

CHAPTER I

INTRODUCTION

This chapter will elaborate background of the study, the limitation of the study, statements of the problem, the purpose of the study, and the significance of the study.

A. BACKGROUND

Being a lecturer is not easy as people think. There are so many challenges in their own right. One of the main challenges the Indonesian government encounters is to improve the quality of its human resources, especially in the education sector. Professional lecturers must support the quality of education as a strategy to develop the quality of human resources. Good education commonly produces a good quality of human resources. According to Septiani et al. (2019) Indonesia still faced challenges, especially in education and human resources.

In Indonesia, there are three fundamental pillars of higher education called *Tri Dharma Perguruan Tinggi*. Education and Teaching, Research and Development, and Community Service are three pillars. In a university, the Tri Dharma's goal must be realized to have a high spirit, creative thinking, independence, and innovation.

Education in the *Tri Dharma* is a conscious and planned effort to create an active, creative and innovative learning atmosphere

and learning process. As for development and research is to carry out research and development in the field of education. At the same time, community service is a program that has been prepared by going directly to the field to help specific communities in several activities.

In education, educators must be able to achieve the *Tri Dharma* and implement it. Therefore the *Tri Dharma* must exist in the soul of the educator. This is a reference for someone if you want to become a teacher, especially for novice lecturers who do not have much experience in their teaching. They should pay attention to the three pillars of the *Tri Dharma Perguruan Tinggi*.

A novice lecturer is regarded as anyone who teaches a new course for the first time. As novice lecturers who have no previous teaching experience, it is quite difficult for them to understand how to fulfill their new class role. The beginning period of teaching is usually challenging for lecturers of different subjects.

Meanwhile, a little experience of lecturers in their profession would bring about several problems and obstacles due to the clumsiness of the introduction stage of teaching, where everything is new and sometimes unexpected. It can be concluded that novice lecturers would face several problems and obstacles when they have limited teaching experience and have difficulties dealing with their tasks at work, meanwhile, they have the same responsibility as other teachers with many years of service.

Novice lecturers of English handle various demands of the experienced and professional. Widiati et al, (2018) stated that learning English in Indonesia will be a long and complex process; it should be learnt from the basics, such as learning about new culture, how to do and think of something considering the culture. It is undoubtedly a challenge for novice lecturers, mainly if there is not much professional help and support available in the teaching environment. Lecturers' professional development refers to lecturers' professional growth.

In order to develop their professional development, novice lecturers need support and opportunities to improve it. Moreover, the novice lecturers have many obstacles they must overcome it well. If the lecturers have good professional development, that problem around them would be limited. Lecturers' professional development can be seen as a key mechanism for promoting better classroom instruction and student achievement.

Novice lecturers need to make plans for class. They are expected to become more confident and unhurried during the class. They need reminders and instructions to help them to be well-prepared for the class. Additionally, they would like to be able to exchange ideas and resources about the classes they are teaching and more experienced college teachers.

However, few studies have examined the experience of novice ELT Lecturers to build their professional identity based on *Tri Dharma Perguruan Tinggi*. Thus, this study aims to further investigate the novice ELT lecturers' experience in their teaching with their similar and distinct experiences to be as professional lecturer.

B. LIMITATION

The scope of this study is the four novice ELT lecturers in English Education Department in PGRI Adi Buana University since the researcher has known their qualification well since the first semester. Thus, I can communicate with them well to dig my primary data about their experience to gain their professional identity based on the *Tri Dharma Perguruan Tinggi*.

The researcher will ask four participants about the three pillars of *Tri Dharma Perguruan Tinggi* which include education and teaching, research and development, and community service. The education and teaching is about their learning system, thesis supervisor and develop teaching. Research and development is about their own research that include publication. While Community service is about kind of community service, write a proposal and publication the result of community service.

C. RESEARCH QUESTION

From any concern about the experience of novice ELT lecturers to build their professional identity in teaching, the researcher concludes the question:

- How is the experience of novice ELT lecturers to build their professional identity based on the *Tri Dharma Perguruan Tinggi*?

D. PURPOSE

From the research question above, this study aims to discover the experience of novice ELT lecturers to build their professional identity based on *Tri Dharma Perguruan Tinggi*.

E. SIGNIFICANCE

This research expects to be useful and becomes the requirements of bachelor degree graduation, so the result of the study is expected to have following advantages which will be detailed bellow:

1. The undergraduate students who want to be an English lecturers can prepare all the things to build the professional identity in their teaching based on the *Tri Dharma of Higher Education*.

2. The novice lecturers can improve their professional identity based on the *Tri Dharma Higher Education*.
3. The college can recruit lecturers with a good professional identity based on the *Tri Dharma of Higher Education*.
4. The stake holder can help the university to give the opportunity for the junior lecturer to develop their professionalism.

F. DEFINITION OF KEY TERMS

This part aimed to explain some definition of key terms which are used in this study to make the readers can understand it easily. Hereby, the researcher gives the definitions which will be detailed bellow:

1. Novice ELT lecturers is a new person who teach English education in university and has a little experience.
2. *Tri Dharma Perguruan Tinggi* is three pillar obligations contained in college. The obligations consist of three pillar namely Education and Teaching, Research and Development, and Community Service.
3. Professional identity is a set of beliefs, values, motives and experiences in terms of which people define themselves in a professional role.