

## CHAPTER I

### INTRODUCTION

This chapter discusses about the background of the study, a statement of the problem, purpose of study, scope of the study, significance of the study, and definition of key terms.

#### **1.1 Background of the Study**

The quality of teaching can determine the students' achievement. Thus, teacher education is important because it plays as a key element on producing effective teachers. The growing need for education system to produce skillful graduates has received significant attention in the recent education reforms in Indonesia. Facing the challenges of an increasingly global era, in the world of education, especially in tertiary education, institutes providing teacher education is demanded to be always active in increasing its competence in achieving quality in the field of education.

In Indonesia, many institutions attempt to produce high-quality teachers. Universities make many efforts including the teaching practice (or locally known as *Program Pengalaman Lapangan*). This implementation should be one of the ways to bring the suitability between the quality of graduates and the demand for workforce closer, especially as prospective teachers. This effort is adjusted to the demands of the era that always requires changes in all fields, especially in the field of education.

Universitas Pendidikan Indonesia, as one of universities providing teachers education in Indonesia, the student teachers learn about teaching and learning theories for the first 3 years. Furthermore, they are given the opportunity to teach in in the real class in real teaching activities or known as Field Experience Program (PPL) (Meutia, Elyza, & Yusnila, 2018). Field Experience Program or teaching practice is one of the most crucial and influential stages in teacher education (Trent, 2013). It is one of the courses in the undergraduate program undertaken by students majoring in teacher education programee. Teaching praticum is when students in teacher education program for the first time actually teaches in real classrooms, it is considered as an "opportunity [for pre-service teachers] to apply theoretical knowledge and skills that they have

learnt in classroom. to authentic educational settings " (Williams, 2009, p. 68). The program is organized to increase the participants' awareness of important components in teaching and learning activities and to encourage them to be able to implement the theory they have learnt and improve personal skills as creative teachers. It involves the activities of preparing the lesson plan, teaching, and assessing the students' achievement. Like any other Indonesian universities, Universitas Pendidikan Indonesia also requires its senior students or pre-service teachers to take the PPL course. Based on *Teaching Practicum Guidance Book* (2020), it takes around 4 months or 16 meetings.

When pre-service teachers enter teaching practice program, they hold some beliefs, expectations, hopes and concerns about teaching (Delamarter, 2015). Pre-service teachers tend to imagine what their future classroom will look like, what they will say to her students, and how they'll respond to them. The expectation plays a big role on how the pre-service teachers will teach.

Related further to expectations, some studies also show to the importance of meeting expectations. Pre-service teacher expectations' play an important role in the development of their long-term career (Kirbulut, Boz, & Kutucu, 2012). Several studies have reported that when pre-service teachers' expectations are not met, this may negatively or positively affect them (Cole & Knowles, 1993; Kirschner, Meester, Middelbeek, & Hermans, 1993). Kirbulut, Boz, & Kutucu (2012) have found that *school experience has influenced the pre-service teachers' decision to become a teacher or not*. Knowing that, understanding the pre-service teachers' expectations and fulfillment of those expectations is important. However, there is a gap in qualitative research on pre-service teachers' expectations and reality in the teaching practicum.

Therefore, this study will investigate the expectations of pre-service teacher regarding to their teaching practice session, as well as the factors effecting their expectation.

## **1.2 Research Questions**

Based on the background of the study above, this study aims to answer some formulation of the problem as follow:

1. To what extent did the pre-service teachers' expectation met during their teaching practicum?

## **1.3 Aims of Study**

In the research questions above, the study is conducted:

1. To investigate to what extent the pre-service teachers' expectation met during their teaching practicum.

## **1.4 Scope of the Study**

The study covers further explanation on the extent of the fulfillment of pre-service teachers' expectation during teaching practicum. The study also revealed the factors affecting the unmet expectation in the teaching practicum and how it affects the pre-service teacher as a future teacher. This study involved 17 pre-service teachers majoring in English Education and have done the teaching practicum. In collecting the data, questionnaire and interview were employed in order to answer the research questions regarding the pre-service teachers' expectation during their teaching practicum.

## **1.5 Significance of Study**

The study describe the pre-service teachers expectations and fulfillment of those expectations in the teaching practicum.

This research expects the significances below:

1. Theoretically, the finding of this research could enrich the existing literature on the potential causes of pre-service teachers' unmet expectation. By knowing the factors effeting the unmet expectations, they will know how to handle some situations that might cause the unmet expectations.
- 2 This findings on this study might be beneficial as a reference for further research and expected to give some contribution to the enrichment of the

literature of pre-service teachers' expectation and reality in the teaching practicum, especially in Indonesia.

- 3 The result of the study is expected to to enhance the pre-service teacher education programme to effectively prepare pre-service teachers to face the real challenges of teaching.

## **1.6 Paper Organization**

This research study is organized into five chapters. Each chapter is subdivided into subtopics that elaborated the given issue. The chapter is arranged as follows:

In the first chapter, the paper will elaborate the background, research questions, aims of the study, the scope of the study to avoid over focusing on the research, research method, the significance of the study, clarification of the terms and organization of the paper.

In the second chapter discusses about the review of the literature. This chapter will discuss the theories, related theories, and related studies, which are used in this study, such as teacher education, pre-service EFL teacher education micro-teaching, teaching practice, pre service teacher, and review of related studies.

In the third chapter, the methodology of the research is discussed. The writer will elaborate the methodology that is used in this research. In details, this chapter explains research problems, research design, participants, research instruments, data collecting procedures, and data analysis.

In the fourth chapter reports the results of the research. In this chapter will discuss the findings of the study and will analyze those findings discussion. The discussion elaborates the theories proposed in Chapter II.

Finally, the fifth chapter present several findings of the research are explained together in the conclusion and several suggestions of the study based on the analysis in chapter four. Moreover, the limitations of the study present the further information about the research.