

Chapter Two

Literature Review

In this chapter, the researcher presents some theories used as foundation of this research. This chapter reviews theories related to the research topic which included pre-service teachers, teaching, teaching young learners, teaching adults, teaching practicum, challenges in teaching practicum, the strategies to solve the challenges in teaching practicum, and the advantages from the teaching practicum.

Pre-service Teachers

The researcher uses the term pre-service teachers to describe students as a teacher in the teaching practicum. Pre-service teachers are students who still study in Education College. According to Jackson, Simoncini, and Davidson (2013) “pre-service teachers are required to demonstrate their ability to reach professional standards before they qualify to graduate into teaching profession”. Thus, by joining teaching practicum pre-service teachers can prepare their competencies to be qualified teachers.

Pre-service teachers are demanded to be successful in doing teaching practicum. Thus, they ought to pay attention to the previous lessons in college. Pre-service teachers study lessons about how to manage the classroom, allocate time, use method and strategy in teaching, prepare lesson plan, make exercise, and assess students. Pre-service teachers will be able to understand the lesson they study in college better if they apply it in a real situation. Beutel as cited in Lyons (2011) stated that “good theory describes and predicts phenomena and give

guidance to your teaching. That is why practice will never walk alone without a good theory”.

Teaching

Teaching is teacher’s responsibilities to assist students to learn. Teachers ought to give students activity in the learning process. Ball and Forzani (2009) said that there are some activities on teaching process such as explaining, assessing, discussing and reviewing the materials that has been taught, and evaluating students’ work. Teaching is an activity to transfer knowledge using several activities. Walter as cited in Michalska (2015) said that teaching is giving knowledge to someone by instructing or training. This is an activity that happens between two people, teachers and students.

The teacher faces obstacles during the process of transferring knowledge to their students. Michalska (2015) said that “teaching is highly challenging, intellectually demanding and emotionally rewarding” (p.118). A teacher has responsibility to deliver knowledge to their students. Young learners and adult learners have different characteristics in learning which may cause obstacles to the teacher.

Teaching English for young learners.In this case, elementary school students and junior high school students are categorized as young learners. The characteristic of young learners is playing. Scott and Ytreberg (1991) stated that young learner can be successful in learning by making them enjoying the class. To make young learners enjoy the class, teachers can make some interesting activities by using games.

On the other hand, young learners cannot concentrate for long time in learning. According to Nedomova (2007), young learners can only pay attention in less than 20 minutes. Thus, it is difficult to gain young learners' attention during learning process. Young learners naturally love playing. While they sit down and hear the teachers' explanation, they might feel bored. That is why teachers should add some game activities to gain young learners' attention.

Teaching English for adults. Teaching adults is a new challenge for pre-service teachers. Michalska (2015) claims that teaching adult has both positive and negative side. Adult learners have responsibility for their learning, but they are often lack of motivation, lack of time and have low attendance at classes.

“Adults can be disruptive and exhausting too. They may do it not in same way as younger learners, but teachers of this age group will have experiences of students who spend the lesson talking to their neighbors when the teachers is trying to focus their at tension or who disagree vocally with much of what the teachers is saying. They arrive in class late and fail to do any homework.” (Harmer, 1998: 11). Thus, challenges in teaching adults might arise.

Teaching Practicum

In the teacher-training college, a practical experience of on-the-job training is known as teaching practicum. Teaching practicum is a fundamental part of the pre-service preparation of professionals across disciplines (Ralph, 2007). Teaching practicum is an important part in education. It is also an appropriate way to apply pre-service teachers' knowledge that they get in the classroom. Jusoh (2013) supported that teaching practicum is an opportunity for

students of Educational Department to apply what they learnt in school in different things. Thus, by doing teaching practicum pre-service teachers can apply what they learnt. In EED of UMY teaching practicum is an academic credit. According to Ali, Othman, and Karim (2014) teaching practicum is an academic necessity for student of Educational Department to be admitted as a qualified teachers in the future. Teaching practicum is designed for student-teachers to know the reality of the educational process through the use of theoretical courses taught at the college (Guide of PTEP-University of Jordan, 2013).

Teaching practicum is an important stage for pre-service teachers to get more values from practice. Mellvile, Campbel, Fazio, Stefanille, and Tkaczyk (2014) said that practicum is the right time for pre-service teachers to practice their ability in teaching. Tuli and File (2009) mentioned that teaching practicum allows student-teachers to know their competencies and creativities which can help them in their future teaching processes. In addition, they indicated that teaching practicum helps student-teachers to understand the real world of teaching and allow pre-service teachers to know about problems and difficulties of teaching that may confront them in the future.

Practicum is the one way for pre-service teachers to be able to have their own teaching experience in real situation (Aydin, Demirdegon, andTarkin, 2012). In the teaching practicum, pre-service teachers learn how to teach for the future teaching experience. It also can be a media for pre-service teachers to sharpen their own competencies. They will be able to teach better in the future teaching experience.

Jusoh as cited in Tuli and File (2009) argued that teaching is a “combination of an art, a craft and a science. Knowing what to teach, how to teach it and what methods to use with particular topics, particular kinds of pre-service teachers and in particular settings all combine to form the knowledge and skills that define teaching expertise” (p.110). Based on Jusoh explanation, in teaching, pre-service teachers must know the material they are about to teach, what strategy and activities used to deliver the material, and in which situation the pre-service teachers should apply the strategy.

Having the discussion above, all arguments show that teaching practicum is an important component of student’s entailment and development to be a qualified teacher in the future. It is a way for integrating pre-service teachers’ knowledge from the classroom with real-world practical experience by giving an academic credit for it.

Challenges in Teaching Practicum

Some challenges faced by pre-service teachers in teaching practicum have been identified by some experts. The problem is mostly in contact with pre-service teachers itself. Jusoh (2013) argued that some of the problems which pre-service teachers faced are because of their own personality. Based on the researcher’s experiences in teaching practicum at EED of UMY, many problems are caused by the researcher herself. When teaching in a real class, the researcher might feel nervous, anxious, and also difficult in managing classroom and time.

Pre-service teachers might become stressful while doing practicum because of being afraid of making mistake, being afraid of using different method

or technique, having personal problems, and having too much campus project (Celix, 2008). Those factors might make pre-service teachers fail in teaching practicum. According to Yunus, Hashim, Ishak, and Mahamod (2010), pre-service teachers had problems with their discipline and motivation to learn language. It becomes challenge for pre-service teachers in choosing appropriate teaching methodology and strategy. In line with that, Page (2008) said that discipline has been considered as one of the most common problems experienced by pre-service teachers and is believed as a serious problem in most schools. Thus, pre-service teachers have to manage their time and discipline. Problems faced by pre-service teachers are mostly from themselves.

Previous experiences of the researcher in the EED of UMY showed that there are some students who are unmotivated to do teaching practicum. According to Sattler (2011), it is hard to balance the number of student-teachers' chances available with the number of pre-service teachers who are interested. It might happen because some of pre-service teachers are not confident with their abilities in English. Yunus et al. (2010) mentioned that there are some challenges reported by many nonnative English-speaking pre-service teachers. There are many concerns such as English proficiency and self-esteem. Therefore, some pre-service teachers choose to use their first language in teaching English class. Kabilan and Ida (2008) mentioned that the main challenge was the use of mother-tongue language in English language lesson.

Some of the pre-service teachers feel difficulties in choosing the appropriate methodology. Gan's (2013) stated that pre-service teachers faced

difficulty in applying appropriate methodology they have learnt in the methodology course, managing the class and adapting their language according to their pupils' level. It is difficult to choose the methodology and manage the classroom. Besides, pre-service teachers often feel difficult to teach the materials. Hammond (2006) found that many pre-service teachers find that they do not know the appropriate teaching method for their students and they do not have content-knowledge to be taught. Some of the pre-service teachers faced a lot of problems. Ali et al. (2014) said that challenges faced by pre-service teachers in the teaching practicum are managing classroom and pre-service teachers' discipline, planning lesson, managing relief teaching, teaching and learning facilities and resources, overcoming disruption of lesson, and teaching practicum administration and management.

Apart from problems caused by personal, there are some factors which might make pre-service teachers feel difficulties in teaching practicum. The difficulties might be from the supervisor teacher, environment, workload, and pre-service teachers' knowledge. Pre-service teachers' knowledge could be examined while teaching. Thus, it could make some pre-service teachers face challenge. Ong et al. (2004) stated that there are five challenges faced by pre-service teachers which are supervisor teacher, environment, workload, pedagogical knowledge and content knowledge. Some of the pre-service teachers feel anxious. Tan (2008) who studied challenges faced by English pre-service teachers found out that they suffer an anxiety which include establishing good rapport, getting support from supervisor teacher, putting theories into practice and classroom

management. Applying theories they have learnt in the college in the practicum is difficult for them and make them feel anxious. They are afraid that they cannot deliver the theories clearly, or the students cannot receive the material well. Moreover, Jusoh (2013) said that pre-service teachers are lack of maturity and experience, and many schools and pupils do not welcome students as pre-service teachers because they do not have enough knowledge in the subject taught. In the other hand, Farrell (2008) mentioned that supervisor teacher influences the pre-service teachers' practicum experience. Supervisor teacher is a teacher from school who teach pre-service teachers about the school's condition, how to deal with the students, and how to make lesson plan and school administrations. Besides, there are some of the supervisor teachers who push pre-service teachers to be good teachers.

On the other hand, some supervisor teachers are lack in giving the pre-service teachers guidance. Hamaidi et al. (2014) stated that the challenges include: the lack of guidance provided by supervisor teacher, the difficulty in communicating with supervisor teacher, and the inadequate support provided by supervisor teacher. The difficulty in communicating with supervisor teacher also makes pre-service teachers have a problem in teaching. Supervisor teacher has an obligation to teach all aspect about teaching the subject to the students and their students' characteristics. According to Mutlu (2014), problems resulting from the curriculum were speaking skills, pronunciation activities, translation practices, and grading. Then problems resulted from supervisor teacher are pre-service teachers' needs and interests, motivation, curiosity, disciplines. The way

supervisor teacher's attitudes, language proficiency, classroom management, the duration of the practicum and the place of the practicum in the curriculum are the problem from supervisor teacher.

In conclusion, there are numerous of challenges faced by pre-service teachers in the teaching practicum. The challenges are classroom management, content knowledge, anxiety, the methodology to teach, teaching strategy and technique, pre-service teachers discipline, pre-service teachers' motivation, environment, the role of cooperative teachers, lesson planning, self esteem, English proficiency, being afraid of making mistake, being afraid of using different method or technique, having personal problems, and having too much campus project and time management.

Strategies to Overcome the Challenges in Teaching Practicum

Some experts suggested strategies to cope the challenges in teaching practicum. Kabilan and Izzaham (2008) mentioned the strategies in teaching practicum, which are reflecting previous teaching and learning experience; experimenting the trial and error of theories and ideas; understanding the challenges; being determined; being persistent and perseverant; compromising and finding a middle ground; and encouraging, prompting and motivating. By reflecting to the previous teaching, pre-service teachers can understand what factors make them failed. It also can lead pre-service teachers to select the suitable teaching method.

During teaching practicum, there are some things that can make pre-service teachers overcome their challenges. Jusoh (2013) said that those pre-

service teachers need support especially in teaching skills and the emotional support. In this case, other pre-service teachers, supervisor teacher, and teacher educator can be a supporter for pre-service teachers. Jusoh (2013) added that the institution should be more selective on choosing schools for their pre-service teachers to do the teaching practicum. Moreover, to solve interpersonal skill problem pre-service teachers should also be given more courses on interpersonal and personal development so that they are socially completed. Hirschhorn (2009) argued that the supervisor teacher can make pre-service teachers successful in teaching practicum. The communication between pre-service teachers and supervisor teacher is important. Supervisor teacher can teach how to handle their students. It is because supervisor teacher is the English teachers in the school where pre-service teachers do the teaching practicum, so the supervisor teacher can understand the students' characteristics better.

Sinclair as cited in Walshaw (2009) said “successful pre-service teachers are those who work within professional community of shared knowledge and shared thinking about pedagogical practice, and who are assisted both practically and emotionally through personal and systematic support” (p.555). This means that to be successful in teaching practicum, the pre-service teachers should work together and share their ideas. Moreover, there should be a supervisor teacher who assist them not only how to handle the class but also how to handle their emotion in teaching.

In conclusion, there are several strategies in overcoming the challenges on teaching practicum. The strategies are presented by some experts. The strategies

are enjoying the teaching practicum, reflecting previous teaching and learning, understanding the challenges, supporting skill in teaching and emotional support, and giving more courses.

The Advantages of Teaching Practicum

Teaching practicum has some advantages for pre-service teachers. Hanson (2010) said that teaching practicum has lots benefit and become an important phase in educational experience. By doing teaching practicum, pre-service teachers have experience in teaching. Those experiences can make pre-service teachers to be more aware in the next teaching experience. According to Hamaidi, Al-Shara, Aurori, and Awwad (2014) the benefits of teaching practicum are: “1) develops student- teachers’ behaviors and practices in the teaching processes, 2) provide them with educational primary efficiencies and a clear understanding of the context of the school, 3) enables them to recognizes the reality of pre-service teachers' learning needs, 4) plays a key role in bridging the gap between theory and practice, and 5) develops their professional and personal competencies” (p.192). In other word, the pre-service teachers will be accustomed to teaching, understand the culture of the school, know what they need to improve in teaching, get the practice of the theories they get in the college, and gain professional experience and competencies to be a good teacher.

Teaching practicum also becomes a bridge for pre-service teachers to apply their knowledge from college. Goh (2011) said that during practicum, the pre-service teachers are given the opportunity to experience and ‘experiment’ their knowledge and skills in an authentic teaching and learning environment. In

line with that, Burke (2006) mentioned that by teaching practicum, pre-service teachers of language educational department get opportunities where they learn through experiences. Teaching practicum is a chance for pre-service teachers to get teaching experience. They can understand the theories by applying it in the real teaching situation. According to Hamaidi et al. (2014), teaching practicum is beneficial to employ knowledge, information, and theories that pre-service teachers gained during their study in the classroom. Pre-service teachers who join teaching practicum will be able to handle the real class situation.

Teaching practicum is useful for pre-service teachers to get a job. According to Miller (2009), “pre-service teachers also get real experience from the real work experience that the competitive of job is hard after graduation”. Teaching practicum also becomes a way for pre-service teachers to develop their teaching skills and prepare for their career. Gan (2013) agreed that teaching practicum has an important impact for pre-service teachers’ future career.

In conclusion, there are various advantages of teaching practicum. The advantages are to develop pre-service teachers’ behaviors, to develop pre-service teachers’ professional and personal competencies, to give experience, to experiment and test pre-service teachers’ knowledge, and to get a preparation in a real work.

Conceptual Framework

The term of teaching practicum is simple but little bit intricate. Teaching practicum is an important program to apply pre-service teachers’ learning to the real teaching world. According to Ali et al (2014), teaching practicum is an

academic necessity for a student of education department to be admitted as a qualified teacher in the future. Teaching practice has been known as an aspect of educational and professional development.

Moreover, challenges in doing teaching practicum are faced by almost all the pre-service teachers. The challenges mostly come from pre-service teachers themselves. One of the biggest challenges during teaching practicum is choosing the appropriate method to be applied in the classroom. Darling-Hammond (2006) supported that many pre-service teachers find that they do not know the appropriate teaching method for their students and the pre-service teachers do not have content-knowledge to be taught. According to Sattler (2011), it is hard to balance the number of teaching practicum chances available with the number of pre-service teachers who are interested. The challenges are classroom management, content knowledge, anxiety, the methodology to teach, pre-service teachers discipline, pre-service teachers' motivation, environment, the role of cooperative teachers, lesson planning, self esteem, English proficiency, and time management.

There are strategies to cope with the challenges in teaching practicum. The easiest way to deal with the challenges is by reflecting the previous teaching and learning process. The other strategies are doing more practice in teaching and building up confidence. To help pre-service teachers in overcoming the challenges in teaching practicum, the institution can give more courses to develop personal and intrapersonal skill, and give the pre-service teachers support of skill in teaching and emotional support.

On the other hand, there are several advantages that pre-service teachers can get from the teaching practicum. During the teaching practicum, pre-service teachers develop practical skills that can be used in the workplace. Pre-service teachers also can develop their behaviors; develop pre-service teachers' professional and personal competencies; give experience; and to experiment and test pre-service teachers' knowledge.

In the end of this research, the researcher wishes that pre-service teachers can share their experience during teaching practicum in terms of challenges, strategies, and advantages. Then, the result of this study can answer the research question. Therefore, this research might be useful for the readers who will take part in teaching practicum.

Figure 1: Conceptual Framework

