Chapter One

Introduction

In this chapter, the researcher presents the reasons for conducting the research which deals with several points. This chapter presents background of the research, statements of the problem and limitation of the problem. The researcher also discusses research questions, objectives of the research, and significance of the research.

Background of the Research

The term of pre-service teacher is actually intended for a prospective teacher who is still studying in college. They are trained to be teachers while they are enrolled study in bachelor degree (Maggioli, 2004). The pre-service teachers are still studying the required coursework in pedagogy, as well as their specialization, but have not yet entered the teaching portion supervised by their training (Meyer, 2004). According to Maggioli and Meyer (2004), pre-service teachers are college students or graduate students who study education and they are prospective teachers. The pre-service teachers learn pedagogical, professional and social training. All of the training the pre-service teachers do are the completion of their preparation to be professional teachers.

Since the pre-service teachers gained more experience in the classroom by doing teaching practices, their expectations for being good teachers will be more realistic. Flores and Day (2006) mentioned, “the pre-service period as a pre-teaching identity through which student’s professional identity arises from their student images of teachers, their initial beliefs and concepts of what represents a
good teacher” (p. 618). So, when the pre-service teacher processes to become a teacher in the future, they will reflect the image of teachers work through their educational experiences and not get surprised by the real school environment. The pre-service teacher will build an understanding of how to be a good teacher and how to act like a teacher by doing teaching practices. So, the teaching practices are required for pre-service teachers in the education department.

Teaching practice is designed to help pre-service teachers to get a smooth transition from being a student to teacher (Azeem, 2011). At the same time, the teaching practice assignment also gives the teacher training institutions an opportunity to evaluate their students teaching capabilities. From the statement above, we can see that teaching practice is made for a pre-service teacher in order to help them apply and practice their knowledge in teaching. Teaching practice also allows the pre-service teacher to discover their ability and creativity that help them in their future teaching process (Tuli & File, 2010). In teaching practices, pre-service teacher act or perform like a real teacher because they must prepare a lesson plan, apply their pedagogical knowledge and also their specific knowledge of the subject they teach.

Retallick and Miller (2007) stated that the experiences to which pre-service teacher are exposed are vital in the fusion of practice and theory. Because, while doing teaching practices, pre-service teachers also learn to pay attention in the curricula and textbooks which are being used in teaching. Teaching practice is needed for a pre-service teacher to understand the use of curriculum and textbook in teaching because it guides the pre-service teacher to teach according to the
school objective. The other importance of why teaching practice must be held is because teaching practice will help the pre-service teacher to eliminate a variety of weaknesses possessed by beginner teachers.

The goals of teaching practice are pretty similar in any teacher training institutions. One of the goals of teaching practice is to make sure that the educational department produces qualified future teacher. Besides, teaching practice also focuses on helping the pre-service teacher to bridge the gap between theoretical and practical in education and develop competence as well (Endeley, 2014). So, one teacher training institution goal is to produce qualified teacher and by doing teaching practice the pre-service teacher can develop competence to be qualified as a real teacher.

In Indonesia, teaching practice program is also held in order to improve the Indonesian teachers’ quality and competency. To discuss teacher competency in Indonesia, it is written in the regulation of Education Minister of Republic Indonesia number 16 of 2007 which stated that teacher’s competency comprises four dimensions namely pedagogical competence, personal competence, social competences, and professional competence. So, according to the Indonesian Education Ministry, there are four dimensions of competency the teacher need to achieve, and the pre-service need to gain all the four dimension to be qualified as a professional teacher.

In teaching practice, the practices can help the pre-service teacher to complete the teacher competency especially in pedagogical competency which includes the understanding of teacher towards their students, how to design the
proportional material for the student, how to implement the material in the classroom and how to evaluate and develop the students’ ability. That way, teaching practice is important for pre-service teachers because it will help them to become good competency teachers.

However, the implementation of teaching practice program is decided by the university or faculty. In the English Language Education Department (ELED) at one private Islamic University in Yogyakarta, pre-service teachers must do teaching practice as one of the requirements for graduation. It was written in *Pedoman Praktikum Tahun Ajaran 2016/2017* which stated that the students must conduct three times teaching practice in different stages of school starting from elementary school, junior high school, and senior high school in order to improve their quality in teaching. According to Perry (2004), school experience or teaching practice is an important component of becoming a teacher. In this case, the teaching practice program exposes pre-service teacher experience in the actual teaching and learning environment. So, teaching practice is important for pre-service teachers or students of ELED.

During the implementation of teaching practice, pre-service teachers are facing many challenges. Ong, Ros, Azlian, Sharnti, and Ho (2004) identified five challenges that burden the pre-service teacher during teaching practices including the supervision, environment, workload, pedagogical knowledge, and content knowledge. In addition, Veenman (1984) showed common challenges the pre-service teacher will face during teaching practice including the challenges of individual students, heavy teaching load with little preparation time, relations with
colleagues, planning of lessons and school days, effective use of different
teaching methods, determining learning level of students, and knowledge of
subject matter. These challenges make some pre-service teachers feel anxious
about their ability in teaching although they have a lot of exposure in learning and
teaching process.

Based on the researcher’s experience in real life situation of teaching
practice, pre-service teacher faced the challenges mentioned in the paragraph
above when they are in the fresh year of college students because they do not have
a lot of exposure about teaching. Unfortunately, the pre-service teacher still faced
the challenges in teaching practice even though they are in the senior year of pre-
service teachers of ELED. In the senior year of pre-service teachers, they have
experienced and already have a lot of exposure about teaching process such as
how to handle difficult students, how to make appropriate material to use, how to
gain student attention and how to manage the class. They had started teaching
practice since they were in their first year but that does not mean the pre-service
teacher will not face teaching challenges.

Sometimes, certain situations make the teaching practice does not run as
planned. The certain situation such as when the teacher confused to make a lesson
plan, unable to deliver material, unable to handle the students and the other
difficulties that suddenly happen in the classroom can make the teaching practice
do not carry out as planned. If certain situations are not handled with any further
action, the teaching practice will be ended in vain. Because the teaching practice
will only waste their time to prepare all of the teaching stuff and their energy.
In this research, the researcher wants to know the challenges commonly faced by senior pre-service teachers in ELED and finds out how do they face the challenges in addition to help the others senior pre-service teachers so that they can prepare all the possibility about the challenges with expectations they can do the teaching practice and gain a lot of good experience in teaching.

**Statement of the Problem**

Teaching practice is a field where it has many things to be discussed. Based on the topic chosen by the researcher, there is some area that also related to teaching practice such as the kind of teaching media chose and used by the pre-service teachers and how the pre-service teachers prepare the learning media for teaching practices. Besides, the environment of the school where teaching practice is held also became one of the areas that related to teaching practices. Furthermore, the teaching practice supervisor also has a role to develop the pre-service teachers’ required skills and competencies during the teaching practices. However, their existence might not be known for all pre-service teachers. Thus, the area related to teaching practice also involves the challenges and strategies which commonly appear during teaching practice which make some of the pre-service teachers feel like teaching practice is challenging for them and it makes them find their own strategies to solve the challenges.

**Limitation of the Problem**

Based on the statement of the problem and the researcher interest, the researcher limits the research focus to the kinds of challenges commonly faced by the senior pre-service teachers of English Language Education Department
(ELED) and how they face the challenges during teaching practices. Because they are in the last semester of their study, they have a lot of exposure and experience in teaching practice.

On the other side, the reason why the researcher is interested to investigate this topic is that the situation also happens to the researcher and some others students around her. The researcher knows this fact after talking to some pre-service teachers who are also having teaching practice. The researcher gets the information that there are a lot of pre-service teachers who still face challenges in teaching practices. That way, the researcher thinks that this research must be conducted to help the researcher and also the other pre-service teachers to face teaching practice challenges.

**Research Questions**

According to the background above, the researcher formulated the research questions as follow:

1. What are the challenges faced by English Language Education Department senior pre-service teachers during their teaching practices?
2. How do the English Language Education Department senior pre-service teachers face the challenges in teaching practices?

**Objectives of the Research**

Based on the research questions, the objectives of the research formulated as follows:

1. To investigate the challenges faced by English Language Education Department senior pre-service teacher during their teaching practices.
2. To find out the strategies used by English Language Education Department senior pre-service teachers to solve the challenges in teaching practices.

Significances of the Research

In relation to the background above, the researcher believes that this research is beneficial for several people, both for individual and for the group. The significance of the study is expected useful for several people including the pre-service teachers, the lecturers, and the supervisors

The pre-service teachers. This research is expected to be useful for pre-service teachers. This study will present what kinds of challenges commonly appear during teaching practice and how to face those challenges. On the other side, this study can help the pre-service teachers to prepare all the possibility of the challenges which might be appeared in their teaching practice and also prepare some strategies that might be useful for them to overcome the challenges.

The lecturers. This research is hoped to be able to help the lecturers to help their students in teaching practices. The problem does not only come from the pre-service teachers but it can be from the school where they conduct teaching practices. By knowing what kinds of challenges they usually faced in the school during teaching practices, the lecturers can help the pre-service teachers to overcome the challenges in teaching practices. So, this research can be references or material when the university had a coaching with the supervisor teacher from the school.