

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Teaching Practicum**

Teaching practicum is an important part of teaching education program that is known in a different terms such as “practice teaching, field experience, apprenticeship, practical experience, and internship” (Gebhard, 2009). Teaching practicum is a pivotal activity for pre-service teachers to become more practical by practicing and applying from what they have obtained from university theoretically in the real teaching environment supported with real students and curriculum (Farrel, 2008). It is also important for pre-service teachers to build their capability in teaching and to experience the feel of being a teacher when they usually a student (e.g. Boz and Boz 2006; Yan and He 2010). Pre-service teachers defined as those who construct practicum at school and they obtain experience of teaching in schools during teaching practicum (Beeth and Adadan 2006). Being pre-service teachers, they will maintain their students and exercise their capacity to influence the students’ beliefs and behaviors.

During teaching practicum at school, pre-service teachers are supported by mentor teacher from school and lecturer from university to deal with such problems they might face. It is pivotal for pre-service

teachers to be supported by mentor teacher to build their comprehension about teaching practicum (Beeth and Adadan 2006). Mentor is someone with good experience who has obligation to support and help his/her trainees for their career (Singh, Bains & Vinnicombe, 2002). As a result, a mentor has a significant role for pre-service teachers to build their professional development in teaching (Tepper, 1995). Mentor teachers play pivotal roles in instructing pre-service teachers. Pre-service teachers have to be guided by mentor teachers to acknowledge and get through the difficulty of teaching, so that they can survive in the educational environment skillfully (Ten Dam and Blom 2006).

Pre-service teachers are expected in their teaching practicum to put theory into practice by practicing the practical realities of the school environment (Richards & Crookes, 1988). Teaching practicum is positioned at the peak level of teacher education programs (Tang, 2002), and the pre-service teachers try to reach the highest level know-how – practical and theoretical- in their education. The process of teaching practicum complements the university aspects and it allows student-teachers to take part in the real teaching environment and to deal with challenges of real teaching at the classroom (Worthy, 2005). However, pre-service teachers usually start their teaching lacking such capacity and confidence in dealing with their students. Hence, it is obvious that pre-

service teacher feels anxiety and unease about their teaching whether they can build good communication with their students so that they can cooperate in the process of teaching-learning (Oberski et al. 1999, 148).

## **B. Confidence of Pre-Service Teacher**

Novice teacher usually experience anxiety and unease because of the challenges of teaching and the uncertainty of accomplishing goals (Sutton and Wheatley, 2003). Another challenges that pre-service teachers usually found during teaching practicum is the lack of self-confidence as they don't really have much experience in teaching and conducting lesson plan because teaching is predominantly seen to be a matter of mastering the subject and appropriate teaching methods. Confidence is "assuredness in oneself and in one's capabilities" (Erwin & Kelly, 1985). Self-confidence is usually connected to ourselves and it is usually seen when taking a new job with challenges. Confidence is related to an individual's feelings and knowledge; however, content knowledge usually appeared to be dominant (Sadler, 2009). If the teachers feel that they had a high level of content knowledge, their confidence level tended to be high. A high level of confidence often described with taking risk and trying out new ways of teaching. Trying out new ways of teaching can be described as choosing new innovation of teaching, for instance like trying another method of teaching. If teachers fear to take a risk, it might prevent teachers from

participating in new situations, and therefore, they fail to obtain experiences to develop knowledge (McAlpine et al.1999).

Few studies have investigated the relationship between teacher confidence and approach to teaching (e.g. Åkerlind 2007; Sadler 2009). In previous research (Pettit, 2011), pre-service teachers have reported to have low self-confidence in their ability and readiness to teach English learners. Low self-confidence can be a result from the lack of experience of teaching, so pre-service teachers are not completely ready to teach English learners. While a study by Postareff, Lindblom-Ylänne, and Nevgi (2007) shows that, when teachers describe a greater level of student-centeredness, they also describe a greater level of self-efficacy. It has been proved that teachers with a more student-centered approach to teach are likely to have greater self-efficacy due to the nature of this type of teaching (Gordon, Petocz, and Reid 2007). Research has shown that the more communication pre-service teachers have with ELs, the more confident they feel in working with them (Gándara, Maxwell-Jolly & Driscoll, 2005).