

# CHAPTER I

## INTRODUCTION

This chapter consist of six subsections. They are background of the study, research question, objective of the study, scope and limitation, significance of the study, and operational definition of key terms.

### **A. Background of the Study**

Teaching practicum is one of the crucial components for student teachers before they officially become a teacher. Teaching practicum, in Indonesia, can be called as PPL or *Program Pengalaman Lapangan*. It is generally practiced by university students and mostly it can be expected to last from four weeks to an entire semester as approved by the school. The teaching practicum is practiced by the candidate of teachers or it can be called as student teachers. According to Webster (1847), student teacher is a student who is learning how to teach and practicing teaching for the first time. In this regard, by completing teaching practicum, student teachers are expected to have hands-on experience in teaching including managing the classroom activities for the success of learning.

In addition, instead of learning to manage classroom, student teachers also need to be familiar with the teaching strategies. Witcher et al. (2001) show that's methods of teaching and enthusiasm for teaching are also being important roles on the success of the learning outcomes. Moreover, as has been pointed out by Tomlinson et al. (2003), that teachers' capacity to manage diverse classroom has a significant implication for students' lived experiences of learning since the process impacts on students' belief and self-perception. Therefore, teachers need to have an understanding of specific learning needs, cultures, and linguistically diverse students to inform their practice (Gist, 2014; Gorfinkel, 2014). It means that the student teachers have to be serious on their trainings before starting their teaching practicum. However, many teachers are lack of necessary skills to effectively manage classroom (Shulman, 2007). Maulana et

al. (2016) indicate that the quality of teaching behaviour of pre-service teachers is below that of experienced teachers.

Having presented the complex issues of classroom teaching and the needs of serious and intense trainings for student teachers before their teaching practicum, there should be a study which focus on bridging the real teaching and the theory that the students learn during their study. This is due to that, as has been pointed out by Korthagen (2010), there is serious gap between theory and practice in teacher education. This study, therefore, is aimed at getting better understanding of the student teachers' reflection on their teaching practicum through their story, so that the results of the study will provide authentic information about the mismatch and congruent theory they obtained during the course and the teaching practice they experienced in the classrooms.

## **B. Research Question**

This study aims to explore the student teachers experiences when they are conducting teaching practicum. Since there seems gaps between the teaching theory and the teaching practice, the question being raised in this study: what do the student teachers experience on their teaching practicum?

## **C. Objective of the Study**

Based on the research question, the objective of this study is to get a better understanding in the experience of student teachers on their teaching practicum through their reflection.

## **D. Scope and Limitation**

As explained in the background of the study, this study focuses on student teachers' experiences in doing their teaching practicum, so that this study is related to educational world, especially in English Language Teaching which is packed in qualitative study. This study was based on the reflection of the student teachers on their teaching practicum. This reflection was told through their story or a narrative which is the limitation of this study. Therefore, from the limitation of this study, there will be a better understanding of student teachers in teaching practicum.

### **E. Significance of the Study**

As mentioned previously, this study is aimed at getting a better understanding on the experience of student teachers on their teaching practicum through their reflection. Therefore, this study is related to educational world, especially in English Language Teaching (ELT). Thus, this study has significance or benefits for several elements of ELT. Those several elements of ELT include students, teachers, and policy maker. First, this study will be beneficial for EFL students since the teachers can do the reflection on their teaching and based on the reflection they can teach the students better. From the reflection, students can learn more about English in their learning and teaching process.

Second, this study is also important for future teacher because from their reflection they are expected to teach better. Therefore, the student teachers has to be prepared if there is difference between what they got in the pre-requisite course and their teaching practicum. Third, the benefit of this study is related to the policy maker, for example the curriculum maker. Policy maker of curriculum can evaluate the curriculum based on the student teachers reflection. The curriculum system can be changed or evaluated in the real teaching, where the theory of teaching is related to the real teaching action. Therefore, if all those three elements of ELT can learn from the reflection of student teachers, there will be a huge positive effect to educational world, especially in English Language Teaching.

## **F. Operational Definition of Key Terms**

Based on the objective of this study, this study has several important key terms to be defined. They are the definition of student teachers, teaching practicum, and a narrative inquiry. The operational definition of variable can be listed here:

### **1. Student Teachers**

According to Webster (1847), student teacher is a student who is learning how to teach and practicing teaching for the first time. student teacher is also a student who is studying to be a teacher and who, as a part of the training, observes classroom instruction or does closely supervised teaching in an elementary or secondary school (Dictionary, 2020). Student teachers, in this study, are students of teacher training program who have carried out the pre-requisite course. The pre-requisite course, in this section called *Magang II*. *Magang II* is introduce to the student teachers to prepare their knowledge in teaching practicum, where there is learning about how to manage classroom, how the strategy in teaching classroom, and how the steps in teaching. Therefore, that training aims to create a professional teacher.

### **2. Teaching practicum**

Teaching practicum is included in the teaching practice program. Gower et al. (1983) show that the teaching practice program is a major essential component in professional education. Jusoh (2013) added that teaching practicum is a central component in any teacher education program regardless of the level of the program. During teaching practice, a student teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession (Kasanda, 1995). Teaching practicum is one of the courses offered in the last semester when the student teachers are going to graduate. It consist of the teaching practice in the real

teaching, such as coming to the school and teaching in the real classroom with real students, and real situation. The student teachers will manage a classroom and use a strategy in the learning process. The student teachers are inform of some steps in the learning process, which they have already learned in the pre-requisite course called *Magang II*. Student teachers are expected to be able to apply what has been taught in *Magang II* on their teaching practicum.

### 3. Narrative inquiry

Narrative inquiry is the process of gathering information for the purpose of research through storytelling. Connelly and Clandinin (1990), show that humans are storytelling organism who, individually and collectively, lead storied lives. Furthermore, Connelly and Clandinin (1990) explain that the study of narrative is the study of the ways humans experience the world. Moreover, Clandinin and Connelly (2000) explain that narrative inquiry is a way of understanding and inquiring into experience through collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus. Based on the definition, this study is related to the narrative inquiry because this study is based on the story of student teachers who have carried out the teacher training and also teaching practicum. They will tell their experiences of their teaching practicum and how the teaching training informs their practice on teaching practicum. Therefore, there is a reflection of student teachers on their teaching practicum.



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS PGRI ADI BUANA SURABAYA**

Kampus I : Jl. Ngagel Dadi III-B/37 Telp. (031) 5053127, 5041097 Fax. (031) 5662804 Surabaya 60234

Kampus II : Jl. Dukuh Menanggal XII Telp. (031) 8281181, 8281182, 8281183 Surabaya 60234.

*Unipa Surabaya*

<http://fkip.unipasby.ac.id>

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