

CHAPTER I

INTRODUCTION

A. Background of study

Education is the most important of human life. Because education can build person become educated people who have a good attitude and skill. Education is an effort to change person become having the knowledge, scientific and religious aspect. Furthermore, education is a source of intelligence to enhance knowledge which becomes humans aware that education has an important meaning in life as a foundation to support a better and useful life.

In education, a teacher is a key to help the student in learning and teaching process. Furthermore, the student will get more insight into the knowledge of the lesson from the school through the teacher. Hence, the teacher has the role of the student progress in learning so that it can be said that the teacher is a very important role in the learning process of students in the class.

As said in the Holy Qur'an Surah Al-Kahf verse 66 about the role of teacher in education;

قَالَ لَهُ مُوسَىٰ هَلْ أَتَّبِعُكَ عَلَىٰ أَنْ تُعَلِّمَنِي مِمَّا عُلِّمْتَ رُشْدًا ﴿٦٦﴾

The verse above tells us that an educator or a teacher is expected to guide students in the school. Because the roles of teacher are a guide, motivator, facilitator etc. In other words, teacher as a guide is important to

guide a student in learning and teaching process. In the process of teaching and learning the teacher also not only guides but giving whole the skills to teach students. The skill is a specific ability owned by the teacher to teach students in the class. That specific ability is basic teaching skill. Basic teaching skill is a skill that specifically owned by educators such a teacher. There are basic teaching skills that must be implemented by teacher such as questioning skill, reinforcement skill, stimulus variation skill, explaining skill, classroom management skill, guiding small discussion skill, small teaching skill, and individual as well as set induction and set closure. Thus, the basic teaching skills are very useful for teachers in order to achieve the learning objectives in implementing the learning to be effective, efficient and professional. Therefore, the basic teaching skills are the keys of professionalism of teachers in teaching and also a requirement for the task of education. As explained in the Holy Al Qur'an Surah Al-Baqarah verse 31 about the professional teacher;

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

The verse above tells us that a professional teacher should have the perfect preparation for implementing the teaching and learning process. A professional teacher must have perfect preparation before implementing the teaching and learning process, preparation is the preparation of educators who must learn (equip themselves) in a variety of competencies as a source of

materials and professionalism in implement of the task and also experience as an educator in teaching. According to Hoyle and John (1985) (as cited in Hsiao-ping wu and Myriam Jimena Guerra 2016), they said that being a professional teacher has three main points of emphasis: knowledge, autonomy and responsibility. First, a teacher should possess a complex knowledge and skills of their fields. Second, teachers are able to self-govern and have independent decision-making skills. The teachers have to conduct this skill among students, colleagues, parents and the general public. Third, teacher's professionalism also includes the ethical responsibility. So, the teacher can be said a professional teacher if the teacher have three main points of them. Therefore, before becoming a professional teacher, the teacher must do teaching practice. Because of teaching practice will make a teacher to get more knowledge and experience in learning and teaching process.

Teaching practice is teacher training program conducted in the school. It is during this period that the pre-service teacher gets the knowledge to develop their skills and theory learns into reality through actual classroom teaching. So, the success of the learning process is largely determined by the ability of teachers in the teaching process. Teacher training program to the pre-service teacher is always being held at the university. One of is Indonesia. Due to of each university has a teaching training program such as PPL. The teaching practice program itself is only done by majors related with an education degree.

One of the universities in Indonesia is Antasari State Islamic University which placed in Banjarmasin. There are many educational programs organized by Antasari State Islamic University one of the biggest programs is Tarbiyah faculty which has many major in it. One of the major is English education. Antasari State Islamic University had produced the professional teacher, especially English teacher. The students who will be the graduate taught many things so that to be the professional teacher. In other words, they will become a teacher that suitable for their ability. Furthermore, to produces professional teacher it necessary a practice of teaching for every student in the educational program such as English study program. Teaching practice is one of the subjects that must be followed by the seventh-semester students from English study program. Teaching practice can be implemented in Islamic junior high school and Islamic senior high school, where they have been determined by the PPL team.

In teaching practice is needed a professional teacher like tutor teacher to guide the student of English pre-service teacher. Due to the tutor teacher is a teacher especially in Islamic junior high school that has been experienced in teaching. Besides that, Tutor teacher has an opportunity to give an assessment to English pre-service teachers on each their practice teaching of the class. This assessment is a form of response from tutor teacher after observing teaching practice to student skills in implementing the teaching and learning process. To assess English pre service teacher, the tutor teachers use APKG1 and APKG2 as guidance to assess pre service teacher. APKG1 is an

assessment to lesson plan while APKG2 is an assessment of the basic teaching skills conducted by pre-service teacher. In other words, the writer only focuses with APKG2 because APKG2 is related to basic teaching skills. Thus, the writer emphasizes the basic teaching skill of this research. The basic teaching skills on APKG2 consists of eight the basic teaching skills are 1) reinforcement, 2) questioning, 3) stimulus variation, 4) explaining, 5) set induction and set closure, 6) small group teaching skill and individual 8) guiding small discussion. On the other hand, in APKG2 that there are some aspects to be assessed toward pre service teacher but the writer just focuses 20 aspects are there because they have similarity from the category and the category has also contrast in the theory.

Furthermore, in the teaching practice is known that English pre service teachers still have problem in implementing teaching process in the classroom such as lack to speak of English in the classroom, do not know how to manage a classroom, lack of creativity in using media, lack of motivation and lack to give reinforcement to students, lack on teaching strategies, and still difficulty to make a lesson plan etc. so all over the problems based on the tutor teacher assessment in form of comment, input, critics, and written when the writer did teaching practice on PPL 1 and PPL2. In which, the writer did PPL1 in the classroom exactly at Antasari State Islamic University while PPL2 did in Islamic Junior High School. Besides that, the writer and others got the result of assessment in the form of comment, input, critics, and written during the implementation of teaching practice on PPL 1 and PPL 2. So that

the writer has curious want to know how the tutor teachers assess English pre service teachers toward in teaching practice. Thus, the problem is taken by the writer as a topic in writing a thesis.

Based on the explanation above, the writer interested in conducting this research which entitled TUTOR TEACHER ASSESSMENT TOWARD ENGLISH PRE SERVICE TEACHERS COMPETENCE IN TEACHING PRACTICE AT ISLAMIC JUNIOR HIGH SCHOOL.

The writer is interested to conduct the research about tutor teachers' assessment toward English pre-service teachers' competence in teaching practice at Islamic junior high school. Because the writer wants to know how the tutor teachers do assess English pre-service teacher while doing teaching practice in the class. English pre-service teacher is chosen by the writer because English pre-service teacher is a student at Antasari State Islamic University who always does teaching practice in every seven semesters. Islamic junior high school is chosen by the writer because the researcher has been done PPL 1 and PPL 2 about two months in Islamic junior high school. In which PPL 1 has been done on campus and PPL 2 has been done in Islamic junior high school exactly in MTS Al- Gazaliyah.

During do PPL 1 and PPL 2 there, writer found the problem from pre-service teacher especially English pre-service teacher in teaching practice competence which is known from the assessment of tutor teacher in the form of comments, criticism and value as well as observation of the writer toward pre-service teacher so that the research wants to know deeply how do the

tutor teacher assess English pre-service teachers in teaching practice. It is why the writer chooses the title as the topic my research because the writer has been done the teaching practice there.

The previous study was written by Junaida Harahap (2016).” the first study entitled “Assessment of tutor teacher toward English pre-service teacher competence in teaching practice at senior high in Rokan Hulu regency 2014/2015 academic year “. The subject of this researcher is tutor teacher with the number twelve tutor teachers and the object this research to know assessment of tutor teacher toward English pre-service teacher at senior high school Rokan Hulu regency. The result of this study is the researcher finding that Assessment of tutor teacher toward English pre-service teacher competence in teaching practice toward English pre-service teacher at senior high in Rokan Hulu regency 2014/2015 academic year was very good and they applied the component of teaching practice. The similarity with the writer is to know the assessment of tutor teacher toward English pre-service teacher in teaching practice. The difference with the writer is the number of the subject for tutor teacher only 6 tutor teachers. She used IPKG2 in this research meanwhile the writer used APKG2. then, she analyzed the data research use score of the result the tutor teacher assessment to pre-service teacher And also in the previous study, she only focuses on the assessment of 8 basic teaching skills that are set induction, set closure, reinforcement, explaining, questioning, stimulus variation, reinforcement, classroom

management. Meanwhile, the writer includes Small teaching group and individual as basic teaching skill for assessment.

The last previous study was written by Paulus Kuswandono (2017) “Mentor Teachers’ Voice on Pre-Service English Teacher’s Professional Learning” this study aims to investigate the mentor teacher’s voice and beliefs to help the professional learning of pre-service English teacher on their school- based practicum. There are involves seven mentor teachers English at senior high school in Indonesia. The result of this study is the researcher finding that the mentor teachers viewed of pre service English teacher need to learn and experience more fundamental aspect of teaching namely interpersonal skills and emotional engagement in teaching, including their leadership. The similarity in the research was the subject of research that is mentor teacher. The difference with the writer is objecting the research that is helping pre service English teacher develop their professional experiences in school based practicum.

B. Statement of problem

Based on the background, the problem statement of the research is how do the tutor teachers assess the English pre-service teachers' competence in teaching practice?

C. Objective of study

Based on the problem of study, the objective of the research is to know how the tutor teachers assess the pre-service teachers on the seventh-semester students` competence in teaching practice.

D. Significance of study

The result of the study is hoped to give benefits for tutor teachers, English pre-service teacher, the researcher, and the other researchers:

1. for tutor teachers

Through this research, tutor teacher has experience in guiding the pre-service teacher and also tutor teacher can get a benefit to know basic teaching skill that should own by every tutor teachers in teaching learning process

2. for English pre-service teacher

Through this research, English pre-service teachers will comprehend the way of the tutor teachers assesses pre-service teacher in teaching practice. So as a self-evaluation to have a good assessment result from tutor teacher in doing the teaching practice of the school

3. for the researcher

Through this research, the writer will get more insight into basic teaching skill that should have by a teacher in teaching and learning activities of the class. And the writer will able to improve her knowledge in writing a good paper.

4. for other researchers

Other researchers can use the result of this research as a comparative study.

E. Limitation of problems

Research limitation is needed to focus this research. In this research, the writer chooses five research sites that are MTs Nurul Islam, MTs Muhammadiyah 2, MTs Babussalam, MTs Ibnu Katsir, MTsN 1 Kota Banjarmasin which are all located in the Southern Banjarmasin District.

F. Definition of the key term:

1. Assessment is a value-taking process undertaken by tutor teacher toward English pre-service teacher at the State Islamic University of Antasari on the seventh-semester students in teaching practice
2. Tutor teacher is a teacher who guides the seventh-semester students in teaching practice in the school.
3. Teaching practice is a teaching activity conducted by English pre-service teacher on the seventh-semester students for students at Islamic junior high school in Banjarmasin south.
4. Pre-service teachers are the students at Antasari State Islamic University of who were enrolled at the English department in 2014/2015.