

## **Pre-service Teachers' Perceptions about Their Teaching Method Choices**

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### **Abstract**

Pre-service teacher is the student who conducts the teaching practice to become a professional teacher. Therefore, pre-service teachers have to join the internship program. Internship program can help pre-service teacher in improving their career as a teacher. This study aims to discuss students' perceptions as a pre-service teacher about their teaching method in teaching practice. In addition, it is also to know what factors that influence pre-service teacher in choosing the teaching methods. Qualitative descriptive was used as the research design in this study. The researcher involves the students of English Language Education Department (ELED) in one of the private university in Yogyakarta, in the academic year of 2014. This study has four participants who had experiences in teaching practice. The data was collected through interviewing. As a result, there are two findings, first is pre-service teachers' perceptions about teaching methods used in teaching practice; teaching method improving students' English skills, making learning more organized, and helping in teaching. The second

result is about factors in choosing the teaching method; factor of students, teacher, the learning goals, and learning material.

Keywords: Pre-service teacher, teaching methods, Factor of choosing teaching method.

## **1. Introduction**

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. 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.

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. This study aims to investigate the pre-service teachers' perceptions about their teaching method used in teaching practice. the second aim is to identify the factors which influence the pre-service teachers in choosing teaching methods in teaching practice.

## **2. Literature Review**

### *Pre-service Teacher*

Pre-service teachers are the students who do the teaching practice in learning to become future teachers. Also, the teaching practice can train the students' skills. Inayah (2016) stated that the pre-service teachers are the college students who prepare themselves to be the real teachers. Besides, Richard and Crookes (1998) asserted that the teaching practice is considered as a major opportunity for the pre-service teachers to acquire the practical skills and knowledge needed to function as the effective language teachers. Likewise, the practice teaching is a program from the education school. Regarding the statement mentioned, it makes sure that the students can improve their ability or skill in teaching and add knowledge about good teaching methods, techniques, approaches. Additionally, the pre-service teachers have been popular at the schools. Also, the pre-service teachers always do the teaching activity as other teachers do at class in order to control the students' activity. Some sources have explained that the teacher was very important to take training or practicing. Besides, the teaching program

can give some experience of the knowledge on how to teach and provide the view of how to be good in delivering the teaching skill. Therefore, from the teaching practice, it can ease the students to practice their skills in teaching.

### *Teaching Method*

Every teacher needs a teaching method before they are going to teach in the classroom. Sudjana (2009) said “the teaching method is the way of teaching in which the teacher uses the interaction with the students during the classroom. With the teaching methods, the teaching and learning process can be smooth to be conducted. The pre-service teachers must also be careful in choosing the teaching method for their teaching in the classroom, and the pre-service teachers have the early teaching experience (p.76). The teaching method is taken form of procedure pre-service teachers in teaching and learning process. Besides, if the pre-service teachers are confused in choosing the teaching method, they will find the difficulty in teaching delivery. As the reason, choosing teaching method needs the attention more. Before teaching practice, the pre-service teachers have studied the methodology among approaches, methods, procedure, and techniques.

According to Harmer (2001), the teaching method comprises the principles and methods used for the instruction to be implemented by teachers to achieve the desired learning of the students. Besides, the particular teaching method which is appropriate and efficient in teaching context should have the relation to the characteristic of the learners. Also, the type of learning is supposed to give the good outcomes for the students. The researchers provide some sources about the teaching method. From the statement mentioned, it is supported by Brown as cited in Ometere (2011), the effective teaching requires the teachers to step out of the realm towards the personal experience

and the world of the learners. Moreover, some teaching methods should be chosen for teaching. There are many types of teaching methods based on Harmer's book (2001). Besides, those teaching methods are audiolingualism, PPP cycle, communicative approach, task based learning (TBL), community language learning, silent way, suggestopedia, and total physical response (TPR).

#### *Factors Choosing the Teaching Method*

Various factors will be faced by the pre-service teachers in process of teaching and learning. Sudjana said "Although a different type of teaching methods does not mean each method stands alone in practice, the methods do not stand alone but those are influenced by factors (p.76). From the statement mentioned, the pre-service teachers should be creative to choose a method during the learning process. According to Winarno as cited in Djamarah (2002), the selection and determination of methods have been influenced by many factors such as the students, the goal, the situation, the facility, and the teacher. Also, the pre-service teachers find the easy way to use the teaching method which is suitable for the specific situation and condition encountered. Likewise, they should understand about the nature of each method in teaching. These factors are factor of student, learning facilities, the goals in learning, the materials in learning, the allocation in the timing of learning, and the capable teacher in learning.

#### *Related Previous Studies*

In the basic concept of teaching, the pre-service teachers are the students who perform the teaching practice and have developed good perceptions about teaching method for teaching. Besides, there were two studies related to this research. Firstly, the study focused on the experiences and perceptions of pre-service teachers. The college pre-service teachers of the education at the University of Rwanda in the academic year

2012-2013. A systematic random sampling technique was adopted in this research. To collect the data, the questionnaires were analyzed using descriptive statistic. The research aim was to reveal how pre-service teachers perceive the internship program which was newly introduced. The study was conducted by Alfred Otara (2014). The result of this study about the internship program for pre-service teachers showed that the internship program had the benefit for the pre-service teachers in career development. Besides, this study discussed not only about the pre-service teacher but also the level of supervision from both mentors and supervisors in regards to the action research needs of the improvement. For the reason, they were influential for pre-service teachers in the internship program as guidance for the pre-service teachers on how to teach in the teaching and learning context.

The second related study was conducted by Fajet (2005) entitled “The teacher educators need to understand the perceptions and belief structures of teacher candidates in order to improve professional preparation and teaching process”. In this study, it discussed about pre-service teachers’ perceptions in beginning education classes. Also, this study concerned the influence and persistence of beliefs about teaching in which the pre-service teachers brought them into the course. The participants of this study were the students enrolled in the University of Introductory Education Course who had become the teachers in in the teaching education program. The study used the data collection in three stages such as the students’ questionnaire, on-line survey, and semi-structured interview. The finding of this study could be useful in the process of developing the teachers’ education programs. Articulating and examining their perceptions might contribute to a better understanding of how they viewed the teaching as well as the skills they needed to acquire to be the competent educators.

As the similarity between the previous studies and this study, the pre-service teachers should have the experiences to be professional teachers. The pre-service teachers were the candidate teachers at the school. Regarding the statement mentioned, it was supported by Inayah (2016) who said that the pre-service teachers need well understanding in a lesson plan, classroom management, curriculum, mediation, material, and even students' psychology. The pre-service teachers should have the experience which was useful to correct the errors of the pre-service teachers during teaching practice. Also, the differences of those studies come from the procedure of collecting the data. The study was collected the data by questionnaire in the first study and the second study, but for the second study, it has another way to proceed the data using the survey and interview.

In addition, from the previous studies, those studies have the strength and weakness. As the strength of both studies, there are the participants who have been pre-service teachers in 4 years in academic education. Then, they have experienced in teaching practice. The participants helped the research to complete the data which could provide perceptions from their experience in teaching practice. Also, the study can support this research with the same viewpoint about the pre-service teachers' perceptions in teaching practice. Besides, the weakness of this study when taking the data used a questionnaire in which researchers only knew the results of the research through computing the data. The researcher did not do the face to face in giving the questions and answers to know better about the respondents' expressions when conveying the perceptions. Regarding the statement mentioned, it was supported by Sukardi (2012) who stated that the researcher could not see the respondents' reaction when giving the information through a questionnaire and did not know to give them the



correct answers. At the end, this study used the descriptive text to present the data results.

### *Conceptual Framework*

Pre-service teachers are the students who do the teaching practice program at Education Department. This program has been the obligation at some Education Department. This research is about the pre-service teachers' perceptions about their teaching method choices conducted at ELED of a private university in Yogyakarta.

The pre-service teacher has an objective of the goal with the other teachers as well as teaching or providing learning materials. In this teaching, they want the material to be delivered to students with pre-service teacher goal. Besides, the pre-service teachers should choose the methods used in the classroom. Therefore, using the teaching methods, the pre-service teachers not choose without the factors.

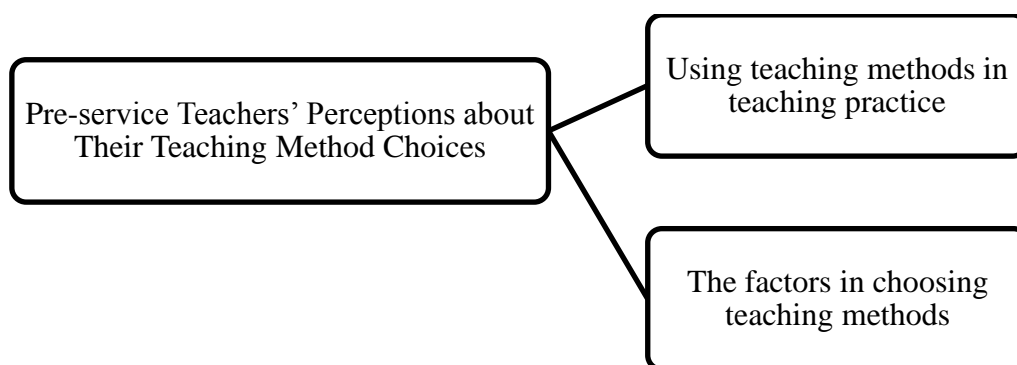
The pre-service teachers use the teaching method in teaching practice. The statement mentioned was supported by Sudjana (2009) who stated that the teaching method is the teachers' ways in the interaction with the students in the classroom. Pre-service teachers use teaching method in teaching practice. Besides, the teaching method is the way of teachers to interact with the students. Also, the teachers can organize the teaching process with a good procedure as an opening of the activity, brainstorming, main of the activity, closing of the activity and others.

Pre-service teachers also face the factors in choosing teaching methods. The statement mentioned was supported by Winarno (2002) who asserted that selection and determination of methods have influenced many factors such as students, goals of learning, situation and condition of learning, facilities, and teacher. In choosing the teaching method, it has several factors which are directly related to pre-service teachers.

Pre-service teachers also have known the influenced factors in choosing teaching method. In addition, the factors influence the pre-service teachers in choosing the teaching method for teaching and teachers' need to consider the method used in teaching process. Steven (2013) said that the teachers' style, skills, interest, and abilities come up as the points of consideration for teaching. Therefore, the following chart is to simplify the concept of the research.

Figure 1

*Conceptual Framework*



### 3. Research Methodology

This research employed a qualitative research. Qualitative research was suitable for this research since it investigated the pre-service teachers' perceptions about their teaching method choices. Creswell (2012) stated that qualitative research is appropriate to identify research participants' opinion, belief, or even perception. Besides, the qualitative research can ease the researcher to identify the participants' perception. Because this study discussed about students' perceptions, the researcher used qualitative research to conduct the research. This study was conducted at ELED of a private university in Yogyakarta. The researcher used ELED of a private university in Yogyakarta as the research setting because it provided the teaching practice program

called as internship program. Besides, the study needed the students' experience in teaching practice in order to know their perceptions in teaching. The researcher used the purposive sampling technique for this research. Purposive sampling is a sampling technique that does not use to pick the participants randomly. Cohen, Manion, and Morrison (2011) said that the latter is a non-probability sample also known as a purposive sampling, and some members will be excluded and others definitely included that every member of the population does not have an equal chance of being included in the sample. Cohen, Manion, and Morrison (2011) stated that the interview is a flexible tool for data collection, enabling multi-sensory channels to be used in verbal, non-verbal, spoken, and heard. The interview method was used in this study because this research was to find out the perception and needed detailed responses from the participants. The one-on-one interview was employed for this interview. Creswell (2012) described that one –on-one interview was an ideal way for interviewing participants who are not hesitant to speak, who are articulate, and who can share idea comfortably. In addition, this study used standardized open-ended interview to help the researcher to complete and collect the data. According to Patton as cited in Cohen, Manion, and Morrison (2011), the questions of this open-ended interview type have been sorted and determined in advance. Also, the researcher asks all interviewees the same basic questions in the same order. The question format of this study used indirect question. Tuckman (1972) asserted that using indirect question makes the purpose of questions less obvious and more likely to produce honest and open responses. Besides, this study investigated the students' perceptions. Hence, using indirect questions could be able to get more honest answers from the participants. Besides, the interview guideline should outline the issues which a researcher feels to be important. Also, the

participants are asked to provide answers in their own words, raise point which they believe as important idea. However, each interview is likely to flow a little differently.

#### **4. Findings and Discussion**

##### **Pre-Service Teachers' Perceptions on Their Teaching Methods Used in Teaching Practice**

The first point is the discussion about the pre-service teachers' perceptions on their teaching method used in teaching practice in which pre-service teachers become the participants of this research. It enables and makes teacher easier to have an interaction with students. According to Sudjana (2009), teaching method is the way that the teacher used to interact with students of the lesson in progress. The student activity in the learning process will lead to interaction between teachers with students or students themselves.

**The teaching method used by pre-service teachers.** In this point, researcher provides information related to teaching methods used in teaching practice by the pre-service teachers as the participants in this research. It is also discusses an explanation of pre-service teachers' reasons in using certain teaching methods. Pre-service teachers used the same teaching method at each school level which only changes the level of difficulty. Regarding to the statement supported by Harmer (2010) "People of different ages have different needs, competences, and cognitive skills."

**The teaching method improves students' English skills.** Based on the experience of the participants, pre-service teacher used a teaching method that makes the students able to implement materials given by the teachers. Students can improve their abilities depend on how the teacher can deliver the material in a good way. This is

related to the teaching method used in the process of teaching and learning. So, the suitable teaching method used by the pre-service teacher in teaching can improve the students' abilities. According to Jumardin (2016), Speaking was important to be learned because it was a way to communicate with other people in order to deliver opinions and express ideas, but in fact, the students' ability in speaking English is low.

**The teaching method makes the students become more active.** Many types of teaching methods used in teaching are according to the teachers' needs and desires. Some teaching methods can improve students' abilities, can make students motivated and it can change the characters of students. Thus, teaching methods make students more active to participate in the learning process, and this is how the teaching methods can change the characters of students.

**The teaching method making learning process more organized.** The next finding is teaching method can organize the teaching materials prepared by the teacher. Pre-service teachers when they are in real position as a teacher, they can only take one of teaching methods that will help them to organize the teaching process as well as they expected. Besides, it helps teachers to make a plan of learning process, but this can also help to arrange the plan to run successfully. The teaching method is used to make it easier for teachers to do something in teaching like what activities will be carried out, what teaching materials or plans that correspond with the teaching material that have been prepared. So, by using the teaching method, all these things can help the teacher.

**The teaching method help achieved learning goals.** Purpose is the teaching method give direction where teaching and learning activities will be carried out. Each teacher has a purpose in learning and it is very important for them to set the target for learning. Achieving learning goals can be carried out using effective teaching methods

that can make students pay attention to lesson. The teaching method used in teaching and learning process, then the teacher can develop learning activities to achieve goals as much as possible.

**Difficulties of pre-service teachers using the teaching method in teaching practice.** Based on participants' perceptions, there some difficulties of pre-service teachers in teaching practice. Those difficulties are the students do not pay attention to the material during learning process and do not finish the assignment. The cause of this difficulty because the teaching method used in learning process is bored, that teaching method does not changes to other method. The other case come from the students selves who do not have the desire to learn and also differences in ability to capture the lesson.

In addition, in the internship program, it has provided an opportunity for the pre-service teachers to observe the state of the school will be teaching. With the observation, the pre-service teacher agrees that it can be easier to prepare for teaching practice such as considering the methods that will be used when teaching practice. According to Geoffrey (2006) mentioned "for the trainee, observation is a progressive and developmental process, which reassures and encourages them to strive for the highest level of professionalism within their chosen field". That statement also supported by Richard (2011) mentioned "the observations will help you prepare yourself for some issues and problems that you may have to face while teaching the class".

### **The Influencing Factors in Choosing Teaching Methods**

A teaching method is the way the teacher leads a class. A teaching method makes it easier for the teacher to interact with students. According to Sudjana (2009), a

teaching method is the way that the teacher uses to interact with students of the lesson in progress. Pre-service teacher needs a teaching method to begin teaching practice. Choosing teaching methods involves some consideration that will influence several items for the pre-service teacher. The researcher found some factors after analyzing the data of the interviews that were conducted with the participants.

**Students.** The students are important role for teaching and learning process, no students then no teaching process. The participants of this study were pre-service teachers who had used certain teaching methods. They took students as one of the factors that influence in choosing a teaching method. Students become one of the factors in choosing teaching methods because of their roles who can achieve the learning goals in teaching. Each student has different character in which the teacher has to adjust the teaching method that will be used in teaching and learning process. This finding is in line with Sulastris (2012) who argued that a researcher in one of the schools in Klaten, who chooses methods according to students' needs. The research uses the storytelling of method to improve students' language skills. Students can improve their abilities in language and it also makes the teacher more active in teaching.

**Teacher.** The teacher as a facilitator in teaching, where there is interaction between teacher and student there would be a teaching and learning process. The teaching process needs a facilitator to deliver the lesson is a teacher. But the teaching and learning process is not carried out as well as possible without plans. This is where the teaching method will be used, it can help the teacher organizes the lesson plans, activities, and other. The teacher is one of the factors in choosing teaching method. The reason is the teacher as a facilitator which affects for the learning goals. Then there must be an adjustment between the teacher and the teaching method to be chosen for teaching

and learning process. The factor of the teacher in choosing the teaching method is an important thing. According to Hamdayama (2016) "The teacher is required to learn, recognize, and understand all of the teaching methods." According to Winarno cited by Djamarah (2010) "Thus, it can be understood that personality, educational background, and teaching experience are internal teacher problems which can influence the selection and determination of teaching methods."

**Facilities.** The learning facility also becomes a factor that influences teachers in choosing the teaching method. The facilities provided were also influential during the process of teaching and learning. The facilities which support teaching process such as a blackboard, computer, projector, or tables and chairs and others need to be considered by the teacher. The teacher can observe what facilities provided by the schools, so we can decide whether the facilities support the teaching method or not. According to Winarno (2002; 89), "the facility is the completeness of supporting student learning".

**Learning Goals.** Learning goals also will influence teaching method used in the class. The reason of learning goals influence in using teaching method because the teachers have the goals in teaching, then this teaching method will help the teacher to provide the guidelines and achieve the goals in the learning process. To achieve these learning goals, the teaching method will help. The teacher will choose the teaching method that is used for teaching and learning processes to achieve the teachers' goals. According to Samiudin (2016) "This goal should be used as a guide to determine the effectiveness of the teaching method." Based on Winarno (2002; 89) "The method will choose by the teacher have to in line with the ability of the student and the goal".



**Learning materials.** Learning material influences the process of choosing the teaching method. The teacher has to know first what method will support the material in that day. Not all materials can be used in each teaching method, the teacher has to choose a method that matches the material, the facilities, and other points are supported for learning processes. Some participants mentioned the materials as a factor in choosing the method. According to Gagne (1976) “The material in learning composed of concept, principle, and fact”. According to Samiudin (2016), he said “Determining the teaching method, the teacher should pay attention to teaching materials such as content, nature, and the goals.”

**Time allocation.** This factor is about time that teacher planned before starting the lesson. The teacher has organized the time allocation for opening, brainstorming, material, and closing. Teacher has pay attention for this case because she or he does not know what happened during the learning process. Based on Winarno (2002; 89), the teacher should choose the teaching method that suits the situation. With the estimation of the time in learning process, the teaching method used will be successful and the teacher can teach the lesson well and students can pay attention and understand the lesson.

The teaching methods is an important role in teaching process that help the teacher organize the course of the learning process and help the students interest in learning and pay attention to the lesson. Use teaching methods give many benefits, but there are many things teachers will face when they are in the school as a teacher. Besides the factors that cause the choosing of teaching methods need to be considered by the teacher, because in choosing the teaching method must adjust between each factor in choosing the teaching method.

## 5. Conclusion

This research investigated pre-service teachers' perceptions about their teaching method choices. Teaching practice as a program in the education department is aimed to apply the knowledge of students about the theories, and students' creativity to practice. This research discussed the teaching method used in teaching practice. The teaching method is an important thing for teaching or learning process. Some factors that influence in choosing teaching methods. In other hand, this research reveals students' perceptions as a pre-service teacher about their teaching methods in teaching practice program at one of the private university in Yogyakarta.

The research involves English Language Education Department (ELED) of the private university in Yogyakarta and involves four students as the pre-service teacher. The researcher used students batch 2014 as the participants of this research. The aims of the research were to investigate pre-service teachers' perceptions and the factors in choosing teaching method. Then, the researcher used the qualitative research for the data. Purposive sampling is the one of sampling technique that does not use randomly technique. The data were collected via semi-structured interview. Furthermore, the data collected has been analyzed using coding based on the objective of the research. This research use pseudonyms to keep the participants' privacy.

The findings of this research are based on the research questions and the objective of the research. The first finding is pre-service teachers' perception about their teaching method used in teaching practice. The interaction between the teacher and student comes from class activity such as the teaching method improving students English skills, can make the learning process more organized, the students become more active in the class and can help the teacher to achieve the learning goals. The second finding is

the factors that influence in choosing teaching method. The teaching method is the way of the teacher to lead a class. The way in choosing of teaching method by pre-service teacher had some consideration. The factors on consideration of pre-service teacher are the factor of the student, learning facilities, the goals in learning, materials in learning, the allocation timing, and the capable of teacher in learning.

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