

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the teaching practice, the features of quality practicum, the novice teacher, the teaching's problems, and the teacher's professional development.

A. The Teaching Practice

Became a teacher, one needs to undergo a teaching practicum during which one gains teaching experience. The first years of practice are noted as a critical time for teachers. Teacher attrition often occurs in the early years of teaching and is highest among novice teachers within their first 5 years of teaching.⁶ A person cannot really learn how to teach without actually doing it.⁷ As a part of many teacher education programs, teaching practicum is also known in a variety of terms, such as practice teaching, field experience, apprenticeship, practical experience, and internship.⁸ The teaching profession is currently facing several challenges; the global economy and competitive market place, the changing nature of job and advanced technology, changes in demographic nature of students and the growing bodies of knowledge about how people learn and what makes for effective teaching have caused teacher

⁶ Moon, "Research analysis: Attracting, developing and retaining effective teachers: A global overview of current policies and practices", *TESOL QUARTERLY* Vol. 46, No. 3, (September 2012), 450-451

⁷ Normah Yusof, " Student Teachers Perception Towards Teaching Practicum Programme," *International Journal for Innovation Education and Research*, Vol.2-10, (2014),123.

⁸ Gebhard, J. G. The practicum. In Burns, A. & Richards, J.C. (Eds.) "The Cambridge guide to second language teacher education" *Indonesian Journal of Applied Linguistics*, Vol. 2 No. 2, (January 2013), 250-261.

education to re-examine the basic principles and methodologies of teacher preparation.⁹ Teachers' beliefs, practices and attitudes are important for understanding and improving educational processes. Teaching is learning and accepting that we cannot succeed all the time. When you start using a new strategy or a new way of relating to your students, it is important to create a safe environment for this experimentation. Experiences show that even a single teacher or a small group of teachers can start the process and then it gradually spreads over the school through collaboration and sharing.¹⁰

The teaching practicum often make a stressful experience for student-teacher trainees. The purpose of the teaching practicum is to integrate educational theory with practice.¹¹ Teaching practicum is a necessary which needed by student-teachers. This activity, as many believe is mainly intended to provide an opportunity for student-teachers to become a pedagogically more practical person by having a real teaching experience by observing and applying (most of) what they have learned in the teacher education program in the real classrooms with real students, teachers and curriculum.¹² By directly teaching in the field, the student-teachers have the chance sharpen their ability in making instructional decision and improve their teaching skill through the

⁹ Fekede Tuli & Gemechis File "Practicum Experience In Teacher Education" *Ethiop. J. Educ. & Sc.* Vol. 5 No 1 (September 2009), 107-116.

¹⁰ Collicott, J. (1991). Implementing multi-level instruction: Strategies for classroom teachers. In G. Porter and D. Richler (Eds.), *Changing Canadian Schools*. North York, Ont.: The Roeher Institute.

¹¹ Normah Yusof, *Student Teachers Perception Towards Teaching Practicum Programme*, 124

¹² Farrel, T. S.C. (2008). Here's the book, go teach the class: ELT praticum support. *RELC Journal* 39 (2), 226-241.

process of reflective practice.¹³ Quality practice with the practicum component of education programs were high related to the preparation of quality teaching professionally.

B. The Features of Quality Practicum

Practicum has been considered as a site where student-teachers practice the art of teaching in real school context with real student and assigned as one teacher in classroom for specific block of time.¹⁴ With regard to quality practicum program, Evers identified the desired characteristics of quality practice within the practicum component of pre-service teacher education programs as follows:

A high quality practicum program:

First, integrates theoretical knowledge and professional practice across the three domains of a teacher education program; 'content' knowledge gained through a liberal education, professional knowledge, pedagogical skills and insights.

Second, designed and implemented within a partnership involving teacher education institutions (TEIs), schools, school systems and relevant professional bodies.

Third, articulates clear and progressive stages for the development of the acquired knowledge, skills, attributes and dispositions of beginning teachers.

Fourth, provides diverse experiences in a range of school contexts and with a variety of students.

Fifth, assesses against clear delineations of purposes, roles and expectations of TEI student activity and performance.

Sixth, includes an assessment of resource needs and implications.

¹³ Moore, R. (2003). Reexamining the field experience of preservice teachers. *Journal of Teacher Education*, 54, 31-42.

¹⁴ Zeichner, K., "Educating teachers for cultural diversity", *TESOL QUARTERLY* Vol. 46, No. 3, (September 2012), 110

Seventh, is flexible and encourages innovation.
Eight, Involves ongoing evaluation and response.¹⁵

With regard to how is the practicum planned and implemented the same author summarized the general nature and planning and operation of a quality practicum as follow: First, the practicum is devised as a clearly identifiable part of a program to prepare beginning teachers. Second, the practicum typically consists of 'on-campus' and in-school components/units which are closely related or integrated with one another. Third, the TEI practicum staff are well-qualified and capable professionals who can work across both campus and school settings. Forth, TEI administrators acting in cooperation with schools and school-systems locate schools willing and capable of providing quality places and support for the school-based professional experiences required of its students. Fifth, led by the mentor teachers, collaborative reports are prepared which clearly and reliably document the practicum-related attainments of the students.¹⁶

In teaching practice the teacher also must know about examined by teachers' frequency estimations on a 5-point scale, ranging from "never or hardly ever" to "in almost every lesson". Three indices were established those are: First, "Structuring practices" were measured with five items, such as "I explicitly state learning goals." The other items include summary of earlier lessons, homework review, checking the exercise book, and checking student understanding during classroom time by questioning students.

¹⁵ Eyers, V., "Guidelines for Quality in the Practicum", *Ethiop. J. Educ. & Sc.* Vol. 5 No 1 (September 2009), 107-116.

¹⁶ *Ibid.*,

Second “Student-oriented practices” were measured with four items, such as “Students work in small groups to come up with a joint solution to a problem or task.” The other items include ability grouping, student self-evaluation and student participation in classroom planning. Third “Enhanced activities” were also measured with four items, such as “Students work on projects that require at least one week to complete” The other items include making a product, writing an essay, and debating arguments.¹⁷

When the teacher practice they can separate with supervisor in their school. Each of the student-teachers is assigned to their own supervisors. These supervisors will be in charge of assessing the student teachers in order to determine the student teachers’ level of achievement and decide whether the student teachers are competent enough to be a teacher. The supervisors assess the student teachers through their performance in teaching and all the criteria needed.¹⁸

C. The Student -Teachers/ Novice Teachers

The writer used the term student-teachers and novice teachers interchangeably to refer to teachers who are still new in the profession of teaching. Several studies on how novice teachers experience the process of teaching and learning indicated some important findings to underline. The

¹⁷ TALIS, *Creating Effective Teaching and Learning Environments*. OECD 2009, 97.

¹⁸ Normah Yusof, “Student Teachers Perception Towards Teaching Practicum Programme,” *International Journal for Innovation Education and Research*, Vol.2-10, (2014),123.

first issue, which is often considered to be the biggest main concern for novice teachers, is classroom management. As many studies indicated, many novice teachers found serious problems with classroom management.¹⁹

Professional development becoming a better teacher is chiefly about learning to know what we are doing in the classrooms and how to improve our teaching. Here you do not need a lot of resources but perhaps a different approach to the work. Teaching and learning are effectively about collaboration, working together. It is about the personal growth of teachers of all ages and experiences. It requires courage to be confronted with, share and receive criticism. Teaching is learning and accepting that we cannot succeed all the time.

Real teaching, therefore, is not only about mastering the declarative or scientific concepts of the subject matter, but more about creating strong and reflective dialogue with the realities in the field (everyday concepts) to create a stronger understanding to be further used as the basis for making any pedagogical decisions. One of the principles of learning is to know the learners and start working with them. Student-teacher is deeply concerned about knowing the situation in which he/she will work and the people with whom he or she will associate. He or she has also concern to know about the curriculum plans of school. Student-teacher will need to become familiar

¹⁹ Borg, S. *Teacher cognition in language teaching*. In K. Johnson (Ed.), *Expertise in second language learning and teaching*. (New York: Palgrave Macmillan 2005), 190-209.

with the particular units of work in which the pupils be engaged when he or she begins his or her student teaching.²⁰

D. Teaching's Problems/ Difficulties

Many English student-teachers, especially during their teaching practicum, faced many challenges in dealing with a variety of situations involve not only those related to students but also a lot more related to the socio-cultural contexts in a certain school where they conduct their practicum. So from this explanation the writer can conclude that there are many factors which influence student teachers in their teaching practicum. These factors may come from many sources like students, supervisor, classroom situation, or may be psychological condition from student-teachers themselves.

Several studies on how novice teachers experience the process of teaching and learning indicated some important findings to underline. The first issue, which is often considered to be the biggest main concern for novice teachers, is classroom management. As many studies indicated, many novice teachers found serious problems with classroom management.²¹ Novice teachers often spent much of their attention to enforce discipline and appropriate techniques to control student behaviour to create a conducive and positive atmosphere for effective learning in the classroom. In comparison to more experienced teachers, Andrews stated,

²⁰ Muhammad Azeem, "Problems of prospective teachers during teaching practice," *Academic Research International*, Volume 1, Issue 2, (September 2011), 312

²¹ Farrel, T. S. C., "The novice teacher experience. In Burns, A. & Richards, J.C. (Eds.), *The Cambridge guide to second language teacher education*," *Indonesian Journal of Applied Linguistics*, Vol. 2 No. 2, (January 2013), 250-261

that novice teachers tend to exhibit a low level of competence in behaviour-related language awareness in their teaching practice.²² This may become an indicator that many novice teachers' attention to linguistic content is not as much as what is shown by more experienced teachers.

Richards, Li, & Tang, as cited in Borg, highlighted another issue concerning the performance of novice teachers. They found that there are at least four poor aspects of novice teachers' performance, namely (1) Positioning themselves to be students who think about the subject matter, (2) Mastery of the subject matter, (3) Presenting a well structured subject matter, and (4) Ability to make a connection between language learning and the curricular objectives.²³

Understanding students, mastery of the contents material, and pedagogical skills tend to be the main problems, and therefore, influence how the novice teachers practice their teaching. Recent study shows that many children who experience learning difficulties become frustrated when they are not effectively supported and eventually drop out. Teachers can also help retain children in classrooms by making their teaching more interesting, appealing and motivating, as well as providing opportunities for successful learning.

²² Andrews, S., "Teacher language awareness", *Indonesian Journal of Applied Linguistics*, Vol. 2 No. 2, (January 2013), 250-261

²³ Borg, S. *Teacher cognition in language teaching*. In K. Johnson (Ed.), *Expertise in second language learning and teaching* (New York: Palgrave Macmillan 2005), 190-209.

E. Teacher Professional Development

Teacher professional development (TPD) is essential to efforts to improve the school. Being a teacher is not easily to do, quality of teacher can influence for the success of teaching learning process for the students because there are many learning materials that must be studied by teacher. The important one is learning about teacher professional development. TPD Learning is an essential component of continuous improvement for teachers. In order to ensure the effective implementation of high-quality professional development, states and districts must have a plan for financing the costs of professional learning activities.²⁴ High-quality professional development exhibits the following five characteristics. First, Alignment with school goals, state and district standards and assessments, and other professional learning activities including formative teacher evaluation. Second, focus on core content and modeling of teaching strategies for the content. Third, inclusion of opportunities for active learning of new teaching strategies. Forth, provision of opportunities for collaboration among teachers. Fifth, inclusion of embedded follow-up and continuous feedback.²⁵

The teaching professional development has three main major important factors that contribute to its success.²⁶ They are: context or (setting), content, and process. Context (setting) here means that supports

²⁴ Sarah Archibald, *High-Quality Professional Development for All Teachers: Effectively Allocating Resources* (national comprehensive center for teacher quality, 2011), 9

²⁵ Ibid.

²⁶ Sandra H. Harwell, *Teacher Professional Development: It's Not an Event, It's a Process* (Waco, Texas: CORD,2003),8

professional development and the changes it is intended to bring about, Is characterized by a shared sense of need for change, Its teaching professionals agree on answers to basic questions regarding the nature of learning and the teacher's role in the classroom, Its teaching professionals consider learning a communal activity.²⁷ Content means Deepens teachers' subject matter knowledge, Sharpens classroom skills Is up to date with respect to both subject matter and education in general, Contributes new knowledge to the profession, Increases the ability to monitor student work, Addresses identified gaps in student achievement, Centers on subject matter, pedagogical weaknesses within the organization, measurement of student performance, and inquiry regarding locally relevant professional questions, focuses on (and is delivered using) proven instructional strategies. Process means Is research based, is based on sound educational practice such as contextual teaching, supports interaction among master teachers, takes place over extended periods of time, provides opportunities for teachers to try new behaviour in safe, environments and receive feedback from peers.²⁸

²⁷ Ibid.

²⁸ Sandra H. Harwell, *Teacher Professional Development: It's Not an Event, It's a Process* (Waco, Texas: CORD, 2003), 9.