

CHAPTER I

INTRODUCTION

A. Background

This research will explore my own experience while I got practice teaching a compulsory requirement to attend by the student teachers in one of the vocational high schools in Tasikmalaya. This has given me experience in teaching to gain knowledge on how to teach in a real situation. Teaching Practicum is an important teaching program. This state is in line with Clarke et al., (2014) as cited in Becker et al., (2019, p.12) that argued “teaching practicum is considered one of the most important components of the teacher preparation program.” Hence, teaching practicum provides a central arena for learning such expertise, since I learn what I can practice.

Teaching practicum is a memorable experience, because it gains practical teaching in the real field of factual teaching for pre-service teachers and as an experience for me as a candidate as a professional teacher in vocational high school in the future. Fives et al., (2007, p. 917) argued as cited in Becker et al., (2019) “Field experiences and the teaching practicum constitute important parts in teacher education programs. The teaching practicum serves various functions and is considered to be a unique time in teachers’ professional development.” Therefore, this teaching program activity has an important role and my experience while I had teaching practice contributed to my knowledge skills and attitude which are benefits for my future life as a candidate for a teacher.

I learn much about how to teach and have new knowledge in this teaching practicum, and this is a good way for me to apply the theories that I learn in-classroom courses while I am in college. Teaching practicum is a good opportunity to apply and develop my skills in teaching as a pre-service teacher. Sinnema et al., (2017) also supported the findings as cited in Suartini, (2019, p.2) "Teachers should be able to identify learning priority, but they have to do it for each student and defend the decision made. That knowledge base is taken to develop students' skills." The implementation of learning English for students in vocational high schools must be focused on the target needs and learning needs.

My opportunity while teaching in a vocational high school would find many various obstacles in teaching. Teaching in vocational high school is clearly stated that vocational education should give the priority to prepare vocational high school students to enter the workplace and develop professional behavior (Mahbub, 2018). One of the important components in the regulations of vocational education is the teacher. Alonazi, (2017) argued as cited in Mahbub (2018, p.247) "Then they assert that as facilitators a teacher should simulate professional situations/problems and encourage the students to create alternative solutions. In this way, she/he will be able to encourage the students' autonomous learning in the classroom." So, vocational high school means where vocational education should focus on the development of students' skills in a specific field.

So, this study will reveal my experience and obstacles while teaching in vocational high school, also how I faced difficulties and challenges while teaching in a place that has never been tried, and this research is to know how I learn from the difficulties during teaching activities and make them improve and re-develop my abilities and skills in teaching to be better. The previous research by Rido, Ibrahim, and Nambiar (2014, p.423) stated that “the master teacher used four types of interaction strategies such as control of interaction or interaction management, elicitation or questioning, speech modification or feedback, and repairing or error treatment strategies.” Those strategies are able to promote interactive learning and the implication of this study will contribute to better teaching practice particularly in the Indonesian Vocational High School context.

In previous research by Rido, it was mentioned that classroom interaction strategies are important in the EFL vocational classroom since teaching and learning emphasizes the use of English as a medium of communication. Therefore in my research, as long as I taught at vocational high school I should face the difficulties and challenges in teaching foreign languages to make it a worthwhile experience. Hence, from this experience, I can find out how I faced challenges and difficulties while being a pre-service teacher.

B. Formulation of The Problem

This study explains how a pre-service teacher in Vocational High School faced the difficulties and challenges during teaching in a place that

has never been tried, and makes it into a new knowledge to become a professional teacher, it will attempt to answer the following research question. “What is my experience during the Pre-Service teaching practicum in Vocational High School based on the difficulties and challenges in teaching English?”

C. Operational Definitions

To have a better understanding of the key terms from this paper, the researcher provides some definition of those words.

1. Pre-Service Teaching

Practicum : Teaching practicum is a powerful experience for pre-service that has renewed their passion for teaching and learning, apart from skills and confidence. Pre-service teaching practicum is a compulsory requirement to attend by the student teachers. In this program, I can apply the knowledge and teaching methods that have been obtained while studying in class to apply in the real classroom teaching.

2. Vocational High School : Vocational high school is a formal high school level which educates

students ready to enter the world of job directly. The vocational high schools orientation provides students with the ability to enter secondary level jobs and continue their education to a level appropriate to their specialization (vocational). In this case, one of the vocational high schools in Tasikmalaya provides a form of talent development, a basic skill that leads to the world of work which is seen as training in skills.

3. Teaching EFL

Experience :

English foreign language is considered the first foreign language in Indonesia. Teaching English for non-native learners. This research is teaching English to non-native students in vocational high school during the practice teaching program.

D. Aim of The Research

The main objective of this study will reveal my experience as a pre-service teacher while teaching at Vocational High School in Tasikmalaya. In this one, I am a participant in this study. The aims of this study are also to find out my experiences as a pre-service teacher in facing the challenges and difficulties and make it an insight into becoming a professional teacher.

E. The Uses of The Research

1. Theoretical

This research expands to be useful for pre-service teachers to gain new knowledge and for establishing work relationships in order to be optimal in guiding students in the process of learning English.

2. Practical

This research provides important points regarding the involvement of teachers and the students.

3. Empirical

It would enrich my experience about how to improve teaching skills and motivate a pre-service teacher and be ready as a professional teacher in vocational high school.

