

CHAPTER 2

LITERATURE REVIEW

This chapter presents a review of the theories and previous studies that form the foundation of the present research. It is structurally organized into four main sections: Speaking Skill, the ICARE Model, Teaching Practicum, and the Study of Relevant Research. The first section discusses key concepts and theories related to speaking skills in the context of English as a Foreign Language (EFL) instruction. The second section elaborates on the foundational principles and the five sequential stages of the ICARE instructional framework (Introduction, Connect, Apply, Reflect, and Extend). The third section explores the nature of the teaching practicum and the pedagogical experiences of student teachers. Finally, the study of relevant research reviews previous studies on the application of the ICARE model and student teachers' instructional challenges, identifying their findings and highlighting the research gap that this study seeks to address. Ultimately, this chapter builds the theoretical framework for the study's focus and purpose.

A. Speaking Skill

In the field of English language learning, speaking ability is generally considered the most important fundamental skill. It is frequently used as the primary benchmark for evaluating a learner's overall language proficiency (Ghafar et al., 2023). Speaking is the primary means by which most human communication occurs. In a global context, proficiency in spoken English is directly linked to greater academic, social, and professional opportunities (Derakhshan et al., 2016).

The ability to speak is not a simple matter. This ability is far more complex than simply the ability to utter words; it is a highly complex and interactive process. Speaking involves the rapid, real-time integration of various cognitive, linguistic, and motor skills to construct and convey meaning in a specific context (Thornbury, 2005). Therefore, it is a productive skill that requires learners to actively produce language, not just passively receive it (Brown and Lee, 2015).

According to Brown and Lee (2015)., speaking proficiency comprises several core components: Fluency (the ability to speak naturally without excessive

pausing), Accuracy (correct use of grammar and vocabulary), Pronunciation (intelligibility of speech), and Comprehension. In the context of ICARE, these aspects are distributed across stages; for instance, 'Apply' often targets fluency, while 'Reflect' targets accuracy.

In line with these components, Brown and Lee (2015).highlights several foundational principles for teaching speaking that educators must implement in the classroom:

1. Balancing Fluency and Accuracy: Teachers must maintain a balance between focusing on both fluency and accuracy, depending on the learning objective.
2. Integrating Language-Based Objectives: While communicative activities are crucial, teachers must ensure they still incorporate clear linguistic objectives, such as addressing grammar or pronunciation mistakes during the lesson.
3. Encouraging Authentic Language: The instruction should move away from disconnected grammar exercises and instead devise activities based on real-life situations to create meaningful interaction and make the learning process more authentic.

In this study, these principles serve as a theoretical baseline to examine how student teachers execute the ICARE stages while maintaining effective speaking instruction.

Furthermore, the design of the speaking task itself is critical. Brown and Lee (2015) states that teachers must ascertain that the complexity of the techniques is appropriate for the students' proficiency levels, ensuring tasks are not overly difficult. To maximize engagement, these techniques should spark the interest of students by appealing to their daily lives and cultural habits. This engagement is strengthened when teachers give students opportunities to initiate oral communication, moving beyond traditional teacher-led interactions and allowing students to nominate topics or ask questions. Moreover, Brown and Lee (2015)

reminds educators to capitalize on the natural link between speaking and listening, integrating both skills rather than teaching them in isolation.

Finally, Brown and Lee (2015) emphasizes the importance of direct student support. Teachers must provide appropriate feedback, as students in an EFL context are highly dependent on the teacher's expertise to help them "notice" elements of language that need improvement. Beyond just correcting errors, teachers should also encourage the development of speaking strategies. This involves explicitly teaching students how to "cope" in real conversations, such as by using fillers to gain time, asking for clarification, or using paraphrases for words they do not know. Equipping students with these strategies empowers them to become more confident and independent speakers.

Alongside these pedagogical principles, creating a supportive learning environment is paramount. Speaking remains a public and high-anxiety activity for many learners, who often suffer from a fear of making mistakes or being judged by their peers (Purwati et al., 2023). Therefore, establishing a classroom climate of trust and encouragement where errors are treated as a natural part of the learning journey is arguably a foundational principle in itself (Wu, 2023).

The implementation of effective speaking instruction must integrate both pedagogical and psychological frameworks. From a pedagogical perspective, as discussed above, it requires careful task design aligned with students' proficiency, the natural integration of speaking and listening skills, explicit teaching of communication strategies (such as using fillers or paraphrasing), and constructive teacher feedback (Brown and Lee, 2015). From a psychological perspective, it demands the reduction of students' speaking anxiety by fostering a supportive, low-anxiety classroom climate where making errors is normalized as a natural part of language acquisition (Purwati et al., 2023; Wu, 2023).

Despite these established principles both pedagogical and psychological, the reality of teaching speaking in Indonesia remains challenging. As identified in the background of this study, teachers and students face numerous linguistic and

psychological barriers (Hijra et al., 2024; Purwati et al., 2023). These persistent challenges highlight the urgent need for structured, student-centered instructional models that can systematically guide both teachers and students through the process of developing speaking skills in a supportive way.

B. ICARE Model

The ICARE model is a systematic learning design model. Hoffman and Ritchie (1998) at San Diego State University first introduced the ICARE Learning Model in 1997. At first, the ICARE learning model functioned as online learning at San Diego State University. However, over time this learning model is increasingly developing, so it is possible to apply in schools. The primary objective of this model is to facilitate teachers in the design of effective learning experiences. The fundamental principles of the programme under discussion place significant emphasis on the active involvement of students, and on the relationship between learning materials and student experiences.

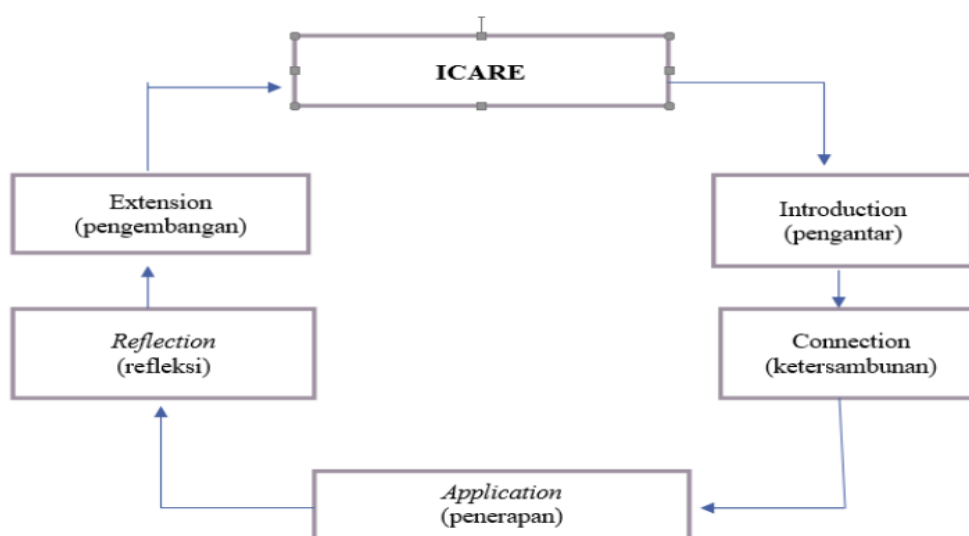


Figure 1. ICARE flowchart

The ICARE model, originally proposed by Hoffman and Ritchie (1998), provides a systematic framework that is highly applicable to English language teaching, particularly in facilitating speaking skills.

The implementation follows five sequential stages, which can be theoretically aligned with the principles of language pedagogy proposed by Brown and Lee (2015).:

- 1) Introduction: In this initial stage, the teacher sets the communicative goals and introduces the target language functions. For example, the teacher may explicitly state that students will learn how to "offer assistance or help" using specific formal and informal expressions. According to Brown and Lee (2015), establishing clear linguistic and language-based objectives at the outset of a lesson is a foundational principle to successfully focus students' attention on what they are expected to produce in their spoken performance.
- 2) Connect: This stage focuses on activating students' prior knowledge and building a personal link to the topic. The teacher may ask engaging questions related to the students' real-life experiences, such as asking whether they have ever helped a foreigner or someone in need. This practice is in line with Brown and Lee (2015), who emphasizes that teachers should utilize intrinsically motivating techniques that appeal to students' daily lives and cultural habits to successfully reduce initial speaking anxiety.
- 3) Apply: As the core of the speaking instruction, students engage in active oral production. This typically involves pair-work or group role-plays where students practice the target expressions in simulated scenarios. This stage directly operationalizes Brown and Lee's (2015) core principle of encouraging the use of authentic language in meaningful contexts. By moving away from disconnected grammar exercises and focusing on real-life simulations, students can significantly build their speaking fluency.
- 4) Reflect: This stage is dedicated to evaluating performance and ensuring linguistic accuracy. Students reflect on their own or their peers' performance, specifically focusing on self-correction and pronunciation accuracy. This stage satisfies the pedagogical need for appropriate teacher

and peer feedback as highlighted by Brown and Lee (2015), where EFL learners require guidance to "notice" and correct their language errors in pronunciation or grammar to refine their accuracy.

- 5) Extend: To ensure the sustainability of learning, the teacher provides tasks that require students to use the language outside the classroom. This could involve interviewing people or creating a recorded dialogue in a real-world setting. This extension aligns with Brown and Lee's (2015) concept of empowering independent learners, where equipping students with strategic competence and out-of-classroom tasks allows them to develop long-term speaking proficiency and confidence in autonomous communication.

Beyond its systematic structure, the ICARE model offers several pedagogical benefits as demonstrated in practice. Research by Saputri et al. (2022) found that the model was effective in improving students' critical thinking skills and collaboration skills. The study also noted significant affective benefits, with students showing a very positive response to the learning process. This positive response indicated that students were very enthusiastic, motivated, and became more active in asking and answering questions. Furthermore, the benefits extended to the teacher, as the study showed a clear increase in the teacher's ability to manage learning and optimize time allocation across the implementation cycles.

According to Saputri et al. (2022) significant implementation challenges, particularly in the initial cycles. The primary challenge identified was time management, where many core and closing activities were "not in accordance with the predetermined time allocation". This discrepancy was caused by the teacher explaining material "too quickly and briefly", while students simultaneously "took too long to think". Another significant challenge was student management, especially during collaborative (Application) stages. The study noted that "students were still difficult to manage when forming groups", a finding that is highly relevant to the difficulties novice or student teachers might face.

Therefore, the ICARE model's structure is pertinent and may hold efficacy in the

instruction of productive skills, such as speaking. The Application stage directly provides the practice space that students require. It is submitted that the Reflection and Connection stages can then assist in building students' confidence and metacognitive awareness.

C. Teaching Practicum

In all teacher education programs, the teaching practicum is widely regarded as the single most important component. It is the capstone experience where the student teacher's journey truly begins. This phase provides the first real-world test of a future teacher's abilities (Khaira and Mauludfi, 2025).

The teaching practicum is designed to be the essential "bridge" between theory and practice. It is the formal mechanism for student teachers to move from learning about teaching to learning to teach (Fakhrunnisa, 2021). The primary purpose of this program is to immerse student teachers in an authentic school environment, allowing them to apply pedagogical theories, develop classroom management skills, and reflect on their professional growth under supervision (Mashfufah et al., 2015).

Within this triad, the mentor teacher (*guru pamong*) plays an especially crucial role. They are the day-to-day models and guides who are responsible for observing, coaching, and providing immediate, practical feedback (Purwantiningrum and Rochmawati, 2024). The university supervisor, meanwhile, provides the formal academic guidance and ensures that the student teacher's practice aligns with the learning outcomes set by the university (Boadi et al., 2024).

However, while the practicum is designed to be a supportive learning experience, the reality is often far more challenging. Research has consistently shown that student teachers often experience a phenomenon known as "practice shock" upon entering the field (Ji et al., 2022). This refers to the disorientation and anxiety that occurs when the complex, fast-paced reality of the classroom does not match the orderly, theoretical world they studied on campus.

This "practice shock" manifests in several specific challenges. The most

frequently cited challenge is the theory-practice gap, where student teachers find it difficult to apply the "advanced" student-centered methods they learned (like ICARE) in a real classroom that may have its own established routine (Pravitasari et al., 2025).

It is precisely within this high-stakes, high-challenge context that this study is situated. The participants of this research were not only navigating the typical struggles of the teaching practicum. Additional requirement from their partner school to implement a specific instructional model (ICARE). This study, therefore, explores the intersection of these two pressures: the journey of a novice teacher and the implementation of a mandated pedagogical model.

D. Study of Relevant Research

The ICARE model has been the subject of previous study, albeit in a different context. One such study was conducted by (Saputri et al., 2022). The objective of the present study was to investigate the effectiveness of the ICARE learning model in enhancing students' critical thinking skills and collaborative skills. The research approach adopted in this study was that of classroom action research. The subjects of this study comprised 36 students in the 10th grade. The present study comprised three distinct stages of data collection, namely planning, implementation, and data analysis. The utilization of descriptive statistics was employed for the analysis of the collected data. The resultant findings indicated that the ICARE learning model was effective in enhancing students' critical thinking skills and collaborative skills. This positive response indicated that students were very enthusiastic about the learning presented and that it facilitated understanding of the material. This study is relevant to the current research as it demonstrates the model's effectiveness in fostering complex cognitive and social skills. Although its focus was not on language, it provides a strong foundation for exploring how this model facilitates productive skills like speaking, which also requires collaboration and critical thought.

A study by Yulhendri et al. (2020) investigated the implementation of the ICARE learning model to improve the professional competence of economics

student teachers in the industrial revolution. The article is simply a literature review, but it is based on research that suggests that ICARE learning models have the potential to explore student knowledge and critical thinking skills. In the initial phases of the ICARE learning model, students are guided to observe the material exposure provided and subsequently pose inquiries. A progression of stages within the ICARE learning model has been demonstrated to facilitate the enhancement of professional competencies among prospective teachers. This literature review is highly significant because it directly links the ICARE model to the student teacher context of the same participant group as this study. While the subject matter was economics, its finding on improving professional competence is crucial for understanding how the model might function as a developmental tool for student *English* teachers.

A further study was conducted by Pravitasari et al. (2025) on the emotional experiences of student English teachers and the construction of their professional identity during their teaching practicum in Indonesia. A qualitative approach was adopted, with narrative inquiry being utilised to gather data from two preservice teachers. This data was collected through semi-structured interviews and reflective diaries. Thematic analysis was conducted to identify themes related to their emotional experiences, such as anxiety, self-doubt, and motivation, and to explore how these emotions influenced their teacher identities. The findings indicated that positive emotions, such as enthusiasm and empathy, were conducive to the formation of professional identity. In contrast, negative emotions, including anxiety and the fear of making mistakes, were identified as factors that posed challenges to this process. The study emphasises the significance of emotional management and identity development in teacher preparation programme. This study provides the direct psychological and professional context for the current research. By outlining the typical emotional challenges student English teachers face (such as anxiety and fear of mistakes), it creates a baseline for analyzing *how* these inherent challenges might intersect with the *specific* task of implementing the mandated ICARE model.

A comprehensive analysis of the extant literature reveals a consistent pattern. On

the one hand, the ICARE model has been proven effective in improving various student skills and teacher competencies (Saputri et al., 2022; Yulhendri et al., 2020). However, research also confirms that student teachers experience significant professional and emotional challenges during their teaching practice (Pravitasari et al., 2025). While these significant contributions validate the potential of the ICARE model and the general model of teaching practice, there are specific and critical areas that have not been examined. A significant gap exists in the research, as there is a notable absence of studies that have examined the procedural implementation of the ICARE model by English student teachers, with a particular focus on its application in teaching speaking skills during teaching practicums. This research gap is significant and worthy of investigation for two main reasons. First, it is imperative to comprehend the nuanced and concrete implementation experiences of novice educators, as this understanding is fundamental for the practical development and refinement of teacher preparation programs. Secondly, it provides a direct window into the theory-to-practice relationship, enriching our understanding of how theoretical models are adapted in authentic classroom settings. Therefore, the objective of this study is not only to identify gaps but also to address them as a logical and urgent step towards building existing knowledge.