

CHAPTER ONE

INTRODUCTION

In this chapter researcher will discuss about the background in the study of Teaching Practice Program. Researcher will explain about kinds of teaching practice include microteaching, practicum and teaching practice program. Then, researcher will also explain why the implementation of Teaching Practice Program in English Education Department UMY is important to be carried out.

Background

There are some supported components that can lead to successful education. Those are teachers, students, curriculum, facilities and infrastructure, and society. One of the components is teacher. Pullias, Young, and Weinstein (as cited in Daud, 2006) argued that a teacher has some roles, those are as a teacher, as an educator, as adviser and supervisor, and also as a student model. Teacher's responsibilities do not only come and teach the students, but also educate, supervise, facilitate, and become a good model for their students. Furthermore it is explained by Syaodih (as cited in Mudri, 2010) that teacher has important roles in planning and implementing of teaching and learning process. Considering the importance of teacher in education, it is important that the teacher has a good quality.

The act of *Undang-Undang Republik Indonesia* No. 20 year 2003 about National Education System, Verse 42 (2003: 28) is an effort to improve the quality of teachers as well as to improve the quality of education in Indonesia. This Act explains

Indonesian teacher's qualification. To become Indonesian teachers, they should have suitable qualification and certification, and be physically and mentally healthy to fulfill Indonesian's educational purposes. There are many ways that can be done to create professional for example Practicum, Microteaching, and Teaching practice program.

According to Sudjoko (2001), Microteaching is a chance to be a teacher in environmental class. Student teachers will try to be a teacher from the preparation, learning process and evaluation. The goal of this chance is to prepare, develop and improve the quality of graduate student teachers who meet the standards of professional competence. Knight (as cited in Hasibuan and Moedjiono, 2010) argues that through microteaching, students will be trained in some basic skills, which are: Skill in the opening and closing lessons, questioning skills, delivering material, skills in using a variety of learning, giving feedback, managing class, discussing and skills in using the media. Then practicum is a program that is addressed to give student teachers practical experience in the school. The implementation of the program aims to build courage practicum student teachers in teaching and applying the knowledge that they have gotten in university.

Teaching Practice Program is a program that is addressed for student teachers, which includes, teaching and training exercises outside of teaching. This activity is an opportunity to develop the professional competencies required by the employment of teachers or other educational personnel. According to Hamalik (2003) the definition

of Teaching Practice Program is a personal student teacher who has a set of knowledge, skills, values, attitudes, and behavior patterns necessary for the profession as well as proficient and appropriate use in the provision of education and teaching, both in school and outside school. It indicates that the programs are important for student teachers to make them know what will be happened in their future carrier.

The implementation of this program gives benefit for student teacher of English Education Department such as giving professional experience for student teacher. Teaching practice program has advantages for student teacher, institution, and the university. According to Utomo (2012) Teaching Practice Program is implemented for student teachers so that they get skills as a teacher. Student teachers also get a chance to implement their knowledge. Then, the institutions also get advantage from this practice, improve educational quality and give a new idea for the institution. The advantage for English education department is giving a report for department about this Teaching Practice Program so that there is improvement after the practice. Another advantage of this practice for the department is expanding cooperation with the other institutions.

Considering the importance of Teaching Practice Program, monitoring and evaluating are needed to know the roles and effectiveness of the program, so that students can get benefits from this program which eventually can help the student teachers to become professional teachers. Thus, this research aims to help the DIKTI (*Pendidikan Tinggi*) and English Education Department (EED) in every university to

monitor and evaluate the role, quality and effectiveness of the teaching practice program. DIKTI is an Indonesia institution of education which is focused on the higher education. This includes students, lecturers, scholarships both private and state university. This study will be carried out at EED UMY. Teaching Practice Program in EED UMY is usually held for sixth semester students. The students do the teaching practice program senior in high schools in Yogyakarta which are selected by the department. It is schedule addressed for 10 weeks and the teaching practices based on predetermined schedule by school.

Statement of the problem

This paper will focus on several issues. First, is the implementation of Teaching Practice Program in English Education Department (EED) UMY. Second, is the effectiveness of Teaching Practice Program to support teaching skills.

The Objective of Study

The purpose of the study in this case is to know how the students of English Education Department (EED) UMY perceive about the implementation of Teaching Practice Program, and to know how the students of English Education Department (EED) UMY perceive about the effectiveness of Teaching Practice Program to support their Teaching skills.

Research Question

Through this research I will get some types of questions which are related to the problem, there are:

1. How do the students of English Education Department (EED) UMY perceive about the implementation of Teaching Practice Program?
2. How do the students of English Education Department (EED) UMY perceive about the effectiveness of Teaching Practice Program to support their Teaching skills?

Significance of the Research

The results of this research will give an understanding to researcher and other EED students about the activities and benefits of the implementation of Teaching Practice Program. By analyzing their experience of Teaching Practice Program, participants can offer their opinion about all that they get during the activity.

These findings can make a contribution to further developing assessment of the effectiveness in implementation of teaching practice program. This information will also help English education department (especially EED of UMY) and DIKTI (*Pendidikan Tinggi*) in monitoring and evaluation Teaching Practice Program that has been implemented in every educational institution in order to prepare the student teacher as a professional teacher.

Outline of the Research

This research will analyze how the effectiveness of Teaching Practice Program can support teaching skills of English Education Department (EED) student's batch 2011. This research contains chapters one that will analyze the general description, chapter two that will discuss the literature which relates to the topic, chapter three is method that will be used to collect the data, chapter four is a result of the research, and chapter five is conclusion and the recommendation of this research.

