

CHAPTER II
REVIEW OF THE LITERATURE

This chapter is a review of theories and previous study related to the relationship of the Thai EFL pre-service teacher engaged in the process of teaching learning during their field teaching practice in Indonesian classroom context. Theories related to the topic are about the definition of EFL pre-service teacher, teaching practice, and teacher engagement in first teaching practice.

2.1 Theoretical Framework

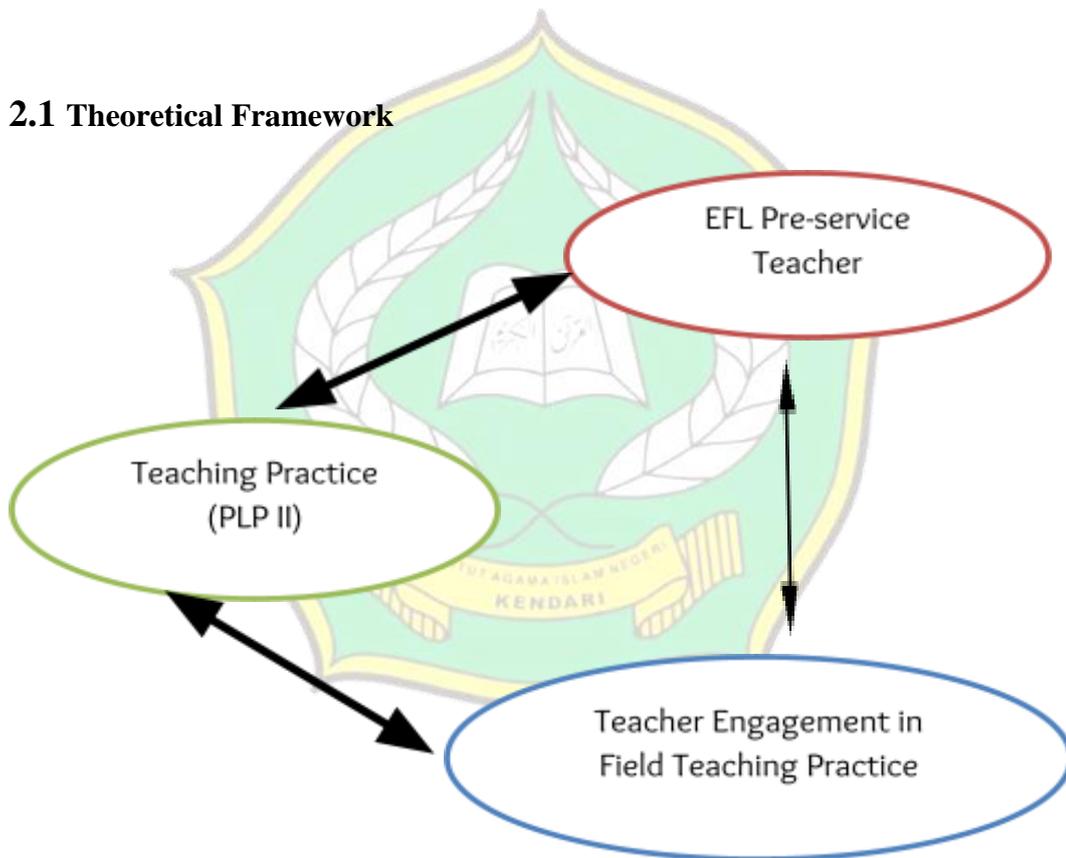


Figure 1.1 Theoretical Framework of the Research

2.1.1 EFL Pre-Service Teachers

The term of pre-service teachers' is the teacher who is in a scope, such as practice or education before taking up any certain field of work (Ulgu, 2016). Furthermore, there are two main reasons for EFL pre-service teachers to become effective teachers in teaching language. They are the teachers with language and methodological knowledge, the teachers with individualities, in line with Demiroz & Yesilyurt, (2015) based on their studies arguing as effective foreign language teachers, they have to teach communicatively, indirectly correct student's spoken errors and have a good understanding of the target language.

Similarly, in terms of requirements, the EFL pre-service teachers possess many duties to comply with expected teachers. One of them they have to possess sufficient pedagogical skills such as in designing and performing curriculum, using technologies, and learning the target language with culture. To become a competent teacher, the EFL pre-service teacher needs to improve their skill to choose content as teaching materials, know about how to convey materials and have good teaching and managerial strategies. Therefore, according to Shulman, (1986) note that clarification of the teacher's knowledge be made confidential into content knowledge, educational content knowledge, curricular knowledge and general pedagogical knowledge. Moreover, there are six kinds of significant the following:

- a. Content knowledge: The target language of this kind including method, kinds and language analysis as be able found in English skill course.
- b. Educational content knowledge: Determining target language that students need is one of this kind to help the teacher. In this case, the EFL

pre-service teacher needs to understand the basis of learning language.

- c. Curricular knowledge: In this type is inclined to use syllabus, examination requirements, and teaching materials. Therefore, the EFL pre-service teacher is hopefully to know the standard accomplishment of both local and national curriculum.
- d. General pedagogical knowledge: This type includes good classroom management, so that can be achieved the effectiveness of learning class. This includes classroom management, the use of media in teaching, classroom activities and so on.
- e. Contextual knowledge: This type includes understanding of the surrounding social environment of a pre-service teacher, such as EFL pre-service teacher relationship with school parties, school environment and learning environment.
- f. Process knowledge: The skill and attitudes of a pre-service language teacher has to always develop over time. In the other word, EFL pre-service teachers should have skills for development.

EFL pre-service teachers require learning and understanding the whole kinds of knowledge above and adapting them into the real situation. Therefore, the way of teaching carried out by EFL pre-service teachers is related to their needs in the real classroom. The knowledge that they have is very important to their teaching and a way of learning for their students. Moreover, there are some points that are necessary by EFL pre-service teachers in addition to pedagogy that they must have good qualifications in language skills, culture and literature, language and linguistics and psychology. In addition, in the area where English is

a foreign language, it provides specific problems and important elements to the TEFL program. It required EFL pre-service teachers such as those who have good language skill and can be effective in communicating.

Regardless of the conditions, in the real situation EFL pre-service teachers found several challenges and weaknesses when related to teaching practice. The challenges that are often faced by EFL pre-service teachers are lesson plan, lesson consignment, classroom management, and identity development. EFL pre-service teachers often faced difficulty in determining the appropriate teaching strategy, lesson plan, time and classroom management. It happens based on the different class conditions and situations that they find in real life. Accordingly, they are divided in two ways; firstly, the teachers or prospective teachers are preparing everything their needs in the preparation stage such as at the second language teacher SLT stage by including reflection activities and assignments to specific subjects. In the first year, the teachers are holding practice in order to prepare themselves in minimizing the challenges that will be faced.

Teaching practicum is a complex activity where in addition EFL pre-service teachers play an important role in it, other stakeholders such as coach and school-based adviser. In addition, the quality of EFL pre-service teachers is important in terms of teacher preparation. There are also defined, it is not only for preparing the EFL pre-service teacher become professional teacher who teach in the school but also has better teaching skills for EFL pre-service teacher through the language teacher education program. For example, it can be accomplished by enriching oneself with various sources of information that can be gained from the internet, book, and other more (Mudra, 2018).

English as a foreign language (EFL) is to create a situation for students where they can implement English as a lesson in school as the real place of field teaching practice. Then, foreign language is one of the courses in the curriculum in which students should be motivated to speak a great deal in class and for expressing their feeling or ideas, not simply what the teacher tells them to say. It is expected that the students should have the competence or English knowledge which can be used for interaction as well as communication. While Rahmanita and Mukminatien (2019) stated that English as Foreign Language (EFL) students might always need to shift their formal-form language, the one that they usually used in the classroom context, to the native-speaker form of language.

Hence, Illès and Akcan (2017) produced their reason that teachers should incorporate real-life language into their classroom instruction. The researcher also stated that students should be given the opportunity or chance to express and show themselves in creatively when using the English language, given that English is used in a less formal setting outside of the classroom, so they will know how to use it appropriately.

Based on Ülgu & Er (2016) pre-service teachers are who has worked in a spesifif field, such as education before engaging in a teaching field or training in specific field for practicing. Sheridan (2011) explained that EFL pre-service teachers have to increase their competences to select an appropriate material for their students needs, understand how to teach their students with the material that they have, and also possessing good teaching that consists of managing good method and strategies as well as managing their condition of the class (students' situation). According to Sheridan (2011), the way narrated above is good for pre-service teachers especially in EFL context to develop their professional teacher.

An EFL Pre-service teacher has to complete field teaching experience because EFL pre-service teachers learn to build their protocols quality through field teaching practice as their self training in the real situation as EFL teachers candidate in the future. It can be said that teacher effectiveness is related with more than just teacher characteristics or simply following a set of criteria. But based on Celik's (2013) addressed that it is also related with conducting teaching practices as their knowledge implementation that are valued by, and contribute to, the larger community in which the teaching occurs. However, it is more important that pre-service teachers must also adhere to their teaching preparation, for example related with their methods, strategies, ways, and lesson plans to improve EFL pre-service teachers while conducting their field teaching practice in a school.

2.1.2 Teaching Practice (PLP II)

Teaching practice is a technique for preparing pre-service teachers to the real classroom setting. In this research, the teaching practice also refers to the term microteaching. Even though they have different terms, both of them have the same meaning. As used by English Teacher Education Department at IAIN Kendari to define PLP II as field teaching practice, the researcher will use the teaching practice rather than microteaching.

Teaching practice also can be clarified as a teaching technique, especially used up by pre-service teachers for systematically guiding them by consenting them to attempt main teacher behaviors. Teaching practice in a class, pre-service teachers can arrange and learn teaching skills by splitting them into smaller parts

without confronting the chaotic environment of the congested classes (Uzun, 2012). The teaching practice is a teacher training technique for learning teaching skills. The real teaching is provided to develop skills and can help pre-service teachers for gaining deeper knowledge about the teaching art.

In addition, he added that teaching practice, a teacher training technique currently practiced throughout the world, gives teachers an opportunity to improve their teaching skills by developing some of the existing simple tasks that are as usual called the teaching skills. Therefore, he can state the benefits of teaching practice to promote the real-time of teaching experiences. This has been proven with the success gained among the beginner and seniors. The success achieved has been proven by beginners and seniors. The teaching practice can help pre-service teachers to analyze their present teaching practice in order to find their strengths and weaknesses by involving in reflective practice (Ogeyik, 2009).

Meantime, Heyroth represents the teaching practice as a minimized teaching meeting designed to develop new skills and filter old ones (Heyworth, 1981). The teacher practice as a training arrangement for pre-service teachers where the sophisticates of the normal classroom teaching are reduced by practicing one component of skills at a time, limiting the content to a certain thing concept, reduce the duration of the lesson to 5 up to 10 minutes and reduce the size of students to 5 up to 10 students. The teaching practice is a scaled down teaching meeting in which a pre-service teaches a small unit to a group of 5 students for a small period of 5 to 20 minutes. In this case, he stated that the atmosphere was beneficial for pre-service teachers to get new teaching skills and to hone the old one. However, the teaching practice is unanimous as one of the

latest innovations in teacher programs that aim to modify teacher behavior that agrees with the specified goals.

In addition to teaching practice, pre-service teachers will also be trained to become an observer who gives the feedback to the pre-service teacher who appears to teach. In this case, the pre-service teachers practice to learn and train giving feedback. Furthermore, pre-service teachers will be asked to play a real student as a level of ability to prepare by pre-service teachers who are taught.

In addition, teaching practice is a compulsory course for all aspiring pre-service teachers that registered in a program of teacher preparation. So Aglazor (2017) explained that the pre-service teacher teaching program at any higher institution or universities is a well-structured program designed to provide an opportunity for the pre-service teacher to build and evaluate aspiring teachers' skills in an actual classroom within real school settings. Also, teaching practice is defined as field-based learning and work-based learning for pre-service teachers in authentic teaching in a real classroom with real students and learning settings

In the investigation by Geng, Smith, and Black (2017) teaching practice is an opportunity for pre-service teachers to engage, observe, and participate in authentic teaching and learning settings. It can be conclude in the argument by Geng et al. (2017) stated that the purpose of this teaching practice is to provide pre-service teachers with opportunities to become acquainted with the requirements and practice of their future professional development as an EFL teacher profession.

To apply theory, and learn about teachers' work in order to establish means such as communicating skill, social interactions, and interpersonal

awareness for joint clarity of vision and the construction of frameworks for future pedagogic opportunities, and to gain experience in the school.

In another side, teaching practices are part of education for EFL pre-service teachers' teacher. So, pre-service teachers should have competence of knowledge, skills, and dispositions for teaching practice or microteaching activity. They also must integrate those skills into their teaching practice activity in order to share or implement their knowledge about English language learning, such as related with grammar, how the good pronunciation, conduct analysis, decide on a learning strategy, plan a lesson, and think professionally as a teacher. Not only that, the pre-service teacher must have positive attitudes as role play for their class and students.

Therefore, Smith and Lev-Ari (2006) narrated in their study that teaching was studied theoretically and applied to teaching by gradually putting the theory into practice. It is because pre-service teachers spent their time in school in observing or analyzing before engaging in their own practical practice as their engagement in the real classroom. Then, field teaching practice exercise is the culminating point where the relationship among the three major players: The university supervisor, host teacher, and aspiring teacher interface to determine the quality of experience the aspiring teacher will take away.

As argued by Aglazor (2017). It becomes the bedrock on which the aspiring teacher once certified and employed builds their self-development of professional identity. Also, necessary that aspiring teachers are paired with knowledgeable, competent, and concerned university supervisors to help them assume the full range of duties of a teacher during this hands-on training period.

Host teachers have an equally vital influence on aspiring teachers' professional growth and development.

2.1.3 Teacher Engagement in Field Teaching Practice

Teacher engagement can be defined as having commitment, determination and enthusiasm of high level (Jackson, Drummond, & Camara, 2007), is important for the success of being a teacher of high school and also being a factor contributing to academic achievement (Basikin, 2007). The engagement at work has been described by Kirkpatrick (2007) as an employee is interested in. They are focused and determined in their work and they are daring to invest in the job. Moreover, this definition is different from the definition of Schaufeli, Salanova, Bakker, & Ales-rom, (2002), which defines engagement as a positive, satisfying work related to a state of mind that is characterized by power, devotedness and absorption.

The teacher engagement is concerned about the quality of education that they have delivered and that concern is observed during their field teaching practice in the classroom (Jackson et al., 2007). The teacher engages to find out creative ideas to equipment in the process of teaching for getting the best of teaching practice. Changing instruction to meet the instructional desired goal of their students (Cotton, Dollard, & Jonge, 2002). Take good care of students, regularly check their progress and provide the students with feedback.

The key of the behavioral feature of involvement has been inspected and good documents. Therefore, the theories of engagement that can be defined based formerly on behavior are very likely inadequate. Surely, positive teacher behavior

is important and it may suggest effective concepts of engagement. Some of the behaviors (such as, increasing classroom preparation time, increasing teaching sessions and etc.), for supporting student and teacher involvement. Moreover, the examiner of engagement as a psychological disposition or gesture adds to value and enables higher understanding. The teacher who has the process of positive attitude for their students and is convinced in the importance of educational process is more likely to engage in the higher teacher-related behaviors involvement and thus, positively impacts the psychological state of their students and for fostering student's involvement in the classroom environment.

The characteristics of attitudinal inspire teachers engaged with connectedness with the students outside the expression of classroom behavior of going through movement. Thus, the teaching engaged reflects deeper tendencies toward one's work. It is the teacher who has believed and radiated the idea that education is foremost while embracing the role of educator committed to make a difference in the lives of the students. The teacher believes that their efforts have an impact and for making a distinction in the lives of their students is important (Cotton et al., 2002). The work of a good purpose engaged teacher is inspired by the meaningfulness of the achievement of the work itself. The teachers experience pride and belief in their work when the students are doing as well as letdown and new challenges when they do not do it. In addition, the engaged teacher is showing characteristics of active and positive interest to strengthen their work (Basikin, 2007).

In Rutter and Jacobson's investigation (1986) stated that teacher engagement can be defined as having a high level of commitment and enthusiasm

which is important (Basikin, 2007) for the success of being a high school teacher as well as being a factor contributing to academic achievement. Work engagement is a notion in motivation that refers to the willing deployment of personal resources toward the variety of tasks required by a specific occupational function. Work engagement is based on two basic conceptual tenets: energy and involvement. Given the frequently proposed three engagement areas of physical, emotional, and cognitive. These three domains may occasionally be combined into a higher-order interaction construct, where each domain is experienced simultaneously or comprehensively. It is up for discussion how involvement and burnout are related. According to some, engagement sits on the other end of the continuum that runs from totally involved (low burnout) to not engaged, and is the antithesis of burnout (high burnout).

Oldenburg Burnout Inventory research from recently. It yields ambiguous results about the connection between burnout and engagement and simultaneously tests the energy and identification dimensions of engagement/burnout using positively and negatively worded items. The OLBI's developers discovered that while the identification dimension of burnout and the dedication dimension of engagement appeared to be at odds with one another, the energy dimensions of burnout (exhaustion) and engagement (vigor) functioned as distinct but linked dimensions. The advantage of existing engagement measures—such the OLBI and UWES—is that they can assess engagement across a wide range of contexts, but they were not designed to look at engagement in particular settings, like teaching. The benefit of creating a custom teacher engagement measure is the inclusion of content that represents the distinctive qualities of teachers and the educational situation.

With some oscillations over time, engagement is thought to be reasonably stable and reflects both trait-like and state-like components. Work engagement may indicate the dispositions (feelings of energy) that result in engaged behaviors, according to the engagement literature and subsequent interpretation of the construct (acting in an energetic fashion). While reflecting motivational forces (such as intrinsic motivations for behavior), engagement is conceptually distinct from these forces and from the behaviors that result from them.

An attitude of connection to a job or career, for instance, is described by the related construct of work commitment. Yet fundamentally distinct from the vigor experienced while working, which is what engagement is. Work engagement is the level of concentration and immersion in work activities, whereas work commitment is an attitude toward work. Additionally, work involvement has revealed job attitudes to have discriminant validity (Christian, Garza, & Slaughter, 2011).

According to Shuck's latest study of work involvement (2011), the concept is still in the process of evolving, and disciplinary bridges between various research communities are still necessary. In our capacity as educational psychologists, we challenge the applicability of business-oriented job engagement models and measurements to educational contexts and recognize the necessity for a context-specific engagement measure suited to teachers' tasks. In this article, we address this need by developing and testing the Engaged Teacher Scale (ETS), which combines workplace (i.e., classroom) engagement with social engagement with students and colleagues to represent teachers' overall engagement. This scale includes context-responsive physical, cognitive, and emotional dimensions (Rich, Lepine, & Crawford, 2010).

Work engagement is the term for an employee's relationship with their work, and as such, it is conceptually distinct from commitment to a job or employer, from the satisfaction attained from that employment, and from future plans for that work, such as plans to stay on or leave (Macey & Schneider, 2008; Schaufeli & Salanova, 2011). The key components of energy and involvement in the workplace are highlighted in the most recent conceptualizations of work motivation (Bakker, Albercht, & Leiter, 2011), which also acknowledge that engagement is dynamic rather than static, with variations possible from day to day, week to week, and even task to task (Sonnentag, 2011).

The concept of engagement is defined as a "persistent and pervasive affective-cognitive state that is not focused on any particular item, event, individual, or behavior," despite the fact that engagement levels may change over time (Schaufeli, Bakker, & Salanova, 2006). Practically speaking, a person could be disengaged at work but not have burnout, and vice versa (Schaufeli & Salanova, 2011). So, job engagement is a unique work-related variable that may change over time but is also often stable due to the influence of particular traits connected to occupational roles and organizations (Bakker & Bal, 2010).

Work engagement is a sign of intrinsic motivation and is linked to successful outcomes for instructors and students, according to the self-determination theory (SDT) (e.g., Bakker & Bal, 2010; Roth, Assor, Kanat-Maymon, & Kaplan, 2007). Teachers who are actively involved in their profession are driven, work with vigor and efficiency, and can handle the challenging demands that come up throughout the day. According to the SDT hypothesis, engagement is a reflection of autonomously regulated motivational processes that have been demonstrated to increase performance, perseverance, and

creativity (Ryan & Deci, 2000). Low levels of involvement in the classroom increase the likelihood that teachers will experience external regulation and be driven by the desire to get rewards and avoid punishment (Meyer & Gagne, 2008). Those who are highly engaged, on the other hand, exhibit self-determined teaching behaviors that reflect an internal locus of causality and may promote higher levels of students' self-determined academic activities (Roth et al., 2007). According to recent studies that employ an SDT paradigm, teachers' engagement is promoted by satisfying their fundamental psychological demand for relatedness, particularly relatedness with students (Klassen, Perry, & Frenzel, 2012).

