

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Preservice English Teachers**

Pre-service English teachers are students who follow teaching practices based on experience and theory from the institution. Pre-service teacher education program aims to prepare for graduation to become a qualified teacher equipped with teaching practices that will provide experience and knowledge to meet increasing demands associated with the teaching profession (Bransford, Darling-Hammond, & LePage, 2005). The quality of teaching lies in good theory and the best methods available can be used 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.

#### **B. The Influences Teachers' on Students**

Teachers have a dual role in carrying out their roles as educators and teachers (Darmadi, 2016). Teacher is an educator and the teacher also has an influential role on students, as a teacher of course the teacher has an influence on the impact of a student. The teacher is a party who interacts directly with students in the teaching and learning process, without a teacher of course the teaching and learning process will be difficult to carry out properly. Teachers influence how the quality of learning can be realized and how students can learn (Leigh & Mead, 2005 cited in Edi Hidayat, 2014). Teachers have a great influence on the success of a student and the school environment, for

example, teachers have an influence on students' learning motivation as research conducted by Widoyoko & Rinawati (2012), found that as many as (48.5%) students' learning motivation is high, this proves that the teacher is able to have a significant influence on the success of a student.

In addition, the influence of teachers on students is not only in terms of motivating but also many influences of teachers who have an impact on students such as the influence of teachers in improving student learning outcomes, the influence of teachers on student achievement, and the influence of teachers in improving the quality of education. This is of course related to the contribution of teachers and the influence of teachers on improving the quality of education in schools that can make students achieve their goals.

### **C. The Influences School on Students**

School is a secondary education environment (Lahmi, 2016). Therefore, school is a place for individuals to socialize in a wider scope. The school environment is very influential on the personality of students, a good school environment is certainly very supportive of growth and development, behaviour and personality of students. In addition, the development of human resources (HR) is no less important in the progress of education because in essence a good educational process must be created from a good environment, namely schools as a formal education environment. The implementation of formal education must of course be managed by professional teachers in order to achieve the expected quality of education, if the quality of education in the school environment is good, then in general the quality of education can also be said to be good.

School quality must be preceded by the effectiveness of all school programs as the organization it runs into an organized and integrated system (Hoy & Miskel, 2013 cited in Edi Hidayat, 2014). Therefore, a quality educational environment can have a significant influence on students both in terms of academic, non-academic, and behaviour. It is expected that every school has good facilities and infrastructure to support the needs of students in order to create a safe and comfortable environment in the learning process.

#### **D. The Characteristics of Effective Teachers**

Teachers are an important component in the learning process, where teachers must have the ability in their respective fields. According to Henson & Eller (1999), revealed that an effective teacher will always think to find a better way of teaching. Teachers who are said to be effective are teachers who are always looking for ways to approach students. According to Suyanto & Hisyam (2000), there are 4 teacher abilities that reflect effective teachers, namely:

1. The first ability is related to the climate of this ability related to interpersonal skills given by the teacher such as giving empathy.
2. The second ability is management ability. An example of this ability is the teacher dealing with the nature and behaviour of students in class.
3. Abilities related to feedback, such as during the teaching and learning process, teachers and students provide feedback such as response responses.
4. The last ability is about self-improvement, for example, teachers increase knowledge about how to teach students methods.

Abilities related to classroom climate, this ability relates to interpersonal skills provided by teachers such as providing empathy, the second ability is management ability as an example of this ability. is the teacher is able to deal with the nature and behaviour of students in class, then the ability related to providing feedback such as during the teaching and learning process teachers and students provide feedback such as responses and assistance, and the last is the ability to self-improvement for example teachers increase knowledge about how teaching methods to students.

From the explanation that has been described above, it can be seen that teachers who have effective characteristics are teachers who are always looking for ways to always have a close relationship with students in the teaching and learning process and will continue to develop their quality and capacity to become professional teachers.

## **E. The Characteristics of Learning Teachers**

Professional teachers are teachers who have the ability to master the class and create a safe and conducive learning atmosphere. Professional teachers are teachers who are able to carry out their teaching tasks, namely how the teacher's role is in the context of classroom learning, therefore teachers must have skills in the teaching and learning process (Saud, 2008 cited in Edi Hidayat, 2014). According to Supardi, 2013 cited in Edi Hidayat, 2014. The implementation of the skills possessed by teachers will be seen in their teaching performance, which can be seen from the teacher's activities, namely:

1. Planning learning activities.
2. Carry out learning activities.
3. Evaluate learning.

Professional teachers of course have advantages that are able to make students directed and organized, the characteristics of professional teachers are having broad insight, being creative and innovative in the learning process and also having a positive character. In addition, the characteristics of professional teachers include providing material clearly, interactively with students, motivating students and teaching students about values. It is certain that the characteristics of teachers who are learners are very diverse, of course not all teachers are able to become a professional and ideal teacher, therefore, teachers must always improve their quality by adding insight and continuing to have the nature of wanting to continue learning.

## **F. The Characteristics of Effective School**

School is an educational institution that is formal or non-formal. The school becomes an institution that is used to receive lessons and become a place for a teacher to become an educator and teacher, not only the learning process that is the focus of the school but also the process of educating students to have good character of course this character education is taught by a teacher.

However, in addition to teachers who play an important role in controlling the learning atmosphere, schools are also an important factor in creating an effective environment (Henson & Eller, 1999). Some of the characteristics of an effective school are by providing instructions, providing sequential evaluations, maintaining communication and providing training to improve the quality of effective learning, school climate, and also the discipline applied in the school environment. Effective schools are constantly reviewing their own practice and seeking ways to make the school better (Department of Education and Skills, 2016).

From the explanation above, it can be concluded that schools are an important component in the learning process after teachers, this means that schools also have an important role as facilitators and providers of adequate facilities and infrastructure. An effective school can, of course, create a safe and conducive atmosphere during the teaching and learning process.

#### **G. Relevant Studies**

Several studies on Professional Learning (PL) have been conducted by some researchers previously. Thus, the researcher elaborate those studies below.

1. As to the theme of this research, similiar research had been conducted by Pedder & Opfer in 2013. This study entitled “Professional Learning Orientation: Patterns of Dissonance and Alignment between Teachers’ Values and Practices”. Pedder & Opfer (2013) found out that there are five cluster groups of teacher professional orientation based on four dimensions of professional learning orientation (internal orientation, external orientation, research orientation & collaborative orientation), they are ‘engaged learners’, ‘moderate learners’, ‘infrequent learners’, ‘individual explorers’ & ‘solitary classroom learners’. There is a prevailing individualist approach to learning among the majority of teachers. And there are important between and within school differences in the mix of teachers’ learning orientations. This leads to recommendations for more

differentiated forms of support for promoting effective professional learning in school.

2. Pedder, Opfer & Lavicza, (2011) also conducted a study in England entitled “The role of teachers’ orientation to learning in professional development and change: A national study of teachers in England”. The results of the survey conducted explained that teachers have an internal and external orientation and are collaborative in their professional learning. Orientations related to beliefs and practices also had a moderate influence through analysis of pathways in changes in teacher learning that were the result of a combination of changes in beliefs, practices, and students.
3. Ismail et al. (2020), conducted about a study conducted with the Professional Learning Community (PLC) for Malay language teachers at the Selangor transformation school, the results showed that the practice stage of the Malay language teacher PLC at the transformation school was at a high level, this research is expected to have a positive impact on the implementation of the PLC in transformational schools in order to improve teaching effectiveness and teacher quality as well as improve student achievement and school excellence.
4. Dincer & Yesilyurt (2013), also conducted research in Turkey entitled "Pre-Service English Teachers' Beliefs on Speaking Skill Based on Motivational Orientations". This study aims to explore pre-service English teachers about teaching speaking in Turkey. This study also found that whether they were intrinsically or extrinsically motivated in speaking English, they had negative ideas about teaching speaking in Turkey although they agreed that language skills were the most important skills. In this study it was also found that they felt incompetent in oral communication, this study was significant in understanding English speaking instructions from a motivational perspective and helped to improve students' speaking skills through intrinsic motivation.

Hsieh (2015), also conducted a study entitled "The Importance of Orientation: Implications of Professional Identity on Classroom Practice and for Professional Learning". This study discusses the three orientations of the teacher's professional identity (self, class, and dialogic) therefore this study provides evidence regarding the orientation and implications of practical orientation in the classroom, after analyzing the data the researcher provides an understanding of the development of professional identity and its implications for work as a candidate. teachers and continuous professional development.