

CHAPTER 1

INTRODUCTION

This chapter elaborates the background of the research, research problems, objective of the research, significance of the research, scope and limitation, and definition of key terms.

A. Background of Study

Instructional in teaching learning process is the main instrument of education in the school, university, or other educational places. Teaching learning process is a major instrument in education. This activity is done by teachers and students. Teachers have important role in teaching learning process beside the students. Teachers played role as bridge of many knowledges to the students, teachers must have some certain requirements and qualified on how they teach to their students. Teachers' beliefs and perceptions about their teaching skills have a strong impact on their teaching effectiveness¹.

Doing teaching is not easy. In teaching learning process, teachers' role is the most important aspect because they are sources which have connection with the goal of teaching learning process directly. Beside that, teachers must have principles that used in their teaching. Giving knowledge to the students is not easy. Five core principles in the effective teaching practice; First, the

¹ Knoblauch, D., & Woolfolk Hoy, A. (2008). "Maybe I can teach those kids": The influence of contextual factors on student teachers' efficacy beliefs. *Teaching and Teacher Education*, 24, 166–179.

effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically. Second, the work that students are asked to undertake is worthy of their time and attention, personally relevant, deeply connected to the world in their daily life. Third, assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions. Fourth, teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning. Fifth teachers improve their practice in the company of peers.

Surrounding these five core principles, and infused into each of them, is the effective use of the technologies of our time for both teaching and learning.² Teaching practice is needed by student- teachers to give them many experiences, knowledges and also atmospheres to be real teacher in the classroom situation. It is not something easy, because it needs mature preparation not only from student- teachers but also from their supervisor too. In this case student- teachers will bring their identity from university and also themselves as real teacher in classroom situation.

Applying knowledge in teaching practice is not as simple as one can imagine. Not much has been known on how teachers transform what they believe and know into what they practice in the real teaching situation. Putting theories into practice is one of the complex areas that many are still

² Sharon Friesen (2009). Teaching Effectiveness Framework. Canadian Education Association (CEA) 317 Adelaide Street West, Suite 300, Toronto, ON M5V 1P9, 4

investigating, especially in the context of second language teacher education. Many potential factors can contribute to the success of a teacher in delivering the lesson to the students.

According to Richards & Crookes as cited in Gebhard:

Teachers have a chance to apply many valuable things, such as getting practical classroom experience, putting theories into practices, gaining insight from observing experienced teachers, improving lesson planning ability, improving ability in designing and developing materials, sharpening their teaching ability, strengthening their understanding of teaching in terms of theory and practice, and improving decision-making ability in teaching by looking at and exploring into themselves and other's teaching practices.³

Through teaching practice "as teachers reflect on their practice, they try to make sense of it and doing develop their own principled understandings".⁴ Teaching practice can be used as media to improve and to apply their knowledge and skills which got from teacher education program from their university. Especially in State Collage For Islamic Studies (STAIN) Kediri, on January until February which have sent many student-teachers into some secondary schools and senior high schools for teaching practice as obligation and give them cost experience as the real teacher in the classroom. So, this study explores kinds of problems faced by the English student- teachers of

³ Richards, J. C. Competence and performance in language teaching. *RELC Journal* , 41(2), 101-122.

⁴ Murray, D. E., & Christison, M. A. (2011). *What English language teachers need to know* (Vol. I). New York: Routledge. 199

STAIN Kediri during their teaching practice in the schools and the efforts that they made to overcome or solve their problems.

B. Research Problems

Based on the background of the study above, the writer states the research problems as follows:

1. What are the problems faced by English student-teachers of STAIN Kediri in their teaching practice?
2. What are the efforts made by English student-teachers of STAIN Kediri to solve their problems in their teaching practice?

C. Objectives of the Research

Based on the research problems above, the objective of research are as follows:

1. To find out and explain what problems are faced by English student-teachers of STAIN Kediri in their teaching practice.
2. To explore the efforts and solutions made by English student- teachers in overcome their problems on their teaching practice.
3. To give additional information about the efforts in solving teaching practice.
4. Giving suggestion about problems and efforts in teaching practice.

D. Significance of the Research

The writer expects the result of this research can give additional contribution to reader(s), intuition(s), and others about what problems that English student-teachers faced during teaching practice and then the efforts they made to overcome their problems. Through these findings of study, the writer expects for English student-teachers can give contribution to solve the problems that will face in next time when teaching in the school in future.

For the school can be as reference to give additional contribution and many solutions for others teachers to improve their skill and ability in teaching in the classroom. For the further studies it can be as additional reference in analyze or look for information about teaching and it's problems.

E. Scope and Limitation of the Research

The scope of the research is teaching practice that conducted by English student-teachers of STAIN Kediri on January 12th – February 28th 2015, and the limitation of the research is the problems faced or discovered by the English student- teachers of STAIN Kediri when they are conducting teaching practice at the classroom in some secondary schools and high schools in Kediri, Nganjuk, and Blitar, and their efforts to solve their problems in teaching practice.

F. Definiton of Key Terms

To give more clrification and to avoid misunderstanding, some key terms which used related this research need to be defined. Following is the definition of key terms used in the research:

1. Teaching practice: Teaching practice in this study is a program from faculty education and held regularly. Teaching practicum is the essential step which must be passed by student- teachers program. In this stage student faced the real condition as real teacher and opportunity for student – teachers to share reflecting, evaluating their knowledge, skills and also provide cost experience to them as teacher on real situation in the future. In this study, English student- teachers doing teaching practice in some secondary and high schools.
2. Student-teachers/Novice teachers: A novice could be anyone who is teaching something new for first time or who has entered a new cultural context for the first time.⁵ In State Collage for Islamic Studies (STAIN) Student - teachers are students who take faculty of educational programme as candidate of teacher in the future who passed at least seventh semester of lecturing's lesson from university.
3. Teachings' Problems: In this study the problems refers to the difficulties in teaching practice from English student- teachers.

⁵ Farrell, T. S. C. (2012). *Novice-Service language teacher development: Bridging the gap between preservice and in-service education and development*. TESOL Quarterly, 46(3), 435–449.