

## **Chapter Two**

### **Literature Review**

In this chapter, the researcher presents a review of the literature related to this research. Researchers want to discuss the definition of teaching practice and pre-service teacher. In addition, this chapter also mentions challenges in teaching practice and also strategies in teaching practice. It also provides reviews of related studies and conceptual frameworks.

### **Teaching Practice**

Teaching practice is an important part of education. The practice of teaching is an activity to prepare pre-service teachers to teach with practical training. This is the practical use of teaching methods, teaching strategies, teaching principles, teaching techniques and practical training and exercises from various daily school life activities. It is also an appropriate way to apply pre-service teachers' knowledge that they have received in the classroom. Jusoh (2013) stated that teaching practice is an opportunity for students of Educational Department to apply what they have learned in school. Teaching practice builds a bridge between university and schools and helps future teachers apply what they have learned at the university (Hazzan & Lapidot, 2004). It is important to have skills and good knowledge to teach students in teaching practice because it is one of the components in teaching to help become a good teacher. Tuli and File (2009) mentioned that teaching practice allows pre-service

teachers to indicate teaching practice helps pre-service teachers understand the real world of teaching and allows pre-service teachers to know about the problems and difficulties of teaching that they might face in the future. In addition, they can find out their competencies and creativity that can help them in their teaching careers in the future.

Practice is a way for pre-service teachers to gain teaching experience in a real situation (Aydin, Demirdegon, and Tarkin, 2012). In the teaching practice, pre-service teachers learn how to teach for the future teaching experience. This should be supported by all educational systems. It starts from school partnership, internship (coaching and teaching practice), pre-service teacher placement, and field experience. This practice should be considered by both the university and department.

Regarding the objectives of teaching practice, Akbar (2002) stated that the objectives of teaching practice are to provide prospective teachers with an opportunity to establish an appropriate teacher-pupil relationship, to enable the student teachers plan and prepare lessons effectively, and to provide an opportunity for self evaluation and discover own strengths and weaknesses. In addition, teaching practice is important for pre-service teachers that teaching practices change their ideas about teaching positively and make them feel like a teacher (Aydin, Selcuk& Yesilyurt, 2007).

**Pre-service teacher.** According to Taneja (2000), pre-service teacher is a person who joins teaching practice in school, field studies, school based experience or internship program in school. Unlike in other professions, pre-service teachers tend to bring strong attitudes and beliefs to their preparation of what constitutes good teaching and good teachers from their previous experiences as school students (Sirotnik, 2001). However pre-service teachers often experience less preparation to teach students with diverse needs and abilities. first, the limited time given for coaching in pre-service teacher education programs, then, lack of experience in coaching in terms of their own school background, and finally more demands on classroom teachers to effectively include all students (Hemmings & Woodcock, 2011). Pre-service teachers are expected to be successful in doing teaching practice.

The pre-service teacher education program aims to prepare for graduation to become quality teachers equipped with teaching practices that will provide experience and knowledge to meet increasing demands related to the teaching profession (Bransford, Darling-Hammond, & LePage, 2005). During the past week, teaching practice education focused on developing quality teachers has received increasing attention in education (Barber & Mourshed, 2009; Bransford et al., 2005; Hattie, 2004). The quality of teaching exist in the good theory and the best method that can be use in teaching. Beutel as cited in Lyons (2011) stated, “good theory describes and predicts phenomena and give guidance to your teaching. That is why practice will never walk alone without a good theory”.

**Challenges in teaching practice.** Teaching practice have various challenges that await pre-service teachers. Perry (2004) stated that teaching practice creates a mixture of anticipation, concern, excitement, and anxiety in pre-service teachers when they begin teaching practice. The most important part of pre-service teacher preparation is practice, especially for pre-service teachers who do not have experience in teaching where teaching can be disrupted by various challenges. In addition, some schools are still experiencing challenges as facilities are photocopiers and this creates problems when students need when preparing additional lessons and materials for assessment assignments and homework (Marais and Meier 2004). Challenges in teaching practice from individual challenges, students and schools challenges, and institution challenges.

**Individual challenges.** Challenges that are faced during teaching practice can be caused by some challenges, individual challenges such as being afraid of failure, being afraid of using different methods or techniques, having personal pressure, and thinking of being better or worse than the English teacher or mentor (Celix, 2008). Those factors might make pre-service teachers fail in teaching practice. According to Yunus, Hashim, Ishak, and Mahamod (2010), pre-service teachers have problems with their discipline and motivation to learn language. Choosing appropriate teaching methodology and strategy becomes a challenge for pre-service teachers. 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 to be a serious problem

in most schools. Thus, pre-service teachers have to manage their time and discipline carefully.

Challenges faced by pre-service teachers mostly come from themselves. According to Ali et al. (2014) challenges faced by pre-service teachers in the teaching practice are managing classroom and pre-service teachers' discipline, planning lesson, managing relief teaching, inadequate teaching and learning facilities and resources, overcoming disruption of lesson, and teaching practice administration and management. Preparations in teaching practice should come not only from teacher but also from the pre-service teacher themselves, preparations starting from organizing the materials that will teach in classroom, the method used in teaching and preparations to organize the classroom. This is challenging for pre-service teachers because they cause classroom management problems and class control and student discipline.

*Students challenges.* Davis (2016) stated that common problems in classroom faced by pre-service teacher when teaching English as foreign language include students become overly dependent on teachers, students are not ready, students are not motivated, students are opposed, the use of English that constantly makes students noisy, clashes personality, or students are not clear what to do or do the wrong thing, students are bored, lacking attention and disturb other students. Staying awake and interested in class can be difficult. But what's even more difficult is being responsible for keeping students awake and interested.

*Schools challenges.* Location of the school is one of factors that can influence the teaching. Tarman (2012) stated that the distance between the school and university affects the enthusiasm of preservice teachers. In addition, the location of teaching practice also influences the motivation of pre-service teachers to teaching practice, because the distance they will travel will generate their interest in teaching.

Good communication between schools teachers and pre-service teachers can decrease stress and some teaching problems such as controlling class, managing time, and delivering materials. School teachers are here to help pre-service teachers face a real workplace. School teachers can be the best support for pre-service teachers in their initial profession as teachers (Kell & Forsberg, 2014; Chandler, Chan, & Jiang, 2013). The schools teachers is the one that already knows the school and has already taught. That is the reason why pre-service teachers need to keep good communication with the schools teachers.

*Institution challenges.* One of many factors that influences the teaching practice of pre-service teachers is the supervisor. Supervisor teacher is the English teacher in the school where pre-service teachers do the teaching practice. Chandler et al. (2013) mentioned the supervisor's roles for pre-service teachers is to be the guide to prepare what pre-service teachers need for teaching practice. The communication between pre-service teachers and supervisor teacher is important. Pre-service teachers who have a good relationship with the supervisor and are known as a knowledgeable person by other pre-service teachers tend to use teaching method or any ideas they

learned from university more effectively compared to pre-service teachers who are not close to their supervisor (Asplin & Marks, 2013). This proves that the supervisor can be an advisor for pre-service teachers. The pre-service teachers should feel free to share their issues during teaching practice. In this situation, the supervisors can be called as “the expert” because they have experienced the class first-hand. Tarricone and Luca (2002) stated pre-service teacher were asked by the university to teach in a group, not individually.

**Strategy in teaching practice.** There are several strategies to solve existing problems in teaching practice, During teaching practice, 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 emotional support. In this case, other pre-service teachers, supervisor teacher, and teacher educator can be supporters for pre-service teachers. They can help them in planning the material for the course, the method that will be used, and general creativity in teaching. The strategies in teaching practice come from some factors, first individual factors or pre-service teacher, students and schools factors, and the last is institution factors.

***Establishing effective classroom management.*** Classroom management is one of the problems for pre-service teachers (Merc & Subaci, 2015). Pre-service teachers must set a strategy to handle and solve the problem on classroom. Classroom management is the basics of improving academic and behavioral outcomes to manage student behavior disorders (Oliver, Wehby, & Reschly 2011). In addition, The

classroom environment depends on how the pre-service teacher manages the classroom. The main objective is to ensure that all students can learn in a safe and effective environment. (Blackburn & Hays, 2014). Physical elements such as wall streaks, table arrangement or resources are things that can affect the environment (Hannah, 2013). Hannah argued that the way pre-service teachers organize and control the classroom can create a positive or negative impact for students.

Effective classroom management strategies can help pre-services teachers to create such an environment. Effective classroom management may help pre-service teachers to teach students how to be responsible and control themselves (Gordon, 2001). Strategies in classroom management are ways to overcome or handle the problems in classroom management. ineffective and poorly managed classrooms will adversely affect teaching and learning (Jones & Jones, 2012; Marzano, Marzano, & Pickering, 2003; Van de Grift, Van der Wal, & Torenbeek, 2011). Effective teaching and learning strategies come from class management that effectively supports and facilitates. Building a positive classroom environment is based on generally effective class management principles that include effective pre-service teacher relations. Evertson and Weinstein (2006) stated the action taken by the teacher to create an environment that supports and facilitates academic and social-emotional learning is good class management. Pre-service teachers are required to anticipate problems and can include students who behave badly in class. The pre-service teachers regulate and expect the students to follow the rules of the class.



*Building a good support with students.* On the other hand, a pre-service teacher cannot expect that the students would be interested in the material that is going to be used in learning process. However, if the students are not interested in the material then they not understand that the subject is important. Hence, the instructor, an expert in the subject, is uniquely qualified to show students why the material is important, intellectually interesting, and valuable for them to learn (Korpershoek, et.al. 2014). It is the pre-service teacher's job to tell student about the learning goals and make the material itself interesting.

*Cooperating with school teachers.* Pre-service teachers must have a good relationship with the school teachers, because the school teachers can know the condition of the school and the conditions of the students they teach. Maccann and Johansenn (2004) stated that preservice teachers need to establish new relationships with experienced teachers. In addition, they need to have a personal relationship with senior teachers to share their experiences and ask for advice to be able to teach well. In this relationship, school teachers help pre-service teachers see what students can do and cannot do and help them adjust their planning and instruction (Nilssen, 2010). Additionally, to ensure pre-service teachers' professional development, the role of cooperating teachers is to provide experience working with children, model classroom practices, facilitate reflection, and share knowledge (Leatham & Peterson, 2010).

*Building a good communication with intitution.* One of many factors that influence the teaching practice of pre-service teachers is the supervisor from university (Chandler et al., 2013). Supervisor teacher can teach how to handle their students, the supervisor teacher can understand the students characteristics better. Hirsch Korn (2009) stated that the supervisor teacher can make pre-service teachers successful in teaching practice. Chandler et al. (2013) mentioned the supervisor's roles for pre-service teachers. The supervisor can help who prepare what they need for teaching practice. In addition, pre-service teachers must have good relationship with supervisor in order to understanding about teaching practice and pre-service teachers know what they to do in teaching.

### **Review of Related Research**

There are many studies related to pre-service teachers in teaching practice. This section of this research mentions studies that were conducted and the results of those studies. There are two studies that are discussed here.

The first research was conducted by Paddilah (2016) titled "Factors Affecting Pre-Service Teacher's Success on Teaching Practicum English". The purpose of this research was to find out the factors affecting pre-service teachers' success on teaching practice at the English Language Education Department of an Islamic Private University in Yogyakarta. Padillah used qualitative method to get the data for the participant and used face to face interview and phone interview to collect the data. The participants of this research were three students of english language education

department (ELED), and the research was held in Islamic Private University in Yogyakarta. Padillah used interview for data collecting and get the informations from the participants. This research revealed factors that affect pre-service teachers' success on the teaching practice. There are three factors, the first factor is personal, and consists of stress, assignments, personal pressure and gender. The second factor is school, which consists of the mentor, assignments, and classrooms. The last one is University, which is related to the supervisor and teamwork among pre-service teacher.

The second research was conducted by Iqbal (2018) the title is "pre-service teachers' classroom time management strategies during the teaching practicum program". This study aimed to find out the obstacle of classroom time management faced by the pre-service teacher in the teaching practicum program and the strategies of the classroom time management. Descriptive research design which was the type of qualitative research. This study was conducted at English Language Education Department in one Islamic private university in Yogyakarta. The findings were obtained from the in-depth interview with four students batch 2015 as the participants in this study. The data collection was conducted on June 2018. The result of this study revealed that there were some obstacles of classroom time management found in this study which are the lack of teachers' pedagogical skills, the lack of teachers' interpersonal skills, the lack of teachers' discipline, the students' varied proficiency level, students' misbehavior, different students' interest, the lack of school facilities,

and the limitation of time. The finding also showed that there were some strategies that were used to solve those obstacles. These strategies were being flexible, allowing for questions section on difficult topics, being aware of hidden time demands, setting up the classroom and students, managing the interruption, and also using the preferred learning activity.

In conclusion, the first research from Padillah (2016) and second research from Iqbal (2018) is similar with my research about the methodology which is using qualitative method. However, this research from Padillah (2016) focuses on factors affecting pre-service teacher's success on teaching practicum english. Then, in contrast the research from Iqbal (2018) focuses about pre-service teachers' classroom time management strategies during the teaching practicum program. It is different from my research that focus on challenges faced by pre-service teachers and strategies used by pre-service teachers while teaching based on pre-service teacher perceptions.

### **Conceptual Framework**

Teaching Practice is an opportunity for pre-service teachers to practice and apply what they learned in institution. In this opportunity, pre-service teachers are asked by the university to teach in a school. Teaching practice builds a bridge between university and schools and helps future teachers apply what they have learned at the university (Hazzan & Lapidot, 2004). In addition, teaching practice is important for pre-service teachers that teaching practices change their ideas about

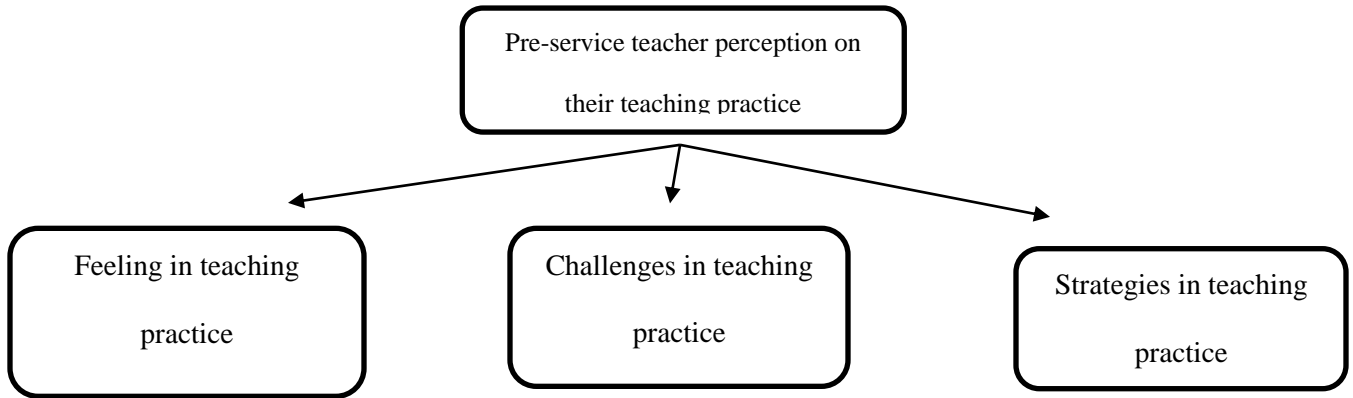
teaching positively and make them feel like a teacher (Aydin, Selcuk& Yesilyurt, 2007).

Pre-service teacher is student who join in teaching practice based on experience and theory from institution. The pre-service teacher education program aims to prepare for graduation to become quality teachers equipped with teaching practices that will provide experience and knowledge to meet increasing demands related to the teaching profession (Bransford, Darling-Hammond, & LePage, 2005). The quality of teaching exist in the good theory and the best method that can be use in teaching.

Futhermore, pre-service teachers have challenges in teaching practice. There are some challenges faced by pre-service teacher in teaching practice. First is individual challenges. Those challenges might make pre-service teachers fail in teaching practice, According to Ali et al. (2014) challenges faced by pre-service teachers in the teaching practice are managing classroom and pre-service teachers“ discipline, planning lesson, managing relief teaching, inadequate teaching and learning facilities and resources, overcoming disruption of lesson, and teaching practice administration and management. Second is students challenges, staying awake and interested in class can be difficult for pre-service teacher, but what's even more difficult is being responsible for keeping students awake and interested. Another challenges is schools challenges, pre-service teacher lack of communication with school teachers such as about controlling class, managing time,

and delivering materials. Last challenges from institution, challenges from institution is supervisor. Chandler et al. (2013) mentioned the supervisor's roles for pre-service teachers is to be the guide to prepare what pre-service teachers need for teaching practice. Pre-service teacher lack of communication between supervisor in teaching practice.

On the other hand, pre-service teachers have the strategies to overcome the challenges in teaching practice. There are some strategies used by pre-service teacher in teaching practice. The first is establishing effective classroom management. Classroom management is the basics of improving academic and behavioral outcomes to manage student behavior disorders (Oliver, Wehby, & Reschly 2011). Second strategies is building a good support with students. the instructor, an expert in the subject, is uniquely qualified to show students why the material is important, intellectually interesting, and valuable for them to learn (Korpershoek, et.al. 2014). The next strategies is cooperating with school teachers. Maccann and Johansenn (2004) stated that preservice teachers need to establish new relationships with experienced teachers. Last strategies is building a good communication with institution. Hirschhorn (2009) stated that the supervisor teacher can make pre-service teachers successful in teaching practice.



*Figure 1.* Conceptual framework