

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1. Background**

Pedagogical challenges are commonly faced by the pre-service teacher during teaching practice, such as deciding materials, classroom management, students' assessment, etc. This is in line with Ong et al. (2004) notion, stating that there are five challenges burdening the pre-service teacher during teaching practice, there are supervision, environment, workload, pedagogical knowledge and content knowledge. Knowing those challenges is important because teaching practice is the first experience for the pre-service teacher to teach in the real classroom situation. Also, those challenges can be the main foundation in conducting teaching reflection for the pre-service teacher.

In addition, those challenges can affect a pre-service teacher's preconceived beliefs. These preconceived beliefs are constructed from two main sources, namely (1) their learning experiences as language learners, and (2) ideas learnt from pedagogical classes and experiences gained from school during teacher education programs, (Richards & Lockhart, 1994). However, these beliefs can change during teaching practices. Debrel (2012) argues that pre-service teachers can change their beliefs about teaching and learning once they teach in a real classroom setting. Those changes are caused by the pre-service teacher's experiences while encountering various teaching challenges during teaching practice.

Nowadays, there have been various studies about teacher's challenges during teaching practices, Takaoğlu (2017) investigated the challenges faced by the pre-service teacher of science during the teaching and learning process in Turkey. Also, Ramirez et al. (2018) identified challenges of the English teacher in the Engineering Faculty. Moreover, Alhamad (2018) investigated the challenges and induction needs of novice English as a foreign language teacher in Saudi Arabia. It can be concluded that there is a lot of research related to the challenges of teaching a teacher in the classroom in any subject and any field.

From the empirical viewpoint, there have been plenty of studies investigating teaching challenges, but there is little research focused on the pedagogical challenges and its impact on pre-service teachers' beliefs, especially in Indonesian context. This study attempted to scrutinize the pedagogical challenges which are faced by junior high school pre-service teachers during teaching practice and its impact on her beliefs.

## **1.2. Formulation of the Problems**

This study has two research questions as follows:

1. What are the pedagogical challenges faced by the EFL pre-service teacher?
2. What are the impacts of those challenges on the EFL pre-service teacher's beliefs?

### **1.3. Operational Definitions**

To avoid misunderstanding about the terms in this study, the researcher provides some definitions related to this study, as follows:

1. Pre-service Teacher : The college students who are gradually introduced into the teaching role for a particular class by a mentor or cooperating teacher.
2. Teacher's Beliefs : Unconscious assumptions about the students, the classroom, and the academic materials to be taught.
3. Pedagogical Challenges : Challenges related to the method and practice of teaching, especially as an academic subject or theoretical concept.

### **1.4. Aims of Research**

The aims of this study are to identify pedagogical challenges which are faced by an EFL pre-service teacher and their impacts on her beliefs. By knowing those challenges, a pre-service teacher is expected to understand how to undergo that situation during the teaching process.

### **1.5. Uses of the Research**

#### **1. Theoretical Use**

This study attempts to foster theoretical underpinnings of teachers' beliefs and their implementation in English language education. In particular this study expands the conceptual framework of teachers' beliefs proposed by Borg (2003).

## 2. Empirical Use

The present study contributes to the development of existing empirical investigation in teachers' beliefs and English language education.

## 3. Practical Use

This study offers practical knowledge for the practitioners, learners and policymakers about the importance of understanding and applying teachers' beliefs to optimize teaching and learning practices and attain expected learning outcomes.

