

## **Chapter One**

### **Introduction**

This chapter presents the introduction of the research. There are several important points mentioned in this chapter. In this chapter, it provides the background of the research, statement of the problem, the delimitation of the research, research question, objective of the research, and significance of the research. In the last part of this chapter, the researcher mentions the organization of the research.

### **Background of the Research**

Pre-service teachers are students who learn to become teachers. Learning to become pre-service teachers includes the teaching a class like actual teachers' teaching. Besides, teaching practice is one of the programs of the education department which includes religious education, mathematics education, English education, and others. Each major of the education department has a program where the students should practice the teaching at the schools. Hence, the students are obliged to run the program because it is one of the programs required for the graduation.

In addition, the students who take major related to the world of education will definitely experience this process. In a private university of Yogyakarta, the pre-service teachers are the students who join the internship program at English Language Education Department (ELED). This study examines the teaching practice program for pre-service teachers in one of the private universities in Yogyakarta. The pre-service teachers have to teach in teaching practice started from elementary school, junior high school, and senior high school. Thus, they are required to teach different levels of schools in different semesters.

In this teaching program, it also examines some of the differences between pre-service teachers in their teaching methods, and not all pre-service teachers use the same teaching methods. According to Busari as cited in Ometere (2011), most of our public primary schools use inadequate or ineffective methods. He mentioned that the effective teaching comes up when the teaching has the suitable learning method in teaching and learning process. Besides, the pre-service teachers should also think about the teaching method which can be good for the school during the teaching practice process. Then, the researcher wants to know the way they choose the method and the factors in choosing the teaching method. The factors included are the students or participants in the class, facilities of the class, and the goals of learning and the material. Consequently, the each pre-service teacher has their own perception towards the factors in choosing the teaching method.

However, the teaching practice is important for pre-service teachers to improve their teaching skill. According to Richard and Crookes (1998), teaching practice is an opportunity for the pre-service teachers to acquire the practical skills and knowledge needed to become the effective language teachers. Besides, teaching practice program is a stage where pre-service teachers can practice the lesson which they have learnt in academic process.

Teaching practice has benefit for pre-service teachers. Teaching practice gives the opportunity for pre-service teachers to practice their skills to be the effective teaching. Godbold (1973) stated that the importance of experience for pre-service teachers in practice is to build the questioning skills. Besides, the students become more comfortable with using the technology as a tool for enhancing learning, and they can also develop a better understanding of teaching. According to Brown (1996), both time

and practice are needed for pre-service teachers especially in giving the tasks which simulate the learning activities so that the students become more comfortable in using this type of learning style. In addition, some pre-service teachers have more positive attitude towards their experience in learning process.

Learning and instruction deal on how the teacher prepare and conduct the process of teaching and learning while learning facility is specifically concerned to help the learners to be successful in the process of learning. Evaluation of learning comprises an aspect which equips a teacher to know his or her success in the teaching activities. Likewise, a teaching method comprises the principles and methods used for instruction to be implemented by teachers in order to achieve the students' desire in learning. That way, the term teaching method refers to the general principles, pedagogy, and management strategies used for classroom instruction.

By teaching in schools, pre-service students can learn all the basic theories to become the teachers, and later on, they can discover that the best and most effective teaching methods may vary for different situations. Brown as cited in Omotere (2011) asserted that the effective teaching requires the teachers to step out of the real personal experience and step into the world of the learners. Also, the teachers should find out additional information related to the teaching experiences on how to be good teachers and hold effective learning in classroom activity. Thus, the effective teaching in the classroom depends on the teachers' technique or method used in the teaching and learning process. Therefore, regarding the phenomena mentioned, the researcher is interested in conducting the research the pre-service teachers' perceptions towards their teaching method used in teaching practice.

## **Statement of the Problem**

There are many cases of the pre-service teachers on their teaching method used in teaching practice whether this teaching method used affects the success of students or the goals of learning or not. In this study, the researcher wants to investigate pre-service teachers' perceptions on their teaching method used in teaching practice.

The problems in this study are about the use of teaching method in teaching practice and factors in choosing appropriate teaching method in teaching and learning process based on their experience. Besides, the pre-service teachers face some problems which they cannot present in an interesting and effective manner in learning process. Also, the methods which have been chosen by the pre-service teachers sometimes do not match with the purpose of the lesson and subject material for teaching process, pre-service teachers are less skilled in using the method, and pre-service teachers are not able to know some factors in teaching process. This research reveals the pre-service teachers' perceptions on their teaching methods used in teaching practice. Therefore, it is highly important to understand the teaching method knowledge for pre-service teachers in order to become the teachers in the future.

## **Delimitation of the Research**

This study is about pre-service teachers' perceptions about their teaching method choices. Pre-service teachers are the ELED students of a private university in Yogyakarta. The researcher investigates the students' perception about their teaching method choices. However, this research focuses only on finding out the students' perceptions toward their teaching method choice during teaching practice in schools.

## **Research Questions**

This research is intended to answer the following questions:

1. What are pre-service teachers' perceptions about their teaching method used in teaching practice?
2. What factors are influential in choosing teaching methods in teaching practice?

## **Objectives of the Research**

Based on the research questions, the objectives of the research are:

1. To pre-service teachers' perceptions about their teaching method used in teaching practice.
2. To identify the factors which influence the pre-service teachers in choosing teaching methods in teaching practice.

## **Significances of the Research**

This research is aimed to give positive advantages for some parties such as pre-service teachers, teachers, institution, and other researchers.

**For the pre-service teachers.** The information of this research can help the pre-service teachers to understand the teaching method used in teaching practice before performing the teaching. Besides, the pre-service teachers are able to know the factors in choosing teaching methods in teaching practice. From the factors of choosing teaching methods in teaching practice, the pre-service teachers can avoid to use ineffective teaching methods applied in teaching and learning process.

**For the teachers.** From this research, the teachers can know the use of teaching methods in teaching practice used by the pre-service teachers. Besides, the findings of the research might help the teachers on how to identify the aspects of teaching method

used by pre-service teachers in teaching practice. Also, it can help the teachers to improve pre-service teachers' understanding about teaching method in practice teaching practice. Additionally, this research can be useful for the teachers as a reflection to their teaching. Moreover, this research can be an evaluation for the teachers on how they should teach the students using the appropriate teaching methods for the students in teaching and learning process.

**For the institution.** This research might be the additional information for the institution to renew the program, syllabus or curriculum related to the teaching and learning process. This research can be a recommendation to provide the teaching methods for the teachers using various teaching aids to enhance the quality of students' understanding. Also, this research can be additional information for the institution to create module text in teaching and learning activity to enhance the quality of students' out comes.

**For other researchers.** Conducting this research, other researchers can know the use of teaching methods and the factors in using the teaching methods in choosing teaching methods in teaching practice. Besides, the other researchers can use the findings of this research as the theoretical overview of further research on the same topic and might become recommendation of further research. Therefore, by conducting this research, it can also encourage the other researchers to conduct the researches related to the same area of this research

### **Organization of the Chapter**

This research consists of five chapters which explain an overview of each research chapter. The first chapter presents the introduction of the research. In introduction, there are seven parts namely background of the research, statement of the problem,

delimitation of the research, research question, objective of the research, significance of the research, and organization of the research.

The second chapter of the research is a literature review. This chapter provides all the information and basic theory which cover a topic discussion the use of flashcard as teaching media. In the literature review, it highlights some theories related to this research. Besides, this chapter two covers pre-service teacher, pre-service teacher in teaching practice program, teaching methods, factors in choosing teaching methods, review of related studies. In the following of the chapter two, it includes conceptual framework.

In the chapter three, it discusses about research methodology. This chapter gives clear illustration of how this research is conducted and how the data are collected. Besides, this chapter three consists five parts of methodology namely research design, research setting, research participant, data collection method, and data analysis.

In chapter four, it discusses the research finding and discussion. This chapter provides the detailed information about the data gathering from the conducted research and analysis of the data. Besides, the researcher also relates the finding to the relevant literature reviews or theories provided in this research to be the discussion of the research.

Chapter five includes the conclusion and suggestion. In this chapter, researcher presents the conclusion of the research finding related to the research problems. In addition, this chapter contains the suggestion for some parties related to this research.