

CHAPTER 1

INTRODUCTION

A. Research Background

Teachers have an important role in schools, especially in the learning process. The teacher's role in the learning process can have a significant influence on improving the quality of student learning. Teachers are also positioned as professional educators and have main tasks such as educating, teaching, directing, training and evaluating students. According to MacBeath and Mortimore (2001:p.9) found that teachers have a significant influence on the development of student learning.

However, there are several studies that find that not all teachers can improve student learning processes. In other words, only teachers who have certain characteristics can do it. Cirocki & Farrell, (2019: p.1), Pedder, James & MacBeath, (2005: p. 214). Suggests that the characteristics of teachers who can make changes in student learning include teachers who have a desire to continue learning and increase their existing capacities. the characteristics of effective teachers play an important role in the student learning process (Aina, Olanipekun, & Garuba, 2015, p. 88). According to (Cirocki & Farrell, 2019: p.1) defines the teacher learning process which is also known as teacher professional learning (PL). The concept of professional learning (PL) applied by teachers is considered capable of solving problems in the teaching and learning process, teachers are also expected to provide new innovations, so that the teacher's role can continuously provide quality change for students.

For this reason, before pre-service teachers enter the world of work, an internship is required. Internship is a way to practice what has been learned at University. Internship is becoming an increasing important tool both for corporate recruitment, selection and for student learning and job seeking (Zawel 2005). Trainees are able to observe the entire workings of a school and participate actively in the important professional activities of a teacher both in and out of the classroom. During their internship experience,

pre-service teachers have the opportunity to develop and extend their pedagogical practices and beliefs. Gault (2000) also stated that experience that students get from the internship program can help the students get good career in education. This is why internship is a beneficial training for students.

In addition, Rees, Pardo and Parker (2013), states that every pre-service teacher's class, grade and material or topic will affect their experience. Pre-service teachers who have experienced teaching practice will understand and are able to estimate what they should do in the next teaching practice. Teaching practice is an important preparation for pre-service teachers before they apply what they already learned from their classes into real work environment (Goh 2009).

The subjects in this study, were students English Education Study Program at IKIP PGRI Pontianak where researchers hoped that students would be able to apply the concept of Professional Learning (PL) as early as possible. It is hoped that when they have the status of a teacher, then they are accustomed and trained to continue to improve their capacity and quality so that they become professional teachers.

Contrary to this, the facts on the ground are very different. There are some students who still do not master when they try to do teaching and learning activities in class, especially when they are sent for internships at school. Some students are still not able to properly apply their Professional Learning concepts, especially in their practice patterns when teaching. This is what is still a phenomenon for students at IKIP PGRI Pontianak, especially the English education study program.

This incident is also supported by previous research conducted by Dincer & Yesilyurt (2013), entitled "Pre-Service English Teachers' Beliefs on Speaking Skill Based on Motivational Orientations". This study aims to explore pre-service English teachers about teaching speaking in Turkey, this study also found that whether they were intrinsically or extrinsically motivated in speaking English, they had negative ideas about teaching

speaking in Turkey although they agreed that language skills were the most important skills. In this study it was also found that they felt incompetent in oral communication, this study was significant in understanding English speaking instructions from a motivational perspective and helped to improve students' speaking skills through intrinsic motivation. A similar opinion was also added by Hsieh (2015), conducted a study entitled "The Importance of Orientation: Implications of Professional Identity on Classroom Practice and for Professional Learning". This study discusses the three orientations of the teachers' professional identity (self, class, and dialogic), therefore this study provides evidence regarding the orientation and implications of practical orientation in the classroom, after analysing the data the researcher provides an understanding of the development of professional identity and its implications for work as a candidates teachers and continuous professional development.

Based on the background above, the researcher decided to conduct research on student learning orientation in the pattern of Professional Learning (PL) practice. In this study, the researchers focused on how the orientation of IKIP PGRI Pontianak students, especially the English language education study program, towards their practice patterns in Professional Learning Orientation (PLO). This research is important to do because, to find out the learning orientation of students in their Professional Learning, especially in practice patterns.

B. Research Problem

Based on the background in this research, the problem in this research. What is the pattern of professional learning orientation (PLO) for pre-service teachers?

C. Research Purpose

Based on the research problem, the research purpose in this study .To describe the pattern of professional learning orientation (PLO) of pre-service teachers.

D. Significance of the Research

1. Theoretical Significance

The benefit of this research, is to provide a pattern of a Professional Learning Orientation (PLO) for pre-service English teachers, they are currently educating. By knowing this information, LPTK are able to map the learning orientation of pre-service teachers, thus LPTK can accommodate the needs of teacher candidates in developing their learning on campus.

2. Practical Significance

a. For the Researcher

This research is expected to be useful for other research. With this research, of course, it can be used as a reference material for research.

b. For the Students

This research is of course very useful for students who are studying on campus, with the hope that pre-service students are able to prepare themselves to become professional teachers.

c. For the University

To provide learning about professional learning orientation (PLO). Especially for students on the Pontianak PGRI IKIP campus as a teacher candidate.

E. Scope of the Research

1. Research Variable

Variable that will be identified in this study is the practice pattern of pre-service teachers towards professional learning orientation (PLO), especially in their practice. Based on this explanation, this variable uses a single variable because it focuses on the pattern of professional learning orientation (PLO).

2. Research Terminology

a. Professional Learning Orientation

This study focuses on the pattern of learning orientation (PLO) thus this study aims to provide an overview of professional learning to

pre-service teachers and stimulate them to think. With the learning experience they have gained, it is hoped that they have the opportunity to continue to improve and develop their knowledge and professional practice in order to realize a good quality of learning and learning.

b. Pre-service English Teachers

A pre-service teacher is someone who has carried out direct field practice, who has been equipped with previous learning experiences. According to Taneja (2000), pre-service teachers are people who participate in school teaching practices, field studies, school-based experiences or apprenticeship programs in schools. While preservice English teachers is individual who is currently implementing or have taken a practical program in the field, especially the English language education study program at IKIP PGRI Pontianak.

c. Students Self Evaluation

Students self-evaluation is an activity that aims to analyze and assess an action that has been taken. Self evaluation, it is not only to support improvement but, also to meet the accountability requirement of the school (Nevo, 2002). In addition, the purpose of this self-evaluation on students is also useful for improving a teaching and learning process to be more effective.