CHAPTER II

LITERATURE REVIEW

This chapter will discuss some points related to the theoretical and previous studies. In the theoretical section, there are several theories related to this study, such as teaching in an EFL classroom, some jobs of the teachers, teaching challenges, EFL pre-service teachers, designing tasks, choosing learning materials, using learning media, and teaching practice. Besides, this chapter will present the previous study-related challenges in designing tasks.

2.1 Theoretical Framework

2.1.1 Teaching in EFL Classroom

Fundamentally, teaching involves planning and controlling the environment surrounding students so they can develop and be motivated to engage in the learning process (Rahmi, 2020). Ababio (2013) says that teaching as a process of carrying out professional activities is proven effective in making students learn. According to Onyebukwa (2017), teaching is the act of imparting to others the works of a teacher or the views of a particular individual or group, particularly those about politics, religion, or society. So, teaching is the transfer of knowledge from teachers to students, aiding their skill development and attitude change toward appropriate behavior. Teaching English involves passing on the teachers' knowledge of English to students, including its components and skills (Mardiah, 2020).

According to Manjula (2018), there are several principles of teaching English, such as the principle of definitive goals and objectives, where the teachers must keep in mind four specific objectives when teaching English to students. It aims to help students comprehend spoken English, speak English, understand written English, and write in English.

The principle of planning means that teachers must prepare themselves before class. That includes preparing: Lesson plan, material to be taught, assessment mechanisms, methods of evaluating students' understanding of the topic, and others. The principle of planning aids teachers in understanding the goals and objectives of learning. Assists teachers in preparing lessons on time and delivering them with confidence.

The principle of motivation, motivation is an essential thing in language learning. Teachers can motivate their students by giving the previous year's student achievements. It aims to foster students' desire to learn.

The principle of feedback, feedback is a meaningful way to enhance students' learning. Teachers can use feedback to monitor and evaluate student learning processes. Feedback can deliver orally or in writing to individual students or the entire class.

The principle of variety creates an interesting atmosphere. Teachers can incorporate diversity into the teaching and learning process. For instance, teachers may employ various learning activities, feedback methods, resources, and teaching strategies.

The principle of sympathy and cooperation means that the teachers must model appropriate classroom behavior. For instance, if there is a class disagreement, the teachers should not take sides and make fair decisions for all class members.

The principle of self-learning means that the type of teaching should be a teacher-centered style where the teachers provide all the information that students need to know. Students take lots of notes and material and can pass the exam with good marks.

The principle of group dynamics means that the teaching style emphasizes students, where the teachers must actively engage students to participate in the learning process. Most of the activities are in pairs or groups, and because students enjoy these settings, they have more opportunities to develop their language skills. It can help students gain self-confidence and critical thinking skills.

The principle of drill and practice means that the teachers assist the students in mastering the grammar and phonetics of English. Because the sound of a new language is different from their mother tongue, students learning a foreign language require much practice to become accustomed to it.

The principle of repetition means that students tend to forget something overtime during the learning process. So, the teachers have to repeat it to remember the students.

The principle of activity (learning by doing) means that the teachers take on various roles in the learning process, including class managers, facilitators,

mentors, and communicators, as well as monitors so that students are actively involved in various activities. Activity-based learning encourages independent thought, self-assurance, and the growth of positive interactions between students and teachers.

The principle of context and situation means that students can practice their language skills in both realistic and imaginary unsuitable situations. It is to make it easier to master the language.

The principle of rest and recreation means that the teachers are responsible for organizing recreational activities for students, such as climbing mountains, planting trees, painting, drawing, and organizing school events, plays, and sports. It helps decrease stress and helps students feel more excited to be better.

In several countries, for example, Indonesia, English is a foreign language. It indicates that English is not a mother tongue, is not utilized in daily activities, or is not even seen as necessary. Because it is utilized in worldwide communication, as the language of science, in modern technology, trade, and politics, and in all other disciplines, English has a crucial function to master as a foreign language. Therefore, students must learn English from a young age. Speaking, listening, reading, and writing are foundational abilities students must master when studying English (Susiyanti, 2019). Manjula (2018) states that there are four distinct objectives for teaching English to students: understanding spoken English, speaking English, understanding written English, and writing in English

According to Qayoom (2019), there are seven categories of goals for students studying a foreign language, including (1) uncovering students' culture

through major literary and philosophical studies; (2) uncovering students' intellectual power through the study of other languages; (3) increasing understanding of how language functions and bringing students to learn other languages; (4) teaching students to read other languages with understanding; (5) providing students opportunities to express themselves linguistically and culturally in different contexts; (6) helping students understand people from other countries better by giving them sympathetic insight into the way of life and way of thinking of those who speak the language they are learning; and (7) giving students the tools they need to communicate verbally or in writing with people who are learning the same language in a professional or personal setting.

Furthermore, in a study by Susiyanti (2019), some difficulties for teachers in teaching EFL: (1) hours of teaching English are low. The educational literature taught in schools needs to be updated, and much of it is old and boring; (2) A lack of enthusiasm and interest in learning English. Because they are not engaged in learning the language, most students think about the course; (3) they need to pay closer attention in class. Students can only learn the material when they have concentration. The ability to concentrate relies on factors such as weariness, insomnia, surroundings, and personal issues. Students can utilize the language successfully and receive good grades when they remove these factors; (4) most English teachers must be fluent in the language. Unfortunately, many high school teachers struggle to communicate in English and cannot afford to do so.

2.1.1.1 Teachers' Responsibilities

Teachers are experts who can impart knowledge that will assist students in developing, identifying, and gaining skills to face life's challenges. The teachers also provide the students with knowledge, skills, and values that enhance development (Susiyanti, 2019). The effectiveness of teaching and learning depends heavily on the contribution of teachers. As a result, their personality traits and behavior in the classroom greatly influence their students (Inan, 2014).

According to Susiyanti (2019), teachers must have the following characteristics: good teachers should be knowledgeable about what they teach because knowledgeable teachers will be able to teach confidently. Teachers with suitable qualifications and knowledge do well in the learning and teaching process compared to teachers who need to learn their course. Besides, teachers must have skills that enable them to manage the teaching and learning process without constraints. Teachers have to promote and cultivate different potentials among students.

Teachers should have a sense of humor and love for their students because it will make them successful teachers. If they have a sense of humor, their class will be calm and free of unneeded tension. A sense of humor will encourage students to love the subject and teachers.

Teachers should have a positive attitude because it is essential in teaching and everyday life. In the teaching profession, teachers face many challenges. A positive attitude will make it easier for the teachers to solve all problems that arise during the learning process.

Teachers should be flexible and like to learn more, so they should have a reading culture to deal with these changes. Teachers must be eager to learn more to increase their teaching methods. It is equally crucial for teachers to recognize that everything is changing. Teachers must face change because knowledge is not static, and change is unavoidable.

Good teachers must be role models for their students, have the spirit of hard work, be diligent and honest, and have a good character so that students can emulate them. Unqualified teachers will create students who are only partially competent, whereas qualified teachers will be able to create students with the proper perspective on life.

Furthermore, in a study by Miller (2012), he argues there are ten qualities of a good teacher, which are: (1) having a contagious excitement for teaching; 2) being creative; (3) adding speed and humor to the class; (4) challenging students; (5) being encouraging and patient, who will not give up on students; (6) showing an interest in the students as individuals; (7) having solid grammar and the ability to explain something on the spot; (8) being willing to respond to a student's inquiry after class; (9) treating every student fairly; and (10) putting their emotional baggage outside of the classroom.

Teachers with the above qualities and characteristics have primary responsibilities at school (Susiyanti, 2019). The teachers are responsible for facilitating the classroom teaching and learning process. It is the most important step teachers must take before entering the classroom. Teachers should prepare,

plan, and facilitate the teaching and learning process. If the teachers are well trained, they can also teach with an effective learning process.

Teachers have to maintain and build discipline in the classroom. It is one of the most challenging responsibilities for them. However, teachers can keep discipline in the classroom if they use a different approach. Having class rules is one of the principles that teachers can utilize to keep discipline in the classroom. All students must know these rules and post them on the bulletin board along with the possible penalties.

Teachers have always been researchers and spend most of their time researching their students. Through research, teachers can easily understand the learning abilities of their students. In research, teachers identify students' potential and their relevance to society. Teachers usually create new teaching approaches. Teachers have to equip themselves with changes to deal with science and technology. Teachers can provide relevant materials to their students by updating their knowledge and skills.

Teachers must be a facilitator in the teaching and learning process. Students believed that teachers were the only source of information in the past, but now the orientation is changed. On the other hand, teachers are not seen as the exclusive source of knowledge but rather as facilitators in the learning process.

Teachers must act as a seeker of knowledge because, with the development of information technology, searching for information is now easier. Students nowadays can search the internet to get the information they need. Therefore they are independent of the teachers. The responsibility of a teacher as an information

seeker remains essentially the same. Teachers usually ask for relevant material to be used by students.

Teachers should make good use of their time at school to check student attendance, keep student progress reports and carry out other relevant follow-ups regarding their students. The way teachers handle this reflects their general readiness. If the teachers have made preparations before teaching, they will find the teaching process is easy, and they will have enough time to pay attention to students. Additionally, teachers are in charge of documenting student behavior, personal information, and academic progress.

2.1.1.2 Teaching Challenges

Teaching is known as one of the crafts that require improvement over the years. To provide high-quality teaching to students, teachers, as agents of change, are expected to increase their abilities in teaching to improve status and quality and achieve equitable distribution of school outcomes (Jayanti, 2018). Therefore, the way to improve teacher quality and student learning outcomes is through teaching practice, although it cannot deny that there are possible challenges during teaching practice.

A challenge is a task or situation that tests someone's abilities. Challenges are also commonly considered problems teachers face during teaching and learning (Susiyanti, 2019). In the context of doing teaching practice, especially for EFL pre-service teachers, they may experience some challenges related to their teaching and learning activities. It is because there are various factors to consider

when teaching a language, including the student's social background, ability, attitude, and linguistic proficiency (Darmi et al., 2017).

These challenges can be in the form of personal, emotional, instructional, teacher's preparation, class management, class participation, and challenges in adjusting to students (Ganal, Andaya & Guiab, 2016). The challenges can also include teaching methods, media, learning materials, evaluation techniques, choice of language use, students' English skills, motivation, parental support, and slow internet connectivity (Mudra, 2018).

Besides, according to Riesky (2013), the challenges faced by student teachers are planning a lesson, developing suitable teaching materials, applying suitable teaching strategies, and socializing with the students. It is in line with Mardiah's (2020) research that student-teachers face challenges teaching English as a foreign language (EFL) during teaching practice. The challenges are designing a lesson plan, designing teaching aids or media, using media effectively, applying teaching methods, using English as a whole, managing the class, feeling immature in teaching, identifying students' character, and making adjustments.

From the explanation above, the researcher concludes that student teachers face some challenges in conducting teaching practice. The challenges are related to several parts, such as teachers, students, and teaching.

2.1.2 EFL Pre-service Teachers

EFL pre-service teachers are EFL (English as a Foreign Language) student-teachers who get an opportunity to follow a teaching practice program and teach in order to get experience prior to becoming real teachers. (Mardiah, 2020). Based on Yook and Lee (2016), pre-service teachers are student-trained and learn about teaching and learning theories, techniques, and practice to become professional teachers. Lindqvist (2019) defines student teachers as people still in the process of becoming teachers in educational programs. Furthermore, Hamaidi et al. (2014) also argue that student teachers are students in the faculty of education who conduct teaching practice through a teaching practice program in the first or second semester of their last year of study. Student teachers learn to be both a teacher and a student as part of training, observing, and teaching in a classroom or conducting monitored teaching during certain school hours. Students who practiced being a teacher previously also had lessons on how to be a teacher in a microteaching class, but they did not experience it in a real school.

Furthermore, the student-teachers must incorporate and apply the knowledge they have mastered into a teaching or educational practice to produce prospective teachers with professional values, attitudes, knowledge, and skills. So from this student-teachers training, students are expected to learn and develop their teaching practices and education (Rahmi, 2020). Anderson and Stillman (2013) agreed that student teachers are widely considered a foundation in preparation for prospective teacher experiences.

Based on Mardiah (2020), student teachers have several responsibilities during their field teaching practice. These responsibilities include teachers having to be good communicators (they must listen and communicate actively with supervising teachers and supervisors of the university). Teachers commit (they must indicate commitment and initiative to students in class and their work when teaching students.). Teachers have to prepare (they must prepare to fulfill all expectations and obligations, including the expectation that they will come to on time at school every day.). Teachers have to be responsible (there are many tasks, assignments, and documents related to teaching students, so they should find themselves in the hope that they will hold and complete all assignments to the best of their ability.). Teachers must act professionally (they convey a lot about themselves through their behavior, language, and appearance.). Teachers must make inquiries thoughtfully (they are studying to teach. Learning is a process of inquiry best facilitated by attentive observation and wise analysis).

2.1.3 Designing Tasks

Besides educating students, teachers also have obligations, one of which is giving students tasks. Task itself refers to some specific activity carried out in the classroom that requires students to achieve a learning objective and requires the use of language (Branden, 2016). Cameron (2003) defines tasks as activities carried out in the classroom and any activities in which students engage. The tasks students complete in the classroom will have a distinct beginning and end: they may be brief or span multiple lessons. Tasks in the classroom must be clear and

meaningful to the students. The tasks must include a distinct language learning objective for the teachers.

The task consists of several components: input, roles, settings, actions, monitoring, outcomes, and feedback. Input refers to the information provided for students to do. Roles determine the interaction between task participants. Settings refer to the location the task is carried out, and it could be in the classroom or outside of the classroom. Actions as techniques and sub-tasks that students must carry out. Monitoring is supervising a task as it is being completed, outcomes are task objectives, and feedback is assessing the task (Nunan, 2004). Giving the task itself is intended to increase students' learning motivation, make them disciplined in independent learning, improve their learning achievement, measure their learning progress, and act as a learning evaluation material (Febianti, 2020).

Talking about the task cannot be separated from the term "designing tasks." Designing tasks is a process that refers to the principles and procedures of designing or preparing tasks for use in the classroom (Johnson, 2003). The term has a deep meaning: how best to project and complete a task. Before teaching, the teacher usually designs tasks used in the classroom for students. Designing tasks is very important because it can help facilitate the fit between instruction, task, and assessment. Then, it can help to consider which tasks will be used and carried out to avoid the appearance of ineffective tasks. Besides, it also helps to consider the student's perspective, like students' prior knowledge, how the student might attempt the task on their own, and what the student should or will think about

during the task attempt (Johnson, 2003). Therefore, every teacher must be able to design student tasks well.

However, in some cases, the design task was a topic that was sometimes confusing and challenging. To design tasks, teachers must consider many aspects of the students, including their social background, ability, attitude, and linguistic proficiency (Darmi et al., 2017). Teachers must pay attention to aspects of the content or material used in designing tasks. Materials designed must resemble the proper use of language for communication. Teachers should give tasks and text that activate prior knowledge and provide students with enough background information to understand the concepts of the tasks (Castillo, 2008). Moreover, teachers face challenges in designing tasks, namely choosing the target task used in pedagogical tasks that must be relevant to the student's daily life routines and adapting it to the student's abilities, and designing tasks suitable for students' understanding and context (Darmi et al., 2017; Farias & D'Ely, 2020).

Meisuri (2014) says that there is some consideration the teacher should take into account when designing any task for the students, namely: (1) ensure the task is straightforward; (2) assign tasks that are difficult but doable for all students (assign tasks that accomplished at different levels, vary the difficulty of tasks among students based on their ability levels, and ensure it is challenging for most students); and (3) arrange tasks to give students regular opportunities to gauge their skill level (arrange tasks and problems according to their level of complexity, and divide challenging tasks into subunits).

In the study by Ellis (2003), there are four criteria must be met when designing tasks, namely: (1) the primary emphasis must be on meaning; (2) there must be some gap; (3) students must rely on their resources (linguistic and non-linguistic) to complete the activity; and (4) there must be a specific goal other than the use of language. Based on Roberson and Franchini (2014), there are four task design principles: significant problems, specific choice, same problem, and simultaneous report. Significant problems and specific choices stipulate how the task will be derived from the subject matter and organized for student activities: the same problem and simultaneous report cover how the teachers will manage and administer the tasks.

Besides, according to Lee (2000), to design communicative and practical tasks, the teachers can follow these steps: (1) identify a desired information outcome: In designing tasks, the teachers need to determine the main information goal of the task first. In other words, they must decide what precise questions or activities the students will be able to complete or participate in at the end of the task; (2) divide the topic into subtopics: The teachers must divide the topic into subtopics to prevent a debate of the question and answer activities. For example, if the teachers want to ask students to discuss their views regarding "smoking," they can organize several subtopics, such as the dangers of smoking, possible solutions, and others. It will help students build the vocabulary and understanding needed to communicate with one another and complete the tasks; (3) design and organize concrete tasks for students to do: After establishing the objectives, the teachers need to make the steps/stages of doing the task. Set these steps/stages so

that students can build and use appropriate language, grammar, and vocabulary to get the objectives of the task; and (4) include linguistic support: In designing tasks, teachers need to provide appropriate linguistic support to students to complete the tasks (Benati, 2020).

Meanwhile, based on Cummins' framework (1981), teachers must consider two elements in designing tasks: contextual support/relevance and cognitive demands/difficulty. Contextual support is the contextual relevance of the task for students. It refers to designing the tasks in a context suitable to students, both from the course, level, and other aspects that can help students complete/do the tasks. It related to context when designing tasks such as choosing materials, using learning media, and others. Meanwhile, cognitive demand is students' cognitive level in their ability to perform tasks. It refers to the demands of the design of tasks, whether it requires low, medium, or high knowledge. The designed tasks must be carefully selected to follow students' abilities.

According to Cummins (1981), there is a connection between contextual support and cognitive demands in communicative tasks. The distinguishing feature of communication is the support provided by interpersonal or contextual cues, such as gestures, intonations, and facial expressions during face-to-face interactions, or depending on the count of information that must be processed directly through the communicative context. Context is established by what the teachers bring to the task (internal) and incorporate the variety of supports into the task itself (external) (Cummins, 2000). Context-embedded communication is more characteristic of daily life outside the classroom, whereas context-reduced

communication represents tasks with many language demands in the classroom. Cognitively undemanding tasks require little active cognitive involvement because it consists of words already familiar to students. Cognitively demanding tasks are very open-ended and subjective and require students to process information (Darmi, 2014).

Cummins (1981) proposed a model for designing tasks based on the scope of contextual support and level of cognitive involvement in communicative tasks.
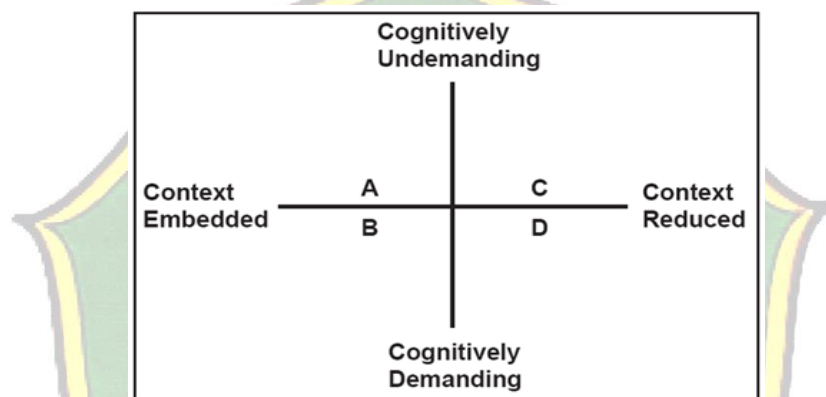

Figure 2.1 Cummins' Model

This section presents this model in four quadrants. The tasks in quadrant A stimulate in-person social interactions, such as a hello. In quadrant B, tasks demand that the students process information based on contextual support, namely comparing and contrasting, finding solutions, or defending arguments. The tasks in quadrant C provide less contextual support but only require the students to process a little information, for example, listening and retelling a story and copying information from a text. Tasks in quadrant D demand that students perform academic activities (Cummins, 2000). Familiar contextual or interpersonal cues minimally support it. It also requires a high level of cognitive

involvement for successful task completion, namely debating cases, interpreting evidence, and evaluating and critically analyzing.

2.1.3.1 Choosing Learning Materials

In teaching, materials are crucial components that impact how teachers teach lessons in the classroom. Learning materials assist teachers in teaching and learning activities in the classroom (Rahayuningsih, 2016). So, materials are essential things that need to be considered by teachers in teaching. According to Tomlinson (2011), there are several principles in selecting or developing learning materials, namely: (1) materials should have an impact; (2) aid in students' comfort and confidence; (3) what is being taught should be perceived as relevant and valuable by students; (4) demand and facilitate student self-investment; (5) students must be prepare to understand the concepts being taught; (6) expose the students to language in actual usage, the students' attention should be drawn to the linguistic features of the input; (7) give the students opportunities to use the target language for communicative goals; (8) consider that the benefits of instruction are typically felt later; (9) consider that students have different learning styles and affective attitudes; (10) allow a quiet period before give instruction; (11) maximize learning potential by fostering intellectual; (12) aesthetic and emotional involvement that stimulates both right- and left-brain activities; (13) avoid relying too heavily on controlled practice; and (14) offer opportunities independent learning.

24

Rahayuningsih (2016) also states that there are some considerations in selecting teaching materials. Those considerations are (1) the materials must be appropriate for the context and the student's level of proficiency; (2) the materials must foster students' curiosity; (3) the materials be simple to complete; (4) the materials in line with the learning objective; and (5) the materials must inspire students to learn.

Pardo, Téllez, Jaimes, and Holguín (2009) have addressed two reasons teachers should develop their materials. First, materials developed by English teachers tend to stimulate students' learning process because they present changes and new concepts, invite students to engage in challenging learning activities, and attract students' attention. Second, teachers who develop materials increase their teaching methodologies, practices, and insights while acting as change agents. Thus, it is possible to say that materials study appears beneficial for both students and teachers.

The benefits of developing materials for teachers and students are the empowerment of teachers and the increase in students' motivation. Teachers need to listen to students' voices to understand their needs, the necessity of contextualizing teaching materials, the awareness teachers can gain from having a holistic view of education, and both the theoretical knowledge and the practical skills they acquire by developing materials. The guidance experienced teachers provide students positively or negatively impacts their motivation. Additionally, materials created by teachers are essential for fostering posivite classroom interaction (Harmer, 2012). Then, materials aim to improve students' motivation,

which also aids lowing anxiety. Given that the topics and activities design take into account students' prior knowledge and expectations, this material better aligns with the needs of students. It makes the setting more welcoming for learning foreign languages (Ramos & Aguirre, 2014).

2.1.3.2 Using Instructional Media

In the classroom learning process, teachers need to consider using media. Media aims to espouse the teaching and learning process (Rahayuningsih, 2016). Based on Reiser and Dick (1996), there are three principles of selecting or applying the media in teaching. First, learning media must be practical. The student teachers' should take into account the media's accessibility, practice use, ease of use in the classroom, as well as the time and expense associated with acquiring them. Second, learning media must follow the characteristics of students because their perceptions of the media will affect their learning. Third, learning media must be suitable for presenting a specific activity. It implies that the media must espouse the activity presented in the classroom.

The International Society has developed standards for technology use in education for Technology in Education (IESTE). It guides teachers in the following areas: (1) promoting and modeling digital citizenship and responsibility; (2) designing and developing learning experiences and assessments appropriate for the digital age; (3) modeling digital-age work and learning; (4) encouraging and promoting students learning and creativity; and (5) engaging in

professional development and leadership. However, learning or instructional media must be usable and easily available (Slavin, 2012).

Based on Isman (2011), instructional media divide into two groups, namely classical instructional or learning media (blackboard, books, journals, graphs, models, pictures, posters, cartoons, newspapers, dioramas, and trips) and modern instructional media (internet, computer, multimedia, data projection, films, television, radio, and telephone).

Reiser and Dick (1996) outline several benefits and advantages of the media. One of the advantages of applying media is that media can inspire students to participate in learning activities. Through the presentation of varied visuals and sounds, specific media use invites students' attention and arouses their curiosity. The information required to convey the message to the students can also be presented through media.

2.1.4 Teaching Practice

Teaching practice is a program for student teachers to conduct teaching trials in real school situations (Mapfumo, Chitsiko, & Chireshe, 2012). Teaching practice is one of the essential elements of a teacher education program (Faridah, Arismunandar, & Bernard, 2017). It is also a fundamental component of pre-service teachers' education programs that gives student-teachers a chance to apply and evaluate the knowledge they learned through theoretical study (Rahayuningsih, 2016). In the context of EFL, pre-service teachers should have

competence, such as knowledge, skills, and disposition for teaching practice (Jannah, 2021).

In many kinds of literature, EFL pre-service teachers must perform well in competencies and performance, participate actively in professional development, engage knowledge about current issues, carry out the tasks ethically, and demonstrate dedication or responsibility in teaching practice at school. To support their position, EFL pre-service teachers must also participate in learning opportunities for professional development, such as workshops, mentoring, and training (Tanang & Abu, 2014).

This teaching practice is very important for students who want to become a teacher because they can practice their teaching skills and demonstrate their ability to apply their college knowledge to actual teaching situations (Riesky, 2013). Before entering the actual teaching profession, student-teachers are allowed to practice the art of teaching during teaching practice (Alshammari, Eyadat, & Ebrahim, 2017). Student-teachers can learn about their skills and creativity through teaching practice, which will aid them in their future teaching processes. Besides, student teachers improve their principled understanding by reflecting on their practice and trying to make sense of it (Riesky, 2013). Thus, teaching practice is a crucial part of beginning teacher education because, at school, they are likely to be first confronted with teacher identity constraints. In addition, Hamaidi et al. (2014) state that practicum is a real opportunity for student teachers to gain firsthand knowledge of the complexity and challenges that may arise when implementing the school curriculum. Therefore, teaching practice

is essential for student-teachers education to anticipate challenges or problems when teaching in real schools.

According to Ahmodu, Saidu, and Mashelia (2015), the purposes of teaching practice in teacher education program includes: (1) developing student teachers' positive attitudes toward the teaching profession; (2) exposing student teachers to real-life classroom experiences under the supervision of a professional teacher; (3) offering a setting for student teachers to put the theories and principles into practice; (4) familiarize students teachers with school environments; (5) giving student teachers the knowledge, abilities, personality traits, and experiences needed for teaching after graduation; (6) a method for assessing the professional competence of student teachers; and 7) allowing student teachers to identify their areas of strength and weakness in teaching. The overall purpose of this teaching practice program is to prepare student teachers to become competent teachers in the future.

Endeley (2014) explains that the purpose of teaching practice is to give students and teachers a chance to demonstrate and improve their pedagogical skills in actual school situations during a specific period. Geng, Smith, and Black (2017) explained that the purpose of this teaching practicum is to give student teachers a chance to learn about the standards and practices of their future profession. To apply theory (bringing prior experiences such as theory and knowledge, integrating significant elements of their background, and developing their teacher identity). Learn about teachers' work (establishing the means such as communicating skills, social interactions, and interpersonal awareness for

collaborative vision clarity and the construction of frameworks for future pedagogic opportunities). Gain experience in the schools (explore their own experiences, interactions, and relationships to increase their sensitivity and attunement to the requirements presented in the situated experience).

Nababan and Amalia (2021) conducted one of the studies on the challenges that EFL pre-service teachers face during teaching practice. They investigated how English student teachers overcome the challenges they face during their teaching practice. Three EFL pre-service teachers who carried out teaching practice in their eighth semester participated in the study. The results show that pre-service teachers experience several challenges during the teaching practice program, namely difficulties in choosing appropriate teaching materials and motivating students. To overcome the teaching challenges, they have ways such as discussing with their mentor, asking for their friends' suggestions, preparing more engaging teaching materials, and having a variety of teaching activities.

2.2 Previous Study

This study aims to explore the EFL pre-service teachers' challenges in designing tasks during field teaching practice. It only focuses on challenges from students' factors. In other words, there are no challenges that come from other factors, such as factors from teachers at school, school environment, school regulations, school curriculum, and others. Several researchers conducted studies related to the challenges in designing tasks.

Farias and D'Ely (2020) conducted a study that discussed some challenges and possibilities for designing and implementing a task for beginner EFL students. The researchers conducted a study with a group of fourteen foreign language Brazilian students enrolled in the 7th grade of a public school located in the south of Brazil. The students' ages varied from 12 to 13 years old at the time of data collection. The study used Eight main instruments for data collection: two pre-tests, two post-tests, post-task questionnaires and interviews, teacher/researcher's diary notes, and students' performance data from the cycle of tasks developed for the study. The total amount of time for the data collection was six months. The data show that, in designing tasks, teachers face the challenge of selecting targets and pedagogical tasks and adapting tasks for beginners. Teachers have to design tasks relevant to students' routines and context. These challenges demonstrate the importance of needs analysis and a clear instructional framework in using the task. In addition, the findings also show that applying a task as a work plan to a task as a process also creates challenges, such as difficulties in processing input and output production by beginning-level students. These findings highlight the important role that teachers have in task implementation.

Besides, Erlam (2016) also conducts research that investigates the challenges of teachers when designing tasks following Ellis' (2003) criteria for their EFL classroom teaching. The criteria are that the primary emphasis must be on meaning, there must be some gap, students must rely on their resources (linguistic and non-linguistic), and there must be a specific goal other than the use of language. The study's participants were trained and seasoned teachers working

in New Zealand schools. They enroll in TPDL (Teacher Professional Development Languages), a 12-month professional development course financed by the Ministry of Education. It gives teachers the tools to teach a foreign language effectively in their classroom or school. The results show that in designing tasks, several aspects are challenging for the teacher to fulfill, namely designing tasks that require students to use their resources when working on the tasks and tasks with gaps that can be closed by the communication that occurs. It is because most of the students taught by the teacher have a low level of proficiency.

Furthermore, Darmi et al. (2017) researched to explore ESL students' perceptions of the tasks designed by the teachers. The study involved fourteen students. Data was collected through interviews, transcribed verbatim, and analyzed using thematic analysis. The results demonstrate that students' perspectives on the task vary because of various factors related to their background knowledge and experience. It shows that even though all students have the same level of proficiency, the level of task difficulty may differ for each student because of contextual relevance for students and their cognitive levels in their ability to do tasks. Therefore, it is challenging for teachers to design tasks that suit all students, considering their understanding.

Darmi et al. (2016) also found similar findings in other research. The study explored the use of various tasks in the English language classroom. The study aims to explain a task designed for students with low proficiency in a second language (L2) and investigate their task performance and L2 usage in the tasks.

Fourteen L2 students participated in the study conducted in a Malaysian tertiary environment. The Cummins' (1981) framework, which emphasizes the importance of context and cognitive demands in language development, served as the foundation for the task's design. In pairs, the students engaged in classroom work and observation. The discussions between each pair of students were audio recorded and later analyzed for their L2 use. The results demonstrate that students' use a second language increases when the task has high contextual support and low cognitive demands. It shows that designing tasks with higher-order thinking is challenging for teachers, especially when it involves tertiary students and requires students to communicate more in their second language. Therefore, when selecting or designing tasks, teachers should consider what students are looking for, what they bring with them, their prior knowledge, and their approach to the classroom.

Concerning the explanation of the previous studies above, this study has similarities with previous studies which discuss the challenges in designing tasks in English class. The difference is that previous studies focus on the design and implementation of tasks designed by teachers in their teaching. In contrast, this present study focuses on the challenges of designing tasks in the context of EFL pre-service teachers while conducting teaching practice. Therefore, this study focuses on the EFL pre-service teachers' challenges in designing tasks during field teaching practice.