

CHAPTER 1

INTRODUCTION

A. Background

The most common way of enhancing student teaching experiences in teacher education is when colleges and universities link the theory of educational preparation with the reality of daily classroom practice (Bacharach, Heck, & Dahlberg, 2010). The more practice student-teachers do, the more experience they will get and it may help student-teachers to be better prepared as a teacher in the future. Traditionally, field experience in teacher education has been signified by student-teacher observing lessons before taking the responsibility to teach individually (Bacharach, Heck, & Dahlberg, 2010; Henderson, Beach, & Famiano, 2009). Nowadays, the models of field experience must be developed by employing newer teaching techniques such as collaborative teaching (Baeten & Simons 2014).

Collaboration is not a new method in teaching and learning activity. This activity can be done by teacher-teacher, teacher-student, and student-student. Even though collaborative teaching is not a new phenomenon, its application in the student-teaching experience is a new area of study. In fact, some universities are beginning to examine the implementation of a collaborative teaching model to replace the traditional model of student teaching (Bacharach, Heck, & Dahlberg, 2010). Many studies showed the importance of implementing collaborative teaching as field experience in higher education. For example, Thomas & Diana

(2014) revealed the practice of collaborative teaching is one way of enhancing the development of student-teachers in teaching preparation. In addition, study by Bacharach, Heck, & Dahlberg (2010) showed that implementing collaborative teaching model was an important learning strategy for student-teachers to better prepare to meet the needs of the learners they will serve in the future.

Student-teachers who take Teaching English to Young Learners (TEYL) course in the sixth semester from English Education Department from a university in Indonesia were given an assignment to do the collaborative teaching as their final project. In this project, they were divided into several groups consisting of five to nine members in each group. Before the teaching practice, they must choose one of the elementary schools in Tasikmalaya for the teaching practice. Further, they were asked to design a lesson plan for English subject at elementary school level and were guided by the lecturer, after designing the lesson plan, they are required to visit the elementary school and apply the lesson plan that they had designed earlier for teaching the students in a real classroom setting. It was their first experience to design a planning collaboratively. Therefore, it is very interesting to know the perspectives of student-teachers who have no experience at all about collaborative teaching after doing the project

The issue of collaborative teaching is popular and often examined, such as the advantages and disadvantages of the model. However, the study in the area of student-teachers' perceptions toward collaborative teaching is still lacking in research. To fill this gap, this present study attempted to investigate student-teachers' perception and challenges in designing collaborative teaching.

B. Formulation of The Problem

This research identifies the problem as follows, “What are student-teachers’ perception on benefits and challenges in designing collaborative teaching?”

C. Operational Definition

To avoid misunderstanding, here are the operational definitions of the keyword:

1. Designing Collaborative Teaching : It is defined as two or more student-teachers working and designing the lesson plan together.
2. Student-teachers : They are university students who are engaged in teaching practice.

D. Aims of The Research

This research aims to identify student-teachers’ perception on benefits and challenges in designing collaborative teaching.

E. Significances of The Study

The main value of the present research lies in its contribution for both lecturers and student-teachers because the findings may help student-teachers to better understanding benefits and challenges of designing collaborative teaching. Furthermore, the research can provide lecturers to incorporate a collaborative teaching experience into education program.