CHAPTER II

THEORETICAL BACKGROUND

This chapter discusses some theories which underline terms related closely to this research. This chapter is devided into four main sections; overview about teaching practicum in EFL context, reflective journal as a tool to promote student-teacher's profesional development, challenges in classroom management during teaching practicum, and theories thatsupport previous studies on reflecting student-teacher's teaching practicum.

A. Teaching Practicum in EFL Context

Teaching practicum becomes a paramount program to take by the student-teachers. It offers them experiences of teaching in which they can put their knowledge of teaching into practice in real situation. Additionally, it helps them have better teaching quality in their future. It is asserted that "teaching practicum is needed to ensure that teacher training institutions produce high quality teachers" (Zeichner, 2010; Sabar, 2004, as cited in Mtika, 2011). Additionally, it is defined as an academic activity in which pre-service EFL teachers put teaching theory into practice (Mudra, 2018). It develops knowledge that learners have and brings them to a situation in which they try to find out any possible solution for the topic discussed and presented. In a short, teaching practicum is integral to trainee teachers' professional development and shapes their beliefs and thinking about teaching (Mtika, 2011).

All EFL teachers including pre-service EFL teachers hope that their teaching can be great. Great teaching should enhance learners' knowledge or

understanding. A specific purpose of teaching practicum is to enhance student-teachers' knowledge, value, character, good behavior for their successful future teaching (Hamalik, 2009 as cited in Mudra, 2018).

B. Reflective Journal as a Tool to Promote Student-teacher's Professional Development

A strategy which can be used by a student-teacher to face challenges in teaching practicum is by doing reflection. It is believed that the way to encounter the challenges in teaching practicum program was through reflection (Khanam, 2015). Additionally, personal, practical and professional problems of the student-teachers can be solved through reflection, particularly reflective journals (McGregor & Cartwright, 2011, as cited in Khanam, 2015). Henceforth, the strategy can help the student-teacher overcome challenges in teaching practicum program.

Reflection is one of the ways the student-teachers can conduct to know how well their teaching practice runs. In addition, it provides them important information of their practice which can help them decide what to do to make their practice better. It is affirmed that reflection as a way in which teachers construct the meanings and knowledge that guide their actions in the classroom has become something of a buzz in education (Schon, 1983, as cited in Francis, 1995). Francis (1995) believes that reflection is to provide teachers to help them observe, think through, reconstruct, and deeply understand the process of theory building. In addition, "student-teachers have developed a

pattern of focusing on what they are supposed to say in order to please supervisors and lecturers" (p. 229).

C. Challenges in Classroom Management during Teaching Practicum

To achieve a well-managed classroom, student-teachers encounter some problems. There are several common challenges faced by pre-service teachers during teaching practicum as elaborated by Abongdia, et al. (2015), as follows:

1. Resources to facilitate effective teaching and learning in schools.

   The resources are vital in teaching practicum because in the absence of resources, or lack thereof, students get frustrated and this can make their teaching practice a difficult task (Abongdia, et al., 2015).

2. Learners' discipline.

   The learners' discipline becomes problematical issue for the student-teachers because in certain instances, learners know that student-teachers are only at the school for teaching practice and as such cannot exert any authority towards them (Abongdia, et al., 2015). They often behave inappropriate ways, such as not showing or not paying adequate attention, not participating in the class conversations, meetings and discussions, chatting during a theoretical part of a lesson, unrelated to the topic of the lecture, moving around the room, and making forbidden actions (Charles, 2007, pp. 19–20, as cited in Debreli & Ishanova, 2019).

3. Teaching practice duration.

In the teaching practice duration, some of the student-teachers may be working full-time and therefore face challenges with taking leave from work to do teaching practice (Abongdia, et al., 2015).

Based on the listed problems, it is necessary for school-based mentors need to ensure that student-teachers are supported during their work integrated learning since student-teachers require an opportunity of personal growth (Abongdia, et al., 2015).

D. Previous Studies on Reflecting Student-teacher's Teaching Practicum

A strategy which can be used by a student-teacher to face challenges in teaching practicum is by doing reflection. It is believed that the way to encounter the challenges in teaching practicum program was through reflection (Khanam, 2015). Furthermore, practical and professional problems of the student-teachers can be solved through reflection, particularly reflective journals (McGregor & Cartwright, 2011, as cited in Khanam, 2015). Henceforth, the strategy can help the student-teacher overcome challenges in teaching practicum program.

In the previous study, student-teachers who practiced teaching in the Government College for Elementary Teacher was investigated (Khanam, 2015). During the teaching process, 92 teachers recorded their teaching process. In addition, they also wrote reflections and implemented the journal before teaching begun. McGregor & Cartwright, 2011 as cited in Khanam, 2015 suggest to student-teacher using reflective journal as a solution for

personal, practical and professional problems. This reflective process contributes positively to students, teachers and the field of education itself. According to (Schon, 1991, as cited in Khanam, 2011, p. 348), in the way reflective teaching helps student-teacher to determine their solutions, and therefore they are more receptive to faculty criticism and are willing to make it necessary to adjust it in the next lesson. The advantage of reflection has been stated that the advantage of reflective writing in the teaching profession and teaching practice as it explores the meaning of an event through analyzing its details (Khanam, 2011). It is asserted that "it involves the description of complex behaviors, incidents, interactions, actions and reactions, a series of events in a sequence and their rationale" (Khanam, 2011, p. 691). Emphasizing the important for reflective practice during teaching practice to examine the suitability of prospective student-teacher beliefs and practices (Schön,1991, as cited in Khanam, 2011) conceptualizes that trainees learn and create knowledge through critical reflection on their own actions and experiences and develop practical teaching models suitable for new situations (Garmston, 2011, as cited in Khanam, 2011).

Based on the previous studies explained previously, it is concluded that the reflection can be a beneficial strategy for undergraduate students to evaluate challenges they face during teaching practicum program. In addition, it enables them to find solution to overcome the challenges.