

Pre-service teachers' perception on their teaching practice

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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 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 know 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.

Introduction

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. 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).

Research Methodology

This research used qualitative as a method to collect the data. Moreover, the researcher used descriptive qualitative as the research design. The gathered data by interviewing the participants started from early of October 2018. 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. 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 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.

To ensure the data 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. After transcribing the data, to maintain the

trustworthiness of 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.

The last step in analyzing the data was coding. The research did open coding, analytical coding, axial coding, and selective coding. It was done to ease the researcher in making conclusions from the participants' answers. Then, the researcher discussed the findings in the next chapter.

Finding and Discussion

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. From the findings mentioned above, the feeling when doing teaching

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. Monir (2012) agrees that many pre-service teachers have demotivated experience and negative emotions during their practicum at

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. Based on finding above, some recent studies have provided contrary evidence that pre-service 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).

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.

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. 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. 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. Based on finding, one of the participants 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 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 the disposal.

Poor classroom management. It indicated that Brawny had difficulty with classroom management, so students became unruly. Poor classroom management involves many factors such as: a student's

motivating, uninteresting with materials, teaching methodology, the learning environment and the time needed for teach (Charles, 2002).

Difficult to choose the appropriate teaching material.

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.

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.

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.

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.

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. 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).

Teaching 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 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.

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. 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).

Recommendations

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 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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