

Teaching Practice: Immersion Program for Teacher Development Profession

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Teaching Practice:

Immersion Program for Teacher Development Profession

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Abstract

This study is a report of the teaching practice results conducted by the secondary school teachers in Samarinda, Indonesia. Six aspects of teaching: knowledge of subject matters, planning, developing the lessons, communicating, managing, and evaluation were evaluated in this study. Drawing on the qualitative approach, this study assigned 10 student-teachers as the participants. Rate on student-teachers performance and response describing problems in the teaching practice was described. Data of this study were analyzed from the data collection, data reduction, data display and verification and conclusion drawing (Miles and Huberman, 1994)

and theme analysis from Spradely (2006). Results show that students-teachers assured that six teaching aspects were crucial in teaching practice in the actual classroom. The results are varied in terms of development of teaching materials, responses of students, and activities in the school. The evidences indicate that teaching practice substantially improved teaching performance of the student-teachers. In addition, self-evaluation using classroom observation basis was meaningful to improve student-teacher's competence, knowledge in teaching, and skills in English.

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Introduction

This paper reports results of observation of teaching practice on Senior High School (SMA) in Samarinda Indonesia in context of English as a Foreign Language (EFL) teaching undertaken by undergraduate students majoring in English language education. For the undergraduate students in the university, teaching practice is a 12-week program that students need to take as an end-session requirement. The implementation of the teaching practice, however, raises problems for students about competencies the students have gained from teaching courses in campus and practical concerns at the schools.

In the area of teacher training, teaching practice is beneficial for students-teachers to elevate their teaching competencies and improve teacher's professional development. It is essential to induce teaching profession, equipping student-teachers real world of school. Teaching practice also a place to expose student-teachers to the real world of schools and other responsibilities of teacher outside the classroom though social interactions with staffs of the schools the student-teachers conduct the teaching practice. Glattenhorn (1987) admits that by gaining increased experience in one's teaching role student-teachers systematically gain increased experience in their professional growth through examination of their teaching ability. Regarding problems at school, teaching practice in most cases is not well-prepared by student-teachers having the duties of teaching practice at schools that vary. Internally, student-teachers' competences for teaching in the real world facing learners at schools is in restriction.

Knowledge on curriculum, teaching materials, and instructional design is lack and student-teachers are not confident to apply. Specifically, the problems concern with English competences they accomplish that they have to maintain in the schools when teaching. Also, there are gaps between teaching materials and designs the student-teachers acquire from campus in some cases and what mentors at school produce and use in classroom teaching. Besides, teaching practice is conducted while student-teachers still have other courses at campus and at the same time they have to prepare for teaching and work for other courses. It is hard for student-teachers to do so that the teaching practice is served in underestimated preparation and in trivialities.

Teaching practice for the undergraduate students is aimed at implementing knowledge obtained from the lectures processes into the real situation of teaching that covers knowledge consists of planning teaching materials, real teaching, writing test item, and evaluating overall materials that have been taught. Specifically, the objectives vary in three scopes: (1) to conduct teaching-learning process in the classroom based on Prepared Lesson Plan, (2) to apply knowledge revealed from courses to real classroom, and (3) to identify and solve problems encountered in the classroom. Activities for the teaching practice capture: observation, teaching (planning, applying and evaluating) for at least five times, and participation of weekly discussion with teaching supervisor (Manuals of Teaching Practice, Mulawarman University, 2012).

Teaching practice is usually done over a semester with 11-12 weeks immersing students-teacher at a school. During the 12 week session, student-teachers should have teaching practice in the classroom for six times, once for teaching exam, and the other one final exam. The rest of the weeks, around 4 to 6 weeks, is used to adapt school conduct and administration aiding school-teachers or school activities. In whatever form it is done, teaching practice undergoes to inducting student teachers more fully into the professional work of teachers. Student teachers are expected to command all responsibilities of a teacher that allows them experiences of being a part of a real classroom setting, of getting to know learners, of planning and organizing the classroom tasks, designing instructional materials, demonstrating materials, interactions and evaluating students accomplishment. Hence, student teachers could also cope with unfamiliar situations, controlling and managing learners or establishing a working relationship with the mentor or supervisor (Pak, 2008).

This study is intended to see how teaching practices is conducted to improve EFL student-teachers of English language education program in Mulawarman University Samarinda

and what typical problems are encountered during the teaching practice. Specifically, this study focuses on how competences of teaching are applied in the classroom setting by the student-teachers and how external factors contribute to the perception of the student-teachers regarding the teaching practice process.

Review of Literature

Teaching Practice

Teaching practice is defined as teaching activities in the classroom conducted by a student-teacher at a school. Teaching practice refers to all parts of training course which involve planning, teaching and evaluation of actual lessons (Budiharso, 2016). The activities consist of lesson observation and demonstration teaching. As a set of activities, teaching practice deals with students as the object of teaching, student teacher and mentor who observes the students teacher when s/he is teaching in the classroom.

Teaching practice is an essential component of any teacher education program, granting student teachers experience in the actual teaching and learning environment. During teaching practice, a student teacher is given the opportunity to try art of teaching before actually getting into the real world of teaching profession (Kiggundu and Nayimuli, 2009:1). Due to the changing classroom environment and learning process, there has been a shift in the concept of teaching practice: teaching practice is associated with an apprenticeship model and the concept of field experience associated with an experiential model (Menter, 1989:460). In essence, teaching practice equips authentic context in which student teachers are exposed to experience, complexities and richness of reality of being a teacher, allowing opportunities to establish whether the right career choice has been made or not (Kiggundu and Nayimuli, 2009:3).

Teaching practice is an integral component of teacher training (Marais and Meier, 2004:220; Perry, 2004:2). In order to achieve the standards required for qualified teacher status, a student teacher is subject to do teaching practice at schools. Teaching practice can be conducted in a number of forms: student teachers go for once a day each week; others do over a semester; the others work in a two- to six- weeks (Perry, 2004:2).

In our university, teaching practice is classified as parts of course for teaching program for undergraduate students. The courses aim to provide student teachers with practical experience in teaching in school. Specifically, teaching practice course is set to strengthen the ability to increase students' knowledge and skills in education courses and teaching students at schools. Student teachers particularly can produce lesson plans for the needs of teaching

practices (Pak, David & Gitu, 2008a). In addition, Mulawarman University defines teaching practice course into two packages: a 2-credit microteaching and a 4-credit apprenticeship. Microteaching prepares student-teachers at campus with artificial peer-teaching, equipping students with theories of teaching and instructional design. The apprenticeship immerses student-teachers with real experiences teaching at school implementing all theories in the real classroom at school.

During teaching practice, various activities have been designed by some experts, such as: Pak, David & Gitu (2008), Kiggundu and Nayimuli (2009), Gan (2012) and Hall (2015), stating that student teachers work with individual pupils, and organize and teach groups and whole classes to facilitate learning in pupils. Pak, David & Gitu (2008a) emphasize that student teachers can also monitor and evaluate the work produced by the pupils, adjusting teaching and future planning in the light of this information. Student teachers will be able to evaluate each lesson taught, reflecting on their own professional development and demonstrating a sound understanding of the role of the teacher.

Pak, David & Gitu (2008b) report design of teaching practice course at Brunei University represent the culmination of the preparation for a student teacher to become a trained teacher. Pak, David & Gitu (2008b) identify that the teaching practice experience consists of an extensive period of school-based activities such as observations, discussions, planning, teaching, assessing, evaluating and reflecting, undertaken in a supervised working atmosphere. The experience is designed to provide opportunities to develop planning, teaching and evaluation skills within a school setting. According to Pak, David & Gitu (2008a), during the practice the student will keep records of daily lesson plans and other activities in which he/she participated. Whenever possible, students will also observe lesson delivery of cooperating and other experienced regular teachers. The exact nature of the content will be determined during the time the student spends in the school, dependent on the opportunities that arise during the placement. Students will be given opportunities to teach their subject specialization(s) individually.

Further Pak, David & Gitu (2008a) point out that teaching practice at school initially provide benefits for students to observe a range of teaching and learning situations, familiarize students with school routine activities, and plan and discuss lessons with mentor teachers. In addition, student-teachers can observe the teaching practice to see teaching and learning situation, familiarize them with school routine and activities, information on teaching tasks, and plan and discuss lessons with mentor teachers. Pak, David & Gitu (2008b) also suggest

that student teachers could observe how teachers work in different classes and different levels, content of the lessons they will teach, develop knowledge on available resources, organize and prepare resources for teaching. This way, Pak, David & Gitu (2008a) argue that student-teachers will ask mentors to guide and coach them to monitor and evaluate students' works and adjust teaching techniques and future planning. Regarding the materials of teaching, student teachers can learn to evaluate lessons, reflect on their professional development, and responsibilities of being a professional teacher, thus student-teachers can reflect how to develop their own teaching competences, style and creativity (Pak, David & Gitu, 2008b).

Teaching is not 'just' a body of knowledge and competencies that can be passed on in a course. Teacher training is not somewhat prescriptive, pointing us towards certain ways of teaching and of thinking about teaching, rather than truly encouraging us to think through for ourselves the full range of possibilities for our classrooms (Hall, 2015). What teacher training seeks to do is to equip teachers with the skills and abilities they need to help, or help them develop, in their work. For beginner teachers, these skills and abilities could perhaps be labelled 'professional competencies', perhaps the ability to analyze and explain language, or key techniques and approaches for managing classrooms. More experienced teachers might develop reflective skills as well as 'higher level' insights into classroom practice (Pak, David & Gitu, 2008a).

Assessment on teaching practice is focused on the preparation for the teaching and practical activities when student-teachers are teaching in the classroom. In this regards, assessment design developed by Pak, David and Gitu (2008b) is adapted. The profile deals with a 4-scale form. As seen in Table 1, the form basically focuses on the six main teaching processes and competencies: knowledge of subject matters, planning, developing the lessons, communicating, managing, and evaluation.

Table 1. Assessment on Performance on Teaching Practice

No	Subject of assessment	1	2	3	4
A	Knowledge of subject matters or skills				
	1. Mastery on a subject and skill knowledge				
	2. Use of appropriate examples				
B	Planning				
	3. Delineating learning objectives				
	4. Selecting content/materials/media				
	5. Determining procedures				

C	Developing the lessons				
	6. Arousing interest				
	7. Stimulating thinking				
	8. Encouraging participation				
	9. Maintaining pace of lesson				
	10. Lesson closure				
D	Communicating				
	11. Probing and informing/explaining				
	12. Questioning and responding				
	13. Use of voice				
	14. Command of language				
	15. Using media and resources				
	16. Empathy				
	17. Self-confident				
E	Managing				
	18. Establishing rapport				
	19. Managing behaviors				
	20. Managing group/individual work				
	21. Managing time				
F	Evaluation				
	22. Using and giving pupil feedback				
	23. Monitoring pupil understanding and modifying teaching				
	24. Encouraging pupil self-evaluation				
	25. Using and marking written work				

1-Needs serious attention; 2-Satisfactory; 3 -Good; 4-Outstanding

Teacher Competency

Teacher competences in area of ELT had been discussed by Girard (1974) and William (1974, and more recently, Gan (2012) report studies of Murdoch (1994) and Richards (2010). The first statement of Williams (1973) that is native-speaker centered is discussed here. Teaching practice is a starting point for teachers to practice English in the classroom context. It is almost impossible for one who is not English to achieve an acceptable of proficiency in the English language except a set of knowledge which function as the individual training in English has been accomplished by the teacher (Williams, 1973:108).

The competence of English teacher according to Williams (1973:108-110) are (1) a very good knowledge of grammar, (2) phonetics and pronunciations, (3) vocabulary and usage. The sets of the knowledge require good command of English teachers since they reflect the

basic knowledge of English. Grammar is a recognition of the pattern and unity underlying verbal experience, a description in words of verbal behavior. We must know our grammar and be able to break down a point of grammar into its smallest and most basic elements and teach each element one by one. Teachers should realize that it is very important to reflect on grammar.

In addition, Girard (1970:100-102) outlines three competences that emerge from the pupil's conception of good language-teacher; first, teacher must offer a good model in the use of the foreign language, especially the spoken language; second, a teacher must be a good technician of a language teaching. It provides situation to make his pupils understand, correct their pronunciation and develop, and stimulate activity in the foreign language; third, an English teacher must also be a good psychologist. The teacher must be well aware of all his pupils, individual problems, capable of coping with them and of creating at all stages an atmosphere of mutual confidence and sympathy in teacher-class relationship.

Further, Girard (1970) mentions that the first two competences are developed by a serious teacher-training course which aims at providing the trainee with a good mastery of the language he is going to teach and with the classroom techniques he will need in order to teach that language in any useful way. We can assume that pupils are motivated if they have the feeling of learning good authentic language, especially the spoken language, and if the teacher proves capable of giving them a good model, which he can make his pupils reproduce. The third quality depends very much on the personality of the teacher, which is the most difficult things to change.

The stages of development of the language must be carried in his head, so that it becomes a well-integrated growth in the pupils' mind. As the point note of grammar, William (1973) states:

I do not advocate the teaching of grammar as such to pupils. I have only tried to point out how important the knowledge of grammar is for the teacher of English

A language teacher, willy-nilly, is a phonetician. Since questions of pronunciation cannot be avoided, the simpler we can make them better, we may have a good phonetics. The teacher needs knowledge of phonetics to help him mark out the ground and foresee where the main problems of his students will arise.

At this point William (1973) asserts a teacher must know the phonetic alphabet, but whether he should teach it to his students is a matter of arguments. To be well-prepared on phonetics, William suggests the teacher to (1) have a sound knowledge of stress, intonation and the phonetic alphabet, (2) know how the individual sounds are made, (3) master those tricks of the phonetic trade which provide short cuts in correcting mistakes, (4) be acquainted with the pronunciation problems of his students, and (5) know where to look for detailed information on the previous four points. The non-English teacher should be trained in such a way that typically English idioms become second nature to him. New vocabulary must be learned in context if the necessary proficiency is to be acquired. The trainee will have to build up his vocabulary with careful guidance from his teacher. In teaching vocabulary, a teacher should not attempt to do too much at a time.

In the recent era, a shift seems to occur as a result of the world Englishes and Lingua Franca Academia as reported by Gan (2012:55) regarding a general consensus that language proficiency is the foundation of non-native ESL teacher trainees' ability to fulfill their future professional role (Murdoch, 1994) and language proficiency in many teacher-preparation programs. Language proficiency not only makes contribution to teaching skills, it also leads to enhanced confidence in teachers' teaching ability and an adequate sense of professional legitimacy (Richards, 2010 in Gan, 2012:55).

Summarizing researches of Littlewood (2007); Li (1996) and Carless (2006), and Gan (2012) maintains that some secondary school English teachers in Asia often lack confidence in conducting communication activities in English because the teachers themselves feel that their own proficiency is not sufficient to engage in communication or deal with students' unforeseen needs. Cullen (1994) then rightly points out that the problematic command of spoken English among the teaching force is not just a concern for teachers or pre-service teachers but should also be a concern for those involved in planning pre-service teacher training programs.

Murdoch (1994) asserts that language proficiency will always represent the bedrock of ESL teacher's professional confidence. In addition, Richards (2010) rates ten specific language competencies that a language teacher needs in order to teach effectively:

1. competence to provide good language models
2. competence to maintain use of the target language in classroom
3. competence to maintain fluent use of the target language
4. competence to give explanation and instruction in the target language

5. competence to give examples of words and grammatical structures and give accurate explanation (e.g. vocabulary)
6. competence to use appropriate classroom language
7. competence to select target-language resources, e.g. newspaper, internet websites)
8. competence to monitor his or her own speech and writing for accuracy
9. competence to give correct feedback on learner language
10. competence to provide input at an appropriate level of difficulty

Methods

A qualitative research approach was used in the study. The subjects of this study were 10 students-teachers, conducting teaching practice in two SMAs in Samarinda, 4 mentors and one lecturer from English Department Mulawarman University Samarinda. The informants were all undergraduate students majoring in English language education conducting teaching practice at school. Teaching practice was conducted for one semester or 16 weeks duration and 10 weeks of which were used for the observation in the classroom, preparing lesson plans, real teaching, and assessment. Lecturers visited students during their teaching practice period and the school teachers performed as mentor teacher. In each session students-teachers teaching, mentor and lecturer observed the student-teacher performance. If mentor and lecturer considered students teacher achieved criteria of competency, they let the student-teacher taught without being supervised.

Data were collected mainly through observation and semi-structured interviews with all 10 student teachers, 4 mentors and one lecturer at the end of a 10-week teaching practice period. Observation was used to see students performance during teaching. Interview explored students problems, challenges and hopes about teaching practice at school and comments on the perspectives of mentors and lecturer. The informants were briefed on the focus of the inquiry. The interviewer directed and encouraged dialogue by asking reflective and probing questions. At the end of interview, students-teacher, mentors and lecturer were asked to write their most problem and challenges they experienced during teaching practice. Data obtained from the semi-structured interviews were analyzed thematically. The themes were derived from the key research questions. Literature assisted in identifying the final categories, students-teacher experiences and how these experiences influence their perception of the teaching profession. Both positive and negative experiences of student teachers during teaching practice

were administered and suggestions bearing with ways of assisting student teachers to achieve the desired outcomes from teaching practice were proposed.

Results

Teaching Performance

Student-teachers' performance assessed using rate percentage is focused on six indicators of teaching: knowledge of subject matters, planning, developing the lessons, communicating, managing, and evaluation. Table 2 summarizes the student-teachers' response on the level of difficulty of the teaching aspects.

Table 2. Level of Difficulty on teaching aspects

No	Aspect of teaching	Response	
		F	%
1	Evaluation	8	80
2	Developing the lessons	6	60
3	Managing	5	50
4	Communicating	4	40
5	Planning	3	30
6	Knowledge of subject matters and skills	1	10

Data in Table 2 shows that evaluation is the most difficult problem as 80% of 10 student-teachers affirmed. Respectively, developing the lessons during teaching process is the second problems (60%). Student-teachers admit that evaluation is often ignored as it comes in the last session of teaching. In addition, developing lesson into paces and order of topics is difficult to apply. It pertains to rigid procedure that is difficult to memorize.

The third problems during teaching is managing the classroom (50%) and communicating to learners (40%). Managing classroom rule needs experience to perform in front of audience, however, improvisation is possibly to act based on context. Strategies to compensate in the management of the classroom can be integrated with communicating techniques. The most difficult activities to maintain are during this session student-teachers should speak English in a full session until the end of the classroom session. To speak in English language during the whole session in a classroom needs exercises and endurance to maintain the stamina.

However, planning and the mastery of subject matters are not so annoying student-teachers; the range of difficulty is 30% for planning and 20% for the mastery of knowledge. Planning teaching is not quite difficult to do because preparation has been made as the student-teachers select the topics for teaching and sets the organization of the teaching procedures. Accordingly, the mastery of subject matters has been incurred during preparation. Understanding the knowledge and skills starts from the reading the literature when preparation of teaching materials were developed and culminates in the performance of teaching in the classroom.

Overall, components of each aspect that arouse problem for the student-teachers are listed as follows:

1. Use of appropriate examples
2. Determining procedures
3. Encouraging participation
4. Maintaining pace of lesson
5. Lesson closure
6. Questioning and responding
7. Using media and resources
8. Empathy
9. Self-confident
10. Managing group/individual work
11. Using and giving pupil feedback
12. Monitoring pupil understanding and modifying teaching
13. Using and marking written work
14. Encouraging pupil self-evaluation

Results of Observation

Observations conducted for this study were of two kinds: pre-observation to see the mentor's performance, and observation to see the student-teacher's performance. Pre-observation was done twice. The results of the class observation were as follows. In the pre-observation, the researcher identified the teaching style employed by the mentor. Teaching activities conducted by the mentor was basically lecturing. Mentor explained the topic in front of the class and students' participation were accessed through questions and responses. At the early stage, mentor gave review on related or previous topic, then he discussed the intended

topic through questions and responses. Presentations of topics were given in terms of examples and comments. At every pause of discussion, mentor asked students such as: "Does it make sense? or Do you understand?"

For the needs of Teaching Practice, mentor suggested the student-teacher write summary of every topic. The copy of the summary was distributed to the students. Techniques used to explain in the classroom were free to choose, using OHP media or conventionally using blackboard as a media. In this case, student-teacher distributed the summary copy of every topic and to use OHP as a media of teaching. At the end of teaching time of every topic, oral and written exercises were given.

Student-teacher improved his performance on teaching for two main information. *First*, mentor gave comments on the performances of student-teacher who for eight times of teaching he always observed in the class for the whole time of teaching. *Second*, student-teacher should have discussion with teaching practice supervisor and classmates which were conducted regularly every week. Mentor's comments were discussed in the regular meeting and supervisor together with classmates suggested some useful and fruitful ideas and applicable techniques.

In addition to perspectives from mentors and lecturer, three main perspectives are reported.

First, student-teachers performance in general was good. They all always arrived at the class on time. The student-teachers had achieved standard technique of teaching, materials of teaching, media, mastery of the course, classroom management and test writing. They are all personality acceptable to all students at school. Understanding on teaching course at the university and curriculum at school they should perform has been adjusted at appropriate level for the school objectives. This way, contributions from mentors has been internalized successfully by student-teachers.

Second, the weaknesses of student-teachers appeared in terms their performance in the classroom especially when spoke English as medium of instruction. Specifically, they were not confident on pronouncing some English words inaccurately if they pertained to subject-specific topic. Sometimes they used indirectly technique to answer question where students felt that the technique as such was complicated and sometimes difficult to understand. It is the problems of oral English competency to perform in front of audience and problems on subject-specific oral performance. Subject-specific relates to vocabulary selection, grammar and idiom that is used to explain topics in various genres, e.g. soccer, medical, culture, literary work, economy, etc. through reading or oral communication.

Third, some students being taught did not know the essence of teaching practice and the attendance of the student-teacher in their class. They expected to be informed what topic should have been read before the student-teacher was teaching. These factors appeared for two reasons: students were not informed by the institution about what teaching practice was; and student-teacher's performance on the class was dependent on mentor supervision. It was difficult for student-teacher to give information about the topic if mentor did not inform before.

Results of Interview

Practice Transformation

Practice transformation described three evidences: conforming theories and practice, the importance of teaching practice, learners welcome, and development of teaching materials in pursuance to syllabus.

With regard to internalizing theory into practice, of 10 informants, 60 (60%) admit there is a discrepancy between theories they learned in campus and reality of instruction. However, 4 (40%) stated they could adapt the problems and immediately matched with the needs for teaching practice. Among the 60% students -teacher stated that they could not reconcile the teaching methods as explained during their lectures with those used in schools by teachers. However, most informants indicated that they were prepared and able to translate theory into practice during the teaching practice. Of 10 student-teachers, 8 (80%) said that they found teaching practice is very interesting because they were able to apply what they had studied. They acknowledged the importance of positive reinforcement and of creating a favorable environment for learning.

Excerpt (1) and (2) indicates testimonies from regarding the important position of teaching practice for student-teachers:

(1) *To me, teacher practice is for improving my teaching competency. I find there has been a challenge, pleasure and a great fulfillment. I have learnt a lot. [S-1A]*

(2) *Teaching practice is as essential as in any other subject. It leads to teacher learning. I feel teaching practice improves teacher's professional. I enjoy to involve. [S-2B]*

Positive opinions appeared for student-teachers on perceiving teaching practice with qualification of teacher in his performance. See excerpt (3).

(3) *It is very arrogant to say that you can just walk into a classroom and teach English, just because you speak English very well. You can't learn to teach a language by trial and error. You cannot practice the guinea pigs in the classroom.* [S-5A]

However, despite a thorough teacher preparation, 80% student-teachers affirmed that it occurred at the first time teaching learners underestimated and performed unfriendly welcome on the presence of student-teachers. Of course, it was not easy to teach because the learners were not co-operative, they did not do assignments, were noisy and were not actively involved in classroom activities. In addition, there was a language barrier as most students-teacher get difficulty using English for classroom interaction. This affected the student teachers' performance during teaching practice and their perception of the teaching profession in general.

In regard to development of teaching materials and teaching methodology, 100% student-teachers should model of performance of mentors. Of 10 student-teachers 20% received no guidance to adapt the model and 80% were welcome. In addition, teaching materials the student-teachers should develop depends largely on Lesson Plans model exemplified by the mentors. Of 10 student-teachers, 80% received satisfied supervision and assistance from mentors. This way, teaching practice is perceived to be prescriptive by student-teachers who were treated unfairly. Excerpts (3) and (4) witnessed the occurrence. Of 10 student-teachers, 2 (20%) admit that teaching practice is prescriptive and difficult to apply. See excerpt (4) as the witnesses.

(4) *For me, teaching practice is prescribed and ineffective. We are prescribed to administrative work and tight schedule to come on time at school. Some times mentors are strict to instruct. When I asked to consult teaching materials development and teaching method, my mentor did not answer friendly. "It is your job to delve. So, work on your own efforts" she said.* [S-4B]

External Factors

Results of interview pertaining to external factors described time to teaching practice, relationship between mentor and student-teachers, and involvement in school activities. In terms of timing to conduct the teaching practice at school, all (100%) informants testified that teaching practice started just in time that students-teachers are not comfortable. Problems appear as students-teachers do not have preparation since they still have to continue attending

lectures in the university. It is inconvenient because they had to prepare for their lessons at school, complete assessment of learners' work, at the same time they were required to do their own assignments for their lectures. It is not so good, but challenge having to do both at the same time.

In addition to relationship between mentor and student-teacher, the evidence shows that overall impression of mentors against student teachers was fairly positive. All informants (100%) indicated that the mentors were supportive and always willing to help. They said that mentors gave student teachers valuable advice and shared their skills and experiences. The informants appreciated the positive attitudes displayed by their mentors which made them feel part of the school. However, some of them found their mentors were not cooperative and declined their motivation to practice. Such unprofessional conduct could have affected their preparedness and willingness to teaching.

However, negative impression occurred also impressing a mentor whose conduct is typical. See excerpt (5).

(5) I experience that mentors often asked me to do the work that is his own job, not relate to teaching practice. It happened also that I have to replace his teaching in a number of parallel classes and the mentor was away from school. [S-2A]

Regarding involvement in school activities, one of two schools did not introduce student-teachers to teaching staffs at the first time they came arrived at school. Informants felt a sense of alienation. One student teacher remarked as in script (6).

(6) Formerly, we were not introduced to staff. Psychologically, we were depressed because we felt like strangers. [S-5A]

Such feelings of alienation resulted in a lack of self-confidence, which in turn reduced the effectiveness of teaching practice and negatively affected student teachers' attitude towards the teaching profession. However, a good reception from the headmaster and teacher provided a positive attitude towards teaching, as confirmed by one of the student teachers who received a good reception from school B. Let see excerpt (7) as the testimony.

(7) *We were introduced to the staff. They took us to the classes and we introduced ourselves to the learners. Learners were told to respect us. We were introduced as teachers not as student teachers. To a certain extent it influenced the way other teachers and learners related to us. We are more confident.* [S-5B]

Informants clarified that other staff members who were not mentors did not make them feel welcome and they performed low respect. For some reasons, administrative staffs are not fair to the students-teacher. Attitude that indicates an unfriendly conduct and intolerance cooperation appeared. Of course, it affects involvement on school's activities.

Teaching involves many experiences, and student teachers are required to get involved in all aspects of the school. In this study not every student-teacher is involved in the school activities. The student teachers were limited in their participation in the school activities.

Discussion

The findings of this study typically represent characteristics of teaching practices by EFL Indonesian learners. Internal factors representing competences in teaching were revealed and other four external factors were presented in this study.

First of all, implementation of theories to real world at school has been perceived formally by student-teachers as obligatory and positive responses appeared to internalized the problems. Teaching practice is requisite to achieve standard competency as English language teacher. Competences of English teacher should involve competences in English language and teaching perspectives. Proficiency is an extremely important aspect of teacher expertise, and is perhaps the biggest obstacle to the implementation in the teaching process (Mohd-Asraf, Hossain & Eng, 2019). This finding confirms statement from William (1973), Girard (1974), Murdoch (1996) and Richards (2010). Language proficiency is the standard competence student teachers should accomplish to assure that they can use English as a medium of instruction during teaching. Language proficiency also supports student-teachers to develop teaching materials.

This study confirms a research by Kiggundu and Nayimuli (2009) stating what student-teachers do during teaching practice are about to implement theories in the actual use in the classroom. Evidently, problems pertaining to attitude, implementation of teaching strategies, curriculum design, teaching materials development are present. Through teaching practice, student-teachers are equipped to planning instructional design, teaching in the classroom, and

evaluation. Evidently, teaching practice is the way teacher's profession development is induced.

Teaching practice as the immersion program for students teachers is a good media. As an immersion program of teaching, it is evident that student-teacher must design his material into well-prepared order. *First*, he must write down the complicated and long materials into a summary of maximum in two pages. This demands ability of high command on good writing. *Second*, student-teacher, if he uses OHP to present his topics in the classroom, he must paraphrase the topic into the transparency. *Third*, student-teacher inevitably speaks English to explain when presenting teaching materials. It involves mastery of the materials and pronunciation. *Finally*, under the supervision of a mentor and supervisor who are doctorate levels is another reason of being constrained. This requires student-teacher prepare well-performance. Therefore, to make up the teacher's performance better, he must increase his knowledge on grammar, vocabulary and usage and phonetics.

Furthermore, Girard (1970) admits that three qualities of English teacher include to perform acceptable teaching technique, design good teaching materials, and provide good item tests. However, students' responses indicate that student-teacher's pronunciation should be improved. Other comment is the way of explaining, eliciting examples and answering students' questions. To do this job, student-teacher needs to know strategy of communicative teaching where a teacher does not directly answer such a question. However, simple concept, direct reasoning and clear organization of ideas are of essential. It is evident that teacher as a model and a mechanic seem to be applicable.

For the sake of using mentor as a model of teaching, it is sometimes difficult for not all teaching programs and materials are openly discussed by the mentor to the student-teacher. Such the condition makes the student-teacher is under high pressure. The implication of this condition is that the class atmosphere is influenced. Students claim that student-teacher does not master the materials well, and as a result, they are not highly motivated to join the class. As a matter of facts, mentor is not always ready to inform all programs due to the simple reason he does not believe enough to student-teacher to teach (Kiggundu and Nayimuli, 2009).

It is this study content courses and skill courses presented for teaching practice need different attitude to prepare. Student-teachers need basic and enough knowledge to choose the course before he is ready to have real teaching. Therefore, the role of classroom observation is crucial (Kiggundu and Nayimuli, 2009). This study shows that having twice observation, the student-teacher is well facilitated. In other side, the role of the presence of the mentor in the

classroom may raise advantages and disadvantages. The advantage is students can remain serious to follow the class so that the class interaction is running smoothly. The disadvantage is the student-teacher remains to feel under the constraint and is not self-confidence (Pak, David & Gitu, 2008a).

Student-teacher needs a well preparation in terms of: mastery of teaching materials and good performance in oral English. Mastery of teaching materials begins from selecting basic materials, summarizing into systematic organization, writing in transparency or power points, designing classroom interaction, and writing items for the test. Performance on oral English is required to support self-confidence when class presentation has been his individual responsibility (Gan, 2012; Pak, David & Gitu, 2008b).

Other required skill essential to support the teaching practice is developing assessment instruments of classroom tests. The instruments may be in forms of: questionnaire, interview, tests, and observation. After the skills are possessed, the mastery of analyzing the instruments is required. Both skills can support the student-teacher more self-confidence (Lear, 2019; Budiharso, 2016). Involvement in the school activities is important for student-teachers to know about administration system at schools and involvement on the administration activities will improve their performance and self-confidence in teaching.

Above all, teaching practice is really a good media as an immersion program for English teacher. Teaching practice is just the beginning acquisition of teaching competences. Student teachers will need years to become experts. Such expert teachers would have acquired a huge repertoire of experiences and skills over many years. Expert teachers know the content that they teach very well (having taught them repeatedly), can easily handle diversity in learners, and can capitalize on “teachable moments”. Professional grows this the acquisition of knowledge and competences about teaching and pupils that they teach, and how pupils learn. This requires a life time of commitment and dedication. One cannot expect a student teacher or novice teacher to be able to demonstrate such expertise. Such considerations will bring more consistency to the assessment of teaching practice in the final semester (Pak, David & Gitu, 2008b).

Ten specific language competencies that a language teacher needs in order to teach effectively as stated by Richards (2010) are well prepared in teaching practice.

Mostly, language competences is closely related to a teacher’s ability to speak the target language fluently and confidently in classroom (Gan, 2012:54). Particularly, student-teachers can use of good language models, fluent use of the target language, explanation and instruction

in the target language, and give examples of words and grammatical structures, give accurate explanation (e.g. vocabulary), and give correct feedback on learner language (Gan, 2012; Pak, David & Gitu, 2008a).

Conclusion

The objective of this study is to see if teaching practice as an immersion program contributes professional development. In summary, this study reveals that teaching practice does improve teaching qualification for student-teacher. In a global perspective, teaching practice is required for the pre-service training to equip student-teachers with professional expertise. In general, as an integral part of teaching profession development and training, teaching practice serves teacher-students proficiency in English language and teaching strategies. Six teaching aspects that student-teachers concerns during the teaching practice include: knowledge of subject matters, planning, developing the lessons, communicating, managing, and evaluation. Teaching practice immensely serves teaching qualification, improving English proficiency particularly for the use in the classroom for use of oral interaction during teaching learning process. Self-confident improves as student-teachers are competent to use English for the models, explanation and instruction in the target language, give examples of words and grammatical structures, give accurate explanation (e.g. vocabulary), and give correct feedback on learner language. English proficiency also contributes for the preparation of teaching materials and developing innovative materials. Knowledge of school administration and networking between student-teachers with other teachers, staffs and student elevates confident and performance, assuring that teaching practice is deemed significance to improve teaching competences. Teaching practice for undergraduate students is significant as for the pre-service training program to induce teaching competences.

Pedagogical Implication

Teaching practice as an immersion program is beneficial to improve teaching experience, English proficiency and skills of developing instructional design. Student-teachers should tailor the experience of teaching, development of instructional design and improving English proficiency to enhance their skills in teaching. Mentors can develop teaching supervision more specific and head of English language programs can administer the teaching practice records for the improvement of curriculum, teaching programs and implementation of teaching practice and the needs at schools.

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