

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the background of the research, research problem, research objective, research scope and limitation and definition of key terms.

#### **A. Background of the Research**

Lectures is an important aspect in the university environment in its role to build skills and make a personal character of students. The teacher's role in the lectures so dominant for carrying out teaching and learning activities, so that the competence of a teacher will determine the quality of graduates. Bhargava and Pathy (2011: 77) argues that one of the most important factors in lectures is the lecturer. A set of competency of lecturers will improve the quality of education in the university environment. Good quality education can score graduates who have great expertise qualifications. This statement is also reinforced by Rohayati (2015: 23) argued that lecturers must be competent in order to produce graduates who excel and quality.

Lecturer competency is relating to professionalism. The professional lecturers are lecturers who are competent. Therefore, the professional competence of lecturers can be defined as the ability and authority of the faculty in carrying out their profession with high ability. The underlying assumption is that competence is defined as the knowledge, skills, and abilities controlled by

lecturer who has been a part of lecturer itself, so lecturer can do the behaviors of cognitive, affective, and psychomotor as well as possible (McAshan, 1981: 45).

The professionalism of a lecturer is a necessity in creating a knowledge-based school, which is an understanding of learning, curriculum, and human development. Previous research on the subject in the academic performance of students by AL-Mutairi (2011) and Kang'ahi (2012) showed the competence of teachers /lecturers remains one of the main determinants of students' academic achievement. Cubukcu (2010: 213) states that professional competence is a vital foundation needed to achieve the success of a lecturer. The professional competence consists of knowledge and understanding of the learner and learning, subject knowledge, curriculum, education system, and the role of a lecturer.

Attitudes and habits that displayed a lecturer in front of students, either indirectly nor indirect will bring the different perception about the lecturer itself. Attitude towards students highly rated lecturers genuinely wanted students to learn, understand and develop critical thinking abilities, as well as master content or learn skills. They demonstrated an empathy with student thinking, anticipating misconceptions and allowing students to develop understanding in a variety of ways. They observed students in class for signs that they were failing to keep up, were bored, or were not understanding, and were flexible in responding to student needs. They encouraged student feedback on their teaching, and often sought informal feedback during classes. Habits toward students like the lecturer come to the class on time.

That perception can be positive and can add student pleasure to the lecturer so as to facilitate the learning process. Overview of student attitudes about lecturer competence in teaching, attitude or outlook is a process which is for individuals to manage and interpret their sensory impressions in order to give meaning to their environment. Nevertheless, what is perceived as a person can be different from objective reality (Robbins, 2006).

Perception owned or received from the learning process itself can also be changed along with the information and other materials that enter and received later, because of this relative perception principle the formation of good and correct perception in learning can be done. Slameto (2010: 103-105) describes the basic principles concerning the perception or acceptance of material by the students in learning the basic principles of perceptual learning, among others, is the perception of the relative rather than absolute, learners are not always able to accept and understand everything received exactly what purpose the information received.

Perception is selective, this means that in a matter of learning the lecturer should provide pressures on important matters relating to the material. Jalaluddin Rachmat (1991: 51) states that the results of student learning obtainable of experience interacting with the surrounding environment. Conditions are very supportive of student learning outcomes is the interaction of students with the lecturer in the learning process. One of the student learning activity is an activity

of perception, because perception involves sensing, understanding, interpretation and provide conclusions.

Indonesian country has published a set of regulations governing Teachers and Lecturers, the Law of the Republic of Indonesia Number 14 of 2005. In Article 10, paragraph 1 describes the four competencies required of a teacher includes pedagogical competence, personal competence, social competence, and professional competence. The law defines pedagogical competence as a lecturer's ability to manage the education of students. Pedagogical competence is important is owned by a lecturer at the college currently provide materials on English as mother-tongue as well as a second language.

Christian Edison Bani (2016) conducting the research about the students' perceptions of an Ideal English Teacher in the SMAN 3 Malang . The findings of the research indicate that among the four diverse competence, personality competence is the most favorable competence to be found in an ideal English teacher. Afterwards, come in second place is pedagogical competence, followed by professional competence in the third place and in the last place is social competence. Among the four mentioned competence, personal competence to be the most favorite to create the figure of the ideal English teachers based on student perceptions. In other words, it can be said that personal competence is vital to build ties and mutual trust between teachers and students to get effective teaching and learning activities.

This research focused on pedagogical competence in pedagogical content knowledge of lecturer. Mata (2014) supports the statement about the urgency of pedagogical competence in research that attempts to collect data on the perception of language education experts to develop a new model for pedagogical competence through questionnaires in 38 languages in doctoral education experts Romanian universities have teaching experience about mother tongue for 10 years. The results showed when giving special reference to the category of professional standards for lecturers mother tongue emerges the fact that the selection of a greater need to pedagogical competence that consists of some of the content of them, using the experience and learning activities in the classroom and extra-Classroom to practice first language and culture into the real world, designing plans for a variety of learning materials first language, and use special methods for teaching and learning a first language.

Applications pedagogical content knowledge is also necessary to achieve the goals that are effective in learning English as a second language such as English. Richards (2011) says that a set of pedagogical competence possessed by the teacher allows a teacher of English can identify the right way to create and deliver content instruction in the classroom speaking, vocabulary, reading, and writing so they can anticipate problems that arise in learning and finding solutions to overcome. Pedagogical content knowledge is the ways of representing and formulating the subject that make it comprehensible to others'... 'an understanding of what makes the learning of specific topics easy or

difficult; the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of those most frequently taught topics and lessons' (Shulman : 1995).

There is a distinction between the principle of "pupil", "student" and "students' college". Prof. Dr. Ana Suhaenah Soeparno (2011), he said that "pupil" and "student" are in school, while the "student's college" are in college. "Pupils" are learners who attend kindergarten and elementary school. "Students" are learners who attend educational path SMP / SMA / SMK. While "students's college" are students studying at universities. For "student's college", the learning is given more to Pedagogical competence. Learning to do is adult learning. "student's college" deemed to have been able to direct himself in the study. Teacher's college just stayed directing it, what should be learned. Expenses teacher's college are not as heavy as the burden of kindergarten teachers, elementary teacher , junior high school and senior high school teacher that had to be patiently taught students. So, the way of thinking among students in the school and college students are different.

In this research, the writer conducted the research of the students' perception to the English lecturer's pedagogical content knowledge on reading comprehension aspects at IAIN Tulungagung. There is English lesson of student in elementary school until the student in senior high school, but the English lessons only focus on one general subjects, namely English lesson by one person an English teacher. While in college, the English language consists of several

courses of four skills namely listening, speaking, reading and writing with different lecturers based on each skill, namely lecturer of listening lesson , lecturer of speaking lesson , lecturer of reading lesson and the last is lecturer of writing lesson. The researcher choose the lecturer of reading skill on reading comprehension aspects. In English learning, students are trained to understand the reading but reading in English learning is still a serious problem for most students Indonesia.

Data from the Programme for International Student Assessment (PISA) in 2012 show that reading ability possessed teenager Indonesia rank 64 with an average score of 396. The research subject of this program is that learners aged 15 years. Grating judgment assessed in terms of quality, equity, and efficiency of knowledge and key skills required to and participation in modern civilization, including math, reading, general science, and problem solving (OECD, 2012: 5). PISA results for reading content standards SMP 2000-2009, implementation of models of active learning and contextual, as well as about the characteristics of the final exams and the national exam used contain reading competence with text type indicates the level of students' thinking is still 18% contain basic learning competencies level thinking evaluative reflection (Harsiati 2006 in PISA Seminar 2000-2009: 11).

According to PISA (2000-2009) reading literacy results are still below the average international capabilities because the resistance reading is still low of students. Low ability students in reading comprehension caused by several

problems including: students rarely read the text provided by the teacher, because it is less interesting, especially the long text while students' vocabulary mastery minimal.

Based on the 1994 curriculum, English lessons are given since the fifth grade elementary school, so it should be relatively no difficulty in understanding the English language discourse. But in reality, there are many university graduates who still have difficulty in understanding the reading journal and textbook reading English. Alisjahbana (1990: 320) states that after studying English for six years after high school until to the university, Indonesian students can not read and write in English well. This will be one of the obstacles for graduates of universities, especially those who will continue studies abroad.

From various studies described above, the researcher conducting research entitled *The Students' Perceptions to the English Lecturer's Pedagogical Content Knowledge on Reading Comprehension Aspects at IAIN Tulungagung*.

## **B. Research Problem**

Based on the background of the research, the problem of this study is How is The Students' Perceptions to the English Lecturer's Pedagogical Content Knowledge on Reading Comprehension at IAIN Tulungagung?



### **C. Research Objective**

The aim of this research is to investigate: the students' perceptions to the English lecturer's pedagogical content knowledge on reading comprehension at IAIN Tulungagung

### **D. Research Scope and Limitation**

The scope in this thesis, the researcher wants to conduct the research which focuses on the students' perceptions to the English lecturer's pedagogical content knowledge on reading comprehension aspects for students at sixth semester of IAIN Tulungagung.

This research is limited to: the students' perceptions to the English lecturer's pedagogical content knowledge on reading comprehension at IAIN Tulungagung. From four competencies includes pedagogical competence, personal competence, social competence, and professional competence, this research limited to pedagogical competence in pedagogical content knowledge in reading comprehension

### **E. Definition of Key Terms**

#### **1. Students' Perception**

Students' ways of seeing, understanding or interpreting opinions on how the pedagogical content knowledge's lecturer of reading comprehension in the classroom.

## 2. Pedagogical content knowledge

Pedagogical content knowledge is the ways of lecturer to represent and formulate the material of the students that make it comprehensible in understanding reading comprehension.

## 3. Reading Comprehension

Reading Comprehension is reading by understanding text.