

## CHAPTER II

### LITERATURE REVIEW

This chapter reviews the theoretical and empirical literature from the field of relevant analysis of teachers' autonomy, which is divided into two main parts which present a discussion of the theoretical framework that supports definition of autonomy, teacher autonomy, conceptualization of teacher autonomy, profile of pre-service teacher, becoming reflective becoming autonomous and the second part discusses previous research studies.

#### 2.1 Theoretical Framework

##### 2.1.1 Definition of Autonomy

In realizing of autonomy turns into a problem because of various concepts, definitions, and elements; however, categorized as a definition put forward by Collier John (2002) seems to be the buffer of all concepts; autonomy means self-regulated, and comes from a Greek word meaning independent (Collier, 2002). Autonomy is one of the most frequent and significant elements needed by teachers in their profession because of the lack of control in decision making and a system of curriculum (Luman, 2014). With regard to autonomy, it is possible to have one's own boss and freedom of direction in good practice, but these are elements that teachers want. With this autonomy is an important element in one's profession

because of the connection of a good direction in one's work and the teacher's perception of a professional attitude (Bogler, 2001).

In addition to focusing on teacher autonomy, this also leads to the ideas of professional independence and multi-dimensional independent teachers (Phil, 2001). This can be in the form of a professional latitude in the classroom, at school, in the area, or in a tangible form as a starting point in the teaching process. Teacher autonomy also appears to be very closely linked to the notion of critically reflective teachers, as well as good direction, and future teacher action research (Andy Barfield, 2001 p. 3). although Autonomy can be a real recurring element of all desirable workplace conditions. For example, teacher autonomy is felt and developed and enhanced to influence the form of responsibility that is already provided by an educational institution (Bogler 2001).

Conducting the premise of this is teachers can gain or have autonomy by developing their own teaching through self-directed professional development (Andy Barfield, 2000). Pitt (2010) suggested that within European and North American philosophy and contemporary social theory, autonomy is a 'vexed, complex and contradictory concept' (Pitt, 2010:1). It is believed (Reich, 2002) not to be a natural equal quality of humans, but something that is learnt and dependent to some extent upon individuals' intrinsic capabilities, thus liable to progress and regress. Autonomy's fluid, dynamic state (Allwright, 1990; Hague, 2011) in order

to reflects the belief in various issues as an autonomous teacher, not an all-or-nothing situation based on things that need to be debated and also sought as real criticism (Hague, 2011; Hoyle and John, 1995; Reich, 2002). autonomy lighting appears to be related to teacher desires (Guarino et al. 2006; Horng 2009; Ingersoll 2001; Johnson and Birkeland 2001). The topic of conversation that teachers always express is choosing to stay in school as a reference for support from various teacher autonomy movements as well as government autonomy (Ingersoll 2001; Stockard and Lehman 2004). So that the support that occurs is not merely moving to a clear achievement (Guarino et al. 2006).

### **2.1.2 Teacher Autonomy**

Although research has revealed several components that can access teacher autonomy, the main component discussed in this study is the aspect of the study of disclosing decisions that involve teachers in exercising freedom of opinion (Luman, 2004). In their field, teachers are experiencing several changes in the system as well as the atmosphere in their workplace, such as higher salaries, greater support from an education system and greater human resources. However, the direction of autonomy is a component that is always needed by a teacher in acting. Studies have shown achievement for greater autonomy in the disclosure of decisions from school rules, and including curriculum. Teachers in practice also sometimes feel not free to determine their process in decisions made in a curriculum.

Therefore, American education has faced tremendous changes over the past few decades, which, in all likelihood, have significantly affected teacher autonomy. Great standards affect the achievement of a variety of forms and also the responsibility of a teacher (Luman, 2004p.131).

From the 1960' s sociological concepts concerning professions and professionals have been adapted to international education research in order to examine teachers and teaching (Evetts 2009, Terhart 2001). With this approach, professionals emerge from occupations that are concerned with socially important tasks, thereby performing a crucial function in society (Evetts 2003). The most prominent classical examples are doctors and lawyers, who are responsible for the physical health and legislation of the society. With the emergence of such professions, modern societies have dealt with the risks that occur in their citizens' everyday lives, aiming to achieve social stability. We will not discuss all aspects of teachers' professionalism in detail, or elaborate on why and how teachers are professionals, but we do however, state we will follow reasoning that teachers are fully professional (Terhart 2001), rather than suggestions that teachers are semi-professionals"(Höstfält, 2013 p. 60).

Managing in terms of educators, teachers are needed in efforts to coordinate and also change students' thinking in a good direction. However, teachers are also required to provide appropriate direction from the level of understanding that students need in coordinating uniform forms and actions in teaching (Hosfat 2013). As intellectual teachers, of course, we can fill the diversity that exists by uniting all differences in combining the main points of success (Hosfat 2013). Therefore, it is necessary to expand a model that is good for the subject of teaching and also the existing gaps (Höstfält, 2013, p. 62). In fact, the intended effort to realize this uniformity is with existing efforts in a tangible form, so that it is compared to the process that is always emphasized in terms of the existing education system (Cirocki, Madyarov, & Baecher, 2019).

Although, the teacher will look for a good strategy in the teaching process in accordance with the existing curriculum. The role of the teacher in this case will provide good facilities for finding solutions to the problems faced by students (Mark) F. Teng, Autonomy, the newest agent, and finding identity as a teacher, evaluator, controller, direction and mediator (Saban, Kocbeker, & Saban, 2007; Wan, Low, & Li, 2011) as a process of applying this autonomy, teachers are given the freedom to control their teaching process (Luman, 2014).

To increase the autonomy of teachers, it is necessary to identify the involvement between the administration and the system must run well. However, in the teaching process, an obstacle faced by a teacher can provide good participation to support the teaching process. Teachers feel lacking in the teaching process, but the need for a good agreement to support their performance. In their words, Prichard and Moore (2016) revealed that good collaboration between teachers and parties involved in a system will have a good impact on the teaching process. there should be no offer in every teaching program that provides good opportunities for students in the classroom, compared to the very low level of collaboration (Brezicha, Bergmark, & Mitra, 2014). In addition, some schools are still preparing and directing basic things to teachers (Thoonen et al., 2011). some cases that have happened, when a teacher does not have autonomy, they cannot become and show a professional attitude. So that teacher anxiety often

makes teachers worry about the process (Mayer, Donaldson, LeChasseur, Welton, & Cobb, 2013).

A lot of faced regarding the process of teacher autonomy that arise are trust and also learning needs as long as they take their own learning direction, most importantly on the opportunities that exist. The programs for teachers require linkages with teachers to provide maximum performance on autonomy that can equip teachers with aspects of reaching students (Aoki, 2002; Benson, 2010). Breen and Mann (1997) reveal several linkages to teacher autonomy (1) linkages to the learning needed by teachers; (2) good self-worth as a teacher; (3) confidence in the achievements and opportunities that teachers have provided for their own learning; and (4) trust to provide independent learning to students. Teachers should provide and direct students to learn independently at school and at home.

### **2.1.3 Conceptualization of Teacher Autonomy**

Examined by the researcher, the teacher's autonomy does not have the concept of just a development process, but attempts to implement the pedagogical process in teaching. According to Strong and Yoshida (2014), there are several things related to teacher autonomy. First, teacher autonomy is operational. It is categorized into six aspects of curriculum, pedagogy, achievement, student behavior, classroom life and professional attitude. The second is in the process of assessing their decisions, teachers are required to be independent in solving problems. Third, the teacher is free from the

demands that exist in the system that has been implemented. This is an effort to succeed in teacher involvement to achieve the curriculum that is applied. another thing is to have autonomy to improve control performance in teaching (Luman, 2014).

Teacher autonomy is closely related to student autonomy so that it has given a good effort to the performance of the teacher itself, despite the many pressures from the existing social sphere (Veugelers, 2004). In this way, teacher autonomy is defined with regard to studies that are widely expressed. Some of them are as follows: teachers generally have strong opportunities as well as responsibilities, exert control over their teaching by reflecting on themselves and applying them to students (Little, 1995).

Autonomous teachers are those who have awareness in building the attitudes they show to students such as an independent attitude in learning (Tort-Moloney, 1997). An autonomous teacher certainly does a search from the teaching process, for example, by asking questions that will be useful to increase students' awareness in learning. It is revealed that teachers should provide independent teaching by involving active students (Smith, 2003). Teacher autonomy should also be actively involved in promoting students' independent learning towards outsiders (Barfield et al., 2002).

Nevertheless, the definition of it provides the notion of teacher autonomy which is very widely used in educational settings. Teacher autonomy should be used in similar and different ways so that an

autonomous teacher must have responsibility for the teaching they have taught, provide reflections on his teaching, take cognitive and affective attitudes from the teaching that is carried out and evaluate the freedom of opinion that has been studied. Teacher autonomy can also be interpreted in terms of interrelationships as the capacity of various directions and includes making decisions that are in accordance with the needs and interests of students, professional competence of teachers, self-regulation and freedom from teacher opinions that have been provided. thus, achieving better teacher autonomy.

The opportunity for teachers to focus on developing their self-efficacy in independent learning, Smith (2000) directs that teacher autonomy will be applied in an effort to achieve some teacher autonomy as both learners and teachers. or more simply, teacher-student autonomy. This reveals that student autonomy and teacher autonomy are related to each other. As stated by Pineda and Frodden (2008), student autonomy and teacher autonomy emphasize the value of equal learning, the process of self-direction, collaboration and active participation to process the main components and reflect three principles, namely: appropriateness and also the accuracy of studying.

Compared with the above definition, McGrath (2000) defines teacher autonomy needs to be applied in a complex and equal way. in fact, in identifying two very different things include: Teacher autonomy is a real

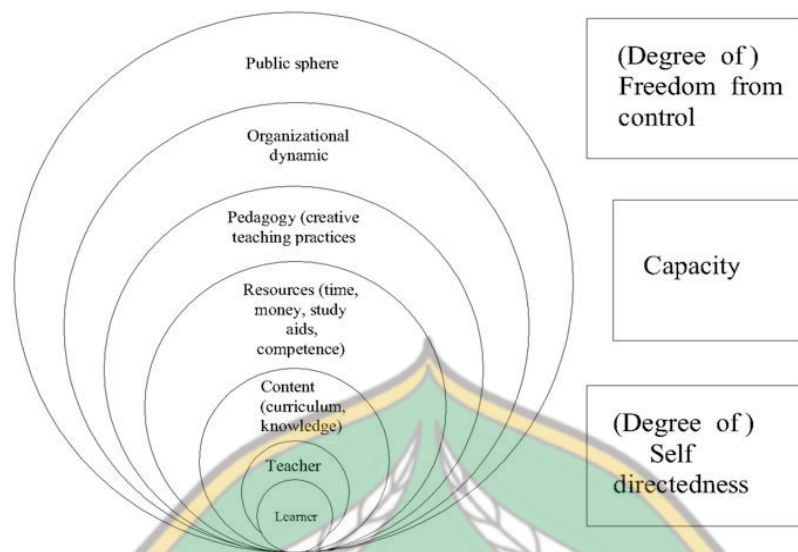


and self-directed action, and teacher autonomy also provides freedom as an effort to adjust control between one another. It should be from the two that have been described that the teacher has provided freedom from the review of existing controls (Benson, 2011). The main aspects of McGrath's (2000) study many researchers provide mixed understanding regarding this matter. So that teacher autonomy is very important in the current era which should be applied by every teacher who is in an equal education system. However, Aoki (2002) commented that this definition is very inappropriate, there is no indication of autonomy similar to independent learning capacity.

To include all main aspects of teacher autonomy, the definition of teacher autonomy becomes very complicated. Researchers provide characteristics and teacher autonomy that make the relationship between student and teacher autonomy, and also develop the learning process (Benson, 2007). Smith (2003) clarifies the varying attitudes of teachers to autonomy. However, the most important thing is to show that the contribution to teacher autonomy should be in the autonomy of independent teachers who are closely interrelated between teachers and learners. These chapters make the concept of teacher autonomy very complex to integrate teacher autonomy and learner autonomy. Based on the various definitions and interpretations of teacher autonomy presented above, especially the basics of Smith's catch all, Huang (2007) suggests that teacher autonomy can be defined as a strong desire, capacity and responsibility of teachers in

providing good direction to their students. This definition is closely related to what Benson (2011) put forward for a unidirectional definition of learner autonomy.

The two aspects of teaching and learning correspond to two interrelated relationships of a teacher's life: the teaching aspect as well as the teacher learning aspect. As a very complex phenomenon, accommodating that teacher autonomy can be diverse and also very difficult to achieve. Thus, in the process of achieving autonomy for teachers, more factors are put forward, such as including socio-cultural elements, public sphere education policies, public opinion, organizational dynamics, institutional policies and relations, as well as personal factors of motivation, capacity and willingness to take hard efforts for autonomy, need to be considered. An additional factor discusses whether the teacher has a degree of freedom from control by the public sphere, the capacity of the teacher in providing the concept of teaching is indeed real, even though the teacher gives a good review of what is needed by the students in the teaching process in the classroom.



In order the conceptualization of teacher autonomy:

- a) The public sphere is situated between private households on the one hand, and the state on the other. It is a space “where free and equal citizens come together to share information, to debate, to discuss, or to deliberate on common concerns, its relations how to construct teacher autonomy. b) Organizational dynamics is defined as the process of continuously strengthening resources and enhancing employee performances. It can also be described as how an organization manages and promotes organizational learning, better business practices and strategic management. c) Creative pedagogy is a branch of pedagogy that emphasizes the leading role of creativity for successful learning. In its essence, creative pedagogy teaches learners how to learn creatively and become creators of themselves and creators of their future. d) Content knowledge generally refers to the facts, concepts, theories, and principles that are taught and learned in specific

academic courses, rather than to related skills such as reading, writing, or researching that student also learn in school.

#### **2.1.4 EFL Pre-service Teacher**

In the term ‘EFL pre-service teacher’ refers to those who are in one sphere such as training or education before taking any particular field of job (ÜLGÜ & ER, 2016). Likewise in terms of requirements, EFL pre-service teachers have many duties to fulfill as prospective teachers. Moreover, one of them is they should have enough pedagogy skills such as in designing and implementing curriculum, applying technologies, and mastering the target language with its culture (Barzaq, 2007). To become a proficient teacher, EFL pre-service teacher need to improve the ability in terms of choosing content as teaching materials, knowing how to deliver materials and have a good teaching and managerial strategies (Sheridan, 2011).

Accordingly, there are some points need by EFL pre-service teachers beside pedagogy that they are must be well qualified in language skills, culture and literature, language and linguistics and psychology and other criteria related of teacher (Barzaq, 2007). In addition, in the area where English become foreign language it gives special issue and important element for TEFL program. It required EFL pre-service teacher such as those who have good language proficiency and can communicate effectively (Barzaq, 2017). Despite of those conditions, in the real situation EFL pre-service teacher found some challenges and weaknesses when associated teaching.

In another Farrel (2012) classifies several challenges that are often faced by EFL pre-service teachers are most knowing lesson planning, lesson delivery, classroom management, and identity development. The standardized it happens based on the different situations and class conditions they find in the real life. Hence, this can be overcome in two ways: first, by preparing everything needed by a teacher or teacher candidates at the preparation stage such as at the Second Language Teacher SLT stage by including reflection activities and assignments to certain subjects (Farrel, 2012). Second, as stated by Farrel (2009) in Farrel (2012) by holding trainings aimed at teachers in the first year in order to prepare themselves in minimizing the challenges to be faced.

### **2.1.5 Profile of a Preservice Teacher**

The scope of the description of pre-service teachers revealed from the research of Gabryś-Barker, (2012) seems to provide consistency about the grouping of professional attitudes as a teacher. Therefore, this finding really shows aspects in a clear direction that occur to teachers who will determine their professional attitude in the future, so that the actualization process of their actions becomes more well-directed as a teacher by profession. In increasing theory, it is gathered that the knowledge involved in this teaching process gives a major aspect to the quality of those who are already encountered in the classroom. The review of class perceptions as imagined compared to the reality experienced makes preservice teachers take different attitudes from one another, moreover they tend to be less

likely to develop diverse teaching processes (Appel, 1995; Burden, 1980; Katz, 1979; Mok, 2005). Therefore, the main review focuses on affectivity as well as cooperation towards their responsibilities in the classroom by providing active opportunities in the process of supporting success in the classroom. They care about building their authority as well as their solidarity with their students, either by being very friendly or otherwise.

Since, they give orientation to problems that should not be discussed in the process of actualizing themselves as pre-service teachers. so that they will only focus on the class intervals they teach for the sake of their professional attitude they can be well maintained. basically, they can only see clearly what needs to be done as pre-service teachers in developing their learning to be more interesting so that they tend to be active in the classroom with teaching techniques that match the criteria of the existing curriculum (Gabryś-Barker, 2008). To see their motivation in teaching, they must show the attitude of a qualified teacher, and also their existence as a pre-service teacher can provide good direction to their students. (2004, p. 262) concludes that thinking about the existing gaps shows a very interesting understanding of the criteria for good teachers and also based on the model of their outstanding teachers and the quality of classroom practice they experience as autonomous students.

In many studies, teachers present themselves as idealists and lead to a clear vision and mission, and not only oriented to areas that are not needed

by a teacher (Gabryś Barker, 2008). This shows that it seems very important to take things from the training process to being a teacher with pre-service teachers by accessing data from all the activities of all those who have been actively involved in the review. In that case their access to learning is more transparent and also more aware of the effectiveness of the process of sharing in accurate analysis and achieving self-awareness as pre-service teachers. (Example, Gabryś-Barker, 2012; Younger et al., 2004) in the from the explanation that has been described that teachers need an active reflective process in their teaching as a starting point and also a meeting point in achievement as a teacher oriented to the achievements of students. such as the steps are to provide and develop awareness of the need and willingness in active learning. `

The attitude of this teacher is considered the most important indicator in preparing as a pre-service teacher which improves the quality and performance of the development process. Educators as well as pre-service teachers should be aware of the processes that have real implications for existing programs and can be developed related to the process of actualizing their general and specific goals as teachers. A lot of attention should be paid to developing teachers who are fully aware of their self-confidence by involving many candidates or candidates so that from the experience emerges an attitude that can be digested well in reflecting their opinions and also awareness of the form of their responsibilities. In reflective teaching, emphasis is placed on developing the ability to reflect

at the preservice level, which should therefore be considered as the main goal in creating successful and well-directed teachers (Gabryś-Barker, 2012).

### **2.1.6 Becoming Reflective - Becoming Autonomous**

Following Cole (2005, p. 131), it can be assumed that an effective teacher in teaching is a teacher who is aware of the relationship and teaches in this role. Teachers who evaluate and provide good teaching practices and can benefit students' willingness to absorb the knowledge and learning that has been given so that they can work well together. teachers in practice teach many things as a very creative experience. As stated by Loughran (1996, p. 25) it can be seen that the key to creating an effective teacher is a professional spirit who can demonstrate professional development by ensuring goals in a future teaching technique. The teacher tries to convince students to be actively involved in the learning process. in that way, it can happen by reconsidering the student's understanding through deeds, thoughts and actions. Therefore, in order for students and teachers to learn meaningful learning, it can show that teaching must challenge and motivate students to take steps to make their learning effective.

The understanding needed comes from the process involved and also understanding in the direction of teaching. so that it can be understood as a learning process, from self-reflection regarding the basic things that can change the way they think and behave towards learning. Much has been said



about reflectivity in educational contexts by, such as Loughran (1996), Moon (2004), and Pollard (2005), Pollard and Tann (1994), Posner (1989), Richards and Lockhart (1994), Schon (1987).). Programs with processes by developing reflectivity and developing creativity are at the stage of providing assumptions about teacher attitudes that should be autonomous regarding their understanding by involving many rules because this is still a learning stage and there are no established habits for teaching routines.

Thus, reflectivity should be seen as a process of developing learning about teaching, so that it covers the main aspects of pre-service teachers while depending on the individual characteristics of the teacher. Indeed, their thinking styles and ways of learning are increasingly reflective, so that they are more varied as can be seen from the way they express their opinions. In addition, it can be carefully stated that the development of reflectivity in the teaching context of pre-service teachers is not only based on theory, but on assessment and scope of active learning and also the place of practice in teaching should have a good impact on their understanding (Gabryś-Barker, 2012). As stated by Samuels and Betts (2007, p. 269), a teacher should make a real contribution and involve many people both in the context of work or personal life. Through reflection, teachers can explore their experience in teaching that is well oriented towards the program that should be desired and refers to real understanding.

## 2. 2 Previous Study

In previous study of teacher autonomy, it talking about Pre-Service Teachers' Perceptions of Promoting Teacher Autonomy Through the Use of Lesson Study (Rachel. L 2014). This study is to gather information from pre-service teachers about their perception of promoting autonomy through the use of lesson study. The data gathered to enhance will provide the following: a description of the perceptions of pre-service teachers' view of teacher's autonomy, views of teachers being perceived as researchers, and perceptions of lesson study promoting teacher autonomy in the context area.

Hence, Previous discussions on the development of teacher autonomy focused on the interplay between learner autonomy and teacher autonomy (Huang, 2007; Smith, 2000). The conducted realizing autonomous language learning, learners' awareness of being an autonomous learner is important. However, this does not mean that the role of teacher should be marginalized for sure the teacher has the strong responsibility to their creativity. Teachers traditionally expect to be viewed as authority figures.

In another relevant study related to teacher autonomy focused on exploring the perceptions of pre-service teachers' experiences of autonomy in transformational teaching (Klerk 2012). This study revealed that pre-service teachers appear to be aware of what autonomy implies and gear their teaching in this direction, and it appears that the University where the

research was conducted prepares their students to function autonomously. Thus, creating transformational learning during their teaching practice many pre-service teachers required to gathered the main aspect of autonomy. This also implies that these pre-service teachers experienced real autonomy in teaching for transformation and how they experienced the process during their initial teacher training practice at the faculty.

Additionally, previous research study about teacher autonomy focused on towards teachers' professional autonomy through action research (Bustingorry 2008). This study found that the educational processes towards developing teacher's autonomy that took place during the three years of the project are described. The transformation of the educational processes, needed to have conceptions and attitudes of the teaching staff are possible to be achieved by teachers from their practices. The pedagogical practice becomes a permanent source of knowledge and responsibility the character as teacher. The results of the research process help pre-service teachers to regulate his/her own teaching process at the same time.

Regarding the focused-on teacher autonomy in today's educational climate: current perceptions from an acceptable instrument (Strong 2014). This study found that Elementary and secondary teachers perceived autonomy in the different factors because has any responsibility to developed it. In identical order, but with significant differences between

their scores. In other differences in school structure and conceptions of autonomy may have contributed to grade-level discrepancies. The initial school may be able to enhance teacher autonomy by releasing some of their power to include teachers in school leadership, specifically in the two areas teachers perceived with lowest autonomy: school finances and professional development.

From previous research studies that have explained about teacher autonomy that, in this study will also discuss teacher autonomy as the focus of this study. In addition, in this study there are differences in previous studies because this study will discuss EFL Pre-service Teachers' perceptions of teacher autonomy during field teaching practice. This study will provide information during field teaching practice in carrying out or implementing teacher autonomy in high school for a pre-service teacher.

