

CHAPTER I

INTRODUCTION

This chapter is intended to investigate the teacher's engagement activities experienced by an EFL pre-service teacher on teaching English in a field teaching practice program during the pandemic. This chapter depicts the background of the study, the scope of the study, the research question, and the purpose of the study. Moreover, it includes the significance of the study and the definition of the key terms used in this study.

1.1 Background of the Study

In recent years, engagement is believed to have a crucial role in the success of students' learning as it is closely related to students' achievement, attention, retention, motivation, and instructional success (Beer, Clark, & Jones, 2010). Therefore, many university or institution administrators devote a plenty time and money to design an activestudent-centered teaching and learning environment (Laird, Shoup, & Kuh, 2005) that hopefully will enhance student' engagement by choosing suitable programs, implementing appropriate teaching methods, and providing engaging learning aids (Murtianingsih & Rahmawati, 2018).

A number of researches have studied the relation between EFL pre-service teachers' engagement. For instance, the research conducted by Saricoban and Kirmizi (2021) found that the correlation between teacher engagement beliefs and

teaching approaches tends to be more powerful than the correlation between engagement beliefs and instructional preferences. Their findings indicated that teacher engagement plays an important role in EFL teachers' instructional preferences. Particularly, as for the correlation between the sub-dimensions of epistemological beliefs and instructional preferences, it was observed that the *ability to learn* and *source of knowledge* dimensions was influential on transmission-based teaching. It is also in line with Yin, Han, and Lu (2017) that among many others, the construct of teacher engagement is synonymous with efforts exerted by teachers in the instruction process and the joy obtained from it.

In the Indonesian context, there are several studies related to the teacher's engagement. A study that conducted by Murtianingsih and Rahmawati (2018), for instance. Their study presented a CALL-mediated course that was able to enhance EFL pre-service teachers' engagement by using Edmodo as its learning platform. Moreover, they also explored the contributing factors that a CALL-mediated course has towards EFL pre-services' engagement. Furthermore, they finally found that the EFL pre-service teachers were highly encouraged and inspired to utilize Edmodo and adopt the activities designed for the course. Moreover, Masduqi (2014) believed Indonesian students do not generally expect interactive activities in the classroom due to their cultural philosophies 'to obey and to follow'. Furthermore, EFL teachers in Indonesia generally spent time talking more than giving opportunities to students to be engaged by interacting with their classmates or their teacher. In the end, many EFL pre-service teachers

in Indonesia have very limited examples of activities that they can use to make their students more engaged (Murtianingsih&Rahmawati, 2018).

On the other hand, these numbers of researches are not specifically mentioned and explained further about the teaching activities that include into teacher's engagement that experienced by an EFL pre-service teacher during teaching practice programs amidst in the pandemic. Moreover, there has been no research on teacher's engagement conducted autoethnographically based on the real and subjective experience of an EFL pre-service teacher. This is the main reason for researcher to appoint teacher's engagement as the focus of this research.

Hence, to fill this gap, the present study aims to explore more the teacher's engagement activities experienced by an EFL pre-service teacher on teaching English in-field teaching practice programs during the pandemic using the autoethnography approach. Furthermore, some of the engagements mentioned by the participant in this study described by the researcher are aimed at helping pre-service teachers and students to adapt to face-to-face teaching or learning in the conditions of the COVID-19 pandemic effectively. In addition, the teacher's engagement in this study aims to develop and improve teaching outcomes and can also be used as a review for future research.

1.2 Scope of the Study

This study focused on the EFL pre-service teacher's activities and involvement during the field teaching practice program, including the teaching preparation, applying the lesson plan in the class, until the teaching evaluation,

with the autoethnography method. This study involved a seventh-semester EFL student that has been committed to a field teaching practice program during the pandemic. The researcher limits the broad areas in order to focus on the discussion problems. This study just identifies teacher's engagement experience in teaching English in face-to-face class during the pandemic. Even though this research has strong evidence data and theories, it still has limitations related to the limited participant involved.

1.3 Research Question

Regarding the focus of the study that has been mentioned above, the researcher formulated the research question "What are the engagement activities of an EFL Pre-service teacher on teaching English during the pandemic?"

1.4 Purpose of the Study

Based on the research background, this present study aims to discover the teacher's engagement activities experienced by an EFL pre-service teacher on teaching English in-field teaching practice programs during the pandemic.

1.5 Significance of the Study

This study contributed to the body of knowledge that already existed in this field practically. This study is expected to enrich educational concepts and field teaching practice programs, especially to find the appropriate methods and ways of teaching English in a specific situation. This study expected EFL students

can hone their skills and educate the students. Furthermore, this study explored more EFL pre-service teacher's engagement in teaching English through field teaching practice programs during the pandemic that affects the future direction of teacher education programs.

1.6 Definition of Key Terms

For the purpose of this study, the used terms will be defined are listed as the following;

- *EFL Student*: This study defines an EFL (English as a Foreign Language) student refers to a learner who learns the English language in non-English speaking countries. English is commonly used in the class only.
- *EFL Pre-Service Teacher*: is an EFL college student that has been taking part in a field teaching practice program; students who studied in the education department and trained to be a teacher.
- *Field Teaching Practice Program*: this is a program conducted by universities or institutions to allow their students as pre-service teachers to have a real teaching experience in the school.
- *Engagement Activities*: A set of activities that are designed by the teacher to improve students' engagement.
- *Teacher's engagement*: known as teacher's teaching involvement, which is defined as the effort, willingness, and attention that teachers dedicate during the teaching process, which can be seen from the teacher's participation in teaching or class activities.

- *6 Elements of Teacher's engagement*: technically the understanding of teacher's engagement was adapted to the Borup et. al (2014) theory, (1) *Designing and organizing* refers to the teacher's involvement or activities in creating classroom exercises and instructional media to facilitate each activity; (2) *Facilitating Discourse* refers to the teacher's involvement or activities in facilitating the discourse between teacher and students through classroom exercises; (3) *Instructing* refers to the teacher's involvement or activities in providing instruction or direction to facilitate the students' exercises; (4) *Monitoring* refers to the teacher's involvement or activities in review or monitor how the students achieve the learning objectives through classroom activities; (5) *Motivating* refers to the teacher's involvement or activities in supporting students to keep learning; and (6) *Nurturing* refers to the teacher's involvement or activities in providing social and emotional support for students.
- *Pandemic*: is the spreading of the epidemic of Coronavirus Disease 2019 (COVID-19) that infects the human respiratory tract and spread in almost all countries around the world since 2019.