

CHAPTER I

INTRODUCTION

The first chapter is the introduction. In this chapter presents the background of the study, research problem, objectives of the study, the significance of the study, the scope and the limitation and definition of terms.

A. Background of The Study

Teaching is known as transferring knowledge to learners. Teaching is a process that promotes behavior change in learners and involves informing, persuading, illustrating, demonstrating, guiding and directing (Rachel, 2020). Therefore, teachers should have knowledge of the subject as well as communication skills to students. A good English teacher should have 4 skills. Technical knowledge first, always relates to the theoretical rather than in nature. The second skill pedagogy, relates to learning strategies and styles. All three interpersonal skills, relating to understanding others, what they feel, how to interact with others. The fourth personal quality has to do with the personality of the teacher (Xu & Brown, 2016).

There are many aspects to language teaching. Teacher not only educates and monitors students' language skills, such as reading, writing, listening, and speaking, but also helps, facilitates, and encourages the enthusiasm, positive attitude, and giving motivation to students. As a result, language teacher must educate students on how to improve both academic and personal skills. Many difficulties faced by secondary school teachers in English teaching especially these main challenges: lack of students' motivation (fear of making mistakes, lack of interest in learning), lack of sufficient time; and shortage of construction

materials (Hafeez & Ashraf, 2021). On the other hand, students face various obstacles such as lack of vocabulary knowledge, low concentration, lack of discipline, boredom, and difficulty speaking.

One of the efforts to explore a person's potential starts from high school or its equivalent, where a child can be guided towards their future career. One of these aspirations might be to become a teacher. With the desire to become a teacher, a student can attend a high school or equivalent institution with a teacher-oriented curriculum and a program called "*Amaliyah Tadris*" (teaching practice). *Amaliyah Tadris*, also known as teaching practice, involves students training to teach in front of their junior classmates. Unlike typical teaching practice programs found in universities, *Amaliyah Tadris* is integrated into the curriculum of an Islamic boarding school. This integration provides a unique blend of religious and secular education, preparing students not only in teaching methodologies but also in Islamic values and principles. The program requires students to teach using both Arabic and English, enhancing their language proficiency and broadening their teaching capabilities. Students participating in *Amaliyah Tadris* must first prepare through "*I'dad*" (preparation). This stage focuses on pedagogical skills, teaching methods, and material mastery, ensuring that students are well-prepared before they begin teaching.

I'dad will make the learning process engaging and effective, creating an attractive classroom atmosphere and helping students focus on the material. *Amaliyah Tadris* (teaching practice) activities provide students with the opportunity to practice teaching and acquire teaching skills in front of their

junior classmates, as well as receive feedback and suggestions from peers and supervising teachers. Teaching Practice is one way to improve teacher job results in the educational practice. Teaching Practice as a teacher training methodology for learning teaching abilities (Nindya, 2021). This activity also enhances the students' potential and skills to become professional teachers. In some schools, students participating in *Amaliyah Tadris* must teach using Arabic and English, requiring them to practice extensively to teach effectively.

"Darul-Ihsan" is one of Pesantren Modern in Nganjuk. *Ustadz* Aly Musthofa Izzat Lc, M.Pd.I. as the director of Modern Islamic Boarding School "Darul-Ihsan" refers to it called *Kulliyatul Mua'allimin Al Islamiyah* "Darul-Ihsan", There are some final projects for the last grade of students in Modern Islamic Boarding School "Darul-Ihsan" such as *Al-Imtihan As-Sanah An-Niha'iyah* (Written and Oral Examination), *Rihlah Kubro*, *Rihlah Sughro*, and *Amaliyah Tadris* (Teaching Practice).

Teaching Practice/Internship is one of the most widely applied programs in universities, but Modern Islamic Boarding School "Darul-Ihsan" is one of the Islamic Boarding Schools that implements a student program for the last grade of senior high school of students (*santri*), namely *Amaliyah Tadris (Teaching Practice)*. The school program is about regeneration for the student teaching system. The aim of the program is to create pre-service teachers in teaching subjects. Since this Islamic boarding school was established, this activity has begun to be carried out with the aim of producing qualified cadres, therefore this *Amaliyah Tadris* activity has become one of final project which be a routine activity every year and has become a mandatory activity for grade 12

students before graduating from the Modern Islamic Boarding School "Darul Ihsan" Payaman Nganjuk. Many students, after graduating from Modern Islamic Boarding School "Darul Ihsan" Payaman Nganjuk, are asked to teach in educational institutions or within the community, such as organizing rotating study circles in homes or delivering sermons in mosques.

Based on the background above and the choice of place, namely Modern Islamic Boarding School "Darul Ihsan" Nganjuk. This Islamic boarding school was used as research because the author is interested in knowing what the activity process is like Teaching Practice (*Amaliyah Tadris*) in the 12th grade program at the Modern Islamic Boarding School "Darul Ihsan". For this reason, the author wants to conduct research with the title "An Analysis on *Amaliyah Tadris* (Teaching Practice) of Modern Islamic Boarding School "Darul-Ihsan" Payaman Nganjuk".

B. Research Problem

Based on the background of study above, the problems of the research are follows:

1. How is the implementation of *Amaliyah Tadris* (Teaching Practice) in teaching English for 12th grade at Modern Islamic Boarding School "Darul-Ihsan" Payaman Nganjuk?
2. What are the inhibiting and supporting factors of *Amaliyah Tadris* (Teaching Practice) in teaching English for 12th grade at Modern Islamic Boarding School "Darul-Ihsan" Payaman Nganjuk?

C. The Objectives of the Study

Based on the background of study above, the researcher formulates the objective of study as follow:

1. To find out the implementation of *Amaliyah Tadris* (Teaching Practice) in teaching English for 12th grade at Modern Islamic Boarding School "Darul-Ihsan" Payaman Nganjuk.
2. To find out the inhibiting and supporting factors of *Amaliyah Tadris* (Teaching Practice) in teaching English for 12th grade at Modern Islamic Boarding School "Darul-Ihsan" Payaman Nganjuk.

D. Significance of Study

Good research that has a positive impact for many people because with the results of this research, we have convinced them because researchers have actually worked on the problems that occur. There are some of the benefits include the following:

1. Theoretical:

The research gives contribution for another researcher who are interested in Teaching Practice like analyzing the influence of Teaching Practice in internship readiness.

2. Practical:

- a. The Researcher:

For the writer, this research has the benefit of increasing insight and experiences in research as well as developing knowledge related to Teaching Practice in teaching English.

b. Students:

The research gives experience and knowledge in Teaching Practice especially in the field of education or as an educator for students last grade at Modern Islamic Boarding School “Darul-Ihsan”. They will know their mistakes in teaching and know how to be a professional teacher.

c. The Teacher:

This research provides insight and knowledge for *Ustadz/Ustadzah* in guiding, teaching and directing students last grade to increase their potential as competent teacher candidates from now on, due to the increasingly fierce competition in the world of education.

d. Further Researchers:

Hopefully, this research inspires further researchers and become a reference for them about the implementation of Teaching Practice and the development of ELT preservice teachers’ teaching skills.

E. Scope and Limitation

The scope of this research is analyzing the final project of *Amaliyah Tadris* (Teaching Practice). The analysis focuses on Teaching Practice sessions conducted specifically in teaching practice English for twelveth grade at Modern Islamic Boarding School “Darul Ihsan” Payaman Nganjuk.

However, this research has limitations. The limited Teaching Practice sessions and participants can affect the generalizability of the findings. Limited time restricts in-depth analysis of teaching methods only two weeks. Resource

constraints and external factors such as classroom environment, institutional policies, and students' cultural backgrounds may not be fully accounted for in the analysis.

F. The Definition of Key Terms

These are some key terms used in this research, as stated below:

1. *Amaliyah Tadris* (Teaching Practice)

Amaliyah is formed from the words '*amalun* and '*amila-ya'malu-
'amalan*, which means to do, create, and practice. Then the word *Tadris*
takes the form of the word *darasa-yadrusu-darsan*, which means to teach.
Amaliyah Tadris is a learning activity in the form of teaching practice that
must be carried out by students in the final grade of senior high school or
equivalent as a form of teaching experience and educational theories that
they have studied over a certain period of time.

2. Modern Islamic Boarding School “Darul Ihsan”

Modern Islamic boarding schools serve as educational institutions
dedicated to developing knowledgeable and devout individuals. These
institutions integrate contemporary education alongside traditional
religious studies. "Darul-Ihsan" is one of the Modern Islamic Boarding
Schools that implements a student program for the last grade of senior high
school of students (*santri*), namely *Amaliyah Tadris* (Teaching Practice)
where is located in Payaman, Nganjuk.