

## **CHAPTER II**

### **THE ANALYSIS OF TEACHING ENGLISH PRACTICE IN KAMPUNG CERDAS**

The definition of teaching practice, its significance, its purpose, its aspect, and its procedure are all discussed in this chapter, along with the theoretical framework of the related literature that is pertinent to the topic.

#### **A. Definition of Teaching Practice**

Although there are several principles and strategies to create effective and high-quality teaching practices, the most important understanding of students' learning methods and your needs. With the teaching methods of this kind of learner, the focus is on the center of students' voices as the center of learning experience. Therefore, they will consider who their learners are, what they bring to the learning environment and participating and learning their needs before they are conducting teaching activities.

It takes more than just having experience in the field and a desire to impart knowledge to provide high-quality instruction. It is giving a scope of manners by which to draw in understudies from all quantities of foundations to acquire information, wonderful abilities, and apply that information and abilities to embrace work inside the business and our local area effectively.

Teaching practice is a type of work-integrated learning in which students receive specific in-service training to apply theory in practice while working in the relevant industry. Marais & Meier (2004), Perry (2004), Maphosa, Shumba, & Shumba (2007) assert that teaching practice is an essential component of teacher education. An understudy educator should finish showing practice in something like two schools to meet the prerequisites for qualified instructor status. Teaching practice can take many different forms, depending on the institution (Perry, 2004).

There are different meanings of a showing practice program (otherwise called an instructing practicum). However, this program has a similar idea that involves experiential learning for pre-service teachers. The teacher practice

program establishes a solid foundation and an means to help future teachers better understand the why, what, and how of education (Abas, 2016). Pre-service teachers can get field experience in schools through this preparatory process. According to Moon, Lee, Lee, Kwon, Shin, & Park (2016), it might present them with an opportunity to become certified in the future. In addition, the teaching practice program provides pre-service teachers with opportunities to establish a strong connection between school rehearsals and current hypothetical information and assists them in acclimatizing theories and practices through detailed observation by experienced teachers (Genc & Buyukkarci, 2013).

The undergraduate teacher training program includes a significant portion of teaching practice. During this time, the student teacher has the opportunity to put their newly acquired knowledge and abilities to use in the classroom. Showing practice is a fundamental part of educator schooling and preparing on the grounds that it gives understudy educators a potential chance to gain as a matter of fact in the work environment. (Atputhasamy, 2005), asserts that student teachers consider the practical experience of observing expert teachers, receiving feedback, and practicing strategies to be the most important factors in their development as educators to be the most important. However, there is a widespread outcry regarding the quality of the majority of teachers who have been subjected to this practice.

Successful instructing guarantees that a surface way to deal with learning is supplanted by more profound, understudy driven ways to deal with discovering that break down, create, make, and show getting it. Understudies need to start learning and keep up with commitment during learning in their advancement as autonomous deep rooted students. The facilitation of that learning journey necessitates a strong teacher presence regardless of delivery method for tertiary educators.

From the statements above, it can be concluded that teaching practice is not just conveying material. It is more than just telling the material to make the students know English as a foreign language. It is because teaching English has

developed in line with the community's need for the importance of language skills in the era of globalization. Especially teaching practice is a very valuable and useful experience for students as prospective teachers. Teaching practice allows students to be directly involved and play an active role in formal educational institutions, add perspectives and broaden students' insights in the school environment, and shape students to be more creative, innovative, and confident as part of society.

## **B. Importance of Teaching Practice**

A crucial part of becoming a teacher is practicing teaching. It gives encounters to understudy educators in the real educating and learning climate. Before entering the real world of teaching, a student-teacher is allowed to practice the art of teaching during teaching practice. Teaching practice is seen as an important part of student-teachers' preparation for the teaching profession because it allows them to experience the real transition between being a student and working as a teacher.

Based on the opinion of (Roestiyah, 2001) the technique of presenting teaching practice is a way of teaching by inviting students to a place outside of school, with the aim of not only making observations but so that students actively participate directly. To employment, so that students can understand themselves and carry out investigations and work independently in existing jobs in society. Based on (Roestiyah, 2001) opinion, the practical method is a way of teaching students through direct practice in the field by involving students actively involved in activities in the field. Practical learning aims to make students more aware of work procedures and more independent.

Because they are so important to the provision of high-quality education, teachers are regarded as social change agents. Quality teachers have a greater impact on student achievement than any other social factors, including class size, parent education, income and language background, or the number of parents in the household. Educators assume a significant part in forming the eventual fate of people as well as of whole ages.

By teaching skills that lead to workplace innovation and productivity, they can also influence the dynamism of the country's economy. Education is supposed to play a significant role in the process of fostering a nation's financial and social status. In light of the ongoing changing and testing world, educators should be provided with a variety of skills, information, perspectives, and relevant teaching experience that enable them to adapt to the test. However, it is impossible to imagine a high-quality education without teachers with academic credentials and professional responsibility in schools. Consequently, a very much planned and effectively executed showing practice program for understudy educators that expects to create educators who are scholastically qualified, expertly gifted, and attitudinally and morally dedicated to their calling is essential for instructors to assume their part successfully in schools.

The most significant influences on education quality and its contribution to national development are the teacher's character and quality competence. Given an ideal prospectus and adequate time for educating, an educator won't effectively accomplish except if he/she is energetic about the work, knows the subject and how to instruct, is sharp, very much educated, loves the subject, and has confidence in its qualities in spite of challenges and hand carps. In Tanzania, teachers' colleges and universities implement the Teaching Practice (TP) program nationwide to implement the teacher education curriculum. However, there are some obstacles, including a lack of resources, funds, and inappropriate teaching practice coordination. As a result, undergraduate teachers should attend secondary school teaching practice, and the government should improve classroom settings and be reasonable.

### **C. Purpose of Teaching Practice**

Teaching practice is a type of program designed to boost teacher education's efficiency and effectiveness. If undergraduate students want to become teachers, they need to make good use of their teaching practice time because it will help them a lot with how to use instructional materials in the classroom. It will also help them come up with good topics for their

undergraduate projects that are related to their courses and the courses they taught in their teaching practice.

Teaching practice also improves the level of confidence among teachers; this gives them the ability to present their seminars projects effectively and also enables them to handle higher classes after graduation.

During this period, most programmers focus on:

1. Instructional planning
2. Instructional technology
3. Micro-teaching mentoring (Model Teaching, Assessment, Feedback Reports, *etc.,*)
4. Studies in teaching methods
5. Posting of students to schools where they can practice their major courses of study.

According to (Jacobsen, Eggen, & Kauchak, 2009) the training strategy is partitioned into two, specifically the directed practice technique and autonomous practice. Guided practice is a method of practice in education in which the instructor provides feedback to students so that they can practice the material in accordance with the explanation. In contrast, allowing students to practice on their own is a learning strategy.

From the various theories above, it can be emphasized that the practical method is a learning technique that has the goal of developing students' abilities by applying the skills that students already have in a real activity.

Any higher education institution's student teaching program is well-organized and intended to provide aspiring teachers with the opportunity to develop and evaluate their classroom competence. The goal of field-based experiences like student teaching and studying abroad is to connect theory and practice. The teaching practice exercise is the pinnacle of the three major players' relationship: college boss, have educator, and hopeful instructor connection point to decide the nature of involvement the hopeful instructor will remove. Once certified and employed, it becomes the foundation upon which the aspiring teacher constructs their professional identity.

## **D. The Aspect of Teaching Practice**

### **1. Classroom Management**

The impact of efficient lesson time use on students' learning is moderately supported; managing students' behavior and coordinating classroom resources and space, as well as establishing and consistently enforcing clear rules. (Arikunto, 2013), argues that classroom management is an effort carried out by those in charge of teaching and learning activities or those who assist to achieve optimal conditions so that learning activities can be carried out as expected.

These variables are maybe the essential circumstances for good advancing yet are not adequate all alone. A well-organized classroom combined with an ineffective lesson will have little effect.

### **2. Teacher Beliefs**

There is some evidence to support the importance of teachers' purposes or goals for their students as well as the practices they use. For instance, research indicates that primary school teachers' beliefs regarding the nature of mathematics, as well as their theories regarding how children learn and their role in that learning, are more crucial to student outcomes than the teacher's level of mathematics qualification. Teacher beliefs are interpreted as statements or views that reflect the essence of educators' understanding of students and their understanding of the nature of educational success (Tunner, Christensen, & Meyer, 2009)

## **E. The Procedure of Teaching Practice**

In general, the stages of learning are divided into three stages as follows: pre-learning activities or early learning activities, core learning activities, and final learning activities. Each of these stages is made systematically, effectively, and efficiently (Sudjana & Ruhimat, 2011)

One of the most crucial phases of learning is the learning process. As a result, the learning process must be pursued in a methodical and systemic

manner. The learning strategy is a successive course of framing understudies' capacities following foreordained objectives. The teacher's ability to manage learning is one factor that affects learning success. Management must be directed so that it can become a meaningful process that helps students develop their skills.

What the teacher must prepare before teaching is;

- (a) Prepare the material to be taught
- (b) Prepare props to be used if needed,
- (c) Prepare questions and directions to stimulate active student learning,
- (d) Studying students' conditions, understanding student weaknesses and strengths,
- (e) Studying students' prior knowledge.

Furthermore, during the learning process the teacher must; (a) invites student to actively learn, (b) students are allowed to ask questions, (c) if necessary use the scientific method in the process of finding ideas, and ideas, thoughts (so that students feel they find their knowledge), (d) follow the thoughts and ideas of students (with appropriate directions), (e) using a variety of learning models, (f) receiving alternative answers from students, (g) students' conceptual errors are shown wisely, (h) students are allowed to think and formulate their ideas, (i) students are allowed to seek an approach in their way in learning, (j) not criticizing students who think wrongly, (k) continuous evaluation with all processes.

Then the learning process or what is called the evaluation stage includes; (a) the teacher gives homework, collects it, and corrects it, (b) gives other assignments for deepening, and (c) tests that make students think, not memorize.

Therefore Teacher Preparation for the Teaching and Learning Process attitudes need to be possessed by teachers according to (Rohandi & Sukandi, 2001) are (a) students are not considered, but subjects who already know something, (b) class model; students are active and the teacher accompanies them, (c) if asked by students and cannot answer, there is no need to get angry

and rail at them, (d) provide a question and answer and discussion room, (e) teachers and students learn from each other (f) the teacher-student relationship is diagonal, (g) broad and deep knowledge, (h) understand the context of the material to be taught.

#### **F. Kampung Cerdas**

Kampung Cerdas is a learning place that contains students from elementary and junior high schools. Kampung Cerdas is located in a flat known as Rusunawa with 2 large buildings that have 4 floors and a garden that adorns this place.

Learning activities in the Kampung Cerdas are held in a week there are 2 meetings, namely on Friday and Saturday because these days are very efficient for smart village students and this learning activity has adequate facilities because of the assistance from the village head and the sub-district head.

One of the components of community development is an important instrument in supporting the success of the program, namely community participation. (Adi, 2012), makes sense of that local area cooperation is local area support during the time spent recognizing issues and possibilities that exist locally, choosing and arriving at conclusions about elective answers for manage issues, executing endeavors to beat issues and local area contribution during the time spent assessing changes that happen.

Many studies discuss the factors that influence community participation, but there are still few studies on the efforts made to increase participation, considering that there are differences in community conditions that affect participation in community development programs. That is, the condition of society cannot be generalized considering that there are factors that can influence people's behavior such as local wisdom, affordability of access to development, educational factors, religion, and others.

By looking further at the efforts made to increase community participation, it will be known how the appropriate efforts to be made by the actors of change are adapted to the conditions of the target community.

Kampung Cerdas Rusunawa is something interesting to research. Based on information obtained through the Kota Baru Community Information Group, Kampung Cerdas Rusunawa is one of the successful places in involving the community in its program. Then, Kampung Cerdas Rusunawa is the only community-based place that can survive and be sustainable.

Among them are the small number of children who are interested in joining the program because children's perceptions of learning are not good, and also a lack of infrastructure to support the running of these programs. Seeing the social phenomena that exist in the Rusunawa and the dynamics experienced by the Kampung Cerdas rusunawa as the change agent, there is a uniqueness that attracts attention to dig deeper into the efforts of change agents in increasing participation from the English community.