

Chapter One

Introduction

In this section, the researcher will provide some basic information about why the researcher chose this research topic. The researcher also includes research questions and problem limitations so that the discussion is more focused.

Background of the Study

Due to the current spread of the COVID-19, the implementation of the school education system, especially in Indonesia has been shifted to the online mode. This is done considering the COVID-19 virus outbreak that entered Indonesian territory in early March 2020, therefore the Indonesian Ministry of Education and Culture (Kemendikbud) decided to use online learning to anticipate the spread of the COVID-19 virus. Online learning has the potential to provide access to a diverse student population and requires adjustments in pedagogy and a willingness to try new approaches. That potential has been needed for students to succeed (Andrade, 2015). Dykman and Davis (2008) stated that online teaching is a complex issue because online learning needs to adapt to a highly social process. This also has an impact on internship activities carried out by higher education students.

In the education study program in higher education, there is a program called internship. In the internship there is an activity, namely teaching practice. Which students will be placed in schools to teach by their respective educational backgrounds. Internship programs are an effective way of training student-teachers about the real world of work (Parveen & Mirza, 2012). Likewise, students of the ELED students (pre-service teachers) will carry out a teaching practice in the third year. This pre-service teachers teach English in senior high school both public and vocational school. Busher, Gunduz, Cakmak and Lawson stated that prospective teachers can develop skills in terms of teaching to meet student learning needs, in recognizing student perspectives and providing a basis for their

understanding of what it means to be a real teacher (as cited in Cakmak, Gunduz & Emstad, 2019, p. 2). This teaching practice is proof that the campus prepares pre-service teachers so that they can become professional teachers in the future. Through this internship program, they will better understand their roles and responsibilities as professional teachers (Parveen & Mirza, 2012).

Teaching Practice has been adapted to the situation and condition. Effective pedagogical practices by professional teachers can be adopted by pre-service teachers who do not have enough experience in teaching. Bailey and Card (2009) stated that there are several effective pedagogical practices for online teaching, such as fostering relationships, engagement, timeliness, and communication. In the implementation of online learning, teachers also have been emphasized to be able to build good relationships with their students as one of the effective ways of practicing the online teaching. On the other hand, pre-service teachers are required to have empathy for students, a passion for teaching, and the power to help students be successful in learning. Preservice teachers must have engagement for effective practice for online teaching. To achieve this, pre-service teachers can use Whatsapp group, class discussion boards to send responses to discuss questions as needed and share projects and student work. In this online learning, it can be said that this activity is an asynchronous activity. In addition, activities can be synchronous with teaching and learning activities such as presenting material, discussions, and asking and answering questions as in offline classes. Through online discussion forums, it is hoped that students can still contribute to learning activities directly even though they are in online mode (Redmond, 2011).

In online learning conditions, pre-service teachers are expected to be able to build good communication with students. Communication or interaction with students is important in online teaching, so it requires adjustments in pedagogy and assessment (Flores & Gago, 2020). The transition from offline to online learning has many problems such as a lack of

communication with students which sometimes makes students confused about the learning that must be accepted, and the assignments assigned to students. On the other hand, there are still pre-service teachers who lack communication with supervisors (professional teachers who guide pre-service teachers when teaching in schools), so this can lead to discrepancies in learning planning between supervisors and pre-service teachers, which results in problems in the teaching and learning process. There is a disconnect or lack of communication between teachers and students, and how learning should be delivered effectively in an online class (Anderson, Imdieke, & Standerford, 2011 as cited in Kebritchi, Santiago, & Lipschuetz, 2017). In creating learning content, teachers are also required to provide clarity of tasks instruction needed to improve students' understanding (Kebritchi, Santiago, & Lipschuetz, 2017). As implementers of online learning, teachers must be able to control all instructional components. This becomes a challenge for teachers to adjust learning methods, media in learning, the use of instructional time related to application usage time, psychological and social factors that have a significant effect on teacher motivation when teaching (Rasmitadila, et al., 2020). This responsibility is not easy when learning changes from a face-to-face system to an online system (because pandemic) coupled with a better online learning experience has never been implemented before. Overall, this Teaching Practice is an opportunity for pre-service teachers to hone their teaching skills according to their majors background. In practice, most pre-service teachers face several pedagogical challenges while teaching such as classroom management, and communication problems with students.

During the research, the researcher found several phenomena such as pre-service teachers who complained that students were very passive in learning. Only a few students were involved in interaction with the teacher during learning, there were even some students who did not respond at all even though they had been called by the pre-service teacher. Students also do not turn on the camera when online learning is taking place. This has

something to do with online teaching practice which is the first time pre-service teachers are faced with so that they do not have sufficient experience to overcome these problems. Pre-service teachers also tend to feel that the preparation of online teaching practice requires more effort, such as having to prepare more detailed activities and setting up online learning platforms.

Identification of Problems

Based on the research title it is very possible that various problems arise in online Teaching Practice programs and how to solve problems during online teaching. Pre-service teachers do not have online teaching experience. This is because this is the first time the education system has been changed to online during the spread of COVID-19. Pre-service teachers complain that this makes them need to adapt again and be able to prepare new strategies to deal with this problem. The next is pre-service teachers not understanding online learning plans. This case occurs when the pre-service teachers are less than the optimal in preparing lesson plans. It can also happen that pre-service teachers do not understand online learning plans during the coaching process with supervisors in making lesson plans before implementing online teaching programs.

Next challenge is lack of creativity in carrying out learning activities. Pre-service teachers lack references about classroom activities, so they tend to use ordinary activities and this makes pre-service teachers feel less confident with the learning held and make student participation less. Considering that when online learning students' activities tend to be monotonous, such as listening to the teacher deliver material and doing assignments, this is certainly very lacking in interaction so that students are prone to getting bored with learning. After that, passive students also a challenge here. Sometimes students also need to adapt to online learning systems. Some of them find it difficult to take online classes. The reasons are quite diverse, such as students who are only silent during class activities and and

does not respond to orders or activities given by pre-service teachers. In the other hand, limited understanding of technology is one of the challenge by pre-service teachers. Online learning is certain to involve online platforms. However, some pre-service teachers are still lacking in this regard, so they are quite influential in the quality of online teaching. The last is pre-service teachers preparation. The preparation of pre-service teachers before online classes is actually almost the same as offline classes. It's just that they need to prepare an online activity design. This is what makes pre-service teachers say that this requires more effort and detailed implementation, because they have to carry out activities virtually, not offline. In maintaining their activities, teachers carry out learning activities according to schedule, teaching synchronous and asynchronous methods to deliver material. Make quizzes as an evaluation of the progress of students.

From this, the researcher emphasizes that basically it is necessary to research what activities are designed by pre-service teachers during online teaching. In addition, researchers will also explore the pedagogical challenges of pre-service teachers when teaching considering this is their first experience teaching online. After that, researchers will also look for information on what solutions are able to overcome the challenges of pre-service teachers when teaching online.

Delimitation of the Problem

This is intended to avoid major problems and help the researcher to focus on this research based on the topic. Based on the background of the problem and identification of the problem, this research will discuss activities designed by pre-service teachers, pedagogical challenges encountered in the implementation of the online Teaching Practice program for English pre-service teachers and how to overcome these problems and identify what activities that will be carried out online.

Learning by using a variety of action and strategies will be easy to implement based on the experiences of pre-service teachers. Then, the researcher choose this problem based on the problems that arise in one of the internship groups whom still has difficulties and usually find several obstacles when practicing online Teaching Practice programs, especially regarding pedagogical skills. This research is focused on students' batch 2018 of the English Language Education Department at a private university in Yogyakarta, Indonesia.

Research Questions

Based on the limitation of the problem above, the researcher formulates the research problems as follows:

1. What are the learning activities that have been designed by pre-service teachers when teaching online?
2. What are the pedagogical challenges of pre-service teachers experiences when teaching online?
3. What are the solutions taken by pre-service teachers to solve pedagogical challenges during online teaching?

Objectives of the Research

Based on the research questions above objectives of the research is as follows:

1. To find what learning activities are designed by the pre-service teacher when teaching online
2. To find out the pedagogy challenges faced by pre-service teachers during an online teaching internship program.
3. To find ways on how to solve online teaching internship pedagogy challenges

Significance of the Research

The significance of the study will be addressed to several parties because it is expected to be very useful.

English Teachers or Lecturers

The results of this study are expected to be able to provide further information about pedagogy challenges or problems that appears during the implementation of an online teaching practice. Provide further direction during the debriefing process before pre-service teachers are deployed to partner schools for teaching practice, so the pre-service teachers are ready to face problems that will arise during teaching practice activities.

Other Researchers

The results of this study are expected to develop experiences related to their knowledge to research in the field of education. This research is also expected to be able to assist researchers in obtaining references and methods used to carry out research that is still of the same type as this research, which is then adopted and adapted by their system.

Pre-service Teachers

The results of this study are expected to develop experiences in terms of teaching practice (especially online) so that the pre-service teachers understand the ins and outs of problems and their solutions when teaching, as well as understand the preparation and what to do when teaching. Through this research, it is expected that pre-service teachers of English education can identify problems that arise when teaching online so that they can understand and take action to overcome problems during online teaching. The researcher believe that this will give them more opportunities to identify more problems in online teaching practice, whether related to the system, students, or teachers, pre-service teachers are no longer confused to teaching situations, especially online.

The Organization of the Chapter

This research will be divided into five chapters. The first chapter is an introduction which consists of, the background of the research, identifications of problems, delimitation of problems, research questions, objectives of the research, significance of the research, and organization of the research. Followed by chapter two, which will discuss the literature review, such as pedagogical challenges in online teaching practice, the methods to solve the pedagogical challenges that arose during the online teaching practice, learning activity during online teaching, and review related studies. Chapter Three will be explaining about the research design, research setting, research participants, data gathering, data collection procedure, and data analysis. Then, chapter four contains the results of the research and discussion. Finally, chapter five consists of conclusion and suggestion of the research.