

CHAPTER I

INTRODUCTION

A. Background of the Study

Teacher education faculty nowadays is one of the most faculties that have lot of students especially in Indonesia's Universities, it's proven by the data from Kemendikbud (2020, p. 115) education students have the highest the number of new entrants with 435.986 students in 2020. To achieve the objective to be a professional teacher in accordance with the UU No. 14/2005 concerning teacher and lecturer. Teachers and Lecturers are categorized as professional educator who have qualification the profession, evidence by certificate from a process called certification that is conducted since 2007 taken from regulation No. 18/2007 (Kuntarto, Nurhayat, Handayani, Trianto, & Maryono, 2019, pp. 8-9).

Teacher education faculty in Indonesia are prepared to develop professional teachers. In other hand, they are taught to develop knowledge, skills, and characters of teacher students, to prepare them to get the best result for teaching process in effective and professional ways at the schools. For preparing a professional teacher in the future, every teacher education faculty in each university has their own program, or in general it is called teaching practice. Teaching practice will delivers student teacher to experience teachers' life within an academic context under the instruction of the school and teacher university supervisor. Teaching practice is one of the most important programs in teacher education faculty and the objective of this program is to provide students to have

a real experience in applying set of knowledge, attitudes, and skills (Faridah, Arismunandar, & Bernard, 2017, p. 310). Teaching practice program could build some effective foundations to develop prospective teachers' understanding of how to teach and learn (Rahmani, 2021, p. 2).

UIN Antasari Banjarmasin of Tarbiyah and Teacher training faculty also have PPL (praktik pengalaman lapangan) or teaching practice as their prerequisite program. After the students have learned some theories about teaching practice as their preparation to teach in the real situation, the students become pre – service teachers to carry the teaching practice program in high schools.

Teaching practice in UIN Antasari Banjarmasin has divided into PPL 1 and PPL 2. PPL 1 is implemented for fifth semester students and located in the university, it could be called micro teaching. In micro teaching, they will have an opportunity to be a teacher for doing a teaching practice for around 15 minutes in front of their lecturer and friends with 5 to 7 students as respondents in each group. Micro teaching will help students to build and develop their teaching skills before they face a real teaching practice in PPL 2.

Due to covid-19 pandemic, micro teaching or PPL 1 could not be held in offline class and they did online classes for eight meetings, it caused them could not find something which like the environment and the situation in the real classroom. As a part of experimental learning, teaching practice program for teacher education faculty helps the student teacher to demonstrate their teaching

knowledge and ability to real-context of teaching; to choose a specialization; and to establish identities as teachers (Afalla & Fabelico, 2020, p. 223)

While PPL 2 is implemented in schools for around two months, pre-service teachers in PPL 2 is divided into some groups and it included all departments in Tarbiyah and Teacher Training Faculty. If the students have not followed PPL 1 yet, they are not allowed to follow PPL 2 in seventh semester. Pre – service teachers faced something new and different when they did a teaching practice in schools like the classroom situation, teachers, students, and school environment. Despite them faced something new, most of the pre – service teachers also face some challenges and difficulties dealing with the situations in the teaching practice, it can be the environment of the school itself where they have the practice or the relationship with the students. Based on the challenges pre-service teachers have, as Allah said in Quran Surah Ar-Ra'd verse 11:

..... إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ

The verse above implies suggestion if the pre-service teachers faced some challenges during the teaching practice, they need to find the solution as fast as they can and overcome those challenges by doing consultations to their supervisor or mentor teacher. Pre-service teachers also need to be able to read the environment in a school that they do teaching practice for finding good strategies to overcome those challenges.

English Pre-service teachers of UIN Antasari Banjarmasin in following teaching practice in 2021 are faced some problems or challenge for teaching English, especially because of the online learning due to the covid-19 pandemic. They are; managing the classroom, students' lack of interest in English, applying the method in teaching, choice of media for teaching, and applying the lesson plan to the teaching practice.

During the teaching practice, pre-service teachers faced some problems in teaching as researcher mentioned in paragraph above. Pre-service teachers need to find the solutions and strategies to overcome those problems and they are expected to do their best. They can learn from the Quran in Surah Al-Insyirah verse 5 to 7:

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ فَإِذَا فَرَغْتَ فَانصَبْ ۚ

Based on the verse above, pre-service teachers should make themselves keep positives and if they found some obstacles or challenges, they have to believe that they could overcome it by doing some works and find the best strategy and do not let the mental down, because the obstacles and challenges that they faced will bring them to a good performance in teaching practice after evaluating the problems.

In teaching practice, pre-service teachers need to find plenty options of strategies to make their teaching practice success. The strategy is not only needed in the classroom, but also for the whole sectors in teaching that like how to make

the students more interested in the subject and how to be control the situations with the students.

According to Irikawati (2017, p. 11) in her journal, strategy is an overall approach that relate to the execution of the idea, planning, and execution of an activity in period of time. In terms of teaching, strategy defines as a method or the design of activity in the classroom for achieving the goal of education. in other hand, teaching strategy is how the teacher planning the learning process and do the teaching by setting the steps of teaching that appropriate with the teaching objectives that need to be achieved. In choosing and deciding strategy in teaching, the teacher needs to consider the goals to reach by the students.

Pre – service English teachers of UIN Antasari Banjarmasin in finding the best strategy in their teaching practice usually they did create the fun classes, improvised the teaching practice, doing consultations with mentor teacher, mixed the teacher centered and students centered learning, and developed the source of the material. Usually, they do a game as a warming up before the lesson, or bring the learning process in a fun way like giving a fun example that related to the subject, and the most used strategy is they mix the language between English and Indonesian to make the students easier to understand.

For the previous studies, there are so many studies that have been conducted that related to the Pre - service teacher and the experience of teaching practice. The first one is from Rahmani (2021). This research is focused on pre-service teachers' perception regarding their teaching practice experience during the pandemic. The results indicated that the online teaching practice program

brought various experiences resulting in satisfying and unsatisfying perceptions. In detail, more than 50% of participants agreed that despite the challenging situations they faced during the practice, they found the online teaching practice program beneficial, especially in providing broad teaching insights and experience. Hence, despite limitations to its ways of implementation, teaching practice program tends to shape positive teaching mindset and attitudes for pre-service teachers.

The second study is from Nababan & Amalia (2020), this research is to reveal the challenges that were encountered by EFL pre-service teachers. The findings showed that pre-service teachers faced some challenges during the teaching practice program. The challenges were the difficulties in finding the suitable teaching material and students' motivation. Each pre-service teacher also had their own ways to overcome their challenges. They were as follows: had a discussion with the mentor, asked for their friends' advice, prepared more interesting teaching materials, and had various teaching activities. For further research, it is recommended to find out what kinds of courses that are required to help EFL pre-service teachers in preparing them to face the real-life teaching experience during their preparation time in the teacher training university.

Based on the reasons and the previous studies that researcher mentions above, the researcher focused on pre-service English teachers of UIN Antasari Banjarmasin challenges and strategies during the teaching practice. The reason why the researcher chose UIN Antasari Banjarmasin is because they have a department that suitable with this research and they also have teaching practice

program (PPL) for Tarbiyah and Teachers Training Faculty students that appropriate with this research and they held a teaching practice in a hybrid time in the pandemic. Because of that reason, the researcher conducted the research entitled “EFL Pre – Service Teachers’ Challenges and Strategies in Teaching English During the Teaching Practice”.

B. Research Question

Based on the background of the study, the researcher formulates the statement of the research questions as follows:

1. What challenges do pre-service teachers face during teaching English lesson in the teaching practice?
2. What are the strategies pre-service teachers used during teaching English lesson in the teaching practice?

C. Objective of the Study

Based on the research question above, the objective of the study as follows:

1. To find out and to inform the pre-service teachers challenges in teaching English lesson during the teaching practice.
2. To investigate the strategies used by pre-service teachers during English lesson to overcome the challenges in the teaching practice.

D. Significance of the Study

The researcher hopes this research could be able to give the advantages and benefits as follows:

1. Theoretically Benefit

The result of this research is expected to give the information about the pre - service teachers challenges and the strategies in teaching English during the teaching practice.

2. Practical Benefit

a. For Researcher

The researcher will get benefit in this research. It may enlarge the knowledge about pre - service teachers' challenges and strategies in teaching practice and also this research served as a requirement for completing study and getting a bachelor degree at UIN Antasari Banjarmasin.

b. For Students

The result of this research is expected to give information to English Education Students of UIN Antasari Banjarmasin who follow teaching practice program in 2021/2022 academic year will know their challenges and difficulties in teaching. In addition, it also can be a reference for the next students to be good teachers in the next teaching practice program.

c. For Micro Teaching Lecturers

The results of this research hopefully can give information to the micro teaching lecturers about pre - service teachers' challenges and difficulties in teaching practice program.

E. Definition of Key Terms

There are some of key terms in this research as follows:

1. Pre – Service Teacher

Refers to the eight semester of English education department students who held the teaching practice in high schools in 2020/2021 academic year.

2. Teaching Practice

Teaching practice is a compulsory course for English education students in Tarbiyah and Teacher's Training Faculty of UIN Antasari Banjarmasin, and to practice teaching at a high school for around two months in terms to prepare themselves to be a professional English teacher.

3. Challenges

The gaps or the problems that pre-service English teachers face in teaching English during the teaching practice and they need to overcome it for making the teaching practice success.

4. Strategies

The way the pre-service English teachers do the teaching practice and overcome the gaps they face in analyzing the challenge and making the best strategies they could that suits them and the students.