

CHAPTER 1

INTRODUCTION

In this chapter, the researcher divided into six sub-sections which are the background of the study, limitation of the study, statement of the problem, purpose of the study, significance of the study and definition of the key terms.

A. Background of the Study

Teaching practicum is the key component for student teachers for their future successful teaching practice. This is because to accomplish the teaching goals, the teacher has crucial roles to conduct and deliver high-quality teaching during teaching and learning process. Haigh, M (2001) explains that teaching practice in the 21st century is considered to be one of the most influential aspects of student teachers, as there are some potential benefits of teaching practice, one of them is student teachers can get the opportunity to experience a different culture, chance to meet new people and opportunity to share ideas. According to Ogonor, B. O., &Badmus, M. M (2006) that teaching practice provides trainees the opportunity to utilize the various teaching methods in actual classroom/school conditions under the constant supervision of a competent and experienced teacher.

Besides the benefits of teaching practice, student teachers generally find the challenges in their teaching practice. A study which is conducted by Maudzielwana and Maphosa (2014) in South Africa shows that student teachers are commonly nervous on their first time teaching in front of the class and most of them do not have ideas to show their best teaching. Moreover, they also lack confidence, as they are fearful that their knowledge and skills are not sufficient to teach students. Another study which is conducted by Ramesh and Malini (2018) in Malaysia also shows that the most apparent challenges faced by the student-teacher are about classroom management. The majority of the students often find themselves confusing to manage the classroom such as if there are unexpected events that occur during their teaching. Another challenge faced by student teachers is that they only have limited knowledge of teaching methods and strategies to apply in the classroom. In addition, student

teachers also often struggle to manage their time effectively during their first teaching practicum. In this regard, time management is often being a critical issue for them to manage

The study which is conducted by Vincent Pang et al (2018) in Vietnam interviewing student teachers shows that a primary factor contributing to their challenges in classroom teaching is that they do not receive enough supports from their teachers. In this situation, the student teachers have to manage all issues risen in the classrooms themselves. In addition, poor cooperation between lecturers and school teachers during teaching practicum also clearly affects the students' teaching performance. In the student teachers' opinion, lecturers just come to high schools to observe one or two times per student, letting school teachers to fully control the students' teaching activities in the schools.

It can be recognized from the previous paragraphs that mostly the research of teaching practicum has explored the benefits and challenges of teaching practicum in their home country. One study about transnational teaching practice is conducted by Adekayanti (2018) through her own reflections of teaching practice in Thailand shows that there are several difficulties during teaching practice in Thailand starting from planning, implementation, and assessing the teaching. In terms of planning, the difficulties are designing a lesson plan, deciding teaching material, and designing appropriate classroom activities. In terms of implementation, the difficulties are explaining the material, giving instruction and feedback, creating a good rapport and encouraging class atmosphere, controlling the students, finding appropriate and interesting media, giving activities for students, and managing the time for conducting classroom activities. In terms of assessment, the difficulties are designing the evaluation sheet or rubric for assessing students' learning and assessing students' skills.

However, the research about Indonesian EFL student teachers in teaching transnational practice particularly in the country where English is being second language is still underexplored. The study should be undertaken to further explore voices about student teachers' experiences of teaching practice in the country where

English is being the second language. This study aims to explore the challenges of Indonesian student teachers conducting teaching practice in the Philippines and their strategies used to cope with their challenges.

B. Limitation of the Study

The scope of this study is teaching practice of EFL learners and the limitation is the EFL learners' experience of their teaching practice in the ESL context.

C. Statements of the Problem

As has been explained in the background of the study, this study aims to explore the challenges of Indonesian student teachers' teaching practicum in the Philippines. There are two questions which are being the focus of the study which can be found in the following:

1. What are the challenges of Indonesian EFL student teachers during teaching practice in the Philippines?
2. How do they deal with the challenges they faced during teaching practice in the Philippines?

D. Purposes of the Study

According to the statements of the problems that have been written above, this study aims to explore the Indonesian EFL student teachers' experience of transnational teaching practice experience by the SEAMEO program in the Philippines. This study also aims to explore the challenges of Indonesian EFL student teachers and how they deal with the challenges during their teaching practice in the Philippines. It is probably may inform their strategies and methods of teaching abroad which means this is still underexplored.

E. Significance of the Study

Reflected on the purpose of the study, this study is aimed to explore the challenges of student teachers' experience based on their teaching practice. This study also has benefits for several elements of English Language Teaching (ELT) both student and teacher.

Firstly for the students, this study will help the student to minimize the challenges in the teaching and learning process. On the other hand, this study will also give an impact on student teachers' preparation to make it more better before doing teaching practice. It means the student teachers can learn more about several aspects that still related to the teaching and learning process.

Secondly for the teacher, this study is also important for a teacher to know more about the experience of student teachers who doing transnational teaching practice. It means it can give knowledge about how the student teachers faced challenges when doing teaching practice in The Philippines.

F. Definition of Key Terms

The researcher gives some definitions of key terms that are used in this thesis. So, the reader will understand it easily.

1. Student teacher: is a student who is studying to be a teacher. The student teacher is majoring in education at a college or university.
2. Teaching practice: teaching practice is a part of an education degree in which students perform supervised teaching at a school.
3. Transnational: Based on the Longman dictionary, transnational is involving more than one country of existing in more than one country.