

Chapter Two

Literature Review

This chapter reviews the theory and some studies related to this research. In this chapter, the researcher writes some essential studies from the previous research, books, and journals related to this research. There are several significant points in this chapter. In this literature review, the topic composes pre-service teacher, pre-service teacher in teaching practice program, teaching methods, factors in choosing teaching methods, review of related studies. In the last of chapter two, the researcher also puts conceptual framework.

Pre-service Teacher

Pre-service teachers are the students who do the teaching practice in learning to become future teachers. Also, the teaching practice can train the students' skills. Inayah (2016) stated that the pre-service teachers are the college students who prepare themselves to be the real teachers. Besides, Richard and Crookes (1998) asserted that the teaching practice is considered as a major opportunity for the pre-service teachers to acquire the practical skills and knowledge needed to function as the effective language teachers. Likewise, the practice teaching is a program from the education school.

Regarding the statement mentioned, it makes sure that the students can improve their ability or skill in teaching and add knowledge about good teaching methods, techniques, approaches. Additionally, the pre-service teachers have been popular at the schools. Also, the pre-service teachers always do the teaching activity as other teachers do at class in order to control the students' activity.

In addition, other sources also discuss about the pre-service teachers where the pre-service teachers have early experience before becoming the professional teachers in

the future. Holt-Reynolds as cited in Walter (2005) stated that the experience is the best teacher. By having the experience of teaching, it can see which one is good and bad of teaching applied in the teaching and learning process later. From the pre-service teachers' program, the students have the experience in teaching so that they have various aspects from the practice teaching program.

Some sources have explained that the teacher was very important to take training or practicing. Besides, the teaching program can give some experience of the knowledge on how to teach and provide the view of how to be good in delivering the teaching skill. Therefore, from the teaching practice, it can ease the students to practice their skills in teaching.

Pre-service Teacher in Internship Program

English Language Education Department (ELED) has a program which requires for the students in teaching called as internship program. Internship program means as the teaching practice enrolled by the ELED students at the school. The major or the responsibility for this program has been determined for the students in the teaching practice. Besides, the teaching practice is about English language teaching which is appropriate for the major as an English Language Education. Each group or school has a lecture to guide the student in teaching practice and English Language teachers from the school. According to Richards and Schmidt (2002), pre-service teachers are those who participated in pre-service training or education, a course or program of study which student-teachers must complete before they begin the teaching. Regarding the statement mentioned, the pre-service teachers are the participants of teaching practice from the education department for the school. Also, this practice teaching has the program to complete as the obligations major.

However, the college students have known what the goals and the purposes of this program in teaching practice for the students' teaching. Before teaching practice, the students have been guided by giving the lecture and teachers from the school. According to Wayne (2003) teaching practice in a way that fosters a critical relation to 'doing' [and] raises specific questions about the nature of practice [student teaching], about how best to integrate the theory [preparation professional knowledge] into student experience [student teaching] in the classroom and about assessing student video practice and reflection on practice. In partial sentence, explaining the teaching practice must have relation to their practice which can get the information from lecture supervisor or teacher. The information is about how to integrate the theory in the classroom and assessing the students practice well. Thus, teaching practice is important for the pre-service teachers to know the knowledge or the information before teaching practice in the classroom. Besides, the lecture supervisor or teacher is always ready to guide pre-service teacher anytime.

Teaching Method

Pre-service teachers are the students who do the teaching practice at the school. However, pre-service teachers should be in the guidance lecture supervisor or teacher. Teaching method has several types, and the pre-service teachers cannot choose the teaching method only, but there are some factors to choose the teaching method for teaching practice well.

Every teacher needs a teaching method before they are going to teach in the classroom. Sudjana (2009) said "the teaching method is the way of teaching in which the teacher uses the interaction with the students during the classroom. With the teaching methods, the teaching and learning process can be smooth to be conducted.

The pre-service teachers must also be careful in choosing the teaching method for their teaching in the classroom, and the pre-service teachers have the early teaching experience (p.76).

Wuryandi and Faturrohman as cited in Rahmawati (2014) said that the teaching method is a technique which the teacher uses in the teaching and learning process. Besides, the teaching has a lot of resources in choosing teaching method. With the teaching method, the technique which has been designed will not produce a bad thing with teaching no matter whatever teaching method is selected. The teaching method is as a technique which is important to note before starting the process of teaching and learning. Also, the teacher is not fully able to guess what would happen with the existing activity in the classroom.

The teaching method is taken form of procedure pre-service teachers in teaching and learning process. Besides, if the pre-service teachers are confused in choosing the teaching method, they will find the difficulty in teaching delivery. As the reason, choosing teaching method needs the attention more. Before teaching practice, the pre-service teachers have studied the methodology among approaches, methods, procedure, and techniques. According to Harmer (2001), the teaching method comprises the principles and methods used for the instruction to be implemented by teachers to achieve the desired learning of the students. Besides, the particular teaching method which is appropriate and efficient in teaching context should have the relation to the characteristic of the learners. Also, the type of learning is supposed to give the good outcomes for the students. The researchers provide some sources about the teaching method. From the statement mentioned, it is supported by Brown as cited in Ometere

(2011), the effective teaching requires the teachers to step out of the realm towards the personal experience and the world of the learners.

The effective of teaching in the classroom depends on the teachers in giving the technique or method in classroom activity. Bisari as cited in Omotere (2011) said that the method presently employ in teaching in most of the public primary schools in inadequate or not effective. The effective of the learning process comes up when the teachers have the learning method. The teaching method is important for the teachers and pre-service teachers to teach. Also, they should have the technique or method before teaching in the classroom activity.

Moreover, some teaching methods should be chosen for teaching. There are many types of teaching methods based on Harmer's book (2001). Besides, those teaching methods are audiolingualism, PPP cycle, communicative approach, task based learning (TBL), community language learning, silent way, suggestopedia, and total physical response (TPR). Consequently, each teaching method is explained in the following paragraphs in detail.

Audio-lingualism. Audio-lingualism relies heavily on drills to form various habits. The substitution is built into these drills so that in small steps, the students constantly learn. Also, it is shielded from the possibility of making mistakes by the design of the drill.

The PPP cycle. The PPP cycle is about Presentation, Practice, and Production. In this procedure, the teacher introduces a situation which contextualizes the language being taught.

The communicative approach. The communicative approach or Communicative Language Teaching (CLT) is a teaching method name given to a set of beliefs which

include not only a re-examination of what aspect of language to teach but also a shift in emphasis on how to teach.

Task based learning (TBL). The students present the task which they have to perform or solve the problem such as pre-task: Introduction to topic and task, task cycle: Task, Planning, Report, and language focus: Analysis, Practice.

Community Language Learning (CLL). In the classic form of Community Language Learning (CLL), the students sit in a circle up to them to decide what they want to talk about.

The silent way. In a classic Silent Way procedure, a teacher model sounds while pointing to a phonemic chart – or to an arrangement of Cuisenaire rods.

Suggestopaedia. The teacher and the students exist in a parent-children relationship to remove barriers to the learning. Also, the students are given different names from their outside real ones. Traumatic themes are avoided the sympathy which treating the students is vitally important.

Total Physical Response (TPR). In TPR, the teachers ask the students to respond physically to the language which they hear. Language processing is matched with physical action. In TPR, the students do not have to give instruction themselves until they are ready.

Factors Choosing the Teaching Method

Various factors will be faced by the pre-service teachers in process of teaching and learning. Sudjana said “Although a different type of teaching methods does not mean each method stands alone in practice, the methods do not stand alone but those are influenced by factors (p.76). From the statement mentioned, the pre-service teachers should be creative to choose a method during the learning process. According to

Winarno as cited in Djamarah (2002), the selection and determination of methods have been influenced by many factors such as the students, the goal, the situation, the facility, and the teacher. Also, the pre-service teachers find the easy way to use the teaching method which is suitable for the specific situation and condition encountered. Likewise, they should understand about the nature of each method in teaching. Hence, each factor in choosing the teaching method is explained in the following paragraphs in detail.

Factor of student. The influence on the students can be different in level of education, the background of students, and intellectuality level. Winarno (2002) said that the different from individual student of biologist aspect, intellectuality and psychology which have influenced to the selection and determination of teaching method.

Factor of learning facilities. All of the methods used by the teacher will use some facilities. The provided facilities can influence the students during the process of teaching and learning. Then, the teacher can look the facilities in the school or classroom which have to be used because the facility can support the teaching methods. Winarno (2002) argued that the facility is the completeness of supporting the students' learning in teaching and learning process.

Factor of the goals in learning. According to Bloom (1956), the ability on the goal in learning can be grouped into three groups namely cognitive, affective, and psychomotor. Each teacher should have the goal in teaching and learning process. Based on Winarno (2002), the teaching method will be chosen by the teachers to be in line with the students' ability and the goal.

Factor of the materials in learning. According to Gagne (1976) revealed that the material in learning composes the concept, principle, and fact. From the statement

mentioned, this factor can influence the teachers in choosing teaching method because they have to know the method for the teaching and learning material.

Factor of the allocation in the timing of learning. Factor of the allocation in the timing of learning is about the time which the teachers have to plan the material in the first meeting. Also, the teachers have taught about the allocation time for opening, brainstorming, material, and closing in the teaching and learning process. Winarno (2002) asserted that the teachers should choose the teaching method which is suitable to the situation of teaching and learning. The teachers have to pay attention to this case. In the brainstorming time, the teachers do not know what happen during the process of the teaching and learning such as the condition or situation out of the context of learning process.

Factor of the capable teacher in learning. For all factors, if the teachers are lack of understanding towards the teaching method and material, the teaching and learning process will be beyond expectation. According to Winarno (2002), the lack of mastery in any methods will be the constraint for selection and determination methods. Besides, those factors have influenced in choosing teaching method. Many teachers have ignored the factors for choosing the teaching method. Then, the teachers have satisfied with the teaching and learning process.

Review of Related Studies

In the basic concept of teaching, the pre-service teachers are the students who perform the teaching practice and have developed good perceptions about teaching method for teaching. Besides, there were two studies related to this research. Firstly, the study focused on the experiences and perceptions of pre-service teachers. The college pre-service teachers of the education at the University of Rwanda in the academic year

2012-2013. A systematic random sampling technique was adopted in this research. To collect the data, the questionnaires were analyzed using descriptive statistic. The research aim was to reveal how pre-service teachers perceive the internship program which was newly introduced. The study was conducted by Alfred Otara (2014). The result of this study about the internship program for pre-service teachers showed that the internship program had the benefit for the pre-service teachers in career development. Besides, this study discussed not only about the pre-service teacher but also the level of supervision from both mentors and supervisors in regards to the action research needs of the improvement. For the reason, they were influential for pre-service teachers in the internship program as guidance for the pre-service teachers on how to teach in the teaching and learning context.

The second related study was conducted by Fajet (2005) entitled “The teacher educators need to understand the perceptions and belief structures of teacher candidates in order to improve professional preparation and teaching process”. In this study, it discussed about pre-service teachers’ perceptions in beginning education classes. Also, this study concerned the influence and persistence of beliefs about teaching in which the pre-service teachers brought them into the course. The participants of this study were the students enrolled in the University of Introductory Education Course who had become the teachers in in the teaching education program. The study used the data collection in three stages such as the students’ questionnaire, on-line survey, and semi-structured interview. The finding of this study could be useful in the process of developing the teachers’ education programs. Articulating and examining their perceptions might contribute to a better understanding of how they viewed the teaching as well as the skills they needed to acquire to be the competent educators.

As the similarity between the previous studies and this study, the pre-service teachers should have the experiences to be professional teachers. The pre-service teachers were the candidate teachers at the school. Regarding the statement mentioned, it was supported by Inayah (2016) who said that the pre-service teachers need well understanding in a lesson plan, classroom management, curriculum, mediation, material, and even students' psychology. The pre-service teachers should have the experience which was useful to correct the errors of the pre-service teachers during teaching practice. Also, the differences of those studies come from the procedure of collecting the data. The study was collected the data by questionnaire in the first study and the second study, but for the second study, it has another way to proceed the data using the survey and interview.

In addition, from the previous studies, those studies have the strength and weakness. As the strength of both studies, there are the participants who have been pre-service teachers in 4 years in academic education. Then, they have experienced in teaching practice. The participants helped the research to complete the data which could provide perceptions from their experience in teaching practice. Also, the study can support this research with the same viewpoint about the pre-service teachers' perceptions in teaching practice. Besides, the weakness of this study when taking the data used a questionnaire in which researchers only knew the results of the research through computing the data. The researcher did not do the face to face in giving the questions and answers to know better about the respondents' expressions when conveying the perceptions. Regarding the statement mentioned, it was supported by Sukardi (2012) who stated that the researcher could not see the respondents' reaction when giving the information through a questionnaire and did not know to give them the

correct answers. At the end, this study used the descriptive text to present the data results.

Conceptual Framework

Pre-service teachers are the students who do the teaching practice program at Education Department. This program has been the obligation at some Education Department. This research is about the pre-service teachers' perceptions about their teaching method choices conducted at ELED of a private university in Yogyakarta.

Based on some literature reviews, this section presents the theoretical framework which is about the purpose of this study. The theories are used to provide a basic investigate the students' perceptions about their teaching method choices.

The pre-service teacher has an objective of the goal with the other teachers as well as teaching or providing learning materials. In this teaching, they want the material to be delivered to students with pre-service teacher goal. Besides, the pre-service teachers should choose the methods used in the classroom. Therefore, using the teaching methods, the pre-service teachers not choose without the factors.

The pre-service teachers use the teaching method in teaching practice. The statement mentioned was supported by Sudjana (2009) who stated that the teaching method is the teachers' ways in the interaction with the students in the classroom. Pre-service teachers use teaching method in teaching practice. Besides, the teaching method is the way of teachers to interact with the students. Also, the teachers can organize the teaching process with a good procedure as an opening of the activity, brainstorming, main of the activity, closing of the activity and others.

Pre-service teachers also face the factors in choosing teaching methods. The statement mentioned was supported by Winarno (2002) who asserted that selection and

determination of methods have influenced many factors such as students, goals of learning, situation and condition of learning, facilities, and teacher. In choosing the teaching method, it has several factors which are directly related to pre-service teachers. Pre-service teachers also have known the influenced factors in choosing teaching method. In addition, the factors influence the pre-service teachers in choosing the teaching method for teaching and teachers' need to consider the method used in teaching process. Steven (2013) said that the teachers' style, skills, interest, and abilities come up as the points of consideration for teaching. Therefore, the following chart is to simplify the concept of the research.

Figure 1

Conceptual Framework

