Challenges in Teaching Practice Faced by the Pre-service Teachers

of English Language Education Department

A Skripsi

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Approval Sheet

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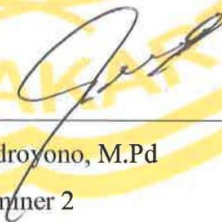
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Abstract

Teaching practice is designed to help pre-service teacher get smooth transition from student to teacher. But, in the real life pre-service teacher also face the challenges in teaching practice. The objectives of this research are to know the challenges commonly faced by pre-service teacher of English Language Education Department and the strategies commonly used by them to face the challenges during their teaching practice. This research was conducted at English Language Education Department in one private university in Yogyakarta. The descriptive qualitative was used as a research design. There were 4 students from batch 2015 of ELED who became the participants of this research and the data gathered through interview. Based on the result of the interview it showed if the challenges commonly faced by pre-service teacher during the teaching practice were categorized into four main challenges including, challenges in making lesson plan, challenges in classroom management, challenges to the school situation, and challenges with supervisory teachers. The other results of this research also showed the strategies can be used to overcome the challenges the strategies they used were, are consulting with supervisor teachers, warning the students, using appropriate material, using media or games, giving rewards, giving extra treatment, self-problem solving, asking ability person, sharing with others, searching on the internet.

Keywords: Teaching practice, pre-service teacher, student-teacher, challenges in teaching practice, strategies in teaching practice

Background of the Research

Teaching practice is designed to help pre-service teachers to get a smooth transition from being a student to teacher (Azeem, 2011). At the same time, the teaching practice assignment also gives the teacher training institutions an opportunity to evaluate their students teaching capabilities. From the statement above, we can see that teaching practice is made for a pre-service teacher in order to help them apply and practice their knowledge in teaching. Teaching practice also allows the pre-service teacher to discover their ability and creativity that help them in their future teaching process (Tuli & File, 2010). In teaching practices, pre-service teacher act or perform like a real teacher because they must prepare a lesson plan, apply their pedagogical knowledge and also their specific knowledge of the subject they teach.

In Indonesia, teaching practice program is also held in order to improve the Indonesian teachers' quality and competency. To discuss teacher competency in Indonesia, it is written in the regulation of Education Minister of Republic Indonesia number 16 of 2007 which stated that teacher's competency comprises four dimensions namely pedagogical competence, personal competence, social competences, and professional competence. So, according to the Indonesian Education Ministry, there are four dimensions of competency the teacher need to achieve, and the pre-service need to gain the entire four dimensions to be qualified as a professional teacher.

However, the implementation of teaching practice program is decided by the university or faculty. In the English Language Education Department (ELED) at one private Islamic University in Yogyakarta, pre-service teachers must do teaching practice as one of the requirements for graduation. It was written in *Pedoman Praktikum Tahun Ajaran 2016/2017* which stated that the students must conduct three times teaching practice in different stages of school starting from elementary school, junior high school, and senior high school in order to

improve their quality in teaching. According to Perry (2004), school experience or teaching practice is an important component of becoming a teacher. In this case, the teaching practice program exposes pre-service teacher experience in the actual teaching and learning environment. So, teaching practice is important for pre-service teachers or students of ELED.

Based on the researcher's experience in real life situation of teaching practice, pre-service teacher faced the challenges mentioned in the paragraph above when they are in the fresh year of college students because they do not have a lot of exposure about teaching. Unfortunately, the pre-service teacher still faced the challenges in teaching practice even though they are in the senior year of pre-service teachers of ELED. In the senior year of pre-service teachers, they have experienced and already have a lot of exposure about teaching process such as how to handle difficult students, how to make appropriate material to use, how to gain student attention and how to manage the class. They had started teaching practice since they were in their first year but that does not mean the pre-service teacher will not face teaching challenges.

Sometimes, certain situations make the teaching practice does not run as planned. The certain situation such as when the teacher confused to make a lesson plan, unable to deliver material, unable to handle the students and the other difficulties that suddenly happen in the classroom can make the teaching practice do not carry out as planned. If certain situations are not handled with any further action, the teaching practice will be ended in vain. Because, the teaching practice only waste their time to prepare all of the teaching stuff and their energy.

In this research, the researcher wants to know the challenges commonly faced by senior pre-service teachers in ELED and finds out how do they face the challenges in addition to help the others senior pre-service teachers so that they can prepare all the possibility about the

challenges with expectations they can do the teaching practice and gain a lot of good experience in teaching.

Methodology

This research was conducted to find the challenges faced by English Language Education Department pre-service teachers and the strategies to face the challenges in teaching practices. The researcher used qualitative research method. Creswell (2012) stated, "Qualitative method is exploring and developing a detailed understanding of a central phenomenon" (p.16). So, by using qualitative method, the researcher was able to explore more information from the participants about the challenges faced in teaching practices and find out how the pre-service teachers solve the challenges in teaching practice. Using qualitative research method made the data richer in information.

In this research, the researcher adopted qualitative descriptive as research design to identify the challenges faced and strategies used by the pre-service teachers in teaching practices. This is supported by Sandelowski (2000) who stated that qualitative descriptive is mainly produced to obtain a direct answer and largely to answer questions related to people's response such as thoughts, feelings, and attitudes towards an event. By using this research design, the researcher can produce description of participants' challenges in teaching practice and explanation of their strategies to face the challenges in teaching practice.

This research was conducted at English Language Education Department (ELED) of one private Islamic university in Yogyakarta. The reasons why the researcher chose ELED at the institution as the research setting was because all students in ELED were familiar with teaching practice. The ELED of one private Islamic university in Yogyakarta conducted internship programs that similar to teaching practice for the students. Another reason was that this

institution is the place where the researcher studies so the researcher did not find any trouble to manage the approval to conduct this research.

The researcher collected the data by conducting in-depth interviews. The reason why the researcher used interview was supported by Creswell (2009) who stated that in qualitative research, the researcher gathered the data through examining documents, observing behavior, or interviewing participants. Besides, the researcher used interview protocol consisting of several questions as a guideline to help researcher when conducting interviews with the participants.

In this case, the researcher used Indonesian language in the interview. The use of Indonesian language was to avoid misunderstanding between the researcher and participants. The type of interview used was the interview guide approach. Based on Cohen et al. (2011), in using the interview guide approach, the researcher must have a list of questions and the researcher can randomly or not in sequence. The researcher used open-ended items in question so the participants were more flexible to answer the questions. The examples of a question asked by the researcher during the interview were "what is your challenges during the teaching practice?" and "how is your strategy to face the challenges?"

There were several processes before the researcher collected the data. First, the researcher asked for the participants' agreement and willingness to conduct oral interviews. Then, the researcher made appointments with the participants for the interview. The participants were interviewed one by one with the time allocation for interviews of around 15 minutes for each participant because 15 minutes was considered sufficient for the participant to answer the questions. The last process was to transcribe audio recording into written text before the researcher analyzed the data that had been collected.

The other instruments used in this research were mobile phone and field note. The mobile phone was used to record the interviews and field notes used to make sure that the list of questions was ready to be asked to the participants. Field note was used by the researcher to write some important points during an interview.

Finding and Discussion

The Challenges Commonly Faced in Teaching Practices by Pre-Service Teachers of English Language Education Department

Challenges in making proper lesson plans. "The challenges are, first is I found difficulties when I had to make a proper lesson plan for the student" (Jeya). Similar to Jeya, making a proper lesson plan was also quite challenging for her, as stated by Putri, "but I still feel nervous when I had the 3rd teaching practices, I am afraid if the student asks a question beyond my expectation." (Putri). Ratu also stated, "I am worried how if the material is too difficult or how if the material is too easy." (Ratu)

Challenges in classroom management.

Students being too noisy in the classroom. It was stated by Jeya, "I also faced the challenges in the classroom when I start teaching caused of the children because children are so hyperactive in class" (Jeya). In addition, the students sometimes do not want to follow the learning process. This situation usually occurs when the pre-service teachers did teaching practice in elementary school. The elementary students are considered children that like to play and hard to pay attention to the learning process.

This situation also happened to other participants when they did teaching practice in elementary school. Cici said, "it is so hard to handle elementary school students because they are

still kids " (Cici). Ratu also mentioned, "I usually, most of the challenges come from the elementary student in the classroom" (Ratu).

Students busy with their gadget. The participants' challenge in teaching practice about classroom management was when the students busy with their gadget. Jeya said, "when I taught at that class, most of the student is busy with their own laptop", then Jeya added, "once when I was teaching in 2nd grade, I entered the class and the student is focused playing *Tiktok App* (social media application for creating and sharing videos and live broadcasting) on in their cellphone" (Jeya). Another participant, Cici mentioned, "because the students are allowed to bring their cellphone, sometimes they just focus on their own cellphone" (Cici).

Students not paying attention to the pre-service teachers. This is proved by the statement from the participants who stated that student did not pay attention was challenging for them. As Jeya and Cici said, "when I am teaching, they did not pay attention to me" (Jeya), "sometimes they are busy with their own world and ignore me who explains the material, like playing with their stuff or even talking with their chairmate" (Cici).

Pre-service teacher's problem in time management. This was proved by Ratu who said that time management was a challenge in teaching practice. Ratu mentioned, "I found challenges in time management to match between activity and time" (Ratu). Based on this finding, we can conclude that the ability to manage time in class is important to make the learning process run well according to the lesson plan. Because classroom time management has a contribution to the learning process. if the pre-service teacher is not able to manage the time well, the situation will not contradict the learning process.

Students speak a different language from pre-service teacher in the classroom. Language is a way to deliver the material. But in some cases, language is a barrier to the learning

process. This is proved by a statement from the participant. The participant said, "they only understand their mother tongue which is Javanese. Meanwhile, I cannot speak Javanese very well." (Putri). The student might only understand their mother tongue; meanwhile, the pre-service teacher did not speak the same language.

Unsupported school environment.

Unfamiliar environment for pre-service teachers. The unfamiliar environment can be a challenge in teaching practice for pre-service teachers. it usually occurs in the first time they go to school to do teaching practice. as mentioned by the participant, **"**I feel awkward and a little bit difficult to adapt to the school environment" (Jeya)

Unclear instruction from school headmaster. Miscommunication between school headmaster and pre-service teachers is very likely to occur during teaching practice. This happened to one participant who received unclear instruction form the school headmaster. The participant said, "The headmaster gives an instruction which hard to understand" (Jeya).

Unsupported school situation and facility. The school situation also has a role in the successful of teaching practice which is why when the school situation is not supported, it will be a challenge for the pre-service teacher to do teaching practice. This was stated by Cici and Ratu who found challenges in the school situation and facility. The first statement came from Ratu who said that the situation was too noisy and the facilities were not supported for several activities. Ratu said, "The students are easy to get distracted by a noisy from out of class, and the environment of the school is a bit crowded so yeah… it is a little bit interrupting the learning process" (Ratu).

Uncooperative supervisor teachers.

Non-optimal work of supervisor teachers. Unfortunately, rather than being a problem solver in a number of cases the supervisory teacher actually posed a challenge for pre-service teachers in conducting teaching practices. As stated by the participants, "the supervisor cannot be cooperative" (Jeya) and "the teacher isn't cooperative enough" (Cici).

Unclear instruction from supervisor teachers. The pre-service teachers would be confused about what to do because they do not have enough information. As seen in the following statements: "The supervisor didn't give any instruction or information" (Jeya). this also happened to Ratu who said, "The supervisor is a little bit unclear if give instruction to pre-service teachers" (Ratu). Another participant who faced the same challenge was Putri, as she said, "it is not effective because the supervisor takes a rest after birth a baby… she only ask us to read the previous report of the teaching practice" (Putri).

Unable to provide solutions for pre-service teacher's problems. The challenge mentioned above was stated by the participant, Cici, she said that "the supervisor said it is our mistake as a pre-service teacher, and why we did not prepare any possibilities by having any backup plan" (Cici).

Pressure feeling from supervisor teachers. "The challenges come from the supervisor teacher, the supervisor teacher is pretty detailed in activity which had been write-in the lesson plan and the supervisor teacher always ask to follow the lesson plan if there something missing he will take a note and give it to us, I feel a little bit pressured" (Ratu).

The Strategies Commonly Used by English Language Education Department Pre-Service Teachers in Teaching Practices

Consulting with supervisor teacher. Consulting with supervisor teacher was a strategy used by the participants to overcome the challenges for lack of knowledge for several aspects in

teaching that made the pre-service teacher unable to make a proper lesson plan. By having a consultation, the pre-service teachers can also brainstorm about ideas and ways to face the challenges they face in school. The pre-service teachers asked the supervisor teachers when they facing challenges in making a proper lesson plan or when they face challenges in delivering material.

Warning the students verbally. This strategy was used by the participants to face challenges of the uncontrolled classroom when the students were too noisy in the classroom and did not pay attention in the learning process.

Using media or games. Using media made the students easier to understand the material. Another reason, using media as part of the learning can help attract the students' interest in learning, particularly when they are busy with their gadget. That was why using media as an instrument can help the pre-service teachers in the learning process.

Giving reward to the students. There are many ways to get the students' interest in learning. One way that can be applied by the pre-service teachers was to give the students a reward. Giving rewards was one of the strategies used by the participants to deal with the challenge in the uncontrolled classroom. The challenges that can be solved by this strategy was when the students not paying attention or the students busy with their gadget

Using suitable materials. the strategy to face a challenge like uncontrolled classroom situations was to use suitable material so that the students were more excited and interested in joining the learning process and it also minimized the uncontrolled classroom situation.

Applying suitable learning activity. It is necessary to choose suitable learning activities for students to maintain the students'' interest and make them excited to follow the learning

process. This kind of strategy was applied by the participants who were looking for suitable learning activities for their students.

Giving extra treatment. Extra treatment for students is a strategy to get students' interest in the learning process during teaching practices. Extra treatment can be extra attention or a very clear instruction given by the teacher to the students.

Doing self-problem solving. this strategy was applied by the participants to minimize the challenges due to the lack of several aspects. Because knowing self-ability and preparing material well by conducting simulations in teaching can minimize the challenges.

Sharing and asking someone for help. Another strategy applied by the participant was consulted to supervisor lecturer. This strategy helped pre-service teacher when they faced the challenges with the school situation or even challenges with their supervisor teacher.

Searching on the internet. The internet can be a place for the pre-service teacher to find any material and strategy to help them prepare things in teaching practices. This can help the pre-service teachers to deal with uncontrolled classroom situations by searching games or teaching references on the internet.

Conclusion

The purpose of this research was to find the challenges which are usually faced by pre-service teacher during their teaching practice, after doing a research by interview participant research come up with four major challenges that the student-teacher faced in teaching practice and nine strategies that can help the student-teacher to minimalize the challenge. The challenge that student-teacher faced were: challenges in making a proper lesson plan which can overcome by consult with supervisor teacher, self-problem solving , ask someone or sharing and also searching from the internet.

. The next finding was challenges in classroom management which also underlying five sub findings such as; students being too noisy in classroom, students busy with their gadget, student not paying attention to the pre-service teachers, pre-service teacher have problem in time management, students speak a different language from the pre-service teachers

. These challenges also can overcome by the participants with applied these strategies which are; using media or games, give a reward and warn the student

Unsupported school environment and uncooperative supervisor teacher which can overcome by ask the supervisor lecture and asking for the suggestion from other people who has the ability. Not only that, other findings also found during conducting this study.

Recommendation

Based on the finding found in this study, there are several suggestions regarding to Problems in teaching practice faced by English Language Education Department Student teacher. These suggestions are for students, teacher/ lecturer, and for other researcher.

The pre-service teachers. This research will be useful for others pre-service teachers. By knowing what kinds of challenges usually appear during teaching practice and as reference strategies to overcome the challenges.

The lecturers. This finding of this research will help the lecturer to help their students in teaching practices. With provide schools which are ready to be a teaching practice place, to overcome the unsupported school environment or unsupportive supervisor teacher. Because as the result of this finding the problem does not only come from the pre-service teacher but it can be from the school where they conduct the teaching practices. By knowing what kinds of challenges or challenges they usually faced in the school during teaching practices, the lecturer can help pre-service teacher to overcome the challenges in teaching practices. So, this research

will help pre-service teacher through the lecturer's help and make the teaching practice run well as the plan.

The supervisor in school. For the supervisor who has the responsibilities to be a supervisor it expected to help pre-service teacher in teaching practice by being a cooperative supervisor. since the supervisor is the one who knows the charatheristic of their students in school.

The Institution. This research is hoped can use by the institution to know if there are a lot of challenges and in some case the challenges comes from the school or even the supervisor teacher. By knowing the fact, the institution can search the proper school which has a supportive supervisor teacher and also a supportive environment of school for the student-teacher.

Future researchers. It is hoped that this research can be a reference to those who are interested in teaching practices. Lastly, the other researchers hopefully find out more depth study about teaching practice since this is the important things for pre-service teachers

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