

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 appropriat, 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's motivation, uninteresting 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.