

## **CHAPTER I INTRODUCTION**

In this chapter, the background of the study, the scope of the study, research questions, aim of the study, significance of the study, clarification of key terms, and the organization of the paper are presented.

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

Currently, the world is in a state of a pandemic due to Covid-19 or the Corona Virus, which infects and affects every aspect of our daily lives, including the education sector. Before the pandemic, conventional or offline learning is seen as the most usual teaching and learning between the teacher and their students. However, those things can hardly be seen in our current situation as face-to-face learning was limited or even prohibited. Online teaching and learning is perhaps the most suitable and reasonable teaching and learning to be applied in many countries which struggle with the Covid-19 pandemic. When these changes happened, the strategy and approach in learning are inevitably changed to make sure that it can facilitate both the teacher and the students in an effective and safe way of learning. The changes in the delivery mode of teaching from offline to online have become a concern in the education field.

Pre-service teachers can be considered as teacher candidates who attempt to find as many experiences as they can during their teaching practicum. A teaching practicum is an event where they can practice teaching their students, which will support them in gaining teaching experiences in their late semesters before completely becoming an experienced professional teacher. However, due to the Covid-19 pandemic that is still occurring, the teaching practicum will also be adjusted from offline teaching practicum into online teaching practicum. In this case, the pre-service teachers will have to deal with the challenges they will encounter from their teaching practicum, which are held online. The pre-service teachers who were having their first and last teaching practicum have to experience a different situation than the normal offline teaching practicum. The pre-service teachers will have to be more creative and innovative in choosing the proper method for their teaching, choosing the online instruments, online teaching media, online application tools, the proper strategy to be applied, and many preparations to be prepared during their teaching practicum.

Different methods of teaching mean different challenges to be faced by the teachers. There are obviously problems and challenges that are inevitable to be encountered by the pre-service teachers since the online teaching practicum requires a different method, approach, media, etc., that is quite different than the usual normal teaching practicum, which always held every year. The challenges pre-service teachers faced have been discovered, such as the lack of pedagogical knowledge in the online class environment and the lack of knowledge in online assessment (Gustine, 2021); furthermore, difficulties in classroom management and time management, mixed-ability classes, and the difficulties in using the technology (Köksal & Genç, 2019).

This research is based on several previous studies about online teaching and learning class which has become a concern in recent research studies. The burning issue of the topic matter is one of the reasons why the study was chosen by the writer. The current topic issues about online teaching and learning have been presented in many recent journal articles and research fields. Many studies related to finding out students' and teachers' perceptions about online teaching and learning have been conducted. The study conducted by Gustine (2021) where she researched the pre-service teachers' challenges during online teaching practicum throughout the transition changes from offline teaching into online teaching, which has found two kinds of challenges, i.e., the lack of pedagogical knowledge in the online class environment and the lack of knowledge in online assessment. Furthermore, the study conducted by Köksal & Genç (2019), which focuses on researching the student teachers' experiences, things they learned, and challenges they met during the teaching practicum, found out the results that the pre-service teachers learned the pedagogical strategies, developed professional identity and developed positive feelings towards teaching.

Therefore, this study aims to find out the challenges faced by the pre-service teachers, the benefits they gained, and their responses towards the online teaching practicum. Hence, the particular topic is very relevant to become a research study since the situations are still occurring, and the researcher has good chances of finding relevant and most recent journal articles as the resources and guidelines.

There are many research regarding pre-service teachers and online teaching practicum. Despite having many research, there are still a limited number of research on this matter in the Indonesian EFL context. This study is expected to fill the gap and to contribute the limited number of research in the Indonesian EFL context, which can give a different

point of view and a new perspective, especially to pre-service teachers in the EFL context in Indonesia during the online teaching practicum.

## **1.2 Scope of the Study**

The focus of this study is to find out what are the challenges and the benefits that the EFL pre-service teachers confronting and how do they manage to overcome the challenges in teaching the students in an online environment which obviously requires different approaches, methods, media, and strategies. The scope of this research will be focusing on the challenges faced by the EFL pre-service teachers of the English Education program in one of the state universities in Bandung, West Java.

## **1.3 Research Questions**

Based on those general images above, this research attempts to find and answer the following question:

1. What challenges and benefits do the EFL pre-service teachers encounter during their online teaching practicum?
2. How do EFL pre-service teachers respond to their challenges during online teaching practicum?

## **1.4 Aim of the Study**

This study attempts to find out the challenges that pre-service EFL teachers encountered during their online teaching practicum during the time of the Covid-19 pandemic. From my perspective, it is necessary to explore what is on the pre-service teacher's mind and their responses on the matter because they will become professional teachers for their students in the future, so they need to get teaching experiences, even though it was pretty different than usual offline teaching practicum. Moreover, this is the student teachers' first online teaching practicum since usually it is only done in an offline situation. By looking into their responses and perspectives, the researcher assumes to see different ways and strategies of how pre-service teachers come up with a suitable teaching method and perhaps can give insight on the best approach and teaching strategy to be applied to other pre-service teachers in the next time during online teaching practicum in the middle of a pandemic.

## **1.5 Significances of the Study**

The results of this study are expected to be beneficial both theoretically and practically, which is elaborated in the following part.

Theoretically, the findings of this study are expected to give insights on how the pre-service language teachers dealing with their problems during online teaching and coming up with the solution of the online approach to teach their students.

Practically, this study aimed to find the pre-service language teachers' perspective towards online teaching during the pandemic time. The findings are expected to be used as a comparison on how English language pre-service teachers of a public university deal with the condition that forced them to teach via online teaching.

### 1.6 Clarification of the Key Terms

In this research, there are several terms that need to be elaborated as follows:

#### 1. **Benefit:**

A helpful or good effect (Cambridge Dictionary, 2021). In this study, the term benefits refer to the advantages or the good effect of online teaching practicum, which the pre-service teachers gained.

#### 2. **Challenge:**

Something needing great mental or physical effort in order to be done successfully, or the situation of facing this kind of effort (Cambridge Dictionary, 2021). In this study, the term challenges refer to the problems that are faced by the pre-service teachers during their online teaching practicum time.

#### 3. **Pre-service teachers:**

Students enrolled in an initial educator preparation program, studying to become practicing teachers (IGI Global Dictionary, 2021). In this study, the term pre-service teachers refer to the participants of student teachers who are conducting or have conducted the online teaching practicum and teaching or had taught both the students in Indonesia or outside Indonesia.

#### 4. **Online practicum:**

An online practicum is a class in which an educator gains field experience in which he or she applies specialized knowledge to teach in a chosen specialty area. An online practicum occurs when in some way, the supervision and feedback for that practicum experience occur in either a synchronous or asynchronous online class (IGI Global Dictionary, 2021). In this study, the term online teaching practicum refers

to the university program which demands the last semesters' student teachers or pre-service teachers to teach the students in the school through online teaching.

## **5. Online teaching:**

Online teaching is the educational approach that delivers instruction using a computer network, usually the Internet, without requiring face-to-face meetings of students and faculty. Courses may be synchronous, asynchronous, or a combination (IGI Global Dictionary, 2021). In this study, the term online teaching refers to one of the delivery modes of teaching with the use of technology and the internet connection.

## **1.7 Organization of the Paper**

This paper is arranged into 5 chapters. The general description of each chapter is as follows.

### **CHAPTER I: INTRODUCTION**

This chapter contains the introduction of the paper, which includes and elaborates the background of the study, scope of the study, research questions, research objectives, significances of the research, clarification of the key terms, and organization of the thesis.

### **CHAPTER II: LITERATURE REVIEW**

This chapter contains a literature review that provides information to explore the research problems. The theories provided in the literature review are a brief description of online teaching and learning and pre-service teachers.

### **CHAPTER III: RESEARCH METHODOLOGY**

This chapter discusses the procedures and stages of the research employed by the researcher. The discussions are research design, participants, data collection, and data analysis method.

### **CHAPTER IV: FINDINGS & DISCUSSION**

This chapter shows the results of the study after the necessary data is obtained and analyzed by the writer through the research. The contents are about data collection and data analysis, findings, and discussions.

### **CHAPTER V: CONCLUSIONS AND SUGGESTIONS**

This chapter contains the conclusion of the research and suggestions for the next researchers who can get the benefits of this paper.