

CHAPTER I

INTRODUCTION

A. Background of Study

Teacher is an important foundation of the educational system. Through the teacher, the basis for good schools can be created. Through education where the teacher participates, all the jobs are easily acquired. The teacher has an important position in education and nation, the quality of teacher will affect the social and education system in a country.

The role of teacher in the modern era, in which English is used as a communication language, is crucial. Since there are many sciences and textbooks are written in English. Thus, it is needed the professional English teacher to help students to master English in order helping them to face the modern era itself.

English teacher or English teacher trainee is a person who teaches English. He/she works in junior, senior school, colleges, and universities. Depending on grade level, they may specialize in a specific area of teaching.

Teaching English or teaching a language has important part to the education life like stated in Al-Quran the verse Al-Baqarah: 31

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ
هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

From the verse above; the writer knows that language from the God and

human can only develop it through teaching and learning experiences. The important point is by knowing some languages, people can understand science more easily. Therefore, it is an obligation for English/language teacher to be a professional teacher.

In order preparing a professional teacher, a university has a program called teaching practice. According to Gujjaret. al (2010) as cited in Endelay (2014), teaching practice or practicum is a key component of a teacher training program. It should be the central professional training especially teacher training. There is no teacher education program that can be said to be complete without an effective teaching practice program. Rigden (1994) as cited in Endelay (2014), argues that real-world experiences beat textbook explanation of the classroom. Thus, someone is not a teacher until he/she induced into the teaching profession through teaching practice.

In Indonesia, teaching practice is also as one of university programs especially in teacher training education department that prepares undergraduate students for being professional teachers. It is usually managed by PPL (*Praktek Pengalaman Lapangan*) team which is located in teacher training education faculty. This activity focuses on teaching practice to apply the theories of sciences that the students have gotten in the classroom. In English Education Department of Tarbiyah and Teacher Training IAIN Antasari Banjarmasin teaching practice has two stages: The first stage, the educational English students have to follow PPL I, which is

held on the campus and scheduled once a week, and the total of the meeting is six meetings. It is supervised by English lecturers. The second stage is PPL II in the school. After the English department students passed PPL I, they have to continue PPL II. The PPL team divides students into some groups and sends them to some schools. In PPL II all English students are mixed with other majors like Religion, Math, Arabic and Counseling, supervised by their own lectures. In this stage students have to follow the rules of the school where they are placed, the students also get guidance from a teacher at that school based on what subject they teach.

In order to make students learn effectively, a teacher has to perform a number of activities inside and outside the classroom. He/she is expected to have certain knowledge, certain attitudes and skills, which is known as teacher competence. In other words, the teacher competence includes the right way of conveying units of knowledge, application and skills to students (Bhat, Chaudhary, & Dash, 2008 as cited in Kızılaslan, 2011). According to (Briguglio and Kirkpatrick 1996 as cited in Norris, 1999), teacher competence is a fairly broad term and encompasses linguistic proficiency, cultural understanding, pedagogical skills and teacher knowledge and understanding.

However, in fact there are many teachers who know about the teacher competencies, but only certain teachers who can implement their knowledge about teacher competencies, of course with some reasons. This

problem gives effect to students' learning achievement and broadly to education in a country.

Teacher competency not only should be had by a professional teacher, that is someone who has finished his study in specific major, but also for teacher candidate or student of a teacher training education before they are ready to face the real life education. The era is in which teacher will meet certain condition of students, modern learning issues, and the world expectation about teacher in modern era.

Therefore, the study in providing the data about students' perception towards English teacher trainees' competencies in teaching English is needed to fill the area whether English teacher trainees' competencies of IAIN Antasari has qualified for becoming a professional teacher. The writer's reason to conduct this study is that English teacher trainees need to be assessed by their students as an improvement for their future performance as an English teacher.

Based on the statements above, the writer intends to conduct an observation and investigation to get deeper information about English teacher trainees' competency to learn in the study. The writer becomes interested in it with the title **“STUDENTS' PERCEPTION TOWARDS ENGLISH TEACHER TRAINEES' COMPETENCIES IN TEACHING PRACTICE AT SMK MUHAMMADIYAH 3 BANJARMASIN”**.

B. Statements of Problem

Based on the background of the study, the problems of this study are formulated as follows:

1. How is the students' perception towards English teacher trainees' competencies in teaching practice at SMK Muhammadiyah 3 Banjarmasin?
2. How is the competency level of English teacher trainees in teaching practice at SMK Muhammadiyah 3 Banjarmasin?

C. Objectives of the Study

Based on the research problems above, the objectives of this study are:

1. To know the perception of students towards English teacher trainees' competencies in teaching practice at SMK Muhammadiyah 3 Banjarmasin.
2. To know the level of English teacher trainees' competency in teaching practice at SMK Muhammadiyah 3 Banjarmasin.

D. Significance of Study

The results of this study are expected to contribute to the field as follows:

1. Teacher trainees, as an improvement in their future performance as a teacher.
2. PPL (*Praktek Pengalaman Lapangan*) team, it is as information about teacher trainees' competency.

3. English department, as a reference for increasing the professionalism of English Department students.

E. The Definition of Key Terms

To avoid misinterpretation towards the title above, it is necessary to explain each term as follows:

The definitions of key terms are as follows:

1. Perception is how someone thinks about something (Collin Cobuid dictionary on CD ROOM, 2006). Perception in this study is opinion or response from the students towards teacher trainees' competencies in teaching practice II.
2. Teacher trainees in this study mean the English department students who do teaching practice II at SMK Muhammadiyah 3 Banjarmasin. There were four English teacher trainees from IAIN ANTASARI Banjarmasin. They did teaching practice for around 2 months from August until October, academic year 2015/2016.
3. Teacher's competency is the ability that teachers should be had in order to do their job as a teacher. There are four competencies that English teacher trainees should be had, they are professional, pedagogical, personality and social competencies.
4. Teaching practice is a temporary period of teaching in a school undertaken under supervision by a person who is training to become a teacher. (Collin Cobuid dictionary on CD ROOM, 2006).

5. SMK Muhammadiyah 3 Banjarmasin, is a vocational school which is located on Jalan Mangga III RT. 22 NO. 28, Kebun Bunga, Banjarmasin Timur, Banjarmasin, Kalimantan Selatan. Postcode: 70235.