

**VOICES FROM THE CLASSROOM:
UNDERSTANDING EFL PRE-SERVICE
TEACHERS' DIFFICULTIES DURING
TEACHING PRACTICUM**

A THESIS

**Submitted to Partial Fulfillment of the Requirements
for the Degree of *Sarjana Pendidikan* in English Education**



By:

MUHAMMAD INSAN KAMIL

SN. 2520093

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

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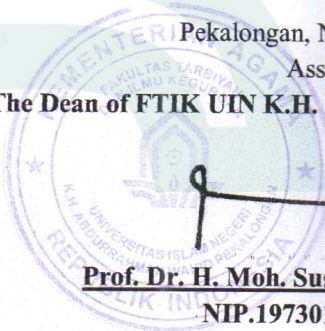
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MOTTO

“When The Body Suffers,The Spirit Blooms”

(The writer)



ABSTRAK

Penelitian ini mengeksplorasi pengalaman mahasiswa pendidikan Bahasa Inggris sebagai Bahasa Asing (EFL) selama praktik mengajar mereka, dengan fokus pada kesulitan dan strategi yang mereka gunakan dalam praktik mengajar. Untuk memperoleh data, peneliti melakukan wawancara semi-terstruktur dengan empat mahasiswa EFL di sebuah universitas Islam di Pekalongan. Data dianalisis menggunakan analisis deskriptif. Beberapa temuan terkait kesulitan selama praktik mengajar mencakup manajemen kelas, kurangnya motivasi, kurangnya koordinasi dengan mentor, kesulitan dari siswa, dan kurangnya dukungan fasilitas. Peneliti menemukan bahwa banyak mahasiswa menggunakan beberapa strategi untuk menghadapi kesulitan selama praktik mengajar, seperti menciptakan lingkungan kelas yang positif, menyusun jadwal yang baik, refleksi diri, persiapan pelajaran, dan membangun hubungan yang baik dengan guru di sekolah. Wawasan ini menyoroti area penting untuk perbaikan dalam program pelatihan guru, yang berkontribusi pada pemahaman yang lebih mendalam tentang mekanisme dukungan yang diperlukan untuk transisi yang sukses dari teori ke praktik di bidang pendidikan EFL.

Keywords : Guru prajabatan, Kesulitan, Praktik mengajar

ABSTRACT

This study explores the experiences of English as a Foreign Language (EFL) preservice teachers during their teaching practicum, focusing on the difficulties and strategies they use in their teaching practicum. To obtain data, the researcher conducted semi-structured interviews with four EFL students at an Islamic university in Pekalongan. Data were analyzed using descriptive analysis. Several findings regarding the difficulties during teaching practicum, such as classroom management, lack of motivation, lack of coordination with mentors, difficulties from students and poor of facility support. The researcher found that many students used several strategies to faced difficulties during teaching practicum, such as, establishing a positive classroom environment, setting good schedule, self reflection, lesson preparation, Building a good relationship with school teachers. These insights highlight critical areas for improvement in teacher training programs, contributing to a deeper understanding of the support mechanisms necessary for a successful transition from theory to practice in the field of EFL education.

Keywords : pre-service teacher, Difficulties, teaching practicum

PREFACE

Praise and gratitude are always addressed to Allah SWT who always bestows enjoyment, guidance, blessings and health so that the process of writing my research proposal entitled **“Voices From The Classroom: Understanding EFL Pre-Service Teachers’ Difficulties During Teaching Practicum”** can be completed. It is submitted to English Study Program, UIN K.H ABDURRAHMAN WAHID Pekalongan, to fulfill one of the Final Project Course requirements. In arranging this paper, the writer truly get lost challenges and obstructions. Because of that, the writer says thank to all individuals who helps me in the process of writing this final project. The the researcher also realizes that this paper is not perfect yet. Therefore, criticism and constructive suggestions for improving this paper is expected. Hopefully this paper can be useful to everyone in need.

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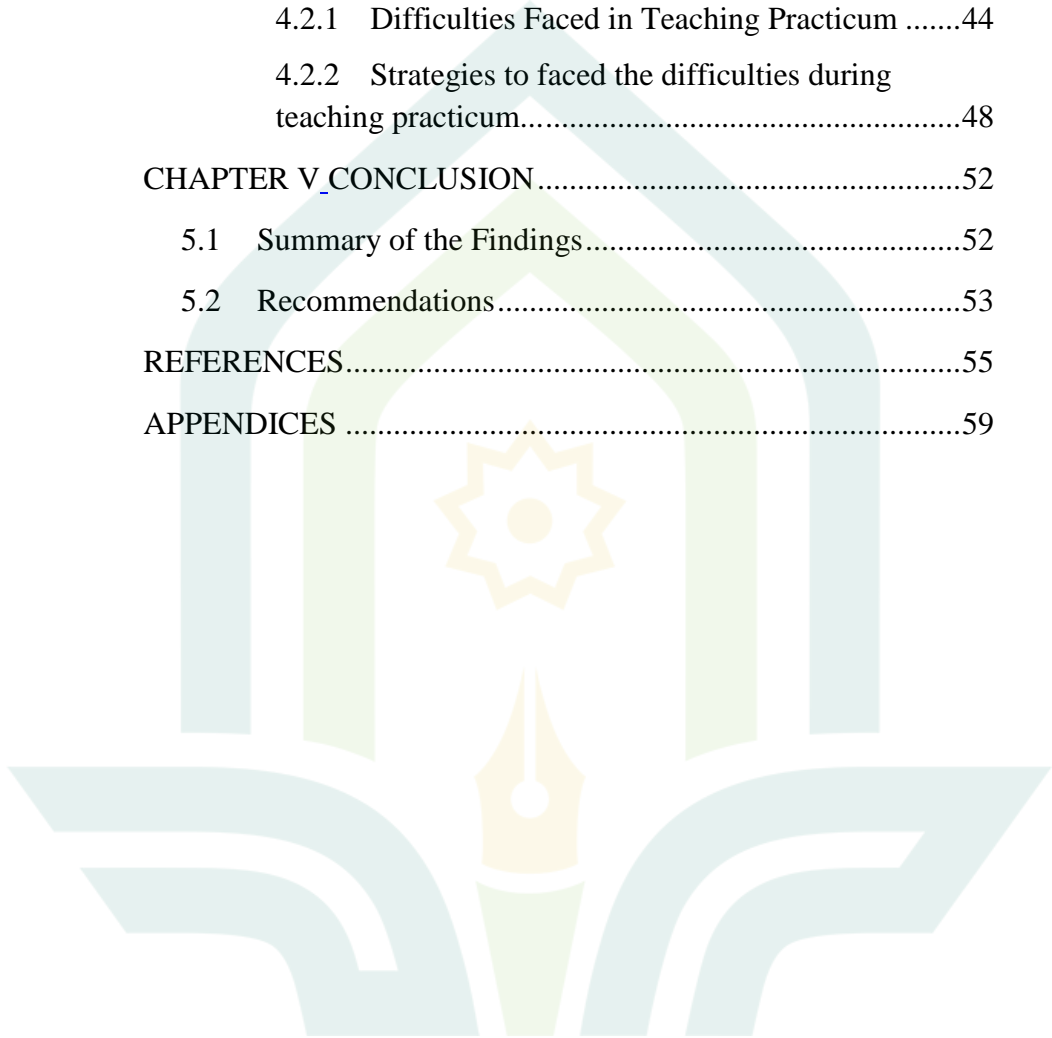
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CHAPTER I

INTRODUCTION

1.1 Background

In a wider context, the teaching practicum serves as a link between theoretical knowledge and practical application in the early stages of teacher education (Darling-Hammond, 2006). A crucial stage in the preparation of aspiring EFL teachers is the trip from theory to practice, Marais and Meier (2012) stated that the variety of experiences pre-service teachers encounter when working in classrooms and schools is reflected in the term teaching practicum.

Teaching practicum is a crucial phase in a teacher's education, making it a mandatory course that education students must complete to graduate. It plays a significant role in shaping pre-service teachers' professional growth, especially in developing their professional identity (Zhu et al., 2018). Teaching practicum is a vital component of teacher education programs, providing aspiring educators with hands-on experience in real classroom settings. This experience not only effects their pedagogical skills but also increase a deeper understanding of student dynamics and classroom management. Through the teaching practicum, students are able to apply theoretical knowledge in practice, reflect on their teaching methods, and receive constructive feedback from experienced mentors (El- Kadri & Roth, 2015). During the teaching practicum, pre-service teachers are trained to navigate the modern challenges faced by contemporary educational institutions, which have become increasingly diverse and complex due to rapid social, political, economic, and educational shifts. This experience helps them explore effective strategies for managing the

complexities of today's classrooms and work environments (Tuli & File, 2010). According to Ryan (2014), Teaching Practicum serves as a bridge between academic learning and the realities of teaching, allowing future teachers to develop their unique teaching styles while navigating the challenges and rewards of educating diverse groups of students. This immersive experience is crucial for building confidence and competence, ultimately shaping effective educators who are prepared to inspire and engage their students.

The transition from student to teacher poses challenges for pre-service teachers in setting clear goals for becoming professional educators (Mustajab et al., 2023). Research has shown that not all pre-service teachers are able to effectively apply theoretical knowledge during classroom instruction. Many express concerns that hinder their motivation, actions, and outlook on their future careers (Nurzen et al., 2022). Numerous studies have explored the teaching practice of EFL pre-service teachers. One such study, a qualitative post-practicum reflection conducted by Mutlu (2014) Teaching practicum can bring many challenges for educators, such as handling different student needs and adjusting lesson plans quickly. These difficulties can feel especially overwhelming for new teachers who are still learning how to manage a classroom and improve their teaching methods.

Pre-service teachers in Indonesia encounter additional challenges during their teaching practicum. These challenges include classroom management, access to materials and media resources, teaching methods, student motivation, evaluation techniques, and parental support (Mudra, 2018). It is essential for pre-service teachers to manage these difficulties, as they are likely to confront

similar issues during their practicum. The challenges faced by pre-service teachers have contributed to a higher attrition rate among those pursuing teaching as a profession (Hong & Greene, 2011). In addition, Coe, Aloisi, Higgins, and Elliot (2014) emphasized that pre-service EFL teachers should gather information from a variety of sources before stepping into the classroom. These sources may include books, journals, news articles, and the internet. The more resources and materials they collect and adapt for their lessons, the more effective their teaching practice.

Based on the explanation above, the researcher hopes this research reveals the difficulties faced by pre-services teacher in teaching practicum also to be able to find ways to improve their teaching practicum. Through exploring the challenge in teaching practicum, this research seeks to provide insight into the strategies for overcoming the difficulties during teaching practicum.

1.2 Formulation of the Problem

Based on the description of the background , the study tries to answer “what are the challenges that the pre-service teachers found during teaching practicum?” and “what strategies were used by pre-services teachers to overcome difficulties during teaching practicum”

1.3 Operational Definitions

Based on the title of the thesis, the researcher presents the following definitions:

1. Pre-Service Teachers: Teacher candidates attending undergraduate education programs for teachers are referred to as pre-service teachers (Andani, 2019).
2. Difficulties : According to Yoon (2024), Student-teachers frequently encounter a gap between what they

learned in their teacher education programs and the realities of classroom teaching, both inside and outside the classroom, can hinder or reduce the effectiveness of their practicum experience.

3. Teaching Practicum: A teaching practicum is a real-world teaching and learning experience that takes place in a classroom (Agustiana, 2014).

1.4 Aim of Study

The objectives of this study is aimed to investigate the challenges that pre-service teachers found during the teaching practicum.

1.5 Significances of the Research

- a. Theoretical Use:

This study supports theory related to EFL pre-services teachers difficulties in teaching practicum.

- b. Empirical Use:

This study gives empirical insight about EFL pre-service teachers difficulties in teaching practicum.

- c. Practical Use:

This study presents information for the EFL learners about EFL pre-services teachers' difficulties during teaching practicum.

CHAPTER V CONCLUSION

This chapter provides the conclusions and recommendations taken from the study. The first section presents the conclusions, while the second offers recommendations directed toward pre-service teachers, school teachers, supervisors, institutions, and future researchers.

5.1 Summary

Teaching practice is a program where students apply what they have learned at university in real teaching environments. At UIN KH. Abdurrahman Wahid University in Pekalongan, students must join the teaching practice program, also called the internship. They teach at Islamic high schools and vocational schools. Before starting, pre-service teachers receive coaching from a supervisor to guide them in teaching.

The researcher faced challenges during the internship, similar to other pre-service teachers. This study aims to find the difficulties pre-service teachers face during teaching practice and the strategies they use to overcome them.

The researcher used a qualitative research method to explore these problems in more detail. The research was done at an Islamic university in Pekalongan, Central Java, because the university requires teaching practice for graduation.

The findings of the study show that pre-service teachers struggled with poor teaching management, lack of motivation, poor coordination with mentors, and challenges with students and schools.

The study also found strategies used by pre-service teachers to cope with these challenges. They include creating a good classroom environment, preparing lessons, self-reflection, and building good relationships with school teachers.

5.2 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:

5.2.1 Pre-service teacher

The researcher encourages future pre-service teachers to develop a solid understanding of the teaching practice process and the content covered during coaching sessions with supervisors. It is essential for pre-service teachers to anticipate the challenges they may encounter during teaching practice and to prepare effective strategies to address these difficulties.

5.2.2 School teacher

According to the findings, school teachers should offer greater support and attention to pre-service teachers during their teaching. Providing constructive feedback can help pre-service teachers enhance their performance. Additionally, school teachers should better organize teaching schedules to allow pre-service teachers sufficient time for preparation.

5.2.3 Mentors and institution

Supervisors and institutions should ensure that pre-service teachers receive detailed guidance about the teaching practice. Supervisors are also encouraged to build strong rapport with pre-service teachers, promoting open communication so that pre-service teachers can seek assistance when facing challenges.

5.2.4 The next researcher

The researcher suggests that future researchers delve deeper into the subject of teaching practice. It is hoped that future studies will gather richer data and further explore the perceptions, challenges, and strategies involved in teaching practice.



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