

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Indonesia's national development is essentially to build a complete Indonesian human being. It means that development goals in Indonesian are not only in the form of facilities only but also the quality of Human Resources (HR). One way to improve the quality of Indonesian human resources is through education. Education aims to educate the nation's children, in accordance with one of the national educational goals contained in the preamble of the *Undang-Undang Dasar (UUD) 1945* Constitution of the intellectual life of the nation. Intelligent society in the era as it is now very important encouraged. Education is one effort in order to achieve the goal of national education and is a long-term human resource investment that has strategic value for the continuity of human civilization in the world. Teachers' qualities can impact the quality of youth generation that will become the successor of this nation, then the educational institutions of teachers such as Universitas Islam Riau (UIR) always make efforts to improve the quality of graduates who will become qualified teachers.

Teaching and learning process is a process that contains a series of actions of teachers and students on the basis of reciprocal relationships that take place in educational situations to achieve certain goals. The success of students in the classroom is highly dependent on the teacher's ability to manage learning. Teachers' duties not only teach but also educate and train. Teaching means

continuing and developing science and technology. Educating means continuing and developing the values of life, while training means developing skills.

To give experience professional and competent education personal, the Faculty of Teacher Training and Education of the Islamic University of Riau (FKIP UIR) has prepared the pre-service teacher in practical teaching .Wardani & Suparno (1994: 2) stated that pre-service teacher is one of the programs in teacher pre- Specifically designed to prepare candidates for mastering integrated and integrated teacher skills, so that after completing his education and being appointed as a teacher, he is ready to assume his duties and responsibilities as a teacher. "

Essentially every teacher workforce teacher must have primary four basic competencies are: pedagogic competence, professional competence, personality competence, and social competence. In addition to being a teacher also have mental readiness and confidence, and also must have a good understanding of the lessons taught and know how to teach the lesson to the students, have an understanding of how students learn and develop, third ability to supervise, monitor and Assessing student learning outcomes so that students receive accurate feedback on what they have learned and about their development, and understand themselves, understand their language and culture and know how to learn other cultures that have different topics and require learning.

Based on the above description, a teacher must have at least some basic skills in learning namely pedagogic competence, professional competence, personality competence, and social competence. Therefore, before the students

carry out activities of Practical Learning in the Field, organized activities formation of Basic Skills of Learning. The establishment of Basic Skills of Learning is carried out through microteaching activities. After graduation, they are deployed to training schools for a period of time to practice in real terms and apply all the basic skills they have.

In the Education Studies Program English faculty teacher training and education Practical Learning has been done continuously from year to year, based on the observation in fact there are still many students English who experience obstacles in teaching, due to lack of insight, experience and cooperation by the citizens of the school where practices.

While the factors that come from outside the student self include family environment, information work world, formal education, facilities and infrastructure learning and social environment. With the existence of these factors can be identified the problem is as follows:

First, pre-service teacher still do not have optimal teaching readiness such as teaching according to the curriculum, teaching to follow the material available in syllabus and preparing lesson plan before teaching. Secondly, many students still do not have the ability to open lessons. Third, pre-service teacher still need to practice teaching practice, to become accustomed when teaching in the classroom. Fourth, many pre-service teacher still can not manage the class optimally. Finally, pre-service teacher in attending practice teaching exams still have many obstacles faced in the teaching practice test

Based on the above problems the authors are interested to analyze the problems faced by English students in teaching English with the title “**An Analysis On Barriers of Pre- Service Teachers At FKIP UIR in Practical Teaching**”.

1.2 Identification of the Problem

Based on the background of the above problems there are many factors that can affect the interest of being a teacher, the factors that exist in students, among others, emotional, motivation, talent, intelligence, independence and mastery of science. While the factors that come from outside the student self include family environment, information work world, formal education, facilities and infrastructure learning and social environment. With the existence of these factors can be identified the problem is as follows: First, pre-service teacher still do not have optimal teaching readiness such as teaching according to the curriculum, teaching to follow the material available in syllabus and preparing lesson plan before teaching. pre-service teacher many students still do not have the ability to open lessons. pre-service teacher students still need to practice teaching practice, to become accustomed when teaching in the classroom. pre-service teacher students still can not manage the class optimally. pre-service teacher in attending practice teaching exams still have many obstacles faced in the teaching practice test.

1.3 Focus of the Problem

In this study, of several factors affecting the classroom teaching process, researchers focused on the problems facing English students in teaching in the classroom, especially the obstacles faced in teaching in the classroom in the practical learning in the field, as there are still many students who have problems in teaching English properly.

1.4 Research Question

Based on the description of the background of the research above, this research is conducted to answer the following research problem:

“What kinds are the barriers of pre-service teachers in practical teaching at FKIP UIR?”

1.5 Objective of the Research

Based on the statement of the problem, the researcher determines the objective of the research is as follow: “To know the barriers of pre-service teachers in practical teaching at FKIP UIR”

1.6 Significance of the Research

This study is supposed to give both theoretical and practical contribution. Theoretically, the findings of this study are expected to give contribution to area teaching. This research is expected to provide benefits to the pre-service teacher in practical teaching, occupied schools, and English Education Department as the

organizer of practical teaching. For students of Practical teaching, this research can be used as a reference about how the implementation of pre-service in practical teaching and obstacles encountered, as well as an example of self-reflection efforts to improve the learning process that they do.



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1.7 Definition of the Key Term

In this section, the researcher gives some definitions according to the expert based on the title to be reserach in order to avoid misunderstanding.

Barriers : a [rule](#), problem etc. that [prevents](#) people from doing something, or [limits](#) what they can do (From Longman Dictionary of Contemporary English)

Pre-service Teacher : Pre-service teacher is education programmes aim to prepare graduates to become quality teachers equipped with pedagogical practices that will serve to meet the increasing demands associated with the teaching profession (Bransford, Darling-Hammond, & LePage, 2005).

Practical Teaching : Practical Teaching is an academic activity conducted by students in order to apply and improve the competence of pedagogy, professional, personality, and social that includes knowledge, skills, attitude and behavior of teacher with All aspects (education) that are experienced in real training schools / partners (Alzaber, et al,2017)