of Qur'an sura Al-Ahzab chapter 33 verse 21 :

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُو اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

٣٣:٢١ -

“There has certainly been for you in the Messenger of Allah an excellent pattern for anyone whose hope is in Allah and the Last Day and [who] remembers Allah often. (Al-Ahzab/33: 21).”

Teacher whose main task are as educator, guide, evaluate students, and etc. In order to become teacher competent, prospective teachers should be trained as well as possible. To become competent teacher is not only master the material but teacher must have good teaching skills, good management class, develop learning implementation (Haifa, 2009). It is a student provision to become teacher competent.

However, to prepare teacher competent, prospective teacher should get education and teaching practice. It is expected to gain sufficient experience before teaching to school. As cited in (Burcu Koc & Ali Ilya, 2016:422) it has been concluded that pre-service teachers are not really prepared adequately for teaching due to the inadequacies in the connections made between theory and practice during teaching practice programs (Grossman, 2005).

In UIN Antasari Banjarmasin especially in Tarbiyah Faculty and Teacher Training, there is one program for prospective teacher to improve their skill in teaching before they involve in real school environment. It is called PPL. PPL stands for Program Pengalaman Lapangan. PPL is one of subjects in Tarbiyah Faculty and Teacher Training that must be completed by students. PPL is teacher education program that aims to prepare

prospective teachers. Before implement this program, students are required to set their lesson plan so that the desired learning can be achieved.

In UIN Antasari Banjarmasin, Tarbiyah Faculty and Teacher Training that conduct this program. Tarbiyah and Teacher Training consist of TBI (Tadris Bahasa Inggris), PBA (Pendidikan Bahasa Arab), PMTK (Pendidikan Matematika), PAI (Pendidikan Agama Islam), PGRA (Pendidikan Guru Raudahul Athfal), KI-BKI (Konseling Islam-Bimbingan Konseling Islam), and KI-MPI (Konseling Islam-Manajemen Pendidikan Islam).

PPL in UIN Antasari Banjarmasin is divided into 2 categories. First PPL 1 and the second is PPL 2. PPL 1 is conducted in Micro Teaching by Group and Instructor which their peers is acting as students, while PPL 2 students who implement this program will be put in several schools of Banjarmasin, and they will face the real school environment.

PPL 1 is one of methods in UIN Antasari Banjarmasin to improve skills in education especially for English Department. It's very useful for teacher candidates. Although under supervision of instructor and their peers is acting as students, in PPL 1 implementations, pre-service teachers are required to prepare their lesson plan, implement their plan, classroom management, use media in teaching activities, and any other detail in teaching. Hence, pre-service teachers are required to conduct learning and teaching implementations as if they are in real school environment.

As cited in (Burcu Koc & Ali Ilya, 2016:422) the current research about the effects of teaching practice programs on cognitive changes in pre-service language teachers about teaching, and on the changes of pre-service language teachers' performances in their teaching practices (Cheng et al, 2008). The general perspectives among researchers are that reflections of conceptions and practical theories shaped by in-service or pre-service teachers' confidence and principle system. It can be observed in their teacher's beliefs. According to Juliana & Richard (2016) in education, teaching is stated as a cognitive activity and beliefs has important role in understanding how teachers' thought processes, manage classroom, decisions that they make in the classroom and instructional that they give in the classroom. Kagan (1992) also defines teacher cognition it depends how pre-service or in-service teachers' self-reflections, beliefs and knowledge about teaching, students and content.

Traditionally, teachers have responsibility for providing feedback. Feedback can be the one of good strategy for teacher in teaching. In some evidences, some teachers provide feedback for several reasons. Feedback is effective, feedback is also expected can encourage in student diligence, and as an effort or mediatory for negative evaluations of student work (Black & Wiliam, 2009; Irving et al., 2011). It can be concluded that feedback is one of important things in teaching.

In this study, researcher wants to get pre-service teachers' beliefs of giving feedback especially for students in English subjects. Not only beliefs

about feedback, the researcher also wants to get closer investigation toward prospective language teachers' feedback in PPL 1 implementations. Hence, what is neglected here become specific focus, for example teaching skills, how to manage class, and specially giving feedback.

As a good program to improve the skills in teacher education, PPL 1 has become important aspect to prepare good teacher education in the future, for example in giving feedback in teaching implementations. But according to researcher's experience the researcher found some of pre-service rarely provide giving feedback or it can be said that they are not fully effective in giving feedback. Therefore, this study tries to investigate the pre-service teachers' beliefs of giving feedback in PPL 1 implementations and the frequency of giving feedback that pre-service teachers give during PPL 1 Implementations.

Based on background of study and also with demands of the needs of every Tarbiyah Faculty and Teacher Training specialized by English Education Department who want to know the PPL 1 Implementations. The researcher will investigate "Pre-Service Teachers' Beliefs and Actual Practices of Giving Feedback in PPL 1".

B. Research question

Based on the statement above, the research questions are as follows:

1. What are the pre-service English Language teachers of UIN Antasari Banjarmasin's beliefs of their own feedback providing practices in PPL 1 implementations?

2. What types of oral feedback do pre-service English Language teachers of UIN Antasari Banjarmasin give in PPL 1? How frequently do they use each type?

C. Objective of study

Based on the statement of problem above, the purposes of this research are as follows:

1. To know pre-service English Language teachers of UIN Antasari Banjarmasin's beliefs of their own feedback providing practices in PPL 1 implementations.
2. To describe types of oral feedback that pre-service English Language teachers of UIN Antasari Banjarmasin give in PPL 1 implementations and also determine the types of feedback and frequency of each type that they use in PPL 1 implementations.

D. Significance of study

The results of this research are expected to have benefits as follows:

1. As an input and reference for next pre-service English language teachers' performance in PPL 1 implementations.
2. As an input/motivation for pre-service English language teachers to improve their ability in teaching before they face real world of teaching and learning activities.
3. As an input and evaluation for PPL 1 implementation.
4. As a reference for further study about belief and giving feedback in teaching and learning activities.

E. Definition of Key Term

1. PPL 1

PPL 1 stands for Program Pengalaman Lapangan 1/Micro Teaching. It is a means for practicing theory that students have learned in Tarbiyah and Teacher Training. PPL 1 is training for students in teacher and education faculties before they face the school environment. In PPL 1 pre-service teachers are required to prepare their lesson plan, implement their plan, activities, which their peer is acting as students.

2. Pre-service teacher

Pre-service teacher is known as teacher candidates. They involved in a program teacher training that provided to student teachers under the supervision of instructors.

3. Belief

Belief as a general belief comes from experience, learning experience especially in the classroom, knowledge about education, and observation what teachers do and say. It is not only from formal learning but it can be from informal learning or life experience.

4. Feedback

A Cue or response or advice is sent by Pre-Service English Language Teacher who acted as a teacher to their peer who acted as a student in the class of PPL 1. It can be positive feedback or negative feedback.