

CHAPTER 2

LITERATURE REVIEW

In this session, the author will discuss several previous studies related to this research and the differences between this research and previous research. The author also includes several theories that are also associated with this study.

2.1. Related Previous Study

Riesky's (2013) research delved into the challenges prospective English teachers encounter as they transition into the professional teaching sphere. These challenges manifest in cognitive, physical, and emotional forms, necessitating careful preparation on multiple fronts, including material, mental readiness, and practical skills. The study aimed to understand the context of practicum experiences across 14 different secondary schools in Bandung. Through qualitative methods, the research identified three categories of problems: issues related to students, challenges with supervising teachers, and difficulties with fellow student teachers. Notably, Riesky's focus was on the preparation of prospective EFL pre-service teachers for their practicum, while the current study centers on the readiness of future teachers before entering the teaching profession.

In a subsequent study by Ulla (2016), the research examined the training programs undertaken by prospective English teachers before they commence teaching. The study compared programs in the Philippines, specifically focusing on the BSEd program and BA English student teacher training at a private university in Mindanao. Differences emerged between the two training methods, with the BSEd approach concentrating on developing professional skills for secondary school teachers, while BA-English emphasized not only material reliability but also communication skills. Unlike Ulla's research, this study's focus is on the physical and mental

readiness of future EFL teachers, rather than comparing different training methods.

Zhu and Pan's (2017) research explored obstacles faced by teachers in applying their English teaching techniques, influenced by gender and place of origin. Female teachers and those from Shanghai were found to be more adept at using the assessment for learning approach, whereas others faced challenges due to varying perspectives and levels of willingness. In contrast to Zhu and Pan's study, the current research centers on the theme of readiness from the perspective of the research subjects, while Zhu and Pan's study analyzes the demographic aspects of prospective teachers preparing for teaching.

In summary, all the aforementioned research addresses the theme of readiness among pre-service English Foreign Language teachers, covering factors influencing readiness and the challenges encountered during teaching practice. This study is particularly interested in exploring the readiness of EFL Teacher pre-service individuals from their viewpoint as research subjects, assessing their preparedness to confront teaching-related problems. The research methodology involves observation and interviews for data collection.

2.2. Related Theories

In this session, the author will explain several theories related to or referred to in this research.

2.2.1. Teaching and Teaching Practice

Teaching involves a teacher's actions to help students learn and achieve their goals. These actions include planning, analysing, and facilitating comprehension and movement. The purpose of teaching is to ensure that students understand what they do not know and deepen their understanding of what they already know. Effective teaching involves several components, such as pedagogical content

knowledge, quality of instruction, classroom climate, classroom management, teacher beliefs, and professional behaviour. Pre-service EFL teachers must prepare thoroughly by gathering information from various sources such as books, journals, news, and the internet to enhance their teaching skills. Teaching practicum is an important activity that allows pre-service EFL pre-services teachers to apply teaching theories in real-life situations. The aim of teaching practicum is to help pre-service teachers gain knowledge, values, character, and behaviour to become successful teachers in the future.

A study by Ball et al. (2008) highlights the significance of pedagogical content knowledge in teaching, as it helps connect subject knowledge with teaching practice. Pedagogical content knowledge acts as a mediator between what teachers possess and what they should do in practice, according to Niess (2005). Another crucial component is classroom climate, which can benefit learners in their learning process by enhancing their motivation (Korb, 2012). A positive classroom climate depends on teachers' skills in managing their classrooms, as good classroom management leads to a more effective teaching and learning process (Brophy, 1986). Several studies have supported that a good classroom climate can provide learners more opportunities to participate actively and succeed in classroom interaction (Falsario et al., 2014; Hannah, 2013).

Having more opportunities to be active and successful in classroom interactions depends on teachers' ability to manage their classrooms well. Effective classroom management leads to a conducive learning environment, crucial for effective teaching and learning. Teachers are expected to teach and organize the different teaching elements. The beliefs of EFL pre-services teachers are

essential in influencing their pre-service teaching experiences and improving their teaching preparations and actions. Professional development also significantly improves the school environment, resulting in more effective teaching and learning. During their teaching practicum, pre-service EFL pre-services teachers are expected to master the six components of teaching. In Indonesia, teaching practicum is compulsory for all prospective teachers, including EFL pre-services teachers under the Faculty of Education and Science. Its primary purpose is to enhance the knowledge, values, character, and behaviour necessary for successful future teaching. Pre-service English teachers can on 31 July 2023 take the Teaching practicum subject if they pass all their exams.

Teaching practicum is a mandatory academic exercise that enables pre-service EFL pre-services teachers to apply teaching theory into practice. In Indonesia, every prospective teacher, including EFL pre-services teachers under the Faculty of Education and Science (FES), must participate in this activity. Teaching practicum is typically held at the end of semester seven or upon completion of all courses. Pre-service English teachers can participate in teaching practicum only after passing exams for all subjects. A teaching practicum's primary aim is to enhance pre-service teachers' "knowledge, values, character, behaviour" to prepare them for successful future teaching.

2.2.2. EFL Class

Knowledge acquisition involves interaction between students, educators, and learning resources in an environment where information was exchanged. According to Setiyadi (2006: 58), this process changes a living organism's cognitive and physical behaviour. Acquiring knowledge is crucial for problem solving; one must be willing to learn to obtain it. One such way to acquire

knowledge is by studying EFL (English as a Foreign Language). Learning a language is a process of forming habits. As per Setiyadi (2006: 59), repetition strengthens the habit and enhances learning.

Gebhard (2006) defines EFL as the study of English by individuals residing in places where English is not the primary language of communication. This situation limits the opportunities for students to use English outside the classroom. Harmer (2007) offers a similar definition, referring to EFL as teaching English in a student's own country or through short courses in English-speaking countries. A third definition proposed by Camenson (2007) highlights that EFL learners may reside in countries where their first language is primarily spoken and need to learn English for academic, travel, or business purposes. Camenson also notes that EFL students have limited exposure to English beyond the classroom, spend only a few hours per week studying the language, and usually have a non-native background in the classroom.

2.2.3. EFL Readiness

EFL Readiness was required for lecturers in this era. On the lecturer side, they had to adapt their teaching style and overcome this new method they can. Universities must also support EFL readiness for pre-service teachers in terms of implementing their teaching practicum. The pre-service teacher might be prepared, can maintain the student from the beginning, and does not have to wait for long terms (experience). As a result, pre-service readiness for EFL will remain uncertain (Syafryadin, et al., 2022).

According to Gobel & Mori (2007), three key factors contribute to an EFL readiness for pre-service teachers' attributional responses, the connection between students' achievement and specific contributions, and the dimension proposed to date valid. Gobe and Mori (2007) also suggest giving an EFL Readiness

measure based on attribution theory. According to Weiner's (1979) Attribution Theory, individuals try to understand the reason behind a particular outcome. The explanations they come up with can significantly affect their motivation, actions, and pursuit of success. People often ask questions like "Why did I fail that test?" or "Despite my hard work, why did I receive a poor grade?". These questions usually arise when individuals experience adverse or unexpected outcomes and are looking to control them in the future. This is because successes do not require the same level of control since they only require maintaining past performance levels. Researchers who have tested attribution theory have generally used four types of causal explanations - ability, effort, luck, and task ease or difficulty (Weiner, 1979).

1. The dimensionality of attributional response

The results of our factor analysis have confirmed the two bipolar dimensions of a locus (internal-external) and control (controllable-uncontrollable) for both success and failure, as hypothesised by Weiner (1979). Moreover, effort and preparation, which are internal/unstable/controllable attributions, have emerged as one factor for success and failure. In contrast, luck, teacher influence, classroom atmosphere, and level, all external/uncontrollable attributions, have emerged as other factors. Additionally, ability and likes, classified as internal/stable attributions, have also loaded together. This strongly supports the theoretical structure of causal attributions proposed by Weiner (1979).

2. Relationships between student achievement and specific attributions

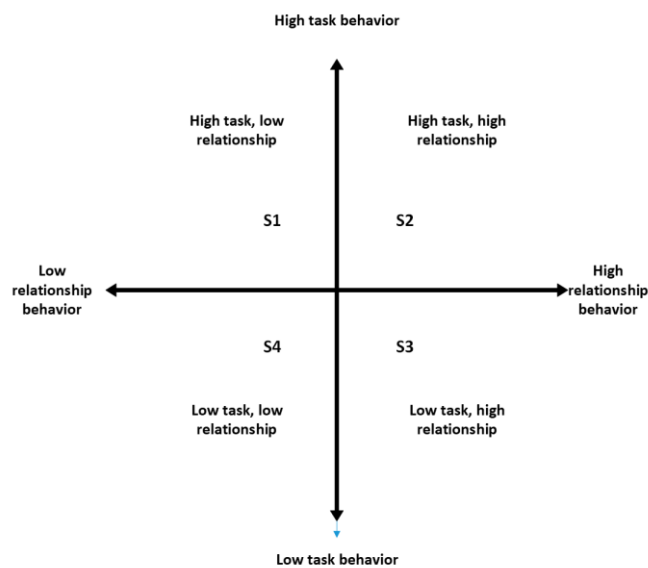
Gobel and Mori (2007) found significant correlations between final exam scores and specific attributions, such as ability, task difficulty, and likes. Among these attributions, the lack of ability was found to have the strongest correlation with achievement scores. According to Weiner's attribution model (1979), three causal dimensions - stability, locus, and control - have the psychological power to influence students' future achievement behaviours. Weiner further argues that the stability dimension - generally considered stable - is closely related to forming self-perceptions of competence and expectancies. Eccles and Wigfield, along with their colleagues, investigated the role of expectancy constructs in achievement. They consistently found that students' self-perceptions of ability and expectancies are the strongest predictors of subsequent grades (Gobel & Mori, 2007).

Based on Weiner's attribution model and previous research findings, Gobel and Mori (2007) assume that students who performed poorly in English classes attributed their poor performance to a lack of ability a stable cause - and consequently had low expectations for success in the future English classes, which in turn affected their test scores. If this is the case, the self-critical attitudes commonly observed among the Japanese, especially their tendency to blame a lack of ability for their failures, could have a detrimental effect and lead to helplessness if such attitudes become habitual. Therefore, educators must challenge such attitudes to foster a growth mindset and promote academic success.

The connection between a student's likes and dislikes and their success or failure, such as attributing success to liking English or not liking it, was found to have a significant relationship with their final exam scores. Gobel and Mori (2007) defined intrinsic value as

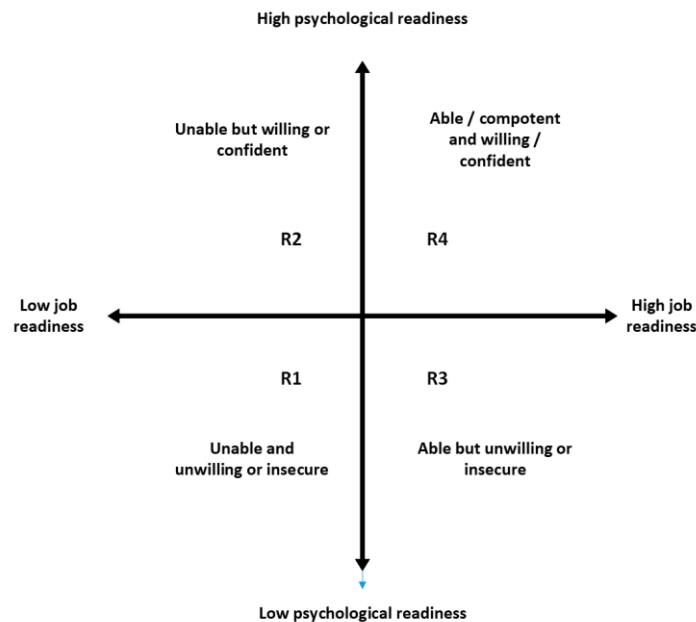
a person's interest in the subject matter of a task. They argued that individuals with high intrinsic value would be more engaged in the task, persist longer, and be more motivated to complete it. Gobel and Mori (2007) also suggested that intrinsic motivation is positively related to perceived competence. Students who believe they are competent are likelier to enjoy tasks and display greater intrinsic motivation than those who judge themselves as less competent. These arguments may explain the findings of this study, which discovered a strong correlation between ability likes and achievement.

The readiness for EFL Teaching By teachers can be implied through these figures.



Picture 2.1 Continua of Relationship and task behaviours in situational teaching

Task behaviour is "the extent to which teachers are likely to organise and define the how the student, to explain what activities each is todo, and when, where, and how the student will accomplish the task.



Picture 2.2 Continua of Job and psychological readiness in situational teaching

Confidence and willingness are distinct factors, although they are often treated similarly in these quadrants. The intervention strategies a teacher chooses may differ depending on these contrasting situations.

2.2.4. Writing Skills

According to Bello (1997), writing is essential in enhancing language acquisition. Writing is a productive language skill that requires learners to produce written texts that convey meaning. Writing is a complex process that involves various skills and strategies. The acquisition of a language, whether it is a first or second language, requires learners to develop writing skills. Writing is an act of communication that allows writers to express their ideas, thoughts, and feelings in written form. Writing also allows writers to think, try ideas on paper, choose the best words, and organise thoughts. Therefore, writing ability theory emphasises the importance of teaching writing skills in English as a foreign

language class to enhance language acquisition and develop learners' writing abilities.

Suryani et al. (2019) stated that improving students' writing skills is crucial, and providing effective feedback plays a vital role in achieving this goal. The following are some strategies that teachers can employ to deliver effective feedback on student writing:

1. Cultivation of a conversational tone: Feedback can be provided by teachers through various means, such as written comments, face-to-face interactions, or video recordings. It is imperative to foster a conversational tone that demonstrates understanding and appreciation for the student's attempted accomplishments, regardless of their success.
2. Focus refinement: When responding to student writing, teachers should carefully consider the critical knowledge they aim to convey. Instead of making statements, teachers can pose questions, engage in discussions with students, maintain a balanced feedback-to-writing ratio, ensure timely feedback, encourage self-reflection, and offer specific guidance.
3. Utilization of positive remarks: Teachers can deliver positive comments highlighting their reading experience, acknowledge the author's craftsmanship and choices, and provide feedback honing the student's voice and writing skills. Identifying and acknowledging the students' deliberate choices and writing techniques helps them feel recognised and valued for their efforts.
4. Integration of peer feedback: Peer feedback can effectively provide students with feedback. Students can enhance their writing skills by considering comments and suggestions

from their peers, which may encompass aspects such as content, critical thinking, or surface structure/grammar.

5. Incorporation of written corrective feedback: Direct written corrective feedback has been identified as the most effective approach for improving the quality of students' writing. This form of feedback was also preferred by the subjects involved in the research, as it targets specific areas for improvement and offers explicit guidance for enhancing writing skills

2.2.5. Pre-Service Teachers

Pre-service English teachers are students learning teaching techniques based on theoretical knowledge and practical experience from their educational institution. A pre-service teacher education program aims to prepare students to become qualified teachers equipped with effective teaching methods that will enable them to meet the growing demands of the teaching profession. The quality of teaching depends on strong theoretical foundations and the use of the most effective teaching methods available.

Pre-service teachers face various challenges during their teaching practice, including individual challenges that may hinder their success. According to Ali et al. (2014), these challenges include managing classroom discipline, planning lessons, managing substitute teaching, dealing with insufficient teaching and learning resources, handling disruptions during classes, and managing teaching practice's administrative and managerial aspects.