

CHAPTER II

LITERATURE REVIEW

A. Teaching Practicum for Pre-Service Teacher

Teaching practicum is the best program for pre-service teachers to obtain teaching experience, in this case, pre-service teachers who meet and teach new students are kind of challenging for them. It is supported by Abongdia, et al., (2015, p.50) statements that “Most teaching practice scholars agree that the exercise is thought-provoking but a very important part of a student teacher’s preparation and training, especially in the developing and underdeveloped worlds where teaching can be disrupted by a range challenges.”

In teaching practicum, we must consider everything not only from the material aspect, but we must also understand the environment in which we teach so that the learning process runs well. Starkey and Rawlins (2012) as cited in Ulla (2016, p.239) in their study, emphasized that “understanding the teaching environment in which the student-teachers would be exposed is a significant factor towards learning during practice teaching. In this way, student teachers already know what they are supposed to do and why they are supposed to do it.”

From this, pre-service teachers who carry out a teaching practicum will get new experiences. There are several opinions according to experts about teaching practicum. Kabilan (2013) who argues that “teaching practicum is a powerful experience that has renewed their passion for

teaching and learning, apart from skills and confidence” (p.205). Kabilan, and Raja Ida, (2008, p. 87) argue as cited in Kabilan, (2013) also supports that “Teaching practicum is ‘an excellent opportunity for pre-service teachers to experiment and test their knowledge and skills and their personal educational philosophies and theories’ that are developed during their first practicum.” “Teaching practicum realization refers to a process that the student teachers became more fully aware of or picked up a new belief in the teaching practicum” (Yuan and Lee, 2014, p.9).

Teaching practicum for pre-service teachers is crucial to obtain new experience and can help pre-service teachers develop their teaching to be more competent. But this is not only to get a new experience in teaching, but this is also really helpful for students who attend a teaching program to experiment and test their knowledge and skills. So, this is the best opportunity to develop our skills in teaching.

B. Teaching Practicum as a Platform to Support TPD

Teaching practicum is the best program for a pre-service teacher to get the experience. Teaching practicum can be considered as the most important part of training a pre-service teacher. Teaching practice itself is known as a program to expose pre-service teachers to the real teaching practice (Abongdia, Adu, and Foncha, 2015). And how well a pre-service teacher is able to establish rapport and understanding among the school. “Because it is generally that pre-service teachers can learn by observing through the hands-on experience of teaching” Collins et al, (1989) as cited

in Yunus, et al., (2010, p.725). Teaching practicum has useful implications for pre-service teachers' professional development and teacher education, especially when this study is based on pre-service teachers who are trained outside the Western contexts, where English is not the main language of communication., Kabilan (2013, p.207).

This kind of teaching practice platform is useful for especially developing themselves as reflective practitioners parallel with their intellectual and professional development (Armutcu and Yaman, 2010, p.28). The literature underpins pre-service teachers' professional development as an important area that needs critical attention. According to Evers et al., (2016) as cited in Badri, et al., (2016, p.1) in their study, emphasized that "Professional development is necessary to fill in the gaps in the skill sets of new teachers and to continue to develop the expertise of teachers". In terms of development, it is not only current skills that must be considered. However, the teacher also must have a broad view of the future, as mentioned by Sutherland, Howard, and Markauskaite, that state "Professional development has the ability to move teachers towards a more professional stance in their contributions and understandings as future practicing teachers" (2010).

That is, why professional development is necessary is to keep us as teachers up-to-date with changing teaching practices and student needs. According to Richardson (2003), as cited in Badri, et al (2016, p.1) "Research also stresses that to be successful, teachers need professional

development that is a sustained, intensive effort to improve teaching and learning. To improve teaching in the classroom, professional development must be collaborative, long term, and content-driven (Guskey & Yoon, 2009).

In terms of the professional development of English language teachers, this cannot be taken for granted that pre-service language teachers will become teachers with excellent language and communication skills. “The key to professional development is to emphasize the link between practice and student achievement by stimulating reflective practice and teaching” (Presadă & Badea, 2017, p. 95). It can be said that teaching practicum is an important key to becoming a professional by which the pre-service teacher can be considered as a teacher.

C. Teaching EFL in Vocational High School

To be an English as a foreign language (EFL) teacher one must have both theoretical and practical knowledge of EFL teaching, besides subject knowledge of the English language itself (Chan, 2014). Practical knowledge is knowledge that is acquired by day-to-day hands-on experiences. On the other hand, theoretical knowledge teaches the reasoning, techniques and theory of knowledge. However, theoretical and practical alone are not enough. Teaching EFL does not only convey the materials, as a pre-service teacher in teaching EFL, creativity and fun are also needed so that students are enthusiastic about learning EFL. So, we as teachers are asked to be fun in conveying a materials to be liked by their students. According to Piasecka

(2018, p.89) argue as cited in Wang and Kokotsaki (2018) “The foreign language classroom has been described as ‘a nest of creativity’ where learners can have a joyful and rewarding experience through engaging creative activities that motivate them to take risks in using the new language” (p.7).

Thus, students will enjoy the material delivered with the right method. If students have gotten comfortable and happy with the way pre-service teachers, of course, the material which delivers to students will be quickly accepted by students.

In Indonesia, English has been considered as the first foreign language. In relation to that, the teaching of English has been carried out in almost the same level schools like in junior high school and senior high school and also in vocational high school. Related to this research, I think vocational high school as a special school that teaches the students the skills needed to perform a particular job has long been the attention of the government. According to Undang-Undang Nomor 20 Tahun 2013, Pasal 18 ayat [3] Vocational education is secondary education that prepares students specially to work in certain fields.

Minister of Education and Culture (*Mendikbud*) Muhadjir Effendy stated that *SMK* plays an important role in complementing the current rapid development of a physical nature. The government strengthens the role of *SMK* through the *SMK* Revitalization program. The Vocational High School Revitalization Program, based on Presidential Instruction No. 9/2016, has

increasingly shown a positive impact. Among other things, the closer relationship between SMK with the Dunia Usaha dan Dunia Industri (DUDI), the increasing level of student employment, and a curriculum based on industrial needs.

Therefore, for being an EFL teacher is not easy, especially when teaching EFL in vocational high school, she needs more skill and masters in English. Hutchinson and Waters in Kaimuddin, (1999, p.99) argued as cited in Syaminar and Jabu (2015) “It is suggested that the English teachers of vocational high school be required to have positive attitude toward English for specific purpose, knowledge of fundamental principle of the subject area.”

Teachers who teach in vocational high schools are required to have the knowledge, skills in ESP. According to Syaminar and Jabu (2015) “The teachers also have to consider the specific needs of the learners that give information related to the special terms” (p.99). Therefore, becoming an EFL teacher in a vocational high school really needs more preparation and has professional competence.

