## **CHAPTER I**

#### **INTRODUCTION**

In the Chapter One, the researcher explains the background of the study. This chapter also explains about the background of the study, research questions, objective of the study, and significance of the study, definition of key term and scope and limitation of the study.

### A. BACKGROUND OF THE STUDY

Teaching and learning process is one of an important aspect in education. <sup>1</sup> Microteaching class is the one of curriculum method in English education department which applied for student to become a teacher. Student will become a subject on participating teaching practice in this program. And the students which contribute in this method of teaching practice are called *pre-service teachers*. An academic and psychological ability for teacher and student can be developed through teaching and learning process. Teaching is a skill that must be developed overtime in every learning process. Learning is a process that involves student or teacher to gain a knowledges, skill or positive values. Most of pre-service teachers have problems on teaching and learning process. It should be developed through practice which supported by theory, research, reflection and trainees. Reflection on teaching can be a tool to measure it problems.

<sup>&</sup>lt;sup>1</sup> Sudjana Nana, Dasar-Dasar Proses Belajar Mengajar (Jakarta, Sinar baru algensindo, 1995), P 28

Pre-service teachers should have strategy to support their teaching and learning process such as reflection. Reflection is an important strategy, because the pre-service teachers have to improve their quality in their teaching and learning process. Pre-service teachers have to use reflection as the habit strategy to improve the quality of teaching. For example, when pre-service teachers of English Education Department (EED) faced the problem in their teaching, they can use reflective teaching as the strategy to make better quality of teaching.

Teacher is an educator, counselor and curriculum developer. Creating a conducive condition or atmosphere on learning is a good ways to gain the effectiveness of teaching and learning process. A conducive learning is achieved by having fun and interesting learning process, moreover providing a space for students to be active, creative and innovative in order to explore and elaborate their ability.<sup>2</sup> By using reflection, pre-service student teacher is expected to make a better teaching and learning process. Reflective teaching is not only strategy to develop pre-service student teacher in their teaching, but also to measure preservice student teacher effectiveness in their teaching by knowing their lack in teaching practice.

In this case, the research will take from Pre-service teachers program or in microteaching class as a subject. It is a teacher training class

<sup>&</sup>lt;sup>2</sup> Rusman, Model-Model Pembelajaran Mengembangkan Profesionalisme Guru, (Jakarta; PT Raja Grafindo Persada, 2011) hal. 19

learning about how to improve teaching and learning process. It employs real teaching situation for developing skills and helps to get deeper knowledge of the art of teaching<sup>3</sup>. Basically, after getting the theory of teaching and basic teaching skill, the teacher candidate does a teaching practice in class. It is part of PPL (*Praktek Pengalaman Lapangan*) program in Faculty of Education and Teachers Training at UIN Sunan Ampel Surabaya to practice theories by having teaching practices.

There are complex issues to conduct teaching effectively in Indonesia. Such as the problems of using language, the problems of teaching English, etc. It makes English still one of difficult subjects for teacher and students. Therefore, in this study this conducted at Faculty of Education and Teacher Training that provides several Pre-service teachers who have problems on teaching and learning process. Teaching is not only a process on delivering knowledges; therefore teaching must be accompanied by education. Indirectly, teacher has to lead their student to do and be aware of ethics, cultural and moral. According to Oemar Hamalik there are 5 problems in teaching,<sup>4</sup> those are: (1) Instruction, (2) Evaluation, (3) Content/sequence, (4) Method and (4) Obstacle. Therefore, teaching must become a systematic system in planning, designing, preparing, performing, and evaluating learning activities effectively at a

<sup>&</sup>lt;sup>3</sup> Ambili Rames, Microteaching; An Efficient Technique For Learning Effective Teaching (Department of Pharmacology,2009), 1.

<sup>&</sup>lt;sup>4</sup> Hamalik Oemar, Perencanaan Pengajaran Berdasarkan Pendekatan Sisitem (Jakarta, PT Bumi Aksara, 2002), P. 15

reasonable time period.<sup>5</sup> In fact, a skilled teacher has a good planning. Teacher has to plan a good strategies, principles and techniques in other to use it in learning process.

The aim of microteaching program is to shape and strengthens the basic technique of teaching and provides some feedback from another student. However, getting feedback from other student or lecturer is important component as it contributes significantly to the pre-service teaching performance. Now, feedback from another participant is not only the way to improve and develop teaching and learning activities. Other important method used in present technique is using self-reflection. After getting feedback from lecturer or another student, teacher candidate should reflect his teaching process or teaching skill by his own thinking. The candidate teacher should provide competence and focus on student teachers acquisition of specific teaching. Furthermore, the principle of reflection is also quite useful in developing teaching and learning process.

Pre-service teachers probably encounter some problems on their teaching and learning process. However, the most important thing is to know those problems, early recognize them and quickly find solution to deal with and solve them. Reflection is seen as one of the ways that professionals learn from experiences in order to understand and develop

<sup>&</sup>lt;sup>5</sup> Hilda Karli, dkk, *Implementasi KTSP dalam model-model Pembelajaran* (Jakarta, Generasi Info Media, 2007) P. 15

their practice.<sup>6</sup> For this reasons, it becomes significant to conduct this study to provide some benefits for the pre-service teachers who conducts the Microteaching class such as information about the way in providing meaningful reflective teaching. Another benefit may deliver to the preservice student teacher who will take the Internship program, so they can reflect from this study for the better teaching. This is why reflection teaching overcomes those problems in teaching and learning process.

Based on the preliminary research to eight semester pre-service student teacher of English education department, most of them face some problems on teaching and learning process, from the component of teaching and learning process: goal, material, method and tool, and evaluation.<sup>7</sup> Researcher concludes that there are problems on those components. For this reason, this research is conducted to investigate about what the problems are faced by pre-service teachers in teaching and learning process. As a method of this process, reflection is use for preservice teachers to reflect their teaching and learning process. Furthermore, this research also studies about the roles of reflection in solving the problem of teaching and learning process.

<sup>&</sup>lt;sup>6</sup> Melani jasper, *Beginning Reflective Practice: Foundation in nursing and health care, 2<sup>nd</sup> ed.* (Cheltenham: Nelson Thornes Ltd, 2003), 2.

<sup>&</sup>lt;sup>7</sup> Sudjana Nana, *Dasar-Dasar Proses Belajar Mengajar (Jakarta, Sinar baru algensindo, 1995), P* 30

#### **B. RESEARCH QUESTION**

- What are the problems faced by pre-service teachers in teaching and learning process?
- 2. What are the roles of reflection in solving the problem of teaching and learning process?

### C. OBJECTIVE OF THE STUDY

The objectives of this study are 10 students in 6<sup>th</sup> semester PPL 1 class at state Islamic university of Sunan Ampel Surabaya and also making the lectures know how their students understand about making better activities in teaching and learning process. This study is expected to find out:

- 1. The problems faced by pre-service teachers in teaching and learning process.
- 2. The roles of reflection in solving the problem of teaching and learning process.

#### **D. SIGNIFICANCE OF THE STUDY**

The researcher aims to accomplish this research to bring advantages to the By this research, the researcher hopes that the result will affects teaching and learning process in micro - teaching class in pre-service teachers. By revealing the problem in teaching and learning process for  $6^{th}$ semester in PPL 1 class at state Islamic university of sunan ampel Surabaya the student can be more motivated on their teaching practice while reflection in this case can be more accurate to affects teaching and learning process in their micro - teaching practice.

1. For lecturers of English teacher education department.

Reading the result of this study, the lectures will know to what extent in pre-service teachers' problems in teaching and learning process. Lectures will knows about their reflective teaching forms which given to their student in teaching practice. And what are the roles of reflection in solving the problem of teaching and learning process

2. For researcher

The result of this research is expected to be beneficial for the next researcher in giving information about reflective teaching in teaching and learning process. Moreover, it would serve as a 10 future reference for the researcher in doing research about giving effective reflection for teaching and learning process.

### E. DEFINITION OF KEY TERM

The researcher wants to avoid misunderstanding by defining the key terms of this study as follows:

1. **Reflection:** a way of allowing pre-service student teacher to step back from their teaching experience to help them develop critical thinking skills and improve on future performance by analyzing their teaching and learning process.

- 2. **Teaching and Learning process:** is a process which pre-service student teacher do in teaching practice to make an interaction and communication to gain a learning goal. (PMB-Proses Belajar Mengajar).
- 3. **Pre-service teachers**: a college student involved in a school-based field experience. Under the supervision of a cooperating teacher, the pre-service teachers gradually take on more classroom management and instructional responsibilities.
- 4. **Microteaching:** is the stage where the students have to practice teaching in small group. It means that micro-teaching program is the first course which provides experience in teaching practice before they take internship program and teach in real classroom. This practice is held in two circles. Therefore, pre-service student teacher practices their teaching twice.

# F. SCOPE AND LIMITATION OF THE STUDY

Scope of this study are pre-service English teachers at English Teacher Education Department especially the students who take microteaching program (PPL 1) academic year 2016 at Sunan Ampel State Islamic University. As the measurement, the researcher will limit the study about the roles of reflection in solving the problem of teaching and learning process.