

CHAPTER I

INTRODUCTION

A. Background of Study

Field teaching practice is a program obligated for pre-service teachers to practice teaching at school for a certain period in order to prepare before becoming future teachers. In addition, field teaching practice is an essential component of teacher education programs (Funk and Hoffman, 1982, cited in Farrell, 2008, p. 226) and is vitally important for teacher preparation (Levine, 2002, cited in Gareis & Grant, 2014, p. 78). Teaching practice is going to be the first experience for pre-service teachers in teaching English which is down-to-earth before becoming future teachers after graduating from the university as stated by Leshem & Bar-Hama (2007) that teaching practice is critical to the development of pre-service teachers because it is their first hands-on experience with their chosen career and creates opportunities for future teachers to develop their pedagogical skills (p. 257).

In English Education Department of Tarbiyah and Teacher Training Faculty UIN Antasari Banjarmasin, field teaching practice is made as the obligatory course included in the curriculum of English Education Department that aims to help the students practice relevant theories in EFL teaching. After the students have gotten the theory from the university, as the preparation to teaching for becoming professional English as foreign language (EFL) teachers, the students become pre-service teachers (PSTs) that are firstly assigned to carry out field teaching practice at Islamic junior high schools or junior high schools and Islamic senior high schools or senior high schools for about 2 months. In this regard, Richards & Crookes (1988) emphasizes that the purpose of field teaching practice is to provide student teachers an opportunity to

translate into practice the skills and knowledge that they learned in the teacher education program so that they can become effective teachers in their future career (p. 9).

During field teaching practice, EFL PSTs are assessed according to ratings of professional trainers on a set of subject-specific rubrics that evaluate: planning, instruction, assessment, reflection, and academic language (Darling-Hammond, Newton, & Wei, 2013, p. 182). To assess such evaluations, EFL PSTs need to work with a cooperating teacher (CT) for evaluating EFL PSTs. In this respect, EFL PSTs are expected to have a good relationship with CTs so that EFL PST can learn from the CTs. Allah said in surah Al-Kahf verse 70:

قَالَ فَإِنْ اتَّبَعْتَنِي فَلَا تَسْأَلْنِي عَنْ شَيْءٍ حَتَّى أُحْدِثَ لَكَ مِنْهُ ذِكْرًا

Based on the verse above, it is implied that EFL PSTs should position themselves as people who need something, show their seriousness, and realize that knowing secrets or crucial things needs to take a long time. Regarding to the present study, EFL PSTs carry out field teaching practice for about 2 months so they are likely to know those things after learning from and being reflected by CTs.

According to Canh (2014), EFL PSTs are likely to get down when they made mistakes of their teaching which might result in negative assessment rather than trying to reflect on their teaching to find out help for improving the learning process (pp. 214-215). While reflection is actually good for evaluating teaching performances. Richards & Farrell (2005) adds that reflection is the process of critical examination of experiences that can lead to a better understanding of EFL PSTs' teaching practices and routines" (p. 7). From here, the role of CTs is important in reflecting on their EFL PSTs'

teaching performances. CTs can help reflect on it by giving feedback in terms of suggestions. Allah said in surah Yunus verse 57:

يَا أَيُّهَا النَّاسُ قَدْ جَاءَكُمْ مَوْعِظَةٌ مِنْ رَبِّكُمْ وَشِفَاءٌ لِمَا فِي الصُّدُورِ وَهُدًى وَرَحْمَةٌ لِّلْمُؤْمِنِينَ

The verse above implies suggestion method which is in line with this research that CTs share the knowledge learned in their schools to EFL PSTs as suggestions in terms of feedback so that EFL PSTs will know what should be done during field teaching practice in the school that CTs have been teaching. It is also reinforced by Smith (2010) that CTs should provide clear feedback on the current status of competence and give suggestions for the next goal of teaching by taking into account the EFL PSTs' level and personality (p. 38). On the other hand, EFL PSTs are needed to be open in accepting the feedback in order to be able to apply it for the sake of a better teaching in the next lesson. So, the feedback given by the CT appears to be an essential component of practice teaching (Portner, 2008, cited in Rakicioglu-Soylemez & Eroz-Tuga, 2014, p. 154).

Some studies on the importance of feedback have been conducted in EFL context. One of them is a study by Agudo (2016) which his findings showed that a high degree of satisfaction among the surveyed student teachers concerning the quality of mentor feedback, meeting their needs and expectations in a very substantial manner in light of the very high levels of agreement (p. 45). This previous study researched the same area with the present study which is the extent of the feedback in degree of satisfaction. But, the present study is somewhat different from this previous study. While he applied mixed method, the researcher will apply qualitative method. Besides, the researcher will focus the feedback on EFL PSTs' pedagogical competence because it deals directly with how the EFL PSTs run the teaching and learning process.

Additionally, Leshem & Bar-Hama (2007) emphasizes that field teaching practice provides EFL PSTs opportunities to develop their pedagogical skills (p. 257). It is also reinforced by Hattie and Timperley (2007) that CTs will give a feedback for their EFL PSTs' performances since it is information about aspects or a result based on performance (p. 81). After getting the feedback, EFL PSTs will know what aspects of EFL PSTs' pedagogical competence that CTs' feedback meets and the ones that it does not and should be improved by CTs in giving feedback during field teaching practice. Besides, the researcher investigates expectations of EFL PSTs on CTs in the process of giving feedback during field teaching practice so that they can know what should be improved in the process of giving feedback. It tends to be strengths and weaknesses of CTs during giving feedback.

In achieving the importance of feedback, there must be mentoring practices done by CTs. Regarding mentoring practices, a study by Rakicioglu-Soylemez and Eroztug (2014) concluded that EFL PSTs are not the only group of participants who need a comprehensive introduction to the practice teaching applications in terms of expectations and requirements, but CTs also need to be informed about conducting mentoring practices addressing the professional needs of the EFL PSTs and understanding the mutual benefits of mentoring PTs during practice teaching (p. 160). This previous study researched the same area with the present study which is EFL PSTs' expectations on CTs, but there is somewhat different. While they focus the expectations on mentoring practices, the researcher focuses the expectations specifically on the process of giving feedback. The matter of the process of giving feedback done by CTs in field teaching practice resides in their personal attribute because it is derived from the non-standard mentoring applications of CTs and

inconsistent approaches to giving feedback (Rakicioglu-Soylemez & Eroz-Tuga, 2014, p. 154).

Therefore, based on the background above, this proposed study attempts to investigate on the importance of CTs' feedback towards EFL PSTs' teaching performances, focusing on how reflective CTs' feedback on EFL PSTs' pedagogical competence and what aspects of EFL PSTs' pedagogical competence and expectations that CTs should improve during field teaching practice.

Moreover, in Indonesia context, not many studies related to CTs' feedback that is correlated with EFL PSTs' teacher competences in field teaching practice, especially in pedagogical competence area. Besides, not many studies related to EFL PSTs' expectations on CT in the context of the process of giving feedback.

This study offers three important insights into the importance of feedback given by CTs to EFL PSTs during field teaching practice. Firstly, an investigation into the extent of the CTs' feedback would bring a better insight for EFL PSTs on their pedagogical competence in field teaching practice program not only for a certain institution in a region, but also for other institution from other regions in general for the sake of a better teaching practice and becoming future EFL teachers who are competent. Secondly, an investigation into the extent of the CTs' feedback would give CTs an insight on the importance of giving feedback to help reflect EFL PSTs' teaching performances and to improve some aspects in the process of giving feedback. Thirdly, this study will contribute to the literature from the same topic on the importance of CTs' feedback so that other researchers can either get the research gap or follow up this study.

The study that the researcher conducts takes place at 5 Islamic junior high schools, 1 junior high school, and 2 Islamic senior high schools in South Kalimantan. These schools are where the EFL PSTs of English Education Department of Antasari

State Islamic University carry out field teaching practice in odd semester for about 2 months. This number of institution is enough for finding out the findings and results of this research for the sake of significance of study in general.

B. Research Questions

Based on the background above, the questions of this study that would be discussed are as follows:

1. To what extent does CTs' feedback meet EFL PSTs' pedagogical competence during field teaching practice?
2. What are the expectations of the EFL PSTs on the CTs that they should improve in giving feedback during field teaching practice?

C. Objective of Study

1. To investigate the extent of CTs' feedback provided that meets EFL PSTs' pedagogical competence during field teaching practice.
2. To know the expectations of EFL PSTs on CTs that they should improve in giving feedback during field teaching practice.

D. Significance of Study

1. For EFL PSTs, they can get an insight on the importance of the CTs' feedback on their pedagogical competence during field teaching practice experience. Besides, they can know the importance of the process of giving feedback done by CTs towards EFL PSTs' expectations.
2. For CTs, they can get an insight on the importance of giving feedback that can help EFL PSTs' pedagogical competence. In addition, CTs can know what aspects of

EFL PSTs' pedagogical competence and what expectations of EFL PST on CTs that they should improve in the process of giving feedback during field teaching practice.

3. To be reference for further research. Other researchers can get an insight of CTs' feedback on teacher competences of EFL PSTs, especially pedagogical competence.

E. Definition of Key Terms

To avoid misunderstanding in this study, the researcher give some definitions of key terms that are important to understand as follows:

1. Field Teaching Practice

It refers to an online teaching practice program obligated for the 7th semester students of English Education Department of Antasari State Islamic University to practice teaching at a school for about 2 months in order to prepare themselves prior to becoming future English teachers.

2. EFL Pre-Service Teachers

It refers to the 7th semester students of English Education Department of Antasari State Islamic University who hold field teaching practice at high schools in South Kalimantan.

3. Cooperating Teachers

It refers to the teachers of the schools that the EFL pre-service teachers of English Education Department of Antasari State Islamic University work with and get feedback during field teaching practice.

4. Feedback

It refers to an output of a system in terms of critics and suggestions given by cooperating teachers to EFL pre-service teachers on their teaching performances during field teaching practice. In this research, the feedback specifically focuses on EFL pre-service teachers' pedagogical competence.