

CHAPTER I

INTRODUCTION

A. Research Background

English is a lesson that focuses on communicating with students. Writing, reading, speaking, and listening are important basic skills to improve students' English skills. These skills are incorporated into the English teaching process and developed students' skills. Teachers must be creative to apply of teaching. (Sylvia, 2017), teaching methods so that students can master four important basic skills. Teachers should be interested in materials for students so that students can easily understand the materials. According to (Fauziati, 2005) the method was treated at the design level. At the design level, the role of teachers, learners and teaching materials. Theoretically, the teaching method is related to a method, and through the design organization. The teaching method is one of the elements in the teaching and learning process. It refers to the method, design and teaching process. In the process of teacher learning, it is necessary to determine the success of the education field.

Most exploration on the execution of examination informed instructing has zeroed in on affecting the singular acts of scholastics. Nonetheless, social practice hypothesis has scrutinized nonconformist methodologies, contending that consideration should be paid to the setting of training, which in the scholarly setting requires an emphasis on how scholastics to express organization in their instructing practices to explicit logical open doors and imperatives. Brew & Mantai (2017) say that more research is needed to find out what prevents and facilitates the use of research-informed teaching.

Kampung cerdas is a program that is being established by KKM students From IKIP PGRI Pontianak. Kampung cerdas is located in Rusunawa kota baru, south Pontianak. This program will be continued by the next generation that takes the same course. This is also what got me interested in analyzing the process of implementation of English study taught by them in kampung cerdas.

In Kampung cerdas, there are different levels of students. They consist of elementary and junior high school students starting from age 9 to 15 years old during the activities they will learn about responsible and give them opportunities that develop character, critical thinking, problem-solving, team building, and leadership skills. In kampung cerdas, research has also been carried out by 2 students from IKIP PGRI Pontianak from the English study program they made a book and made learning media in the form of flashcards.

Based on the above facts, the writer is interested in observing the implementation of teaching English to Kampung Cerdas. Based, on my experience, the writer found difficulties faced by the teacher such as the teacher having limited time because based on the program the English language is just two times a week. The book is limited for students. And the teachers only explain basic English material without any guidance from textbooks or modules. Based on this fact, the writer is concerned with understanding the English teaching-learning process.

The students also got benefits in learning English. There are increases in student engagement in the classroom. Good practices can help you design interesting lesson plans and encourage an overall enthusiasm for the material. Effective teaching methods may also help you form positive relationships with students. Based on my teaching activities in kampung cerdas there are several teachers namely math teacher, science teacher, biology teacher, and of course English teacher. For each subject, 2 teachers teach and participate.

B. Research Problem

The research problem is based on the background above "how is the implementation of teaching practice in Kampung Cerdas Rusunawa Pontianak?"

C. Research Purposes

The purpose of this study was to investigate the implementation of teaching practice in Kampung Cerdas Rusunawa Pontianak.

D. Significance of Study

The objectives of the study are to describe and explain the Implementation of Teaching English at Kampung Cerdas.

In this research, there are six components of the implementation of teaching English are investigated, namely: learning objective, instructional material, classroom procedure, techniques in teaching English, media, and assessment.

By this study, the researcher expects this study can be a useful contribution including the following:

1. Theoretical Significance

The finding of this research is expected to serve as the information source for the next researcher who wants to conduct research in the same field. This research is still but the researcher hopes that this research can contribute to enriching the literature on the information on the teaching practice of the teacher.

2. Practical Significance

a. Teacher

The researcher hopes that this study becomes useful for the teacher to develop teaching practices for teaching English. This research can be useful for teachers to diagnose students' processes in learning English.

b. Student

The researcher hopes that this research can be helpful for the students whatever the result, may it can bring benefits for the students. This research will be useful for increasing student activity in-class learning and helping students solve problems in learning activities.

c. Other Researcher

The researcher hopes that this study can be helpful for other researchers who need it as a resource to get more ideas, and opinions, to expand the knowledge about the enthusiasm and interest of teaching especially in teaching English.

E. Scope of The Research

This research was only conducted at the Kampung Cerdas Program of Rusunawa and did not include other educational institutions. Then in this study, the investigation was only carried out on learning English.

F. Terminology

1). Teaching Practice

English is the second language in Indonesia which is not easy for everyone to learn. The implementation of teaching practice is very helpful in improving the teaching skills and teaching readiness of students. This is based on the results of research conducted by (Setiawan & Mulyati, 2018) suggesting that there is a positive influence on the effectiveness of teaching skills learning on teaching readiness and teaching skills.

The implementation of teaching practice can be used as a means to provide guidance and motivation to students to improve their teaching skills to be able to create an effective learning implementation by monitoring lecturers. Because realize effective learning activities is not easy, because it is influenced by several factors, namely the teacher, the characteristics of students, as well as the methods and learning media used.

2.) Kampung Cerdas

Kampung Cerdas is a program or forum for learning that researchers and friends from IKIP PGRI Pontianak create. This place is located in the sub-district of South Pontianak, near the Kotabaru area, and has 4-storey flats and is named Rusunawa. Coincidentally, our activities are supported by the mayor, village head of the Kota Baru, and support from the sub-district of South Pontianak.