

CHAPTER 2

LITERATURE REVIEW

2.1. Theoretical Framework

2.1.1. An Overview of Teaching Practicum

Teaching practicum refers to a program designed to train pre-service teachers on teachers' coursework to have the readiness to become professional teachers. According to (Baek & Ham, 2009), teaching practicum is a subject that enables pre-service teachers to play the teacher's role based on the theoretical understanding of education and, under the guidance of supervisors, to develop their practical skills. In addition, Sulistiyo, Mukminin, Abdurrahman, and Haryanto (2017) viewed teaching practicum as an essential opportunity for pre-service teachers to recognize the realities of classroom life and how to deal with those realities. It is explained that the pre-service teachers not only practice the teaching skills already learned in the classroom. It is a continuation of teacher education in a genuine classroom and school setting for pre-service teachers to practice and learn from their practice (Fung, 2005). Furthermore, the goals of teaching practicum, according to Zeichner (1996) are to help pre-service teachers to gain an experience of the role of teachers in its full scope, to increase their ability to learn from further experiences, and to achieve the main purpose of teaching to help the students to learn.

Teaching practicum has been an important part of the education department program. It is because pre-service teachers are exposed to real-world teaching situations after acquiring teaching skills already learned in the classroom and before they actually dive into it to obtain an understanding of teachers' coursework, connect with professionals, and explore career development possibilities (Cohen, Hoz, & Kaplan, 2013). Also, teaching practicum experience gives pre-service teachers awareness of their strengths and weaknesses in teaching (Köksal & Genç, 2019). By

recognizing that, pre-service teachers can focus on their strengths and take a step to improve their weaknesses through their experience and the constructive feedback they get from their supervisors. In addition, Prabjandee (2019) pointed out that pre-service teachers' identity was developed through emotional responses, the practice of teaching, and symbolic entities as a reminder of being teachers that happened in the process of teaching practicum.

Furthermore, To achieve an ideal teaching practicum, several points are needed. As stated by Eyers (2004) identified the characteristics of a quality teaching practicum as follows (cited in Tuli & File, 2009):

1. It combines theoretical knowledge and professional practice with the three domains of a teacher education program, i.e., content knowledge, professional knowledge, pedagogical skills, and insights.
2. It is designed by involving teacher education institutions, schools, school systems, and relevant professionals in the educational field.
3. It has transparent and progressive stages for developing pre-service teachers' acquired knowledge, skills, attributes, and dispositions.
4. It provides field experience in school contexts with a variety of students.
5. It has a clear delineation of goals, roles, and expectations of pre-service teachers' activity and performance.
6. It has a clear delineation of assessment.
7. It is flexible and promotes innovation.
8. It involves continuing evaluation and response.

As mentioned above, an ideal teaching practicum is closely related to the well-constructed of each element of the teaching practicum. It is noteworthy that an ideal teaching practicum is essential to present pre-service teachers with valuable experience in building them to become quality teachers in the future.

2.1.2. Challenges in Teaching Practicum

Carrying out a teaching practicum is a new experience for pre-service teachers. Danyluk (2013) indicated that teaching practicum is a time of huge stress for pre-service teachers, most often caused by lesson planning, classroom management, and being evaluated then, leading to less time for sleep, getting sick, and less time for other activities than teaching. This has certainly become a challenge for pre-service teachers. Cambridge Dictionary defines a challenge as "a job, duty, or situation that is difficult because you must use a lot of effort, determination, and skill in order to be successful." (Meaning of challenge in English, n.d.).

Furthermore, Imsa-ard et al. (2021) revealed four factors of challenges during teaching practicum encountered by pre-service teachers. Those factors include: communication factors refer to pre-service teachers' feelings during communication with school elements, college supervisors, and students; instructional factors refer to designing lesson plans and implementing teaching practices in the classroom and pre-service teachers' ability to teach; student-related factors refer to pre-service teachers' ability to manage the students; and support-related factors refer to pre-service teachers' encouragement, advice, and supervision.

Additionally, Al-Qasmi (2017) highlighted the major challenges that English pre-service teachers in the EFL context confronted during teaching practicum as follows:

1. Insufficient preparation to become a good English teacher during college.

Pre-service teachers claim that language teaching theories and methodologies they have learned in college are inapplicable in the classroom, do not get sufficient language courses to improve their language skills in college, and the order of theoretical and practical courses makes a disconnection between theory and practice.

2. Challenges in communication.

There are communication challenges with the school administrations, teacher supervisors, students, college supervisors, and administration.

3. Challenges in terms of the practicum assessment methods.

Unclear the criteria in the assessment form, contradiction between the feedback from the supervisor in each evaluation, and do not get enough constructive feedback.

4. Unspecified roles of the pre-service teachers, college supervisors, and teacher supervisors.

There are no precise role specifications for the pre-service teachers, college supervisors, and teacher supervisors, which lead to pre-service teachers' confusion and the inability to realize the full potential of their own work as teachers.

5. Challenges related to logistics.

Inadequate teaching aids in the cooperating school and limited buses to pick up the pre-service teachers from schools.

6. Career change orientation.

Feeling of incapability after going through many obstacles during teaching practicum makes pre-service teachers hesitate to choose a career to become an English teacher.

Moreover, Parishani and Khorooshi (2016) pointed out two common types of challenges in a teaching practicum, which are curriculum and implementation, each of which had separate components as follows:

1. Curriculum area

- a. Objective. Pre-service teachers are burdened by many objectives during one semester.
- b. Content. Overabundant assignments and the existence of courses unrelated to the teaching practicum course.
- c. Teaching-learning methods. Lack of proficiency in teaching subjects.

- d. Evaluation. Lack of coordination between lecturers and supervising teachers regarding the objectives and evaluation of teaching practicum.
 - e. Time and space. Shortage of time to explore experience in the teaching practicum, and there is not enough space in the classroom.
2. Implementation area
- a. Managers. Lack of good cooperation in the teaching practicum program.
 - b. Time and distance. The distance between school and university takes a lot of time.
 - c. Teacher supervisors. Lack of good cooperation in the teaching practicum program.
 - d. College supervisors. A mismatch between college supervisors' and pre-service teachers' expectations.
 - e. Parents. A mismatch between parents and pre-service teachers in terms of solving the problem.

The discussion above indicates that teaching practicum is difficult to undertake. This is due to the complexity of the activities that must be undertaken in teaching practicum. Those previous studies argue that there are various challenges for pre-service teachers in conducting teaching practicum, both challenges that arise from external and also internal challenges that come from the pre-service teachers themselves.

2.1.3. Teaching Practicum in Pandemic Situation

The spread of Covid-19 has forced the world community to implement physical distancing. Therefore, all activities outside the home must be stopped until this pandemic subsides, including in the education sector. The method applied in the education sector is online learning. "It is currently the best alternative as keeping schools open poses a safety risk for students" (Angdhiri, 2020). This also makes pre-service teachers conduct online teaching practicum.

There are several tips for conducting online teaching effectively, as stated by Gautham (2021):

1. Design the courses based on the objectives. Before constructing a learning design, it is very important for a teacher to analyze student needs to determine learning objectives.
2. Make an interactive learning process. It means creating two-way learning content that it is not boring, such as engaging the students with discussions, quizzes, and games.
3. Structure the learning process clearly. Make learning content organized in a logical order.
4. Use lots of visuals. Use relevant visuals to the content taught, such as a diagram, graph, or figure.
5. Familiarise yourself with the technology. Avoid potential distractions by familiarising yourself with the chosen platform, practicing before the teaching session, and ensuring a good internet connection.

It is noteworthy that the best method to conduct teaching during the Covid-19 pandemic is through an online form. However, several points need to be considered when designing online learning as a consequence of the transition from face-to-face learning to distance learning, where the teacher is unable to observe students directly and their learning process. Therefore, it requires a creative and convenient learning process to maintain student engagement.

2.2. Studies of the Relevant Research

In this research, the researcher refers to previous research regarding teaching practicum, which is relevant to this research. The first research from Özüdoğru (2021), entitled “Problems Faced in Distance Education During Covid-19 Pandemic”, focused on problems and barriers during an online teaching practicum conducted in the faculty of education in a university in Turkey. This research found that the problems experienced by pre-service teachers were collected under the themes of implementation, student, impossibility, technical, and instructor.

The second research from Vo, Pang, and Kean (2018), entitled “Teaching Practicum of an English Teacher Education Program in Vietnam: From Expectation to Reality”, reported the efficiency of teaching practicum in a Public University in Vietnam. This research showed the ineffectiveness of teaching practicum due to various factors such as a lack of opportunities for pre-service teachers to develop their teaching skills efficiently, inappropriate methods of implementing the teaching practicum, and lack of support and cooperation between the university and the schools.

The similarity of those research with the research conducted is investigating teaching practicum. The research method used a qualitative approach based on data collection techniques through semi-structured interviews. The differences lie in the location and focus of the study. Research from Özüdoğru (2021) was located in Turkey; research from Vo et al. (2018) was conducted in Vietnam, whereas the researcher conducted this research in Indonesia. Another difference, the existing research examined problems and barriers during online teaching practicum; the other examined a study on the effectiveness of teaching practicum both seen from pre-service teachers’ perspective, whereas the researcher investigated the challenges experienced by pre-service teachers during teaching practicum in the Covid-19 pandemic and the potential solutions to cope with those challenges.