

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Research**

Preservice teachers are those who are trained in educational institutions to prepare themselves as teachers in the future. According to Taneja (2000), a preservice teacher is a person who joins teaching practice in school, field studies, based experience or internship program in school. Before carrying out teaching field experience, preservice teacher is prepared to learn several methods and relevant teaching approaches to improve their competence and pedagogical performance. For example, a teaching program called micro teaching. Micro teaching is one of the teaching and learning activities for preservice teacher to develop teaching skills and as a training medium for interacting with students. For English students at IKIP PGRI Pontianak, micro teaching is carried out in the fifth semester with micro teaching activities it is hoped that students will have sufficient knowledge to use to prepare, implement and evaluate teaching their subjects effectively; teaching and assessing student learning; systematically and critically reflect on their teaching experiences; and ready to participate in the learning community and school.

To become a professional educator, preservice teacher requires good teaching skills, which preservice can be obtained when they do teaching practice. Teaching practice provide new work experience and skills, which can be useful for preservice teacher for future careers. Teaching practice can observe all the procedures of how schools work such as teaching students, giving good directions and actively participating in important professional activities. Teaching practice is important professional activities of a teacher both inside and outside the classroom. During their teaching practice experience, teacher candidates have the opportunity to develop and broaden their pedagogical practice and stated that the experience students gain from

the teaching practice program can help students to secure a successful career in education. Therefore, teaching practice is a very useful training for preservice teachers.

Teaching practice in an educational context is when students practice teaching based on the experiences and theories they have learned in educational institutions. Preservice teachers who have teaching experience will have an understanding and be able to predict what they should do in their teaching practice. Teaching practice such as preparing and managing class conditions in the teaching and learning process. Teaching Practice is an important preparation for prospective teachers before they put what they have learned from class into practice into the work environment (Goh, Wong, Choy, & Tan, 2009). For English students at IKIP PGRI Pontianak, teaching practice is carried out in the seventh semester, where the location of the teaching practice is adjusted to the student's place of origin or district of origin.

Each type of work certainly has its own challenges, that is what prospective teachers feel in teaching practice at IKIP PGRI Pontianak, several types of challenges can come from internal and external factors, internal factors that influence prospective teachers in teaching practice are individual factors such as fear, not yet can do good classroom management and have not mastered the material that will be conveyed to students in teaching. While external factors that can be a challenge for prospective teachers include the distance to school that is too far, inadequate school facilities, the lack of good relations between students and school teachers and supervising lecturers. However, this challenge will be answered when prospective teachers have a strategy for building effective classroom management, building good support with students, collaborating with school teachers, and building good communication with institutions.

Previous research conducted by Dr. Shaban Aldabbus (2020) research results show that there are several challenges in teaching practice by preservice teachers namely First, challenges related to the schools where

student teachers conducted their teaching practice. Secondly, there were challenges related to the supervisors. Other research, namely by Medina Tumanggor, Hendra Heriansyah, and Nurul Inayah (2018) the findings of this study, it can be concluded that there were seven kinds of strategies related to the communicative approach that the teacher used during teaching speaking class i.e. discussions, games, storytelling and roleplay.

This research is related to previous studies which focused more on challenges and strategies for teaching practice but were not carried out simultaneously. The difference with this research is that this research analyzes the challenges faced by prospective teachers and what strategies are used by prospective teachers in teaching practice at IKIP PGRI. Pontianak.

From the point of view above, previous research chose preservice teachers or students in the seventh semester as participants, this research investigates the challenges and strategies used by preservice English Education Study Programs in their teaching practice. Therefore, researchers want to see and find out how the challenges faced by prospective teachers and what strategies they use during teaching practice. So that researchers are interested in conducting research at IKIP PGRI Pontianak with the title "Analysis of Prospective Teachers in Their Teaching (Descriptive Study in Semester Seven of English Education Study Program IKIP PGRI Pontianak Academic Year 2022/2023)".

## **B. Research Question**

Based on the explained problems, the research question formulated as follows:

1. What are preservice teachers' challenges faced in teaching practice?
2. What are preservice teachers' strategies used in teaching practice ?

### **C. Research Purpose**

The aims of this research are presented as follows:

1. To investigate challenges faced by the English Education Study Program preservice teachers in teaching practice.
2. To investigate strategies used by the English Education Study Program preservice teachers to overcome the challenges in teaching practice.

### **D. Significant of Research**

#### 1. Theoretical Benefits

Theoretically, this research is expected to be useful for preservice teachers in understanding challenges and strategies in teaching practice. And the benefits of this research for other researchers, that this research can be useful as a reference for researchers who will conduct research on preservice teachers in teaching practice.

#### 2. Practical Benefits

##### a. To Preservice Teacher

This research helped preservice teacher to know more about teaching practice, they can get an overview of what to do and how they do teaching practice. By knowing this, preservice teachers can prepare themselves to face challenges and make strategies to overcome problems in teaching practice, prepare themselves to face challenges and create strategies to overcome problems in teaching practice so that in the future the challenges experienced can be helped.

##### b. To Teacher

This research benefits school teacher by pointing out issues in teaching practice and how a teacher's role in educating students at school to pre-service teachers. School teachers can better support preservice teachers, and build better relationships to complement each other.

c. To Institution

This research supports the institution by describing the practices that preservice teachers use to better implement the internship program, and how to solve problems that are usually found during the preservice teachers' tenure when they directly teach in schools. Then, it will be an evaluation of the next teaching practices both in regulation and in the quality of teaching aimed at training professional teachers.

d. To Others Researcher

The researcher hopes that this study can inspire and become a reference material for other researchers to contribute in creating research on preservice teacher practice in teaching, especially in teaching, contribute to the creation of research on preservice teacher practice in teaching, especially in teacher education in the Indonesian context.

## **E. Scope of Research**

### 1. Research Variable

A Variable is a characteristic or attribute of an individual or an organization that the research can measure or observe and varies among individuals or organizations studied (Creswell, 2012). A Variable is a research object that can be measured by researchers either individually or on groups. In this research, the researcher used a single variable focuses on teaching practice. The variable of this research is to investigating preservice on their teaching practice.

### 2. Terminology

The following definitions are provided to ensure the uniformity and understanding of these terms throughout the study:

#### a. Preservice Teacher

Preservice teachers are someone who in the future will take on the role of educators or teachers where they will become a mentor who directs students to education to be better, namely at the

elementary school, junior high school and high school level. With the existence of an educational institution for preservice teachers, it is hoped that it will be able to provide provisions for them to be able to work directly in the real world of education, of course this is accompanied by various training preparations from the educational institutions they attend.

b. Teaching Practice

Teaching practice is an important part of education. Teaching practice is an activity to prepare preservice teachers to teach with practical. As we know teaching is the process of transferring knowledge by teachers to students. When teaching preservice teachers must demonstrate and teaching helps preservice teachers understand the real world of teaching and allows preservice teachers to find out about problems and difficulties in teaching and allows preservice teachers to find out about the problems and difficulties teaching problems and difficulties that they might face.

c. Seventh Semester Students

Seventh semester students are students of the English language education study program class of 2019 for the 2022/2023 academic year IKIP PGRI Pontianak, in this case they will become objects of research.

d. IKIP PGRI Pontianak

IKIP PGRI Pontianak is one of the private campuses in Pontianak which was founded in 1981 which is located at Ampera street No. 88 Pontianak West Kalimantan. IKIP PGRI Pontianak was established to improve the quality of education, especially teacher professionalism. IKIP PGRI Pontianak currently has four faculties, namely the Faculty of Education and Social Sciences, the Faculty of Mathematics Education, Natural Sciences and Technology, the Faculty of Language and Arts Education, and the Faculty of Sport and Health Education.