

CHAPTER I

INTRODUCTION

A. Background

Teacher is a noble and meritorious occupation. This job is responsible to educate human to become a great generations and help them to lift up their socially, emotionally, personally and intellectually. Teacher is identically with the term of “unsung heroes”, in fact, teacher has many contributions in human life. This occupation is not merely about teaching, playful profession neither for career purposes, but rather a person who assumes a wide range of roles to support school and student success (Harrison & Killion, 2007).

Teacher has significant role in education. According to Government regulation no. 74 (2008), teacher is a professional educator with fundamental order to teach, educate, lead, manage, train, and evaluate student. Because of teacher, people become educated, noble and honorable as God also put teacher in a very status in the Qu r'an:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا
يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

“You who believe, if you are told to make room for one another in your assemblies, then do so, and God will make room for you, and if you are told to rise up, do so: God will raise up, by many degrees, those of you who believe and

those who have been given knowledge: He is fully aware of what you do” (Haleem, chap. 58). From this verse, it is understood that God is concern to whom have learned or knowledgeable such as teacher, for she/he will determine the quality of people in future life.

Related to teacher quality, there has been some facts and issues approached about teacher competence. Based on Competence Test Result (2015), average score of national competence is 44.5 under 75 of standard score. There are still many teachers are teaching poorly and tediously (Syarifudin Yunus in ‘Criticizing Teacher Competence’ as cited in detik.com 2017). The newest data according to Amich Alhumaimi (Directorate General of Department of Education and Culture) on national seminar entitled, “Critical Issues of Indonesian Teacher Profession” at Padang State University (November 6th 2017), explained that the competence of Indonesian teacher is still in low classification with score 5,5. Even though teacher competence has been increasing, it is still far from expectations. He also explained that the teacher is still weak in mastery of the material and pedagogic which makes the students difficult to digest the material presented. Sri Mulyani (Minister of Finance) also highlighted the performance of teachers in Indonesia. Based on her data, there are approximately 4 million teachers paid annually by the government but their performance is not competent yet. Based on the facts and issues mentioned, it is very important for every teacher today to doing reflection about their ability and start improving it, in order to fulfill academic standard qualification and competent (Regulation of Ministry of National Education, 2007).

As one of universities that has a faculty of teachers training, UIN Antasari Banjarmasin continually strives to prepare competent, qualified and professional teachers. Beside provides pre-service teachers with certain skills in regular class, the university also held a program called teaching practice (PPL). The purpose of this program specifically to provides pre-service teachers with the ability to mastering the basic of teaching, implementing teaching skill in a real condition, mastering the lesson material, etc (Teaching Practice Team of Tarbiyah and Teachers' Training Faculty of UIN Antasari, 2008). In the implementation, this program is divided into two phases: teaching practice 1 and 2. Teaching practice 1 is performed in campus environment where pre-service teachers practiced and rolled as teacher and student. While teaching practice 2 is performed in school environment which offers pre-service teachers a real teaching experience before students. In this program, UIN Antasari cooperates with several schools in Banjarmasin in level of junior and senior high school for about two mounts.

The performances of pre-service teachers in teaching practice are assessed by supervisor. In teaching practice 2, their performances are also assessed by tutor teacher from the school. Moreover, because of pre-service teachers directly teach a real junior and senior high school students, it is also possible to assess and get more information of how pre-service teachers' performances by student's perception. In learning activity, student's perception leads to how student perceives and assess teachers' teaching competence. Student's perception may be different because every view of a person toward an object or other individual is not the same.

In this study, The researcher intends to get the perception or opinion of students especially students for English subjects. In language teaching, the focus on teacher education programs has been recently gaining momentum, and more study has been required to gain in depth understanding of the extent to which teacher education programs is effective and adequate for enabling pre-service language teachers especially English to become competent teachers. According to some studies, it is evidenced that many professional English teachers at schools are considered to have inadequate competence to teach English to their students (Lie, 2007; Marcellino, 2008; Soepriyatna, 2012 at Sulistiyo 2016). This research has indicated that a large number of Indonesian teachers do not feel confident using the target language because they are not comfortable talking and writing in English (Sulistiyo 2016 p. 3). According to Lengkenawati (2005 at Sulistiyo 2016 p.7), most Indonesian teachers lacked competence in some of the English skills they teach. Such as a competent teacher using English grammar, she/he may not be proficient in English listening and reading skills. Another study investigating EFL student teachers' competence was conducted by Wiyati (as cited in Sulistiyo 2016). This study revealed that the student teachers had an inadequate knowledge of teaching techniques and strategies. In terms of language proficiency, they were not proficient in using English as a subject to teach students. Further, the student teachers showed very little comprehension of how learner evaluations should be conducted. These EFL pre-service teachers lacked the pedagogical content knowledge (PCK) important both for them as teachers and for their students during the teaching and learning process. They had low competence in using the

necessary teaching strategies to cater to the students' needs, and lacked important characteristics that are needed to engender interest and enthusiasm in students and to perform the various responsibilities of their professional work (Sulistiyo 2016 p.7).

Based on the result of studies above, the researcher then interesting to find the description of how English pre-service teachers' teaching competence of UIN Antasari Banjarmasin. The researcher also intends to provide English Department with the information of its student nowadays. Therefore, the researcher try to raise this issue entitle, "**EXPLORING STUDENT'S PERCEPTION TOWARD PRE-SERVICE TEACHERS' TEACHING COMPETENCE**".

B. Research Question

Based on the statement of problem above, then the question to guide this study is: what are student's perception toward English pre-service teachers' teaching competence?

C. Objective of Study

The objective of this study is to describe students' perception toward English pre-service teachers' teaching competence.

D. Significance of Study

The result of this study is expected to have benefits as follows:

1. As an input and reference for next pre-service teachers of teaching practice 2 in performance of their teaching practice in school.
2. As an input for English Department teacher in improving pre-service teachers' competence.
3. As an input and evaluation for teaching practice 2 implementation.
4. As a reference for the further study about pre-service teacher, teacher competence and perception.

E. Definition of Key Term

1. Pre-service Teacher

Also known as teacher candidates, this term is used to describe student teachers who are enrolled in a teacher preparation program and working toward teacher certification. They are English pre-service teacher of UIN Antasari Banjarmasin that complete supervised field-based teaching experiences with the support and mentorship of the university faculty.

2. Teaching Practice

In *Bahasa* Indonesia, it is known as PPL which stands for *Program Pengalaman Lapangan* that is absolutely done for teacher faculties where pre-service teachers (college student) are required to perform teaching practice in campus and school environment. There are two steps held by faculty of tarbiyah and teachers training of UIN Antasari Banjarmasin, those

are: teaching practice 1 (conducting in campus) and teaching practice 2 (conducting in school)

3. Student's Perception

The way of student seeing or understanding about teacher or pre-service teachers' performance in teaching practice. In this study, the perception that is explored is the perception of students in senior high school in Banjarmasin.

4. Pre-service Competence

This is the ability, skill and knowledge to conduct a good teaching and learning practice in classroom. There are four competences: pedagogic competence, personality competence, social competence and professional competence.