# Statements of Authorship

1. This research is an original work of the author and no previous to seem likely the same as this.

2. During conducting this research, the researcher believes that she never committed plagiarism. All statements or ideas shared by the experts are well-cited and can be found in references sheets.

3. If somebody found disagreement between points 1, 2 and 3, the researcher agrees the degree to be taken off.

Gorontalo

Intan Muchtar Sanusi
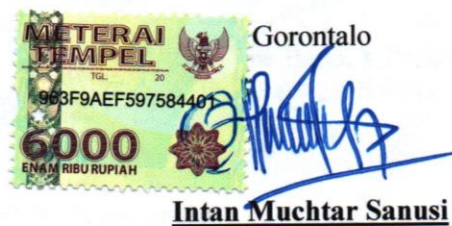
Abstract

Intan Muchtar Sanusi, 2017. Teacher Cognition in Teaching English Literature. English Department, Letters and Culture Faculty, Universitas Negeri Gorontalo. Advisor (1) Novi Rusnarty Usu, S.Pd., M.A (2) Helena Badu, S.Pd, M.Pd

Teacher cognition has become one of the important issues in the field of English Language Teaching for few decades. "Teacher cognition focuses on what language teachers think, know, belief and do" (Borg, 2003, p. 88). It is believed that every teacher definitely has different ability from their cognitions and has different ways to apply them in teaching-learning process. Nevertheless, it should be noticed, as teachers, cognition is the most crucial aspect because teachers' way of thinking can influence the process and purpose of learning. Consequently, this study aimed to discover teacher cognition in teaching English literature and to explore the factors that influence teacher cognition itself. The results indicate that from six participants, there are four participants who show all indicators about teacher cognition. Which means, they have high level of cognition or it also called their cognitions are appeared in teaching learning practices. The results also show the factors that influence teacher cognition, consist of lecturer professional experience, lecturer professional development, lecturer background of education and lecturer inner eagerness. Regarding these results, it suggests for lecturers to not only preserve their acquaintance of teaching literature, but also to enrich, to deepen and to update their competence in order to have an effective, communicative and creative teaching-learning practice.

Keywords: Teacher Cognition, Teaching English Literature

ABSTRACT

Intan Muchtar Sanusi, 2017. Kognisi Dosen dalam Mengajarkan Sastra Inggris. Jurusan Bahasa Inggris, Facultas Sastra dan Budaya, Universitas Negeri Gorontalo. Pembimbing (1) Novi Rusnarty Usu, S.Pd., M.A dan Pembimbing (2) Helena Badu, S.Pd, M.Pd.

Kognisi guru menjadi salah satu masalah penting dalam ranah pengajaran bahasa Inggris selama beberapa dekade terakhir. "kognisi guru berfokus pada bahasa apa yang dipikirkan, dipahami, dipercayai, dan dilakukan oleh guru." (Borg, 2003: 88). Dipercayai bahwa setiap guru tentunya memiliki kemampuan yang berbeda tergantung kognisi mereka dan memiliki cara-cara yang berbeda untuk mengaplikasikannya kedalam proses belajar mengajar. Namun demikian, harus dipahami bahwa sebagai seorang guru, kognisi merupakan aspek yang sangat penting karena cara berpikir guru dapat mempengaruhi proses dan tujuan pembelajaran. Penelitian ini bertujuan untuk mengetahui kognisi dosen dalam mengajarkan sastra inggris dan untuk menegtahi faktor-faktor apa saja yang dapat mempengaruhi kognisi dosen itu sendiri. hasil penelitian ini menunjukan bahwa, dari enam partisipan, ada empat partisipan yang menunjukan keseluruhan indikator mengenai kognisi guru. Hal ini berarti bahwa merea memiliki tingkatan kognisi yang tinggi atau dengan kata lain kognisi mereka muncul ketika proses belajar mengajar. Selain itu, hasil penelitian ini juga menunjukan bahwa faktor-faktor yang mempengaruhi kognisi dosen adalah pengalaman profesional dosen, pengembangan profesional dosen, latar belakang pendidikan dosen, dan keinginan dalam diri dosen. Berdasarkan hasil tersebut, disarankan bagi dosen-dosen untuk tidak hanya mempertahankan pengetahuan pengajaran satsra mereka, namun juga untuk memperkaya, memperdalam, dan memperbaharui kompetensi mereka agar memiliki raktek pengajaran-pembelajaran yang efektif, komunikatif, dan kreatif.

Kata Kunci: Kognisi Guru, Pengajaran Sastra Inggris

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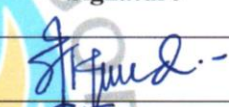
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