

CHAPTER I

INTRODUCTION

1.1. Background of The study

Today English is learned importantly by elementary students for the elementary level is the foundation of the entire language learning. Even though English is still a local subject in Indonesian schools, but it is basic learning for students to understand English. “Kurikulum Muatan Lokal Sekolah Dasar Daerah Khusus Ibukota Jakarta” (1995) states that the aims of teaching English at elementary school are to make students understand English words which are found in their daily life, able to communicate in English in a simple way, and have fun and positive attitude toward English. In other words, teaching learning English for elementary school students is crucial for the whole English learning in students’ life.

Elementary school students in Indonesia are children aged between six to eleven years old. The writer chose this school level because it is an early English education for Indonesian children and, it is a good level for people to learn English, as supported by Schindler (2006) that the goal of all early language education should be to hook students when they are young and keep them interested in learning English for the rest of their lives. A good understanding and positive attitude in learning English on younger age may affect the effectiveness of English learning process in student’s life. Students with aged between six and eleven can be classified as young learner and in this ages, people decide the

interest and effectiveness of learning English as their foreign language, so the learning- teaching process which is conducted by the teachers play an important role to support that.

Based on Peraturan Menteri Pendidikan Nasional Indonesia nomor 16 tahun 2007 (2009), every teacher should fulfill the academic standard qualification and national teachers competences. A qualified teacher is teacher who has good pedagogical, professional, personal and social competence. When teachers have these competences, they are able to improve the students' competence in English and make the students interested in English learning. Then, it can be concluded that qualified teachers who have teaching competences are able to build students' positive attitude toward English and help students to achieve their learning objectives through effective learning- teaching process.

Universitas Negeri Jakarta provides Education program and it concerns with the quality of education in all stages of formal, informal and non- formal education, and how the perspective teachers of the Education program can fit to the competence of the teacher which is states by Department Pendidikan in Indonesia. In this case, *Program Studi Pendidikan Bahasa Inggris* or English Language Education Study Program in *Universitas Negeri Jakarta* has a subject which is called *PPL* or work experience as a tool to give its' students an experience in teaching a real class in three months. It has four credits semester and all *PPL* students should accomplish all educational skills subjects. *PPL* students should face the real condition in educational field with all the skills they have learned in the *UNJ*. So, when these prospective teachers graduate from *UNJ*, they

have experience in teaching formal schools and they aware of their teaching competences; their strengths, weaknesses, duties, responsibilities and rights in teaching.

English Language Education Study Program of *Universitas Negeri Jakarta* has five education goals, which is expected to produce ELESP graduates who have pedagogical, personal, professional and social competence based on Peraturan Pemerintah No. 19 Tahun 2005 (Pedoman Akademik Universitas Negeri Jakarta, 2009: 173). It is expected that ELESP- *UNJ* graduates should be able to handle various stages of schools, including, elementary school. After they graduate from State University of Jakarta or *UNJ*, they should employ their ability and knowledge they have got in *UNJ* to be qualified teachers based on the government's qualification on teacher. Purwanto, in the book *Ilmu Pendidik Teoritis dan Praktis*, argues, "Tugas sentral lembaga pendidikan guru ialah mempersiapkan calon- calon guru yang baik, berkualitas, dan memenuhi tuntutan masyarakat." (2004:11-11). (The main duties of a teacher education institution are preparing the teachers who are good, qualified and fulfilling the society's need.) English Language Education Study Program of *Universitas Negeri Jakarta* has main responsibilities; they are preparing and producing the qualified teachers, fulfilling the society needs' and government's qualification of teacher.

It is already stated that a qualified teacher should have teaching competences that issued by the government. But, the problem is how to determine the teaching competences of ELESP- *UNJ* graduates and *PPL* students as prospective teachers so they can be stated as qualified teachers. Thus, to

determine the teaching quality of ELESP- *UNJ* graduates and ELESP- *UNJ* prospective teachers based on the government qualification, the supervisor or the advisor's perspective is needed. It is because the supervisor or advisor of the teachers is a person who has competence to determine and evaluate the teacher. The supervisor of the ELESP- *UNJ* graduates who teach the elementary students is the principals, and the supervisor of the *PPL* students as the ELESP- *UNJ* prospective teachers is *guru pamong*.

There are previous studies related to topic in this study; a research about stakeholders' opinion toward pedagogical competence issued by the government and its applicability by ELESP *UNJ* graduates (Ramdani: 2008), and another study about stakeholders' opinion toward professional competence issued by the government and its' applicability by ELESP- *SUJ* graduates (Julianti: 2008) and *Guru Pamong* Perception toward *PPL* students (Reithara: 2007). But, these researches did not focus on one particular level of school in Indonesia, while, teaching different level of school needs different competence, ability in managing the learning-teaching activity and face different problems, so this study is conducted to gain in depth finding than those researches.

Based on these problems, this study investigates the perception of *guru pamong* about teaching performances of *PPL* students of English Education Study Program and the principal's perception toward the teaching performances of ELESP- *UNJ* graduates in teaching elementary schools in Jakarta. This study uses survey as the method and conducted in 23 elementary schools in Jakarta. It involved 8 *guru pamong* and 20 principals.

1.2. Problems Identification

Based on the real situation encountered by *PPL* students and *ELESP* graduates, the writer identifies some problems, those are:

- 1) What is the perception of *Guru Pamong* towards teaching competences of *PPL* students of *ELESP- UNJ* in teaching Elementary School?
- 2) What are the difficulties encountered by *PPL* students in teaching English for elementary students?
- 3) How do the *PPL* students cope with the problems related to teaching activities?
- 4) What learning teaching skills should the *PPL* students master in teaching English?
- 5) What is the perception of the principals towards teaching competences of *ELESP- UNJ* graduates in teaching Elementary School?"
- 6) How do the *ELESP- UNJ* graduates cope with the problems related to teaching activities?

1.3. Research Question

Based on the problem identification above, the writer concerns with some questions that related to the aims of this study, they are:

- 1) What is the perception of *Guru Pamong* towards teaching competences of *PPL* students of ELESP in teaching Elementary School?
- 2) What is the perception of principal towards teaching competences of ELESP- *UNJ* graduates in teaching Elementary School?"

1.4. Aim of the Study

This research investigates the perception of *Guru Pamong* about the teaching competences of *PPL* students of English Education Study Program in teaching elementary schools in Jakarta and the principals' perception towards ELESP- *UNJ* graduates' teaching competences in teaching Elementary students.

1.5. Benefit of the Study

There are some benefits of the result from this study:

- 1) Gives input for learning improvement of basic teaching skills for the English Department's students as prospective teachers. The students know what aspect to be improved when they are learning to be a qualified teacher in the future,

- 2) Input for English teachers in improving their basic teaching skills in handling elementary students. ELESP graduates know the perception of their principal and they can improve their teaching competence by finding out their weakness and strengths.
- 3) Input for English Language Education Study Program of State University of Jakarta in improving the quality of *PPL* students and ELESP graduates in teaching real classes. The result of the data improves the curriculum and syllabus of ELESP- *UNJ*.