

Chapter Two

Literature Review

This ELED at one of private universities in Yogyakarta chapter discusses theory related to teaching skills include of definition and type of teaching skills. Then, the researcher discusses teaching practice in the internship program. Also, the researcher discusses the role of pre-service teachers.

Teaching Skills

In this part, the discussion will be divided into two sections, namely definition of teaching skills and kinds of teaching skills needed by pre-service teachers. The first part discuss about the theories about the meaning of teaching skills literally. Then, the last part is about kinds of teaching skills. Skills that should be mastered by a teacher that may also should be mastered by pre-service teachers.

Definition of teaching skills. According to Subroto (2009), teaching skill is the ability of a teacher to make a condition in educational communication with the domain of cognitive, affective and psychomotor. The first domain is cognitive. Cognitive means an ability of thinking and understanding the material. It means a teacher should give a clear explanation about the lesson toward the students. The second domain is affective. Affective means value and behavior of the students after they understand the knowledge. It can be a students' response toward the material explanation from a teacher. The third domain is psychomotor. Psychomotor is the skills which related to the action. It means students do learning activity that conducted by a teacher.

Additionally, teaching is producing-understanding. According to Elbow (2014), the term of producing-understanding refers to teaching ability to answer the question

and ask the question. It means that teachers should be able to give a clear explanation when the students ask about the lesson. Then, teachers should give a question to the students. This question is the lesson that teachers give to the students. Giving students a question related to the lesson can help the teacher know the understanding of the students toward the lesson that have been given to the students. According to Andinta (2012) as cited in Setiawan (2014) teaching skills are a reflection of the teacher competence. It means that teaching skill is a requirement to be a teacher in order to teach students in teaching learning process.

In addition, a teacher also has some roles. Harmer (2003) mentioned some teacher's roles. A teacher has a role as an organizer, as an assessor, as a controller, as a prompter, as a participant, as an observer, and as a teaching aid. The first role of the teacher is an organizer. It means that a teacher should organize students and activities in a class. The second role is as an assessor. A teacher should offer feedback and grading to students in several ways. The third role is a controller. A teacher should control the classroom and control the activities. The fourth role is as a prompter. A teacher should be able to give an explanation and trigger students to think creatively when students face difficulties in learning. The fifth role is as a participant. A teacher sometimes involves into groups of role play. The sixth role is as an observer. A teacher should be able to observe the learning achievement of the students. Then, the last role is as a teaching aid. A teacher should be able to be a role model and be able to give a clear explanation about the material.

From those definitions, it can be concluded that teaching skills are the ability of the teacher to teach. These abilities include of cognitive, affective and psychomotor.

Then, the teacher also should be able to give the clear explanation and answer students' question. Besides, teaching skills are reflection of teacher required to teach students in teaching and learning process.

Kinds of teaching skills. According to Kyriacou (2001) there are three kinds of teaching skills. They are preparation skill, lesson management skill, reflection and evaluation skill. These skills are categorized based on the process of teaching. The process are skills before teaching, skills whilst teaching and skills after teaching. The explanation about those kinds of teaching skills is presented in the following.

Preparation skill. Preparation skill is a skill to prepare before teaching. Teachers should have prepared before teaching in the classroom in order to make a clear instruction for the subject. A teacher should prepare things they need to teach before they do teaching, such as prepare material and teaching media that they will use to teach. Kyriakides, Archambault, and Janosz (2013) call this skill as a Orientation skill. Orientation refers to teacher behavior in providing the objectives of a task and lesson. At the first, a teacher should know the purpose and goal of teaching and learning. It means that the teacher measure about the orientation of lesson and task will be given to the students. Teachers should give clear instruction about the task or do the activity. Thus, students will know what they should do the task. In addition, Ariyanto (2013) declares about the preparation skill. In preparation skills, a teacher should make a lesson plan, prepare material and prepare media. The lesson plan contains identity, the purpose of study, material, methodology, media, and source that will be used by a teacher. After making a lesson plan, a teacher should prepare material and media that will be delivered to students. According to Prayogo and Hakim (2017), teaching media is a tool that used

in teaching. The use of teaching media is aimed to help a teacher to deliver the material with the tool as a lesson support. The use of teaching media gives significant impact toward students' understanding because a teaching media helps the student understand the lesson with real example.

Lesson management skill. Lesson management skill is a skill to deliver material toward students. Kyriacou (2001) had elaborated three important parts of delivering the material. First part is beginning punctually. It is the most important aspect in beginning the lesson. Teacher and students should deal with duration when they start the lesson until finish the lesson. This process needs the involvement of students. They should arrive in a class before the lesson begins. A teacher also should grab students' attention before starting the lesson. The second part is establishing a mental set. There is a topic and activity that usually supported the lesson. A teacher should deal with introducing the topic of the lesson to students and giving instruction about how to do the activity to the student. The third part is ending the lesson. A teacher should control the end of the lesson on time. Then, a teacher should give feedback and summarize the lesson toward students.

In line with Kyriakides, Archambault, and Janosz (2013), lesson management skill is another name of structuring skill. Structuring skill means that teachers not only actively presents the material but also structure it by three approaches of giving material. Before deliver the material, teachers should begin with the overview or objectives of the lesson. After that, teachers should outlining the content to be covered and signaling transition between lesson parts. Then, teachers should call students'

attention toward the lesson in the beginning of learning, and reviewing students understanding in the end of giving the lesson.

Reflection and evaluation skill. Reflection and evaluation skill is a teacher should spend a great deal of time reflecting and evaluating how well his or her performance. Reflection and evaluation are inherent in the job and are an essential part of developing teaching skills (Bubb, 2004). A teacher also needs to continuously develop and update the understanding of subject matter and how these can be taught in the classroom. In addition, Ali (1985) divided evaluation in a two kind. First is evaluation in the process and second is evaluation in the result. Evaluation in the process has a purpose to know how far the material is accepted by the students. While evaluation result is used to know both purposes of a study is achieved or not. This argument is also supported by Kyriakides, Archambault, and Janosz (2013) as assessment skill. Assessment of students' knowledge and skills is viewed as an integral part of teaching (Stenmark, 1992). In this skills, teachers can use formative assessment to measure the goal of the lesson that achieved by students. Information gathered from the formative assessment can be used in order to enable teachers to identify the students' need as well as to evaluate their teaching. Therefore, evaluation skill purposed to evaluate teacher's performance in teaching and students' achievement in learning.

Additionally, other teaching skills are elaborated by Kyriakides, Archambault, and Janosz (2013), those skills include questioning techniques, teaching modeling, classroom learning environment, and management of time. The explanation about those kinds of teaching skills is presented in the following..

Questioning techniques skill. Effective teaching is the aspect which gives the question to students and accepts questions from students in the discussion. Teachers should solve the problem related to lesson that students discuss. Then, when the students did not have the question, teachers should ask them about the lesson that they are discussed in order to measure student understanding of the lesson given by teachers.

Teaching modeling skill. In this skill, teachers should help students to solve their problem in their own learning. Besides, teachers should give an example how to do the activity or how to answer the task in learning. For example, in a group of discussion students find difficulty to answer the task, and then a teacher shows them how to solve it. A teacher should help students to develop their critical thinking when they do the task. It is because the goal of the lesson should be achieved by students.

Classroom learning environment skill. The role of the teachers to make a conducive classroom learning environment is crucial. Effective teachers should be able to handle the classroom activities. Muijs and Reynolds (2001) point out that classroom climate is an important factor to consider. A teacher should have attempted to create a supportive environment for learning such as making the interaction between teachers and students in order to help the students to feel enjoy learning in the classroom.

Time management skill. Emmer and Evertson(1981) as cited in Kyriakides, Archambault, and Janosz (2013) stated that opportunity to learn is related to students' engagement and time on task. Therefore, teachers are expected to organize and manage the classroom environment. Teachers should manage the time of learning. It can be teachers should start and end the lesson based on the time allocation for the lesson. It means that the teacher should not decrease or take more time to teach the material. if the

teacher not deal with the time, the material will be not delivered as well. Thus, either teachers or students should deal with the time.

In Addition, Marzano, and Pickering (2003) Classroom management are kinds of teaching skills. Classroom management skills should be considered by teachers as important skill when they teach. The description of classroom management skills will be explained in the following.

Classroom management skill. Teachers have many roles when they are teaching, but one of the important roles is becoming classroom manager. There are three important roles in managing the classroom. The first part is making wise choices about the most effective instructional strategies to employ. Teachers should be able to give clear instruction toward the students about the task and activity to do. They are skilled in the use of cooperative learning. They know how best to use homework and how to use a question to gain the students' understanding of the material. The second role is designing classroom curriculum to facilitate students learning. This means that effective teachers are skilled at identifying and articulating the proper of material content. Teachers also skilled at constructing and arranging learning activities that presents new knowledge. The third role is making effective use of classroom management techniques. Teachers are skilled to manage the classroom. A well-managed classroom will help students feel comfortable to learn in the class. Besides, the well-managed classroom will support the process of giving material and giving instruction about the activity in the classroom.

In conclusion, teaching skill is the ability of teacher to teach. It means teacher should have knowledge and strategy to teach and help student to understand the

material. Those skills are mentioned by Kyriacou (2001), and Marzano, and Pickering (2003). Kyriacou mention four skills. There are, preparation skills, lesson management skills, reflection and preparation skill. Then Kyriakides, Archambault, and Janosz (2013) mention five skills in teaching. Those are, questioning technique skill, teaching modelling skill, classroom learning environment skill, time management skill and classroom environment skill. Then the last is classroom management skill stated by Marzano.

Internship Program

Internship is a program that usually used to develop skills that related to the educational experience profession. According to Kuh (2008) as cited in Stirling, Kerr, and Bandwell (2014) internship is the connection between classroom learning and practical experience in the workplace. This statement is in line with Kaslow & Pate (2005); they said that internship program also can be called as training. The definition of training also described as the variety of specific activities in practicum hour. Therefore, internship program can be interpreted as training or work-based on that related to specific activities refer to practicum hour.

Internship program is implemented in institution that needs skill. It is like a company that implements internship for new employee in order to give experience toward the employee. Similar to study in South Florida that conducted by Gugerty (2011), there is activity done by public relation students. Students in public relation learn directly about advertisement in advertising company. They learn how to write in mass media. They also have supervisor to guide them how to write in mass media. It

means that public relation students learn about theories of advertisement in the university and practice the theory in advertising company.

From the study above, Internship has similar activity with internship program in this research. The similarity is the application of knowledge from university is implemented in the real job or profession. Also, there is time allocation in doing internship program. According to Merrit (2008), internship is purposed to giving real experience in working related to a profession. Hence, internship is allocated before students graduated from college.

Internship Program at ELED

Internship program is also developed in ELED at one of private universities in Yogyakarta with collaboration of several schools from elementary until senior schools. This program has purpose to prepare pre-service teachers to become a professional teacher. There are two activities in internship program namely coaching and teaching practice.

Coaching. This activity is held on the odd semester. Coaching is an activity where pre-service teachers learn about teaching theories from in service teachers from each level of school. In the first semester pre-service teachers learn teaching theories in elementary school level. After that, in the third semester, pre-service teachers learn teaching theories in junior school. Then, they learn about teaching theories in high school. In learning teaching theories, pre-service teachers learn about school environment includes characteristic of school, class and students. Next, pre-service teachers learn about how to make a lesson plan. In making lesson plan, pre-service teacher learn how to prepare the material, media and activity that will be used when

they do the teaching practice. In this activity, pre-service teacher learn step by step to make a plan to teach, for example before teaching they should make preparation about material and learning media. Then, while they are teaching they should be able to manage the classroom and grab students' attention. After that, pre-service teachers should evaluate the teaching and learning process.

The product of coaching activity is pre-service teachers' lesson plan to do teaching practice. This lesson plan should be approved by in service teacher as a trainer for pre-service teachers.

Teaching practice. This activity is held on the even of semester, for example pre-service teachers do teaching practice in elementary school when they are in the second semester. Then, in the fourth semester they practice teaching in junior school, and in the sixth semester they practice teaching in high school. Pre-service teachers start this activity by observing school environment and teaching and learning process in a school. After they do observation, they do teaching practice. They teach and deliver materials that have been designed in the coaching process. After that, they also should make an evaluation. This evaluation is designed to measure teaching and learning achievement. Pre-service teachers give assessment to students and assess the students' assessment. Pre-service teachers do not only evaluate students' achievement in learning but also evaluate their performance in teaching. The evaluation is given by in service teacher from school and other pre-service teachers from one group of teaching practice. In service teacher and other pre-service teachers give feedback and score. This activity is purposed to evaluate pre-service teachers' teaching progress. Then, they also should

make an internship report to be submitted in English Department as their assessment of the teaching practice in internship program.

Factors Affecting Pre-service Teachers in Improving Teaching Skills

There are two factors that might affect pre-service teachers to improve their teaching skills. It means that these are factors to motivate pre-service teachers in improving teaching skills. Fleming (2016) classified motivation in two kinds. Those are intrinsic motivation and extrinsic motivation. Intrinsic motivation is the sort of desire that arises from within us. It can be defined as willingness to do activity or job without external influence. Then, external motivation is the opposite of internal motivation. External influence compels people to do job or activity based on some outside demand such as environment, person, and consequence. In this research the researcher use term 'internal and external' factors affecting pre-service teachers to improve teaching skills is same as internal and external motivation.

Internal factors. Internal factor is similar to internal motivation. Fleming (2016) stated that internal motivation is willingness to do activity or job without external influence. The internal factors that can affect pre-service teacher want to improve their teaching skills have been elaborated by three experts. The first is internal factors stated by Kim and Cho (2014). Kim and Cho (2014) mention two internal factors those are willingness to become a teacher and predilection in doing teaching activity. The second is internal factors stated by Baylor and Ritchie (2002). Baylor and Ritchie (2002) mention that teacher openness to improve in teaching motivate teacher to consider with students' need in learning. Teachers who want to improve teaching skills will encourage their ability to teach better. The third is internal factor stated by

Antoniou (2013). Antoniou (2013) said that teaching experience in teaching practice make teachers consider about their skill in teaching. These factors will be explained further.

Willingness to become a teacher. The willingness to become a teacher can affect the pre-service teachers in improving teaching skills. This willingness is an autonomous motivation from pre-service teachers to make improvement of their performance to teach.

Willingness in doing teaching activity. This is one of internal factors motivate pre-service teachers to have effective teaching skills when they teach. This factor motivates pre-service teachers to encourage themselves to have effective teaching skills because they like to do teaching activity.

Teacher openness to improve. Teacher openness to change is factor that influences teachers' willingness to integrate their teaching skills. It means that, to have better teaching skills teachers should have openness to improve teaching skills by their own willingness. Teachers have their own willingness to have a good teachers' proficiency.

Teaching experience. There is relation between the stages of teaching skills and teacher's year of teaching experience (Antoniou 2013). The more teachers have teaching experience, the more they have better skills. This teaching experience makes teachers have teaching reflection toward their teaching skills.

External factor is similar to External motivation. External motivation denotes that one behavior's is regulated external force such as rewards or external pressure (Kim& Cho 2002). Kim and Cho (2002) declare three external factors affect pre-service teachers

have willingness to have teaching skills improvement. Those are, school environment, the practicum, and teacher education program. In line with Kim and Cho (2002), Moran and Hoy (2009), the practicum and school environment are external factors make pre-service teachers have improvement in their teaching skills. In contrast, Moran and Hoy (2009) state that responsibility of students 'achievement can affect pre-service teachers have teaching skills' improvement. In addition, Christopher (1999) mention that in-service teacher's instruction and feedback can motivate pre-service teachers to have better performance in teaching. These factors will be discussed further.

School environment and other personal relationships. School environment can be an external factor for pre-service teachers in doing the teaching. When they teach in conducive school environment they will feel enjoy teaching and encourage their teaching skills. School environment means the facilities of the school where pre-service teachers teach. In addition, Qomariatin (2013) said that school facilities and teaching method have an influence toward students' learning achievement. It means the use of facility can support teacher in teaching. Additionally, the completeness facility in the classroom can support teacher in using facility such as teaching media. Then, the use of teaching media by a teacher gives students motivation to learn and the use of teaching media by a teacher helps students to get the achievement in learning.

In contrast, Listia and Kamal (2008) mention that lack of school facility is one of obstacle in teaching. For example, a teacher will find the difficult to decide the material when there is no syllabus of the lesson material from the school. Based on the researcher's experience as a pre-service teacher, the researcher feel difficult to teach listening material when there is no sound in the classroom. Then, because of there is no

projector in the classroom the researcher cannot deliver the material using power point as a visual aid.

Then, the other personal relationship means the relation with staffs and students' families. When pre-service teachers have a good relation with staffs and students' families, they will feel comfort in the school where they teach. It is indicate that pre-service teachers can adapt in the school environment. Thus, the personal relationship in the school environment can help the pre-service teachers in improving the teaching skills.

The practicum. The practicum that make pre-service teachers want to improve teaching skills include of the score, the rule, and regulation. The rule and regulation can affect pre-service teachers in improving teaching skills because they should obey it. Besides, pre-service teachers should get score that given by institution to measure their ability in teaching practice. Therefore, this factor can emphasize them to improve the teaching skills.

Teacher education program. This program can affect pre-service teachers in improving teaching skills because they must attend this program in order to finishing their study in educational major. In despite if they do not have motivation to become a teacher, this program can emphasize them to do teaching. Therefore, this program can be their external motivation to improve their teaching skills.

Responsibility of students' achievement. Pre-service teachers with highly self-efficacy tend to have responsibility of students' achievement (Moran&Hoy :2009). It means that pre-service teachers will encourage their knowledge to reach the goal of students' achievement in learning. Pre-service teachers have perception that if they take

a responsibility of students' achievement they should push their self to have self-efficacy in order to have a better teaching skill.

In-service teacher's instruction. Christopher (1999) said that professional development of teacher is built step by step. In the early education, they learn and practice teaching in a collage. Thus, they have in-service teacher who will control pre-service teachers when they teach. In-service teacher will check pre-service teachers' preparation before they do teaching. Additionally, in-service teacher give pre-service teachers instruction on how to have a better teaching. Therefore, it makes pre-service teachers prepare their skills of teaching

In-service teacher's feedback. In-service teacher help pre-service teacher in teaching. In-service teacher assess pre-service teachers' in teaching. Pre-service teachers have reflection in the end of teaching. Then, they will give feedback of the teaching toward pre-service teachers. This feedback makes pre-service teachers know about their ability in teaching practice. Therefore, in-service teacher's feedback guides them to have better teaching skills.

Thus, there are two factors that motivate pre-service teachers in doing teaching. Internal factors that motivated them are willingness to become a teacher, predilection in doing teaching activity, teacher openness to improve and teacher's experience in teaching. Then, external factors motivated them are school environment, the practicum, teacher education program and other personal relationships with staffs and students' families. Additionally, responsibility of students' achievement and in-service teacher's instruction and feedback are external factors motivate them to improve teaching skills.

Hence, these two factors might affect pre-service teachers to do teaching and affect pre-service teachers to improve their teaching skills.

Review of Related Studies

There are two studies used by researcher to review. First study has been elaborated by Gibbs and Coffey (2000) under the title “The Impact of Training of University Teachers on their Teaching Skills, their Approach to Teaching and the Approach to Learning of their Students”. It is about pre-service teachers training of universities in UK, Norway, and Sri Lanka. The research used questionnaire to gain the data. First is control group of new teachers who receive no training and second is group of teachers who are given training. Evidence is reported of changes overtime relating to three measures: students’ rating of their teachers using six scales from the Student Evaluation of Educational Quality questionnaire (SEEQ), the ‘Good Teaching’ scale of the Module Experience Questionnaire (MEQ), and teaching approach using two scales from the Approaches to Teaching (ATI). Then the result of this research showed that there is significant difference motivation to improve teaching skills before and after training. Teachers who have finished the training will be more motivated to encourage teaching skills than before attended the training. Then, the student’s learning motivation is increasing when they thought by motivated teacher.

The study by Gibbs and Cofey (2000) denotes that there is significant difference between group of teachers who receive no training and group of teachers who ever receive training. This scale of measurement was given by their students and mentor toward their teaching valuation. Thus, the study conducted by Gibbs and Cofey is useful for this research because this study reflects about teaching training such as in internship

program. Additionally, the result of this study is teachers who join the training and who have motivation can increase students' learning.

Then, second study was elaborated by Setiawan (2014) who investigated about ELED of UMY pre-service teacher's perception toward the effectiveness of teaching practice program to support their teaching skills. This study was conducted in Universitas Muhammadiyah Yogyakarta to find out pre-service teacher's perception about the effectiveness of teaching practice program and how teaching practice program support their teaching skills. A qualitative design is used in this study. From three pre-service teachers, the result of this study showed that teaching practice program can support their teaching skills development because teaching practice program give them experience in teaching. Pre-service teachers also learn about teaching and learning process in a school practically. Thus, pre-service teachers can practice the teaching skills theories directly when they are join into teaching practice program.

The study by Setiawan (2014) illuminates about the perception of pre-service teachers toward how the teaching practice program support their teaching skills in Universitas Muhammadiyah Yogyakarta . Besides, pre-service teachers have perception that teaching practice program can support their teaching skills. Therefore, this study is beneficial as a reference for researcher to explore and gain the data about teaching skills from pre-service teachers in Universitas Muhammadiyah Yogyakarta . Besides, from this study the researcher conclude that pre-service teachers have perception that teaching practice is effective to support their teaching skill. Thus, this study will help researcher to search and gain the data from pre-service teachers at ELED at one of

private universities in Yogyakarta about teaching skills in the same program, namely teaching practice program and internship program.

The two studies above exposed a teaching motivation approach in teacher training and teaching practice program supported to teaching skills. Hence, the researcher would like to know teaching skills should be mastered by Pre-service teacher perceived by ELED at one of private universities in Yogyakarta as well as factors that trigger Pre-service teacher at ELED at one of private universities in Yogyakarta to improve their teaching skills.

Conceptual Framework

Teaching skill is an important skill for teacher. Good teaching skills will affect the teaching and learning process. In teaching and learning process, teachers are one of important component . Teachers are needed because they play important roles in teaching and learning process. According to Harmer (2003), a teacher has some roles, such as an organizer, as an assessor, and as a controller. It means that teachers should not only come to the class and deliver the material but also should manage the classroom and should know about the development of the students. Hence, teachers need teaching skills. For example, when teachers can manage classroom and teach in the class with some interesting activities in detail and sequence, students will enthusiastically follow the learning process in the classroom. On the contrary, if the classroom is not managed by teachers, it will give bad influence in teaching and learning process related to students' understanding in accepting the material.

Internship is a program that is usually used to develop skills that is related to the educational experience profession. According to Kuh (2008) as cited in Stirling, Kerr,

and Bandwell (2014) internship is the connection between classroom learning and practical experience in the workplace. It is in line with Kaslow & Pate (2005); they said that internship program also can be called as training. The definition of training also described as the variety of specific activities in practicum hour. Therefore, internship program can be interpreted as training or work-based on that related to specific activities refer to practicum hour. Internship program is beneficial to encourage teaching skills. Some educators believe that this program helps pre-service teachers in examine teaching activities because the internship is an essential program for pre-service teachers to practice what they have learnt (Andrew,2002).

According to Kyriachou (2001) there are three kinds of teaching skills including preparation skill, lesson management skill, and reflection and evaluation skill. These skills are categorized based on the process of teaching. The process are skills before teaching, skills whilst teaching and skills after teaching. Before teaching, pre-service teachers should have a preparation skill. Before teaching, pre-service teachers should prepare what they will teach, such as prepare teaching media and teaching material. After that, pre-service teachers need to have skills whilst teaching. In whilst teaching there are classroom management skill and time management skill. Pre-service teachers should manage the classroom in a conducive situation in order to make teaching and learning process running well. In addition, pre- service teachers should deal with the time management in delivering the material in the class in order to achieve the purpose of teaching material in the meeting. After teaching, pre-service teachers need to evaluate the teaching activity and the students' understanding. This skill is important to measure students' achievement of teaching and learning process.

Dealing with the importance of teaching skills, there are internal and external factors may affecting pre-service teachers to improve it. According to Kim and Cho (2014) there are two internal factors may affect pre-service teachers to improve teaching skills. Those are willingness to become a teacher and predilection in doing teaching activity. Then, Baylor and Ritchie (2002) mention that teacher openness to improve in teaching motivate teacher to consider with students' need in learning. Additionally, the external factors may affect pre-service teachers to improve teaching skills are the practicum and school environment Moran and Hoy (2009).

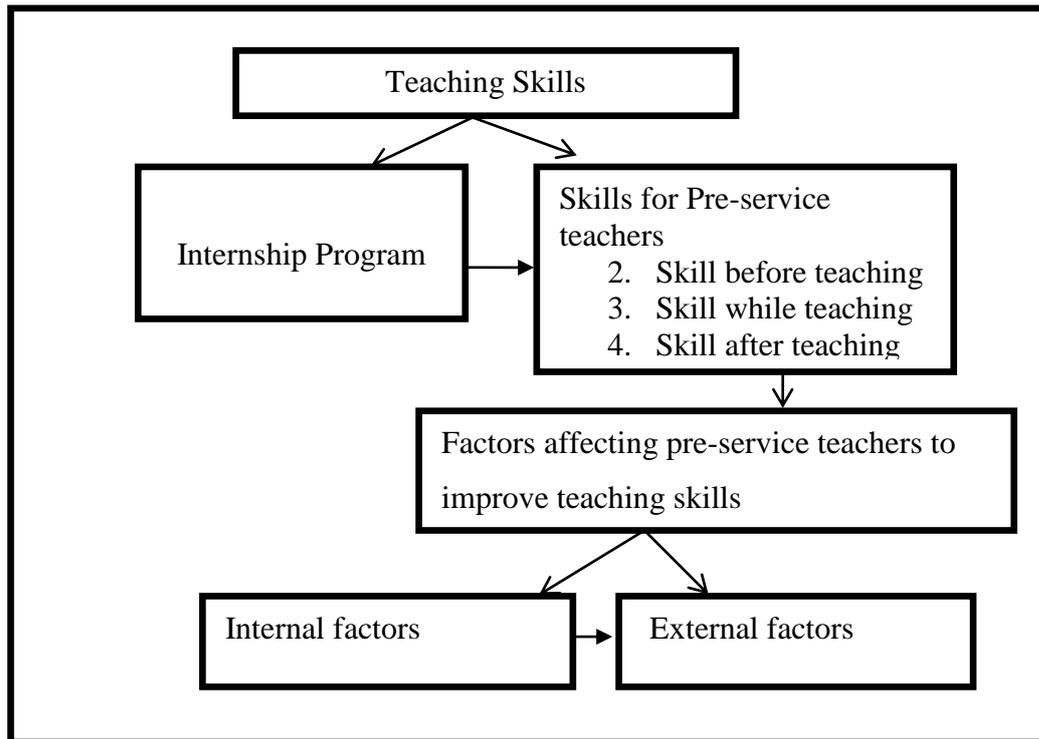


Figure 1. Conceptual Framework