CHAPTER II
THEORETICAL REVIEW

A. The Curriculum of the English Department

According to Soejono (1990: 18), curriculum means of a group of lesson or general plan about the content and lesson material. In curriculum of the education program of Teaching Training and Education Faculty of Muhammadiyah University of Purwokerto, there are some subjects which are grouped into several areas such as Mata Kuliah Pengembangan Kepribadian (MPK), Mata Kuliah Keahlian Berkarya (MKB), Mata Kuliah Keilmuan dan Ketrampilan (MKK), Mata Kuliah Perilaku Berkarya (MPB), Mata Kuliah Berkrhidupan Bermasyarakat (MBB).

From the explanation above, there is one course that aims at providing a foundation of knowledge and mastery of a certain skill, especially Mata Kuliah Perilaku Berkarya (MPB). This group of teaching material is given to carry out teaching and learning activities well. Groups of MPB are a group of materials and lessons that aim at establishing attitudes and behaviors needed by teacher candidates in the study according to the requirement for S.Pd degree based on knowledge base and skills mastered (UMP, 2006: 98).

Groups of the teaching materials are given to make the students to be professional teacher (FKIP, 2006: 77). A group of MPB consists of subjects, and those are: TEFL, Curriculum and Material Development (CMD), instructional planning, instructional media, language testing,
micro/peer teaching, research in language teaching, and thesis.

Teaching English as a Foreign Language (TEFL) as one of the subjects in MPB is given to the fourth semester and fifth semester students that learn about concepts, models, and theories which are needed by students to learn and to teach a lesson plan in teaching practice. CMD subject which is given to the fourth semester and fifth semester students provides the students some practical knowledge of syllabus and design as a part of curriculum development, component of syllabus, and general curriculum, and specifically primary, secondary, and high school EFL syllabus/curriculum. It also gears the students to the practical activities of analyzing, relating, and developing the syllabus content related to the instructional materials and classroom teaching. Instructional media subject which is given to the fourth semester is designed to develop students’ knowledge of the concepts and how to make in teaching practice in the school.

Instructional planning subject is given to the fifth semester provides the students’ knowledge of selecting, adapting, and developing instructional material for junior and senior high school English classes. Language testing subject is given to the fifth semester and sixth semester. It provides students with activities to construct a variety of assessment, to construct assessment devices for English learning based on language course outline of junior, senior high schools, and to evaluate assessment practices at schools. Micro/peer teaching subject is given in sixth semester enables students to practice and apply the skills of teaching learning that covers planning,
implementing, and evaluating. Besides that, it provides students with practical teaching strategies including the use of media through demonstrations, peer teaching and micro teaching. They are also trained to conduct teaching learning interactions of different pattern: individual/pair/group-work, giving drills, questioning, and classroom management. Research in Language Teaching subject is given in fifth semester and sixth semester enables students to practice and apply the skills of linguistic research. It is the implications of the two approaches for linguistic research in language teaching: the selection of research design, data collection, data analysis, and conclusion. It also investigates the students to creatively think of probable applications of techniques for language teaching analysis drawn from the suitable of macro and micro language teaching. Thesis requires students to demonstrate their capability of producing a supervised research report at the end of their undergraduate study. The project may take the form of a fieldwork research report, critical review of literature, or (applied) linguistic analysis, in its broadest sense, of a particular issue. Additionally, the students are encouraged to publish the research report in scholarly journals.

B. The group of *Mata Kuliah Perilaku Berkarya (MPB)*

1. Teaching English as a Foreign Language (TEFL) Subject

   There are eight courses that are as a basic competence in MPB, and they are TEFL, Curriculum and Material Development (CMD), instructional planning, instructional media, language testing, micro/peer
teaching, research in language teaching, and thesis. These courses support each other to help the students get a good ability of English. Because of this, a professional teacher must masters’ English lesson that will be taught and how to deliver it in order to make the students understand well.

From the explanation above, TEFL is one of the subjects that support the students in teaching skill. The skill to teach is really important as a candidate of teacher. Based on the curriculum of the English Department Education program course, TEFL 1 and TEFL 2 learn approaches, methods, and techniques.

According to Anthony’s model, approach is the level at which assumptions and beliefs about language learning are specified; Method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described.

Based on the explanation above, teachers in training need to be able to use approaches and methods flexibility and creatively based on their own judgment and experience. In the process, they should be encouraged to transform and adapt the methods they use to make them their own.

2. **Role of The Other Subjects**

All subjects of language teaching involve the use of the target language. The instructional media and instructional planning subjects to the students expected know, understand concepts, models and theories
necessary in planning the teaching and are able to make the unit lessons and demonstration in the classroom. CMD courses is basically the ability to form plan and implement teaching and English learning process, learning, and teaching occurs during interaction between teachers and students as a process. Learning and teaching requires coordination elements: teachers, objectives, subjects matter materials, activities, methods, devices or media, and evaluation. Material describes the concepts underlying the teaching and learning process. The concepts that need to be controlled for example: the concept teaching, learning concepts thoroughly, instructional design, including concept evaluation and so on.

The general objectives of the courses CMD is to equip candidates’ teachers, to become a professional teacher especially English teacher. This means that future teachers have the knowledge and skills to plan and implement teaching and learning process or in Indonesian mean Proses Belajar Mengajar (PBM).

C. Praktek Pengalaman Lapangan (PPL) or Teaching Practice

1. Definition of Praktek Pengalaman Lapangan (PPL) or Teaching Practice

PPL is academic program of the teaching practice (PPL). PPL emphasizes on learns activities and focuses more on the school managerial activities. PPL is expected to increase efficiency and effectiveness in terms of management, time, and fund.

The Implementation of PPL is aimed at achieving the two
integrated programs, and they are to develop students' competence as a candidate for a professional educator and competitive educational staff.

2. PPL Subject
   a. PPL subjects (contain 4 SKS) must be taken by all students of Teacher Training and Education Faculty and as a compulsory subject.
   b. PPL is an academic program and becomes a compulsory subject which can only be followed by students who have given the requirements.

3. PPL location
   Teacher Training and Education Faculty of Muhammadiyah University of Purwokerto cooperates with junior and high schools and vocational schools in Banyumas Regency. The schools as a location for integrated PPL activities carried out with the basic qualifications for accreditation at least B. The consideration of consultant teacher must be suitable between materials at schools and the ones of PPL participants.

PPL program can be defined as a program to prepare students of Teacher Training and Education Faculty to be teachers and educational practice to do their professional task. It is a part of compulsory subject. Teacher Training and Education Faculty curriculum that includes all preparation of activities before teaching in the classroom and managing learning and teaching process.

PPL to educate the students of Teacher Training and Education Faculty of UMP the skills of teaching to be used either inside or outside the classroom, to contribute the students the knowledge, abilities, observations experience order to be professional in teaching.
The main tasks undertaken by PPL students are the practice of teaching. It will involve three activities including planning, implementing, and evaluating (Sugandi, 2004: 91). Teaching is essentially a process of managing, organizing environment around the students so that they can grow and help students make the learning process (Sudjana, 2002: 29). To be able to implement good teaching practice with the required mastery of courses that support the subject of the TEFL, Curriculum and Material Development instructional media and instructional planning.

As English students of Teacher Training Education Faculty who are prepared to be English teachers, however, they should not only be good at communication but also good to arrange concepts, models, and theories needed in the planning of teaching material.

The score result in teaching learning process there are, at least, eight competences in teaching which are considered to be indicators to indicate whether the teaching practice is good or not (see on appendix) which is taking as the documentation data of the variables of teaching practice competent in this research.

In the future, the English Department students are going to be English teachers so that they should be good at mastery its material properly, with the reasons, at least, as follows:

1. That English teachers so that they should understand the English material properly since they should deliver it to their classes.

2. That English teachers should be able to conduct a perfect
communication to their students since they are considered as model of teachers. It then needs knowledge and basic competence of the English teachers.

D. Classroom Assessment

Government Regulation of Indonesia Republic No. 60 year 1999 About Higher Education Article 15 state that Evaluation is an assessment of learning activities and learning progress of students who performed midterm exam, final exam semester and some progress exams. Weighting of each element of assessment is determined by agreement between the faculty adviser and student course syllabus of the courses based on guidelines set forth in their respective academic faculties / study program equivalent faculty and graduate programs.

And based on the Student’s Academic Guidance Book which says that Students can graduate, if they already meet the following requirements: final exam semester, mid semester, and some progress tasks completed all the courses that are determined by the faculty / study program. The appraisal of the result of study is classified based on value interval criteria. Its classification as follow:
Table 1
Classification of the Appraisal of Study Result

<table>
<thead>
<tr>
<th>Alphabet</th>
<th>Score</th>
<th>Interval</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>80-100</td>
<td>Special</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
<td>75-80</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>70-75</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
<td>60-70</td>
<td>Fair Enough</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>50-60</td>
<td>Fair</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>25-50</td>
<td>Less</td>
</tr>
<tr>
<td>E</td>
<td>0</td>
<td>25-0</td>
<td>Very Less</td>
</tr>
</tbody>
</table>

E. Basic Assumption

TEFL subject is one of the main subjects that support the students in teaching skill. The successful of PPL is influenced by the quality of teacher who learns the subject of English, not only technique of teaching from material mastery, but also teaching skillfulness. So, the result of PPL will be supported by mastery of TEFL subject. It given to make the students understand about how to make concepts, models and theories which are needed in teaching planning and also to make and practice it the lesson plan in classrooms. Because of this, a professional teacher must masters’ English lesson that will be taught and how to deliver it in order to make the students understand well

The writer assumed that students’ achievement of TEFL subject can develop their teaching practice (PPL) and have positive correlation with their PPL competent.
F. Hypothesis

Based on explanation above, the hypothesis of the research is “there is correlation between students' achievement of the Teaching English as Foreign Language (TEFL) subject with their teaching practice competence at the seventh semester of the English Department of Muhammadiyah University of Purwokerto in the academic year 2009/2010”