

CHAPTER II

REVIEW OF THE LITERATURE

This chapter provides a view of the previous empirical studies related to this study both the theoretical and empirical literature from the areas of field teaching practice program, EFL pre-service teacher's engagement, and the correlation with teacher's engagement in teaching English for EFL students in senior high school level. The intention is to establish an analytical framework for this present study. There are two sub-sections in this chapter, the theoretical framework, and the previous studies.

2.1 Theoretical Framework

2.1.1 Field Teaching Practice Program in Higher Education

Most higher education institutions are incorporating teaching practice programs into their curriculum. Recently, teaching observations are also conducted before the teaching practice program is carried out. Therefore, the novice teachers can observe teaching activities conducted by the advanced teachers, included teaching strategies, approaches, and teaching methods that are being used in language class. Thus, the novice teachers can have a picture of a set of teaching activities that they can apply in their real class. The aim of conducting the teaching observations was described by Atkinson & Bolt (2010), that it is to improve teaching and learning practice. Kanno & Stuart (2011) recognized that teachers learn teaching in practice by teaching, participating, and acting in

socially, culturally, historically, and politically constructed contexts. This concept sets out to explain the process of transition of a newcomer in a community of practice through active participation.

Several researches have well documented many issues of this experiential pedagogy, yet study concerning an EFL novice teacher's engagement in teaching English during a teaching practice program is still limited. Prasetyo (2018), for instance, in his research focuses on the language assessment literacy development experienced by a pre-service teacher in a teaching practice program. He found out that the experiences were understood as mostly dealing with administrative tasks and there is a need for more knowledge in the administrative matter in teaching and assessment. From day one the novice teacher entered the school, until the last months of the teaching-practice program; most of the tasks were administrative. The participant of his study stated that she was not prepared enough to design a lesson plan and its rubric since her lecturer did not teach her. Her concern in the assessment design was how to design, rubric to assess attitudes, skills, and knowledge/correctly using the template given by the vice headmaster in the curriculum. Fortunately, she received little help from her teacher supervisor and lecturer since she was considered competent enough to design it.

This empirical evidence shows that novice teachers report a lack of preparedness to teach after completion of the teacher education programs (Baecher, 2012). It is also supported by a study conducted by Farrel (2012) he found that novice teachers face many challenges in implementing the content

taught at teacher education programs, and they often adjust to the conventional teaching practices at schools even when they disagree with them.

2.1.2 EFL Pre-Service Teacher's Engagement

A number of researches have defined the concept of engagement in general. Chen, Gonyea, and Kuh (2008) define engagement as a combination of time on task and willingness, effort, and motivation that EFL pre-service teachers dedicate to participate in class activities to achieve desired outcomes, including academic success and personal qualities. Kuh (2009) argues that engagement may not take place although they have plenty of resources or are involved in meaningful activities. Besides, students will learn more when they have a carefully designed variety of classroom activities to participate in (Murtianingsih&Rahmawati, 2018). Therefore, teacher or pre-service teacher needs to enrich the teaching activities that can enable students to do active learning (Barkley, 2010). Work with peers or teachers collaboratively (Taylor & Parsons, 2011), for instance. However, creating engagement activities can be quite challenging. Kuh (2009) emphasized that these activities should be able to prepare EFL pre-service teachers for life after they graduate and become EFL teachers.

Research that focuses on teacher engagement was conducted by Borup, Graham, and Drysdale (2014). Their research was examined teaching presence as explained by the Community of Inquiry (CoI) framework and identified additional teacher roles that needed stronger emphasis. They termed the new construct teacher engagement. In their paper, teacher engagement was shown to help

describe and identify effective teaching practices at the Open High School of Utah (OHSU) a successful online charter school. Through a series of 22 interviews with over half of OHSU faculty, using purposeful sampling to ensure a maximum variation of teacher practices and perspectives. They found that teachers worked to improve student outcomes by (1) designing and organizing learning activities, (2) facilitating discourse with students and parents, (3) providing students with one-on-one instruction, (4) nurturing a safe and caring learning environment, (5) motivating students to engage in learning activities, and (6) closely monitoring students behavior and learning. These six elements describe the core of teacher engagement.

Based on Borup et al. (2014) that used the CoI framework from Anderson, Rourke, Garrison, and Archer (2001), they explained that *designing and organizing* as consisting of several responsibilities, which include creating a mix of individual and group learning activities and establishing a timeline, clear instructions, visual and interactive elements, and personal examples relatable to students. *Facilitating Discourse* is another important element of teacher engagement. The CoI framework directs teachers to facilitate discourse with and among students. *Instructing* is the third element of teacher engagement. In reality, teachers must provide direct instruction when necessary. *Nurturing* is an essential element of teacher engagement, specified by Picciano, Seaman, and Allen (2010) in the statement that teachers are incredibly important socializing agents who nurture and provide social and emotional support. The fifth element, *motivating*, is affirmed by the CoI framework as important in facilitating discourse (Anderson et

al., 2001). Students tend to have less self-motivation than adult learners, placing more motivation responsibility on teachers (Weiner, 2003), who are not present during lessons. *Monitoring* is the last hypothesized element of teacher engagement. Teachers monitor students' management of their time and progress toward mastering learning objectives.

However, in this study, the researcher specify the elements of the teacher's engagement, included: (1) *Designing and organizing* refers to the teacher's involvement or activities in creating classroom exercises and instructional media to facilitate each activities; (2) *Facilitating Discourse* refers to the teacher's involvement or activities in facilitate the discourse between teacher and students trough classroom exercises; (3) *Instructing* refers to the teacher's involvement or activities in providing instruction or direction to facilitate the students exercises; (4) *Monitoring* refers to the teacher's involvement or activities in review or monitor how the students achieve the learning objectives through classroom activities; (5) *Motivating* refers to the teacher's involvement or activities in supporting students to keep learning; and (6) *Nurturing* refers to the teacher's involvement or activities in providing social and emotional support for students.

Furthermore, the indicators included in each theme are the basic guideline for researchers in analyzing data, for example: (1) indicators included in the Designing and organizing theme are teachers designing, creating, providing, and preparing teaching and learning activities and tools; (2) indicators that are in accordance with Facilitating Discourse are the teacher facilitating students, and providing opportunities for students to express their ideas and feelings; (3)

indicators included in Instructing are the teacher explaining the activity, asking students to do an exercise or do something; (4) Monitoring indicators are teachers observing, seeing student activities and behavior, and listening to students' answers; and (5) the Motivating indicator is the teacher carrying out motivational activities such as giving advice or handing gifts.

Besides the concept of teacher's engagement mentioned above, the findings of this study only touched on 5 themes from the concept of teacher's engagement that had been described previously. The five themes are Designing and organizing, Instructing, Monitoring, Facilitating Discourse, and Motivating. The theme that is not well explored in this study is Nurturing, because there is no data that fits the definition of the theme. Hence, other themes included in this study are still presented with insufficient data and need to be explored in future research, such as the themes of Facilitating Discourse, and Motivating. This happened because the teacher's engagement related to the two themes in the participant's reflection contained only one or two data quotes.

2.1.3 Pandemic Impact on Teacher's Engagement

Teacher engagement plays essential roles in the long journey of teacher continuing professional development, in which the undergraduate pedagogical credential is just a starting point. The theory of Durkheim and Merton indicated engagement as a form of integration, which can foster people's emotions and retention (Kerby, 2015). In particular, effective teacher engagement directly impacts their students' academic achievement (Baker, Dreher, & Guthrie, 2000)

and satisfaction (Kangas, Siklander, Randolph, & Ruokamo, 2017). As a result, teacher engagement will contribute to long-term impacts on the whole organization (Louis and Smith, 1991). There is no doubt about the crucial engagement between teachers and students, as they work together through teaching and learning activities – the exchange of intellectual capital, emotion, values and belief (Holt, 2017).

In respond to the COVID-19 pandemic, educational institutions have been also affected by the pandemic which in the end changed the manner of gaining knowledge. In Indonesia, (Azzahra, 2020) stated that the fast spread of COVID-19 has forced governments to shut faculties and put into effect at-domestic distance learning. Various initiatives are underway to make sure study activities continue in spite of absence of face-to-face schooling. Yet, during the COVID-19 pandemic, the learning process was carried out at home with an online system or online (network), offline (outside the network), or with other systems (Sutarto, Sari, & Fathurrochman, 2020).

Education efforts during this pandemic focus on the struggle students and teachers around learning, whether online or face-to-face meeting (Zhou et al., 2020). According to Atkins, Brown, & Hammon, (2007), online learning has emerged as a practical and popular strategy for credit recovery, signaling general agreement among district and school practitioners that expanding credit recovery options through online courses may help more students get back on track toward graduation, and (Nguyen, 2015), online learning to enhance and improve student learning outcomes while combating the reduction in resources.

Enhancing teaching and learning during a pandemic requires careful attention to ensure that there is an optimization of the various resources available today. This greatly affects the engagement of the teachers in the classroom, especially in dealing with changes in online teaching, such as the form of teacher and student communication, how the material will be explained, how students do the practice questions well. This is in line with research conducted by Simamora (2020) the process of optimization requires working with the existing organizational culture to achieve effective change, to adapt available technology and to ensure collaborative participation of educators and students during the process. In addition, evaluation activities are very important to be carried out by educators because they provide insight into the extent to which the new approach achieves its beneficial and potential benefits, and also various factors that support and hinder effective online learning (Sandars, Correia, Dankbaar, De Jong, Goh, Hege, Masters, Oh, Patel, Premkumar, Webb, & Pusic, 2020).

Additionally, in practice, teachers are also required to provide learning activities and be accompanied by learning media that are in accordance with the conditions of students who tend to get bored quickly in distance learning during the pandemic. Some examples of media are also mentioned by Simamora (2020) that online learning usually includes a mixture of applications similar to email, chat, discussion, streaming audio and/or video, and a whiteboard. The most characteristics of online learning are related to flexibility in time and place, students' and instructors' involvement, and different characteristics that online learning shares with distance education. Therefore, online learning might not be

ready to serve all disciplines within the same method, and not all online learning environments are similar. However, the characteristics mentioned earlier are generic and might be applied to the most online learning things nowadays (Scagnoli, 2009).

Apart from online learning during the pandemic, in practice, many schools cannot move the curriculum online, due to the fact there is no, or not enough infrastructure to do it. If schools can flow online studying, many students will not have the capability to get right of entry to them on an ongoing basis due to the fact they don't have laptops, facts costs are too high, internet access is insufficient and internet quotas are insufficient (Simamora, 2020). The researcher come to the conclusion that because of the reasons mentioned previously, some schools or institutions are still have face to face teaching practice, particularly the boarding high school that become which is the research take place. Additionally, Daniel (2020) suggested to the educators that teaching should include varied assignments and work that puts COVID-19 in a global and historical context. Furthermore, Hosseini and Shirazi (2021) in their study also revealed that the positive feelings and emotions that teachers have with teacher engagement make them more open to new ideas, and encourage them to take more initiative and implement innovations in their work.

Despite the plenty of research on teacher engagement on online learning during the pandemic, there is still less references of teacher engagement on face to face teaching during the pandemic. Therefore, this study presented empirical studies exploring teacher's engagement on face to face teaching experienced by

EFL pre-service during the pandemic with autoethnography approach, specifically teacher's engagement activities in offline English class. The results of this study are expected to be used as a reference for educators, specifically EFL pre-service teachers in fostering student interest in learning, especially in learning English during the pandemic through various teacher's engagement activities.

2.2 Previous Study

The most recent literature regarding the pandemic of COVID-19 EFL pre-service teachers on teaching practice programs (Saricoban&Kirmizi, 2021) revealed the correlation between teacher engagement beliefs and teaching approaches tends to be more powerful than the correlation between engagement beliefs and instructional preferences. Their study was conducted with pre-service EFL teachers. The findings of their study emphasized the role of teacher engagement in instructional preferences. Although their study did not foreground the emotional aspects of teacher engagement, the teacher engagement beliefs, in general, were influential on instructional preferences. It shows the role of engagement beliefs. Their study also underscored the role of epistemic cognition and instructional preferences. However, they implied that future studies can focus on the relationship between and among epistemic beliefs, engagement, and instructional preferences with in-service teachers.

A study carried out by Debreli (2012) that focused on change in beliefs of pre-service teachers about teaching and learning English as a foreign language throughout an undergraduate pre-service teacher training program, revealed that

the pre-service teachers started the teacher training program with various beliefs about teaching and learning. These beliefs were mostly noted to be similar to today's language teaching trend, which also aligns with the philosophy of the present teacher training program. These beliefs are also consistent with the beliefs investigated in Wong's (2010) study with another group of EFL pre-service teachers. On most occasions, it is found that the pre-service teachers derived these beliefs as a result of their previous learning experiences during their school years and their recent education within the ELT program.

Studies in different parts of the world have revealed that the EFL pre-service teachers were highly encouraged and inspired to utilize Edmodo and adopt the activities designed for the course (Murtianingsih&Rahmawati, 2018). Obstacles and challenges encountered by EFL pre-service teachers are also discussed in their study. During the interviews, the EFL pre-service teachers as the participants showed that in general, they were highly enthusiastic about using Edmodo. Evidently, working with Edmodo had raised the participants' excitement, which, in turn, led to their improved engagement. The three participants asserted that although they considered themselves to be active participants, they would not post anything if the teacher did not initiate a discussion. Their study also implied that teachers' pedagogical and practical knowledge in CALL-mediated courses have to be strengthened, and educational institutions need to provide training for teachers to utilize online learning and other forms of teaching techniques that involve technology.

From previous research studies that have explained the correlation between EFL pre-service teachers and engagement beliefs or engagement teaching, in this study EFL pre-service teachers' engagement is also discussed as the focus of the present study. However, the present study has differences from the previous study, because this study dig deeper into the teacher's engagement activities experienced by an EFL pre-service teacher during a field teaching practice program in pandemic COVID-19. Furthermore, this study provided more information about the pre-service teacher when implementing her knowledge and skills in teaching English practice during the pandemic autoethnographically, which is the most fundamental difference between this study and the previous studies.

