

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents background of the study, formulation of research problem, purposes of the study, significance of the study, and definition of key terms.

#### **A. Background of the Study**

Teaching is an activity of transferring knowledge from teacher to students (Solichin, 2006: 140). Teacher will give all of their knowledge and skills when teaching in order to make their students understand with the materials that conveyed. While teaching, teacher also have roles as guide that guided students with affection, as a good model to their students that able to keep their authority and has laudable behavior as a good motivator that arousing the students' enthusiasm in learning.

Meanwhile, teaching is like learning that has perceptual basis. Every minute decisions made within the shifting, unpredictable, unexpected world of the classroom. A wise decision maker is able to correctly analyze a situation, make use of tested principles, act on insight stemming from experience and the judgments teachers reach when their reflecting on their work depend upon how they perceive particular events, behaviors, materials and persons. These judgments must be based upon appropriate data, however intuition is often just as necessary.

Talking about how to teach, teacher should able to create a learning situation and condition that make possible to student liked it, feeling happy and become active in the classroom. Also, make the students to feel the sense of the learning process then an optimal learning experience can be formed. Because of that, teacher need to improve a variety of teaching strategy and their teaching performance to attract the students so they become more active and creative in learning process (Lembaga Pengembangan Pembelajaran dan Praktik Lapangan, 2015: 4).

Teacher performance is related to the teacher quality. Teacher quality is the single most important school variable influencing students' achievement (Elliott, 2015: 102). It means that the way teacher perform in the classroom has an important role for affecting student outcomes. The teacher performance requires that teacher know what is expected of them, receive frequent, useful feedback on their teaching and access high quality support to improve their practice (Australian Institute of Teaching and School Leadership, 2012: 2).

Besides, teacher have to focus on how to manage the classroom well, managing the time start from the pre-activity until the post-activity and the situation maximally by proper planning because teacher are school managers who manage their students in and out the classroom. The learning activities must be planned and executed effectively to ensure students development. Teachers who are capable to manage their classroom effectively would reassure better educational outcomes (Hamid, 2012: 86).

Before become a teacher, university students from the Faculty of Education and Teacher Training have an obligation to teach as an internship teacher. Internship is a chance to develop their skills and understanding even further. It designed to expand the depth and breadth of academic learning for education department students in their each major. Also, internship is a chance to receive experience in applying theories learned in the classroom to the real situation of their own classroom and faced their own students as a teacher (Grinnel College, 2014: 2).

Internship is not a culmination, it is an initiation. Internship can be first introduction to the work world (Grinnel College, 2014: 2). Education department students will teaching students like a real teacher in the school. They show their skills and best performance in front of the students. Managing classroom, live up the class situation, use an attractive learning media and make a proper lesson plan will become their job while teaching. That is some of the situations that will make some of them feel anxiety and unconfident. Meanwhile, to overcome those feeling, the students may following some programs or training in a course or any other institutions to help them improving their teaching ability. One of the program is Wiyata Bhakti that can be an option for the students especially the English students to have an experience in teaching and improving their skills.

In fact, to improve students' teaching ability, the education department students will following the Microteaching class at the sixth semester. Based on an observation in IAIN Tulungagung for the Microteaching class in TBI 6B (in 2017), the writer conclude that Microteaching class is like a teaching simulation before

following internship. In that class, students act as a teacher in front of their classmates, decide the material that they will teach, create their lesson plan and some media to provide their material in teaching. At the end, the lecturer valued their performance by giving some comments and suggestions to their teaching effectiveness. Besides, a few months before the internship, the students' also following the deepening materials from some experts. This program attended by all of education students, they will get some advices, materials and do a Microteaching once again by voluntary in each group. They will practice like in real situation of the internship. There will be some education department students that acts as headmaster, teachers guide, tutor teacher and students. But in this simulation, they do not teach in front of a real students.

But then, English Student Association (ESA) in English Education Program of IAIN Tulungagung has created a program called Wiyata Bhakti that held once a year at holiday. Based on an interview with Joko Tri Prastiyo as the Coordinator of Education Division in ESA in the middle of April, 2017, this program let the English students from the first until the fifth semester to have experience in teaching students like a real teacher. They will teach in a foundation or a school that have three stages of school level that are elementary school, junior high school and senior high school in two weeks as the volunteers. They also stay around that foundation or school area during the program. So, both Microteaching class and Wiyata Bhakti program are able to improve the students teaching performance. But, different from Microteaching, in this Wiyata Bhakti program the English students will learn how to perform in front of the real students that

will help the students to control their anxiety and unconfident that also important for their performance in the internship program.

Based on the volunteer experience in Wiyata Bhakti program, before the program started the volunteers following provision and microteaching. The provision held in one day that has three sections, first section is present by the senior of ESA who has been graduated and share about her or his experience in teaching also the experience when she or he become the committee of Wiyata Bhakti program. Else, the senior give any information about making lesson plan, learning activities and explain about how to perform well as a teacher. Second section is present by the English lecturer who give explanation and material about teaching media. The lecturer also bring some handmade media as the sample. Third section is present by the Wiyata Bhakti committees who give training to the volunteers in making test. The test are pre-test that will be used in the program. From this provision, the volunteers learn about performance in teaching, making teaching media and doing evaluation.

After provision, the microteaching was held on next two days to determine the volunteers' teaching stage. On first day, the volunteers perform one by one in front of the senior of ESA and another volunteers. On second day, the volunteers perform in front of the English lecturer and another volunteers also. When their finished the performance both senior and lecturer give comments and suggestions of the volunteers performance.

After microteaching, the committees will decide the appropriate stage and class for the volunteers based on their performance in microteaching. For one class will be consist of two until three volunteers. After that, they will do some preparation such as learned how to make an effective learning media and lesson plan. They also get a worksheet to guide them in teaching. There, the volunteers will get an experience as same as the internship.

Also, in Wiyata Bhakti program the volunteers will prepare their scenario, lesson plan and learning media for the next day in every evening. Then, in the next morning they go to the school for teaching. The volunteers will get an experience as same as the internship because in this program they faced to real students and real classroom situation.

Indirectly in Wiyata Bhakti, while following the program volunteers do need analysis to find what their students' needs so they know what they have to do for making the materials easy to accept by all of the students. The volunteers try to understand their students' characters and keep in touch with them so they can help their students to solve the learning problems. They make a good communication to the local teachers and other school's citizen as an adaptation to the school's environment. They also sharing about their students problems with the local teachers and find out the solution together. So that, Wiyata Bhakti become very different from Microteaching class, it is like a pre-internship experience.

Afterwards, if in Microteaching class there is the lecturer who correct the education department students teaching performance, in Wiyata Bhakti all of the volunteers' performance and teaching problems will be discussed together with the committees in Evaluation time. At that time, every single person has a chance to give comments or suggestion to the other volunteers' performance after they present their teaching report in that day. And if there is some problems from the students or others they will discuss it and find out the solutions together. It does not means that the committees and the volunteers are more competence than the lecturer but rather from this evaluation, each of the volunteers will able to share their problems without being burden. So, they will learn and try to improve their teacher's skill to be better than yesterday.

It seems like Wiyata Bhakti is not just annually program for spending holiday. This program has contribution to help English students for their internship at the seventh semester. The English students who ever join Wiyata Bhakti will have an experience in teaching. They already know what they have to prepare for teaching, what strategies used to keep in touch with the students and schools' environment, how to manage the classroom, how to open the class, do the pre, main and post activities, then close the class.

Four from five former volunteers of Wiyata Bhakti said that this program help them to improve their teaching skill. Different from Microteaching, Wiyata Bhakti is more flexible. They can express themselves freely without be worried about the lecturer's comments and score, they also teaching to the real students,

they know the real situation of the classroom, and at that time they have a role as teacher not as a student that practice in the simulation.

In Lambung Mangkurat University there is a similar program like Wiyata Bhakti named Mahasiswa Mengajar. It held by the Mathematic Students Association, the committees choose a school or foundation that need volunteers to teach. This program is opened for the students from another faculty or even another university. The volunteers will spend three months at that institution. They mostly teach the subjects for national examination. The teaching activity held from Monday to Thursday for one and a half hours in a day. This program is made in order to develop and train the students to be a good teacher and a good person that living in community. According to Mahrita Sari as a Head of Hudan Mathematic Student Association “REAL” on Banjarmasin Post that published on May 1<sup>st</sup>, 2016, from this Mahasiswa Mengajar program the students are able to serve the society by sharing their knowledge and educate the nation’s children to be knowledgeable youth and can share their knowledge again if they grow up (bemkfmipa.ulm.ac.id accessed on December 14<sup>th</sup>, 2017 at 16.05 p.m.). From this article, the writer conclude that beside internship program that held by the university, students also need a program as the pre-internship to support the students’ skill in teaching and living with society. So, based on this Mahasiswa Mengajar, Wiyata Bhakti that held before the internship program may also called as the pre-internship program because Wiyata Bhakti program is important for the English students as their provision before following the internship program.



Based on this phenomenon, the writer is interesting to study about the contribution of Wiyata Bhakti program on the English department students' teaching performance in following the internship. This study focused on the English department students of IAIN Tulungagung that ever be the volunteer of Wiyata Bhakti program and following the internship in 2017. The motive is the writer wants to know what contributions from Wiyata Bhakti program to the internship program by looking at the English students' perception on their teaching performance while following both of the program.

## **B. Formulation of the Research Problem**

Concerning the background of the study above, the writer formulates the problems of the study into the main question that is:

How does the Wiyata Bhakti Program contribute on the teaching performance of English Department Students in Internship Program?

To be specific the question can be divided into seven sub-questions, namely:

1. How does the Wiyata Bhakti Program contribute on the students' performance in making lesson plan?
2. How does the Wiyata Bhakti Program contribute on the students' performance in opening the class?
3. How does the Wiyata Bhakti Program contribute on the students' performance in explaining the material?

4. How does the Wiyata Bhakti Program contribute on the students' performance in asking question?
5. How does the Wiyata Bhakti Program contribute on the students' performance in answering question?
6. How does the Wiyata Bhakti Program contribute on the students' performance in giving reflection?
7. How does the Wiyata Bhakti Program contribute on the students' performance in doing evaluation?

### **C. Purposes of the Study**

Based on the formulation on the research problem above, this study is conducted to:

- a. To investigate the contribution of the Wiyata Bhakti program on the English department students' performance in making lesson plan that used in internship program.
- b. To investigate the contribution of the Wiyata Bhakti program on the English department students' performance in opening the class in internship program.
- c. To investigate the contribution of the Wiyata Bhakti program on the English department students' performance in explaining the material in internship program.
- d. To investigate the contribution of the Wiyata Bhakti program on the English department students' performance in asking question in internship program.

- e. To investigate the contribution of the Wiyata Bhakti program on the English department students' performance in answering question in internship program.
- f. To investigate the contribution of the Wiyata Bhakti on the English department students' performance in giving reflection in internship program.
- g. To investigate the contribution of the Wiyata Bhakti program on the English department students' performance in giving evaluation in internship program.

#### **D. Significance of the Study**

The writer expect that the result of the study will give contribution to:

- a. The Faculty of Islamic Education and Teacher Training

Wiyata Bhakti program has contribution to improve the university students' performance in teaching. From this study, hopefully, The Faculty of Tarbiyah and Teacher Training can design and integrate this program as the routine program in semester holiday not only for the English program but followed by all of major in Education Program. So, the education students will have well-preparation before following the internship.

- b. Lecturer

Wiyata Bhakti program let the university students (future teacher) face the real students and the classroom situation directly. But it does not means that they do not need the Microteaching class. The students still need the

lecturer as the experienced guide that help them to decrease their lack in teaching performance like in the Microteaching class. The lecturer may participate in this program to develop and make it important as same as Microteaching class for the students. So this agenda will have many supports and will run more and more.

c. English Students

Wiyata Bhakti program is conducted for the English students. However, some English students have no interest to this agenda because they do not want to cut down two weeks of their holiday time and spend it to stay and teaching at a new place. Also, some of them have thought if the Microteaching class is enough as their provisions for internship. From this study, hopefully there will be an increase in number of volunteers to join this program because they know if this agenda has contribution for their internship.

d. Researcher in the Future

This study is focus on what is the contribution of Wiyata Bhakti program that held by the English Students Association to the teaching performance of English students that joining this program in their internship. This study is important as an addition knowledge for education department. The result of this study is able to use as a reference for the researchers in the future that conduct similar study.

## **E. Definition of Key Term**

### **a. Contribution**

Contribution means participation, involvement, engagement, or donation. Contribution is the individual activity that can give negative or positive effect to the others. Through contribution the individual are trying to improve their efficiency and effectiveness for their life by maintaining their role position. It is something that then became the specialist field, to be more precise according to competence. Contribution can give in various sectors such as thoughts, leadership, professionalism, finance and so on.

### **b. Wiyata Bhakti**

Wiyata Bhakti is a medium to upgrade the teaching skills of the English Department Students. Wiyata means teach and Bhakti means serve. So, Wiyata Bhakti is like a mini internship in a place that need a touch of university students. In that place the volunteers will teach and serve in a school or foundation. This program is held by the English Student Association of IAIN Tulungagung. It held once a year at holiday and the volunteers will spend two weeks to stay in that place.

### **c. Teaching**

According to H.C. Morrison (1934), teaching is an intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter. Besides, John Brubacher (1939) said that teaching is an arrangement and manipulation of a situation in which there are gaps

and obstructions which an individual will seek to overcome and from which he will learn in the course of doing so (Kumar, 2012: 1). Teaching is a well-planned activity that arranged based on the curriculum. The plan of the activity has some objectives which teacher and students should reach. It is an activity of transferring knowledge from the teacher to the students. The teacher also drilled the students' learning skills and guide them to be a good person. Teaching may have various format like formal and informal, directional or instructional, conditioning or indoctrination, etc.

#### d. Internship

Internship or Field Experience Practice is an outside institute activity that followed by the department students in order to improve the students' professional teaching competencies trough practice activity in authentic context in schools under the guidance and supervision of guide lecturer and tutor teacher. It is an education program that planned for drilled the teacher candidates take a charge of teachership abilities so after the students graduated they are ready to carry out their job as a teacher that appropriate for their each major (Institution Development of Learning and Field Practice, 2015: 1) . Targets to be achieved in this activity is the department students' personality that has a set of knowledge, skills, value, attitude, and behavior pattern that needed for their goal profession also capable and precise to use that in implement education and teaching in schools or other department (Oemar Hamalik, 2009: 171-172). In short, this internship is an obligate subject that must followed by all of the education department students. It is expected to give learning experience for department

students especially in teaching experience, expand their perception, drilled their competencies, improving their skills, independence, responsibility and problem solving ability.

#### **F. Delimitation**

In this research, the writer are not capable to describe how the performance of the volunteers was during teaching in Wiyata Bhakti. Because the subjects will takes from the volunteers who has been following the program on the one or two years ago and there is no data that documented their performance at that time. So, the writer do not know if the volunteers that following the internship later indeed have an excellent teaching performance or that teaching performance had got from the Wiyata Bhakti program.

#### **G. Scope and Limitation**

The writer is choose the subjects from the former volunteers of Wiyata Bhakti that have no experience in teaching before and following the internship program in 2017. The study is limited in contribution of Wiyata Bhakti program for the former volunteers' teaching performance while following the internship program.