# CHAPTER I

# INTRODUCTION

In this article, the research is focusing on how novice teachers' experiences when they teach develop a personal and practical knowledge of teaching. This chapter presents the background of the research, the statement of the problem, the objective of the research, the significance of the research, and the definition of key terms.

## 1.1 Background of Research

Education is one of the foundations in the progress of a nation, the better the quality of education held by a nation, then the better the quality of the nation will be. In Indonesia, education is prioritized, because education has a very important role in the realization of a dignified nation's civilization. Education is the socially organized and regulated process of continuous transference of socially significant experiences from previous to following generations  (Naziev, 2017). Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, and habits. Thus, in forming these human resources it is necessary to have an educative interaction, namely the occurrence of a process of teaching and learning activities between a teacher and students. The teaching and learning process that occurs in the classroom cannot be separated from the role of a teacher, where the teacher's role cannot be replaced by any modern electronic media.

The teacher is one of the key elements that must be present with students. Teachers are the most important school factor affecting student outcomes (Le Donné *et al*., 2016). Teachers must help others acquire knowledge, skills, or values. The teacher is in the middle of learning. Thus, the quality of a student's human resources is determined by the teacher. Whether or not a goal is achieved in learning depends on the teacher. The functions of teachers are: planning learning objectives, organizing as a source of learning to realize learning goals, leading, including motivation, encouraging, and stimulating students, and supervising everything whether it is functioning as it should or not, in the context of achieving goals (Putri

*et al*., 2019). Therefore, educational institutions need a good teacher who understands the condition of students. Haider & Jalal, (2018) mentions ten characteristics of good teachers: 1) the teacher can motivate the students, 2) the teacher becomes a good listener for students, 3) teacher applies student-centered approach or democratic, 4) the teacher should give the students freedom of speech in the class, give an opportunity for students to express their views and to choose learning classroom, 5) a good teacher is a teacher who is hardworking and talented, 6) the teacher should be friendly, 7) the teacher should have good appereance, 8) the teacher should treat students with the same way, they should be honest, forgiving and fair, 9) the teacher should have a good personality, when they teach their students they should be entertaining.

Being a professional teacher is not sufficient preparation for mentoring. Professional teachers are teachers who have a "sense of humanity and warmth" to know what students are doing in class at all times and also to care about what they are doing. Therefore, Dirsa *et al*., (2022) said that professional related to teaching is generally in contact with the world of education to transmit knowledge and stimulate changes in student behavior. But it takes a very long time and a hard effort to become professional, and this is often experienced by novice teachers.

Novice teachers are teachers in the early stages of teaching. Novice teachers are described as newly qualified teachers with less than five years of teaching experience (Makoa, 2021). It is undeniable that in the first year of teaching, the novice teacher may feel stress, lack appropriate support, and may feel unprepared to handle behavioral and academic issues among their students (Dias-Lacy & Guirguis, 2017). It is due to the lack of experience, and skills of novice teachers in delivering material and controlling the condition of the class when teaching and learning take place. Thus, they need some support from the school in the management of school education, both short-term, medium-term, and long-term goals to improve and develop quality. So that there is guidance or direction from the school to the teacher, so that the spirit within a teacher can be channeled to students and to produce quality human resources from within them.

From the understanding and explanation above, researchers can conclude that the progress of a country depends on its generation. Because, in essence, students

will pay attention during learning to teachers who have good characteristics and knowledge. Thus, it takes educational institutions of quality. In this case, the teacher has a great influence on progress. Because teacher success is one of the factors in providing good, intelligent, and competent human resources. Thus, it is undeniable that there will be a generation of young people who are religious and competent in the future.

In terms of education, Indonesia is known to have two separate governing systems with Ministry of National Education (MONE) regulates general, not to call secular, education and Ministry of Religious Affairs (MORA) manages Islamic education (*madrasah*, *pesantren*, and other Islamic education institutions) (Hidayati, 2016). Although managed by two different ministers, these two educational institutions are both part of the Indonesian national education system.

Indonesia has experienced several changes in the school curriculum. Starting from the Oral Approach, Communicative Approach, Meaning Based Curriculum, Competency Based Curriculum, School Based Curriculum, Curriculum 2013 and Merdeka Curriculum (Hidayati, 2016). The reason is, the government has adapted to changes in society and met the needs of students. Thus, it has a big impact on schools and *madrasah* because the curriculum is the same. However, it is different from Islamic boarding schools, especially modern Islamic boarding schools. Some Islamic boarding schools also offer middle and high school education, commonly called MTs and MA, but they have own systems that help align the national curriculum with educational concepts in boarding schools. English and Arabic are mandatory languages used interchangeably in daily interaction and communication between students and non-compliance will result in punishment. The implication of this regulation is that students are exposed to more English than students in public and public schools.

In the teaching system, adding or reducing teaching hours and changing teaching methods are rarely considered in a *pesantren*, because English is considered a necessary means of communication. However, this policy has not been proven effective in ELT practice. There is evidence that students are more fluent in Arabic than English because more classes are taught in Arabic than in English. The rules for using English in daily interaction and communication only help students

have a rich vocabulary, they do not help students have good English skills. English is used only to avoid punishment and is often grammatically incorrect. Furthermore, English language teachers confessed to face dilemma in selecting teaching materials that has cultural western values not to contradict *pesantren* traditions that is typical with Islamic values (Fahrudin, 2012).

In Bangilan, there is modern *pesantren,* it is ASSALAM that is located in the middle of Bangilan sub-district. At this Islamic boarding school, two curricula are implemented in its teaching system, namely the national curriculum and a separate curriculum which is modeled on the modern Darussalam Gontor Islamic boarding school teaching system. This difference is none other than to differentiate Ministry of Religion subjects from Islamic boarding school subjects, especially Lesson, which is one of the main subjects at this Islamic boarding school. Level-based English lessons which are one of the printed books from the Gontor modern cottage. Thus, the application of learning is not much different from that.

In ASSALAM, there are twenty-five until thirty of novice teachers every year. They receive a mandate from a cleric to devote themselves to the Islamic boarding school after they graduated from it by going through a process that is teaching practice *('amaliyatut tadris).* The form of this dedication is to make themselves as educators. Suhud, (2018) said that the intention for the first time to peddle legs at that boarding school, namely, *berguru* and *menuntut ilmu.* Thus, anyone who gets the mandate should be obeyed and carried out wholeheartedly. Carrying out community service in the form of becoming an educator is a form of concern and challenge for novice teachers. Apart from their previous habits when they were students, where they spoke Arabic or English just to avoid punishment without paying attention to the correctness of the sentence structure. Apart from that, Islamic boarding school lessons tend to be more Arabic than English. They are often accustomed to speaking Arabic in daily conversations with their friends, and speaking English just to memorize vocab. The lack of training and teaching experience makes them less confident in their abilities, especially in speaking English. They are worried that the learning has not reached the learning targets, and has not reached the students.

Based on the problems above, the present research needs to explore more about the personal experiences of novice English teachers and how is they implement in their English teaching and learning process. To motivate the other novice teachers to create good teachers in teaching and learning, especially in English lesson.

Using narrative studies Septiani *et al*., (2019) to examine how the teaching process is carried out by novice English teachers, the researcher wants to know what challenges novice teachers face while teaching, and their personal teaching experiences for approximately one to two years.

In this research, the researcher is interested in focusing on how the process of teaching speaking by novice English teachers when teaching English in the first grade of Islamic junior high schools. Because there are many novice English teachers in Islamic boarding schools, their experience is still minimal in exploring the learning process. In addition, the researchers also focused on the way of novice English teachers implemented English language teaching in boarding schools and their experience when they become teachers. Therefore, that's why the researcher conducted this research entitled "Novice English Teacher Experiences on Teaching Speaking Using *Pesantren Gontor* English Textbook: A Narrative Study ".

## 1.2 Research Question

The purpose of this research is to give new information to the researcher and the reader. This research was conducted to know more about the experience of novice teachers in teaching speaking. Thus, the researcher states the research question as follows:

1. How are the novice English teachers' personal experiences in teaching speaking using *Pesantren Gontor* on English textbook?
2. How is the implementation of English teaching in boarding school?

## 1.3 Objective of Research

The objectives of the research are to answer the problem previously stated above, those are      :

1. To explore more about novice English teachers' experience when teaching speaking using *Pesantren Gontor* English textbook (past, present, and future).

2. To find out to find out how the implementation of teaching English in boarding schools by novice English teachers.

## 1.4 Significant of the Research

### 1.4.1 Theoretically Significance

Theoretically, this research will answer novice English teacher experiences on teaching speaking using *Pesantren Gontor* English textbook: a narrative study.

### 1.4.2 Practically Significance

The results of this research are expected to give benefits for      :

1. For Novice English Teacher

The researcher hopes that this research can provide some results from novice English teachers' experience in teaching speaking using *Pesantren Gontor* English textbook and find a suitable way to teach the student during face-to-face teaching-learning. In addition, this research is expected to serve as a reference for novice English teachers to further improve the quality of their teaching so that they are more competent.

2. For Student

The researcher hopes that this research can be used to evaluate them and as a provision for them when doing internships as novice English teachers during face-to-face learning.

3. The Researcher

The researcher hopes that this research will help them or the next, and provide motivation and lessons for all to learn. Additionally, the authors hope that this research will be used as an initial learning resource for prospective teachers using

speaking learning systems during face-to-face teaching internships and will provide some ideas for better research.

## 1.5 Definition of Key Terms

To lead the reader to get a better understanding, the researcher includes the definition of the main terms, those are:

### 1.5.1 Novice Teacher

A novice teacher is someone who studies to become a professional teacher to understand the real conditions during the teaching experience. He is not a permanent teacher, an honorary, and certainly, he has not had full experience in teaching.

### 1.5.2 Experience

An experience is an event that has been experienced by someone, where it happened in the past, and cannot be repeated.

### 1.5.3 Teaching Speaking

Teaching speaking is a major problem in many language programs, and teaching strategies cannot be denied as a factor affecting teaching outcomes. Teaching speaking should help students achieve communication skills. Teaching speaking requires designing activities that not only allow students to practice spoken language but also focus on important language elements that can improve their accuracy.

### 1.5.4 A Narrative Study

Narrative study is the study of experience as a story. It is first and foremost a way of understanding experience (Clandinin, 1989), the term narrative comes from the verb "to narrative" or "to tell (as a story) in detail". In narrative research designs, the researcher describes the lives of individuals, collect and tells stories about people's lives, and teaches narratives of individual experiences.

## 1.6 Scope and Limitation

To lead the reader to get a better understanding, the researcher includes the definition of the main terms, those are                    :

### 1.6.1 Scope

The scope of this research is to find out the teaching experience of novice teachers on teaching speaking using *Pesantren Gontor* English textbook for one year at an Islamic boarding school. the researcher will do observation and interviews to collect the data.

### 1.6.2 Limitation

The researcher limited the subject to the novice teacher who teaches at the one of Islamic boarding school in Bangilan at Junior High School for the first grade 2022/2023 Academic Year.