

CHAPTER I

INTRODUCTION

1.1 Background

Yusuf (2006) in Dweikat (n.d) puts forward that teacher education is not only theory-based but it is also practice-oriented. Through theory and practice student teachers are provided with the knowledge and skills necessary for them to acquire the basic components of teacher education. The practice-oriented experience include among others teaching practice, workshop, and microteaching.

Teaching Practice is a course in which students are given chances to teach real students in schools. At the English Department of the Faculty of Teacher Training and Pedagogy of Widya Mandala Catholic University Surabaya, this 4-credit program which lasts for 36 effective days requires various activities to be performed by the students. One of the most essential activities is teaching English in real classes to apply their English teaching skills.

As a prerequisite of enrolling Teaching Practice, the students must pass Micro Teaching. Micro Teaching is a course in which students are given opportunities to teach English to their friends in the form of simulations. The Micro Teaching classroom is the imitation of the real ones in schools. It is expected to be the place for students to prepare themselves on campus to get knowledge and skills before they go to real teaching field.

In Micro Teaching the students are provided with the theory and application of Micro Teaching Skills. Besides developing an appropriate lesson plan, the students get the opportunity to practice in front of their peers. They are trained to demonstrate the ability to create classroom discourse by organizing teaching activities like asking questions of various kinds, responding to students' questions appropriately, assessing students' learning achievement appropriately, and applying appropriate teaching techniques, media, and other learning resources in conducting the class activities. The materials used in Micro Teaching are taken from the textbooks used in schools which implement Competency-based Curriculum. In brief, the overall purpose is to prepare the students before they are enrolled in Teaching Practice.

The brief description about the relation between Teaching Practice and Micro Teaching in the previous paragraphs relates to the issue of transfer which is taken to mean that what is learned in one place can be used in another. Freeman (1994) in Mullock (1999: 173) points out that transfer is an assumption which lies at the heart of education. What is often assumed is that the content of teacher education courses is automatically transferred to the classroom.

The transfer assumption might indirectly mean that what the students have got in Micro Teaching is spontaneously passed on to their Teaching Practice. Indeed no discussion of a program evaluation, in this case the one of Teaching Practice would be complete without the input from the students themselves as they are the ones who implement the knowledge and skills they obtain from Micro Teaching in the real classrooms at school. This particular assumption of transfer from Micro Teaching to Teaching Practice is worth investigating. Since so far there has not been any research performed to obtain somewhat scientific data about what students say related to their teaching in real classes at school, the writer raises this issue to commence a preliminary study to reveal the perceived advantages of Micro Teaching and Teaching Practice as well as the extent the knowledge and skills obtained in campus are transferred onto real classroom teaching practice at school – hence, revealing ‘the voice of students’ as it is stated in the title of this research.

1.2 Statements of the Problem

Based on the rationale mentioned above in (1.1), the writer poses the following research question: “How is Teaching Practice in real classes at school perceived by student teachers?” from which the minor questions are formulated as follows:

1. “To what extent are pre-activities of Teaching Practice useful for student teachers in their teaching in real classes?”
2. “To what extent are post-activities of Teaching Practice useful for student teachers in their teaching in real classes?”
3. “To what extent is teaching demonstration in MT advantageous?”
4. “To what extent does Micro Teaching assist student teachers in their Teaching Practice with regard to Lesson Plan making?”

5. “To what extent does Micro Teaching assist student teachers in their Teaching Practice with regard to Lesson Plan implementation?”
6. “To what extent is Micro Teaching perceived different from Teaching Practice by student teachers?”
7. “To what extent does the difference between Micro Teaching and Teaching Practice cause problem to student teachers?”
8. “To what extent does Micro Teaching assist student teachers in their Teaching Practice with regard to the knowledge and teaching skills in real classroom instruction?”

1.3 Objectives

Referring to the research question previously posed, the writer is conducting this study to achieve the objective of revealing how Teaching Practice in real classes at school is perceived by student teachers. More particularly, this study is intended to document the extent the student teachers think they have been assisted in their teaching in real classes at school. The minor formulated objectives derived from the minor research questions are as follows:

1. to reveal the extent to which pre-activities of Teaching Practice are useful for student teachers in their teaching in real classes,
2. to reveal the extent to which post-activities of Teaching Practice are useful for student teachers in their teaching in real classes,
3. to reveal the extent to which teaching demonstration in Micro Teaching is advantageous,
4. to reveal the extent to which Micro Teaching assists student teachers in their Teaching Practice with regard to Lesson Plan making,
5. to reveal the extent to which Micro Teaching assists student teachers in their Teaching Practice with regard to Lesson Plan implementation,
6. to reveal the extent to which Micro Teaching is perceived different from Teaching Practice by student teachers,
7. to reveal the extent to which the difference between Micro Teaching and TP causes problem to student teachers, and

8. to reveal the extent to which Micro Teaching assists student teachers in their Teaching Practice with regard to the knowledge and teaching skills in real classroom instruction.

1.4 Significance of the Study

The research to be performed in this study is based upon such a premise that student teachers' voices on the extent they think they have been assisted are the most critical factors in determining the degree of success of the Department's attempt in assisting them in real classroom instructions. As a consequence, the long-term objective of this study is to draw syllabus designer's attention to what needs maintaining and/or improving with regard to the overall syllabus especially the Micro Teaching one. It is somewhat an urgent study as the curriculum of Department is now under revision and soon the syllabus will also be. Furthermore, when the student teachers are prepared well and when they are there in schools, they can in some way be the representatives for promoting the Department in the society.

1.5 Scope and Limitation

The center of investigation in this study excludes the administrative activities carried out by the student teachers at school. The study is restricted to merely the student teachers' teaching in real classes in applying their English teaching skills. The teaching in real classes is the one that is scored or evaluated by the English school teacher and/or the lecturer assigned to evaluate their teaching. Therefore it also excludes the non-scored teaching by the student teachers who are sometimes asked to be a substitute teacher as the respective classroom teacher is absent.

1.6 Theoretical Framework

The conceptual framework for investigating this study derives from the assumption that what student teachers have undergone in Micro Teaching on campus is applied in the real classrooms at school. Therefore the literature review will touch upon the issue on Teaching Practice, Micro Teaching, evaluation, and knowledge and skills expected to be transferred in real classroom implementation.

1.7 Definition of Key Terms

The student teachers in this study refer to the ones registering a course named Teaching Practice. The students' voice refers to the perception or awareness of their own teaching performance in real classes. It also refers to the suggestions and comments of the student teachers with regard to the contribution of Micro Teaching for their Teaching Practice.

1.8 Organization of the Research Report

This study is presented in five chapters. In Chapter I the researcher introduces the background, presents the problem statement along with the objective, points out the significance of the study, and the limitation of the study, provides theoretical framework, and defines the key-terms. Chapter II reviews the related literature underlying the research. Chapter III presents the research method used in this study. It includes a description of the research design, the research instrument, the research subjects, and the procedures to collect and analyse the data. Chapter IV will deal with the results of the data analyses and the findings. Chapter V concludes the study.