CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the result of reviewing of related literature which covers the definition of teaching, components of teaching, planning and preparation definition, components of lesson plan, definition of classroom management, basics of classroom management, objective of classroom management, components of classroom management skill and definition of internship.

A. Definition of Teaching

Teaching is an organized system of specific activities that are aimed to help the learner to learn something. Teaching may be carried out in the absence of a teacher. Anything like a book, nature, teaching machine, etc., may play the role of a teachers. The important thing is the role of a system of actions or activities (Kumar, 2012: 3). Gage (1963) defines teaching as a process of establishing interpersonal relationship between the teachers and taught as a result of which the behaviour of the latter is modified. Here the relationship play the key role. But this approach to teaching-learning does not consider the role of hardware (teaching machines, programmed instruction, etc). Amidon (1967) considers teaching as a process of interaction between the teacher and the taught. He considers teaching as a co-operative enterprise, and a commonly shared phenomenon. It is two way and results in the improvement and development of both the participants, i.e., teacher and the taught. It considers teaching as a set of

properly planned and clearly defined activities that are undertaken for the achievement of certain objectives. This definitions confines teaching within the interaction of the teacher and exclusively in the form of classroom talk or a few special activities (Kumar, 2012: 3).

Some of the above definitions have a very limited view of the functions and scope of teaching while others elaborate it to the extent of unbridled freedom and undefined tasks of purposeless outcomes. A single definition cannot explain the term teaching comprehensively and functionally. A good definition of teaching, clearly indicate whether teaching is a process or product, its constitutional elements or factors, its objective, its organizational and structural aspect.

The comprehensive and functional definition of learning may be as given below: Teaching is a triadic relation – involving the source of teaching (human or material), student and a set activities designed and manipulated primarily to bring changes in the behaviour of the student. Teaching is a social process. The political system, social philosophy, value and culture of a nation leave their impression on it. The meaning of teaching varies with the political system. The meaning of teaching varies from autocratic, democratic and *laissez-faire* set up.

Morrison defines teaching from autocratic point of view, Gage has democratic point of view and Brubacher takes the *laissez–faire* point of view to define teaching. Some of these definitions consider teaching as a bi-polar process (teacher and students are 2 poles) and some consider teaching as a tri-polar process (teacher, students, and society. Curriculum is the 3 pole).

Nature and characteristics of other similarities

1. Teaching is a complex social phenomenon. It is influenced by the social factors; the social and human factors are dynamic.

2. Teaching is both an art as well as a science. Comparing to the practice of medicine, Silvermann says – it is an art as it needs talent and creativity. Like medicine it is also a science as it involves as repertoireof techniques, and skills that can be systematically studied and described and improved. A good teacher like a great doctor is one who adds creativity and inspiration to the basic repertoire.

3. Teaching is a professional activity involving the teacher and the students and which result in the development of the students.

4. Teaching is what a teacher does with his student for causing the latter to learn something.

5. Teaching is a system of actions which are varied in from and are related to content and students behaviour in context with the prevailing physical and social condition.

6. Teaching is highly dominated by the skill of communication. The flow of communication within the teaching elements like teacher or sources of teaching, student and the teaching activities make teaching a reality and a success.

7. Teaching may have various forms like formal and informal, formational or informational, directional or instructional, teaching conditioning or indoctrination, telling, showing or doing, descriptive or remedial etc.

8. Teaching is a specialized task and may be taken as a set of component skills for the realisation of a specified set of instructional objectives.

9. Teaching is amenable to scientific observation and analysis. What is going on in teaching, in a teacher can be observed, analysed and assessed through teaching behaviour, students-teacher interaction and the changes brought in the behaviour of the studentss. Such analysis and assessment may provide essential feedback for bringing desirable improvement in this process.

The relation of teaching with other similar or related concepts:

Terms like conditioning, training, instruction and indoctrination and are mistaken to be synonymous to teaching, these are various modes of teaching. Each of them contributes towards teaching. Teaching is a larger concept and each of these terms is a part or aspect of this large concept. Teaching, as a whole, is aimed to bring changes in the behaviour of studentss. These changes may occur through:

a)   teaching them how to do or perform a task or act to a situation or stimuli.

b)   teaching them things that may enrich their knowledge and formulation of a system of beliefs (Kumar, 2012: 6).

B. Components of Teaching Performance

The points below are the teaching performance components. These are some aspects that the teacher have to do and observe:

1. Making Lesson Plan

According to Oxford Learner's Pocket Dictionary, plan is arrangement for doing something that considered in advance. In teaching, planning is very important aspects. Teacher make the lesson plan before teaching in the classroom, determine the topic, the activities, the objectives, the media, the time allocation and so on. Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way.

Teacher's lesson plan or generally known as RPP (Rencana Pelaksanaan Pembelajaran) is a plan that describes the procedure and organizing learning to achieve one basic competency. Most of lesson plan covering one basic competency that include one or several indicators for one meeting or more. Based on the Regulation of the Minister of National Education and Culture (Permendikbud) No. 22 of 2016 on Process Standards

for Basic and Secondary Education Units, said that the development of lesson plan is derived from the syllabus to guide the students' activities in the effort to achieve Basic Competence. Lesson plan is prepared for each Basic Competence that can be executed in a single meeting or more. The teacher designs a lesson plan fragment for each meeting that is proper to scheduling lessons in educational units. The principles of lesson plan preparation should focus on the individual differences of students, encourage active participation of students, develop reading and writing culture, providing feedback and follow-up, linkages, cohesiveness, and integration of information and communication technologies (Santoso, 2012: 3).

There are 11 components of lesson plan, that are subject identity, standards of competence, basic competence, indicators of achievement competence, learning objectives, learning materials, time allocation, teaching methods, learning activities, assessments of learning outcomes, and learning resources, such as follows:

a. Subject Identity

Subject identities, including: educational unit, class, semester, program or program of expertise, subjects or subject matter themes discussed, and the number of meeting hours.

b. Standards of Competence

The competency standard is the qualification or the minimum ability of the student in mastering the knowledge, attitudes, and skills expected to be achieved on each class or semester on a subject.

c. Basic Competencies

Basic competence is a number of abilities that must be mastered by students in certain subjects as a reference for the preparation of competency indicators in a lesson.

d. Indicators of Achievement Competence

The competency indicator is a measurable and observable behavior to indicate the achievement of certain basic competencies that become the basic of subjects' assessment. Indicators of achievement competence are formulated by using operational verbs (Kata Kerja Operasional) that can be observed and measured, which include knowledge, attitudes, and skills.

e. Learning Objectives

Learning objectives describe the expected learning process and outcomes achieved by students in accordance with basic competencies.

f. Learning Materials

Learning material contains facts, concepts, principles, relevant procedures, and written in the form of points of description in accordance with the formulation of indicators of achievement competence.

g. Time Allocation

Time allocation is determined according to the need for basic competence and load of learning.

h. Teaching Methods

Teaching methods that used by teachers should be able to create a comfortable learning atmosphere and conducive learning process so students are able to achieve the basic competence or set of predetermined indicators. Selection of learning methods adapted to the situation and condition of the students, the characteristics of each indicator, and the competence to be achieved on each subject

i. Learning Activities

1) Pre Activity

Introduction is an early activity in a learning meeting that aimed at generating motivation and focusing students' attention to participate actively in the learning process (granting apperception).

2) Main Activity

The core activity is the learning process to achieve basic competence. Learning activities are done interactively, inspiration, fun, challenging, motivate students to participate actively, and provide enough space for initiative, creativity, and independence according to talent, interest, and physical also psychological development of students. This activity is

conducted systematically and systemically through exploration, elaboration, and confirmation process.

3) Post Activity

Post activity or closing is an activity undertaken to end the learning activity that can be done in the form of a summary or conclusion, assessment and reflection, feedback, and follow-up.

j. Assessment of Learning Outcomes

Procedures and instruments of process assessment and learning outcomes adapted to indicators of achievement competence and referring to the Assessment Standards.

k. Learning Resources

The determination of learning resources is based on competency standards and basic competency, as well as learning materials, learning activities, and indicators of achievement competence (Santoso, 2012: 4).

2. Opening the Class

In opening the class, the teacher prepares his mental and attract the students' interest to focus on the materials. Opening the class is the basic skill that the future teacher should have because this is the first activity to let the students ready for the lesson. Meanwhile, when teacher is successful to get the students' focus from this first activity, teacher will able to get the learning objective and motivate the students in following the class (Armayanti, 2014: 9).

Also, to reinforce a sense of structure and consistency and communicate that the classroom is a place for learning, a teacher should begin the class well and consistently sets the tone for the classroom and help the students know what to expect (Marzano, 2005: 15). The first impression from the teacher when opening the class will influence the students' interesting in learning. Generally, at the first part of class teacher will take the attendance, passing out completed assignments, and dealing with other administrative tasks. While it is important to determine who is present and who is absent but to make the most of students' learning time teacher may start by giving students an opportunity to set their own learning goals for the day based on overall goals that teacher have established.

In addition, when conduct an activity to minimize the gaps in students' learning to fill out every available minutes of learning time, many effective teacher also give students sponge activity to work on as the daily starter or daily warm up when students enter the classroom. Many sponge activities are design to help students review their prior learning or activated background knowledge as they learn something new (Marzano, 2005: 15). As a teacher, he or she should be creative in choosing an activity that able to make the students feel fresh and ready for the class. And to get ideas, teacher may browse from online and print resources.

3. Explaining the Materials

Explaining is activity in conveying information of learning materials in systematically and well-planed that facilitate students to understand. The purpose

of explaining materials are guide the students to understand vary of concept, law, principle, or procedure, guide the students in reasoning the teachers' questions, involved students to think, and get the students' feedback. In addition, when explaining materials, teacher should pay attention on the explanation at the pre, mid, and post activities. Because, the materials that explained should be relevant to the learning objectives, meaningful and appropriate with the students' skill (Setiawan, 2012: 19).

Explaining materials consist of some components such as follows:

a. Explanation plan: main material that support by some examples and any things that related to students.

b. Explanation presentation: clarity, such as understandable language use, define any technical terms, and give a break a while for waiting the students' respond. Also, using illustration or example, exerting pressure in the important statement or topic, create summary, tells the learning objective and giving feedback (Setiawan, 2012: 19).

4. Asking Question

Asking questions is natural and intuitive. Teachers ask questions from the start until the end of the class. Asking question forms part of any lesson because it invites the students to think, and even within a 'lecture' style lesson, rhetorical questions are used to invite silent agreement or begin with ideas to present a response. By asking question will help teacher to actively involve students in the

lesson, arouse students' interest and curiosity, focus attention on particular point or concept, encourage students to form and express idea based on what is discuss and encourage students to form the habit of asking question.

In teaching, teacher face a common problem like a passive class, where students are unresponsive and avoid interaction with teacher. This is especially true when a teacher seeks interaction in a teacher-class dialog, such as asking question to the class as a whole, expecting at least one student to respond. This can be frustrating experience for two sides. Sometimes, there will be time when no students can answer a teacher's question. However, students often are reluctant to made respond even if they understand the question, know the answer and are able to produce the answers (Ma, 2008: 92).

To solve that problem, teachers may use a variety of questioning strategies. These strategies is used in order to engage all students in the classroom, ensuring everyone has the opportunity to participate in discussions and do the important thinking when a question is posed. In the Expeditionary Learning (2012), Flaherty and Newman suggest a list of questioning strategies as references for the teacher, such as follows:

a. **Cold Call**

Teacher name the question before identifying students to answer it. Then, call on students regardless of whether they have hands raised, using a variety of techniques such as random calls, tracking charts to ensure all students contribute, name sticks or name cards. After that, scaffold the

questions from simple to increasingly complex, probing for deeper explanations. The last, connect thinking threads by returning to previous comments and connecting them to current ones. In this way, listening to peers is valued, and even after a student's been called on, he or she is part of the continued conversation and class thinking.

b. No Opt Out

Teacher require all students to correctly answer questions posed to them. Always follow incorrect or partial answers from students by giving the correct answer themselves, cold calling other students, taking a correct answer from students with hands raised, cold calling other students until the right answer is given, and then returning to any student who gave an incorrect or partial answer for complete and correct responses.

c. Think or Ink-Pair-Share

In this strategy, students are given a short and specific timeframe (1-2 minutes) to think or ink (write) freely to briefly process their understanding or opinion of a text selection, discussion question or topic. Students then share their thinking or writing with a peer for another short and specific timeframe (e.g. 1 minute each). Finally the teacher leads a whole-class sharing of thoughts, often charting the diverse thinking and patterns in student ideas. This helps both students and the teacher assess understanding and clarify student ideas.

d. Turn and Talk

In turn and talk, when prompted, students turn to a shoulder buddy or neighbor and in a set amount of time, share their ideas about a prompt or question posed by the teacher or other students. Depending on the goals of the lesson and the nature of the turn and talk, students may share some key ideas from their discussions with the class.

e. Hot Seat

Teacher places key questions on random seats throughout the room. When prompted, students check their seats and answer the questions. Students who do not have a hot seat question are asked to agree or disagree with the response and explain their thinking.

f. Four Corners

Teacher divide students into four groups based on commonalities in their responses to a question posed. In those groups students discuss their thinking and one student shares their ideas with the class. Students in other groups/corners may move to that corner if they change their thinking based on what they hear.

g. Whiteboards

Students have small white boards at their desks or tables and write their ideas/thinking/ answers down and hold up their boards for teacher and/or

peer scanning. Instead of whiteboard teacher may ask students to use blank paper or any related things.

5. Answering Question

Answering question is the primary ways to communicate each other besides asking question. Both of answering and asking question plays a control role in the class. These plays an important role in teacher talk which is considered to have a potential effect on students' comprehension. Meanwhile, to support the students' comprehension, teachers are suggested to answer by using understandable vocabulary in order to help students in getting the point of the topic that discus by the teacher (Ma, 2008: 95).

6. Giving Reflection

In learning activity, reflection is one the post activity. In this part teacher conduct judgement or reflection on activities that have been implemented consistently and programmed (Badan Standar Nasional Pendidikan, 2007). Reflection learning is a self-evaluation activity for teacher in see the learning activities that have been implemented. Self-evaluation of teachers in implementing learning can be written or oral assessment by students to the teacher, assessment or observation of the implementation learning by peers, and self-evaluation of teachers by doing analysis of written test result, oral and assignment to students who he/she is.

Teaching reflection needs to be done by teacher in an effort to know the shortcoming and weakness of the lessons learned. By knowing the shortcomings and weakness in implemented learning, teachers can improve next learning. Learning reflection activities become very necessary because so far most teachers

are less aware of the extent to which learning is successful that has been done. Problems that occur in a teacher, among others that teacher feel less successful in implementing learning if most of the students scored less on a test or exam, instead feel proud or successful when most students get high score of the test or exam. Another problem that teacher often face is less understanding that misconceptions often occur, decreased motivation, and low learning interest during the learning process takes place (Direktorat Jenderal Guru dan Tenaga Kependidikan, 2016).

7. Doing Evaluation

Based on the Regulation of the Minister of National Education and Culture (Permendikbud) No. 22 of 2016 stated that evaluation is learning process to establish the learning quality in whole, covered the planning stage of learning process, learning process implementation and learning result assessment. Evaluation of learning process held by comparing the learning process undertaken by teachers with process standard. It also identifying teacher performances in the learning process accordance with teacher competence. Moreover, evaluation of learning process focusses on the overall performance of teachers in the learning process.

Evaluation is one of the competence that the teacher and also future teacher should mastered. This is one of important component and stage that teacher must to do in order to know the learning effectiveness. The result of the evaluation is a feedback for teacher to fix and complete the learning program and

activities (Arifin, 2012: 6). Besides, there are some points on evaluation that need to understand more, namely:

a. Evaluation is process not a product. The result obtained from evaluation activities are of quality rather than something that concerns both value and meaning. If teacher do a review of the evaluation then study how the process of giving consideration is concerned quality rather than something. The quality picture is the logical consequence of evaluation process undertaken. The process is certainly carried out systematically and sustainably, in a planned, appropriate sense with procedure and rules, and continuously.

b. The purpose of evaluation is to determine the quality of something, especially that related to value and meaning. Valuing is done when teacher give consideration to the students without linking it to something external. Whereas meaning is related to the position and role of the evaluation in specific context.

c. In the evaluation process there should be a judgement. This judgement is basically a basic concept evaluation. Through this judgement, value and meaning determine from something being evaluated. Without giving a judgement, an activity is not category of evaluation activity.

d. Giving judgment of value and meaning must be based on certain criteria. Without distinct criteria, judgment of value and meaning that given is not a process that can be classified as an evaluation. Criteria used may be

derived from what is evaluated itself (internal), but also come from outside what is evaluated (external), both quantitative and qualitative. If that is evaluated it is a learning process, then the criteria in question could be developed from characteristics of the learning itself, but it can be also developed general criteria about the learning process. These criteria importantly made by evaluator in consideration the evaluation result can be accounted for scientifically, evaluators more confident, avoiding any element of subjectivity, enabling evaluation results will be the same even if done at different times and people, and making it easier for evaluators to interpret the evaluation result (Arifin, 2012: 9).

C. Definition of Internship

Internship or Field Experience Program (Praktik Pengalaman Lapangan) is an activity that must be followed by students in the framework of establishing professional competence as the embodiment of academic competence through practice activities in authentic context in school under supervision of Guide Lecturer and Tutor Teacher. Thus, internship can be interpreted as an educational program designed to train prospective teachers to master integrated and integrated teacher skills so that after completing their education they are ready to independently carry out their duties as teachers according to their field (Lembaga Pengembangan Pembelajaran dan Praktik Lapangan, 2015: 1).

According to Mukhibad and Susilowati (2010: 112) in Dasmo and Sumaryati (2014: 57) stated that internship is one of the curricular components that requires integration between mastery of matter and practice. It means that

internship is a program or course given to students to gain experience as a teacher. Internship is also a bridge for students to apply the knowledge gained in department to be practiced in school. Internship has an important role to measure the quality of knowledge owned by department students. In this program will be seen department students who have been able to teach in quality and students who do not have good ability. Internship will also provide other experiences that students cannot get in department. As it is known that the task of teachers not only teach, but have other tasks in the form of administration, guidance and others. Thus, the department students will get the science and knowledge support other than the main task of teaching.

In addition, after implementing internship activities, department students are expected to be able to organize learning in the school. In particular, education department students are expected to be competent in the following matters:

1. Be familiar with the physical, administrative, academic, and social environments of the School as a place of employment.

2. Be able to apply the full range of teaching skills and integrated in the real situation in a guided manner.

3. Be able to apply the full range of teaching skills and integrated in the real situation with minimal or even independent guidance.

4. Able to draw lessons from experience and experience during practice through reflection which is an important characteristic of professional work.

5. Skillful planning of student self-development activities in an integrated manner. Skilled to carry out educational activities for learners. Skilled to

provide special guidance services for its learners need (Lembaga Pengembangan Pembelajaran dan Praktik Lapangan, 2015: 2).

D. Previous Study

Previous study is the result of research from the researcher before some research related pre-teaching or pre-internship program has been conducted by some researcher of the study.

1. The Contribution of Microteaching Program and Tutor Guidance to the Students' Performance in Internship Program.

This previous study was conducted in 2013 by Dea Natalia Saputri. The findings of the research are:

The effective Microteaching and Tutor Guidance has contribution in improving the students' internship performance by 54.10%. It can be seen from the magnitude of the coefficient of determination (R2) of 0.5410. The amount of the contribution is supported by a factor of 26.50% microteaching and tutor guidance at 27.57%. And the rest, 45.90% are still another factor not included in the study such as a willingness to learn and socialize, support from parents and friends colleagues, guidance from lecturers and surrounding environment.

The present study was different from the previous one in term of subject, method and technic of collecting data. The subjects of the previous study are 37 students taken from 173 students by using the proportional random sampling technique. While in this research the subjects are the former volunteer of Wiyata Bhakti program who have followed the internship program in 2017 and have no

experience in teaching before the program. Then, the method in the previous study is descriptive quantitative research method by conducting the hypothesis testing, while in this study the method is descriptive qualitative. Last, the collecting data technic in the previous study are using questionnaire and documentation, while in this study the data are gathered through interview.

2. The Students-Teacher Practicum Teaching Experience to the Pre-Service Teacher Training Program.

This previous study was conducted in 2016 by Mark B. Ulla. The findings of the research are:

Students-teachers strongly agreed on the importance of giving an orientation on practice teaching before they were sent out for the actual teaching classroom. They also believed that in-class teaching practice and the actual teaching classroom teaching helped and enhanced their teaching skills and confidence in teaching. However, the responses were obtained from the BSED-English and the BA-English who had a different practicum teaching programs. While there were 57.14% of respondents stated that they strongly agreed on that classroom management and student participation reinforcement were developed in the practice teaching, there were 42.86% of the students-teacher respondents who strongly disagreed on this. Based on interview conducted, the respondents revealed that the teacher education ELT practicum program had more emphasis on classroom management and students participation reinforcement than ELT practicum program of the BA-English. According to them, while the BA-English

program focused mainly on the core of English course, the BSED-English program dealt with both the core English courses and teaching methodologies and strategies.

The present study was different from the previous one in term of subject and technic of collecting data. The subjects of the previous study are 21 junior and senior BSED and BA English student-teachers. While in this research the subject are students from English Education Program who have followed the Wiyata Bhakti program. Else, in the previous study the data were taken from classroom observations, group interview, and modified questionnaire. While in this research, the writer will interview the subjects. So that, the writer will know what are the contribution of Wiyata Bhakti program to their performance when teaching in the internship program.