

## CHAPTER II

### LITERATUREREVIEW

This chapter reviews the theoretical and empirical literature from the field of relevant analysis on experiences of teaching English to the Community during the COVID-19 pandemic, divided into three main sections. Presents a discussion of the supporting theoretical framework, namely teaching English to the Community, teaching during the COVID-19 pandemic, and EFL pre-service teachers, and in the second part, discusses previous studies.

#### 2.1 Theoretical Framework

##### 2.1.1 Teaching Experiences

Teaching experience for EFL pre-service teachers is a key stage to developing teaching skills and competencies and applying the pedagogical knowledge they have learned on campus to practical teaching (Ersin et al., 2020). Other than that, teaching practice experiences are an important part of teacher education. For effective teacher training, the theory learned by the education faculty must be implemented in schools (Turner, 2012). This program culminates in the future status of a qualified and professional teacher (Ateskan, 2016). This context is also supported by research from Ulla (2016), which states that teaching experiences are an integral part of the teacher education curriculum because it is a good way for pre-service teachers to put the theory they learn into practice class setting. Regarding this matter, one of the benefits of teaching experience is, helping pre-service teachers train their teaching skills and improve their ability to deliver good material to create quality teaching (Starkey & Rawlins, 2012). This

aligns with the statement from Jusoh & Purn (2015), who revealed that quality pre-service teacher education is the key to quality education in every country.

### **2.1.2 Teaching English to Community**

Growing numbers of higher education institutions are incorporating the practice of teaching the community into their curriculum, particularly language education. Several researchers have well-documented the benefits of this program. Tuan & Bao (2021) recommend this program in curriculum and research, as the findings in this study support a heart-centered approach to language education with a focus on student's social and emotional competence. Then, pre-service teachers can understand various perspectives on teacher professional development and insights about future social challenges. Another benefit of teaching English to the community is that it can expand teaching practice experience or service learning by prioritizing new experiences over new experiences and current knowledge by applying teaching practices in the learning community. Then, access to education becomes wider by incorporating the values of empathy and humanity (Hertzler, 2012). With community teaching, EFL pre-service teachers get new experiences in teaching in the community, not only in schools (Masry & Saad, 2018). In addition, teaching in the community can encourage EFL pre-service teachers to think about enacting new relationships between teachers and students from different backgrounds (Hallman, 2011).

Nevertheless, since the coronavirus outbreak, the learning process has been shifted from face-to-face learning to distance learning; even other educational activities such as service-learning, internships, graduations, and all forms of activities that involve many people are carried out virtually (Hadianti & Arisandi,

2020), including field teaching experience activities of EFL pre-service teachers or service learning, such as teaching in the community conducted online (Hadianti & Arisandi, 2010) or, if possible face-to-face learning by following health protocols (Mubarok, 2020). Teaching experience has been proven to positively influence pre-service teachers in terms of teaching pedagogy and emotional control and as a place to export their other abilities (Trent, 2013).

### **2.1.3 Teaching during COVID-19**

Since the COVID-19 pandemic outbreak in the world, it has provided significant changes to all aspects of life, including education (Nisiforou et al., 2021). This poses a more difficult challenge at the education level, namely the transfer of face-to-face learning to distance learning or online learning (Hall et al., 2020). This situation does not only impact face-to-face learning, other academic activities such as the implementation of KKN, graduation, and service-learning must be carried out remotely, or if possible, limit participants to green zone areas or safe zone (Dhawan, 2021). This situation, of course, makes EFL Pre-service teachers difficulties in the teaching process and field teaching practice. Then, universities and teaching faculties take a stand by issuing innovations to make it easier for teachers and pre-service teachers to still teach through distance learning, online learning, or forming learning communities.

### **2.1.4 EFL Pre-Service Teachers**

EFL pre-service teachers will become teachers in the future and must do teaching practice (PLP), or what is commonly called service learning since they are still studying. So that when they become real teachers, they can become professional teachers in conveying knowledge properly and correctly because the

teaching experience for EFL pre-service teachers is a concrete lesson and cannot be ignored (Al et al., 2013). EFL pre-service teachers in carrying out their teaching practices can be done in schools or community learning (Gannon, 2010), and this is something interesting, which shows that EFL pre-service teachers prefer to practice teaching English outside the school environment but in the English Learning Community (Sargsyan & Kurghinyan, 2016). An English learning community is a group of people who join a group and interact with each other to learn and improve their English skills (Cobigo, 2020). Alternatively, it can also be defined as an association of people who spend time together for English teaching and learning activities (Zygmunt & Clark, 2016).

The advantages of the English learning community for EFL pre-service teachers are; First, EFL pre-service teachers are easier to carry out teaching practices because time allocation can be determined by themselves. Second, they do not have to follow the curriculum at school but can create it, broaden their horizons, and be more independent (Barchuk et al., 2015). On the other hand, the weakness of teaching English to the community is the need for more supporting facilities such as projectors or LCDs during the learning process and needing permanent classrooms. Then, sometimes they use the outdoors to carry out their learning process (Guillen & Zeichner, 2018). Moreover, the first can train pre-service teachers to become more culturally and emotionally responsive teachers for the benefit of the English learning community for EFL pre-service teachers (Zygmunt & Clark, 2016).

Furthermore (Hamilton, 2019), the English learning community is believed to be capable of improving the teaching skills of pre-service teachers, being

emotionally trained, and increasing teacher awareness about good teaching and learning. It can occur in any situation, such as the current state of the COVID-19 pandemic. While all educational activities are limited during the pandemic, EFL pre-service teachers learn online (Hadiani & Arisandi, 2020). In addition to online learning, English learning communities can be a solution for EFL pre-service teachers in carrying out teaching practices during a pandemic, provided that participants are limited, pay attention to health protocols, and apply social distancing (Mubarok, 2020).

## 2.2 Previous Study

As widely reported in the literature regard to the experience of teaching English to the community, particularly in the context of EFL pre-service teachers, this study undertook some relevant studies, which will be described here.

The first is research from Hallman (2011) entitled, "*Community-based field experiences in teacher education: possibilities for a third pedagogical space* Second language pre-service teachers learn to teach for social justice through community field experiences." Reveals, In the EFL study of pre-service teachers, teaching English to the community before revealed, in Lawrence, Kansas, the experience of teaching English to the community had a positive influence on their profession in the future, namely to encourage candidates teachers to learn about their student's abilities, strengths, and interests outside of school. The findings in this study have implications for the importance of teaching practice experience for pre-service teachers to train teaching skills. In addition, convincingly, the community-based teaching experience can broaden the horizons of how to teach well and also understand students from various backgrounds. However, Hallman's

previous research only discusses the teaching of homeless youth communities through third-space theory in after-school interest initiatives. Where the researcher only focuses on the benefits and perceptions of the experience during teaching the homeless youth community, namely the teacher as a third pedagogical space, as well as their negotiations about the roles of teachers and students who function as counterstory, namely their trust and build a more advanced understanding of students as learners.

In addition, Masry and Saad (2018), in their research entitled "*On the Cultivation of Their Community of Practice: A Case Study of EFL Malaysian Pre-Service Teachers.*" Also, provide empirical evidence regarding teaching English to the community. It is believed to create learners for independent teachers and mentally train pre-service teachers through people from the community in the practice process. Then, when they become real teachers in the future, they can become professional teachers. In addition, teaching in the community can improve their language competence to enable them to build their confidence and learn a lot of new things from people with different backgrounds (Wang & Lin, 2014). Both studies reinforce the assumption that teaching experience for EFL pre-service teachers is very important and is not only carried out in schools, but pre-service teachers can also practice in the community to have a more positive view of diversity (Volet, 2012). The findings of this study have implications for EFL pre-service teachers to be productive at the stage of their learning to teach. However, previous research only discussed their simulation when teaching classes, focusing on the opportunities and tensions they encounter.



Furthermore, further research was conducted by Tuan and Bao (2021) entitled "*Service Learning in a Suburban Community in Vietnam: Pre-Service EFL Teachers as Agents of Change.*" Referred to disadvantaged children communities, including orphans, low-income family members, and children with disabilities or no school fees. The findings of this study reveal the importance of teaching in marginalized communities, so it has implications for understanding the importance of teaching experience to the community, training teaching skills as well as various perspectives on the teaching profession, and lesson everyday struggles to motivate children with disabilities to keep learning. Meanwhile, in Indonesian research context from, Makmun and Nuraeni (2018) entitled; *Community Projects to Enhance the Students' English Learning Process of Access Class Site Surakarta, Indonesia.* This research only discusses teaching English to the community during routine situations, and training to the community is only an innovation that service learning does not only apply in schools but can be deep in different realms. The experience of teaching English EFL pre-service teachers only focuses on teaching practices in schools (Sahin-Taskin, 2018) and online learning during the current pandemic (Mubarok, 2020). As for the current specific literature regarding EFL pre-service teachers, the experience of teaching English to the community during COVID-19 still needs improvement. However, in contrast to previous research, this study will focus on the experience of teaching English to the community during the COVID-19 pandemic as a critical situation. In addition, this research will provide information during community teaching practice for 45 days.

From previous studies on teaching English to the community, The similarity of this research with previous research is that community learning is formed when EFL Pre-service teachers are in field experience practice or service learning. Both involve children in the Pre-service teachers area as participants' projects. The purpose of this project, apart from carrying out practical field experiences, is to send them to meet the community with the problems they have learned to be transformed into actual activities to empower people in group community projects. Students can deepen their understanding of individual leadership, systemic change, and social responsibility in local contexts and national and global multicultural societies (Makmun & Nuraeni, 2018). This study will also discuss teaching English to the community as the focus of this research. In addition, there are differences from previous studies because this study will discuss the experiences of EFL pre-service teachers in teaching English to the community during COVID-19 for research projects. COVID-19, which has been going on for the past two years, has changed how people think and behave; besides that, COVID-19 has changed many aspects, including in the world of education and all activities in it.