

**Pre-Service Teachers' Perceptions on Their Teaching Practice**

*A Skripsi*

Submitted to Faculty of Language Education

As a Partial Fulfilment of the Requirement

For the Degree of *Sarjana Pendidikan*



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**English Language Education Department**

**Language Education Faculty**

**Universitas Muhammadiyah Yogyakarta**

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Certify that *skripsi* with the title “**Pre-Service Teachers’ Perceptions on Their Teaching Practice**” is definitely result of my own work.

I am completely responsible for the content of this paper. Others’ opinion and results included in this *skripsi* are quoted in accordance with ethical standards.

Yogyakarta, 25 March 2019

Maudy Sekar Arum

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**Motto**

***“ Man Jadda WaJada ”***

***‘Barang siapa yang bersungguh-sungguh maka akan mendapatkan berhasil’***

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### **Abstract**

The study aims to find out pre-service teachers perception on their teaching practice in English Language Education Department of a private Islamic university in Yogyakarta batch 2015. The objectives of this study were to find out the challenges and strategies of teaching practice at the English Language Education Department of one private Islamic university in Yogyakarta batch 2015. The researcher used qualitative method to collect the data. The participants were three females and one male student of English Language Education Department of one private Islamic university in Yogyakarta batch 2015. The data were gathered through interviews. The finding of this study found the participants have challenges in teaching practice there were 1). the perception of pre-service teachers on their teaching practice are happy, demotivated and challenges, 2.) lacking time for observation, 3.) knowing the characteristics and needs of students, 4.) lacking communication, 5.) lack of relationship between pre-service teacher and schools teacher, 6.) poor teaching management, 7.) choosing the appropriate teaching material, and 8.) lacking facilities support. The last result is the strategies. The strategies are knowing students' need, maximizing pre-service teachers' preparations in teaching practice, setting a good schedule and backup plan. The strategies mentions based on data from participant and related with the challenges.

*Keywords:* pre-service teacher, teaching practice, challenges and strategies.

## **Chapter One**

### **Introduction**

This chapter presents the introduction of the research. This chapter consists of the background of the research, identification of the problem, delimitation of the problem, research questions, objective of this research, significance of the research, and organization of the research.

### **Background of the Research**

Internship is a way to practice what has been learned at University. Internship is becoming an increasingly important tool both for corporate recruitment, selection and for student learning and job seeking (Zawel 2005). Trainees are able to observe the entire workings of a school and participate actively in the important professional activities of a teacher both in and out of the classroom. During their internship experience, prospective teachers have the opportunity to develop and extend their pedagogical practices and beliefs. Gault (2000) also stated that experience that students get from the internship program can help the students get good career in education. This is why internship is a beneficial training for students.

Teaching practice in education context is when the students practice in teaching based on experience and theory which they have learned in the institution. Marais and Meier (2012) stated that the term “teaching practice” represents the range of experiences to which pre-service teacher are exposed to when they work in classrooms and schools. In addition, Rees, Pardo and Parker (2013) stated that every pre-service teacher’s class, grade and material or topic

will affect their experience. Pre-service teachers who have experienced teaching practice will understand and are able to estimate what they should do in the next teaching practice. Teaching practice is an important preparation for pre-service teachers before they apply what they already learned from their classes into real work environment (Goh, Wong, Choy, & Tan, 2009).

Practicum is a field experience that allows students to observe and work directly from what they have learned in class so that they become professionals. Practicum a course of study for teachers, doctors, nurses, etc. that involves actually working in the area of study and using the knowledge and skills that have been learned in a school (Merriam 2007).

### **Identification of the Problem**

The English Language Education Department (ELED) gives pre-service teachers teaching practice activity. This department provides three stages for three batches. Every stage will take place in different years, locations, and schools. Based on the researcher's experience, the researcher found the challenges in teaching practice such as factor affecting pre-service teacher success on teaching practice, choosing the method in the teaching and learning practice, lack of evaluating pre-service teachers from institution guide teachers, learners' discipline and classroom condition problem, supervision and support from school guide teachers, and teaching practice duration.

### **Delimitation of the Problem**

The researcher focuses on the challenges faced by pre-service teachers of ELED of an Islamic Private University from batch 2015. The consideration is

taken because the researcher wanted to know about students' feeling in conducting teaching practice at school from elementary, junior and senior high school. In addition, pre-service teachers faced some challenges in doing teaching practice. Then, the researcher look for some strategies from pre-service teachers to overcome the problems. This is because the researcher want to know the strategies used by the pre-service teachers.

### **Research Questions**

Based on the explained problems, the research question are formulated as follows :

1. How is the pre-service teachers' feeling in conducting the teaching practice?
2. What are pre-service teachers' challenges faced in teaching practice?
3. What are pre-service teachers' strategies used in teaching practice?

### **Objectives of the Research**

The aims of this research are presented as follows:

1. To investigate pre-service teachers' feelings in conducting the teaching practice.
2. To investigate challenges faced by the English Language Education Department pre-service teachers in teaching practice.
3. To investigate strategies used by the English Language Education Department pre-service teachers to overcome the challenges in teaching practice.

## **Significance of the Research**

The significance of this research give the benefit for the pre-service teachers, supervisors, and institutions.

**Pre-service teachers.** This research help pre-service teachers to know more about teaching practice, and they can get a some description about what and how they do the teaching practice. By knowing, the pre-service teachers prepare for the challenge and make a strategy to overcome the problems in teaching practice.

**School teachers.** This research benefits the school teachers by pointing out the problems in teaching practice. Schools teachers can better support the pre-service teachers, and build a better relation with the pre-service teachers.

**Supervisors.** This research helps supervisors to give explanation about the situation and condition in the school, which in turn can be given to pre-service teachers. This way, the supervisors build a good relationship with the pre-service teacher, as well as the institution.

**Institution.** This research support the institution with how to better conduct internship programs, and how to solve the problems normally found in pre-service teachers' tenure.

## **Organization of the Research**

There are five chapters in this research. The first chapter contains the introduction of the research, and introduces the background of the research, including why the researcher decided to write this research. The second chapter of the research is the literature review, and contains the various literatures regarding



teaching practice, definition of pre-service teacher, challenge in teaching practice, and strategy in teaching practice with theories to support this research. The third chapter is the methodology, and it explains about research design, research setting, research participant, data gathering technique, and data collection procedure, also data analysis. The fourth chapter is the finding of the research, and the fifth chapter is the conclusion and recommendation the researcher might have.

## **Chapter Two**

### **Literature Review**

In this chapter, the researcher presents a review of the literature related to this research. Researchers want to discuss the definition of teaching practice and pre-service teacher. In addition, this chapter also mentions challenges in teaching practice and also strategies in teaching practice. It also provides reviews of related studies and conceptual frameworks.

### **Teaching Practice**

Teaching practice is an important part of education. The practice of teaching is an activity to prepare pre-service teachers to teach with practical training. This is the practical use of teaching methods, teaching strategies, teaching principles, teaching techniques and practical training and exercises from various daily school life activities. It is also an appropriate way to apply pre-service teachers' knowledge that they have received in the classroom. Jusoh (2013) stated that teaching practice is an opportunity for students of Educational Department to apply what they have learned in school. Teaching practice builds a bridge between university and schools and helps future teachers apply what they have learned at the university (Hazzan & Lapidot, 2004). It is important to have skills and good knowledge to teach students in teaching practice because it is one of the components in teaching to help become a good teacher. Tuli and File (2009) mentioned that teaching practice allows pre-service teachers to indicate teaching practice helps pre-service teachers understand the real world of teaching and allows pre-service teachers to know about the problems and difficulties of teaching that they might face in the future. In addition, they can find out their

competencies and creativity that can help them in their teaching careers in the future.

Practice is a way for pre-service teachers to gain teaching experience in a real situation (Aydin, Demirdegon, and Tarkin, 2012). In the teaching practice, pre-service teachers learn how to teach for the future teaching experience. This should be supported by all educational systems. It starts from school partnership, internship (coaching and teaching practice), pre-service teacher placement, and field experience. This practice should be considered by both the university and department.

Regarding the objectives of teaching practice, Akbar (2002) stated that the objectives of teaching practice are to provide prospective teachers with an opportunity to establish an appropriate teacher-pupil relationship, to enable the student teachers plan and prepare lessons effectively, and to provide an opportunity for self evaluation and discover own strengths and weaknesses. In addition, teaching practice is important for pre-service teachers that teaching practices change their ideas about teaching positively and make them feel like a teacher (Aydin, Selcuk& Yesilyurt, 2007).

**Pre-service teacher.** According to Taneja (2000), pre-service teacher is a person who joins teaching practice in school, field studies, school based experience or internship program in school. Unlike in other professions, pre-service teachers tend to bring strong attitudes and beliefs to their preparation of what constitutes good teaching and good teachers from their previous experiences as school students (Sirotnik, 2001). However pre-service teachers often

experience less preparation to teach students with diverse needs and abilities. first, the limited time given for coaching in pre-service teacher education programs, then, lack of experience in coaching in terms of their own school background, and finally more demands on classroom teachers to effectively include all students (Hemmings & Woodcock, 2011). Pre-service teachers are expected to be successful in doing teaching practice.

The pre-service teacher education program aims to prepare for graduation to become quality teachers equipped with teaching practices that will provide experience and knowledge to meet increasing demands related to the teaching profession (Bransford, Darling-Hammond, & LePage, 2005). During the past week, teaching practice education focused on developing quality teachers has received increasing attention in education (Barber & Mourshed, 2009; Bransford et al., 2005; Hattie, 2004). The quality of teaching exist in the good theory and the best method that can be use in teaching. Beutel as cited in Lyons (2011) stated, “good theory describes and predicts phenomena and give guidance to your teaching. That is why practice will never walk alone without a good theory”.

**Challenges in teaching practice.** Teaching practice have various challenges that await pre-service teachers. Perry (2004) statedthat teaching practice creates a mixture of anticipation, concern, excitement, and anxiety in pre-service teachers when they begin teaching practice. The most important part of pre-service teacher preparation is practice, especially for pre-service teachers who do not have experience in teaching where teaching can be disrupted by various challenges. In addition, some schools are still experiencing challenges as facilities are photocopiers and this creates problems when students need when preparing

additional lessons and materials for assessment assignments and homework (Marais and Meier 2004). Challenges in teaching practice from individual challenges, students and schools challenges, and institution challenges.

***Individual challenges.*** Challenges that are faced during teaching practice can be caused by some challenges, individual challenges such as being afraid of failure, being afraid of using different methods or techniques, having personal pressure, and thinking of being better or worse than the English teacher or mentor (Celix, 2008). Those factors might make pre-service teachers fail in teaching practice. According to Yunus, Hashim, Ishak, and Mahamod (2010), pre-service teachers have problems with their discipline and motivation to learn language. Choosing appropriate teaching methodology and strategy becomes a challenge for pre-service teachers. In line with that, Page (2008) said that discipline has been considered as one of the most common problems experienced by pre-service teachers and is believed to be a serious problem in most schools. Thus, pre-service teachers have to manage their time and discipline carefully.

Challenges faced by pre-service teachers mostly come from themselves. According to Ali et al. (2014) challenges faced by pre-service teachers in the teaching practice are managing classroom and pre-service teachers' discipline, planning lesson, managing relief teaching, inadequate teaching and learning facilities and resources, overcoming disruption of lesson, and teaching practice administration and management. Preparations in teaching practice should come not only from teacher but also from the pre-service teacher themselves, preparations starting from organizing the materials that will teach in classroom, the method used in teaching and preparations to organize the classroom. This is

challenging for pre-service teachers because they cause classroom management problems and class control and student discipline.

***Students challenges.*** Davis (2016) stated that common problems in classroom faced by pre-service teacher when teaching English as foreign language include students become overly dependent on teachers, students are not ready, students are not motivated, students are opposed, the use of English that constantly makes students noisy, clashes personality, or students are not clear what to do or do the wrong thing, students are bored, lacking attention and disturb other students. Staying awake and interested in class can be difficult. But what's even more difficult is being responsible for keeping students awake and interested.

***Schools challenges.*** Location of the school is one of factors that can influence the teaching. Tarman (2012) stated that the distance between the school and university affects the enthusiasm of preservice teachers. In addition, the location of teaching practice also influences the motivation of pre-service teachers to teaching practice, because the distance they will travel will generate their interest in teaching.

Good communication between schools teachers and pre-service teachers can decrease stress and some teaching problems such as controlling class, managing time, and delivering materials. School teachers are here to help pre-service teachers face a real workplace. School teachers can be the best support for pre-service teachers in their initial profession as teachers (Kell & Forsberg, 2014; Chandler, Chan, & Jiang, 2013). The schools teachers is the one that already

knows the school and has already taught. That is the reason why pre-service teachers need to keep good communication with the schools teachers.

***Institution challenges.*** One of many factors that influences the teaching practice of pre-service teachers is the supervisor. Supervisor teacher is the English teacher in the school where pre-service teachers do the teaching practice.

Chandler et al. (2013) mentioned the supervisor's roles for pre-service teachers is to be the guide to prepare what pre-service teachers need for teaching practice.

The communication between pre-service teachers and supervisor teacher is important. Pre-service teachers who have a good relationship with the supervisor and are known as a knowledgeable person by other pre-service teachers tend to use teaching method or any ideas they learned from university more effectively compared to pre-service teachers who are not close to their supervisor (Asplin & Marks, 2013). This proves that the supervisor can be an advisor for pre-service teachers. The pre-service teachers should feel free to share their issues during teaching practice. In this situation, the supervisors can be called as "the expert" because they have experienced the class first-hand. Tarricone and Luca (2002) stated pre-service teacher were asked by the university to teach in a group, not individually.

**Strategy in teaching practice.** There are several strategies to solve existing problems in teaching practice, During teaching practice, there are some things that can make pre-service teachers overcome their challenges. Jusoh (2013) said that those pre-service teachers need support especially in teaching skills and emotional support. In this case, other pre-service teachers, supervisor teacher, and teacher educator can be supporters for pre-service teachers. They can help them in

planning the material for the course, the method that will be used, and general creativity in teaching. The strategies in teaching practice come from some factors, first individual factors or pre-service teacher, students and schools factors, and the last is institution factors.

***Establishing effective classroom management.*** Classroom management is one of the problems for pre-service teachers (Merc & Subaci, 2015). Pre-service teachers must set a strategy to handle and solve the problem on classroom. Classroom management is the basics of improving academic and behavioral outcomes to manage student behavior disorders (Oliver, Wehby, & Reschly 2011). In addition, The classroom environment depends on how the pre-service teacher manages the classroom. The main objective is to ensure that all students can learn in a safe and effective environment. (Blackburn & Hays, 2014). Physical elements such as wall streaks, table arrangement or resources are things that can affect the environment (Hannah, 2013). Hannah argued that the way pre-service teachers organize and control the classroom can create a positive or negative impact for students.

Effective classroom management strategies can help pre-services teachers to create such an environment. Effective classroom management may help pre-service teachers to teach students how to be responsible and control themselves (Gordon, 2001). Strategies in classroom management are ways to overcome or handle the problems in classroom management. ineffective and poorly managed classrooms will adversely affect teaching and learning (Jones & Jones, 2012; Marzano, Marzano, & Pickering, 2003; Van de Grift, Van der Wal, & Torenbeek, 2011). Effective teaching and learning strategies come from class management



that effectively supports and facilitates. Building a positive classroom environment is based on generally effective class management principles that include effective pre-service teacher relations. Evertson and Weinstein (2006) stated the action taken by the teacher to create an environment that supports and facilitates academic and social-emotional learning is good class management. Pre-service teachers are required to anticipate problems and can include students who behave badly in class. The pre-service teachers regulate and expect the students to follow the rules of the class.

***Building a good support with students.*** On the other hand, a pre-service teacher cannot expect that the students would be interested in the material that is going to be used in learning process. However, if the students are not interested in the material then they not understand that the subject is important. Hence, the instructor, an expert in the subject, is uniquely qualified to show students why the material is important, intellectually interesting, and valuable for them to learn (Korpershoek, et.al. 2014). It is the pre-service teacher's job to tell student about the learning goals and make the material itself interesting.

***Cooperating with school teachers.*** Pre-service teachers must have a good relationship with the school teachers, because the school teachers can know the condition of the school and the conditions of the students they teach. Maccann and Johansenn (2004) stated that preservice teachers need to establish new relationships with experienced teachers. In addition, they need to have a personal relationship with senior teachers to share their experiences and ask for advice to be able to teach well. In this relationship, school teachers help pre-service teachers see what students can do and cannot do and help them adjust their planning and

instruction (Nilssen, 2010). Additionally, to ensure pre-service teachers' professional development, the role of cooperating teachers is to provide experience working with children, model classroom practices, facilitate reflection, and share knowledge (Leatham & Peterson, 2010).

***Building a good communication with intitution.*** One of many factors that influence the teaching practice of pre-service teachers is the supervisor from university (Chandler et al., 2013). Supervisor teacher can teach how to handle their students, the supervisor teacher can understand the students characteristics better. Hirschorn (2009) stated that the supervisor teacher can make pre-service teachers successful in teaching practice. Chandler et al. (2013) mentioned the supervisor's roles for pre-service teachers. The supervisor can help who prepare what they need for teaching practice. In addition, pre-service teachers must have good relationship with supervisor in order to understanding about teaching practice and pre-service teachers know what they to do in teaching.

### **Review of Related Research**

There are many studies related to pre-service teachers in teaching practice. This section of this research mentions studies that were conducted and the results of those studies. There are two studies that are discussed here.

The first research was conducted by Paddilah (2016) titled "Factors Affecting Pre-Service Teacher's Success on Teaching Practicum English". The purpose of this research was to find out the factors affecting pre-service teachers' success on teaching practice at the English Language Education Department of an Islamic Private University in Yogyakarta. Padillah used qualitative method to get

the data for the participant and used face to face interview and phone interview to collect the data. The participants of this research were three students of english language education department (ELED), and the research was held in Islamic Private University in Yogyakarta. Padillah used interview for data collecting and get the informations from the participants. This research revealed factors that affect pre-service teachers' success on the teaching practice. There are three factors, the first factor is personal, and consists of stress, assignments, personal pressure and gender. The second factor is school, which consists of the mentor, assignments, and classrooms. The last one is University, which is related to the supervisor and teamwork among pre-service teacher.

The second research was conducted by Iqbal (2018) the title is "pre-service teachers' classroom time management strategies during the teaching practicum program". This study aimed to find out the obstacle of classroom time management faced by the pre-service teacher in the teaching practicum program and the strategies of the classroom time management. Descriptive research design which was the type of qualitative research. This study was conducted at English Language Education Department in one Islamic private university in Yogyakarta. The findings were obtained from the in-depth interview with four students batch 2015 as the participants in this study. The data collection was conducted on June 2018. The result of this study revealed that there were some obstacles of classroom time management found in this study which are the lack of teachers' pedagogical skills, the lack of teachers' interpersonal skills, the lack of teachers' discipline, the students' varied proficiency level, students' misbehavior, different students' interest, the lack of school facilities, and the limitation of time. The

finding also showed that there were some strategies that were used to solve those obstacles. These strategies were being flexible, allowing for questions section on difficult topics, being aware of hidden time demands, setting up the classroom and students, managing the interruption, and also using the preferred learning activity.

In conclusion, the first research from Padillah (2016) and second research from Iqbal (2018) is similar with my research about the methodology which is using qualitative method. However, this research from Padillah (2016) focuses on factors affecting pre-service teacher's success on teaching practicum english. Then, in contrast the research from Iqbal (2018) focuses about pre-service teachers' classroom time management strategies during the teaching practicum program. It is different from my research that focus on challenges faced by pre-service teachers and strategies used by pre-service teachers while teaching based on pre-service teacher perceptions.

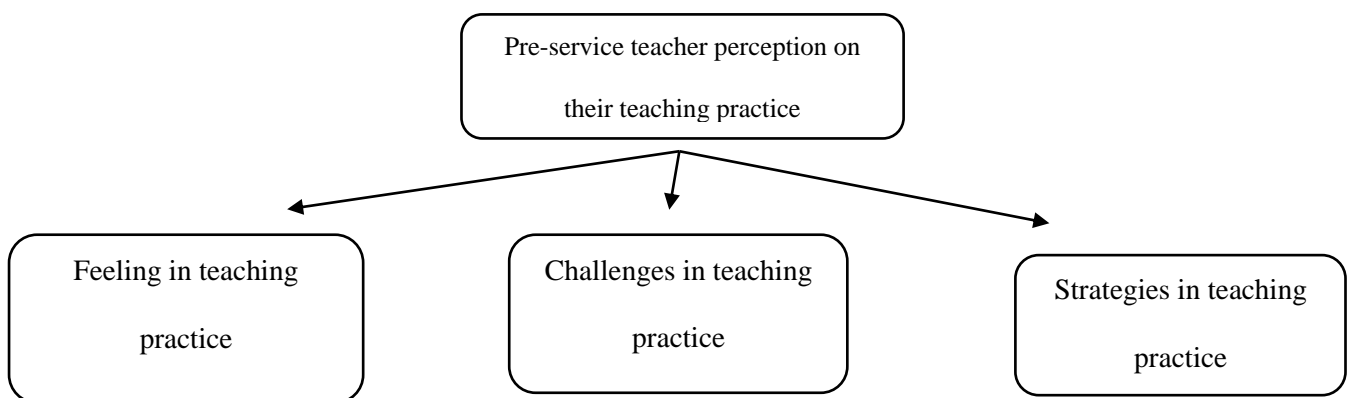
### **Conceptual Framework**

Teaching Practice is an opportunity for pre-service teachers to practice and apply what they learned in institution. In this opportunity, pre-service teachers are asked by the university to teach in a school. Teaching practice builds a bridge between university and schools and helps future teachers apply what they have learned at the university (Hazzan & Lapidot, 2004). In addition, teaching practice is important for pre-service teachers that teaching practices change their ideas about teaching positively and make them feel like a teacher (Aydin, Selcuk & Yesilyurt, 2007).

Pre-service teacher is student who join in teaching practice based on experience and theory from institution. The pre-service teacher education program aims to prepare for graduation to become quality teachers equipped with teaching practices that will provide experience and knowledge to meet increasing demands related to the teaching profession (Bransford, Darling-Hammond, & LePage, 2005). The quality of teaching exist in the good theory and the best method that can be use in teaching.

Futhermore, pre-service teachers have challenges in teaching practice. There are some challenges faced by pre-service teacher in teaching practice. First is individual challenges. Those challenges might make pre-service teachers fail in teaching practice, According to Ali et al. (2014) challenges faced by pre-service teachers in the teaching practice are managing classroom and pre-service teachers" discipline, planning lesson, managing relief teaching, inadequate teaching and learning facilities and resources, overcoming disruption of lesson, and teaching practice administration and management. Second is students challenges, staying awake and interested in class can be difficult for pre-service teacher, but what's even more difficult is being responsible for keeping students awake and interested. Another challenges is schools challenges, pre-service teacher lack of communication with school teachers such as about controlling class, managing time, and delivering materials. Last challenges from institution, challenges from institution is supervisor. Chandler et al. (2013) mentioned the supervisor's roles for pre-service teachers is to be the guide to prepare what pre-service teachers need for teaching practice. Pre-service teacher lack of communication between supervisor in teaching practice.

On the other hand, pre-service teachers have the strategies to overcome the challenges in teaching practice. There are some strategies used by pre-service teacher in teaching practice. The first is establishing effective classroom management. Classroom management is the basics of improving academic and behavioral outcomes to manage student behavior disorders (Oliver, Wehby, & Reschly 2011). Second strategies is building a good support with students. the instructor, an expert in the subject, is uniquely qualified to show students why the material is important, intellectually interesting, and valuable for them to learn (Korpershoek, et.al. 2014). The next strategies is cooperating with school teachers. Maccann and Johansenn (2004) stated that preservice teachers need to establish new relationships with experienced teachers. Last strategies is building a good communication with institution. Hirschhorn (2009) stated that the supervisor teacher can make pre-service teachers successful in teaching practice.



*Figure 1.* Conceptual framework

## **Chapter Three**

### **Methodology**

This chapter contains the research methodology. This consists of research design, research setting, research participant, data gathering technique, data collection procedure, and data analysis. First, the researcher explained method the researcher used in this study. Second, research setting and participants are explained in this chapter. Last, the researcher explained how data was collected, procedures for collecting data and also how to analyze data.

### **Research Design**

This research used qualitative as a method to collect the data. According to Creswell (2012), qualitative research is suitable for the researcher who wants to know about the variable of a research problem and need to explore more detail about the research. Thus, qualitative research was suitable for this research because the researcher got deep understanding in the result related to the pre-service teachers perception about teaching practice, the challenges faced by pre-service teacher and the strategies used by pre-service teacher in teaching practice. In general, the data in qualitative research is in formed of words not number.

Moreover, the reseacher used descriptive qualitative as the research design. Creswell (2012) suggested that descriptive qualitative design is suitable to facilitate a detailed exploration of the participants' experiences. Moreover, the reseacher could explor more details information from partisipants about their feeling in conducting teaching practice, the challenges faced in teaching practice

and the strategies used by ELED pre-service teacher of private university in Yogyakarta in teaching practice.

### **Research Setting**

This research was conducted at English Language Education Department (ELED) of a private university in Yogyakarta. This department implements a teaching practice program. This program was required course in this department. The name of this program was internship. This internship program was a program specifically for teaching practice at predetermined schools from the university. The internship program had six stages; in the first or odd semester; pre-service teachers conducted coaching with supervisor to guide them before they practice teaching; and in the second stage or even semi-semester, pre-service teachers carry out teaching practices starting from the elementary school , junior high, and senior high school according to their stages.

The researcher gathered data by interviewing the participants started from early of October 2018. The researcher interviewed the participants according to the criteria needed by the researcher. After the researcher interviewed the participants, the researcher analyzed the data that was obtained from the participant by matching the questions and answers from the participants whether it was in accordance with the answers needed by the researcher or not. Furthermore, the researcher transcribed data from participants. After that, the researcher did member checking and coding starting from open coding until selective coding. The process of analyzing the data was completed on the first week of November 2018.



## **Research Participant**

The participants of this study were the students of English Language Education Department (ELED) of a private university in Yogyakarta batch 2015. The participants chosen batch 2015 because students batch 2015 already finished being pre-service teachers in internship program. According to Creswell (2012), one of the characteristics of qualitative research is a small sample size, and there is no definite sample size. The researcher had four participants, three female and one male.

The researcher had several criteria to choose the participants. The criteria were the participants of ELED from a private university in Yogyakarta batch 2015; the participants must have completed teaching practice in school; and they experienced teaching English from elementary school until high school. The researcher used convenience sampling is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher (Oskar, 2009). The researcher choose participants by selecting several participants having information and experience about teaching practices.

The researcher used pseudonym to keep the identity of the participants, so that the participants were more comfortable to deliver their information about teaching practices. The researcher presented the female participants' names using Girly, Lucky and Miracle, while the male participant's name was replaced using Brawny.

### **Data Collection Method**

The researcher used interview for collecting the data from the participants. Cohen, Manion, and Morrison (2000) stated, “the interview is not simply concerned with collecting data about life: it is part of life itself, its human embeddedness is inescapable” (p. 267). Interview was a suitable method to be applied in this research because the researcher could explain more about the questions to the participants, if the participants did not understand the questions given by the researcher. Kitwood (1977) stated, “Each participant in an interview will define the situations in a particular way” (as cited in Cohen, Manion, & Morrison, 2011, p. 410).

The type of interview used in this research was open-ended interview, and the researcher used open-ended items to collect the data. According to Creswell (2012), in qualitative research, interview occurs when the researcher asks more than one participants in general using open-ended questions and record their answer. The interview used indirect questions. Tuckman (1972) stated, “by making the purpose of questions less obvious, the indirect approach is more likely to produce frank and open responses” (as cited in Cohen, Manion, & Morrison, 2011, p. 417). Tuckman (1972) also stated that unstructured response allows the respondent to give her answer in whatever way they choose (as cited in Cohen, Manion, & Morrison, 2011, p. 419).

### **Data Collection Procedure**

There were several steps in collecting the data. First, the researchers made several interview guidelines that were in accordance with the research questions. Second, the researchers looked for participants who were in accordance with the

research criteria, and interviewed the participants. Third, the researcher contacted and made appointment with the participant via WhatsApp to decide the time and the place to do the interview. After that, the researcher interviewed the participants one by one.

In interviewing the participants, the researcher used Indonesian language. This was done to ease the participants in understanding and answering the questions. In doing the interview, the researcher used four tools to get the information from the participants. The researcher used note and pen to write down important notes. In addition, the researcher also used cell phone to record the conversation with the participant during the interview process. To ease the researcher in interviewing the participants, the researcher used interview guideline. The interview guideline consisted of the questions developed from the research questions. The duration of the interview for each participants was about 15 until 25 minutes.

### **Data Analysis**

In this part, the researcher explains the data analysis. After interviewing the participants and collecting the data, the researcher transcribed the data. The names of the participants in this research were presented using pseudonyms. Pseudonyms was used to protect the identity of the participant, and the names used by the researcher were *Lucky*, *Girly*, *Miracle*, and *Brawny*. According to Cohen, Manion, and Marrison (2011), transcribing is writing down what the participants said in the recording in order to gain the participants' answer. This means that transcribing is the transformation from spoken to written. Transcribing was done to ease the participant in analyzing the data.

After transcribing the data, the researcher did member checking. The researcher printed the transcript of the interview and gave the transcript to the participants. Then, the researcher asked the participants to check whether or not the answer was the same as what they said in the interview session. In addition, member checking was done to check the validity of the data. According to Creswell (2012), member checking is a process in which the researcher asks one or more participants in the study to check the accuracy of the report. If the answers from a participant were not the same as the theory, the data from the interview was not valid. Lincoln and Guba (1985) defined member checking as a means of enhancing rigour in qualitative research, proposing that credibility is inherent in the accurate descriptions or interpretations of phenomena.

The last step in analyzing the data was coding. The researcher did open coding, analytical coding, axial coding, and selective coding. Strauss and Corbin stated that an open code is simply a new label that the researcher attaches to a piece of text to describe and categorize that piece of text (as cited in Cohen, L., Manion, L., & Morrison, K, 2011, p. 561). In open coding, the researcher gave a label or code to categorize the sentence from the participants. The researcher categorized themes or topics in analytical coding and groups the data from the participants into those categories. The first category was “the pre-service teacher's feelings in teaching practice”. Then, the next category was “challenges faced in teaching practice”, and the last category was “strategies used in teaching practice”.

Then, the next coding was analytical coding. Gibbs (2007) stated, “an analytical code might derive from the theme or topic of the research, the literature

or responsively from the data themselves” (as cited in Cohen, Manion, & Morrison, 2011, p. 561). The researcher categorized themes or topics in analytical coding and grouped the data from the participants into those categories. Strauss and Corbin (1990) stated that analytical coding is a process of identifying the core category in a text, central category or phenomenon which all the other categories identify and create are integrated (as cited in Cohen, Manion, & Morrison, 2011, p. 562).

In axial coding and selective coding, the researcher looked for the same data from the category and combine the other categories with the same meaning. Strauss and Corbin (1990) stated that “axial coding is a set of procedures that the researcher follows, where by the data originally segmented into small units of fractions of a whole text are recombined in new ways following the open coding” (as cited in Cohen, Manion, & Morrison, 2011, p. 561). In addition, the researcher categorized some categories that were categorized into several other small categories. In this part, the researcher combined the equations from the participant’s answers into one according to the categories made by the researcher. It was done to ease the researcher in making conclusions from the participants’ answers. Then, the researcher discussed the findings in the next chapter.

### **Trustworthiness**

The step of trustworthiness was applied in this research. Trustworthiness is a crucial aspect within qualitative research, and should not be taken lightly (Shenton, 2004). In addition, a thorough reporting of the process and the results of qualitative data collection and analysis is the key to justifying and assuring that trustworthiness exists in the study (Henderson, 2006 cited Veal, 2011). According

to Veal (2011), Bryman (2012) and Loh (2013) trustworthiness consists of four different components — credibility: the validity of the findings; transferability: the applicability of the findings in other contexts; dependability: reliability of the findings at another time; and confirmability: objectivity of the researcher while carrying out his/her research. Trustworthiness was all about establishing these four things, which are described in more detail below.

Credibility was the how confident the qualitative researcher was in the truth of the research study's findings. Credibility connected with question about how the researcher knew that the findings were true and accurate. In this case, the qualitative researcher used data triangulation to show the research study's findings are credible.

Transferability was how the qualitative researcher demonstrates that the research study's findings were applicable to other contexts. In this case, "other contexts" could mean similar situations, similar populations, and similar phenomena. In qualitative researchers used thick description to show that the research study's findings could be applicable to other contexts and situations.

Dependability was the extent that the research could be repeated by other researchers and that the findings would be consistent. In other words, if other researcher wanted to replicate, the other researcher should have enough information from other research report to do so and obtain similar findings. A qualitative researcher used inquiry audit in order to establish dependability, which requires an outside person to review and examine the research process and the

data analysis in order to ensure that the findings are consistent and could be repeated.

Last of this step was confirmability. Confirmability was the degree of neutrality in the research study's findings. In other words, this means that the findings were based on participants' responses and not any potential bias or personal motivations of the researcher. This involves making sure that researcher bias does not skew the interpretation of what the research participants said to fit a certain narrative. To establish confirmability, qualitative researchers provided an audit trail, which highlights every step of data analysis that was made in order to provide a rationale for the decisions made. This helps establish that the research study's findings accurately portray participants' responses.

In conclusion, based on the four trustworthiness criteria above, researchers only focus on credibility to ensure data. Credibility used in members checking. The members checking was carried out by the researcher by meeting with the participants one by one and confirming the answers recorded previously. The researcher confirmed with participants that the answers they recorded was correct. Thus, researchers use members checking to check to make sure that trust could be maintained. Moreover, researchers used members checking as a means of maintaining research credibility as part of determining this trustworthiness to ensure the trust of this study.

### **Interpreting Issues**

The researcher used interview to collect the data from participants. The aim of this research investigate pre-service teachers' feelings in conducting the

teaching practice, to investigate challenges faced by the English Language Education Department pre-service teachers in teaching practice and to investigate strategies used by the English Language Education Department pre-service teachers to overcome the challenges in teaching practice. Thus, as the data that was collected using Indonesian language and reported in English. Moreover, interpreting issues was discussed in this section. According to Riccardi (2002), states that interpreting, understood as the mental process and communicative act of reproducing orally in a target language what a speaker is expressing in a source language, has often been regarded by translation scholars as phenomena which can be studied within the framework of and by means of translation science, translation studies, or translatology.

In the process of interview, researcher used *Bahasa Indonesia* as mother tongue. The reason was because using *Bahasa Indonesia* makes it easier for researchers to communicate with participants and researchers could explore clearly the answers from participants. Janzen (2005) continues that interpreting for people who share in the different language involves understanding the ideas of one person inferred from one linguistic structure and re-constructing them into another linguistic structure, that of the language used by those intended to receive the interpreted message.

Futhermore, to reduce wrong interpretation in analysing data from the participants, the researcher consulted and discussed the result of interpreting and translating the data to the English lectures as the supervisor to guide the process of data interpretation. Therefore, the researcher can maintain the original participant's statement.



## Chapter Four

### Findings and Discussion

In this chapter, the researcher reported findings and discussion based on the data the researcher collected through interviews. There are three findings found during interviews based on the research questions. First, the researcher reports about pre-service teachers' perceptions in carrying out teaching practice at the school in internship programs. Second, the researcher reports the challenges faced by the pre-service teachers when conducting teaching practices. Last, the researcher also reports the strategies that are used to solve the challenges faced by pre-service teachers when teaching practice at school.

#### **Pre-Service Teachers' Feeling in Conducting Teaching Practice**

The researcher found three main findings regarding pre-service teachers' feelings in doing teaching practices. The findings were obtained from four different participants. These findings focus on their feelings when conducting teaching practices from elementary schools, junior high schools, and high schools followed the participants in the internship program. The researcher categorized the findings into three categories. The findings discussed below are pre-service teacher feel happy, demotivated, and challenged. The explanations are presented below:

**Pre-service teachers feel happy.** Based on the findings, the researcher found that pre-service teachers felt happy in doing teaching practice. All of the participants in this study said their feelings when practicing teaching. Lucky said that she was happy when doing teaching practice. During the interview session,

Lucky said, “I feel happy and enthusiastic when I did teaching practice, especially when I teach in elementary school” (P1.1). From the statement, it can be said that Lucky felt happy because this was the participants’ first experience in teaching.

The same statement was also mentioned by the fourth participant, Brawny. He stated, “I feel happy because I get knowledge about how to teach well in school by doing teaching practice” (P4.1). Brawny felt happy when doing teaching practices through an internship program. It indicated that teaching practice program can make provision as a prospective teacher in the future.

From the findings mentioned above, the feeling when doing teaching practice was very influential in the teaching and learning program. If the participant feel happy, it lead to positive and effective learning for students. Internship programs also have a good effect on pre-service teachers who will become teachers in the future; through this program they gain new experiences and know how to teach well. As pre-service teachers feel happy and enthusiastic in teaching practice which is the most important course in vocational training practices, involves teaching practices and activities toward teaching profession and pre-service teachers acquire skills and experiences and build opinions and thoughts for teaching profession in pre-service teachers training program (Şahin & İlbay, 2009). In addition, pre-service teacher feel happy because teaching practice course was a crucial period in which they get the first experience to utilize throughout their professional teaching life.

**Pre-service teachers feel demotivated.** Based on the findings obtained from the interview, the researcher found that one participant felt demotivated

when doing teaching practice. Girly said that she found some bad impressions when doing teaching practice. She felt this bad impression when she was assigned to take part in an internship program that she had to follow in accordance with the rules in university. Girly also said that she felt demotivated as she was assigned as a pre-service teacher. It happened because she felt that she had not seen teacher figure in herself, and she was not able to do the teaching practice well. In addition, Girly felt very demotivated, and she found some difficulties during the first semester to the fourth semester where the semester held teaching practices ranging from teaching in elementary and junior high schools. Girly also added that she faced some difficulties in doing the teaching practice because it was in the beginning of her lecture, and she had many assignments.

Based on the findings above, Girly felt demotivated when doing teaching practices, and she was lack of enthusiasm influencing her negatively. Monir (2012) agrees that many pre-service teachers have demotivated experience and negative emotions during their practicum at schools. In addition, Pre-service teachers feel demotivated because some of the feelings that affect them in doing teaching practice, such as feelings of helplessness, frustration, confusion, shame, defensiveness and even hostility have been observed by teacher schools. Pre-service teachers also have strong emotions of blame and anger because they do not experience success during practicum, and they feel they don't have the ability to teach students (Wright 2010).

**Pre-service teachers feel challenged.** One of the participants felt that teaching practice was challenging. Miracle felt that she had a challenge when practicing teaching. She said, “I felt challenged when I practice teaching” (P3.1).

Miracle also said that she felt scared while practicing teaching, because she was afraid she could not handle students during the teaching and learning process.

Based on finding above, some recent studies have provided contrary evidence that preservice teachers were scared with the teaching practice and pre-service teacher less understand about education experience prepared them for teaching (Hammerness et al., 2012; Ingvarson, Beavis & Kleinhenz, 2004).

The conclusion of all the findings from the participants regarding their feelings when doing teaching practice were happy, demotivated, and challenged. Lucky and Brawny said that they were happy in doing teaching practice; Girly said that she felt demotivated while doing teaching practice; and Miracle felt challenged while teaching practice. Thus, it can be said that the participants gave different experiences when doing teaching practice. Moreover, feelings were very influential when they practice teaching, because what they feel while doing teaching practice will have an impact on themselves, because they teach in the future. In addition, through feeling, the participants could know the extent of our ability to practice teaching.

### **Challenges Faced in Teaching Practice**

The researcher found findings about challenges in teaching practice, and the participants delivered the information about the answers to the second research question. The results of this study were in accordance with the existing literature provided in chapter two. The results of the study show that pre-service teachers face different challenges in following teaching practice. The information from the participants was categorized by the researcher. The researcher

categorized it into five categories about the challenges faced by pre-service teachers in doing teaching practice. The findings are discussed below:

**Limited time for observation.** One of the participants said that the challenge faced in doing teaching practice was limited time for observation. Lucky said that the challenges in teaching practice came when they were going to teach. Lucky stated, “I have limited time to observe especially to observe the students” (P1.4). The limited time for observation made her felt difficult when she first practiced teaching, especially in elementary school. Lucky felt that it took time to observe the students and the school environment. So Lucky had to be able to know the condition of the students and the condition of the school. In addition, Lucky felt less delivering the materials she was going to deliver when she first taught, because she needed to observe students.

Based on the finding above, limited time to do observation before doing teaching practice is very influential to students, because pre-service teacher have some information about the students and the school if they have enough time for observing. However, some pre-service teachers find limited time for observation . Observation in teaching practice are important to positively influence pre-service teachers' attitudes to teaching profession behaviors. In observation process pre-service teachers encounter matters in relation to student motivation, classroom management, individual differences, and effective use of materials (Veenman, 2004)

**Difficult to know students' characteristics and needs.** Another challenges found by the researcher was pre-service teacher faced difficulty to

know students' characteristics and needs. Lucky said that students' characteristics and needs there were the difficulties that she faced in teaching practice. In addition, Brawny also added that he found the difficulty in knowing students' characteristic. Pre-service teachers found difficulty in knowing students' characteristics and needs.

Therefore, it was important for pre-service teachers to know the characteristics of students. In addition, to know the characteristics of students were not easy, because not all pre-service teachers recognized the characteristics that exist in all students. If pre-service teachers want to know the character of the students, then pre-service teacher know the students through observation. The first participant said that knowing the needs of students was not easy, because every student had the necessary need for their insights about knowledge that be used as their provision in the future. Psychology research has found that knowing students need was difficult because students need was important roles in a teacher's ability to interact in meaningful, engaging, and effective ways with students (Ones, Dilchert, Viswesvaran, & Judge, 2007).

#### **Lack of coordination between pre-service teacher and school teachers.**

Based on the data collection, the participants said that the challenges in teaching practice also came from the school teachers themselves. Girly faced some challenges related to the school teachers. Girly said that in doing teaching practice, school teacher was less attention to her. When Girly did teaching practice in the classroom, Girly felt that school teacher did not participate in the class, pay attention, and help her when she taught.

Based on finding, Lack of coordination with school teachers making pre-service teachers experience challenged in teaching practices. Girly said that they need school teachers to pay attention to her when teaching, with the attention of school teachers, the school teacher can assess and see the extent to which the pre-service teacher can teaching practices. The most important duty of school teachers during training course is to guide pre-service teacher by enabling practice activities successfully to be fulfilled, track and supervise these activities (MEB, 2008). In addition, the assessment of school teachers was very important for pre-service teachers in the future so that pre-service teachers further improve their shortcomings when they teaching practice.

**Unmatched schedule between pre-service teachers and school teachers.** One of the participants stated that another challenge faced in doing teaching practice was unmatched schedule between pre-service teacher and school teacher. Miracle said that the challenge in teaching practice was arranging teaching schedules between pre-service teachers and school teachers. Miracle felt that setting an inappropriate schedule would have an impact on her preparation to prepare material for teaching. In addition, Miracle also mentioned that the challenge in teaching practice is the lack of learning about lesson plans. Miracle felt that the explanation of the lesson plan was lack when she taught in junior high school and senior high school. An inappropriate explanation from the school teacher about the learning plan made it difficult for her to teach students.

Based on finding, one of the participant faced the challenge in arranging the schedule that made her difficult in preparing teaching materials. Thus, the burden of teaching and full-time learning is very strict, so pre-service teachers

must adjust the practice schedule to their lecture schedule because it requires a lot of time and effort for pre-service teachers to schedule with mentors (Darling-Hammond, 2006). School teachers provided support to the pre-service teacher to be better at teaching practice, because the existence of support helps the pre-service teacher to find their shortcomings while teaching.

**Poor teaching management.** Inappropriate teaching management made it difficult for pre-service teacher to carry out teaching practice. Based on the data obtained, most of the participants experienced challenges in time management, and classroom management. Poor time management adversely affected teaching practice making them difficult in understanding the learning plan. In addition, classroom management was another challenge for pre-service teachers especially when they did their first experience in teaching. Pre-service teacher had to deal with unruly students, so it made them difficult to know the students' need and learning goals. The detail explanations about poor time management and poor classroom management are presented below:

**Poor time management.** Girly and Miracle had the challenges in time management. Girly said that she felt less from preparation, and she was a person working on something delayed and, and it finished on due date. It can be said that Girly had poor time preparation. In other opinion, Miracle also said that poor time management had an impact on poor preparation for teaching practice. Lack of time management was also caused by herself who was lack of discipline in preparing for something for practice teaching.



Inappropriate time management in teaching practices has an impact on poor preparation in preparing learning plans. Then, it can influence teaching time that is not appropriate, it will also have a delay in achieving goals in teaching. In addition, Girly and Miracle experienced difficulties in teaching practice in managing time, because they were lack of discipline in managing time. Page (2008) said that discipline has been considered as one of the most common problems experienced by pre-service teachers, and it was believed as a serious problem in most schools. In addition, Ugwulashi (2011) stated that time to be effective must be planned, organized, implemented and evaluated by themselves in suitably utilizing time available at their disposal.

***Poor classroom management.*** Classroom management was a challenge for teachers especially for beginners such as pre-service teachers who did not have teaching experience, and it is very difficult for them to organize students. The participants have teaching experiences from elementary school to high school. From the experiences gained, they have different challenges when they teach at different levels.

Based on data obtained from participants, they experienced difficulties in classroom management. Lucky said that controlling elementary school students was very difficult, while junior high school students tended to be bored. Additionally, Brawny said that it was very difficult to manage students. It indicated that Brawny had difficulty with classroom management, so students became unruly. Poor classroom management involves many factors such as: a student motivating, uninteresting with materials, teaching methodology, the learning environment and the time needed for learning (Charles, 2002).

**Difficult to choose the appropriate teaching material.** Two of the participants said that the challenge in teaching practice was choosing material that appropriate for students. Lucky said, “I am have difficulty in choosing the teaching materials” (P1.3). Lucky also said that choosing good material for students was a challenge in doing teaching practice. Moreover, the same opinion was mentioned by Girly who said, “the challenges is to choose effective learning which is really suitable with the students; the students can understand what I say. So, the challenges I face is how to teach well; the material I should apply. The students’ level also influences what material I will use ” (P2.3). Choosing and using effective material for students is also a challenge for them; how they choose good and appropriate material that can be accepted and understood by the students they teach.

Based on the findings above, by knowing the material that is suitable for students, pre-service teachers can easily find out students’ needs and understand their learning goals. Wessu (2012) stated that the choice of materials for classroom use is a challenging task for language teachers, because it provides learning materials that are appropriate for students and student achievement.

**Lack of facilities support.** Another challenge mentioned by the participants was lack of support facilities.

Brawny said, “I find it difficult to have facilities from the school that are less supportive. The lack of supporting facilities from the school made the pre-service teachers find it difficult, because to use learning media, pre-service teachers need LCD or others while there is no LCD at school. It made them think

again about the material which could be used and accepted by the students”  
(P4.3).

Considering the results of this research, Hughes (2005) and Lyons (2001) stated that student performance and achievement depend on design and condition of the school facility. Thus, facilities are very supportive in teaching practices, with the availability of learning media facilities that are available well then the process of teaching and learning will not be boring, and students tend to pay attention if the teaching and learning process uses aids and it is supported by school facilities.

### **Strategies Used by Pre-Service Teacher in Teaching Practice**

In this session, the researcher explains the strategies used by pre-service teachers to solve the challenges in teaching practice. The strategies explained below are accordance with the challenges faced by pre-service teachers. The strategies that are used are explained as follows:

**Making time for observation.** One of the challenges faced by pre-service teachers is limited time for observation. Thus, the strategy to solve this problem is by having time for observation. Lucky said, “I use my first teaching practice to observe students especially in elementary school where the time for observation is limited” (P1.4). Since the time for observation was limited, Lucky used her first time teaching to observe in order to be able to adapt with students and school environment. The purposes of observing during teaching practice are threefold: firstly, to give teachers support in reflecting on and improving their classroom practice; secondly, to monitor the extent to which teachers are able to implement

new understandings, strategies and pedagogies introduced in the course; and thirdly, for university-based academics to observe schools and classrooms at first hand in order to better understand the challenges facing pre-service teachers (Sayed 2004).

**Knowing students' need.** Another strategy to cope with the challenges is knowing students' needs. Lucky said that if she already knew the students, she knew what strategy she should use. In addition, Lucky also made teaching materials that suit students' needs and follow students' wishes.

By knowing students' needs, pre-service teachers will easily find out what the students need in the teaching and learning process. The challenges of not knowing students' characteristics and needs can be solved by following the needs of students to ensure that the material delivered by pre-service teachers can be accepted by the students. Understanding students' need will let pre-service teachers help students learn based on their perceptual strengths. The characteristics include time of day, outside stimulation, energy level, and mobility while studying (R. Dunn, & K. Dunn, 2002).

**Maximizing pre-service teachers' preparations in teaching practice.**

Based on the findings about the challenges faced by pre-service teachers in doing teaching practice, there are two challenges which are poor time management and poor classroom management. In this session, the researcher explains the strategies to solve poor time management and poor classroom management. The explanations are presented below:

**Teaching management.** Two participants mentioned about strategy to overcome the challenges in poor time management. Girly said that the strategy used was to prepare the teaching materials earlier before teaching related to learning material in the class. In addition, Miracle said that she must be able to manage her time well to arrange teaching material. Good time management in teaching practice will have an impact on good preparation and accuracy at predetermined teaching times.

Additionally, Lucky and Girly mentioned strategies that they used to deal with challenges in classroom management. Lucky said, “I immediately make time to brainstorm about what is should do in warming up right before I start the lesson” (P1.7). Brainstorming is needed for classes that are not very conducive. By doing brainstorming, students will pay more attention, because they are curious about what material the pre-service teacher will deliver. Girly said that giving more games would make the class fun, and student would pay more attention to pre-service teacher. The game given was related to the material being taught.

Based on the finding above, the challenges related to time management and classroom management can be overcome by good preparation and good time management. Chandra (2015) stated that problems of classroom management can be overcome by being prepared for class, motivating the students, providing a comfortable learning environment, building students’ self esteem, being creative and imaginative in daily lessons. Then, classroom management can be solved by brainstorming. Brainstorming is one of the most distinctive ways to develop creative thinking, so the nature of the brainstorming is characterized as working

on the flow of ideas without criticism and try to speed thinking, break the deadlock, and challenge the minds (Hassanein 2002). The last, adding more games will attract students' attention.

**Teaching materials.** Three participants mentioned the strategy to solve the difficulty in choosing teaching materials. Lucky said that create some things different in the materials, for examples using power point, visual aid, online quiz like kahoot and story bird, and play some games in group. Girly also said that she show some videos, or music. She added that using visual aid was helpful and teaching and learning process became more interesting. She added that students were attractive when she use visual aid, and it helped her in delivering the materials. Futhermore, Brawny said that choosing interesting teaching materials and playing games or showing videos while teaching helped him in delivering the materials.

Based on the findings above, using visual aids help pre-service teacher to deliver the materials. Hamad (2015) states that visual aids are tools that help to make an issue or lesson clearer or easier to understand and know (pictures, models, charts, maps, videos, slides, real objects etc.) In addition, play game which is related to the material during the teaching and learning process makes the students interested during teaching and learning process. The materials for students must adjust students' needs so that students can enjoy the materials. In conclusion, the challenge of teaching material can be overcome by making something different on teaching materials, using visual aids in teaching students, and adding game that related with the materials.

**Setting a good schedule.** Two participants said the strategy to overcome unmatched schedule between pre-service teachers and school teacher. Brawny solved the unmatched schedule by giving school teacher a schedule. Miracle said that the schedule given by school teacher changed, so Miracle handle this problem by giving a schedule to school teacher in accordance with the agreement made by both of them.

Setting a good schedule is not only made to solve unmatched schedule between pre-service teachers and school teacher, but it is also used to handle lack of communication between pre-service teachers and school teacher. According to Graham (2005) schools teachers was able to facilitate changes to pre-service teachers' understanding about schedule in schools with their schedule in institution, and also facilitate assessment by explicit teaching at the campus level, and enactment of those theories and practices in a mentored teaching practice.

**Backup plan.** One of the participants mentioned the strategy to overcome the challenges related to school facility. Lucky said,

“if I teach but there are obstacles in the facilities that I will use for my teaching materials then I have a next plan so that I will not be confused about where my students will take when the facilities do not support, then I will make a discussion group and I will use a flash card that contains questions that appropriate the material I teach” (P1.9).

In conclusion, all pre-service teachers must be prepared if the available facilities in the school do not support teaching materials used by pre-service teacher. Every teacher is taught that back up plans are a must. Things change

constantly in education and there are a variety of factors that can make plans change – computer breaks, internet goes out, file is corrupted,so the lesson runs long, students don't understand the material, and class is interrupted by a some factors (Andrade, 2011). Additionally, pre-service teacher must have other plans to overcome the problem related to school facility. The strategy which can be used are making discussion groups and using flash cards. Thus, Juan (2014) stated that group discussion is one of the alternative in backup plan in teaching there are group discussion as a systematic communication to exchange the ideas among each member on the given topic and each member should do some roles to create successful group discussion.



## **Chapter Five**

### **Conclusion and Recommendations**

In this chapter, the researcher presents conclusion and recommendations from this study. The first part is conclusion, and the second part is recommendations which are addressed for pre-service teachers, school teachers, supervisors and institutions, and the next researchers.

#### **Conclusion**

Teaching practice is a program for students to practice teaching in the context of education based on the experiences and theories they have learned in the university. Students at ELED of private university in Yogyakarta must follow the teaching practice program which is called as internship program. They teach students starting from elementary school, junior high school, and high school. Before the pre-service teachers carry out teaching practices, they did coaching first with the supervisor to explain what to do in teaching. The researcher experience the difficulties during teaching practice during the researcher's internship program. Some pre-service teachers also experience the same difficulties. The aims of this research are to find out the feelings felt by pre-service teachers when teaching practices, to discover the challenges faced by pre-service teachers during teaching practice, and to know the strategies used y pre-service teachers to overcome the problems.

The researcher used qualitative research method, because the researcher wanted to explore more about the problems related to teaching practice, and the researcher can understand the feeling, the challenges, and the strategies in detail.

By using qualitative research method, the researcher can understand the social life of participants better. The method under qualitative research used descriptive qualitative as the research design. The participants of this study were four students from ELED of a private university in Yogyakarta batch 2015. They were chosen, because they finished practicing teaching so they had experience in teaching practice. The researcher collected the data from participants by interviewing the participants.

The findings of this study in accordance with the first research question was about their feelings when practicing teaching. Based on the data obtained from the participants, pre-service teachers feel happy, demotivated, and challenged in doing teaching practices. The second research question is about the challenges faced in teaching practice. Based on the findings, the challenges were limited time for observation, difficult to know the students' characteristics and needs, lack of coordination between pre-service teacher and schools teacher, unmatched schedule between pre-service teachers and school teachers, poor teaching management, difficult to choose the appropriate teaching material, and lack of facilities support.

The last findings of this study was the strategies used by pre-service teachers to cope with challenges in teaching practice. The strategies were making time for observation, knowing students' need, creating something different in teaching practice, setting a good schedule and backup plan. The strategies mentioned based on data from participant and related to the challenges faced by pre-service teachers in doing teaching practice.

## **Recommendations**

Based on the research findings and the research significance, the researcher formulated the recommendations which are addressed for pre-service teacher, school teacher, supervisors and institution, and the next researcher. The recommendations are presented below:

**Pre-service teachers.** The researcher suggests the next pre-service teachers to understand the teaching practice better and understand the material given during coaching with the supervisor. Based on the findings, the pre-service teachers must know the challenges that will be faced when teaching practice and the right strategies to deal with the challenges.

**School teachers.** Based on findings, school teachers should pay more attention to pre-service teachers when they teach. School teachers should provide feedback for pre-service teachers so that school teachers can evaluate pre-service teachers during teaching practice. In addition, school teachers must be better at arranging teaching schedules for pre-service teachers so that pre-service teachers have better preparation in preparing the material they will teach.

**Supervisors and institution.** Supervisors and institutions should provide detail information about teaching practice to pre-service teachers, and supervisors must also have a good relationship with the pre-service teacher so that pre-service teachers can easily ask about the difficulties they face during teaching practice.

**The next researcher.** This research is also recommended for future researchers who want to do research related to teaching practice. The researcher hopes further research will discuss this topic more deeply. The researcher also

hopes that further research will be able to enrich the data to explore perceptions, challenges, and strategies during teaching practice.

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## Appendices

### Interview guideline

#### Research Questions

1. How is the pre-service teachers' feeling in conducting the teaching practice?
2. What are pre-service teachers' challenges faced in teaching practice?
3. What are pre-service teachers' strategies used in teaching practice?

#### Pre-Service Teachers' Perceptions on Their Teaching Practice

1. Apa yang anda rasakan selama mengikuti program praktek mengajar?

Follow-up:

- Menurut anda kesulitan apa sajakah yang mempengaruhi sukses atau tidaknya praktek mengajar tersebut?

2. Kesulitan apa saja yang anda temukan didalam praktek mengajar selama anda mengajar dari SD, SMP dan SMA?

Follow-up:

- Menurut anda kesulitan apa saja yang menyebabkan masalah tersebut muncul?

3. Dari kesulitan yang anda sudah sebutkan sebelumnya, anda menyebutkan kesulitan A lalu strategi apa yang anda gunakan saat menghadapi kesulitan tersebut dan apakah strategi yang anda gunakan sudah efektif?

Follow-up:

- Bagaimana dengan kesulitan B, strategi apa yang anda gunakan di praktek mengajar, apakah strategi yang anda gunakan sudah efektif?

## Appendices

### Appendix 1. Interview guideline

Research questions	Purpose	Interview questions
1. How is the pre-service teachers' feeling in conducting the teaching practice?	1. To investigate pre-service teachers' feelings in conducting the teaching practice.	1. Apa yang anda rasakan selama mengikuti program praktek mengajar?  Follow-up:  - Menurut anda kesulitan apa sajakah yang mempengaruhi sukses atau tidaknya praktek mengajar tersebut?
2. What are pre-service teachers' challenges faced in teaching practice?	2. To investigate challenges faced by the English Language Education Department pre-	2. Kesulitan apa saja yang anda temukan didalam praktek mengajar selama anda mengajar dari SD, SMP dan

	<p>service teachers in teaching practice.</p>	<p>SMA? Follow-up:  - Menurut anda kesulitan apa saja yang menyebabkan masalah tersebut muncul?</p>
<p>3. What are pre- service teachers' strategies used in teaching practice?</p>	<p>3. To investigate strategies used by the English Language Education Department pre- service teachers to overcome the challenges in teaching practice.</p>	<p>4. Dari kesulitan yang anda sudah sebutkan sebelumnya, anda menyebutkan kesulitan A lalu strategi apa yang anda gunakan saat menghadapi kesulitan tersebut dan apakah strategi yang anda gunakan sudah efektif?  Follow-up:  - Bagaimana dengan kesulitan B, strategi</p>

		apa yang anda gunakan di praktek mengajar, apakah stategi yang anda gunakan sudah efektif?
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### Appendix 2.Axial and selective coding

<b>Pre-service teachers' feelings in conducting the teaching practice.</b>		
Original statement	Translated statement	Theme
Seneng gitu kan terus punya rasa enthusias gitu ya kak, kan baru pertama kali ngajar jadi yaa semangat gitu kak (P1.1)	I am happy, so I continue to have enthusiastic feelings, it's only the first time I teach it, I'm so excited (Lucky.1)	Happy
Selama mengikuti program praktek mengajar saya merasa senang (P4.1)	During the teaching practice program I felt happy (Brawny.1)	
Jadi kalau boleh jujur	So if I may be honest, I	

<p>saya sendiri kurang menikmati eee.. program internship itu sendiri, disitu saya menemukan beberapa kesan-kesan yang justru awalnya saya memang sudah tidak termotivasi untuk menjadi seorang guru dengan adanya internship ini semakin membuat saya tidak termotivasi, demotivated (P2.1)</p>	<p>myself do not enjoy the internship program itself, there I will find some impressions which in the beginning I was not motivated to become a teacher with the existence of this internship, which made me more motivated, demotivated. (Girly.1)</p>	<p>Demotivated</p>
<p>Itukan engga ada pengalaman sama sekali.. jadi ngerasa ke tantang gitu mbak..(P3.1)</p>	<p>I feel challenges sis (Miracle.1)</p>	<p>Challenged</p>

<p><b>Challenges faced by the English Language Education Department pre-service teachers in teaching practice.</b></p>		
Original statement	Translated statement	Theme
Jadi controlling siswanya	So controlling the	The challenges in

<p>kalo yang diSD itu yang kesulitan saya..terus kalo yang SMP itu mereka cenderung lebih yang ke boring..jadi kalo something fun terlalu fun pun gak ituu.. gak masuk ke mereka..dan terlalu boring pun juga malahan gitu kan..jadi saya itu harus nemuin karakteristiknya jadi saya yang kesulitannya itu memilih bahan media ajarnya (P1.2)</p>	<p>students if those in elementary school have my difficulties ... then when they are in junior high school they tend to be more boring ... so if something fun is too fun or not, that's not it ... don't get into them .. and too boring too I see ... so I have to find out the characteristics so that I am the one who has difficulty choosing the teaching materials</p> <p>(Lucky.2)</p>	<p>teaching practice are controlling students finding student characteristics, and choosing teaching materials</p>
<p>Banyak kesulitan kaya contohnya buat apa namanya.. bahan ajar, materi ajar, aa apa yaa slide, ppt, soal, test-test gitu yang baik atau cocok</p>	<p>Feel a lot of difficulties for example what is the name ... teaching materials, what are the slides, power point, questions, tests that are</p>	<p>Choosing teaching materials that are suitable for students.</p>



<p>gitu untuk siswa saya, (P2.2)</p> <p>Jadi kesulitan yang saya hadapi itu cara mengajar yang baik itu seperti apa, materinya harus saya sampaikan seperti apa, dengan metode seperti apa, apa saja tingkatannya, terus ee bahan ajar yang saya gunakan nanti seperti apa (P2.3)</p>	<p>good or suitable for my students, (Girly.2)</p> <p>The challenges I faced was how good teaching is like, the material should I apply, by methods such as what, what are the levels, then what teaching materials will I use later (Girly.3)</p>	<p>Choosing teaching materials and the methods to be used</p>
<p>Kalo dari saya merasa kesulitannya itu classroom management nya, karna itu kan anak susah diatur ya mbak (P4.2)</p>	<p>I feel that the difficulty is classroom management, therefore children are unruly (Brawny.2)</p>	<p>Classroom management</p>
<p>Saya mungkin kurang observasi dari studentsnya dulu..(P1.3)</p>	<p>I might lack observation from the students first (Lucky.3)</p>	<p>The challenges in teaching practice is lack of observation</p>

<p>Mengetahui karakteristik dari students saya.. kebutuhan dari students.. disitu kesulitannya (P1.4)</p>	<p>Knowing the characteristics of my students ... the needs of my students ... there are difficulties (Lucky.4)</p>	<p>The challenges in teaching practice is knowing the students need</p>
<p>Saya sendiri menemukan beberapa kesulitan, aaa terkait dengan guru pendamping itu sendiri. Karna saya merasa saat melakukan program internship itu sendiri, kurang begitu memperhatikan.. kurang begitu membantu saya ketika saya melakukan program internship ini, misalnya saya melakukan program praktek mengajar dikelas, gurunya tidak ikut serta yaa.. setidaknya duduklah dikelas gitu.. ngawasin</p>	<p>I found some challenges, related with the school teachers themselves. Because I felt while doing the internship program, it seems less so what. They are less so pay attention to me. school teachers less so help me when I did the internship program (Girly.4)</p>	<p>The challenges in teaching practice come from school teachers themselves, which are lacking to support pre-service teachers when doing in teaching practice</p>

<p>saya atau bantuin saya untuk menghendle anak-anak dikelas gitu.. ada beberapa guru yang tidak melakukan itu ketika saya melakukan program intership (P2.4)</p>		
<p>Jadi kalau udah mepet banget udah mau deadline baru saya kerjain.. jadi kaya preparation nya engga totalitas gitu.. (P2.5)</p> <p>Terus yang kedua itu persiapan, entah itu materinya terus dari kitanya juga.. terus kaya apa aktifitasnya.. terus abis itu management waktu (P3.3)</p>	<p>So if it's really tight I want to work on the deadline ... so the preparation is not totality like that (Girly.5)</p> <p>Then the second one is preparation, whether it's the material or from myself ... then what is the activity ... then after that time management (Miracle.3)</p>	<p>Time management</p>
<p>Pertama itu nyesuain jadwal antara saya sama</p>	<p>The first was to adjust the schedule between me</p>	<p>Unmatched schedule</p>

<p>guru sekolah kadang itu gurunya suka dadakan gitu mbak.. ngasih ngajar gitu..(P3.2)</p>	<p>and the school teacher, sometimes the teacher gave an impromptu schedule of teaching (Miracle.2)</p>	
<p>Terus saya merasa kesulitan mungkin juga fasilitas dari pihak sekolah yang kurang mendukung ya mbak. (P4.3)</p>	<p>Then I find it difficult maybe also facilities from the school that are less supportive (Brawny.3)</p>	<p>Lack of facilities</p>

<p><b>Strategies used by the English Language Education Department pre-service teachers to overcome the challenges in teaching practice.</b></p>		
Original statement	Translated statement	Theme
<p>Kalo strateginya sih.. saya.. kalo memang udah tau kebutuhannya siswanya itu yaa.. langsung di apply langsung diterapkan.. jadi</p>	<p>If the strategy is already know the needs of the students, I immediately applied it becomes more a strategies what to create teaching materials</p>	<p>Knowing students need</p>

<p>stateginya lebih .. apa.. nyiptain bahan ajar yang sesuia dengan kebutuhan mereka.. (P1.5)</p>	<p>according to their need (Lucky.5)</p>	
<p>Nah iya yang kedua itu controllingnya ya kak yang tadi sudah saya sebutkan nah dari situ saya langsung buat brainstorming apa pemanasan dulu gitu kan sebelum memulai pelajaran (P1.6)  Saya lebih banyak ngasih game untuk mengatur kelar agar kelas lebih kondusif dan para siswa lebih memperhatikan saya (P2.9)</p>	<p>Second, controlling the students, well from there I immediately brainstormed what is warming up right before I start the lesson (Lucky.6)  I give more game for arrange the classroom (Girly.9)</p>	<p>Classroom management</p>
<p>Strateginya ya nurutin kemauan mereka.. buat</p>	<p>The strategies follow the students need...then make</p>	

<p>something different, jadi saya buat bahan ajarnya itu (P1.7)</p> <p>Stategi yang pertama mungkin dari itu tadi yaa.. eemm.. cara membuat bahan ajar.. eee.. segala sesuatu yang berhubungan dengan pembelajaran di kelas. (P2.7)</p>	<p>something different (Lucky.7)</p> <p>How to make teaching materials, everything related to learning in class (Girly.7)</p>	<p>Creating something different in teaching material</p>
<p>Apapun yang saya ajarkan saya mengusahakan visual aid ini. Karna menurut saya itu sangat membantu gitu (P2.8)</p>	<p>As much as possible in my teaching I give some videos, or music. Whatever I teach, I try this visual aid. Because in my opinion it is very helpful so (Girly.8)</p>	
<p>Memilih bahan ajar yang menarik untuk siswa saya yaa mbak.. kaya saya menambahkan game, atau</p>	<p>Choosing interesting teaching materials for my students, I add games or videos while teaching</p>	

video saat mengajar (P4.5)	(Brawny.5)	
Jadi saya itu sudah menyiapkan flashcard gitu jadi isinya question jadi nanti bentuk group discussion gitu (P1.8)	So, I already prepare flashcard with the questions content and make group discussion (Lucky.8)	Facilities support
Jadi kaya kita ngasih jadwal gitu ke guru sekolahnya, aaa, saya ada jadwal jam sekian, misalnya kemungkinan ada jadwal dadakan, saya bisanya jam segini jam segini gituu (P3.5)	So we give the school teacher a schedule, I have a schedule for hours, for example there might be an impromptu schedule, I'm usually at this hour at this time (Miracle.5)	Setting a good schedule