

CHAPTER I

INTRODUCTION

A. Background of Study

Teacher is profession that many people do, In this world many various teacher that we can meet, there is formal teacher and informal teacher. Formal teacher is a profession which registred in education authorities or ministry of religion. In contrast, informal teacher is instead.

To be a fomal teacher, there is so many schools and university that provide to be a teacher, we have to take the teacher training major to complete the regulation to be a formal teacher to get S.Pd or M.Pd. The student who learn in teacher training faculty is called pre-service teacher.

Pre-service teaching is an essential experience in the professional education program in some universities. That is the best experience in all teacher education programs at some universities unsecured in UIN Antasari Banjarmasin, especially for Tarbiyah Faculty and Teacher Training. These programs include content courses, professional education courses, and several early field experiences. Preservice teaching is often regarded as both the most challenging and most enjoyable experience in the teacher preparation programs. During this experience the student is encouraged to apply all of the theories, content knowledge, and teaching methods that have been studied in the college classroom.

Preservice teaching is a period of guided, supervised teaching. The college student is gradually introduced into the teaching role for a

particular class by a mentor or cooperating teacher. The cooperating teacher works with and encourages the preservice teacher to assume greater responsibility in classroom management and instruction as the experience progresses. The preservice teacher begins as an observer and finishes the preservice teaching experience as a competent professional.

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 researcher 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.

Although other college courses, activities, and practica contribute knowledge and experience to the prospective teacher, preservice teaching provides the opportunity to experience the demanding and rewarding task of assuming major teaching responsibilities.

The pre-service teaching experience is designed to provide a controlled learning situation in the prospective teacher can put into practice the principles and methods learned in Teacher Education

Program. The ultimate goal is for the preservice teacher to achieve competency in entry level skills in the teaching profession.

Every department of bachelor students in Tarbiyah faculty must follow micro teaching program that is PPL 1 and PPL 2 , but before we go through, we need to know what PPL is.

PPL or usually called by teaching practice. Teaching practice is carried out by students covering both teaching practice and teaching tasks outside teaching in a guided and integrated way to meet the requirements of the formation in the educational profession. According to Indonesian Dictionary (2005: 892) practice is the real implementation that is called in theory.

Meanwhile, according to Komaruddin (2006, p.200) "Practice is a way of carrying out in real circumstances that is put forward on theory". From the definition we can see that practice is an implementation of the theory in real circumstances. Teaching practice is the main important thing across all of education that have to be passed and experienced by all of pre-service teacher. Teaching practice is a training for applying various knowledge that has been found in college for forming pre-service teacher to be a professional teacher.

The students are required to perform teaching practice in the real world of teacher training. Its general PPL is implemented by the upper semester range in the fifth semester to the seventh semester.

Teaching practice activities are conducted to provide students with learning experiences, especially in terms of teaching experience, broaden their knowledge, train and develop the necessary competencies in their fields, improve their skills, independence, responsibility, and problem-solving skills. This activity has targeted school communities, both in activities related to learning and activities that support the ongoing learning.

By the perspective of the curriculum, PPL is a course of learning process that become to be a requirement in teacher pre-service education. Teaching practice is designed to prepare prospective student teachers for having or mastering integrated teacher proficiency, so that after the student becomes a teacher, they can carry out their duties and responsibilities professionally.

In teaching practice we have to pass teaching practice 1 to continue into teaching practice 2. Teaching practice 1 or usually call micro teaching, it comes from two words: micro means small, limited, narrow, and teaching means teaching. According to J. Coover and DW Allen, cited by Oemar Hamalik (2009, p.145). stated that "micro teaching is a study of a teaching situation that is carried out in time and a certain number of students, four or twenty minutes with total of three to ten students ". Micro-teaching is an integral part of teaching practice courses carried out on campus with peer-pasting models. This is a practicum for all of pre-service in the specified semester. This program organized by micro

teaching and divided their pre-service into some groups based on their own major. Pre-service teacher or candidate teacher will be prepared to face real teaching world.

There is like a simulation for candidate teacher of teaching students in the future. So the candidate teacher are going to teach his or her friends in same group alternately. This practicum has a supervisor in every groups, the supervisor is the lecturer from their own major and he or she will guide the pre-service teacher during teaching practice 1.

After finishing teaching practice 1, pre-service teachers are going to move to PPL 2 or teaching practice 2. This activity is held after the students have graduated through micro teaching. Teaching Practice 2 is held in schools designated by the University as a place for teaching practice. This activity is an event to form and direct the professional competencies implied by the work of teachers or educational personnel. This practicum trains the pre-service teacher to apply the theory of teaching and learning process on a larger scale than teaching practice 1, this is also as a simulation of the actual teaching process.

In teaching practice 1, pre-service just get the supervisor from university, in teaching practice 2, it has the additional supervisor from school that usually called cooperating teacher. Talking about university supervisor and cooperating teacher, pre-service teachers inseparable with these both. Supervisor is a lecture that determined by micro teaching to guide pre-service teacher in teaching practice 1. Supervisor's job is to

guide preservice to prepare and correct them for making lesson plan, and directing pre-service teacher to be better in teaching process. University supervisor should make sure that pre-service teacher is ready for moving to the higher level such as teaching practice 2 by evaluating pre-service teachers' teaching way in the end of meeting class. And for Assessing pre-service teachers in teaching practice 1 was determined by the university supervisor.

Meanwhile, the cooperating teacher is the teacher who teach in school where the school was fixed by micro teaching. The role of cooperating teacher is very important for pre-service teacher, because the interaction must be closer, and directed by cooperating teacher to pre-service teacher really must detail. Pre-service teachers and cooperating teachers are truly an unbreakable, because they interact on daily and pre-service teachers will consult to their cooperating teachers about something that related to the class, moreover, about students and class management. Pre-service teachers are strongly encouraged to consult every lesson plan and learning materials that will be taught in the class, not only , the openness between pre-service and cooperating teacher about facing the class problem. Cooperating teacher is strongly recommended to accompany pre-service when they are in teaching practice. With all the relationships that researcher listed above, the relationship between pre-service and cooperating teacher should be considered very intense,

because the researcher thought the cooperating teachers will be able to give the right perception for teaching ability of pre-service teachers.

Looking at the activities that have become an annual program of UIN Antasari, then according to the researchers of this program should get more attention. PPL 2 itself is a program that requires students to interact directly with the world of education by dividing them into several schools that have cooperated with micro teaching. Of course both of participants, from school and from students themselves always have a good relationship between the two in order to create a warm relationship so that the creation of an effective learning and teaching process.

In this study, the researcher wants to get the perception or opinion of each cooperating teacher especially teachers for English subjects. The researcher also focuses the research on professional development in teaching language. Tarbiyah and teacher training. In language teaching, the focus on teacher education programs has been recently gaining momentum, and more research 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 to become competent teachers. It has been concluded that pre-service language teachers are not prepared adequately for teaching due to the inadequacies in the connections made between theory and practice during teacher training programs.

The current research has been focusing on the effects of teacher education programs on the cognitive changes in pre-service language teachers regarding teaching, and on the changes of pre-service language teachers' behaviors in their teaching practices (Cheng et al., 2008). The general view among researchers is that the reflections of the conceptions and practical theories shaped by in-service or pre-service language teachers' beliefs and value systems can clearly be observed in their teacher's perception.

On the other hand, Pajares (1992) underlined the difficulty of changing pre-service language teachers' beliefs if they are not contradicted during program implementation. This brings out the necessity of the inclusion of practices challenging pre-service teachers' existing beliefs in teacher education programs in order to equip them with the necessary skills for teaching. Moreover, Richards (2008) pointed out the considerable need for qualified English language teachers across the globe and for more effective approaches to their preparation and professional development. The applications performed in the academic courses of the education programs including presentations and micro-teaching practices may enable pre-service language teachers to gain experience regarding teaching and to see their own self-efficacy Taskaya (2014).

In this study the researcher only highlighted the side of teachers only. The reason is the cooperating teacher as educators in schools that most directly deal with pre-service teacher during guided training and self-

training. The cooperating who is given the authority to assess, criticize, give advice of teaching to the pre-service teacher. In the development of teaching ability of pre-service in daily monitored. Determined by the cooperating teacher, thus assessments made by cooperating teachers used to know the level of ability to teach pre-service.

Pre-service that has been allowed to practice in school is considered capable and competent to educate, teach, perform tasks in school like a teacher. According to cooperating teacher, the students who have readiness especially in terms of skills and mental attitude, will be able to perform steadily and convincingly. Similarly on the contrary students who do not have readiness both in terms of skills and mental will be seen in the classroom conditions at that time.. The varying conditions resulted in different perceptions and assessments of teachers in viewing the teacher's pre-service teaching abilities.

With the demands of the needs of every Tarbiyah major faculty specialized by English education department who want to know how the results of the implementation PPL so far.

Therefore the researcher wants to raise this issue as its research by title is **“EXPLORING COOPERATING TEACHERS’ PERCEPTION ABOUT PRE-SERVICE TEACHERS’ TEACHING COMPETENCE IN PPL 2”**.

B. Statement of the problem

It is about the performance of pre-service teachers when faced with a real school world, and to gauge whether pre service-teachers UIN Antasari Banjarmasin tend to succeed or failed in this field experience program based on cooperating teacher's perception. So with this research is expected to help improve the quality of pre-service teachers from UIN Antasari Banjarmasin.

Referring to the title and the background of study, There are two questions which absolutely focus on the problem in this research :

1. What are the cooperating teachers' perception about pre-service teachers' teaching competence during PPL 2?
2. What are the problem mostly faced by pre-service teachers?

C. Objective of Research

Based on the statments of the problem above, the objectives of the research aim:

1. To know the cooperating teachers' perception about pre-service teachers' teaching competence during PPL 2
2. To know the mostly problems are faced by pre-service teachers

D. Significance of Research

The result is expected to have advantages, such as:

1. For Student

Students results provide an overview of the success rate in achieving competitiveness in the future.

2. For Micro Teaching

To be more accompaniment, learning and critics for PPL 2 students in order that the implementation matches that hopefully. Also, can be used as an upgrade quality of PPL implementation effective and efficient.

E. Definition of Key Terms

In order the misinterpretation does not occur when exploring the content of this research, the researcher needs necessary to explain several key terms :

1. Teacher's Perception

The thoughts or mental images teachers have about their students are shaped by their background knowledge and life experiences. These experiences might involve their family history or tradition, education, work, culture, or community.

2. Pre-service teaching

Preservice teaching is a period of guided, supervised teaching. The college student is gradually introduced into the teaching role for a particular class by a mentor or cooperating teacher. The cooperating teacher works with and encourages the preservice teacher to assume greater responsibility in classroom management and instruction as the experience progresses. The preservice teacher begins as an observer and finishes the preservice teaching experience as competent professional.

3. Cooperating Teacher

Provide teaching duty during guided and independent training, they help pre-service teachers in developing learning units Implementing clinical supervision in guidance to pre-service teachers during teaching practice. And also, to guide pre-service teachers in performing tasks to provide student tutoring, class administration, and tasks and extracurricular as well as together with the principal and supervisor lecturer set students who are eligible to take the teaching practice exam.