

CHAPTER I

BACKGROUND

Duties and position as a teacher is essentially a skill that requires the unique and specific professional skills. Teacher's professional ability is complex, it requires a systematic and purposeful education. Within a period of mastering these skills, teachers should already formed and nurtured before the teachers face real formal work according to the field of science is practiced.

Field Study Program (PPL) is a compulsory subject that must be taken by all of the students in the Department of Education in the Islamic University of Indonesia (UII), no exception for students majoring in English Language Education Department. The general objectives of the field study program are to create PPL students to become professional future educators that related to the principles of education that based on competence, which includes the pedagogical, personality, professional, and social competence.

The specific objectives of the field study program are the PPL students are expected to be capable in applied the concept, methods, techniques, and procedures in real classroom activities. Moreover, the PPL students are also supposed to examining and observing their teaching activities. In this case, the author carries out Field Study Program (PPL) to gain experience about the process of learning activities and the other school activities that will be used for provision to become educators. Author expected to have values, attitudes, knowledge, and skills required as future educators.

Before start to the implementation of teaching and learning activities, the PPL students doing the observation about the physical description of the school, facilities, school activities, teachers and students, social interactions, etc. Moreover, the PPL students got the chance to have observation in teaching and learning activities in a real classroom. In this case, the researcher observing at the class of XI MIPA 1 from 15 August 2015 until 19 August 2015. From the observation of teaching and learning activities found that the teacher used multilingual in teaching and learning. In this case, the teacher used English, Indonesian, and sometimes the teacher used the Javanese language. Moreover, the teacher doesn't applied the technology in teaching and learning activities. The teacher played as facilitator that explain the material based on the textbook by reading the material in front of the class. Besides, the teacher tried to engage with all of the students, but the students were so passive and some of them played their handphone and do not pay attention to the teacher, the students looked bored when the teacher explains the material. Furthermore, when the teacher checked the student's understanding by asked some questions, the students had low understanding and difficult to answer the teacher's question. Moreover, the observation can be deduced that the students do not fascinated in by learning activities.

The implementation of Field Study Program (PPL) activities starts from the observation stage until the implementation stages of PPL which is divided into several processes, namely teaching preparation, teaching implementation, and the

evaluation of teaching results. Teaching activities carried out after consultation Learning Implementation Plan (RPP) to Teachers Field Advisor (GPL) in advance.

This study is aimed to describe the use of board games to teach speaking skills for high school students. It describes how the lesson plan was designed, the teaching media were created, the implementation of the board games in the classroom, and how students responded to the use of the board games. Hopefully, the research becomes an input to improve the quality or method of PPL students during teaching English. Moreover, the PPL students hopefully get a better understanding not only in teaching and learning activities but also on the whole aspects related to the school such as school administration and other school activities.

