

# Chapter I

## INTRODUCTION

### 1.1. Background

In recent years, the quality of education has become an issue which tends to be the domain of the Indonesian government. In relation with the development of the country, the government has put some effort to improve the quality of the education. The raise of the graduation score limit and the increase on national education funds are two examples of such effort.

In addition, the government, in this case The National Department of Education, has designed National Standards of Education. These standards are stated in Ministerial Regulation of National Education No. 41, 2007. One of the standards is Standard of Process. It is stated in the standard that a teacher has to fulfill a set of processes when he wants to conduct a learning process.

In this case, Indonesia University of Education (UPI) has an important role. UPI, through the English Education Department, as an institution which educates prospective teachers, is demanded to provide its students with a good theoretical knowledge and basic teaching skills. Moreover, the students have to be able to implement the knowledge in the right way which is according to the Standard of Process.

To fulfill the needs of theoretical knowledge and basic teaching skills, the English Education Program provides many related courses, one of which is Teaching and Learning Strategies. In the subject, the students are required to have teaching simulations. It is hoped that the students can implement the teaching theories that they learned in previous lectures.

In addition, UPI has designed some teaching simulations and programs for the development of student basic teaching skills. One of the programs is called Program Latihan Profesi (Profession Training Program), abbreviated as PLP, held by UPT PPL UPI. The general aim of this program is to equip students with real educational experiences, as a means to develop educational professionals (Usman, in PLP Guidance 2001).

Specifically, through the program, the PLP students are hoped to achieve some targets. The first target is to bring the students to the exact surroundings in the school where the program is conducted. The second target is to enable the students to implement the basic teaching or educational skills to the full and guided in the field. The last target is to enable the PLP students to learn from the experience they had, which is reflected in daily life.

Students who take the program are required to teach at least for three months or so in a particular school. It is hoped that the students can develop their basic teaching skills through the program.

However, as far as I am concerned, there is no exact investigation whether PLP students really implement the appropriate teaching process or not. In the faculty, a simulation was conducted in a setting that was assumed as ideal; the class consisted of less than 30 students, who were instructed to be cooperative with the teacher. The class was media facilitated; it had TV, VCD player, and projector which could be used anytime to support the teaching process. The teacher in the simulation was also supervised by a lecturer. With those features, it is possible to implement the basic teaching skills to the full.

While in the field, the condition is relatively different. The fact shows that most of classrooms in Indonesia have more than 30 students on average. There are only few schools which have media facilities. It is unknown whether the PLP students are supervised well during the program or not.

Given the real situation above, I assumed that there are some anomalies in terms of the implementation of theoretical knowledge in their teaching. These anomalies and the influencing factors were two things which I was interested to investigate.

## **1.2. Relevance of the study**

In relation to the explanation above, there are some reasons why the topic was chosen in this paper. First, the research aims to reveal how the students of English Education Department implement their knowledge in relation with the standard of process mentioned above. It is important to examine the students' teaching skills as they uncover their readiness in teaching. Second, this study aims to explore what variables which influence their way of teaching. The results of the investigation on these two things will throw light on the way students implement the theoretical knowledge and the factors that influence the implementation which in turn will add new information on the development of teacher education with regards to UPI's role as an institution which trains prospective teachers.

## **1.3. The scope of the study**

Due to the breadth of the study, the study focuses on the way PLP students implement the teaching theories in his teaching process in PLP with regard to the Standard of Process. Thus, this study seeks to investigate the implementation of students' theoretical knowledge in their teaching and learning process and the factors that contribute in the process.

## **1.4. Statements of the problems**

The research questions of the study are formulated as follows:

1. In what ways do the PLP students implement the theoretical knowledge in the teaching process?

2. What are the things that influence the implementation of the theoretical knowledge in the teaching process?

### **1.5. Aims of the study**

Given the research questions, this study is aimed at the following matters:

1. To investigate in what ways the PLP students implement the theoretical knowledge in teaching process conducted in PLP.
2. To investigate what things influence the implementation of the theoretical knowledge in teaching process conducted in PLP.

### **1.6. Research Method**

I decided to use a qualitative method because the nature of the phenomenon that I investigate could not be measured in a quantitative way. In this study, I intended to discover the ways teaching theoretical knowledge is implemented and the factors. By using a qualitative method, I was in the position to obtain deep insights as to the processes, patterns and phenomenon in which such practices exist, as also stated by Alwasilah (2003).

#### **1.6.1. Data collection procedure**

##### **Respondents**

The focus of the research was the English students who took Teaching and Learning Strategies course. They were also conducting the PLP program. Therefore, the focus was English Education Program 2004 students, who conducted the PLP Program in the even semester. The sample was narrowed down to those who got A in the Teaching and Learning Strategies course. The reason is that I assumed that they

had implemented the taught teaching theories, despite the setting of the class not being as real as in the field.

I found seven people who fulfilled the criterion for the sample. Considering the access to the sample, the class they taught, and the school where they taught, only three of them who were chosen, namely:

1. G
2. H
3. P

I kept the respondents' names confidential as they asked to be so. It is also to keep them from any unexpected impact of the results in this study.

#### **Data collection**

There were some steps in collecting data required for this analysis. The first one was to prepare the instrument. The instrument to collect the data was the standard of process stipulated by the government.

After that, I conducted an observation on PLP students' performance. I was in class to observe in what ways a PLP student taught. Due to the validity of the data, the observation was conducted more than once. In addition to the observation, a further interview was conducted on the learning and teaching process they had carried out.

The next step was that the audio-video recordings of the observations and interviews were transcribed. Then the observation transcriptions were analyzed in accordance with the standard of process. After that, the data were classified and matched with the transcriptions from the interview. Finally, from the categorized and analyzed data, a pattern of the ways PLP students taught and the things that influenced it was made.

### 1.6.2. Data analysis

The method of analysis was that of MacMillan and Schumacher's (2006) qualitative data analysis framework, which is interim analysis in particular. The collected data were segmented according the steps explained in the Standard of Process. Then the data of each steps were matched with the Standard of Process. Consequently, the result of the analysis could assist me in seeking the answers to the problems of the research: to identify the ways PLP implement their theoretical knowledge and the influencing factors on the implementation of theoretical knowledge.

### 1.7. Clarification of terms

1. Basic teaching skills: basic skills in teaching, which are proposed by the experts, which has to be mastered by the students who are willing to teach.
2. Implementation: carry an undertaking, agreement, promise to effect (Oxford Advanced Learner).
3. PLP: stands for Program Latihan Profesi (Profession Training Program), a program conducted by UPT PPL UPI. The program's aim is mainly to meet the knowledge that the students got in the university with the reality in the field.
4. SBM: stands for *Strategi Belajar Mengajar* (Teaching and Learning Strategies), a course in English Education Program consisting of the teaching preparation program and simulation. It should be taken by the students in 7<sup>th</sup> semester who are going to conduct PLP in the next semester.
5. Standard of process: a part of the national education standard which was designed by the National Department of Education. It is stated in Ministerial Regulation No. 47, 2007. The standard comprises of a set of processes which are needed in conducting a teaching and learning process.

## **1.8. Organization of the paper**

This paper is divided into five chapters. Chapter I is about introduction. It encompasses the background research, reason for choosing the topic, limitation of the problem, research questions, and aims of the study, research methods, data analysis, clarification of terms, and organization of the paper.

Chapter II is about Theoretical Foundation. It provides theoretical framework of the topic related to the topic being studied in the paper.

Chapter III is about Research Methods It present the method of how to analyze the data collected. The approach will be qualitative, and the method will be descriptive one, particularly case study.

Chapter IV reports of the findings (or data) as the result of the study, analysis of the data, and the discussion.

Chapter V provides the conclusion and the suggestion based on the analysis and the discussion in Chapter IV.

The paper ends with bibliography or references.