

The Role of Service Learning in Pre–Service Teachers in English Education Department

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Abstract

Nowadays, pre-service teachers must collect teaching experiences as many as possible. The experiences will improve their self-confidence when they teach in the class. Self-confidence can make the students feel enjoy and comfort in the classroom. To get a lot of experience before to be a teacher, pre-service teachers can be volunteers to do service learning. Service learning can implement the pre-service knowledge when they got some supporting courses to help their when they teach in the class. The pre-service teachers do the service learning to be preparation for the future time because they will face in the real community. Basically, a good teacher must have high self-confidence, mastering in the material, and can make the students feel enjoy. In addition, the service learning can be as the reflection for the pre-service teacher. In fact, the service learning has so many benefit impacts for the pre-service teacher, the school, teacher, and the students.

Keywords: Service Learning, pre-service teacher, teaching skill, English Teaching.

1. Introduction

1.1. Background of the Study

This paper aims to investigate the role of service learning in English Education Department especially from pre-service teacher. This article also explained the impact and what are the challenging of doing service learning in the school. From those, the researchers hoped if this research will give the additional information for the reader about the service learning. Service learning is one of activities or programs in educational faculty that want to help the school in teaching learning process. The service learning will be held in some courses that related with the teaching practice. Service learning is combined from two words, ‘service’ and ‘learning’. The first word is service, it means as the volunteer we must make the direct interaction with the community. The second word is learning, it also called reflection on the activity in the class (Nives et.al, 2015).

Education faculty always wants to do the service learning to make their pre-service teacher have a good experience in real teaching. This is in line with the Steven et.al cited in Salemi and Walstad (2010); Hoyt and McGoldrick (2012) they state, the student in the educational faculty must engage their teaching skill. From that, the pre-service teacher must

have a good ability to teach their student and have a lot of experience in teaching. Their experience will make the pre-service teacher confidence in the class. Not only, the experience and teaching skill that will improvement, the public relation it also will develop too. According Bednar and Simpson (2014) when the pre-service teacher do the service learning, they must face the real community in the school to make our goals will achieve, it also focuses on the students need because sometimes the student still get problems when they learn about some materials. Then, the pre-service teacher must do the interaction in the real community, when they meet the students or teachers, this is to make the pre-service teacher can comfort when they do service learning in the school.

1.2. Literature Review

For this research, the researchers have some research question, they are (1) what are the role of service learning in educational course? and (2) what are the challenges of service learning in pre-service teacher perception? Those research questions are in line with the focus of this research. The focus of this research is to know what is the role of service learning in the pre-service teacher. As we know, in the English Language Teaching (ELT) department there are some courses that the students will meet like curriculum, lesson plan, method in ELT, and etc. The courses will help the pre-service teacher to be easier when they do service learning in the school because they have some basic and have a good preparation.

The service learning will get positive impact based on the many experts said in the previous studies. But we cannot generalize all of the aspects like the school, students, teachers, and the environment. From this, the researchers try to find a new gap about service learning in Indonesia country especially school in Surabaya. In the Indonesia's school there are some accreditation like A and B but there are some still have no accreditation, and there are states school and non-states school. From a lot of varieties of the schools, there are some students that have different characteristics. So, the researchers choose this study because want to know what is the role of service learning in the school according to the pre-service perception.

Service learning is the teaching activity in the classroom that combine between education and social aspects (Bringle et, al cited in Tinto, 2010). Service learning is obligation activity in the educational department especially for pre-service teacher in their courses like curriculum, lesson plan, methods, and etc. In each course, the lecturer may give the college students to do service learning in the school to improve their teaching skill and add their experiences. This is in line with the Astin et, al (2006), service learning is one activity that can improve the skill to teach the students and motivation to make day-to-day is better than before in teaching learning process. In additional, the lecturer gives the task to do service learning it also to make their students (pre-service teacher) have a good preparation of teaching someday. According to Heffernan, the service learning will help the pre-service teacher in the real community to solve the problems in the community and for the future job.

When do the teaching learning process we must know the characteristics of each students because each student has different characteristics. To make the students comfortable in teaching learning process, we must have a good communication, "service-learning research project can hone other life skills, such as effectively communicating (both verbally and in written form) with different audiences" (Bednar and Simpson, 2014). The effective

communication will make the student can easier to catch our meaning when we explain something.

2. Method

This research was conducted by qualitative design because the instrument that researcher used is open-ended questionnaire. Based on the Sugiyono (2005: 162), the questionnaire is one of so many instruments to collect the data by giving the question to the participants. There are three kinds of questionnaire, first is the open-ended, close-ended, and mixed questionnaire. In this case, the researchers choose open-ended because it will collect the data with the clear explanation.

2.1. Respondents

The participants that researcher choose is purposeful sampling consists of five students. in State Islamic University (UIN) of Sunan Ampel Surabaya especially in ELT Department. Purposeful sampling is the technique that used in qualitative research by selecting the participants with certain intentions (Patton, 2002). In the ELT department from 3 semester until 6 semester they ever do service learning in the school or boarding school because the courses are the same so they ever do that. In the other hand, there are some different time when the pre-service teacher does the service learning, one student may be doing it only twice or three times or may be more than three.

2.2. Instruments

In collecting the date, an open-ended questionnaire was used by the researcher. The open-ended questionnaire there are 4 aspects that will asked to the participants. First aspects are about the importance of service learning, second aspects are about the challenges of service learning, third aspects are about the skills when do service learning, and fourth are about the time that participants do the service learning.

3. Finding and Discussion

There are four aspects in the open-ended question, in each aspect there some question to find the result of the aspects. There are five participants, they are Ahsa, Firman, Afik, Rida, and Yuniar. All of the participants have already done in service learning four times and more. In the first aspects there are four questions to catch the point of “is service-learning important?”. From the question number one about the definition of service learning, from the first question all of the participants agree if service learning is about activity but they have different definition. According to Yuniar and Firman, they are said if service learning is about pre-service learning that implement their knowledge in the class. Different with Firman and Yuniar, Rida and Afik explain if service learning is collecting the experience, because from the experience they believe we must collect so many experiences as many as possible to make easier and more effective when teach in the class. While, based on the Ahsa, she explained if service learning can solve the problems of the students. The second question is about how

they teach the students in the class. Almost all participants like Firman, Afik, Yuniar, and Rida have the similar answer of how they teach in the class. They write if fun activity like game will be the best way in teaching but it still related with the material but Yuniar also focus on the material level, if it is difficult, she will be more serious while if it is easy, she will give the games. Ahsa write if she only focuses on the material that will be explained to the students. Next, the third question is about how they feel when doing service learning. At the first time, Rida, Afik, Ahsa, and Yuniar still shock and nervous and perhaps it is the first time they teach in the class, they find a lot student that have different character while Firman explain with differently, he felt enjoy when doing service learning. Fourth question is about the service learning should be held again or not. All of the participants agree if service learning should be held again in every semester because it will help to improve the teaching skills and as reflection also but it depends on the course.

The second aspect is about the challenges of service learning, there are three question in this aspect. Those are the advantages, common problem, and how the way they teach in the class. First question, just Rida that answer with different, she answered the advantage is service learning can be reflection to be a better again. Second question, Afik, Ahsa, and Firman answer the common problem is about students' behavior. They have different way to solve their problem, Afik and Ahsa said play game to the students is the best way to control the student and solve the problem but Firman has different perspective, he felt angry when meet the trouble-maker because he lost their emotion. Yuniar has different opinion, she responded the question if students' interest is the big problem. According to her opinion, she explained if there are still many students have low interest in learning English and Rida said the schedule is common problem, because when she doing the service learning she feel difficult to find the school. Third question, Ahsa and Rida have the same answer by giving a game still be the first option. By giving a game, they believe the students cannot feel bored when learning in the class. Afik respond with following the lesson plan to make his teaching can be on the track. As we know, the lesson plan will give the impact and make the teaching learning process will be success or not. Firman respond by giving the ice breaking to attract the students' focus on his explanation. Yuniar wants to minimize the role of teacher, she wants to optimize the students' activity.

The third aspect is about the skills, what are the skills that will develop when they teach in the class. There are two questions, in the first question is talk about what skills that will develop. In this question, all of the participants compact if service learning will develop their teaching skill. Then, the second question is talk about what skills although teaching skill that will develop. Ahsa, Rida, and Yuniar have the same opinion, they feel their speaking skill will be improving when teaching in the class. In the service learning, they must give the clear explanation in the class, from that they make direct interaction with the students and the teacher. While Afik said if his critical thinking will be improving and Firman also has different way, he said their knowledge on ice breaking will improving to help the students to do brainstorming.

The fourth aspect is about the time to do the service learning. In this aspect, there are four questions that were still related with the topic. First about how many times that participants to do in the first semester until now, almost all of participants have done in 4

times but Yuniar do it in 8 times. Ahsa, Rida, and Yuniar give their opinion if the time was not enough to do service learning. Rida give some additional information, she thought it's not enough because she cannot know deeply about the students' characteristics and Yuniar said the most important thing is about the experiences. In the other hand, other participants feel if the time is enough for teaching in the class. Second question, Ahsa and Afik said the time when doing service learning was too short because their students have a good enthusiasm when learning in the class but Firman said he feel the time was too long. Rida respond with the enough answer, because the students come on time so she can work her plan. The last participants are Yuniar, she answered with depend on the students, if the students can focus well the time will short but if the students cannot focus the time will take a long time. The third question are about the students feel when they left the class, Afik and Firman give the same answer about the students feeling. The students feel said if they close the class and their students want to give more time to learn with them while Yuniar feel if her students feel happy when she closed the class. Rida and Ahsa have the same arguments, their students have different feel, there are some students feel sad and some students feel happy. The last question about the material deliver well or not, all of the participants have the same perspective if their material is delivered well even though Firman and Afik have some difficulties. Firman said his material is deliver well but not all of the material and Afik said he still meet the problem about the media for teaching are limited.

The result shown if the service learning can develop their teaching skill when they teach in the class. When someone do the service learning that can get a lot of experiences, like pre-service teacher can teach in real-community like school, can improve their speaking ability when they give the explanation, etc. The service learning not only just once or twice, in each semester especially for college students in education department. From the participants, may be in some course their lecturer can give the target how many times that pre-service need to do service learning. By do that, it can improve their teaching skill and also their experience.

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