

CHAPTER 1

INTRODUCTION

This chapter takes up an explanation of the research including background of the research, research question, research purposes, research significances, research scope, the conceptual framework, and previous research.

A. Background of the Research

A pre-service teacher undergoes academic training to meet the qualifications necessary for participation in a teaching practicum program. It is crucial to prioritize exploring new knowledge and gaining teaching experience to enhance a pre-service teacher's skills and effectiveness. Teaching practicum frequently represents the first experience for many pre-service teachers, as well as an excellent opportunity for them to develop pedagogical skills, knowledge, and professional competence as teachers (Hascher et al., 2004). As a result, Encouraging pre-service teachers to achieve this significant goal can help enhance their teaching skills.

Therefore, the theoretical knowledge gain can be practically implemented during classroom teaching. There are various teaching approaches, but this study concentrates on analyzing and teaching analytical exposition text. Teaching reading assists students in developing the ability to understand the text (Wallace, 1992). It means the pre-service teacher will give the instruction and direction for students to gain enlightenment from the context. Moreover, with the education sector constantly evolving, using ICT platforms for teaching and learning is an innovative way for pre-service teachers to apply material during their teaching process.

Furthermore, ICT platforms in the education sector are beneficial in the teaching process, especially for teachers and pre-service teachers. Therefore, adjusting tools support learning media besides the proliferation of textbooks, which may be boring for students. Having a tool in the teaching process is also an experience for teachers when applying it in the classroom. The need for knowledge to apply this is one of the challenges that future pre-service teachers will face. The practicum is helpful as a beginning to the profession since it

improves instructors' skills while increasing the corpus of information on practical teaching approaches. (Collinson et al., 2009)

Moreover, the pre-service teachers find challenges in applying the materials through ICT platforms during the teaching process. This research site at a senior high school in Bandung, the pre-service teacher uses the different ICT platforms only used in analytical exposition text material. It happened because the pre-service teacher thought the materials suited the application. Internet communication and Technology (ICT) is a new means of technology to access more attractive information through audiovisual and multimedia integration (Copriady, 2014). In addition, the pre-service teacher must prepare for the effective teaching process. It also requires remaining consistent and improving the quality of teaching using ICT platforms to reduce obstacles and face challenges.

The material analytical exposition text is intended for secondary-level students in eleventh grade. It contains discussions that relate to the situations or conditions experienced by individuals and current phenomena. This material presents ideas from a single point of view. For instance, in an analytical exposition text, a student can express their opinion through writing or analyze a piece of writing to create a widely acceptable idea. Therefore, the teacher's role is critical in enhancing students' reading ability. The training period is essential in defining an aspiring teacher's work in education and determines their success or failure (Yan & He, 2010).

When using an ICT platform for teaching, pre-service teachers typically employ the tactics they learned in college from their lecturers. The practicum is a helpful starting point for their profession, as it improves their skills and expands their knowledge of practical teaching methods (Collinson et al., 2009). Moreover, with this teaching experience, pre-service teachers can create a conducive classroom setting that enhances teaching effectiveness through the use of various ICT platforms. To achieve this, a clear goal and the experience of the pre-service teacher are essential in ensuring the success of a fun and engaging class.

To apply a platform in teaching, the knowledge and experience that pre-service teachers may have is necessary for the class to run effectively. Dewey (1933) wrote that experiences allow learners to reflect and create continuity in all educative elements. They were first adapting material suitable for the platform and, second, facilitating access for students to work on it somewhat orderly. Moreover, preparation from pre-service teachers is sufficient to support the smooth teaching process. Meanwhile, to develop pre-service teachers' abilities, they are not only expected to be professional in teaching abilities, they need to manage classroom management, which indicates better teaching and learning (Marzano & Marzano, 2003). Such characteristics need to be demonstrated by every pre-service teacher who wishes to create engaging, enjoyable, and knowledgeable classroom experiences.

In the end, the key to successfully applying the ICT platform for teaching reading analytical exposition text is to focus on the preparation of pre-service teacher experience in the teaching process. With this, all activities in the classroom, both interactions with students and dealing with obstacles they face, will take place quickly and safely.

The previous research expose about the results regarding the experiences of the pre-service teachers' implementation of ICT in teaching classroom. One of the research was conducted by Doris, Angela, Gao, Wong and Ping (2008) this study explores the perspectives of pre service teachers in Singapore on integrating technology in their teaching practicum. The findings reveal that although the preservice teachers had positive attitudes towards technology integration after an ICT course, they faced challenges in actually implementing technology during their practicum. The study suggests that teacher educators should offer more support and modeling to assist pre service teachers in effectively integrating technology. Elson Szeto and Annie Yan-Ni (2013) has significantly explored the usage of ICT and YouTube for Teaching by pre-service teacher. The findings indicate that YouTube has several affordances for teaching, including providing up-to-date information, demonstrating skills and their application, and stimulating active learning. The study suggests that teacher educators should consider these

affordances and constraints when integrating YouTube into teacher education curricula and instructional development. Additionally, the study highlights the need for further research on the influence of new ICT tools on student learning and the feasibility of using these tools to reshape curriculum and instructional development. Prem and Anass (2011) the research focused to examined pre-service teachers' experiences during teaching practice and identify barriers they face, as well as propose ways to overcome these barriers to enhance their professional development. The findings emphasized the need for education faculties to provide more flexibility in these areas to better support pre-service teachers' professional development. Overall, the findings of the research highlighted the importance of addressing barriers and providing support to pre-service teachers during their teaching practice to enhance their professional development and improve the quality of their teaching.

The current research focuses on teaching analytical exposition text using ICT platforms in classroom sessions and exploring the pre-service teachers' challenges of these teaching processes. This research is expected to help the future teacher apply the ICT platform to the teaching section and provide solutions for the challenges in teaching using ICT platforms.

B. Research Questions

This study sought to answer these following questions:

1. How do the pre-service teachers' experience in applying ICT Platforms in teaching reading of analytical exposition text during classroom sessions?
2. What challenges do the pre-service teachers' experience face in teaching reading of analytical exposition text through ICT platform as the teaching method in a classroom session?

C. Research Purposes

From the research questions above, this study purposed to generate two following goals:

1. To describe the process of teaching reading of analytical exposition text through ICT platform during classroom session

2. To investigate the pre-service teachers' challenges in teaching reading analytical exposition text through ICT platform as the teaching method in a classroom session

D. Research Significances

This research has two main significances. The research outcomes are anticipated to be both theoretically and practically applicable.

Theoretically, this research is significant in providing ICT platforms as an appropriate digital learning to comfort the pre-service teachers' challenges in teaching analytical exposition text that might be appear in teaching practicum program.

Practically, this research provides in improving the pre-service teachers' experience in teaching practicum program to apply various type of ICT platforms. Also, this study helps the EFL student teachers to anticipate the barriers would come in teaching program.

E. Research Scope

This research focuses on the pre-service teachers apply the ICT platform in teaching reading analytical exposition text and its challenge to overcome in the class. The research was implemented in the pre-service teachers' at a senior high school in Bandung. Two pre-service teachers uses a variety of ICT platforms (such as Quiziz and Kahoot), taught two classes of eleventh graders. They focused on teaching analytical exposition text.

F. Research Framework

In pre-service teacher experience in teaching, Abbas and Lu (2013) states that a pre-service teacher is the person with the first connection and transition to the actual teaching field. In addition, it is time to begin to execute a theory obtained for application in the classroom. As previously discussed, teaching involves the interaction between teachers and students. It is a series of actions taken by a teacher to facilitate the acquisition of valuable knowledge by learners (FeimanNemser & Buchmann, 1986), including planning, analysis, comprehension, and action (Ball & Forzani, 2009). Additionally, it enables learners to analyze materials and experience achievement (Cohen et al., 2007).

Moreover, when start to teaching reading it is important to convey the material properly and understandably. According to Wallace (1992), teaching reading is a way to help students develop their ability to comprehend written text. The teacher provides guidance to enable students to understand and gain insights from the material they read. Meanwhile, the innovation of ICT platform is quite popular these day. Stated by Gebremedhin and Fenta (2015) said that Integrating ICT into classroom instruction improves productivity since teachers will be more effective in their lesson delivery.

Implementing the ICT platform during the teaching process is highly recommended for a better experience. It is crucial to know how to adjust the material and each feature of platforms. The teacher out there is starting to improve their skill in applying the ICT platforms because it helps reduce daily work more efficiently. As stated by Apriani (2016), technology positively impacts learning and developing a successful life personality. In addition, as stated by MacCallum et al. (2014), the various apps and tools of ICT platforms make learning more dynamic and accessible.

In conducting the teaching process using ICT platforms, a pre-service teacher is close to the challenges of these teaching processes. Especially using ICT platforms where connected to the internet is the main problem. This challenge affects students worldwide due to e-learning inexperience, inadequate internet connectivity, and physical strain (e.g., eye strain) during ICT use (Octaberlina & Muslimin, 2020). It is similar to Siddiquah Salim (2017), who found that inadequate internet connectivity and device errors are widespread difficulties in online learning.

G. Previous Study

There are several research results regarding the experiences of the pre-service teacher implementation of ICT in teaching classroom. Many researchers have analyzed some kinds of identified the problems and challenges of ICT. The research by Doris Choy, Angela Wong, and Ping Gao (2008) focused to investigate the change in pre-service teachers' perspectives on integrating technology in teaching during their teaching practicum program in Singapore. The

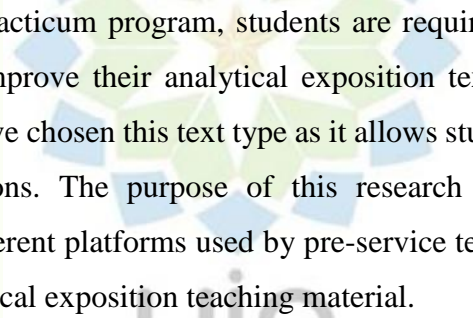
qualitative data from indepth interviews with selected participants supported the quantitative findings. The study used three surveys conducted at different stages: pre-ICT course, post-ICT course, and post-practicum. The surveys consisted of a 38-item questionnaire using a 5-point. Liker scale to measure the participants' thoughts and actions related to technology integration. The data collected from 108 participants who completed all three surveys were analyzed using statistical methods such as factor analysis and one-way ANOVA. The findings of the study revealed that pre-service teachers in Singapore had positive thoughts about integrating technology in teaching after completing an ICT course. However, they struggled to translate these positive thoughts into actual actions during their teaching practicum. The majority of preservice teachers primarily used technology as presentation tools and to capture students' attention, rather than promoting student-centered learning or acting as facilitators. The study also found that support from the school and peers was important for successful technology integration. The current research focuses on pre-service teacher experience in applying ICT during teaching in classroom session.

Second, Elson Szeto and Annie Yan-Ni (2013) explored the Usage of ICT and YouTube for Teaching: A Study of Pre-service Teachers in Hong Kong. The method used in this research was a mixed methods approach, which included interviews, observations, questionnaires, and analysis of relevant materials such as lesson plans. The participants of this research were 33 pre-service teachers (11 male and 22 female) from an education institution in Hong Kong. The participants in this research were selected from an education institution in Hong Kong. They were preservice teachers in their fourth year who had completed teaching practicums in secondary schools, primary schools, and kindergartens. The reason for selecting these participants was to understand their perceptions and experiences of using YouTube in teaching, as they would be teaching the digital-native generation. The findings of this research indicate that YouTube has several affordances for teaching, including providing up-to-date information, demonstrating skills and their application, and stimulating active learning. However, there are also constraints associated with using YouTube, such as

reliability issues and the potential misuse of YouTube as a substitute for teachers' teaching. The study suggests that teacher educators should consider these affordances and constraints when integrating YouTube into teacher education curricula and instructional development. Additionally, the study highlights the need for further research on the influence of new ICT tools on student learning and the feasibility of using these tools to reshape curriculum and instructional development. The previous research used Youtube, while the current research uses Quiziz and Kahoot platforms.

Third, research by Prem and Anass (2011) the research focused to examined pre-service teachers' experiences during teaching practice and identify barriers they face, as well as propose ways to overcome these barriers to enhance their professional development. The methodology used in this research was a qualitative case study. The participants in the study were pre-service teachers from a rural South African university. Semi-structured interviews were conducted with all student teachers to collect data. The data collected from the interviews were analyzed using content analysis. The findings of the research revealed several barriers and challenges faced by pre-service teachers during their teaching practice. One of the main barriers identified was the behavior of pupils in the classroom, with students expressing concerns about the lack of interest and engagement from their students. Another significant barrier was the behavior of mentors, with some preservice teachers reporting difficulties in their interactions with their mentors. The study also highlighted the importance of flexibility in various aspects of teaching practice. This included flexibility in the timing of course participation, the content of teaching practice, instructional approaches, and course delivery. The findings emphasized the need for education faculties to provide more flexibility in these areas to better support pre-service teachers' professional development. Overall, the findings of the research highlighted the importance of addressing barriers and providing support to pre-service teachers during their teaching practice to enhance their professional development and improve the quality of their teaching.

Meanwhile, the clarification of the research in the context as part of the



campus' teaching practicum program, students are required to use different ICT platforms to improve their analytical exposition text skills. Two pre-service teachers' have chosen this text type as it allows students to accurately convey their opinions. The purpose of this research is to observe the effectiveness of different platforms used by pre-service teachers' experience in supporting analytical exposition teaching material.