

Chapter One

Introduction

In this chapter, the researcher presents several points to expose the main problems of the research. This chapter presents background of the study, statement of the problem, limitation of the problem, research questions, the purpose of the study, and significances of the study.

Background of the study

Teaching skill is one of the competencies that students of Educational Department should master. Students need to master teaching skill because it helps students to achieve the educational aims. Based on the researcher's experience during learning process, there are two reasons why students should master teaching skill. First, it assists students as pre-service teachers to increase their knowledge and understanding of the teaching. Second, it improves student's awareness on the importance of mastering teaching. One way to hone teaching skill is through teaching practicum. Farrel (2008) stated that teaching practicum is known as one of the most important aspects of educational department. By doing teaching practicum, pre-service teachers can apply their theory that they have obtained from college to the real situation. Pre-service teachers also can enhance their teaching skill through teaching practicum.

Teaching practicum has benefits for pre-service teachers. Hamaidi, Al-Shara, Aurori, and Awwad (2014) said that teaching practicum is beneficial to employ knowledge, information, and theories that students gained during their study in the classroom. Teaching practicum is the opportunity for pre-service

teachers to apply what they get from their study. Teaching practicum also can be useful for pre-service teachers. In the teaching practicum, pre-service teachers can develop their personal skills including discipline, responsibility, and initiative. This is in line with Merritt (2008) who said that pre-service teachers gain benefits from teaching practicum, including cooperation, dependability, initiative and collegiality, positive, professionalism, self-confidence, work ethic, work values, and self-motivation. By joining teaching practicum, pre-service teachers are expected to be more ready in real work experience as a teacher after their study.

English Education Department (EED) is one of the major of Universitas Muhammadiyah Yogyakarta (UMY) which implements teaching practicum as a technique to improve students teaching skill. In supporting the teaching practicum, EED of UMY has a system called internship program or teaching practicum. Besides, EED of UMY also has subjects called Education and Teaching Practices and Teaching English for Young Learner. The students of English Education Department take the teaching practicum starting from first/1st semester until sixth/6th semester. In every odd semester they will study about knowledge of teaching, and every even semester they will practice their teaching ability. The first batch to 2015 batch of EED students has experienced teaching three levels. In the first and second semester, they teach elementary school students. Then, in the third and fourth semester they teach junior high school and the last in fifth and sixth semester they teach senior high school students. However, the EED student's batch 2016 does not have teaching practicum in elementary school. The researcher obtained Education and Teaching Practice

subject at fifth semester. In this subject, students have to practice their teaching ability by doing a teaching simulation in a group which consists of four students in front of their classmates. However, the researcher studied Teaching English for Young Learners subject at seventh semester.

Teaching elementary school students and junior high school (JHS) students (young learners) is enjoyable but it is not as easy as what pre-service teachers think. They are students who still like playing around, imitating their teachers, and idolizing their teachers. It makes the teachers pay attention to their behavior, because young learners are in the age in which they like to imitate what they see and like. Pre-service teachers also should be creative in managing their classroom activity to gain young learners' attention, because they like to learn through doing and playing. The researcher did preliminary research to five pre-service teachers at EED of UMY to find out whether they face challenges in teaching elementary school and JHS students. All of five pre-service teachers said they have challenges in teaching elementary school and JHS students. The challenges are the difficulty in: 1) selecting the materials which are appropriate with young learners, 2) handling young learners, 3) gaining young learners' attention, and 4) managing the classroom and the time.

EED pre-service teachers and Senior High School (SHS) students are in the age that is almost the same, so it is possible that there will be numerous problems. In addition, SHS students are able to think critically, so this will be a big challenge for pre-service teachers. SHS students are also more courageous than young learners. They can act arbitrarily as they want. Based on preliminary

research done by the researcher to five pre-service teachers at EED of UMY, some of the pre-service teachers often find out some difficulties in teaching SHS students. Pre-service teachers felt nervous and anxious because they are afraid of making mistakes in delivering the materials to SHS students. They are also afraid of facing critical students. Pre-service teachers find difficulties in searching the materials and making lesson plans. In teaching SHS students, pre-service teachers encountered problems in managing classroom and time, as well as determining the activities. When they had a left time in a classroom, they might be confused of what to do because they cannot spend it with games like teaching young learners.

Based on the researcher' observation, some of the pre-service teachers feel that teaching practicum can be a tool to measure their ability in teaching because they already teach elementary school, junior high school, and senior high school. Some of the pre-service teachers also said that by doing teaching practicum they can practice their skills before going to the real world. The researcher did this preliminary research to know whether the challenges in teaching SHS students and young learners are same or not.

The backgrounds above make the researcher interested to find out the pre-service teachers' challenges, strategies and also advantages from teaching SHS during teaching practicum at EED of UMY, and this is stated to be the inception point of this research.

Statement of the problem

Pre-service teachers of English Education Department find some hindrances in the implementation of teaching practicum in SHS. Some of the pre-

service teachers feel difficulty in delivering the materials. They also feel nervous, difficult in making lesson plan, time management, and classroom management. Those are in line with Jusoh (2013) who stated that some of the problems faced by pre-service teachers are because of their own personality.

Some of the pre-service teachers also feel anxiety because they will be controlled by the supervisor teacher. When pre-service teachers teach in teaching practicum, the supervisor teacher will observe how the pre-service teachers teach. It makes pre-service teachers anxious. Based on preliminary research done by the researcher, some of the pre-service teachers said that they have problems with the supervisor teacher. Their teaching material and teaching technique are determined by the supervisor teacher so they cannot work out by themselves. Those are problems that are faced by pre-service teachers in teaching SHS students during teaching practicum.

Limitation of the problem

As explained in the background, the preliminary research done by researcher show that there are some challenges in teaching practicum. The researcher wants to identify all the challenges faced by pre-service teachers EED of UMY in teaching SHS students during teaching practicum. By knowing the challenges, researcher also wants to investigate the strategies to overcome the challenges. It is expected that pre-service teachers at EED of UMY will have suitable strategies to overcome the challenges. The researcher also wants to explore the advantages of teaching SHS students after teaching practicum. Hopefully the pre-service teachers will be more motivated by knowing the

advantages. This study will focus on pre-service teachers' challenges and strategies in teaching SHS students during teaching practicum and the advantages from teaching practicum.

Research question

Based on the identification and limitation of the problem above, the researcher formulates the problem as follow:

1. What are the pre-service teachers' challenges and strategies in teaching SHS students during teaching practicum at EED of UMY?
2. What are the advantages that pre-service teachers obtained from teaching SHS students during teaching practicum at EED of UMY?

The purpose of the study

This research is conducted to find out: 1) pre-service teachers' challenges and strategies in teaching SHS students during teaching practicum, and 2) the advantages that pre-service teachers obtained from teaching SHS students during teaching practicum at EED of UMY. By doing this research, the researcher wants to find out the whole challenges faced by the pre-service teachers in teaching students during teaching practicum at EED of UMY and propose strategies which can be applied by the pre-service teachers to overcome the obstacles faced by them, and also the advantages from teaching practicum itself. With regard to this research, the pre-service teachers can predict possible challenges which appear in teaching practicum, and then prepare the suitable strategies to conquer the challenges.

The Significances of the study

The researcher expects that this research has significance when the objectives of the study have been reached. The significances of this study are for:

Researcher. The researcher chooses the implementation of teaching practicum that is considered beneficial for the researcher in order to enrich researcher's knowledge about teaching SHS students. The result of this research becomes the references to implement teaching in the future.

Pre-service teachers. The researcher hopes that this research will help pre-service teachers to know about difficulties and strategies which may be faced by them in teaching SHS students. Besides, pre-service teachers also can know the advantages of teaching practicum which can motivate them to do teaching practicum.

Institution. The researcher expects that the finding of this research becomes the references for the institution to avoid the weaknesses and improve the teaching practicum in Senior High School.

Other researchers. The researcher expects this research will be useful for other researchers who have concerns with teaching practicum, especially teaching SHS students for their research.