

CHAPTER I

INTRODUCTION

This study is intended to investigate the female EFL pre-service teachers' experience encountered when facing large classes of male students during their field teaching practice at a technical vocational school in Kendari, South East Sulawesi. This chapter depicts the background of the study, the scope of the study, the research questions, 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

Field teaching practice is designed for sixth semester students as a training platform for prospective teacher students to have skills in teaching. This program includes practical teaching training directly to students in the classroom. Trent (2010) looks at practice teaching as a crucial aspect of a teachers education program. During practicum, teacher-interns obtained relevant classroom experience, translate theory to practice, expand their awareness about goal setting and reflect on teaching and learning philosophies (Gebhard, 2009). According to Freeman (2001), teacher education is the sum of experiences and activities through which individuals learn to be language teachers. Therefore, teaching experience is one of the factors that greatly determines success in education. Teaching experience for a teacher is something very valuable. Teaching is not a mere technology and art, but also as a skill, especially for pre-service teachers who are

prospective teachers. The reason is, prospective teachers need to develop their professionalism. It is supported by Nurfaidah (2016) who finds that pre-service teachers have limited experiences in teaching so that they are not completely involved in reflective practice substance. For example, related to the levels of reflection, pre-service teachers achieve only at second level from four levels. In this teaching experience, pre-service teachers do not rule out any problems that arise in the teaching process at school whether in interaction, class control or in an arrangement. However, this also makes pre-service teachers even more alert as prospective teachers. Both Dewey and Vygotsky conceived of experience as a category for understanding learning and development, that is, as the minimum analytic unit that retains all the features of the whole (Dewey, 2008; Vygotsky, 2001).

Moreover, Female EFL pre-service teachers who carry out field teaching practices at technical vocational schools. This research is important because by reflecting on their experiences, pre-service teachers are moving constantly in applying the theoretical concepts to practice (Turunen&Touvila, 2012).Furthermore, Ismail (2011) also researched with student teachers experiences. This study presents the microteaching experiences of student teachers in a pre-service English teacher education program. This study show that students were very positive about the effect ofmicroteaching practices on their language and on their increasing enthusiasm towards the teaching methods courses and the focus-group interview results also confirmed students positive attitudes towards microteaching.

In Indonesia, the study about EFL pre-service teacher experience have been conducted in several studies with different focus and object, such as the experiences of pre-service EFL teachers in teaching English (Azizah&Drajati, 2018). The finding of their study indicated that EFL pre-service teachers need to engage reflective practice more professionally by using particular tool and getting kind of training reflective practice that can help them to develop their professional as the future teachers. Furthermore, Mudra's (2018) study that focusing on pre-service EFL teachers' experiences in teaching practicum in rural schools in Indonesia show that there are many types of obstacles experienced by the pre-service EFL teachers during teaching English in a school, especially in rural school. The types of obstacles, such as their difficulties when control over the classroom, difficulties in finding learning materials or resources for learning, teaching aids or media in learning, teaching methods. Which is one of important things in supporting learning, learners' English skills, choice of language use, internet connectivity that unstable, learners' motivation in learning, evaluation technique, and also parents' support.

There are many studies about EFL pre-service teachers, but these studies only examine and focus on perceptions, general experience or learning methods used by EFL pre-service teachers in the classroom during field teaching practice. There is still no exploration of what experiences are experienced or faced by female EFL pre-service teachers especially during field teaching practice at technical vocational school. This study is important because the experience by female EFL pre-service teachers in teaching is one of the supports of student

learning in improving their skills as prospective teachers. Therefore, the researcher focused on female EFL pre-service teachers' experience during field teaching practice. The researcher was interested in finding out and analyze the experience of female EFL pre-service teacher who taught English at vocational school. Furthermore, it is necessary to know the female EFL pre-service teacher experience during field teaching practice as future teaching and learning process can be implemented properly.

1.2 Scope of the Study

The scopes of the study are limited to the subject and object investigated. This study only involved 9 female EFL pre-service teachers from English education department in one of Islamic institutions of southeast Sulawesi who had finish their field teaching practice at SMKN 2 Kendari. This study focuses on the females EFL pre-service teachers' experiences during their teaching practice and collected after the program had finished.

1.3 Research Questions

Based on the focus of the research outlined, the researcher formulated research questions "What are the female EFL pre-service teacher experiences during their field teaching practice at technical vocational school?"

1.4 Purpose of the Study

Based on the research background, this present study is aiming to discover the experience encountered by female EFL pre-service teachers during their field teaching practice at a technical vocational school.

1.5 Significance of the Study

This study is attempted to contributed to the body of knowledge already existed in this field teaching practice, both theoretically and practically. At the theoretical level, this study is expected to be able to know the experience of the EFL pre-service teachers when giving the material to the students at class. At the practical level, this study is expected to either conform or unconformity the challenges of teaching English in large classroom, thus affecting the future direction of teacher education program.

1.6 Definition of Key Terms

For the objective of this study, the terms intention are:

EFL Pre-Service Teacher: A student teacher or pre-service teacher is a college university or graduate student who is teaching under the supervision of a ceritifed teacher in order to qualify for a degree in teaching is a set of procedures undertaken by a teacher to enable learners to get valuable output (Feiman-Nemser & Buchmann, 1986).

Experience during Field Teaching Practice: Experience is a factor that influences one of performance in carrying out tasks to achieve the goals, as a

teacher who equipped with a lot of experience. The experience in teaching itself can improve the ability on teaching to be better in the future. Field teaching practice is the application of all material received by students while attending learning at the undergraduate level of education faculty. Field teaching practice is an important part of teacher education programs, and it plays a significant role in the formation and development of teachers' professional identity (Zhao & Zhang, 2017). The field practice experience program is essentially providing a place for student-teacher to implement learning activities in real classrooms accompanied by tutors and supervisors.

