

CHAPTER II

LITERATURE REVIEW

A. Preservice Teacher

To create professional educators, academically educated people are needed, they are preservice teachers. There are many definitions of preservice teachers, but generally they are individuals enrolled in teacher education programs or higher education institutions who will become teachers in the future. During their education, a preservice teacher will receive a lot of training and teaching that will help them in the future when they become teachers.

According to Taneja (2000), preservice teacher is a person who joins teaching practice in school, field studies, based experience or internship program in school. Different in other professions, preservice 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).

The preservice 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). However, often preservice teachers experience a lack of preparation in teaching skills and classroom management. Among them is the lack of experience of a preservice in teaching. But to minimize this, of course, educational institutions for preservice teachers have done many ways to produce professional preservice teachers, such as education and teaching, micro teaching practices, and internships.

B. Teaching Practice

Teaching practice is an activity that aims to prepare preservice teacher to teach practically training. Teaching practice is the most important part for a

preservice teacher, because apart from being able to add new experiences, teaching practice can also build a good relationship between teacher and student. It is important for a preservice teacher to have good skills and knowledge to teach students in teaching practice because it is one component in teaching to help become professional teachers.

Tuli and File (2009) mentioned that teaching practice allows preservice teachers to indicate teaching practice helps preservice teachers understand the real world of teaching and allows preservice 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 preservice teachers to gain teaching experience in a real situation (Aydin, Demirdegon, and Tarkin, 2012). In teaching practice, preservice teachers learn how to teach properly and correctly so that they will be equipped in the future. This education must be supported. Starting from school partnerships, apprenticeship (coaching and teaching practice), placement of prospective teachers, and field experience. This practice must be considered by the institution.

The success of learning in the classroom is a good outcome between teachers and students. However, the teacher is the first person to determine success learning. The initial success started from the teacher's planning that was made before teaching. The planning is contained in the Lesson Plan (RPP). "Lesson Plan (RPP) is a plan that describes procedures and organizing learning to achieve one basic competency specified in the Content Standards and regulations in the syllabus" (Kunandar, 2007:240).

Kunandar (2007:240) adds that the function of the lesson plan This is a reference for teachers to carry out teaching and learning activities to be more focused and effective. Therefore, the preparation made by the pre-service teacher before teaching includes many things, namely written preparation, mental, emotional situation to be built, environment productive learning, including convincing students to want to be actively involved full.

In preparing the Lesson Plan (RPP), the preservice teacher requires sufficient consideration detail because it involves many things, such as the teacher's ability, student activity, facilities owned by the school and others. Therefore, the Lesson Plan (RPP) must be carefully prepared. Wardani (2006) identified several factors that teachers should consider when planning learning, namely: (1) students (ability, interest, number, etc.), (2) subject matter, (3) the teacher himself (philosophy about education, ability managing learning, the ability to apply certain methods, habits, etc.), and (4) available space, facilities, and time.

Regarding the objectives of teaching practice, Akbar (2002) stated that the objectives of teaching practice are to provide preservice 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 evaluations and discover own strengths and weaknesses. In addition, teaching practice is important for preservice teachers that teaching practices change their ideas about teaching positively and make them feel like a teacher (Aydin, Selcuk& Yesilyurt, 2007).

C. Challenge in Teaching Practice

Every field has its own challenges, including teaching. Teaching practice has a variety challenges that await the preservice teacher. Therefore, many researchers from different research have addressed in detail those challenges which the student teachers encounter during the period of teaching practice.

For instance, Sarıoğobana (2010) listed several challenges that student teachers face in their teaching practice such as putting theories into practice, choosing the appropriate method of teaching, and checking whether the learning objectives were achieved or not. Lack of facilities and supplementary materials in schools and misunderstanding on the part of the school administration were among the challenges. Sattler (2011), it's hard to

balancing the number of student teachers chances available with the number of preservice teachers who are interested.

The most important part of preparation of preservice teachers is a practice, because with practice the teacher will be familiar with the conditions that will be experienced. Practice is very important, especially for preservice teachers do not have experience in teaching where teaching can be disrupted by various kinds challenge.

In addition, some schools still experience problems with facilities such as computers, projectors or photocopiers and this creates problems when students need them when preparing supplemental lessons and materials for assessment assignments and homework (Marais and Meier 2004). Challenges in teaching practice from individual challenges, students and school challenges, and institution challenges. According to M.S Arum (2019) the challenges faced by pre service teachers in teaching practice are divided into various types of challenges including.

1. Individual Challenge

Challenges can come from anywhere, including from themselves, it often happens when someone is just starting something, as well as the case with preservice teacher, sometimes they are afraid of failure while teaching, are afraid to use different methods or techniques in teaching, undisciplined, and have pressure because they feel can't. That factor can cause failure for preservice teachers in teaching.

According to Yunus, Hashim,Ishak, and Mahamod (2010), preservice teachers have problems with their discipline and motivation to learn language. 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, preservice teachers have to manage their time and discipline carefully.

Challenges faced by preservice teachers mostly come from themselves. According to Ali et al. (2014) challenges faced by preservice

teachers in the teaching practice are managing classroom and preservice teachers' discipline, planning lesson, managing relief teaching, inadequate teaching and learning facilities and resources, overcoming disruption of lesson, and teaching practice administration and management.

Teaching preparation must be prepared by the preservice itself, preparation starting from compiling material that will be taught in class, methods used in teaching and preparation for organizing classes. This is challenging for prospective teachers because it leads to classroom management classroom problems and control and student discipline.

2. Student Challenge

Davis (2016) stated that common problems in classroom faced by preservice 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.

Little and Akin-Little (2008): Teachers report spending a significant amount of time managing difficult student behavior in the classroom. Delivering material according to the provisions of the curriculum might be possible for preservice teachers. But what's even more difficult is being responsible for keeping students awake and interested in the lessons being taught.

Many of the preservice teachers have difficulty dealing with the characteristics of students in class, because most students do not respect the preservice teacher during learning, this happens because they think that preservice teacher is not their real teacher but only students who are doing internships.

3. School Challenge

For some people, distance may not be a challenge, but not for preservice teachers who must be required to travel every day to carry out

teaching practice. School location is one factor that can affect teaching due to decreased interest from preservice teachers.

Tarman (2012) stated that the distance between the school and university affects the enthusiasm of preservice teachers. Besides that, the location of teaching practice also influences the motivation of preservice teachers for teaching practice. Building good communication between school teachers and preservice teachers can reduce stress and some teaching problems such as controlling the class, manage time, share experiences and deliver material. School teachers can be the best support for preservice teachers in their initial profession as teachers. (Kell & Forsberg, 2014; Chandler, Chan, & Jiang, 2013). The school teachers is the one that already knows the school and has already taught. That is the reason why preservice teachers need to keep good communication with the school teachers.

In addition, some schools are still experiencing problems with learning support facilities such as computers, projectors, internet network, sound systems or copiers and this creates problems when preservice requires them when preparing subject matter and materials for assessment assignments and homework. According to Mulyasa (2003: 49), educational facilities are tools and equipment that directly used and support the educational process, especially the teaching and learning process, such as buildings, classrooms, tables, chairs, as well as teaching tools and media. Therefore, educational facilities will play a good role when the use of these facilities is carried out by personnel educator concerned optimally.

4. Institution Challenge

Factors that can affect teaching preservice teacher practice is a supervisor. The tutor is English teachers in schools where prospective teachers carry out teaching practices. Chandler et al. (2013) mentions the role of the supervisor for prospective teachers is be a guideline for preparing what preservice teachers need for teaching practice.

Communication between preservice teachers and supervising teachers is important. Preservice teachers who have good relationships with supervisors and known as knowledgeable by other likely teacher candidates use any teaching methods or they learned from university more effectively compared to preservice teachers who are not close to their supervisors. But often preservice teachers feel afraid and don't want to share problems with their supervisor so there is a lack of correlation between the two parties. (Asplin & Marks, 2013).

This proves that supervisors can become advisors for preservice teacher. Preservice teachers should feel free to share their problems during teaching practice. In this situation, the supervisor may be referred to as the "expert" because they have experienced the class first hand. Tarricone and Luca (2002) states preservice teachers are asked by the university to teach in groups, no individually.

D. Strategy in Teaching Practice

In every challenge, there must be a strategy to overcome it, this also applies to teaching practice, there are several strategies that can be done by preservice teachers in dealing with challenges. According to Isaac (2010) teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies.

Isaac (2010) also explains that teaching strategies are the behavior of the teacher which he/she manifests in the class i.e., the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learnt responses, increasing the responses by extra activities.

In this case other preservice teacher, supervisor teachers, and lecturer can be a support for preservice teacher. They can assist preservice teachers in planning course materials, methods to be used in teaching classes, and in general creativity in teaching. Strategies in teaching practice come from several factors, first, individual factors or the preservice teacher itself, student

and school factors, and factors. Finally, there is the institutional factor. According to M.S.Arum (2019) there are some kinds of teaching strategies that can be applied in the teaching practice process.

1. Establishing Effective Classroom Management

Classroom management is one of the most challenging things for preservice teachers. Preservice teacher must establish a strategy to handle and solve problems in classroom. According to Oliver, Wehby, & Reschly (2011) classroom management is the basis for improving academics and behavior outcomes for managing student conduct disorders.

Like described by Abdurrahman (2004:17) defines "management is an activity process starting with planning activities organizing, coordinating, to control activities resources as an effort to achieve a goal effectively if this goal can be achieved as planned and said to be efficient the goal can be achieved according to plan, temporarily efficient implies that the task has been carried out correctly, organized, and on schedule. Judging from the scope of work classroom management is the core or central to success management of the others.

Like that explained by Arikunto (2010:6) that "classroom management as the smallest unit in the business education which it is core kitchen of all types of management education. This classroom management is a factor fundamental or the most urgent factor to determine whether or not it has been achieved national education goals general and learning objectives in particular so requires understanding and awareness for teachers improve the quality of their role as class manager for apply classroom management. 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 and Jones, 2012). 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 classroom management. Preservice teachers are required to anticipate

problems and can include students who behave badly in class. The preservice teachers regulate and expect the students to follow the rules of the classroom.

2. Building a Good Support with Students

On the other hand, not all students will be interested in the material will be used in the learning process by the preservice teacher. However, if students are not interested material then they do not understand that the subject is important. Therefore, the instructor, an expert on 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 preservice teacher's job to inform students learning objectives and make the material itself interesting and students will be motivated to learn. At least if students don't like the lesson, make them happy with the method or way of preserving teaching by making a fun learning atmosphere.

3. Cooperating with School Teachers

Preservice teachers must have good relations with all school teachers, because school teachers know better school conditions and the conditions of the students they teach. Preservice teachers need to form new one relationship with experienced teachers.

In addition, Preservice teachers need to have personal relationship with senior teachers to share their experiences and ask for advice can teach well. In this connection, school teachers help prospective teachers see what students can and cannot do and help them adjust their planning and teaching (Nilssen, 2010).

4. Building a Good Communication with Institution

One of those many factors influence teaching practice prospective teachers are supervisors of university (Chandler et al.,2013). Supervisor can teach how to handle students, supervising teachers can understand the characteristics of students better. Supervisor can do preservice teachers succeed in teaching practice. Chandler (2013) mentioned the role of

supervisor for preservice teachers. Supervisor can help prepare what they need for teaching practice. In addition, preservice teachers must have good relationship with supervisor to understand about teaching practice and preservice teachers must know what they have to do in teaching as this will impact their academic grades.

E. Previous Relevant Studies

Research by Dr. Shaban Aldabbus (2020) the title of this research is “Challenges Encountered by Student Teacher in Practicing Teaching”. The results of this study have indicated that the challenges faced by student teachers in the Faculty of Education at Tripoli University. There were, however, three types of challenges.

Firstly, challenges related to the schools where student teachers conducted their teaching practice. For example, the cooperative teachers did not provide the trainees with adequate support. The participants complained about the lack of facilities and the restrictions that hindered them from using a more advanced method of teaching.

Secondly, there were challenges related to the supervisors. The results showed that student teachers did not receive constructive feedback on time, some supervisors did not devote enough time to discussing the student teachers’ weaknesses and strengths after the teaching session. Thirdly, as for the challenges related to the student teachers themselves, some of them lacked the necessary confidence to carry out the teaching practice and others showed very little classroom management skills.

Based on these findings, those responsible for the teaching practice program at the college should study these challenges and conduct a comprehensive review of the program with an emphasis on the role of the supervisor and the cooperative teacher. In addition, cooperation and coordination between the college and the schools should be strengthened and the importance of teaching practice should be stressed.

Research by Medina Tumanggor, Hendra Heriansyah, and Nurul Inayah (2018) the title of this research is “Investigating the Teacher’s Strategies in EFL Speaking Class” The findings of this study, it can be concluded that there were seven kinds of strategies related to the communicative approach that the teacher used during teaching speaking class i.e. discussion, games, storytelling and roleplay.

The most frequent kinds of strategies used by the teacher were group discussion and games. Moreover, the main reason why the teacher applied those strategies during teaching speaking class was to make students become more proficient in speaking English.

F. Conceptual Framework

Teaching Practice is a very important opportunity for preservice teacher to practice and apply what preservice teacher learn at the institution. In this opportunity, preservice teacher asked by the institution to teach at school during the time determined by the institution.

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).

Preservice teacher is student who join in teaching practice based on experience and theory from institution during the educational period at the 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).

Preservice teacher in their teaching practice also have challenges that must be faced. There are several challenges that preservice teacher face in teaching practice. First is an individual challenge, which comes from the preservice teacher himself, this challenge can also make the teaching practice

of preservice teacher fail. According to Ali et al. (2014) challenges faced by preservice teacher in the teaching practice are managing classroom and preservice teacher 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 student challenge, keeping students awake and interested in classroom learning can be difficult for preservice teacher this is due to the various characteristics of students in one class. Another challenge is the school challenge, such as the preservice teacher lack of communication with school teachers such as about control classes, manage time, and deliver material to students.

The last challenge is from institutions, the challenge for the institution is dealing with supervisors which is sometimes caused by preservice teacher not building good relationships and asking supervisor for directions. On the other hand, preservice teacher 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. McCann 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.

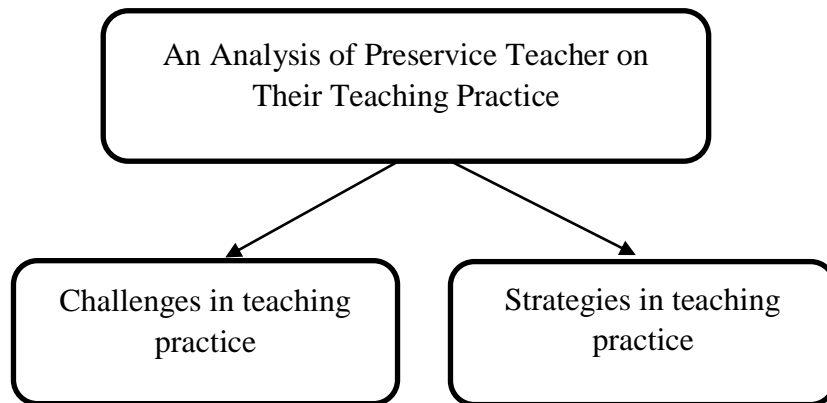


Figure 1. Conceptual framework