

## **Chapter Two**

### **Literature Review**

This chapter elaborates the literature reviews to this study. At the beginning, it discusses about pre-service teachers. It is about pre-service teachers beliefs. The second is about the definition of internship. It is the explanation of internship from the expert. The next section is the difficulties in doing internship program. The next section is the strategies to overcome the difficulties. After that, there is an explanation about the internship program at English Language Education Department of private university in Yogyakarta. The next section is review of related studies, and the last is about conceptual framework.

#### **Pre-Service Teachers**

Pre-service teacher is a student who directly engages in education programs that is carried out in school education school before students get specific task. In pre-service teacher preparation programs, the dominant focus is on understanding what it means to be a teacher and learning how to be a teacher rather than learning how to teach a specific subject to students (Illingworth, 2012; Kraglund- Gauthier, 2014). Having an undergraduate degree before beginning teacher training can enable the pre-service teachers to focus completely on becoming a teacher since the content within the discipline has already been set in place, it is hoped. Within a Faculty of Education, the intent is for newly-certified teachers to move into their careers not only as subject matter experts with pedagogical skills to effectively deliver course-specific content to students, but also as individuals who embrace a collaborative

mindset that is opened to ongoing development of their professional learning throughout their career (Illingworth, 2012). While this intention may fall short for some graduates, “this collaborative element to teacher training in universities is important if the beginning teacher is to see the potential for change, and for them to become agents of that change” (Illingworth, 2012, p. 189).

### **Internship Program**

In this section, the researcher wants to explain the definition of internship, difficulties in doing internship program, and the strategy to overcome the difficulties. There are four points in difficulties in doing internship program: individual difficulties, students’ difficulties, school difficulties, and institution difficulties. Also, there are four points for strategy to overcome the difficulties: establishing effective classroom management, building a good support with students, cooperating with school teachers, and building a good communication with institution.

**The Definition of Internship.** This section will discuss the definition of internship based on experts. Based on Rajan (2017), internship is a practical experience opportunity offered by companies, to willing and capable beginners of a profession, for a fixed term. Internship is normally offered to the undergraduate students. It can be full time or part time for a fixed period, 6 months or 12 months. Some companies give stipend to the intern. It is very beneficial for the students, which help them to learn the practical impact of their study and know about a specific industry. It gives the opportunity to apply their theoretical knowledge.

Furthermore, the second definition is from another expert. Based on Susanta (2017), internship is an opportunity to learn practical aspects of professional work life which is very different from what you learn in the class-rooms. Learning happens through education, exposure and experience. Internship provides a taste of learning through exposure and experience.

Hence, internship for English Language Education Department (ELED) at private university of Yogyakarta is an activity that trains students to teach in school. They did internship program around four semesters. They learned how to create lesson plan, teaching materials, and evaluation tool. They also learned how to manage the classroom, how to handle the students.

**Difficulties in doing internship program.** Some difficulties faced by pre-service teachers are difficulties in teaching practice: individual difficulties, students' difficulties, school difficulties, and the last is institution difficulties. The first one is difficulties in teaching practice. Teaching practice has various difficulties that await pre-service teachers. Perry (2004) stated that teaching practice creates a mixture of anticipation, concern, excitement, and anxiety in pre-service teachers when they begin teaching practice. The most important part of pre-service teachers is practice, especially for pre-service teachers who do not experience in teaching where teaching can be disrupted by various difficulties. In addition, some schools are still experiencing difficulties as facilities as photocopiers and this creates problems when students need when preparing additional lessons and materials for assessment assignment and homework (Marais and Meier, 2004). Difficulties in teaching practice

from individual difficulties, students, and school difficulties, and institution difficulties.

*Individual difficulties.* Difficulties faced by pre-service teachers during teaching practice can be caused by some difficulties, individual difficulties such as being afraid of failure, being afraid of using different methods or techniques, having personal pressure, and thinking of being better or worse than the English teacher or mentor (Celix, 2008). Those factors might make pre-service teachers fail in teaching practice. Choosing appropriate teaching methodology and strategy becomes a difficulty for pre-service teachers. In line with that, Page (2008) stated 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 pre-service teachers have to manage their time and discipline carefully.

Difficulties faced by pre-service teachers mostly come from themselves. According to Ali (2014) difficulties faced by pre-service teachers in the teaching practice are managing a 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. Preparation in teaching practice should come not only from teacher but also from pre-service teacher themselves, preparations starting from organizing the materials that will teach in classroom, the method used in teaching and preparations to organizing the classroom. This is difficulties for pre-service teachers because they cause classroom management problems and class control and student discipline.

*Students' difficulties.* Davis (2016) stated that common problems in classroom faced by pre-service teacher when teaching English as foreign language includes students become overly dependent on teachers, students are not ready, students are 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. Staying awake and interested in class can be difficult. But what is even more difficult is being responsible for keeping students awake and interest.

*Distance difficulties.* Location of the school is one of factors that can be influence in doing internship program. Tarman (2012) stated that the distances between school and university affect the enthusiasm of pre-service teachers. For example when the pre-service teachers got the location of internship which far from university, they felt lazy to did the internship program. Besides, the location of internship program also influences the motivation of pre-service teachers in teaching practice, because the distance they will generate their interest in teaching.

Good communication between school teachers and pre-service teachers can decrease stress and some difficulties in doing an internship program. School teachers are here to help pre-service teachers face a real workplace. School teachers can be the best support for pre-service teachers in their initial profession as teachers (Kell & Forsberg, 2014; Chandler, Chan, & Jiang, 2013). The school teachers are the one that already knows the school and has already taught. That is the reason why pre-service teachers need to keep good communication with school teachers.

*Supervisors' difficulties.* One of many factors that influence the internship program is the supervisor. Supervisor teacher is the English teacher in the school where pre-service teachers do the internship program. Chandler (2013) mentioned that supervisor's roles for pre-service teachers is to be a guide to prepare what pre-service teachers need to do internship program. The communication between pre-service teachers and supervisor teacher is important. Pre-service teachers who have a good relationship with the supervisor and are known as a knowledgeable person by other pre-service teachers tend to use teaching method or any ideas they learned from university more effectively compared to pre-service teachers who are not close to their supervisor (Asplin & Marks, 2013). This proves that supervisor can be advisor for pre-service teachers. The pre-service teachers should feel free to share their issues during internship program. In this situation, the supervisors can be called as the "the expert" because they have experienced the class first-hand. Tarricone and Lucia (2002) stated pre-service teacher was asked by the university to teach in a group, not individually. When teaching practice, the supervisor asked pre-service to make a group to teach students. The group consisted of two pre-service teachers.

**Strategy in overcoming the difficulties.** There are several strategies to solve existing problem in doing internship problem. During internship program, some things can make pre-service teachers overcome their difficulties. Jusoh (2013) said that those pre-service teachers need support especially in teaching skills and emotional support. In this case, other pre-service teachers, supervisor teacher, and teacher educator can be supporters for pre-service teachers. They can help them in

planning the material for the course, the method that will be used, and general creativity in doing internship program. The strategies in doing internship program come from some factors, first individual factors or pre-service teachers, students and school factors, and the last is institution factors.

*Establishing effective classroom management.* Classroom management is one of the problems for pre-service teachers (Merc & Subasi, 2015). Pre-service teachers must set a strategy to handle and solve the problem on classroom. Classroom management is the basics of improving academic and behavioral outcomes to manage the students' behavior disorders (Oliver, Wehby, & Reschly, 2011). In addition, the classroom environment depends on how the pre-service teachers manage the classroom. The main objective is to ensure that all students can learn in a safe and effective environment (Blackburn & Hays, 2014). Physical elements such as wall streaks, table arrangement or resources are things that can affect the environment (Hannah, 2013). Hannah argued that the way pre-service teachers organize and control the classroom can create a positive or negative impact on students. If the pre-service teachers have a good classroom management, the pre-service teachers was easily transferred the materials to the students.

Effective classroom management can help pre-service teachers to create such an environment. Effective classroom management may help pre-service teachers to teach students how to be responsible and control themselves (Gordon, 2001). Strategies in classroom management are ways to overcome handle the problems in

classroom management. Ineffective and poorly managed classrooms will adversely affect teaching and learning (Jones & Jones, 2012; Marzano, Marzano, & Pickering, 2003; Van de Grift, Van der Wal, & Torenbeek, 2011). Effective teaching and learning strategies come from class management that effectively supports and facilitates. Building a positive classroom environment is based on generally effective class management principles that include effective pre-service teacher relations. 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 class management. Pre-service teachers are required to anticipate problems and can include students who behave badly in class. The pre-service teachers regulate and expect the students to follow the rules of the class.

*Building a good support with students by learning process.* On the other hand, a pre-service teacher cannot expect that the students would be interested in the material that is going to be used in learning process. However, if the students are not interested in the material then they do not understand that the subject is important. Hence, the instructor, and expert in the subject, is uniquely qualified to show students why the material is important, intellectually interesting, and valuable for them to learn (Korpershoek, 2014). It is the pre-service teachers' job to tell students about the learning goals and make the material itself interesting.

*Cooperating with school teachers.* Pre-service teachers must have a good relationship with the school and the conditions of the students they teach. Maccann and Johansenn (2014) stated that pre-service teachers need to establish new



relationship with experienced teachers. In addition, they need to have a personal relationship with senior teachers to share their experiences and ask for advice to be able to teach well. In this relationship, school teachers help pre-service teachers see what students can do and cannot do and help them adjust their planning and instruction (Nilssen, 2010). Additionally, to ensure pre-service teachers' professional development, the role of cooperating teachers is to provide experience working with children, model classroom practice, facilitate reflection, and share knowledge (Leatham & Peterson, 2010).

*Building a good communication with supervisor teacher.* One of many factors that influence the teaching practice of pre-service teachers is the supervisor from university (Chandler, 2013.). Supervisor teacher can teach how to handle their students; the supervisor teacher can understand the students' characteristic better. Hirschkrom (2009) stated that supervisor teacher can make pre-service teachers successful in teaching practice. Chandler (2013) mentioned the supervisor's role for pre-service teachers. The supervisor teacher can help who prepare what they need for teaching practice. In addition, pre-service teachers must have good relationship with supervisor to understand about teaching practice and pre-service teachers know what they to do in teaching.

### **The Internship Program at English Language Education Department of Private University in Yogyakarta (ELED of PUY)**

One of program at English Language Education Department (ELED) at private university in Yogyakarta is internship program. Based on guideline of

internship, internship has been already since 2010. The researcher wants to explain the differences of internship 2015 and internship 2016. In 2015, there are three levels of internship. The first level is internship program level 1. The second level is internship program level 2. The last level is internship program level 3.

In the first semester, the pre-service teachers did internship program level 1 that they observed at primary school and learned how to make lesson plan, teaching materials, and evaluation. Then in second semester, pre-service teachers' practice teaching at primary school. In the third semester, pre-service teachers did internship level 2 that they observed at Junior High School and learned how to make lesson plan, materials, and evaluation. Then in fourth semester, pre-service teachers' practice teaching at Junior High School. In the fifth semester, the pre-service teachers did internship level 3 that they observed at Senior High School and learned how to make lesson plan, teaching materials, evaluation and administration of school. Then in the sixth semester, pre-service teachers' practice teaching at Senior High School.

The system has been changed at 2016 when it is a new system for students of 2016. In 2016, internship started at semester 3 in the second of year. Internship 1, pre-service teachers have an observation at Primary School when pre-service teachers at semester 3. Internship 2 happened at semester 4 where pre-service teachers have an observation at Junior High School and they are also creating lesson plan, materials, and evaluation. Then Internship 3 happened at semester 5 where pre-service teachers have created lesson plan, material and evaluation for Senior High School. The last

Internship 4 happened at semester 6 where pre-service teachers have coaching. In Internship 4 pre-service teachers' practice teaching at Senior High School.

In agenda of internship there is creating lesson plan. There are components of lesson plan; the first one is lesson plan, materials, and evaluation. The researcher would like discuss lesson plan, materials, and evaluation.

**Lesson Plan.** A lesson plan is a teacher's detailed description of the course of instruction or 'learning trajectory' for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Details may vary depending on the preference of the teacher, subject being covered, and the needs of the students. There may be requirements mandated by the school system regarding the plan. A lesson plan is the teacher's guide for running the particular lesson, and it includes the goal( what the students are supposed to learn), how the goal will be reached( the method, procedure) and a way of measuring how well the goal was reached ( test, worksheets, homework etc.)

Every teacher is required to prepare a lesson plan because this is considered as guide for the day's lessons. Lesson planning is important because it gives the teacher a concrete direction of what she/he wants to take up for the day. Research has shown that student learning is correlated to teacher planning. One major explanation is that when plan is ready, teachers can focus on its implementation. When teachers do not have to think so much about what they need to do next they are able to focus on other parts of the lesson.

Lesson planning is important because it helps teachers ensure that the day-to-day activities that go on in their classrooms are providing students with an adequate level of long-term progress toward the goals outlined in their scope and sequence, as well as their education plans when necessary. An effective lesson plan includes several elements: learning objectives, quality questions, supplies and activities. It is important to have the learning objectives in mind because those should drive the development and implementation of all activities in the classroom. Quality questions are inquiries that the teacher plans to direct at the students over the course of the lesson. Sometimes these questions are rhetorical in nature, but more often they are designed to help the student think at a higher level than simple memorization and comprehension. It is important to come up with a plan for assessment to determine whether the class has met its targets.

**Teaching Material.** The term material in language teaching and learning refers to everything used to help teaching language learners (Tomlinson, 2011), and to facilitate teachers and learners in the language learning (Richards and Schmidt, 2002). It can be in the form of linguistic, visual, auditory, or kinesthetic. It may be presented in print (a textbook, a workbook, a photocopied handout, so forth), audio or video form, on CD-ROMS, on the internet or through live performance or display. Everything that presents or informs about the language being learned (English) can be used as learning materials (Tomlinson, 2011).

Teachers may use the available learning materials like textbooks or develop their own by compiling from some sources such as newspaper, internet, article, and

the like and then adapt them to adjust with learner needs. However, English teachers are recommended to develop learning materials by themselves to meet their learners' needs. To meet learners' needs, Tomlinson (2011) suggests that learning materials should give learners experiences to interact with authentic use of English through spoken and written texts.

According to Tomlinson (2011:2), material development is everything made by people (the writers, the teachers, or the learners) to give and utilize information and provide experience of the using language, which is designed to promote language learning. So, in developing materials they need to identify, first, learners' needs and consider the objective of the learning. Then, they can develop the materials by adapting them to improve or to make them more suitable to learners' needs. Adaptation can be carried out by reducing, adding, omitting, modifying, and supplementing learning materials (Tomlinson, 2011).

Material development is basically dealing with selection, adaptation, and creation of teaching materials (Nunan, 2001). In practice, it focused on evaluation, adaptation of published materials and creation (development of teaching materials by teacher in line with the existing syllabus). The scope of Material Development Based on the definition, the coverage of material development consists of: the first one is selection or evaluation of teaching material based on a set of criteria or principles. The second one is process of adapting teaching materials based on a set of criteria or principles. The third one is creation of teaching materials based on a set of principles, theories, and the syllabus developed by teachers.

**Evaluation Tools.** Based on Stufflebeam (2000), evaluation is a study designed and conducted to assist some audience to assess an object's merit or worth. Evaluation is not the mere accumulation and summarizing of data that are clearly relevant for decision making, gathering and analyzing the data that are needed for decision making comprise only one of the two key components in evaluation, a second element is required to get to conclusions about merit or net benefits: evaluative premises or standards. Evaluation has two arms: one is engaged in data gathering, the other collects, clarifies and verifies relevant values and standards.

To be useful and effective, evaluation and assessment require planning. Preparing for evaluation should be an integral part of planning each lesson or unit as well as general planning at the beginning of the school year or course. Instruction and evaluation should be considered together in order to ensure that instruction provides itself to evaluation and that the results of evaluation can direct ongoing instructional planning. Moreover, if evaluation is not planned along with instruction, the time required for assessment activities will most likely not be available. As pointed earlier, clearly an important focus of classroom assessment and evaluation is student achievement. Teachers need to know what and how much students have learned in order to monitor the effectiveness of instruction, to plan ongoing instruction, and for accountability purposes.

According to Gensee and Upshur (2006), in order to plan and make instruction that is appropriate for individual students or groups of students, it is necessary to understand the factors that influence student performance in class. This

means going beyond the assessment of achievement. Chastain (2002) believes that teachers need to evaluate constantly their teaching on the basis of student reaction, interest, motivation, preparation, participation, perseverance, and achievement. The conclusions drawn from such an evaluation constitute their main source for measuring the effectiveness of selected learning activities.

### **Review of Related Studies**

There are two related studies that the researcher discussed. The first research is titled “Pre-Service Teachers’ Perception on Their Teaching Practice”. This research was conducted by Maudy (2018). This research objective was to determine difficulties faced by the pre-service teachers during their teaching practice at English Language Education Department (ELED) of private university in Yogyakarta. Maudy used qualitative method to get the data for the participants and used face to face interview and phone interview to collect data. The participants of this research were four students of ELED of PUY. The research held in Islamic Private University in Yogyakarta. Maudy used interview for data collecting and get information from the participants. The results of the study are challenges in teaching practice and the strategies to overcoming the challenges. The challenges are individual challenges, students’ challenges, school challenges, and institution challenges. Then the strategies are establishing effective classroom, building a good support with students, cooperating with school teachers, building a good communication with institution.

The second research is titled “Internship Program in Education: Effectiveness, Problems and Prospects.” The research was conducted by Parveen (2012). The

research was conducted in Faculty of Education, University of Sindh, and Sindh, Pakistan. This study aims to determine the effectiveness of internship program in education, the problems of internship program in education and the prospects of internship program in education. There were 80 respondents in this research. The result of this research is majority of respondents (70%) replied that the major problem faced by the internees was to implement the lesson in the actual classroom situation. 20% of respondents pointed out that classroom management was another area where student- teachers had to face problems.

Reviews and summaries of previous studies provide advantages to the researcher. The advantages are that researcher gets additional information related to the field of research. Those studies also provide views about the difficulties or problem that faced by pre-service teacher during the internship program. In addition, there are some differences and similarities between the two studies and this research. The purpose of all those studies and this research is similar that they want to know the challenges or problem faced by pre-service teacher during the internship program. For this research, the researcher uses qualitative as research design and interview as research method. For the participant, the researcher chose college students of ELED batch 2016. Thus, this research gives several views about the difficulties and strategies faced by pre-service teachers during the internship program.

### **Conceptual Framework**

In this conceptual framework, the researcher provides the summary of literature review. Internship is a practical experience opportunity offered by



companies or institution, to be willing and capable beginners of a profession, for a fixed term. Internship is normally offered to the undergraduate students. In one of private university in Yogyakarta applied three levels of internship. There are internship level one, two and three. Internship level one, pre-service teachers should teach in primary school. In internship level two, pre-service teachers should teach junior high school. The last is internship level three, pre-service teachers should teach in senior high school.

There are many benefits for pre-service teachers who did internship program. The benefits are network with professional, gain hand-on skill, opportunities to advance, stand out, defining career goals, and the last is to gain self-confidence. In this research, the researcher was focusing on the difficulties in doing internship program and strategies to overcome the difficulties.

Figure 1

*Conceptual Framework*