

The supervisor teachers. This research will help the supervisor in order to help pre-service teachers in teaching practices since the supervisor is the one who knows the characteristics of their students in school. Supervisors can help the pre-service teachers by giving any feedback so that the pre-service teachers can improve their teaching skills.

Future researchers. This research is also hopefully beneficial for other researchers. This research can be a reference to those who are interested in teaching practices.

Chapter Two

Literature Review

This chapter discusses some expert ideas related to this research. There are some contents which discussed in the literature including pre-service teacher, teaching practice according to some experts, and the importance of teaching practice program. This chapter also presents the problem commonly faced by pre-service teachers during their teaching practice and also the strategies commonly used by pre-service teachers to solve the challenges. At the end of this chapter, the conceptual framework of this research is presented.

Pre-Service Teacher

People who start study in teaching are called as a student teacher or pre-service teacher. They do some teaching practice to improve their quality in teaching and learn how to become a good teacher with a good qualification. Meyer (2004) stated that college, university or graduate students who are teaching under certified teacher supervision to qualify for education degree is called the pre-service teacher. Some people know them as practice teacher but the term is also often used interchangeably with pre-service teacher.

Teaching Practices

In the 21st century, one of the most influential aspects of pre-service teacher education is teaching practice (Haigh, 2001). As a prospective teacher, pre-service teacher surely must be familiar with teaching practice or internship. Khan (1993) mentioned that the internship is a new experience in the profession of teaching. In teaching practice, the trainees are able to observe the entire work

of the school and to participate actively in all the important professional activities of a teacher both in and out of the classroom. The term of teaching practices has been accepted almost universally and uncritically by all concerned with the preparation of teachers and its use has embraced all the learning experiences of the pre-service teacher in schools (Ezewu, Okoye, & Onyekwelu, 1994).

Teaching practice became an important thing for the pre-service teacher because they must know how to apply their knowledge in a real situation. It means that they are required to apply their pedagogical knowledge and also their material in the classroom. This statement is supported by Ngidi and Sibaya, (2003); Marais and Meier, (2004); Perry, (2004) that said teaching practice is a necessary aspect of becoming a teacher. It grants pre-service teacher experience in the real teaching and learning environment.

In the other hand, teaching practice creates a mixture of anticipation, anxiety, excitement, and apprehension in the pre-service teacher as they commence their teaching practice (Manion, Keith, Morrison & Cohen, 2003). Perry (2004) also narrated that teaching practice experiences provide some way to help to understand in teaching. It helps to learn to use teaching experience, especially in developing specialized knowledge, using the knowledge to access and make decisions, acquiring high standards of practice and also teaching practice is developing knowledge and abilities in relation to each aspect (Perry, 1998).

In addition, teaching practice helps the pre-service teacher to develop their knowledge and using their knowledge to access and make a decision during

teaching. Lingam (2002) and Williams (1994) agreed that the success of teachers is not depending only on theoretical knowledge, but also it depends on the meaningful practicum that provides them with necessary skills and behaviors that develop their teaching practices. There are a lot of things that can be learned during teaching practice and sometimes it could not be found if the pre-service teacher only learned the theory and not the implementation in the real-life situation.

The Importance of Teaching Practices

The teaching practice is made not only for fun, but there are reasons why teaching practices are made and held for pre-service teacher. One of the goals of teaching practice or internship program is to help the pre-service teachers improve their teaching skills. Based on Marcelo (1987 and 1987); Zeichner and Gore (1990), teaching practice is also an opportunity for pre-service teachers to socialize and learn to behave like a teacher. Marais and Meier (2004) further stated that teaching practice is a challenging part but is also necessary for teacher training, the need for teaching practice is requested.

Teaching practice provides a much-needed pathway and the period for pre-service teacher to apply their interactional class skills in an attempt to change their behavior or teach something new (Etimbi, 1994). Perry (2004) mentioned, even though students get a lot of special knowledge by attending lectures and doing assignments, teaching practice adds context to this knowledge when a pre-service teacher comes into contact with the actual classroom situation. Smith and Lev-Ari (2005) stated that doing a teaching practice can help pre-service teachers in 5

ways. First, develop the pre-service teachers' behavior and practices in the teaching process. Second, give the pre-service teachers educational primary efficiency and clear understanding of the school context. Third, it allows pre-service teachers to recognize the reality of students learning needs. Fourth, it plays a key role in bridging the gap between theory and practice. Fifth, develop their professional and personal competencies.

According to Brown and Brown (1990), teaching practice training provides an opportunity to gain trust in teaching, to practice theory, to learn the skills and attitudes of competent and effective teachers. Brown and Brown (1990), added that teaching training provides an opportunity to learn about children in real life, to increase knowledge of subject matter, to benefit from constructive criticism, and for self-evaluation. Teaching practice also provides to find strengths and weaknesses and evaluate teaching institutions (Brown & Brown, 1990). As noted, teaching practices have many opportunities for pre-service teachers to improve their teaching skills.

That is why teaching practice programs are important for a pre-service teacher. In addition to providing benefit for pre-service teachers, teaching practice in schools also benefits supervisor. Boudreau (1999) mentioned that the professional relationship established during teaching practices have significant implications and contributions to teacher mentors, and the development of pre-service teachers and teacher mentors provide professional theories while pre-service teacher theories during their practice and ultimately form their own personal theory (O'Hanlon, 1993; Williams, 1999; Griffiths & Tann, 1992;

Lavender, 1999). In short, teaching practices not only provide opportunities for pre-service teachers but also for schools and also teacher supervisors who become mentors during teaching practices.

Challenges in Teaching Practices

As with the teaching practices, other activities that are not as easy as they seem. There are many things that must be prepared before starting teaching. There are several challenges that pre-service teachers usually face when they are in teaching practice. The challenges faced by the pre-service teachers also become one of the problems that can inhibit teaching practices.

Lack of some aspects of teaching. It is very important to educate the pre-service teachers about how to open critical thinking, problem-solving and applying knowledge and theory in action on the road to becoming a professional teacher (Watts & Lawson, 2009; Urzuaand, 2008; Clarke, 2006). Unfortunately, some pre-service teachers are lacking in some aspects such as they do not know how to apply theory to the class, sometimes they do not master the material they want to teach and others do not have enough self-confidence in teaching.

Lack of self -confidence in teaching. Some of the pre-service teachers find that they do not believe in themselves that they can teach students. Killen and Steyn (2001) stated that teaching practices sometimes become demoralizing and sometimes a very frightening experience. Teaching practice is a daunting experience especially for students in the fresh year because they do not have much preparation for pedagogical theory. However, even for pre-service teachers in a senior year, some pre-service teachers still think that teaching practices are scary.

Usually, this phenomenon occurs because they do not feel confident about themselves and their ability to teach.

Uncooperative supervisor. Chung (2002) stated that examining the challenges of developing effective teaching strategies from pre-service teachers through quality feedback from a supervisor can improve their performance in teaching. However, sometimes supervisory teachers do not provide feedback to pre-service teachers and make pre-service teachers confused and think that they have good performance in teaching. Urevbu (2004) also noted that the knowledge and skills obtained are demonstrated before by the examiners who provide feedback so that the pre-service teachers can improve their practice before finally being evaluated

Uncontrolled classroom situation. The teaching practice creates a mixture of anticipation, anxiety, and fear in pre-service teachers when they begin their teaching practices (Manion, Keith, Morrison & Cohen, 2003), except that concern matters for discipline and class control have been identified as the most common problems by Harrow and Dziuban (1974); Adams and Martray (1981). Sometimes the pre-service teacher is not capable enough to make students more disciplined because they are not good in class management.

Unsupported school environment. Ong et al. (2004) identified five challenges that burdened pre-service teachers namely supervision, environment, workload, pedagogical knowledge and content knowledge, but never investigated the strategies adopted by teachers to overcome challenges. Implying perhaps the pre-service teachers were never given the opportunity to reflect on the strategies

they use to deal with the challenges. The environment is one of the challenges that commonly occurs when teaching practices, sometimes failing to teach caused by the school environment. An example of a non-conductive school environment was it too noisy when teaching practices were held. In addition, Ong et al. (2004) found that, despite finding many positive aspects of teaching practices of primary teachers of ELT, highlighting the overly disturbing tendency which almost 55% of pre-service teachers found that their teaching practice failed to give them opportunities to engage in theory and practice because the teachers were overwhelmed by the reality of the classroom.

Strategies to Overcome the Challenges in Teaching Practices

Every challenge also has a strategy to deal with or overcome. There are several strategies for dealing with challenges or solving problems that might possibly arise during teaching practice. The researcher lists some strategies that can be used to solve the problems.

Use group work. Using a group work can be one strategy that can be used in order to help students develop learning communities, in addition to making them feel comfortable developing new ideas and asking questions about the material (Allen, Duch, & Groh, 1996)

Give motivation. Providing motivation to the pre-service teacher also helps them to deal with problems in teaching practice, especially to deal with students who feel unmotivated with grades in the class. Geringer (2003) stated that the most important factor in student learning progress is the teacher and the

quality of the teacher exceeds other factors such as motivation, funding, and class size.

Consult with supervisor teacher. Sometimes if pre-service cannot find any strategies or ways to solve the problem that might arise in school, pre-service can consult with supervisory teachers because they are a key player in building a type of community that will facilitate the development of an effective teacher (Brownand & Darling-Ha, 2008)

Share with other pre-service teachers. Many who observe, are those who work in professional communities sharing knowledge and thoughts about pedagogical practices and are those who assisted both practically and emotionally through personal and systemic support (Sinclair, 2008). By sharing with others pre-service teachers, they can draw conclusions or use strategies that were previously used by their friends.

Use picture as learning media. In addition, if some strategies still cannot resolve anything perhaps pre-service teachers can change teaching methods like Poulisse (1990) statement that, “concrete picture description tasks have been widely used in both first and second language acquisition research” (p. 68). Sometimes, pictures can help the teacher in explaining the material because it can attract students’ attention and of course it can help the teacher to make the class become active by using the picture as learning media.

Conceptual Framework

The teaching practice sometimes becomes demoralizing and sometimes a very frightening experience (Killen & Steyn, 2001). For pre-service teachers,

teaching practice is one of the important things to do, which is why the researcher decided to conceptualize this research based on the research question formulated. The first is the challenges commonly faced by English Language Education Department students in the university and the second is the strategies that usually used by English Language Education Student Department in that university to solve the challenges. Based on the theories that had been collected, the researcher found that the challenge in teaching practice divided into two, the first is the challenge of internal factors and the second is the challenge from external factors.

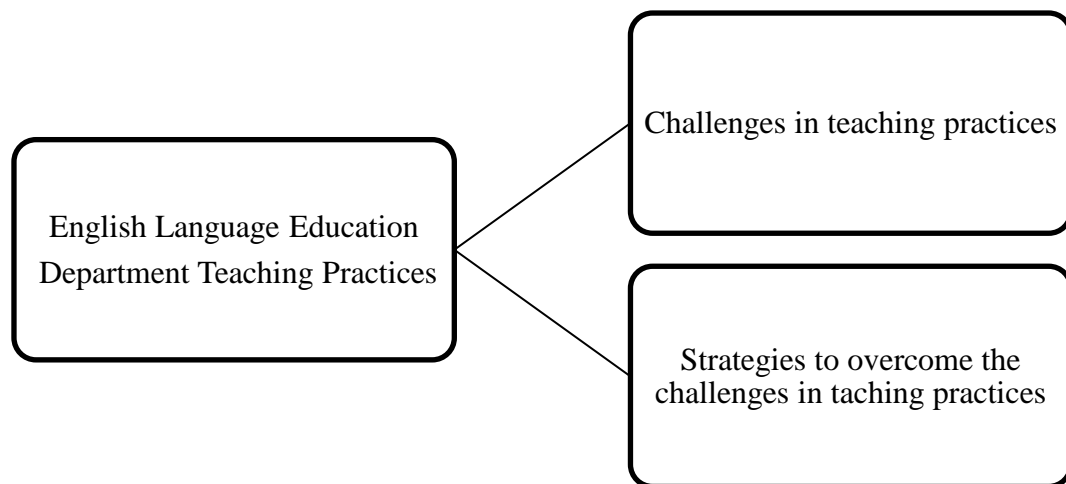


Figure 1. Conceptual Framework