

## **Chapter I**

### **Introduction**

This chapter presents some parts of research introduction that involves the background of study, research questions, objectives of research, significance of research, and scope and delimitation of research.

#### **The Background of Study**

As a foreign language, English gives a challenge for teacher to handle class. He/she will be an expert who is responsible for teaching strange language that is never used in daily, and it even obtained in educational side only. In this case, the teachers should be able to think hardly how students build, identify, and acquire language skills in facing the challenge. They should also be able to build students' characters with different manners and attitude so the students could live in society. As being emphasized in Sange (2000), a teacher could easily secure employment as well as having life skills that will enable him/her to interact well in the society. Thus, a teacher is responsible for provision of knowledge and also for nurturing human beings with different manners and attitudes. They use educational psychology in creating behavioral change to the learners.

Considering with teachers' role in the class, they could be a controller, prompter, participant's resourcer and even a tutor for the studens. Hammer (2001, p. 108-110) then states that these kinds of roles used based on the activity in learning. In one time, teachers could be imparted as a professional teacher who teach the materials in the class, but for other times, they could be what they should

be carried out for students, for instance they could be a controller, supervisor, examiners, tutors, and even they could be as students' parents in the school. In English, the teachers should be considerable for thinking learning strategy in the classroom. They should be able to design learning strategy to teach students in understanding the materials. Their competence is not only intended to how to teach well in the class, but they still have other aspects that should be applied for teaching English in the class.

Referring to my experience when doing observation in the school SMKN 2 Limboto, the English teacher designed their learning strategy personally. They just understood the curriculum that is used in the class, and for teaching strategy, it is designed by them. There were no grouping teams in designing the teaching strategy. It seemed there is a competition happening in the English teachers. It is not linked with one of social indicators in teacher's competence in which they should be groupable in designing teaching strategy so learning achievement could be formulated well. If it is connected with Wahyudi (2012:36), social indicator refers to well communication in personal, and the researcher thinks that English teachers in SMK N 2 Limboto are still less in doing cooperation in designing the teaching strategy.

The other finding that is done in the field showed that personal competence of teacher is still less in the class. It seemed that some students are still afraid of taking English subject in the class. Some of them considered that the English teacher is not keeping smile, and even having no well on students. Some of them often remarked their English teacher as "Killer". They felt strained on

teacher when teaching in the class. However, Yamin and Maisah (2010:8) emphasized that teacher should be adultly in behaving students' act in the class. They should motivate students in learning if they have difficulty to understand the materials.

All of cases above becomes the reference for my reseach to show what should be done in the class as a teacher. They are not only having professional and pedagogic competences, but they also should intend to personal and social competences.

According to DEPDIKNAS (2004:7) teacher competence is a knowledge skill, and basic values which are reflected in the habit of thinking and acting. On the other words, competence is the possession of adequate skills and understanding to complete certain kind of work satisfactorily. Teaching requires competencies and standards that would encompass the principles and guidelines in order to be successful in the career as a teacher.

According to Indonesia's Educational Regulation No. 14/2005 (Mulyasa, 2007), as professional educators, teachers are expected to meet prescribed competence requirements. This law specifies that teachers must complete a four-year teacher education program and demonstrate pedagogical, professional, personality and social competence. Pedagogical competence refers to a teacher's ability to ensure students learn effectively. Professional competence describes a teacher's ability to master the disciplinary area content and knowledge that must be taught. Personality of constructed teacher should have the right personality and it will be source of the student's inspiration, and can be the best model for the

students. Social competence is a teacher's ability to be part of the community, including communicating and socialising effectively with students, fellow teachers, school staff and parents.

In relation, teaching EFL in vocational school is a challenge and it needs the skills of teachers' competence to prepare students to be able taking part in the business and industry work. The concept of competence contains three elements of the question, namely "How to do a task or job, how to organize them, what to do in case something different from the original plan (Ministry of National Education, 2010). Consequently, EFL teachers in vocational school are expected to have the ability to analyze the needs of the students so that they can design an appropriate teaching-learning process.

Responding to this expectation, it could be assumed that the teachers should improve their ways to teach in the class. They should think what is their best practice could be implemented in the class so the students will be getting the best score in their work. In real, the result of students' examination showed that their score was still lower, mainly their score in English just positioned at 39.88% (source from <http://sekolah.data.kemdikbud.go.id>). This verification could describe that students' result in examination could not be more than 50% from the expected target. Therefore, the researcher could conclude that students in this school still have difficulties in English subject.

Referring to some explorations, there were some problems appeared as the cause of students' lack in learning process

*First*, focus on instructional set, the teacher should apply the appropriate method and material based on the context of the students' program. However, the facts which happened at the school showed that the teacher's material design does not fulfill the students' need. Sometimes, in one hand, they just focus on what they want to do in the class without considering students' characteristics. They just accomplish their duty for teaching the materials without observing by giving reflection to measure students' understanding. In other hand, the teacher is still using traditional instructional strategy, for instance teaching by explaining the materials without creating interaction in the class.

*Second*, focus on students' role in the class, some students still have difficulty in learning English in the class. It is proven from their score in English is about 70% more of getting low score in English as shown in Kemendikbud verification (2017). The students still not concentrated on learning process. They just come and sit in the class without responding well in the class, and even they get out of the class as they feel bored in the class. This factor is also supported with teachers' way teaching in the class. Sometimes, teacher just focuses on finishing providing topics without perceiving students' traits so they just act based on their intention. Not less of teachers in the class have discriminated on students' role in the class. Economical background is often being strongly measurement to score students' performance in the class. Therefore, when having great students who come from low economics they could not achieve their great score based on their performance. The teachers still have self-assessment on students' performance by identifying economical background, relationship, and even their

intention and approachment as the consideration of students' quality in learning process.

Inferring to the explanation above, it could be assumed that the students' difficulties are not only coming from students' role in the class, but it also comes from other causes, such as teachers and providing instructional set.

The role of teachers is really expected to optimize the students' competence in English subject. If the teachers are not looking for the solution for this problem, it could be worried giving bad impact to students' quality in the class, mainly increasing their competence in English. Therefore, the way to improve learning process in the class could be started from students' need analysis. The result of analysis could be data bank to identify teachers' competence in the class. Therefore, this way could be implied through lesson study approach.

Perry and Lewis (2009, p. 366) explain that lesson study is a cycle of instructional improvement that involves teachers in active learning about the teaching content. It is an intensive, collaborative and practice-based activity that strengthens the professional community and improves use of teaching and learning resources. In the lesson study program, teachers observe each other's classroom practices and work together to refine individual lessons in order to build strong connections between teachers' learning about content and students' learning outcomes. It deals with teacher's work collaboratively to improve the plan and a learning set, do observation, reflect and revise the planning lesson in cycles. In implemented process, lesson study refers to lesson study steps as being

suggested by Perry and Lewis (2009), they are: plan, do, and see. In this step, teacher develops planning and instructional set, do observation, reflection and revision in cycles and collaboratively to learning process. Learning study, including developing lesson plan could be solution to the problem so it has qualified increase on learning process.

As the benefit of this study designed by using lesson study approach, it gives spaces to 1) facilitate teacher's strategy to teach English in the class; 2) support teacher's and students' competences in the class; 3) be a model of developing English to other program.

### **Research Problem**

Considering to the background of study above, the researcher formulates the problem statement as follows:

1. What is the personality indicator of English teacher at SMKN 2 Limboto by applying the approach of lesson study?
2. What is the social indicator of English teacher at SMKN 2 Limboto by applying the approach of lesson study?
3. How are the teachers' indicators toward the applying of lesson study approach in building teachers' personality and social competence of English at SMKN 2 Limboto?

### **The Objectives of Study**

The aims of this study is to build the teacher's personality and social competences in teaching English through lesson study approach. This study is also

aimed to explore the teachers' perception toward the use of lesson study approach on teaching English.

### **The Significance of Study**

In fact, the significances of this research involves two categories either theoretical or practical ones, as follows:

#### **Theoretical Significance**

Theoretically, the result of this research can be a reference for the teachers to build competences especially teacher's personality and social competences in teaching English through lesson study approach at vocational school. Otherwise, this research can help the teachers understand more about the theory of lesson study approach.

#### **Practical Significance**

Practically, this research can be a guide for teachers who teach in vocational school. It also supports to design a learning set (syllabus, lesson plan, media and assesment) collaboratively. By applying lesson study approach, it trains the teacher to develop their competences especially, the personality and social competences in teaching English so that they will be a professional teacher.

### **The Scope of Study**

There are four competences that should be mastered by the teacher such as pedagogic competence, social competence, professional competence and personality competence. In this research, the study focuses on building teachers' personality and social competences.

The concept of both personality and social competences covers teacher's main competence as being referred to DEPDiknas (2014). In this scope, the personality competence covers five indicators, they are: 1) acts as in religious, law, social, and cultural norms; 2) displays as truthful, virtuous, and exemplary personalities for students and societies; 3) displays as securely, balanced, adult, wise, and powerful personalities; 4) reveal work ethic, high responsibility, as self-importance as teacher, and self-confidence.

Meanwhile, the social competence in this research refers to four indicators, they are: 1) act in inclusive, objective, and indiscriminative by considering sex, religion, races, physical condition, family background, and economical social status concerns; 2) communicate effectively, emphatically, and politely to teachers, staff, parents, and society; 3) adapt in the work all around Indonesia that having social culture varieties; 4) communicate with self and other professions of community in oral, written, and other forms.