

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Teacher Professional Development in ELT**

Teacher Professional Development (TPD) is an activity that is carried out continuously. As Pitsoe & Letseka's (2014) stated, increasingly positioned within the perspective of extended learning by the international policy literature and the instructional analysis literature. They also argued that TPD is essential in improving classroom instruction and student achievement. In the EFL context, students' achievement is dependent on the teachers' role in the class. In fact, the teacher is not only teaching the material. Moreover, the teacher must do their role as learner, facilitator, assessor, manager, and evaluator (Achana & Usha Rani, 2016).

Indeed, in practice, this professional development will provide several hurdles to the teachers, especially for pre-service teachers with less teaching experience. In their study, Avillanova (2019) argued that if teachers recognize that they lack sufficient teaching experience, they recognize the need to participate in the professional development practice to learn new educational experiences and grow as educators. Those who believe that they have sufficient professional experience, on the other hand, may no longer wish to engage in the TPD practice.

To improve TPD, teachers and pre-service teachers can use reflective journals. As Pitsoe and Letseka's (2014) stated, reflective practice is widely recognized as an essential component of lifelong learning (TPD building blocks). It is based on the concept of lifelong learning, in which the practitioner analyzes experiences to learn from them. As cited by Pitsoe & Letseka, (2014); Taand feel Fischer, (2001) that effective professional development for teachers is the "opportunity to reflect on their work and discuss their teaching and learning with colleagues.

Reflective practice can be accomplished by keeping a reflective journal and talking with colleagues. The teachers can reflect on themselves while teaching by keeping a reflective journal. Teachers can see what they have done in class and where they are lacking in the teaching process by keeping a written reflective

journal. So that teachers can identify what needs to be improved in their teaching, such as teachers' beliefs, content knowledge that is lacking in control or time management, and even teaching methods that need to be improved to build their TPD. Similarly, Pitsoe and Letseka's (2014) study recognizes that effective professional development occurs when teachers are encouraged to take risks, try new strategies in the classroom, report back, and share their experiences with colleagues.

### **2.1.1 Teaching Practicum**

Teaching practicum is a main program in the faculty of education in all universities. The pre-service teachers will learn and practice becoming teachers in a school. The pre-service teachers must plan, prepare, interact with the actual students and do the teaching process several times. In implementing teaching practicum, the pre-service teachers have been equipped with sharing theories regarding its pedagogy, various teaching methods, how to make learning plans, and others through various subjects that pre-service teachers in the previous semester must take before teaching practicum.

Through teaching practicum, the pre-service teacher can get any experience, including acknowledging how to be a professional teacher. Practicum is a real opportunity for university students of teaching faculty to become successful teachers if it is properly implemented (Saleem Yakoub Masadeh, 2017). Teaching practicum is to help students familiarize themselves with education. Lucero (2016) argues that teaching practicum is a university program that brings both teachers and pre-service teachers to life the feelings, beliefs, and background experiences about teaching a language and the fact of being a teacher cited in Castañeda-Trujillo and Aguirre-Hernández (2018).

In practicum learning, pre-service teachers not only have to master the material, but prospective teachers must demonstrate the components of great teaching Coe et al. (2014) which include content knowledge, quality of instruction, classroom climate, classroom management, teacher's belief, and professional behavior. Besides, Alamri (2018) stated that when pre-service teachers decide to take "teaching" as a career, further problems, difficulties, and challenges will be

faced. If some of the challenges that have been mentioned are not carefully thought to overcome, then pre-service teachers will find it very difficult to manage the classroom.

Classroom management is the main skill that every teacher should possess. Furthermore, the target of classroom management is to create an atmosphere in which students can learn effectively and comfortably. If a teacher is unable to maintain effective classroom management, students will be uncomfortable learning in class, resulting in missed goals. Furthermore, students' learning achievement will suffer, and they will receive nothing after attending class. It takes a long time to manage a class well because teaching experience can be used as a reflection for better management in the next lesson. Classroom management will be terribly challenging for pre-service teachers because this is their first experience in the classroom. It can be concluded. It can be concluded that teaching practicum is important for pre-service teachers as a basis for adding experience to being a teacher.

## **2.2 Reflective Teaching**

### **2.2.1 Nature of Reflection**

Reflection has developed a variety of meanings. This study is focused on reflective teaching from a teaching practicum. Through teaching practicum, the pre-service teachers' ability to teach can be developed and, of course, by using reflective practice to improve their teaching continuously. Therefore, for those who view professional development as a liberation of practice by learning partly through practice, reflection is definitely at the heart of the problem and has equal value regardless of the profession (Loughran, 2002).

As cited in Loughran (2002), Brookfield (1995) argued the importance of reflective practice for two reasons. First, by doing reflective practice, we can learn about and start to try other approaches in our teaching. Second, reflective practice allows us to understand the stories of how teachers live through reflective practice, many of which we identify.

The reflective journal can be undertaken by anybody, including teachers, and is referred to as reflective teaching. Gupta et al. (2019) stated that reflective

teachers examine all of their teaching practices critically and accept that what occurs in their classrooms should be questioned and, if necessary, changed. Reflective teaching is essential to be practiced by a teacher. Building teacher professional development is one of the main reasons. In their finding, Gupta et al. (2019) stated that reflective teachers have better interpersonal relationships with students than other teachers and a higher level of job satisfaction (Korthagen & Wubbles, 1991).

### 2.2.2 Types of Reflective Teaching

Furthermore, Grushka et al. (2005) explained three different approaches to reflective teaching. The first is called reflection-for-action. Reflection for action is reflection before the action, such as planning before the teaching practicum.

The second type of reflection is reflection-in-action; this practice requires that teachers reflect on their teaching while they are teaching, which can be called knowing-in-action. In other words, in reflection-in-action, teachers examine their experiences and responses as they occur (Finlay & Hons, 2008). For example, some of the students in the class cry, and the teacher reacts quickly to find out the reason why that students cry.

The third type of reflection is reflection-on-action. Reflection on action is the reflection that is undertaken after the teaching has passed. In reflection-on-action, teachers are understood consciously to review, describe, analyze and evaluate their past practice to gain insight to improve their teaching in the future (Finlay & Hons, 2008).

	Technical	Practical	Critical
Reflection for action	How long will the lesson take? Is all the equipment working? Do I know how to use the equipment? Are there enough resources available?	Are the resources relevant? Are there some activities I don't know about that may be good for this topic? How can I cater for individual differences in my classroom? What will I do with those with different learning styles? Can I team teach this?	Why am I teaching this? Is it appropriate for my class in this school? Why have these outcomes been written? How can I make them appropriate for here and no?
Reflection in action	Can all the students see me/board/video? Are all students attentive? Is my lesson going as planned?	Can I change the groups I have already organized? Will I change the focus of this lesson to cater for those who don't seem to be understanding? Will I stray from the set lesson plans because another interesting aspect has arisen?	Why am I teaching this? How can I do this successfully when conditions/resources/school set up etc makes it so hard? Do the students understand the relevance of this to their lives?
Reflection on action	Is this video/resource the best one for this topic? How will I follow up on this work?	Could I have helped students achieve and get involved in a better way? Did I group everyone appropriately?	Why did I teach this? Should I teach it again? Do I know enough about this topic to teach it well—should I do more to extend my skills? Why do I have to cater for students who can't speak English? How can I find someone to help them?

### Figure 1. Focuses on Different Kinds of Reflection

Reflection can provide many benefits to the teaching and learning process. In teaching, we can improve our approach, method, and media use in teaching and learning. We can evaluate our teaching to build teachers' professional development.

### 2.3 English Language Teaching

Learning is a process of acquiring ability. As Rao (2018) argued, the first understanding of learning in the half-20<sup>th</sup> century characterizes a system of behavioral responses to physical stimuli popularized by behaviorist linguists such as Thorndike (1921), Watson (1925), and Skinner (1957). In Rao's, (2018) study, linguists believe that the essence of learning is developed through the term of stimulus and response through habit formation and reinforcement with an emphasis on successful error-free learning in small and prepared steps and stages. On the other hand, in the process of learning English. Learners will quickly learn English by making a habit of speaking English in communication.

As cited in Rao (2018), Dai and Chen (2007) argued that based on behaviorist theory of learning, there are several principles of the press than the conditions of learning as follows:

1. Language learning is a habit formation;
2. Doing mistakes are bad and should be avoided, as they make bad habits in the next;
3. Language skills would be more effective if the learners are presented orally first, then in written form;
4. The analogy is a better foundation for language learning than analysis; and
5. The meaning of words can be learned only in a linguistic and social context

Learning a language is the first thing everyone has done since he was born into the world. Everyone learns a language, of course, to communicate. Everyone is different when learning a language; some are fast, and some are slow learning a new language. In Indonesia, English is a foreign language. This is the homework for language teachers in teaching English because teaching a foreign language will

be more complicated than students in Indonesia who are accustomed to speaking Indonesian and its regional language.

English teachers in Indonesia are one of the target language in the classroom because in the EFL context English is not used in daily activities. The learning process will be dominated by the teachers. Setiyadi, B (2020) argued that English teaching in Indonesia differs from English teaching in Malaysia or English teaching in the United States of America in that people should learn English in situations where the language is used for communication in their daily lives.

Suwartono (2018) examines the main constraints obstructing Indonesian students' English Foreign Language (EFL) learning progress. The participant of that study was the researcher himself. He presented through the lens of two-folded perspectives in learning English: The researcher as a teacher and a learner of English. As an English teacher, the author has put forward some professional viewpoints concerning Indonesian students' difficulties when learning English and what they should do to overcome such challenges. As a learner, the researcher shared his experiences and success stories as a good learner of English in the past. The background of the study from Suwartono (2018) explained that English is a "monster" for most Indonesian learners of English. It is influenced by factors such as cultural backgrounds, language environment, and teachers' performance.

In this study, the pre-service teachers are teachers and learners of English in the EFL context. Becoming a pre-service teacher is something that is not easy to do because, as learners, of course, they are still in the learning stage to become teachers, but they must teach professionally. In addition, with the lack of experienced of pre-service teachers in teaching, pre-service teachers will face many challenges when teaching because they lack or have never taught in the actual school context. As Solak & Bayar's (2015) stated, foreign language teachers should consider individual differences and learner characteristics and plan the activities in this respect. It is certainly not easy to understand students' character in a short time as long as pre-service teachers do practical teaching. To understand the character of students or the method suitable for the learners in a class, it takes several methods of experimentation.

## **2.2 Studies of Relevant Research**

This study is relevant to the study conducted by (Auliya et al., 2020). It was about reflective practice in international teaching practicum. Their study investigated the aspect that the pre-service teacher reflects on and the contributions of reflective practice to her teaching practices during the international teaching practicum. According to the findings of this study, pre-service teachers reflect on several key aspects, including teaching strategies, classroom management, and the socio-cultural dimension. The study also discovered that the participant's reflective practice influenced her teaching practices, such as providing appropriate teaching strategies based on students' needs and characteristics, resolving classroom management issues, and raising participants' awareness of cultural differences between herself and her students. Finally, the study's contribution is to aid pre-service teachers' development of reflective competence as a means of enhancing teachers' professional development.

Retnaningdyah conducts another relevant study of this research (2020). It was about students' reflections in teaching practicum. Her study investigated how EFL pre-service teachers reflected on their teaching practicum and perceived their reflective practices. She found that the participants reflected on the surface level at various phases of their teaching practicum. In terms of how they perceive reflection, a reflection is a good tool because it allows them to look back and evaluate what they did throughout their teaching practicum.