

CHAPTER II

REVIEW OF RELATED LITERATURE

This research discussed several points related or contained theoretical framework and previous study. Sometime, it uses sub-title to elucidate purposes and detail idea.

2.1 Theoretical Framework

The theoretical framework contained discussions and review of relevant previous studies. matching on research topic, It described formulations made from the results of deductive thinking that were carried out to produce new concepts and theses that make it easier for researchers to formulate hypotheses and perform data analysis.

2.1.1EFL Students'-Teacher

Teachers play an important role in society because they are required not only to transfer knowledge, but also to incorporate character values during their teaching. As mentioned in (Yulia, 2019) "Pre-service teacher is a student accepted into an accredited university or college teacher preparation program to become a teacher". During practicum, preservice teachers are likely to pay close attention to their mastery of the range of skills necessary for success. Further, their performance is typically under the observation of their students, mentor teacher, and visiting lecturers, all of whom provide feedback that might be considered a form of verbal persuasion (Berg, 2018).

Moreover, pre-service teacher emphasized to understand six kinds of significant values of teacher confidential. According to Shulman (1986)

- a. Content knowledge: Learning outcomes of this part are Method, kinds, and language analysis should be provided for overall English course.
- b. Educational content knowledge: Target language achievement can help teacher to understand students necessary. Partially, EFL Pre-Service teacher needs to understand base of learning language.
- c. Curricular knowledge: attend to using syllabus, examinations requirements, and teaching materials. Then, EFL Students teacher will know about the standard achievement local and national curriculum.
- d. General pedagogical knowledge: good classroom management, using media etc, those can determine of classroom achievement during learning process
- e. Contextual knowledge: It will be better to understanding social or school environment such are relationship and character of pre-service teacher.
- f. Process knowledge: improving Pre-service teacher skill and attitudes by lifelong learning.

Nowadays, teaching practice and community service are not only in public area that is in Indonesia, but it also grows to International such as South Thailand (Wahyuni, 2019). The teaching practicum allows pre-service teachers to become exposed to the real world of teaching English to students of other languages and to gain knowledge about the complexity of current classroom practices, which contribute to enhancing pre-service teachers' motivations, attitudes, and

engagement towards the teaching profession (Fajardo & Miranda, 2015 in Trujillo and Hernández, 2017). During a practicum experience, preservice teachers are faced with considerable information from each of the four sources and thus may reevaluate their self-efficacy beliefs in the face of the new evidence obtained (Berg, 2018).

Teaching practice is the focus of all education systems worldwide due to its influence on the development of skills and behaviors of pre-service teachers, where several studies demonstrated its major role in bridging the gap between theory and practice, provides a framework for the acquisition and development of pre-service teachers' educational and personal competences (Smith & Levari, 2005). It also provides them with and develops their knowledge about the teaching profession including: knowledge about people, self-knowledge, and self-control (Yan & He, 2010). Teaching practice also teaches pre-service teachers life skills such as independence in problem solving, group work with colleague teachers, and developing positive attitudes toward the teaching profession and career values (Tuli & File, 2009). However, Hamaidi, Al-Shara, Arouri, and Abu-Awwad (2014) stated that pre-service teachers highlighted certain common challenges they encountered during their teaching practice.

However, a pre-service teacher can be defined as a person who is being prepared to educate students at school (Nguyen & Yang, 2018; Juuti, Christophersen, Elstad, Solhaug, & Turmo, 2018; Reid & Reid, 2017; Manning, 1912). Each country uses different systems and methods to create better teachers for the future. These education systems fulfill the require of many governments

that their citizens receive a high quality education. Scandinavian countries are often held up as an example of what a quality education system looks like. In Finland, for example, teachers must hold a masters degree from reputable higher education institution (Juuti, Christophersen, Elstad, Solhaug, & Turmo, 2018).

In Canada, content knowledge plays an important role in shaping teachers competences since a sharp fall in math score among students forced pedagogical universities to put additional effort into preparing their mathematics pre-service teachers (Reid & Reid, 2017). Therefore, as professional educators, pre-service teachers should demonstrate mastery in both pedagogical and content knowledge. In Indonesia, pre-service teachers are trained at a pedagogical university, within different subject areas, to earn a degree in education (Sarkadi, et.al, 2019)

The fact that many Indonesian English teachers are not yet knowledgeable with genre-based pedagogy and its implementation in the classroom has prompted the need for investigating the teaching and practice of this pedagogy in the teacher education programs that prepare professional school teachers. Monroe, Blackwell, and Pepper (2010) argued that teacher education programs provide “prospective teachers” assistance in ways of equipping them with necessary knowledge and skills to become effective teachers. Hence, it is important to find how the preservice teachers who have been taught genre-based pedagogy know and understand this pedagogy and apply it in the real setting, namely during their teaching practicum. As future teachers, they will be largely contributing to the successful implementation of the curricula.

However, not many studies have probed into how English preservice teachers know about, understand, and practice genre-based pedagogy in their teaching practicum. This type of research is essential, as preservice teachers are future professional teachers. If they have sufficient knowledge and understanding of genre-based pedagogy and are able to effectively implement this pedagogy or approach in their classroom teaching and learning, successful implementation of this pedagogy in the professional context will be guaranteed. Thus, this study attempts to fill the gap in the research on genre-based pedagogy applied by preservice teachers.

In addition, this current study specifically seeks to find out about preservice teachers' knowledge and understanding about genrebased pedagogy. he practice of genre-based pedagogy by preservice teachers in their teaching practicum and sees to what extent their knowledge and understanding of the pedagogy is reflected in their practice.

2.1.2 Field Teaching Practicum

School Experience and Teaching Practice courses have provided prospective teachers the chance to practice what they have learnt in theory. In addition to the theoretical education that teacher candidates have received in faculties, the experiences they have gained in practice schools have a very important role in the teacher education process (Gökçe & Demirhan, 2005).

The main purpose of these courses is to help prospective teachers understand the intricacies of the teaching profession by observing actual classroom practices (Sarıçoban, 2008). In these courses, identifying teacher qualifications, planning effective lesson plans, teaching a lesson in a real-life like situations, getting the required experience and teaching skills, and assessing their and other prospective teachers' performances are among the things that are expected from the prospective teachers (Sarıçoban,2016).

Teaching practice course enables pre-service teachers to acquire teaching skills in their subject matter in their level of education in real classroom setting and teach a particular course or courses in a planned order and discuss and evaluate the activities which occur in classroom setting (MEB, 1998). Every profession has a particular training process. Some professions are based on theoretical information, whereas others require theoretical and practical information to be applied (Kale, 2011).

Pre-service teachers can have opportunity to familiarize with their profession and practice what they have learnt in their teaching training programs through teaching practice course. One of the broad objectives of teacher preparation programs is to ensure pre-service teachers to have a solid foundation to start their teaching professions (Eryaman, 2008; Goodnough, Falkenberg & MacDonald, 2016).

First of all, student-teachers gain experience in a real classroom environment and realize the importance of their profession (Yıldız et al., 2016;

İşcan, 2017; Yalçın-Arslan & İlin, 2018). With the help of their supervisor and mentors, they identify their strength and weaknesses during their teaching experience (Akcan, 2009; Kuter, 2009; Merç, 2015a; Serdar-Tülüce & Çeçen, 2016).

Feedback given by supervisors and mentors has great importance in practicum courses as it will contribute to their future teaching ways. In the study of Akcan (2009) student-teachers video-taped their teaching course and then analyzed it together with their supervisor, this may be more effective as pre-service teachers can see their performance and evaluate it.

Based on the evaluation of student-teachers performance, they learn or develop new strategies in teaching (Merç, 2015c; Serdar-Tülüce & Çeçen, 2016; Yıldız et al. 2016). With these new alternatives, they also gain self-confidence and become more independent in their courses. İşcan (2017) explained this fact as ‘Practicum course provides the students to create their own bridges between theoretical knowledge and real-life practice of their profession’ (pp.27). Merç (2015c) stated that student-teachers moderate the negative consequences of anxiety with experience they gain in practicum courses. Gradually they overcome their anxiety in their teaching sessions, which is mentioned as the most encountered problem in almost all studies carried out so far.

2.1.3 Challenges at the start of teaching practicum in pandemic era

As per the UNESCO, Corona virus epidemic had an influence on the education field. About 300 million students globally disrupted their academic

practices and have to go for online learning. Most of the countries suspended schools across the country in an attempt to stop the virus spreading. Teaching-learning tasks that had traditionally been carried out in the school through face-to-face approach moved to the electronic learning program. The idea of social distancing and physical distancing needs that everybody remain home, so that this epidemic will not propagate. Therefore, all teachers and students are required to sit at home and also perform their responsibilities and duties as usual. To keep students aware regarding proper education and teaching, teachers are expected to be more creative and inventive. (Tawhida, 2020)

The state of the international public health emergency, declared by the World Health Organization on 30 January 2020 and the lockdown imposed by governments had a massive impact on everyday social life and changed the lives of all families (Cluver et al. 2020). Parents and children had to deal with the situation with each other's presence at home full-time, while adapting to changes in their working and schooling conditions and a decrease in their social interactions (Fegert et al. 2020). Suspension of school and/or the commencement of distance learning, cessation of extracurricular activities, the discontinuation of sports and leisure activities, closure of playgrounds, parks, shopping centres and loss of daily contacts with friends completely transformed children's and parent's lives without them necessarily being able to prepare for these changes. The sudden and unforeseen interruption of the usual routines brought uncertainty and something crisis-like into daily life, contributing to a vulnerable context for families and

challenging of children's well-being (Coyne et al. 2020; International Family Nursing Association, 2020; UNICEF 2020).

The authors of the present paper are members of the Children's Understandings of WellBeing (CUWB) network. The rationale of the CUWB project, as presented in its research protocol, is to explore and analyse the meanings of well-being from children's perspectives and determine how different dimensions of well-being are understood within and across national contexts (Fattore et al. 2019). This qualitative endeavour also contributes to the interdisciplinary development of indicators of child well-being (Ben-Arieh 2008; Ben-Arieh et al. 2014) and the related Children's Worlds study (Rees et al. 2016). The latter has demonstrated that children give high estimates to general questions about subjective wellbeing (e.g. Rees and Main 2015; Rees et al. 2020). The lockdown put children in an unexpected new situation and challenged their well-being.

Despite the COVID-19 pandemic and government policies to be applied, online learning that allows students to study from home and teachers to teach from home as well, this work examines how EFL learners conduct EFL learning online and what obstacles they encountered and the possible explanations for doing so.

However, very little is known about how they experienced this new situation being in the midst of the lockdown and receiving its direct impacts, with very little research undertaken that has listened to children. The aim of this paper is to reflect on children's experiences during the lockdown in Switzerland, Canada

and Estonia. The focus of the paper is set on changes in the well-being of children from their own perspectives during an extremely new and unexpected situation of the pandemic and the lockdown. The findings attract attention on the relationality of well-being: children's accounts in times of Covid underlines the relational nature of their well-being.

2.2 Previous Study

The researcher are looking for several related paper finding from other researcher andlinked previous research concerning EFL Students Teacher Challenges at teaching practicum. Such are;

First Research(Ayumi, J.S., Rezeki, Y.S. & Wardah 2021)Efl Pre-Service Teachers' Experiences Doing Practicum During Covid-19 Pandemic. The study was carried out by eighth-semester English education students at Tanjungpura University. They have completed micro-teaching and the Introduction to School Field (PLP) II course after three years of study in the English department. The paper employs a qualitative case study, with data gathered through semi-structured interviews and document evidence. The findings revealed that, while the online system is simple to use, EFL pre-service teachers occasionally experience issues with internet connectivity and electronic devices.

Pre-service teachers were hampered by external factors such as a lack of desire during the teaching practicum. Pre-service instructors can overcome these difficulties by planning ahead of time and employing diverse learning tactics to engage students, such as games, icebreakers, and quizzes. To tackle challenges

during their teaching practicum progress, the EFL pre-service teachers also consulted with their supervisors and in-service teachers.

Second Research, Exploring Challenges EFL Pre-Service Teachers Experience in Teaching Practicum: A Transformative Learning Perspective. This study explores at pre-service teachers' experiences, particularly the obstacles they face as a result of transformative learning. To investigate the teachers' experiences during teaching practicum, qualitative descriptive research was used as a study methodology. The study's participants were five seventh semester English education department students.

The material was gathered through reflective notes and in-depth interviews and then thematically evaluated. The findings demonstrate that pre-service teachers face a number of challenges throughout their teaching practicum. According to the research, the challenges that pre-service teachers faced were a tension between vision and reality, a teaching practicum that included class lectures, classroom management, and a lack of supervision. The hurdles are then examined through transformational learning, which enables teachers to overcome them, particularly in classroom management, by increasing their capacity to choose teaching strategies based on students' needs and talents. The goal of this study is to lessen the challenges that preservice teachers confront during teaching practicum so that the objectives of teaching practicum can be met appropriately. (Maharani. F&Fithriani. R. 2023)

Third Research, Exploring Efl Pre-Service Teachers' Mentoring Process And The Challenges In Their Practicum. This study looked into the mentoring processes and issues of pre-service teachers. To gather qualitative data, an interview protocol was used. Five aspiring instructors were probed. Different mentorship techniques were used with pre-service teachers. Mentoring frequency, content, assistance, and feedback differed across the five pre-service teachers. The majority of pre-service teachers were regularly supervised. Mentoring is typically done before and after teaching practice. Mentoring content includes methodology, teaching materials, and minimal technology for teaching. They faced five challenges: a lack of feedback, mentee exploitation, being forced to mimic the mentor's approach, a lack of advice, and a lack of time for mentoring. The findings suggest that mentor teachers need a mentoring course or a mentoring guidebook in order to provide quality mentoring. (Suryati N, Kuswandi D, Astuti. U.P 2023)