

CHAPTER I

INTRODUCTION

This chapter is connecting to deserve a fundamental aspect of this study topic such as the background of the study, scope of the study, research question, and purpose of the study, significance of the study and definition of key terms. The main purpose of this chapter is to provide a rudimentary rationale for composing this research.

1.1 Background of the Study

Recent efforts on the development of student teachers (STs) has gained tremendous attention, particularly in the field of education (Charlotte, 1979; Donald, 1967; and Virginia & Sheila, 1998). This is vital to do to prepare the STs with real and actual teaching experiences which will shape their professionalism to understand what are needed to be actual teachers in the future (Lawson, Çakmak, Gündüz, & Busher, 2015). Lawson, et al., (2015) maintain that a great teaching and learning opportunities in the teaching practicum activities will open up the STs way of thinking on how they will manage the challenges that they may face in their future teaching practices. Beyond doing the teaching practicum, the STs will perceive that teaching does not only entail the knowledge of teaching the materials but also interacting with the school environment: the teachers, students, staff administrators.

Regarding other benefits of teaching practicum for the STs, several studies have investigated it. For example, how student teachers program can provide

teaching experience to stimulate positive attitudes to the teacher candidate to understand teaching concept (George, A., Diana, B. & Charlotte, M., 1981). This study revealed that such program could empower STs to be well prepared, and even it revealed beyond it in which the STs tended to: be positive to their own learning and other people; be creative; and have problem solving skills. Another study by Roy & Murray (1981) focused on comparing the evaluation of the student teachers and the teacher of the class also revealed that student teacher tended to gain more positive experiences about teaching.

Regardless of such aforementioned advantages of teaching practicum, STs are faced with many different challenges and these are very burdensome before and after teaching practicum (Gould, 2015).STs mostly encounter the following challenges: school placement,the expectation of target learners, school mentors, and university supervisor(Buckworth, 2017).Other challenges that are commonly encountered by the STs are: theoretical teaching at university needs time to be incorporated at school, nervousness of meeting the target learners in the class, preparing teaching documents that suit the curriculum of the school, worries of making mistakes throughout the teaching and learning process, and tend to follow the school mentor advices than expressing genuine knowledge(Zhu, Rice, Li, and Zhu, 2020).

Such challenges experienced by the STs prior and after their teaching practicum need to be investigated and discussed appropriately and comprehensively. How much the teaching practicum helpsthe STs change from prior to the end of the program.This present study specifically

investigated challenges faced by EFL TSs' at the start of Teaching Practicum amid pandemic Covid-19. This study is expected to provide university supervisors with practical information in order to prepare and equip the future STs to avoid similar pitfalls.

1.2 Scope of the Study

This study focused on students' responses toward challenges faced by EFL students' teacher at the beginning of teaching practicum. This research was conducted on students majoring in English Education Department in the fifth semester.

1.3 Research question

This study examines the question about, "what the challenges faced by EFL student teachers at the start of the teaching practicum?"

1.4 Purpose of the study

This study aims to investigate the challenges faced by EFL student teachers at the start of the teaching practicum.

1.5 Significant of the study

Theoretically and practically become essential of significance of the study as follows:

Theoretically, the data of this study will be added knowledge treasure on academic research and alternative reference for other research to know about challenges faced by EFL students' teacher at the start of teaching practicum.

Practically, the reader can observe real condition to prove that challenges faced by EFL students teacher at the start of teaching practicum use scientific method. For more, this study can support students to implement similar aspect from other students teacher meet and make students more confident to apply it experience when faced similar situation at field.

1.6 Definition of Key Terms

There are some terms which need to define in this study. Is that EFL students-teacher and teaching practicum as the field practice for English students' teacher.

Students Teacher has similar term to Pre-service teacher etc. As cited Ping Liu (2022) Pre-service teachers learn to apply their learning of theories and methodology in an authentic context by working directly with school children. They must learn to deal with issues and challenges and make appropriate decisions in performing various tasks. In teacher preparation, candidates are required to analyze and reflect on their experiences, learn from mistakes, and adjust for improvement.

Reflection goes beyond recording what happens during student teaching and requires critical analysis of issues and problem solving to develop competence (Freese, 2006; Schon, 1983; Zeichner & Liu, 2010). This study defines EFL

students teachers are students of English education department who are registered and taken teaching field practice course as one of the compulsory subject for the undergraduate study.

Teacher is a person which thought the other from one condition to ideal condition. She/he can acquire rationale for human brain to think worst. In other side, Challenges refer to gap or cracks that require effort to overcome. Teacher Challenges meanings that person teach someone/things in difficult condition with thousands of problem solving. Teacher challenges can be characterized from these values; first, they are keep in teach and learn particularlyat pandemic catastrophic. Second, Teacher gives insight/encourages without forsome conditions, Last, Teacher ready to help students when faced challenges alone.