

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) research problem, (3) research objective, and (4) significance of the study.

1.1 Background

Improved teacher quality is critical in the realm of teaching and learning. This is still a problem in Indonesia. According to a 1999 assessment, just 51% of 1,455,507 teachers met the national standard standards (Ramdhani et al., 2012, as mentioned in Panggabean & Himawan, 2016). Frimpong (1990) described teaching as the process by which a teacher conveys knowledge, skills, attitudes, and capacity of the learners with the aim of changing the behavior of the learner(s).

According to this view, teaching entails not so much how data is transferred from the instructor to the student as it is how the learner uses it, interatomic with direction and input. A subject that has been educated expects that the instructor is aware of its value, and there is no justification for the teacher to provide the students anything less than the best. Students not only anticipate this from the teacher, but they also expect it in some fashion.

Teaching is a collection of non-learner events designed to aid in the internal learning process. Outside of the learner, you can't motivate others unless you're self-motivated. Motives are not evident, but behaviors are shown (Ababio, 2016). According to Confucius' teachings in Knott and Mutunga (1993), a wise man directs his students but does not pull them along he encourages them to move on but does

not restrain them he opens the road but does not take them there. We might label him an excellent teacher if he encourages his students to think for themselves.

Teaching people with impairments was part of our social education. Education for students with disabilities is critical, and in this instance, special education teachers, the diagnosis of difficulties in special education, the performance of a necessary role in education, and the transfer of information and skills to students with special needs are all essential. Special education teachers must be able to manage students with varying ranges and ranges of disabilities, ranging from mild to moderate to very deep (Emery & Vandenberg 2010).

However, this is a disability that has created many challenges for special education teachers towards an effective teaching and learning process, because they require specific educational needs and cannot be adapted to the special education program for one type of disability. Special education teachers must be prudent in identifying and understanding the needs of children with different disabilities, because they have their own abilities, strengths and educational needs (Jones & Eayrs, 1992). That is the point of why English teachers for students with disabilities must have competencies, different competencies from teachers in general.

As a result of these concerns about effective teacher training, the Indonesian government has enacted laws aimed at addressing teacher quality issues. These policies are also perceived as acknowledging the public's desire to change Indonesia's educational systems. Rizvi and Lingard (2010) defined the policy as a pattern of decision-making in the context of other decisions made by political actors on behalf of State Authority institutions.

Based on this theory, it can be explained that the Indonesian government has a strategic goal to improve teacher quality, which necessitates the reaction of teacher educators to take efforts to achieve what has been mandated by policy. The laws created by the Indonesian government aim to alleviate the scarcity of competent teachers by proposing a set of professional abilities. These standards must be followed by educational systems to ensure that their curricula match the focus on high instructors in Indonesia. This policy implementation process involves three parties: the government as policymakers, teachers, and educational institutions as policymakers.

As a broad critical context, Minister with Government Teaching Speed Up 16 of 2007 about qualification standards and teacher competencies, pedagogical competencies are part of professional competence for the teaching career. Madhavaram and Laverie (2010) describe pedagogical competence as an individual's ability to use an organized, synergistic combination of strategic capabilities and intangible resources to achieve productivity and/or effectiveness in pedagogy. According to Ryegård (2010), pedagogical competencies speak for “the ability and will regularly apply to the attitude, the knowledge, and the skills that promote the learning of the teacher’s students in the best way. The concept of competence is generally defined as capacity, but we consider that the term has a more complex meaning, because it includes a set of knowledge, skills, attitude and values, all of which are high quality.

With necessary standard for prospective teachers, according to Darling Hammond et al. (2006), is the Implementation of a major school in the

subject to be taught and the intensive preparation for teaching, including well defined studies of learning and teaching, in conjunction with 15 or more weeks of student teaching. The position of the Indonesian Government is aligned with the international movement in teacher education by establishing an implied skill set for language teachers based on knowledge of the subject matter, the curriculum and the PCK, as well as other knowledge support (Day & Conclin, 1992 cited in Richard Day 2014). Despite the fact that there are differences in the use of terms and definitions, the concepts and substance of what instructors should know and be able to do from the position of the government are effectively the same for researchers and other world-wide instructor training programs.

At the same time, Indonesia was faced with another problem of low competitiveness of teachers, which indicates that Indonesian education is still unable to provide high quality human resources. In other words, the type of preparation must begin and be stopped by the teachers, although the aid to professionalism is merely a help. Teachers themselves must therefore participate more actively. According to Mulyasa (2012), this has been done many times, but its materialization is subject to constraint either in the Ministry of National Education or in the Teachers' Institution, for example, no serious attempt to address the problems of education, the lack of accountability between the quality program and the quality of participants by the directorate of the education department. As a result, some teachers are confused in their teaching system. Moreover, after changes in the curriculum, teachers still do not understand it in some schools.

Based on my preliminary study that I conducted at SLB Negeri Pembina Palembang, that school is one of the schools that have disability students in the school. All teachers there use the same teaching methods and skills, between students with special needs and students in general in the classroom, but this is what makes some students with special needs in this school difficult in learning process. (D personal communication, July 15, 2020). This statement is also supported by one of the teacher that she explains about how to teach disability students with general and special teacher competence. Therefore, SLB Negeri Pembina Palembang will accept students with disabilities for the learning and teaching process.

1.2 Research Problem

Based on the background above, the main problems of this study are as follows: What was the perceived teacher's pedagogical competence of teaching English to deaf students in SLB Negeri Pembina Palembang?

1.3 Research Objectives

The objectives of this study is to recognized teacher's perceived pedagogical competence in teaching English to deaf students in SLB Negeri Pembina Palembang.

1.4 Significance of the Study

Research Significance the researcher is able to make a significant contribution in key theoretical and practical terms as observes:

1. Theoretical Importance

It was expected that this research would make a significant contribution to the with teacher pedagogical skills theory, especially in teaching English to students with special needs in Palembang.

2. Practical importance

a. Importance of Students

In order to achieve a proud achievement, the learners were able to achieve mastery and learn optimally.

b. Importance of Teachers

In order to recognize this theory of systematic Knowledge, provide some explanations as to what needs to be done in education and as an opportunity to do something about the implementation in the school, teaching.

c. Importance of the institution

This investigator was assumed to be a frame of reference for universities to pay more attention to the quality of their educating students as their next teachers.