

CHAPTER I

INTRODUCTION

This chapter gives an overview of the background of study, the problems of study, objectives of study, significance of study, scope and limitation and definition of key terms used in this thesis.

A. Background of Study

The quality of education depends on the quality of teaching. Competent dedicated qualified teachers are the greatest assets for any educational institutions. The quality of an educational system depends on a large measure of our securing a fair number of well educated, well equipped and contented teachers. Teacher education is an integral component of the educational system. Besides, teacher is a person who occupies the position and has an important role in education¹. Teacher who has quality and understands the subject taught is needed. The quality of teaching and learning process is influenced by the quality of teacher's performance. The quality of an educational institution is affected by the teaching and learning process and the teachers themselves. For that reason, increasing the ability of a teacher in managing learning process is very important. A teacher must have the ability to draw the students' interest in learning English lesson.

¹Muhammada, *'Upaya Kepala Madrasah Dalam Pembinaan Guru Profesional'*, Jombang: Universitas Darul Ulum Jombang, 2011

Teacher is the key of the quality in education and the foster parent of the child. Child looks up to teacher for knowledge, wisdom, manners, morals inspiration, enlightenment, and so on. A teacher performs many functions in the classroom for the comprehensive development of the students. Teacher keeps the students safe, decides what is important for the students to learn, presents a rich and organized body of information to students, protects and improves the students' self-esteem, provides an environment for the students to explore a variety of experiences, helps students to use technology-related tools to accomplish certain tasks, makes sure that the students are prepared for the next level of education, loves and nurtures the students.

Teachers should have a qualification that meets the requirements of a nationally accredited program of initial teacher education². Besides that teachers have to have an understanding of their subjects, curriculum content and teaching strategies. They are able to design lessons that meet the requirements of curriculum, assessment and reporting. They demonstrate the capacity to interpret student's assessment data to evaluate student learning and modify teaching practice. They know how to select and apply time and appropriate types of feedback to improve students' learning.

A teacher, as a professional educator, should fulfill 3 requirements: (1) having academic qualification, (2) having competency, (3) having teacher

² F. Dian Ardi Wulandari, *The Effect of Teacher Certification on The Quality of English Teaching And Learning Process*. Surakarta: Sebelas Maret University, 2010.

certificate. The competency of teacher can be classified into four areas of competency, namely: pedagogical, personal, professional, and social competency³. In brief, each competency encompasses the following: (1) the pedagogical competency is a teacher's ability to manage students' learning which includes lesson plan, learning evaluation, and students' potency actualization (2) the personal competency includes demonstrating certain characteristics, such as faith and devoutness, stability, maturity, sensibility, etc. Teacher should be critical and skeptical in doing his duty to deliver his lesson (3) the social competency is teachers' ability to be part of the community such as communicating and Amanda Berry socializing effectively with students, fellow teachers, teaching staff, and students' parents. (4) The professional competency is teachers' ability to master science, engineering, and art (in other words, content or subject knowledge).

Nikole said that improving professional learning for educators is a crucial step in transforming schools and improving academic achievement⁴. Therefore, teacher should be competent at the academic knowledge in order to make the students understand well about the subject. It is similar with Susan in her journal state that few studies have examined all three links between the purposes of professional development that is, increasing teacher knowledge, improving

³ New Jersey Department of Education "New Jersey Professional Standards for Teachers and School Leaders"

⁴ Amanda Berry, 'Tensions In Teaching About Teaching' Understanding Practice as a Teacher Educator. vol. 15 .p17

teacher knowledge, improving teacher practice, and improving teacher outcome⁵. Her research showed that there are some links between teacher background knowledge in college, teacher's method in teaching, and student learning outcome.

As a part of efforts to enhance the professional teachers are knowledge, morality and skill which are needed in order to teach well. Those abilities can be acquired by learning from formal or informal education. The teachers' educational background or knowledge also affects their way or technique in teaching. It will influence the students' achievement in term of competencies. Students as teenagers are built from the teaching learning process which had been done inside or outside the class. The result of their learning process can be used as the teachers' success indicator in the teaching learning process.

From explanation above, it is described that teacher has to match between the subjects which are taught and teacher educational background. For example to teach Mathematics teacher should be Mathematics education graduate and to teach English language should be English education graduate as well. Because the compatibility between the teachers' knowledge and the subject taught, it will make the teacher easy in giving material, choosing the method and media that will be used to teach the students. So, the teaching process will be more effective and efficient. Furthermore, Taufan Said:

⁵ Susan, Mc Donald, 'A Modal of Teacher Professional Development Based on The Principles of Lesson study'.

"In a number of villages and almost all districts, teachers are still minimal; it led to a shortage of education quality in low areas, because a teacher must teach some subjects to students. Furthermore English teachers who graduate from English education department in central Maluku are quite rare. How are the students prepared for the national exam?"⁶

There are many researchers who had conducted the research about teacher, but their studies only explain about how to improve the quality of a teacher. However there are some researches which discuss about teaching English by non English graduate teacher. MA Khoiru Ummah Central Maluku is one of the well-known private educational schools and has a good reputation in the community. However in the process of teaching, there are many teachers who do not teach in accordance with their educational background especially in English lesson. It provides an opportunity for the teacher to teach the subject that does not fit with their expertise. Based on the background of study above, the writer is interested in doing research entitled "Teaching English By non-English Department Graduate teacher at MA Khoiru Ummah Central Maluku". The writer is eager to know the processes of teaching learning English and also the efforts used by non-English department graduate teacher to enhance their professional development.

⁶People's Regional Representative Council (DPRD) Maluku Tengah

B. Statements of Problem

1. What are the processes of teaching English taught by non-English education department graduate teacher of MA Khoiru Ummah Central Maluku?
2. What are the problems faced by student taught by non-English department graduate teacher?
3. What are the efforts done by non-English department graduate teacher to enhance their professional development to teach English at MA Khoiru Ummah Central Maluku?

C. Objective of the Study

1. To describe the process of teaching English taught by non-English teacher education department graduate teacher of MA Khoiru Ummah Central Maluku
2. To reveal the problems faced by student who taught by non-English department graduate teacher
3. To know the efforts used by non-English department graduate teacher to enhance their professional development to teach English at MA Khoiru Ummah Central Maluku.

D. Significance of Study

This research can be used as a reference for the English teachers who did not graduate from English department. The writer expects that non English

graduate will teach their students better and develop their qualities in teaching in order to perform their best in teaching-learning process.

E. Scope and Limit of Study

This study describes the process of teaching English taught by non-English department graduate teacher, the students' problems, and the efforts used by non-English department graduate teacher to enhance their professional development to teach English at MA Khoiru Ummah, Waitila, and Central Maluku, Ambon.

F. Definition of Key Term

1. Teacher

In education law (section 1:1), teachers are professional educators with the main task: educating, teaching, guiding, instructing, training, assessing, and evaluating learners in early childhood education of formal education, primary education, and secondary education⁷.

2. Process

The process of teaching is a learning activities concerning the activities of educators, learners, interaction of educators and learners and

⁷Aqib Zaenal dan Rohmanto Elham, *Membangun Profesionalisme Guru Dan Pengawasan sekolah* (bandung: CV YramaWidya) hlm.149. 2007

learning resources in a learning environment within the framework of feasibility programs education⁸.

3. Problem

Problem which is defined as a situation that causes difficulties or a situation or thing that needs attentions and needs to be dealt with or solved⁹. Students' problem indicated by the presence of specific barriers to achieve learning outcomes, which is lead of learning achievement, is under standard¹⁰.

4. Non English Department Graduate Teacher

Non English Department Graduate Teachers are the teachers who do not complete a qualification that meets the requirements of a nationally accredited program of initial teacher education. They do not teaching accordance with their educational background.

5. Effort

Effort is an earnest and conscientious activity intended to do or accomplish something¹¹. In this study, the term effort refers to the earnest and conscientious activity which is done by the teacher.

⁸ Oemar Hamalik, *Kurikulum dan Pembelajaran*, (Jakarta: Bumi Aksara, 1999), cet. II, h. 57.

⁹ Cambridge Advance Learner's Dictionary Third edition digital version

¹⁰ Tabrani Rosy an, *et.al.*, *Pendekatan dalam Proses Belajar Mengajar*, (Bandung: Remaja Rosdakarya, 1992), h. 3.

¹¹ Oxford Advance Learner's Dictionary