

CHAPTER I

INTRODUCTION

A. Background

Teaching practicum (TP) is almost universally accepted today as the requirement in teacher education programs. The teaching practice program is the major essential component in professional education (Gower & Walters 1983). Teaching practicum is essential for pre-service teachers and it builds their view about teaching. Teaching practicum is consistently described as the most important element of teacher education (Wilson, 2006). Teaching practicum is conducted for twelve weeks in school as part of the course in colleges or universities of education. During the teaching practicum, student teacher conducts classroom lessons and performs the duties of a teacher in school. They are placed at the selected school depend on the university policy.

In teaching practicum, the role of pre-service teachers has become more complex. As a result, it causes challenges for them during the teaching practicum. One of the challenges that they might feel is lack of confidence as they do not really have much experience in making a lesson plan, deciding teaching methodology and evaluation design. Teaching practicum is considered as the hardest and stressful part of teacher preparation program for most pre-service teacher (Chaplain, 2008). They are still a beginner at this profession and

consequently, they have less strategies dealing with stress (Fives, Hamman, & Olivarez, 2007).

In the previous research, Klassen, Tze, Betts, & Gordon (2011) revealed few studies investigating patterns of change in teacher's self-efficacy over time. There are no research investigating about self-efficacy of pre-service teacher and emotional reaction using data waves. Results from two waves studies propose that self-efficacy of pre-service teacher may increase during teaching practicum (Fives, Hamman, & Olivarez, 2007; Knoblauch, & Woolfolk Hoy, 2008), but for longitudinal studies demands more than two waves of data to obtain the pattern of change (Singer & Willet, 2003). Meanwhile, other research has observed the role of self-confidence in learning to teach in higher education (Sadler, 2013). Although most studies have explored the issues of teaching with confidence (Angela, 2014), there is still less investigation on how is the pre-service teacher's self-confidence during teaching practicum. Dealing with those issues, this research attempts to investigate how the pre-service teacher's self-confidence during teaching practicum.

B. Formulation of the Problem

A research question in this study is "How is the pre-service teacher's self-confidence during teaching practicum?".

C. Operational Definition

To avoid any misunderstanding from terms used in this research, the investigator provides some definitions related to this research, as follows:

1. Pre-service Teacher : The undergraduate student from English education program who involved in teaching practicum for three months in a school.

2. Self-confidence in Teaching Practicum: The belief in oneself and abilities to teach during teaching practicum including lesson planning, material explanation, teaching performance, and evaluating design. It describes an internal state made up of what we think and feel about our-selves during teaching practicum.

D. Aim of the Research

The present study aims to discover the issues occurring in teaching practicum during 3 months and how the pre-service teacher's self-confidence during teaching practicum.

E. Significances of the Study

1. Theoretical Use

This study will extend the pedagogic approach regarding to the theory of self-confidence during teaching practicum for pre-service teacher.

2. Practical Use

This study will serve and support student-teachers and also teacher about the theory of self-confidence during teaching practicum.

3. Empirical Use

This study will offer empirical insights into how is self-confidence of Pre-service teacher during teaching practicum.