

## **Chapter. 1 Introduction**

In the chapter, the researcher discusses some points related to the research. They are research background, research question, the aim of the study, significances of study, and delimitation of the study.

### **Background**

Teaching practice experience is a compulsory subject that must be attended by every student, especially for students who take courses. Education. Teaching practice experience is one of the activities that can hone the ability of a student to be able to teach like a teacher.

In the English department in teaching practice experience both PPL, I, and PPL II are to guide students to form a prospective teacher who possesses a competent and appropriate set of knowledge, skills, values, and attitudes in the learning process activities.

The purpose of having the teaching practice experience is to help students or more precisely as prospective teacher to maximize their potential. On the other hand, students can also study seriously and look for provisions for them when they have truly become a teacher.

As a prospective teacher who is professional in the field of education, a teacher must also be able to understand things that are philosophical and conceptual, also must know and implement technical things. What is meant in a technical nature is managing and implementing teaching and learning interactions. In carrying out teaching and learning interactions the teacher must have at least two basic assets, namely the ability to design programs and the ability to teach in delivering lessons to students.

In teaching and learning interactions teaching skills of a teacher is very necessary to create a conducive learning atmosphere and fun for students. One of the teaching tasks of a teacher is to apply teaching skills to smooth the learning process effectively and efficiently.

The purpose of implementing teaching activities is to achieve learning outcomes, both in terms of the process and in achieving the results, which is always influenced by various factors. This is as stated by Suryabrata (1990) that the factors that influence learning outcomes are; (1) factors that come from outside of students, such as social environmental factors, for example, in the social environment that affect student learning and factors that affect students learning. Non-social (physical) factors, for example, at school include physical conditions and materials such as; home, school, equipment, or supplies in school and nature. (2) factors that come from within students such as physiological factors for example such as physical (health) health will greatly affect a person's learning process if in a healthy condition, of course, that person will be able and able to follow the learning process well and factors Psychological factors, for example, such as interest and talent, interest in talent, is the high enthusiasm of students or a great desire for knowledge. Meanwhile, student talent is the potential ability of students to achieve success in the future.

According to Suryono and Hariyanto (2011; P.212) that the basic skills that must be possessed by a teacher are essentially related to the interpretation of the extent to which the ability of teachers can apply various variations of learning methods.

The formation of good teacher performance requires basic skills. Basic skills are standard skills that must be possessed by every individual who is a teacher (Zainal Asril, 2010; P.67).

Basic teaching skills are complex skills, teaching skills are abilities or competencies that are quite complex as an integration of various teacher competencies in their entirety and comprehensively in carrying out their duties as a teacher. For this reason, a teacher should be able to apply his teaching skills.

The teaching skills that should be possessed by teachers in carrying out their duties as instructors are questioning skills, reinforcement skills, variation skills, explaining skills, opening and closing lessons, discussion guidance skills, classroom management skills, and small group teaching skills.

According to Irawan and Suciati (1997), educators need to understand and apply the eight basic teaching skills, because they are very important for their success in learning. Teaching skills must be practiced repeatedly and as often as possible to carry out their skills

Consistently, because there is a consistent relationship between teaching skills and learning effectiveness and it will have an impact on better learning outcomes for students.

Thus, a professional teacher will be able to make student learning activities better. Because basic teaching skills are very important and affect the success of the teaching and learning process. Before the teacher teaches, the teacher should know what things should be learned and mastered.

This research has found some studies related to this research. The first study is "What Pre-service Teacher need to know to be Effective at Values-based Education" by Amanda G. Mergler and Rebecca Spooner-Lane, Queensland

University of Technology. This journal was published in 2012. This journal discusses the importance of having skills such as questioning, active listening, recognizing, and supporting diverse student needs. Also, teach effectively and focus on values. To grasp these matters requires good knowledge of the content they teach, their students, and how they adjust curriculum material to improve student learning outcomes. This journal used the qualitative method and then collecting the data used to interview and the participant of this journal is 7 teachers (6 female and 1 male) with 3 to 28 years of teaching experience were drawn from three local primary schools in the Brisbane Metropolitan area.

This research related to my research because this research used 3 teaching skills there are; questioning, active listening, recognizing and supporting diverse student needs, and from third of teaching skills, there are included in basic teaching skill.

The second study is “The Level of Mastery of The Basic Skills of Teaching Students in The Accounting Study Program of The Yogyakarta State University. This journal was published in 2012. This journal aims to determine the level of basic teaching skills of student hangs in view of the skills to open lessons, mastery skills and scenarios, language acquisition skills, and time Allocation, evaluation skills, closing skills. The subject in this study is students of accounting education amount of 97 students. This research includes quantitative research, as well as data collection methods using observation and also assisted with assessment sheets that have been arranged in such a way that observes just need to fill in or mark easily and quickly.

This research related to my research because this research used basic teaching skills that same as the skills that I was research, the difference between

the researches in my research is in the data analysis technique section of this research using quantitative description while my research use qualitative method. Based on this situation, it becomes the background of the researchers' ideas to emerge doing research to find out whether in teaching practice they are implementation teaching skills. Especially for those who take practical teaching classes in the English Department, Gorontalo State University.

**Research Question**

Based on the background that has been described above, the formulation of the problem in this study is how do pre-service teachers to apply the basic teaching skills in the classroom?

**Aim of the Study**

The purpose of this study is to determine the implementation of teaching skills in the classroom.

**Significances of Study****Theoretically**

The results of this study are expected to increase understanding and insight into the application of basic teaching skills. And can also be a reference for research on the application of basic teaching skills.

**Practically**

For students, the results of this study can provide input on how to implement basic teaching skills that are good and right. And for students, the results of this study can provide input to improve the quality of teaching and learning based on basic teaching skills.

**The Scope of the Study**

By considering the use of teaching skills in the teaching and learning process, this research focused on the application of 4 (four) basic teaching skills namely; open and close lesson, questioning skills, explanation skills, variation skills. By looking at the three steps of the learning process namely; pre-activity, main activity, post activity. However, this research would only focus on the English Department of Universitas Negeri Gorontalo students, especially those who are in the 6<sup>th</sup> semester.