

CHAPTER I

INTRODUCTION

A. Background of Study

Teaching practice is an important component in training prospective educators to have real teaching experience before they dive full-time into the world of education. Alsharif (2022) said that teaching practice is an important stage in the preparation process of student-teachers. Therefore, one attempt to enhance a person's potential is that after graduating from high school, where a child can choose what they want to do in the future, and one of them is to become a teacher. With the desire to be a teacher, a child may enter a high school that has an *Amaliyah Tadris* (Sayuti & Gaos, 2022). *Amaliyah tadris* is also known as a teaching practice where a student-teacher tries to teach in front of juniors. This program is one of the teaching methods used for senior high school students at boarding school. Students have the opportunity to teach in lower grades. This allows them to develop their skills in pedagogy, classroom management, and interaction with students.

The *Amaliyah Tadris* program pays special attention in foreign language teaching, one of which is English because it is an international language that plays an important role in communication around the world. However, teaching English in this

program often faces many problems, especially because the teachers involved are still at the high school level and do not have extensive experience in education. This can have an impact on the quality of their learning.

In addition, prospective young teachers often experience problems such as nervousness or anxiety when teaching. If prospective educators have never faced an audience, they can be less confident when teaching. Ultimately, this can affect the quality of learning in the classroom. Unmotivated students are also a problem. Sometimes, students in lower grades are less motivated to learn English. These factors can be obstacles for teachers in creating a fun learning atmosphere and encouraging students to participate actively.

Preparation book, also known as *I'dad*, is very important to pay attention to. Students-teachers who are assigned practical teaching activities must prepare themselves in advance. Careful and creative preparation will make learning interesting and effective. This will create an engaging classroom atmosphere and help students focus on the material (Sayuti & Gaos, 2022).

In addition, this study aims to further study the problems faced by senior high school students in teaching English at Islamic boarding schools during the *Amaliyah Tadris* program. This research was motivated by the researcher's initial observations

during the implementation of the *Amaliyah Tadris* program. During this phase, the researcher noticed that some student-teachers occasionally made mistakes while teaching. These included unclear explanations of the material, inappropriate use of English, and difficulties in managing the classroom. Such observations raised the question of what challenges these student-teachers were actually facing and what factors might be causing those issues. This curiosity led the researcher to explore the root problems more deeply, with the hope that the findings could help improve the teaching practice process and support the development of the *Amaliyah Tadris* program.

The purpose of this study is to investigate the difficulties encountered by student-teachers at Islamic boarding schools during the *Amaliyah Tadris* program. The study aims to identify these obstacles and offer suggestions for how to overcome them in order to increase the program's efficacy.

Al-Qur'an has been mentioned in Al-Baqarah verse 286:

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

This verse emphasizes that Allah will not assign tasks or challenges above a person's ability. Allah has assessed all loads, obstacles, and jobs to be within the capacity of His followers.

All things considered, this earlier research Student-Teachers' Problems In Doing Teaching Internship Programs. Taking everything

into account, the previous study on student teachers' difficulties completing teaching internship programs (Jannah, 2022). The researcher recommends that the following researcher check at the details of this collaborative PPL's implementation and identify any sources of issue during PPL. Participants in this PPL are college students of IAIN Batusangkar. Given the significance of addressing these gaps, the researcher plans to conduct research on the **“Student-Teacher’s Teaching Practice Challenges During *Amaliyah Tadris* Program at Islamic Boarding School”**. The participants in this study were senior high school students in the 12th grade at Islamic boarding schools who were conducting teaching practice in the *amaliyah tadris* program, which also requires students to teach like Pre-service teacher (PPL).

This study stands out from previous research because it focuses on a different group of participants. While earlier studies, such as Jannah (2022), explored the challenges faced by university students during teaching internships (PPL), this research looks at final-year high school students at Islamic boarding schools who take part in the *Amaliyah Tadris* program. These students, unlike university level pre-service teachers, have not received formal teacher training, yet they are expected to teach and manage real classrooms. This makes their experience unique and underexplored. By highlighting their specific struggles and context, this study fills a gap in the existing literature and offers new insights into the realities of teaching practice in Islamic

boarding school based education. It is hoped that the findings will help improve support systems and training for young student-teachers in similar educational environments.

B. Definition Of Key Terms

1. *Amaliyah Tadris* program is a teaching program carried out by final grade students in high school. In this research this program is teaching practicum carried out for underclass of senior high school and junior high school students.
2. Student-Teachers is the students who teach as a teacher during *Amaliyah tadris* program. In this research Student-Teachers refers to final grade students who involved in teaching practice.
3. Teaching Practice Challenges teachers confront in providing students with training that is effective. These difficulties may include insufficient training, a lack of knowledge, and a lack of finances. In this research Teaching Practice is the activity in *Amaliyah Tadris* Program that doing by student-teachers at Darul Hijrah for Female.

C. Research Questions

1. What are the main challenges faced by final year high school students in teaching English during the *Amaliyah Tadris* program at Islamic boarding schools?
2. What strategies can be applied to improve the effectiveness of English language teaching by students in the *Amaliyah Tadris*

program?

D. Objectives of Study

1. To identify the main challenges faced by final year high school students in teaching English during the *Amaliyah Tadris* program at Islamic boarding schools.
2. To explore strategies that can be applied to improve the effectiveness of English language teaching by students during the *Amaliyah Tadris* program.

E. Significance of Study

1. For Islamic boarding school, This study evaluates the application of the *Amaliyah Tadris* program in English language education. By addressing the true challenges that student-teachers face, Islamic boarding schools can improve the quality of teaching practices through better mentoring systems, training mechanisms, and the development of more effective pedagogical tactics. The findings can also be utilized to improve curriculum policies so that they are more responsive to students' needs and field realities.
2. For in-service teachers, The study identifies specific areas where student-teachers suffer, including classroom management, language proficiency, and material preparation. This information can help mentor teachers provide more specific feedback and scaffolding, ensuring that their supervision is appropriate for the actual issues that students confront. Furthermore, the findings can

be used to inform teacher development programs aimed at improving in-service teachers' ability to supervise novice educators.

3. For Pre-service teachers/Student-teachers, This study sheds light on frequent issues encountered during teaching practice, such as anxiousness, a lack of experience with *I'dad* (Preparationnn book), and difficulties managing real classes. Understanding these challenges ahead of time can allow potential instructors to better prepare themselves cognitively, pedagogically, and emotionally. The study also suggests beneficial tactics, such as early training, media use, and support systems, that can serve as practical guidelines for future teaching practice.
4. For English education students, The study's findings are likely to contribute to the scholarly discourse on English language teaching and teacher training, particularly in the setting of Islamic boarding school education. This study provides empirical data that can be used to conduct more research, comparative studies, or to create modules that connect theoretical coursework to real-world teaching experiences. Furthermore, the study adds to our understanding of teaching English in non-formal educational contexts, which is critical for the comprehensive training of future English instructors.

Finally, this study intends to assist the continual improvement of

teacher training systems in Islamic boarding schools by giving evidence based findings and practical recommendations. It is believed that the insights acquired would lead to better teaching methods, increased capacity for future instructors, and improved overall performance of the *Amaliyah Tadris* program in English language instruction.