

CHAPTER I

INTRODUCTION

A. Background of Study

Learning is basically reciprocal interactions or relationships between teachers and learners in an educational situation. In terms of interaction, of course, there is an element of give and take, both teachers and for students. Each process of interaction in teaching and learning has always been characterized by the presence of a number of elements as stated by Rusyan (2002: 5), namely (1) the objectives to be achieved, (2) their teachers with learners as individuals who are involved in the interaction process (3) the existence of learning materials, and (4) the method as a tool to create teaching and learning situation.

Oakeshott (Peters, 2010: 83) said that learning is the comprehensive activity in which we come to know ourselves and the world around us. It is a paradoxical activity: it is doing and submitting at the same time. And its achievements range from merely being aware, to what may be called understanding and being able to explain. In each of us, it begins at birth; it takes place not in some ideal abstract world, but in the local world we inhabit; for the individual it terminates only in death, for a civilization it ends in the collapse of the characteristic manner of life, and for the race it is, in principle, interminable. The activity of learning may, however, be suspended from time

to time while we enjoy what we have learned. The distinction between a driver and a learner-driver is not insignificant; a mastertailor making a suit of clothes is doing something other than learning to make a suit of clothes. But the suspension is, perhaps, never either decisive or complete: learning itself often entails practising what we have in some sense learned already, and there is probably a component of learning in every notable performance. Moreover, some activities, like intellectual enquiries, remain always activities of learning.

In the holy Al-Qur'an, Allah said:

اقرأ باسم ربك الذي خلق 0 خلق الإنسان من علق 0 اقرأ وربك الأكرم 0 الذي علم بالقلم 0 علم الإنسان ما لم يعلم (العلق: 1-5).

From that sense it can be drawn that the interaction of teaching and learning will take place effectively through the internalization of the elements of interest, teachers and students, material and methods so that the overall creating mutual harmonization of these elements. The elements are interlinked in interacting will show mutual giving and receiving of efforts to optimize all learning outcomes to be achieved learners through teaching activities of teachers.

Learning strategy is the planning process of teaching and learning becomes a process of communication. The process of communication that takes place in the learning activities will be effective if resources give the message to the recipient via the media, or the media are carrying a message received by students after learning that the teacher presented so that students

experience a change in behavior as a result of learning. Media in this case serves as a means to provide direct experience in order to encourage student learning, clarify and simplify an abstract concept, and may increase the absorption or retention of student learning.

Reality on the ground against the trend of student learning outcomes have many differences that are affected by the student's background, attitude and talent to a field of study, type of subjects and learning activities. Early studies with respect to this research problem is the result of observation of the learning activities of students who are less interested and lack of attention to the teacher's explanation. Beyond that, the external factors that affect learning, among others, the environment in which students gain learning experiences such as family circumstances, learning, learning resources, as well as the interaction of teaching and learning at the school include the use of methods and instructional media (Depdiknas, 2004;11).

Teacher professional practices encompass both teaching practices in the classroom and broader professional practices that shape the school learning environment. Both types of practices have their roots in philosophies of education and in empirical research on educational effectiveness (Vieluf, Kaplan, Klieme, Bayer, 2012: 26).

The professional teacher can be seen by the teacher competency. Teacher competency test in 2015 showed the national rate value 56,69. It increased to compare with the national rate value 2014 namely just reach 47. But the education minister wanted to improve the the national rate value . To

achieve the professional teacher and to improve this competency, need “*Guru Pembelajar*” course. The activities can do by face to face or direct interaction model, net model, and combination) (Kemendikbud,2016: 11).

In 2017, Ditjen GTK establishes the development of continues professionalism. This program is the substitute of *Guru Pembelajar*. The purpose of the program to improve the teachers competency. The competency is indicated by the teacher competency test. The national rate value next time namely just reach 70 (Kemendikbus, 2017).

Based on the data of “*Guru Pembelajar*” course year 2016/2017, there are six English teachers as members of “*Guru Pembelajar*” course. They actively follow the “*Guru Pembelajar*” course in Banjarmasin. This program is depend on the teacher perception. So the researcher interested to study with the title Teacher Perception on “*Guru Pembelajar*” Course.

B. Problem Statement

By conducting this research, the writer to investigate some problems which are formulated as follows:

1. How do the teachers perception in joining “*Guru Pembelajar*” course?
2. What are the problems encounter by teachers “*Guru Pembelajar*” course?

C. Objective of Research

This research has some objective are as follows:

1. To know the teachers perception in joining “*Guru Pembelajar*” course.
2. To know the problems encounter by teachers “*Guru Pembelajar*” course.

D. Significance of Study

1. Theoretically

The results of this study are expected to provide benefits in the development of the concept of teaching English on the quality of the process and learning outcomes by “*Guru Pembelajar*” course.

2. Practically

- a. For students are expected to provide benefits of increasing activity and learning achievement
- b. English teachers are expected to provide benefits as a conceptual contribution in improving teacher competency.
- c. For Schools are expected to benefit as contribute ideas in increasing the teaching quality.

E. Definition of Key Term

1. Teacher Perception

Perception is giving the meaning of the environment by individual person. So every person has deferent meaning to the same stimulus (Khairani, 2013: 62). Thus the perception is process to give perspective to the object or stimulus. Walgito (Sunarru, 2011: 36) explained that perception has three components. The components are cognitive, emotional, and action. So the English.

2. *Guru Pembelajar*

“*Guru Pembelajar*” is the effort of the government, profession association, university, industry world, and social organization to improve the teacher competency. *Guru Pembelajar* is teachers who keep studying and developing themselves for their life as educators. The activities can do

by face to face or direct interaction model, netting model, and combination (face to face model and networking) (Kemendikbud, 2016: 11).

3. *Guru Pembelajar* of English

Guru Pembelajar of English is teachers of English who keep studying and developing themselves for their life as educators. The activities can do by face to face or direct interaction model, netting model, and combination (face to face model and networking). *Guru Pembelajar* in this research are ten English teacher in SMP/MTs level in Banjarmasin. They are English teachers of MTs and SMP in Banjarmasin, SMP Sabilal Banjarmasin, SMPN 4, and SMP 9 Banjarmasin. They are 10 teachers as members of English *Guru Pembelajar* Course Banjarmasin.