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PRACTICUM: AN ENGLISH EDUCATION DEPARTMENT

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Abstract

Teaching practicum is one of the paths students take when majoring in education, especially in English education. Students who undergo teaching practicum usually face challenges during this time. This study aims to discover pre-service English teachers' challenges during teaching practicum. This study used a qualitative approach. Data were collected through in-depth interviews. The participants of this study were five English education students at Universitas PGRI Jombang. The results showed that pre-service teachers faced challenges, among others, classroom management, deficiency in content knowledge, lack of students' interest in English, students' indiscipline, and their students' inability to understand the lesson taught.

Keyword: *pre-service English teacher, challenges, teaching practicum*

Abstrak

Praktikum mengajar merupakan salah satu jalur ketika mahasiswa jurusan pendidikan khususnya pendidikan bahasa Inggris, mahasiswa yang menjalani praktikum mengajar seringkali menghadapi tantangan selama masa tersebut. Penelitian ini bertujuan untuk mengetahui tantangan apa saja yang dihadapi oleh mahasiswa calon guru bahasa Inggris selama praktikum mengajar. Penelitian ini menggunakan pendekatan kualitatif. Data dikumpulkan melalui wawancara mendalam. Partisipan dari penelitian ini adalah lima mahasiswa pendidikan bahasa Inggris di Universitas PGRI Jombang. Hasil penelitian menunjukkan bahwa guru pra-jabatan menghadapi tantangan, antara lain: manajemen kelas, kurangnya pengetahuan konten, kurangnya minat siswa terhadap bahasa Inggris, ketidaksiplinan siswa, dan ketidakmampuan siswa untuk memahami pelajaran yang diajarkan

Kata kunci: *guru Bahasa Inggris pra-jabatan, tantangan, praktik mengajar*

Introduction

The practice of teaching for the preservice teacher, especially Pre-service English teachers, is helping them to prepare for the teaching process before facing real life. (Pasaribu & Harendita, 2018) said that "Pre-service teachers undergo an important phase, called teaching practice, before undergoing into the "real" teaching." This statement says that teaching, especially in English subjects, is essential for the preservice English teacher. Teaching practicum will give them many experiences, and they can learn from those experiences, they will have better preparation when teaching in a real class someday. It involves preparing the lesson plan, teaching in class, and assessing the students' achievement. Besides, teaching practicum is the opportunity given to the Pre-service teachers to do teaching trials in school situation (Agustiana, 2014).

Pre-service English teachers might face some problems, such as lack of experience in teaching, class management, and time management, which are the example causes of anxiety in the classroom. (Pasaribu & Harendita, 2018) claimed that English teaching practice is one of the most critical aspects of the English Language Education Study Program since they need opportunities to learn from real schools. However, because they lack classroom experience, some may experience difficulties and problems resulting in anxiety, which hinders them from giving a successful teaching performance. However, stress and anxiety due to the problems encountered during practicum often catch them off guard (Massod et al., 2022). Problem in teaching English as a foreign language for Pre-service English teachers is significant to explore. The negative impact of challenges in teaching always has a strong influence on the teaching performance of Pre-service teachers, particularly in the first encounter with students in an EFL classroom (Sammephet & Wanphet, 2013).

According to (Tum, 2015), student teachers experienced varying levels of feelings of inadequacy and anxiety when using English, ranging from what could be considered normal to relatively high levels. Thus, it is possible for an EFL teacher to feel stress during the teaching process in the classroom. Therefore, the anxiety problem in teaching English as a foreign language for Pre-service English teachers is significant to explore. Knowing the causes of anxiety in the classroom while teaching English for Pre-service English teachers would help the following Pre-service English teachers to avoid those causes.

Many studies have already been conducted to explore preservice English teachers challenges while teaching English and how they overcome those problems. (Pasaribu & Harendita, 2018) in their research stated that several factors are challenges for pre-service teachers when undergoing practicum, namely: self-confidence, English language skills, preparation, lesson delivery, student profiles, evaluation, and classroom management. (Aydin, 2016) in her research on challenges in teaching concluded that the sources of FLTA (foreign language teaching anxiety) are teacher personality, perception of low language ability, fear

of negative evaluation, demotivation and motivation to teach, lack of teaching experience, and technical problems.

(Massod et al., 2022) in their research said that Pre-service teachers often face problems during teaching practicum such as: availability of learning materials from partner schools, number of students in the class, teaching subjects that are not related to the field of study, availability of furniture, using methods for students with different abilities, identifying and dealing with individual differences, demands from partner schools, teaching additional classes other than predetermined classes and doing non-teaching tasks at partner schools, paying transportation costs, and using their own transportation during teaching practice.

This challenge during practicum makes the transition from student to teacher difficult for pre-service teachers to set their own targets to become professional teachers. Not all pre-service teachers could put theoretical knowledge into practice in the classroom learning process. Most pre-service teachers' concerns hindered their motivation, actions, and future (Syaniah & Fithriani, 2023). The above results show that most pre-service English teachers face challenges during practicum, such as low language proficiency, fear of classroom management, and lack of preparation. Pre-service teachers with high levels of stress are less likely to enjoy teaching and will not teach well. If not managed well, stressful experiences during the field practicum can exacerbate the challenges of transforming and adjusting to being a teacher and reduce beneficial outcomes (Othman, 2020).

Previous research into the challenges pre-service English teachers in Indonesia face during their teaching practice has not been explored further, especially at PGRI Jombang university. This research focus on Pre-service English teacher at PGRI Jombang University. By focusing on pre-service English teachers at PGRI Jombang University, this study aims to provide insight into the challenges pre-service English teachers experience during their teaching practicum. The findings of this study have several implications for the field of teacher education.

The findings of this research can contribute to know the challenges pre-service teachers face during practicum. The findings of this study have several implications for the field of teacher education, namely to find out the usual challenges faced by English pre-service teachers and find out how they face these challenges in addition to helping other pre-service teachers so that they can prepare for all possibilities about challenges in the hope that they can do teaching practice and get much good experience in teaching.

Research Methods

In this research, it focuses on understanding the meaning and subjective experiences of pre-service English teachers regarding the challenges experienced during teaching practice. The researcher used qualitative research using phenomenology. This study involved five pre-service English teachers in the class of 2019 from the English Education Study Program at PGRI Jombang University. The five subjects are final semester students who have undergone a teaching training program for approximately 1.5 months in a partner school that the campus has determined. This research uses the depth interview method because depth interviews are a standard method for collecting rich and detailed data about individual experiences and perspectives. This research uses semi-structured interviews because semi-structured interviews are highly relevant to qualitative research that focuses on understanding and interpreting human phenomena in depth. The data collection techniques were done by selecting the participant, conduct a depth interviews, record the interview, make a transcript, and then analysis the data. The researcher analyzes the data using the model proposed by (Braun & Clarke, 2006) which is thematic analysis, it is defined as a method for identifying, analyzing, and reporting data (themes).

Results and Discussion

In the findings, the researcher reports the findings and discussion based on the data collected through the interviews. The findings found during the interviews are based on the research questions, namely regarding the challenges faced by preservice English teachers at PGRI Jombang University during the teaching practicum and how pre service teacher handle those challenges. The findings of the thematic analysis identified five themes in this study which were divided across the two research questions. Four themes for research question number one and theme number five for research question number two. The themes are related to the challenges faced by pre-service English teachers during teaching practicum and how pre-service teachers deal these challenges, namely: 1) challenges during practicum, 2) reactions to challenges, 3) impact on confidence and preparedness, 4) impact on professional development, 5) ways of dealing with challenges. The following is a more detailed explanation of these themes

1. Challenges during practicum

The first theme explains what challenges preservice English teachers face during the teaching practicum. This study found five challenges during the practicum, including:

a. Classroom Management (CM)

Classroom management becomes one of the common problems faced by pre service English teacher. Managing classroom situation is an important task of a teacher because it will affect the overall teaching and learning situation. This problem most likely occurred because pre-service teacher's inadequate information or skill to deal with classroom management. As stated by PST 4 in the interview that:

The fear of teaching students, the fear of speaking incorrectly, the fear of being unable to answer students' questions, and the fear of not being able to manage the class are common concerns.

Preservice English teachers often face many challenges in the classroom, one of which is the common problem of grappling with fear and anxiety. As PST 4 said, she felt scared when she entered the classroom. Because of this, the problem experienced by PST 4 is classified as classroom management because fear in the classroom can hinder the smooth running of the teaching practicum.

b. Deficiency of Content Knowledge (DC)

Deficiency in content knowledge can be a challenge for teachers of English language learners. Content knowledge refers to the knowledge of the subject matter being taught, including subject-specific pedagogical knowledge. Teachers with deficient content knowledge may struggle to effectively teach English, leading to challenges in the classroom. This challenge was faced by PST 1 who said in his interview that:

One of the challenges was when presenting material and approaches to students. If as a teacher I didn't understand their characters well, the students were less excited about learning. However, if the teacher could provide a good approach, the students were more respectful and excited about learning.

As Preservice Teacher 1 (PST 1) expressed, a significant challenge in teaching relates to the complex process of selecting appropriate teaching materials and methodologies while considering students' diverse learning needs and preferences. The profound impact of the chosen approach on student engagement and motivation within the classroom environment compounds this challenge. If educators inadvertently choose inappropriate approaches, it increases the risk of students experiencing disinterest and boredom, hindering the effectiveness of the learning experience. The onus is, therefore, on teachers to carefully assess various factors, including subject matter, students' cognitive levels, and pedagogical strategies, to create a dynamic and stimulating learning environment conducive to fostering enthusiasm and academic growth among students.

c. Lack of Students' Interest in English (LS)

Many students feel less interested in learning English due to a lack of motivation. They may find the language difficult to understand, leading to disengagement and even sleeping during the learning process. English is a foreign language so many students underestimate and also give up learning because it is difficult. This was experienced by PST 2 in the teaching practicum:

Students didn't like learning English because they considered it difficult.

In the perspective shared by Preservice Teacher 2 (PST 2), the prevailing problem of students' disinterest in learning English stems from their perception that English is a daunting challenge, thus making them afraid to learn English. According to PST 2's observations, this perception contributes to widespread reluctance among students to engage actively in English learning endeavors. In addition, PST 2 emphasized that the lack of English language skills among students exacerbates this situation, as it creates a condition in which perceived language difficulties are further amplified by the inability to understand English effectively. The complex interplay between perceived difficulty and actual proficiency underscores the need for educators to adopt innovative pedagogical approaches that aim to unravel the complexities of English language acquisition and foster students' confidence and competence in their language abilities.

d. Student Indiscipline (SI)

PST 5 experienced as a challenge was, she felt unable to get the students' attention. When they teach the student for the first time, she can't control the class:

There were several challenges I faced, such as students falling asleep during the lessons, some not completing assignments/tasks, and others chatting with their classmates during the class.

According to Pre-service Teacher 5 (PST 5) revealed, a common challenge observed in the classroom environment is the issue of student discipline or, rather, the lack of it. PST 5 uncovered a concerning trend where many students need more attention and engagement during class sessions, often resorting to behaviors such as sleeping or chatting with peers rather than actively participating in the learning process. This widespread lack of discipline disrupts teaching and hinders the educational experience's effectiveness for both pre-service teachers and their peers. PST 5, therefore, underscores the importance of implementing strong classroom management strategies and fostering a culture of mutual respect and responsibility to mitigate such challenges and foster a

conducive learning environment conducive to academic growth and success.

e. Their Students' Inability to Understand the Lesson Taught (TS)

Another challenge faced by pre-service English teachers during the teaching practicum is the students' lack of understanding of the material that has been taught. This can be caused by the lack of methods and media used in teaching. This was revealed by PST 3 who revealed that:

The challenge may be more directed towards finding the right teaching methods and learning resources so that students can understand the lessons well. Moreover, the students' language skills in the PLP school are not fully capable of comprehending English, especially if the instruction is entirely in English.

Preservice Teacher 3 (PST 3) explained that the absence of an appropriate teaching methodology and the inappropriate utilization of learning materials were the main factors causing problems with students' understanding of the material presented. According to PST 3's observations, inappropriate teaching methods and the lack of diverse learning media hindered students' ability to understand the subject matter effectively. These weaknesses in the learning approach limited the transmission of knowledge and failed to meet the needs of students with diverse learning styles and preferences in the classroom. PST 3, therefore, emphasizes the importance for educators to adopt diverse teaching approaches, integrate various pedagogical techniques, and utilize various learning resources to optimize students' understanding and retention of curriculum content. By doing so, educators can foster a more innovative and engaging learning environment that promotes students' cognitive development and academic success.

Several resources are available for pre-service English teachers to help with the teaching and learning process. These resources include online platforms, lesson plans, sample papers, and teacher guides. For pre-service English teachers, more resources can be needed when teaching, as this can limit their ability to provide quality education to their students. Interviews with the participants showed that none of the pre-service English teachers experienced a lack of resources for teaching and learning.

2. Reaction to Challenge

Pre-service English teachers showed reactions to the challenges faced during their teaching practice experience which led them to a situation of confusion and worries at the beginning of the practicum. PST 1 showed a reaction where she acknowledged her fears, but later saw them as opportunities for personal and professional development. Meanwhile, PST 2 showed the reaction that it would be better to try to solve the

problem on her own before seeking the support of other peers. Another reaction came from PST 3 who prioritized careful consideration of teaching methods to improve the learning process in the classroom. Reactions were also shown by PST 4 and PST 5, both of whom saw challenges as a serious matter to be faced. Both PSTs 4 and 5 found them difficult to deal with at first, but eventually they were able to overcome their fears and adapt to the challenges of classroom teaching. Collectively, these reactions highlight the transformative potential of challenges in motivating pre-service English teachers to be successful in their teaching practice, fostering in PSTs resilience, determination and a commitment to continuous improving.

3. Impact to confidence

The challenges faced by preservice teachers during the teaching practicum play an important role in their confidence and readiness to teach in the classroom. Preservice Teacher 1 (PST 1) stated that the challenges faced during the teaching practicum significantly affected her readiness to teach, mainly due to her lack of experience in education. Meanwhile PST 2 states that the challenges faced during the teaching practicum sometimes resulted in lowering Pre-service Teacher 2's (PST 2) confidence and teaching readiness. PST 2 noted that specific challenges and barriers created by the practicum environment discouraged PST 2, causing her confidence levels to level off. Furthermore, PST 3 explained how the changes experienced during the teaching practicum significantly affected her readiness to teach in the classroom. She stated that the changes encountered during the practicum, whether related to the classroom atmosphere, teaching methodology, or student interactions, greatly impacted her readiness to teach effectively. PST 4 also gave her statement about impact of challenges. Preservice Teacher 4 (PST 4) shared that the challenges faced during the teaching practicum significantly affected her confidence and readiness to engage effectively in classroom teaching. She shared how her various challenges had a noticeable impact on her sense of preparedness and confidence as an educator. The last statement came from PST 5, she said that the challenges faced during her teaching practice significantly impacted her confidence and readiness to engage effectively in classroom teaching.

4. Affect to Professional Development

The five participants showed different experiences regarding how the challenges they encountered during the teaching practicum could affect their professional development. Three of the five participants considered that the challenges obtained during the teaching practicum period affected their professional development as teachers. While the other two participants did not consider challenges as something that could then affect their

professional development. The point is that each participant has their own way of dealing with challenges received during the teaching practicum period, and whether these challenges can later affect their professional development.

5. How to handle the challenges

From all the statements above, it can be seen that pre-service English teachers have different ways of handling the challenges they get. The way to handle the challenges is also adjusted to the challenges obtained. On average, pre-service English teachers who acted as respondents handled the challenge themselves. On the other hand, there are also pre-service English teachers who need help from around them to handle the challenges obtained during the teaching practicum period. Thus, it is important for pre-service English teachers to be able to handle these challenges for the success of their practicum process.

DISCUSSION

This section presents a discussion of the research findings. In accordance with the purpose of this study, this section will discuss the findings of this study. The findings of this study will focus on the challenges faced during the teaching practicum at school. When preservice English teachers start their teaching practicum, they are often faced with significant challenges, most of them were stressed. The stress basically occurred every time during the first encounter (before during-after teaching) with students in EFL classroom (Sammephet & Wanphet, 2013). Classroom management is a problem that often arises during teaching practicum. This is in line with research conducted by (Han & Tulgar, 2019a; Serliana et al., 2021) stated most of the pre-service teachers were young and inexperienced, they were sometimes challenged by students in practice schools.

The next challenge that arises is the deficiency in content knowledge experienced by PST 1, this is in line with research conducted by (Boakye & aAmpiah, 2017) who said that deficiency of content knowledge is one of the challenges faced by preservice teachers during teaching practicum. The researcher's findings and previous research both found that the challenge of deficiency of content knowledge is one of the challenges faced by both preservice teachers. The lack of student interest in English was experienced by PST 2 who said that his students did not like English because it was difficult. This finding is similar with (Massod et al., 2022; Pakpahan, 2023) that many students are not enthusiastic about learning because they find English difficult.

Undisciplined students were experienced by PST 5 whose students paid attention to the teacher and often fell asleep in class. (Boakye & Ampiah, 2017; Massod et al., 2022) In her research, she found that pre-service teachers have to

deal with undisciplined students in the classroom. This is a challenge because if students do not pay attention, learning will be disrupted.

Based on the stories of the five pre-service teachers, it appears that English teacher candidates have almost the same initial reactions when facing challenges during teaching practice. Initially, they felt shocked, scared, and confused when they first faced the challenges. From the statements of the five pre-service English teachers, it is evident that the challenges faced by the prospective teachers had an impact on their preparedness and confidence this in line with (Pasaribu & Harendita, 2018) that challenges during practicum can affect confidence. Statements from three of the five participants indicated that the challenges had a positive effect on their confidence and preparedness when teaching.

The five participants showed different experiences of how the challenges they faced during their teaching practice affected their professional development. Three of the five participants considered that the challenges encountered during the teaching practice period had an effect on their professional development as teachers, this is in line with (Pasaribu & Harendita, 2018) that when confidence and readiness to teach are combined, this can create professional teachers.

On average, the respondent English teacher candidates dealt with these challenges independently this in line with (Boakye & Ampiah, 2017) said that most of pre-service teacher through challenges with survival skills. On the other hand, there were also English teacher candidates who needed help from their surroundings to overcome the challenges encountered during the teaching practicum period.

CONCLUSION

The aim of this research was to describe the problems in teaching practicum based on the interview with Pre-service English Teacher. These problems need to be examined for the sake of future student teachers to be able to solve these problems and make sure they could pass their practicum. After analyzing and discussion the researcher examines that pre-service English teacher experiences several challenges during practicum.

In this study, the researcher found that pre-service English teachers experienced stressful conditions in their new environment during teaching practice. Thus, pre-service English teachers face several challenges during teaching practice. The results of this study showed that the participants gave statements regarding the challenges they received during practicum. The researcher found

that pre-service English teachers faced challenges such as classroom management, deficiency in content knowledge, lack of students' interest in English, students' indiscipline, and their students' inability to understand the lesson taught. Meanwhile, there was no lack of resources for teaching and learning in the interviews with pre-service English teachers during the teaching practicum. Pre-service English teachers also stated that their challenges eventually affected their teaching process.

From the explanation above, it can be concluded that Pre-service English teachers encounter challenges during the teaching practicum period because they experience stressful conditions in their new environment, in other words, their placement school. The challenges also vary depending on how the Pre-service English teachers respond to the stressful conditions.

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