

Chapter Two

Literature Review

This chapter shows some literatures that are related to the title of this research. There are three topics in this chapter. The first one is literature about teaching practicum. Second one is the other one is literature about the factors of teaching practicum. The third one is conceptual framework.

Teaching

Teaching is carrying a responsible to help pupils learn. This responsible lead a teacher to give an acitivity inside or beyond classroom. There are some acitivity on teaching such as leading a discussion, review material, listening and assessing students, explaining, evaluating student's papers, planning and creating and supporting enviroentment for learning (Ball & Forzani, 2009).

In other hand, teaching is creates a situation to challenge students t test their knowledge by solving some problem, make a product, performance and reporting or analyzing a topic, concept or idea (Buttoms, Presson and Jhonson, 1992 as cited in McTighe and Seif, 2004).

Teaching Practicum

A teacher is an important profession in every country (Naz, Abida, Munir, & Saddiqi, 2010). A teacher is the basic things that we need to improve education system. A teacher needs to get more opportunities for practicing what they get before. The opportunity for practicing is called teaching practice (Walshaw, 2009). Teaching practice is the important phase for pre-service teachers to get more values from practice. Practicum is the right time for pre-service teachers to

complete their teaching practice (Mellvile, Campbel, Fazio, Stefanille, & Tkaczyk, 2014). Mellvile et al. (2104) also found that a biography factor is the most powerful factor that influences the practicum. At that time, practicum can be the alignment between practical knowledge and reform-minded.

Practicum is the only way in which pre-service teachers are able to have their own experience in real class (Aydin, Demirdegon, & Tarkin, 2012). At that time, pre-service teachers learn how to teach carefully for the next teaching practicum. It helps them to be more experienced in teaching. Their own experiences will guide them to teach better. They will able to handle, estimate and evaluate their own practicum.

Teaching practicum as pre-service teachers' experiences is a key for improving educational system (Asplin & Marks, 2013). This key should be supported by all educational system. It starts from school partnership, internship (coaching and teaching practicum at the EED of UMY), pre-service teacher placement, and field experience which should be considered by both university and department.

Pre-service teachers show different result in managing class. It happens among them who got practicum class and them who did not. Sokal, Woloshyn, and Funk-Unrau (2013) found that there are significant benefits in all dependent variable from their pre and post practicum. Those who got practicum show that they were greater teacher efficacy in managing classroom than those who did not take practicum.

Sinclair as cited in Walshaw (2009) said “successful pre-service teachers are those who work within a professional community of shared knowledge of and shared thinking about pedagogical practice, and who are assisted both practically and emotionally through personal and systematic support” (p. 555).

Additionally, based on the researcher’s experiences, successful pre-service teachers are they who enjoy teaching, can explain clearly, and can control the class. They are the pre-service teachers who got support and guidance from the mentor and the supervisor. They have a good team work among pre-service teachers as well.

Teaching Practicum Factors

Personal factors. Pre-service teachers’ distress influences the individual who will be a teacher, the profession, and the educational system (Gardner, 2010). There was a higher level of stress in all age groups, but no significant result from gender. The thing that influences them to be stressed is age. The research shows that the pre-service teachers who are over 24 years old had higher levels of stress.

Deasy, Coughlan, and Mc Namara (2013) found that teaching is kind of stress job. Kyriacou cited in Gardner (2010) reported that “37% of teachers were stressed. Their investigation, conducted with a large sample of teachers in Western Australia, revealed that 45% of Australia secondary-school teachers were psychological distressed” (p. 19-20). Deasy et al. (2013) found some stress problems including workload, exam, assignments, teaching practice and financial

reassures. They rank those factors; workload is the first stressor, exam is in the second rank, and it is followed by assignment in the third one.

The others factors of stress during teaching practicum is caused by some factors such as being afraid of failure, being afraid of using different method or technique, having personal pressure, thinking of being better or worse than the English teacher or mentor, and having too much campus project and personal commitment (Celix, 2008). Those fears will lead pre-service teacher to be failed.

Bullock (2012) argued “most teacher candidates seemed to feel the heavy burden of the marks they felt they would receive on official practicum assessment forms” (p.153). Bullock (2012) found that pre-service teachers assume that the theories they got can be applied in teaching practicum in a short time. Thus, this expectation makes them frustrated when it is not as quick as they think.

The next factor is gender as it influences the psychology. Contrary to Gardner (2010), Denhere (2011) found that female pre-service teachers are more stressed during teaching practicum rather than the male ones. It is because females are more emotional when they face some problems during teaching practicum. They solve the problem emotionally while male students focus on strategies. This study took place at Zimbabwe Ezekiel Guti University. There were 72 male and 81 female respondents for this study.

School factors. Hirschorn (2009) argued that the key of successful pre-service teachers is their mentor. A mentor is the one who guide pre-service teachers. The role is as a model teacher to be copied by pre-service teachers. The Mentor’s job is to support pre-service teachers and to make sure that pre-service

teachers are capable of teaching. The mentor gives a limit to do or to avoid some action. Good communication between the mentor and pre-service teachers can decrease stress and some teaching problems such as controlling class, managing time, and delivering materials.

The role of the mentor here is to help pre-service teachers face the real work place. The mentor can be the best supporter for pre-service teachers at the beginning of their profession (Kell & Forsberg, 2014; Chandler, Chan, & Jiang, 2013). The mentor is the one that already know the school and teaching. That is the reason why pre-service teachers need to keep good communication with the mentor.

Pre-service teachers can ask some helps about implementing curricula, managing class, managing time or another issues related with teaching to the mentor. The mentor can also share negative or positive experiences about the practicum, and this experience also affects the result of teaching pre-service teacher (Tarman, 2012).

Ssantamu-Nambiru (2010) said that a good communication between pre-service teachers and supervisors will help pre-service teachers to be the successful one. Pre-service teachers can discuss problems that they face during their teaching practicum time. Supervisors can share what they have already got from their teaching experience before. They can give some suggestions about teaching practicum.

Additionally, location of the school is one of affecting factors that can influence the teaching. Tarman (2012) stated that the distance between school

where they have field experience and university affects the enthusiasm of pre-service teachers. In line with Tarma (2012), Ryan, Jones and Walta (2012) found that rural and regional show different benefits for pre-service teachers. The regional places have more facilities or staffs that can support teaching practicum itself rather than rural location.

Ryan, Jones, and Walta (2012) also found another factor that helps teaching practicum to be successful. Ryan et al (2012) mentioned that the other factor is communication. The study explained that the communication among pre-service teachers should be good too. Being connected is good for pre-service teachers. They can share their experiences and get another experience by sharing it.

Besides communication among pre-service teachers, the communication between school and university also influences pre-service teachers. Widen, Mayer-Smith, and Moon cited in Sokal, Woloshyn, Funk-Unrau (2013) reviewed 97 reports on teacher education programs and found that high quality practicum experiences by high levels of collaboration between the university and school were essential to foster conceptual changes in pre-service teachers.

Barney and Pleban (2006) categorized four relevant keys of pre-service teachers' teaching practicum such as classroom management, classroom preparation, student learning, and enjoyable experience. Classroom management is about controlling the students. Pre-service teachers are to guide and help the students to focus on what the pre-service teachers deliver. Classroom management is about pre-service teachers' teaching preparation. It is such as the tool or media

that will be used. Student learning is about physical education that pre-service teachers give to the students. Enjoyable experience is a long term memory about what they get and have fun during class.

Workload is one of many factors that influences on teaching practicum (Deasy et al., 2013; Garder, 2010). Most of the interviewees said that they have a lot of tasks to do in teaching practicum such as making the lesson plan, arranging the material, and managing time. Everything should be well-prepared for the teaching practicum.

University factors. One of many factors influencing the teaching practicum of pre-service teachers is the supervisor from university (Chandler et al., 2013). Chandler et al. (2013) mentioned the supervisor's roles for pre-service teachers. The supervisor can be the guide to prepare what pre-service teachers need for teaching practicum.

Paulo (2014) found:

“The supervisor has the following functions: i) to participate in the design of the curricular project for the training; ii) to be responsible for the implementation of the curricular project in his/her training group; iii) to monitor the *Practicum* process in his/her training group (needs assessment, guidance of the Final Report of Supervisor Teaching Practice, support of planning, observation of activity, analysis and feedback of student performance, mediation of personal and professional development, formative and continues assessment); iv) to mediate between the Education Centre and the Higher Education Institution; v) to participate in mentoring students of students of his/her Training Group; vi) to promote a climate of communications and collaboration among members of his/her training group; and vii) to propose to the Internship Committee the final

grade of the students, taking into account his/her on own and the Cooperating Teacher's assessment, and the grade awarded in the public defense of the Final report of Supervised Teaching Practice.” (p. 19)

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 rather than pre service teachers who are not getting close enough to their supervisor (Asplin & Marks, 2013). It proves that supervisor can be an advisor for their pre-service teachers. The pre-service teachers should feel free to share their confusion during teaching practicum. In this situation, the supervisors can be called as “the expert” because they got the experience first.

There next influencing factor is teamwork. Teamwork is the factors came from university. this factors is different with the previous factor. This factors were affected by pre-service teacher of the supervisor. Teamwork showed how the relationship, teamwork and communication among pre-service teacher. As mentioned by Tarricone and Luca (2002), teamwork is some people who are working together in cooperative environment to achieve a team goal by sharing knowledge and skills. In line with Tarricone and Luca (2002), pre-service teacher in were place as a team. They were asked by university to teach in a group not individually.

Conceptual Framework

Teaching Practicum is a kind of a section for pre-service teachers to practice and apply what they get in the real activity. In this section, pre-service

teachers are asked by the university to teach in a school. They will be supervised by the lecturer from the university and guided by the mentor. The mentor is a teacher from the school who asked by university to guide pre-service teacher. There should be a good communication among pre-service teachers, the supervisor and the mentor.

Teaching practicum probably takes place during the students' study. At the English Education Department of UMY, teaching practicum takes place during their full-time study. Usually, this program is conducted at the middle or the end of even semester. They will firstly be coached by the mentor/guide from the school in the odd semester.

There are some factors influencing the teaching practicum. The factors are personal factors, school factors, and university factors. The personal factor is a factor faced by pre-service teachers and coming from themselves. As mentioned by the previous study, stress is one of the problems caused by the personal factor.

The other factor is school factors. School factors are the factors caused by the school or the place where the pre-service teachers conduct the teaching practicum. The study has mentioned some problems on school factors, such as the mentor, the students, location and condition of the school and the students, and workload.

The other factor is university factors that the problem is originated from university; usually comes from the supervisor and pre-service teacher. The study shows that the relationship between the supervisor and pre-service teachers, the

relationship among pre-service teacher, and relationship between the supervisor and the mentor really influence the pre-service teachers during their practicum

There is a figure to draw the factors of teaching practicum below. The figure explains the causes of personal factors, school factors and university factors. This figure explains the factors and the cause of the factors.

Figure 1. Teaching practicum factors.

