

CHAPTER II

REVIEW OF THE LITERATURE

This section discuss the related theories involving review of experience. These theories will be described as a theoretical basis for data analysis.

2.1 EFL Pre-Service Teacher

A student teacher or pre-service teacher is a college university or graduate student who is teaching under the supervision of a certified teacher in order to qualify for a degree in Teaching is a set of procedures undertaken by a teacher to enable learners to get valuable output (Feiman-Nemser & Buchmann, 1986). A student in a teacher preparation program is also known as trainee teacher.

English as a Foreign Language (EFL) education has been of concern throughout the world and has prompted calls for reform to pre-service EFL teachers' practices to raise the standard of teaching and learning (Aiken & Day, 1999). Furthermore, EFL pre-service teacher is a prospective teachers. To be EFL teachers, they need skills in teaching. EFL preservice teachers are challenged by the "conceptual struggle about teaching and learning" (Wang & Odell, 2002, p. 515).

In teaching practice, the EFL pre-service teachers learn to improve the quality of their protocols. It is because, the teacher effectiveness is not limited to teacher characteristics or simply following a certain set of criteria, but also about the application of teaching practices that are valued, and contribute to, the wider community in which the teaching takes place (Celik, 2013). Therefore, the pre-

service teachers also follow their teaching preparation, such as lesson plans, methods to the development of EFL pre-service teachers during field teaching practice.

2.2 Field Teaching Practice

Teaching practicum or teaching practice is a crucial phase for the PSTs where they get chances to apply and practice all the theories, techniques and pedagogies that they have learned in their teacher education programs in the real school environment (Barton, Hartwig& Cain, 2015; Kabilan,Hussin, ZulQarna, Abdullah,Osman, Ismail, Khan&Zinnah, 2017).

As an EFL pre-service teacher, field teaching practice very necessary to support the skills of pre-service teachers. In the field experience program, there are several steps to prepare teaching practices so that prospective teachers gain experience and skills. These steps include: Conducting debriefing for all pre-service teachers about the program, then, before carrying out field practice, prospective teachers are given the opportunity to make observations or direct observation of locations carefully. Furthermore, prospective teachers gain knowledge and get to know the location of the school where the prison is. Participation in classroom learning, all prospective teachers are given the opportunity and participate specifically in carrying out teaching guidance in the form of teaching exercises. And the final objective of evaluating the extent to which the implementation of the recovery field experience was carried out, and what objectives were achieved by compiling the report. Therefore, field teaching

practice is an important part of teacher education programs, and it plays a significant role in the formation and development of teachers' professional identity (Zhao & Zhang, 2017).

Field teaching practice is second stage in introduction to schooling field for undergraduate program. Several things are necessary pre-service teachers did in their teaching practice, among others: prepare learning tools, choosing appropriate learning strategies, condition the class, and mingle with all citizens school.

2.3 Technical Vocational School

Vocational High Schools (SMK) is a form of formal education unit that provides vocational education at the secondary education level as a continuation of Junior High School (SMP), Islamic Elementary School Madrasah Tsanawiyah (MTs), or other equivalent forms. Schools at the education level and vocational type can be called Vocational High Schools (SMK) or Vocational Madrasah Aliyah (MAK), or other equivalent forms (Law on National Education System Number 20 of 2003). Vocational education is secondary education that prepares students to be ready to work in a particular field.

In a study published by the Thomas B. Fordham Institute, the researcher compared 100,000 students for three years who were enrolled in regular high school and vocational programs. Among the findings: "Students with greater exposure to career and technical education are more likely to graduate from high school, enrol in a two-year college, be employed, and earn higher wages."

The technical vocational school is one of the teaching practice schools for EFL pre-teaching teachers. Certainly, this is a challenge for pre-service teachers in the learning process. The English teachers in state vocational high schools in Surabaya also voice the same challenges in their English language teaching. In addition, there was no significant difference in responses the English language teaching challenges among English teachers based on their age, level of education, and teaching workload. Only the group of English Teachers' teaching workload differs in response the challenge which probably caused by fatigue in their teaching.

Previous study by Esthiningkrida and Munir (2019) that discuss ELT challenges in state vocational high school showed several challenges. First, challenge of the difficulty to transfer English knowledge to their students. Secondly, mismatch situation between the student's lack of English proficiency and high-stake curriculum. Thirdly, inadequacy of the language laboratory to support ELT. The last, English teachers also have too much workload. There was no significant difference in responses the English language teaching challenges among English teachers based on their age, level of education, and teaching workload. Then, the study by Ronaldo (2016) showed that most of content and context of teaching material are still too general for Vocational High School students. It can be concluded that the implementation of ESP in Vocational High School could not run well yet.

2.4 Experiences during Field Teaching Practice

Teaching experience is one of the factors that greatly determines success in education. Teaching experience for a teacher is something very valuable. Teaching is not a mere technology and art, but also as a skill. Especially for pre-service teachers who are prospective teachers. The reason is, prospective teachers need to develop their professionalism. In addition, they still lack the skills to be competent because of their lack of direct teaching experience. It is supported by Nurfaidah (2016) who finds that pre-service teachers have limited experiences in teaching so that they are not completely involved in reflective practice substance. For example, related to the levels of reflection, pre-service teachers achieve only at second level from four levels. Also, experience is not something concealed within individuals, but extends in space and time across individuals and setting in the course of temporally unfolding societal relations, which themselves are perfused with affect (Vygotskij, 1994).

In this teaching experience, pre-service teachers do not rule out any problems that arise in the teaching process at school. Whether it were in interaction, class control or in an arrangement. However, this also makes pre-service teachers even more alert as prospective teachers. Both Dewey (2008) and Vygotsky (2001) conceived of experience as a category for understanding learning and development, that is, as the minimum analytic unit that retains all the features of the whole.

2.5. Relevant Studies

The study about EFL pre-service teacher experience have been conducted in several studies with different focus and object. As follow:

Table 2.1.Relevant Studies of EFL Pre-Service Teachers Experience during Teaching

Year	Researcher	PST	Unite of Course	Instrument
2020	Apriauny, L.	5	EFL Pre-service teachers	Guided reflective journals, semi-structure interview, autobiographical writing and documentation
2018	Azizah, U. A., Nurkamto, J., & Drajadi, N. A.	2	EFL Pre-service teachers	Open-ended questionnaire, interview, and document Analysis
2019	Esthiningkrida, D .N., & Munir, A	69	EFL teachers	Questionnaire

Based on the table above, it showed a recent study conducted by Apriauny, L. (2020). This study was about pre-service teachers' experience during field experience program. To explore the experience of pre-service English teachers after finishing their field experience program in their schools, this study categorized as a qualitative study under the narrative. This study was situated with a teaching practicum program as a part of a pre-service teacher experience program. There were five pre-service English teachers from faculty. This study arranged various instruments such as guided reflective journals, semi-structure interview, autobiographical writing and documentation. The findings

showed that the pre-service teachers reflected their experiences in the teaching-learning process after finishing the teaching program in different schools. The result indicates that the pre-service teachers were struggled to find meaning or make sense of their journey to transforming from being pre-service teachers to being new teachers during teaching practicum in the field. However, most participants learned something new from the field experience.

Another research study is done by Azizah, Nurkamto, and Drajadi (2018). This study aimed at presenting the experiences of pre-service EFL teachers in utilizing reflective practice in their teaching program. Thus, two pre-service EFL teachers were involved to give the information of their experience in utilizing reflective practice during their teaching practice program. The participants were the university students of English Education Program at one of the universities in Indonesia. The participants' stories were collected through open-ended questionnaire, interview, and document analysis in this narrative study. Since it was a qualitative reasearch, the Interactive Model was used to analyzed the data. It was found that the English teachers need to be more experienced in order to be able to utilize reflective practice properly and professionally.

Futhermore, Esthiningkrida and Munir (2019) in their research investigated the challenges faced by English teachers in their English Language Teaching in state vocational high schools in Surabaya. This study was conducted in 10 state vocational high schools in Surabaya which involved 69 English Teachers. This study used survey research as the research design. The findings showed that teaching challenges included the difficulty to transfer English knowledge to their

students, mismatch situation between the student's lack of English proficiency and high-stake curriculum, inadequacy of language laboratory to support ELT, and the English teachers also have too much workload.

