

CHAPTER 1

INTRODUCTION

A. Background of Study

Mukhibad dan Susilowati (2010, p. 112) state that "Field Teaching Practice is one of the curricular components that requires integration of mastery of material and practice". This means that field teaching practice is a program / course given to students to gain experience as a teacher. Field teaching practice is also a bridge for students to be able to apply the knowledge gained in college to be practiced at school (as cited in Dasmo & Sumaryati, 2014, p. 57). In Al-Qur'an surah An-Nisa verse 66:

وَلَوْ أَوْفَقْنَا عَلَيْهِمْ أَنْ لَفُتِلُوا أَنْفُسَكُمْ أَوْ أُخْرِجُوا مِنْ دِيَارِكُمْ مَلَّفَعُوهُ إِلَّا قَلِيلٌ مِّنْهُمْ وَلَوْ

أَنَّهُمْ فَعَلُوا مَا يُوعَظُونَ بِهِ لَكَانَ خَيْرٌ لَّهُمْ وَأَشَدَّ ثَبَاتٍ ۚ

Based on the surah above, what have people learn is better to apply it in their real life. When the students get the knowledge how to be a good teacher in university, they are better implement their knowledge to real teaching and learning activities.

Students of English department UIN Antasari Banjarmasin have learnt about teaching principles when they were third semester. Based on Cambridge online dictionary, principle is a basic idea or rules that

explains or controls how something happens or works. It can be conclude that teaching principles are some rules that help to control how to conduct a good way in teaching.

Based on brown (2007, pp. 55-70) teaching principles divided into 3 aspects: cognitive, socio-affective, and linguistic. For more specific, there are 12 principles: the cognitive principles divided into automatically, meaningful learning, the anticipation of reward, intrinsic motivation, strategic investment, autonomy. The socia-afective principles divided into language ego, willingness to communicate, the language culture connection. And the linguistic principles divided into the native language effect, interlanguage, and communicative competence.

In English Education Department, Tarbiyah and Teachers Training Faculty of UIN Antasari Banjarmasin provided field teaching practice with the programs' name Teaching Practice II which contains some experience and knowledge how to be a good teacher in real-life teaching in the school around Banjarmasin. It has six meeting for six teaching and learning practice in 1.5 month.

Some pre-service teachers feels not confident when they do their first teaching practice with real students. They feel less preparation and not sure with their teaching practice, is their teaching practice good or not good. By using teaching principle, pre-service teacher may have a guideline in teaching practice.

The research conducted in MTsN 2 Banjarmasin, researcher get information that in MTsN 2 Banjarmasin, pre-service teacher from UIN Antasari Banjarmasin do teaching practice. Pre-service teachers choose because they do their first teaching practice with real students and researcher wants to explore how their teaching practice is. Because of pandemic, the teaching practice held online.

Online learning is learning and teaching activities that held online, usually online learning needs supporting application or media such as whatsapp, google meet, zoom, google classroom, etc. But however, there are some challenges in online learning such as the lack of internet connections, internet teaching media, teaching techniques, students' lack motivation, etc.

There are some studies related to the researcher's topic. The first is from Rahmani (2021) that investigated pre-service teachers' perception about teaching practice during pandemic outbreak. This study was using mix method, and conducted with questionnaire and interview. The result show the online teaching practice beneficial, even though it is not held face to face in the classroom. Another study is from Rosalina, Nasrullah, and Elyani (2020) that conducted a research about teachers' challenges in online learning. The result show that there are some easiness and difficulties in online learning. Online Learning easiness are flexible in time and place, both teacher and students explore more technology and get new experience. But in online learning also has some difficulties: students

phone specification, internet connection, teacher competence to use technology, etc.

Based on the phenomena explain above, the researcher interest to conduct a study entitle: **“Pre-Service Teachers’ Online Teaching Practice”**

B. Research Question

Based on the background above, researcher proposes a statement of the issues below:

1. How is pre-service teachers’ online teaching practice in applying teaching principle?
2. What is the most challenging teaching principle applied in online teaching practice?

C. Objective of Study

Based on the statement of the problem above, the objectives of the research are:

1. To describe how pre-service teachers do online teaching practice in applying teaching principle.
2. To investigate what is the most challenges teaching principle applied in online teaching practice.

D. Significant of Study

The researcher expects this study will contribute and very useful for reader especially for pre-service teacher theoretically and practically.

1. Theoretically

From the research, researcher expect that this result of study will give more information about how is preservice teacher's teaching practice, especially in applying teaching principle in online teaching practice and the most challenges applied teaching principle in online teaching practice.

2. Practically

Since this study describe how pre-service teacher doing teaching practice, pre-service teacher will understand more about the important of teaching principle applying in online teaching practice and what is the most challenges applied teaching principle in online teaching practice. Hopefully, they can applied those principles in their teaching practice.

E. Definition of Key Term

In order to avoid misunderstanding, the key terms used in this study are defined as below:

1. Field teaching practice is a program held by Tarbiyah and Teachers Training Faculty of Antasari State Islamic University Banjarmasin to give a real teaching experience by divided some students into groups and put them into school around Banjarmasin, especially SMAN 1 Banjarmasin. In this program, pre-service teacher expect do teaching practice based on the theory they have learnt, especially about teaching principle and students' need.

2. Teaching principles is principles based on Brown (2007) that pre-service teacher has learnt, there are 12 teaching principle: automatically, meaningful learning, the anticipation of reward, intrinsic motivation, strategic investment, autonomy, language ego, willingness to communicate, the language culture connection. And these 12 principles divided into 3 aspects: cognitive, socio-affective and linguistic.
3. Online teaching is a teaching and learning activities that held online, via whatsapp groups, zoom, google meet, or another supportive media, in MtsN 2 Banjarmasin where pre-service teacher do their teaching practice.
4. Pre-service teacher is English education departments students Antasari state Islamic University Banjarmasin doing teaching practice in MtsN 2 Banjarmasin, before become a real teacher.