

CHAPTER I

INTRODUCTION

This study is intended to examine the Pre-service Teachers 'Perceptions of Teacher autonomy during field teaching practice. This chapter depicts the background of the study, the scope of the study, the research question, the purpose of the study, the significance of the study and the definitions of key terms.

1.1 Background of Study

In the past few decades, the profession as a teacher is getting more attention. In international research, as well as in political diversity, the teaching profession is now valued and developed as an important facilitator of effective schools (Day, 2004 p. 12). The present teacher training programs of the present have to respond and create new learning environments, as Broadbent (2003, p. 111) puts it to assist individuals to become proactive in reshaping their personal, professional, and recreational lives to promote active open-mindedness and the capacity to be creative to value the concept of lifelong learning and to construct alternative visions of teaching and learning. Indeed, More The function of teacher training programs is to make preservice teachers see their learning to teach as a constructive process of active involvement in creating knowledge

personally relevant to themselves and promoting their personal growth quality and change to teacher autonomy (Broadbent, 2003, p. 111).

Regarding teacher autonomy is indeed very significant to accommodate the definite needs and desires of students in the development process. Teacher autonomy has also been recognized as the main direction influencing the development and motto of learner autonomy in foreign language education. Therefore, according to Benson (2011), student autonomy must also be increased before trying to penetrate in increasing teacher autonomy. Moreover, the development of the teacher function is observed as a process of self-reflection, and relies on the teacher's personal awareness of the possibilities for change and what constitutes the process and on the right balance of real coordination and teacher autonomy (Richard & Moore, 2016b). The development of teacher autonomy is a major aspect in teacher development. Teacher autonomy is a multipurpose concept to achieve success. The view on the definition of teacher autonomy needs to be clarified, which can provide insight into the existence of teacher autonomy as an independent professional development as a teacher (McGrath, 2000, p. 100).

In this study, it is examined how the Perceptions of Pre-service Teachers in Promoting and Strengthening Teacher Autonomy through the Use of Lesson Study (Rachel 2014). This study continues to collect and compile information from pre-service teachers about their perceptions of

supporting autonomy through the use of lesson study. The information collected will provide the following: leading to the perception of pre-service teachers' views on teacher autonomy, forming willingness towards teachers who are considered researchers, and making lesson study as one that promotes teacher autonomy.

Related to the study in teacher autonomy, the continuation of teacher autonomy is described in the interaction between students and teacher autonomy (Huang, 2007; Smith, 2000). In the development of this study, it was revealed that in the effort to establish an autonomous language learning, conscious learner to become an autonomous learner is important. However, not only that the role of the teacher must be realized as a real principle, because in essence the teacher naturally hopes to be seen as a figure who can be judged as good and also authoritative.

In Indonesian context, teacher autonomy has been investigated EFL Teacher toward teacher autonomy (Cirocky & Anam 2021). This study found that the present study has strong implications for management teams in Indonesian secondary schools. First, it is essential to develop Teacher Autonomy by ensuring teachers are offered effective forms of professional development and also revealed that teachers expected more school support in relation to teaching facilities and professional development in growth the educational system.

There are different uses of the term teacher autonomy, but this research focuses the development of teacher autonomy to pre-service teachers, this research that investigated on the perceptions of teacher autonomy during field teaching practice to achieve their capacity to take control over their own learning of teaching. The information related to Pre-service teachers can be disclosed through scientific study. The result of the study is expected to provide an understanding of Pre-service Teachers perceptions of Teacher Autonomy will be highlighted as self-development in their teaching in the class during field teaching practice. This will provide information to lecturers or universities to take advantage of teacher autonomy as future carrier of teacher in their teaching process.

1.2 The Scope of This Study

This study focuses on the Perception of Pre-service Teachers of Teacher Autonomy during Field Teaching Practice in High School. This study examines the perceptions of Pre-service teachers IAIN Kendari of Teacher Autonomy during their field teaching practice in 40 days. Regarding their field teaching practice, the Pre-service teachers of Teacher Autonomy focuses on their own teaching in the class as take their own control of teaching. In teacher autonomy firstly focuses on teacher capacity having a strong responsibility as cognitive control and reflections, secondly the teacher also has self-conscious in raising students' awareness in their learning, lastly the teachers' engaged in various investigate activity asking

questions raising students' awareness of learning. Pre-service teachers' perceptions of teacher autonomy need to be clarified, which can provide insights into "teacher autonomy as self-directed professional development, this study can adapt for pre-service teachers in the future teaching of teacher autonomy.

1.3 The Research Question

Based on the background above, the writer formulates a research question as follows: "*What are Pre-service Teachers' perceptions of Teacher Autonomy during Field Teaching Practice?*"

1.4 The Objective of This Study

The objective this study aimed at describing a group of EFL preservice teachers of the study is expected to provide an understanding of what their Pre-service Teachers perceptions of Teacher Autonomy as self-development in their teaching in the class. This will provide information to lecturers or universities to take advantage of teacher autonomy as future carrier of teacher in their teaching process.

1.5 The Significance of This Study

This study is intended to broaden the perspective of the writer in particular and the reader in general. Many researchers have found a need for an ethnographic approach to teacher's professional development (Masami, 2006). This study has attracted attention because of the success in teacher's going through professional development on the job, in their classroom, and

together. Stated by Catherine C. Lewis (2012), educators need opportunities to see and try new approaches in practice. The finding of this study could be utilized as a reference for those who intend to conduct research in analyzing the EFL Pre-service Teachers' perceptions of Teacher Autonomy as self-directed professional development. Firstly, this study will help pre-service teachers to identify the implementation of teacher autonomy during field teaching practice in the classroom. secondly, for lecturers and teachers, this research will provide an understanding of pre-service teachers' perceptions of teacher autonomy including self-professional development as take own control on teaching. the last, will be a reference for universities so that they can apply it as the most important reference in the development of learning on teacher autonomy that is applied in the pedagogy system.

1.6 Definition of Key Terms

EFL Pre-service Teachers' **Perceptions** in this study refers to how the EFL Pre-service Teachers perception and their perceived of Teacher Autonomy during field Teaching Practice. **Teacher Autonomy** refers to Teacher autonomy also seems to be very closely bound up with notions of the critically reflective teacher, teacher research, and action research. **Field Teaching Practice** Teaching students outside of the classroom, typically as field trips to a company or other institution where students can observe and experience real processes with the aim to enhance their understanding and confidence.