



**EFL PRE-SERVICE TEACHERS' PERCEPTIONS AND EXPERIENCES OF
ONLINE TEACHING PRACTICE**

SKRIPSI

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JUNE, 2021**

ABSTRACT

Mahpudoh, Uum.Mahpudoh. 2021. *EFL Pre-Service Teachers' Perceptions and Experiences of Online Teaching Practice*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Atik Umamah S.Pd., M.Pd.; Advisor II: Eko Suhartoyo, S.Pd., M.Pd.

Keywords: EFL Pre-Service Teachers, Online Teaching Practice, Experience, Perception

This research aims to know EFL pre-service teachers' perceptions and experiences of online teaching practice. Due to the fact that this online teaching practice is doing for the first time, the researcher attempted to analyze their perceptions and experiences of online teaching practice during covid-19.

In this study, the researcher used descriptive qualitative research. Furthermore, the participants of this research were the seventh semester which consisted of 30 students of English Department of University Islam Malang. In gathering the data, the researcher used instruments namely online questionnaire and interview. The questionnaire and interview used the Indonesian language. The questionnaires and interviews were adopted from (Nutriansi, 2015). The data was analyzed by using theory Sugiyono (2015) for questionnaire, and Enthoven et al., (2021) for interviews. Identifying the data showed that EFL pre-service teachers had a positive perception of online teaching practice in four aspects such as personal competence, pedagogical competence, professional competence, and social competence (Ramadhan et al., 2019).

The results also showed that the problems found during online teaching practice program like poor infrastructure, unstable networks, ineffective delivery of online learning materials, a lack of ability in developing learning media, a lack of technology knowledge, and a lack of interaction with in-service teachers. Additionally, the EFL pre-service teachers use some strategies to solve the problems by using ICT, keeping in touch with in-service teachers, and making interesting materials. Those strategies give a positive impact on online teaching and learning classes where pre-service teachers can know students deeply and make them feel enjoy the class activities. Based on the findings, future research should choose interview participants based on their individual scores on the top three from the result of the questionnaires. For EFL pre-service teachers who achieved a lower score, they can improve their understanding of how to enhance teaching practice and minimize difficulties in online teaching practice.

CHAPTER I

INTRODUCTION

This chapter includes the background of the research, research problems, objectives of the research, the significance of the research, scope and limitation of the research, and definition of the key terms.

1.1 Background of the Research

The Covid-19 pandemic has multiple influences. Teachers and students have had to quickly adjust to remote teaching as a result of schools and institutions (Carrillo & Flores, 2020). The effect of the Covid-19 pandemic has made all the teachers and the students shocked because they must do their activity in their home. However, many universities and schools are not ready to implement a home learning program yet. Flores & Swennen, (2020) stated that the reality of the Covid-19 pandemic crisis brings challenges about the quality of teaching and ways of encouraging pre-service teachers, but it also encourages teacher education to (re)think ways of (re)educating teachers in uncertain and unknown situations.

Dealing with the educational changes, EFL (English Foreign Language) teachers should be able to adapt to the rapid changing of the educational programs. It will become crucial for English teachers to master online teaching. Online education means adjusting how we think about our job as teachers. This implies rethinking our beliefs and capabilities. It means creating new teaching and media skills, new modes

of pedagogy, and new patterns of communication (Major, 2015). Thus, the EFL teachers need to master the online teaching and learning process as well as possible.

Additionally, to prepare competent teachers, the university must hold a teaching practice program in several schools. The same adaptation has to be made by Indonesian EFL pre-service teachers in doing teaching practice, one of the requirements to become competent teachers who are ready to face various kinds of situations. In this case, EFL pre-service teachers are trained on how to be professional teachers and how to master the activities carried out in the classroom. Cretu (2019) stated that teachers, both of professional and pedagogical areas, are supposed to have a wide variety of competencies. The initial training period for teachers is a time when future teachers begin to develop their professional skills. In the next teaching and learning session, the EFL pre-service teachers who have experienced in teaching practice will understand and be able to approximate what they should do. In the context of preparing the quality of future teachers, Abdullah & Basthomi (2020) claimed that the pre-service teachers need to be trained before they practice teaching at the field school.

The EFL pre-service teachers should prepare their online teaching practice before doing those activities in the schools. The preparations for the online teaching practice program have been stated at Unisma (University of Islam Malang). First, the EFL pre-service teachers must be passed the microteaching class in the previous semester. Second, the EFL pre-service teachers must join online briefing. In addition, the online teaching practice program is held in the 6th semester by English education at Unisma in the junior and senior high school levels. Besides, the teaching practice

program 2020 was conducted due to Covid-19 pandemic. The university carried out this teaching practice program by doing online in the students' hometown because the pandemic which made it impossible to come to the schools. Because of the Covid-19 pandemic, the dean of faculty has agreed to hold this online teaching program in which the university has to obey the government regulations. Additionally, this program is usually held for two months.

According to Dorsah (2021), preparedness to learn online means preparing EFL pre-service teachers to carry out teaching strategies in a digital context. It means the EFL pre-service teachers must be ready to master the technology and use it effectively in the online learning process, especially in this Covid-19 pandemic. Simamora (2020) stated that during the Covid-19 pandemic that has affected almost the entire globe, developing an online understanding of the design or continuity of a learning layout is very much required. The EFL pre-service teachers need to prepare themselves before they are going to the schools such as they must know what kind of technologies was used in the schools.

Regarding the implementation of offline teaching practice, Özdaş (2018) is to identify the pre-service teachers' perceptions of offline teaching practice course. The finding is EFL pre-service teachers' perceptions have had positive and negative impacts on their interest and willingness in the offline teaching practice program. The previous study of EFL pre-service teachers' perceptions above presents that EFL pre-service teachers' perceptions analysis without explaining their effort to improve their classroom management, strategies, and methods of teaching. The next previous study

was conducted by (Naah, 2020). Naah's research was to analyze EFL pre-service teachers' perceptions of online teaching practice during the Covid-19 pandemic at the other universities. The research unveiled that most of the pre-service teachers have an idea of the units taught for the semester. The pre-service teachers have expressed a great need for lessons to be taught using video and audio as they make lessons real and see their tutor as well. They valued the relationship between tutor and learner as cordial, collaborative, and in a form of discussion. Based on the findings, the two previous studies only focused on discussing the problems faced by the pre-service teachers. However, those previous studies did not discuss the strategies and the challenges faced by EFL pre-service teachers. Also, the researcher did not explain in more detail what factors these participants faced during teaching practice and also what methods they used during teaching practice. Therefore, this research will focus to uncover the perceptions and experiences of EFL pre-service teachers' during the online teaching practice program. In addition, this research has never been conducted as the online teaching practice is a new platform during the Covid-19 pandemic. The difference is the researcher will explain in more detail what factors these participants face during teaching practice and also what methods they use during teaching practice.

1.2 Research Problem

The researcher formulates the research problems as follows:

1. What are EFL pre-service teachers' perceptions towards the implementation of online teaching practice during the Covid-19 pandemic?

2. What problems are faced by EFL pre-service teachers in the implementation of their online teaching practice during the Covid-19 pandemic?
3. What strategies are used by EFL pre-service teachers to encounter problems in the implementation of their online teaching practice during the Covid-19 pandemic?

1.3 The Objectives of the Research

Based on the background of the study and the research problems, the objectives of the study are:

1. To investigate the EFL pre-service teachers' perceptions towards the implementation of online teaching practice during the Covid-19 pandemic.
2. To investigate the problems faced by EFL pre-service teachers in the implementation of online teaching practice during the Covid-19 pandemic.
3. To investigate the strategies used by EFL pre-service teachers to encounter problems in the implementation of online teaching practice during the Covid-19 pandemic.

1.4 Significances of the Research

The significances of this research give the benefit for the EFL pre-service teachers and institutions:

1. EFL pre-service teachers

This study can be beneficial for the EFL pre-service teachers to be their references, knowledge, and preparedness before they join the program.

2. Institutions

This study can be a reference for the institution especially in education majors at universities to evaluate in conducting an online teaching practice program with knowing the problem faced by students. Then, it will be an evaluation of the next teaching practices both in regulation and in the quality of teaching aimed at training professional teachers in each EFL Pre-service teacher.

3. The Body of Knowledge in Teaching English During Covid-19 Pandemic for EFL Pre-Service Teachers

EFL pre-service teachers can learn more about online teaching practice and receive an explanation of what and how they do the online teaching practice. By knowing it, EFL pre-service teachers can devise some strategies for dealing with challenges in online teaching practice so they can be a professional teachers in the future.

1.5 Scope and Limitation of the Research

This study focuses on the views of pre-service teachers' perceptions and experiences of online teaching practice programs which have been carried out in several senior high schools and junior high schools for one month. The limitation of this research is the researcher did not choose the participants based on the individual score on top three from the result of the questionnaire; however, all of them had positive perceptions. The researcher also did not observe directly because of the

situation and also the condition of the activity in which the research was carried out during the pandemic era.

1.6 Definition of the Key Terms

In order to avoid misunderstanding and uncertainty to the readers, the researcher defines the definition of terms of this study as follows:

1. EFL Pre-Service Teachers

EFL pre-service teachers are 6th semester of undergraduate students of English education department faculty of teacher training and education at the University of Islam Malang who were joining online teaching practice in senior and junior high school around Malang for one month.

2. Online Teaching Practice

Online teaching practice is a teaching and learning process conducted during COVID-19 where both EFL pre-service teachers and students used school's learning management system (LMS).

3. Experience

In this study, an experience refers an event or occurrence that has been encountered, heard, or felt by the EFL pre-service teachers during the online teaching practice program.

4. Perception

Perception is the opinion, overview, and understanding given by the EFL pre-service teachers during the online teaching practice program.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter deals with conclusions and suggestions. They will be presented as follow:

5.1 Conclusion

The conclusion is taken from the previous chapter that the EFL pre-service teachers taught online teaching, the EFL pre-service teachers admitted obtaining four aspects of competence that pre-service teachers must have through online teaching. It was shown by the first finding that mostly the EFL pre-service teachers chose to agree choice in each competence. Most all EFL pre-service teachers faced problems in their online teaching practice, such as inadequate planning, unstable networks, ineffective delivery of online learning materials, lack of skill in creating learning media, lack of experiences in utilizing technology, and lack of communication with in-service teachers. In addition, the EFL pre-service teachers also considered that the micro-teaching course was ineffective for preparing them for online teaching practice. Mostly, the EFL pre-service teachers solved their online teaching practice problems properly and according to what students need by making interesting materials, keeping in touch with in-service teachers, and using ICT effectively.

5.2 Suggestions

Finally, at the end of this study the researcher brings the suggestions for; EFL pre-service teachers, organizer of teaching practice, micro-teaching lecturer, and further researcher that will be explained below.

4.2.1 For EFL Pre-service Teachers

The EFL pre-service teachers need to improve their online teaching materials, manage the classroom activities, master the technology, and make a good relationship with in-service teachers. They also should adapt well to the school environment following their abilities.

4.2.1 For the Organizer of Teaching Practice

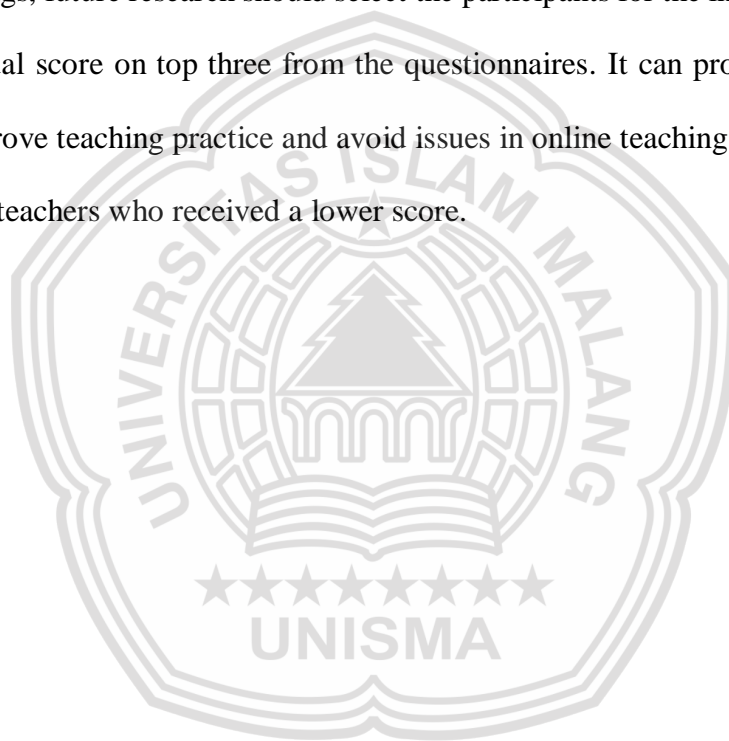
The second is for the organizer of teaching practice at one of the private campuses in Malang, in the preparation of online teaching practice the organizer should conduct a good briefing with the EFL pre-service teachers so that they did not feel confused in doing online teaching practice. The organizer also should know the problem that EFL pre-service teachers were faced during online teaching practice.

4.2.1 For the Micro-Teaching Lecturer

The lecturer who teaches micro-teaching should give the materials both the traditional and the modern learning media to build a good teaching and learning style. The lecturer also should give the EFL pre-service teachers more practice in teaching practice both offline and online.

5.2.4 For the Further Researcher

The researcher realized that any limitations in conducting this research. Because of the Covid-19 pandemic, which made it difficult to meet in person, the researcher only used a questionnaire and an online interview to collect data. According to the findings, future research should select the participants for the interview based on the individual score on top three from the questionnaires. It can provide insight into how to improve teaching practice and avoid issues in online teaching practice for EFL pre-service teachers who received a lower score.



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