

CHAPTER I

INTRODUCTION

The chapter serves as introduction explaining basic insight of research with respect to student teachers' performance. It elicits information related to background of study, research questions, aims of study, scope of study, significance of study, method of study and clarification of terms.

1.1 BACKGROUND

Introduced in 2006, a teacher certification program is intended to fix long-standing problems concerning poor quality and payment of Indonesian teachers. By 2015, government will have certified 2.7 million state and private school teachers (Maulia, 2008). The figure shows that currently Indonesia is still lack of schools with qualified teachers. The condition worsens when only a small percentage of teachers pass the certification. By 2009, the government has set quotas for 600.450 teachers but only 42% of the teachers who met the standard of certification program. It means that more than half of total participant which is 58% or approximately 353.631 teachers are still far cry from being qualified teachers (www.edukasi.kompas.com).

Less teacher competence can be caused by the lack of teacher training program, the low quality of education in teacher education institution and the poor supervision from academics toward teachers' performance. Even the classic problem of welfare has been an excuse for declining teachers' competence. Poor

welfare of Indonesian teachers has negative effect on teachers' performance (Akadum, 1999). The teachers have no motivation for conducting best practice of teaching due to the fact that basic teachers' salary is insufficient even for fulfilling daily needs. The condition may decrease the quality of education. A study confirms that less teachers' competence may cause declining quality in education (Hasan, 2003). She also adds that teachers' competence in Indonesia is still inadequate. It can be seen from real phenomena occurring in some schools in which a teacher might handle two or more subjects that are out of his or her expertise. For example, English lesson is taught by Biology or Bahasa Indonesia teacher.

Another phenomenon reflecting the shortage of qualified English teachers in Indonesia is the fact that some large schools which are financially well-settled are apt to hire foreign teachers to teach English. It is more ironical to know that the foreign teachers are paid ten times higher than local teachers' wage. The wage ranges from six to eight million rupiahs per month or about \$700 to \$900 (Griffith, 2010). It seems that the quality of some English teachers in Indonesia is poor both in quality and welfare. Regarding to that, a survey in 2005 reported that English teachers in our country are mostly graduated from IKIP or FKIP (Teacher Education Institutes) and many of them have not met the standard of mature English teachers (Marcellino, 2005).

In response to the problem above, some studies come up with solution with respect to the teachers' competence enhancement. Providing teachers-to-be with large portion of basic competencies of instructional strategies at university

classes may help them understand educational strategies , philosophical thoughts, psychological approaches, teaching methods and instructional techniques for the uplift of professional competency and skill in real environment (Hasan, 2003). The study also implies that conducting teacher training and teaching practicum are important to do for preparing qualified teacher. An investigation to forty Madrasah Ibtidaiyah's English teachers all over Paron Subdistrict, Ngawi found there was a correlation between teacher training and teachers' competence. The more frequent teachers receive training course, the higher teachers' quality will be. The investigation implies the training is beneficial for enhancing teaching ability (Sutikno, 2010).

Referring to the importance of teaching practicum in preparing qualified teachers, every student enrolled in teacher education program should take on teaching responsibility in a classroom over a period of consecutive months. The teaching practicum serves as training that provides student teachers with opportunity to come in contact with real-life world of school. An investigation to the teaching practicum conducted in STAI Majalengka found that the larger portion of clinical supervision resulted in higher competence of student teachers in carrying out instruction (Khaerudin, 2001). In addition, a survey to an English secondary school student teacher in America reported that there was noticeable progress that student teacher made in conducting reading class after the student discussed the difficulty related to the various proficiency accommodation with her cooperating teacher, observed cooperating teachers' teaching techniques and held three-way conference with the cooperating teacher and university

supervisor(Johnson and Perry, 1967). It is implied that under serious guidance, both from the cooperating teachers and university supervisors, the practicum may give positive contribution toward student teachers' teaching skill improvement.

On the contrary, the lack of supervision from cooperating teacher and university supervisor may lead the student teachers into less teaching competence. An observation to teaching practicum management in D2 program in PGSD (Elementary School Teacher Education) UPI Bandung, Cibiru and BumiSiliwangi College, West Java reported that during practicum period, cooperating teachers, university supervisors and headmaster hardly ever monitored the student teachers' performance. The student teachers were not provided with constructive feedback and careful guidance related to their performance. Consequently, at the end of practicum period, the student teachers' teaching competence was still far from adequate (Sunarjo, 2001).

Considering that there is little known about the success of teaching practicum, the researcher has need of surveying the perception of students, student teachers, cooperating teachers and university supervisors toward student teachers' performance. The survey will also figure out some problems emerging during the teaching practicum.

1.2 RESEARCH QUESTIONS

In the course of investigation, the present study was guided by following questions.

1. How is student teachers' performance perceived by students?
2. How is student teachers' performance perceived by student teachers themselves?
3. How is student teachers' performance perceived by cooperating teachers?
4. How is student teachers' performance perceived by university supervisors?
5. What are the problems faced by student teachers?

1.3 AIMS OF STUDY

The current study was aimed at achieving objectives below.

1. To reveal the perception of students on student teachers' performance.
2. To reveal the perception of student teachers on their performance.
3. To reveal the perception of cooperating teachers on student teachers' performance.
4. To reveal the perception of university supervisors on student teachers' performance.
5. To unveil problems faced by student teachers.

1.4 SCOPE OF STUDY

The study focused on eliciting information about the perception of students, student teachers, cooperating teachers and university supervisors toward student teachers' performance in two Junior High Schools in Bandung and unveiling problems faced by student teachers.

1.5 SIGNIFICANCE OF STUDY

The study might be beneficial for enriching the theories relating to teaching practicum, especially the practicum that is conducted in Indonesia. This is due to the fact that there is still little known about research concerning the teaching practicum in teacher education institution. In addition, result of study might contribute to the development of student teachers' competence and quality because the result will show them both the strengths and weaknesses of the practicum. Another important thing to note is that the issue is likely to help policy makers, deans, teachers, cooperating teachers, university supervisors and student teachers as well understand the problems and shortcoming of the practicum. As a consequence, all parties can get together to design the teaching practicum that meet the quality and standard of best practice. By means of responses coming from students, student teachers, cooperating teachers and university supervisors, it is hoped that the teacher education institution will produce student teachers that are able to conduct best practicum.

1.6 METHOD OF STUDY

This study employed a qualitative method. The method was used to describe the perception of students, student teachers, cooperating teachers and university supervisors toward student teachers' performance and unveiling problems emerging during the teaching practicum. The study was carried out in two Junior High Schools in Bandung. The sample consisted of 140 students, five student teachers, three cooperating teachers and two university supervisors. With a view to gather data, questionnaires, observation and interview were used to retrieve the perception of students, student teachers, cooperating teachers and university supervisors. To collect the data, questionnaires adapted from evaluation form of the New Jersey Department of Education (NJPE), the Interstate New Teacher Assessment and Support Consortium (INTASC) and a questionnaire adopted from Sarçoban (2010) were devised in which they responded to each item on five-point rating scale. Besides, interview was conducted using instrument adopted from Student Teaching Questionnaire of Rutgers University (2010).

The method of study will be further elaborated in chapter III. The chapter will covers detailed information about some aspects consisted in the questionnaire and interview, the total number of questionnaire and interview and the process of data collection as well. Besides, it reveals data classification, presentation and analysis in detailed description.

1.7 CLARIFICATION OF TERMS

To generate clear understanding about particular terms used in this paper, the definitions of several terms dealing with the developed issue are listed below:

1. Perception is defined as the process by which an organism receives or extracts certain information about the environment (Forgus, 1966:2). The perception will be displayed by means of the description of questionnaire, interview and observation result.
2. Teaching practicum is the opportunity given to the student teacher to do teaching trials in school situation. Stone and Morris (Ngidi and Sibaya, 2003)
3. Student teacher refers to a college student who is engaged in an assigned student teaching experience (Johnson and Perry, 1967:14)
4. Cooperating teacher is a teacher of school pupils who also directs the work of a student teacher with these same pupils (Johnson and Perry, 1967:14)
5. University supervisor is a regular college staff member who has part or all of his assigned workload the supervision of the activities of student teachers and the relationships conditions under these students carry on their work (Johnson and Perry, 1967:14)
6. Partnership school refers to a school system which provides facilities for professional laboratory experiences for college students but which is neither controlled nor supported by the college (Johnson and Perry, 1967:15)

7. School administrator is a principal or designated leader of partnership school who are responsible for providing leadership in integrating student teachers into the local educational setting (Student Teaching Handbook of Arlington Baptist College, 2010).

