CHALLENGES FACED BY EFL PRE-SERVICE TEACHERS DURING TEACHING PRACTICUM IN YOGYAKARTA VOCATIONAL HIGH SCHOOLS

A Thesis

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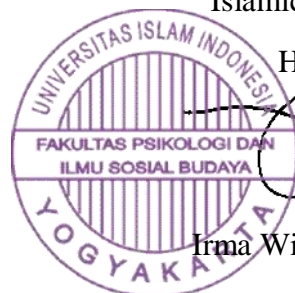
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STATEMENT OF WORK ORIGINALITY

This thesis that has been completely written by me is original. I declared honestly that it does not have any people's work or statement copied or cited without quotation and reference on it. It is a scientific paper originally created without plagiarism.

Yogyakarta, 31th of December 2020

The author,

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MOTTO

"There are many kind people in the world. If you can't find them, be the one of them".

DEDICATION

The completion of my bachelor thesis is a real blessing and do'a from all parties in my life. I give my respect and dedication for them with my deepest feelings. For the last, I am also dedicating this thesis for me especially. I know that there are a lot of shortcoming in conducting this thesis, but; "You do the best for this and Keep Learning".

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Yogyakarta, December 2020

Wasilatu Rizqiya

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CHALLENGES FACED BY EFL PRE-SERVICE TEACHERS DURING TEACHING PRACTICUM IN VOCATIONAL HIGH SCHOOLS AT YOGYAKARTA

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ABSTRACT

This study is aim to explore the challenges faced by EFL pre-service teachers (PST) on their teaching practicum and investigate the strategies to cope with the challenges during the teaching practicum program. The design of this research is a qualitative study with descriptive method. The participants of this study were the last semester of two pre-service teachers enrolled in the teaching practicum program in two different Yogyakarta Vocational High Schools. The data was taken by interviews which applied through thematic analysis. The data analysis was based on research question and guided by conceptual framework of the study. The finding revealed that adaptation factor, classroom condition, and students' characteristic contribute as challenges for pre-service teachers. The skills, attitude, knowledge in designing activities in teaching become the strategy mastered by pre-service teachers to deal with those challenges.

Keywords: Teaching practicum Challenges, EFL pre-service Teacher, Descriptive Qualitative Research, Thematic Analysis

CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, identification of the problem, formulation of the problem, objectives of the study, and significance of the study.

1.1 Background of the Study

Teaching practicum is one of the programs for pre-service teachers in education. Pre-service teachers learned about teaching across various domains including lesson planning, implementation skills, classroom management and nurturing professional and personal qualities (Bezzina & Michalak, 2009; Yook & Lee, 2016). Therefore, they can practice their teaching before they face their teaching in a real situation. In the teaching practicum, pre-service teachers will be equipped with some theory of teaching that can give them a chance to maximize their teaching in a positive environment. Before they go to their teaching practicum program, they should pass a Microteaching course that provided them with many theories about teaching. In addition, they also get a chance to practice their teaching in a simulation class. From that, the pre-service teachers can evaluate their teaching practice during the class to be better for the improvement of their teaching. Thus, teaching practicum has an important role in teacher education, especially for understanding and improving language teaching.

In case of pre-service teachers, they have to prepare their teaching for all the challenges they will face throughout their teaching practicum. There have been

many studies on teaching practicum of EFL pre-service teachers. One of them is a qualitative study in form of post-practicum reflection employed by Yunus, Hashim, Ishak, & Mahamod (2010) in Malaysia, the challenges of pre-service teachers can be seen in terms of students' attitudes, students' motivation, also the students' discipline. Ideally, they would be ready to teach after they already joined the teaching practice before. Thus, teaching practice gives a chance to evaluate the strong and weak aspect of teaching.

In addition, most of teachers were dissatisfied with the largely theory-oriented pre-service teachers education program that they attended. It is based on the findings of Yook and Lee (2016) in their research with title "Korean EFL Teachers' Perception of the Impact of EFL Teacher Education upon Their Classroom Teaching Practice". Mostly, pre-service teachers felt that the theories and method that they have been learn usually can not apply in the real condition and minimize of practical use. As we know that students have many different characteristics. Sometimes pre-service teachers should find the best way as a strategy for the students with many characteristics and condition. Thus, teachers should master the skills and knowledge about teaching.

Similar to Leke-ateh et al (2013), many researchers discuss about how to existing gap between practice and theory, so that teaching practice can running effectively. Based on the finding, pre-service teachers are embarrassed because many things in the school where they practice are different and more complex than what they learned in the theory. It supported by the mentor who lack orientation in the activities and procedures while teaching practicum. They are not provided

training to mentoring that cause the mentoring are not effective. While the pre-service teachers are practicing school, they are assisted by a teacher as a mentor in that school, and a lecturer as supervisor from their University. Both of them evaluate the pre-service teachers in case of how they practice their teaching. Mentor are supposed to oversee the pre-service teachers' daily activities, including assisting them to solve classroom situation when they arise, holding conference with them and evaluating their performance over time. They stated that challenges influence the running of teaching practicum program in order to find the strategies on teaching practice.

In addition, pre-service teachers will find other challenges during teaching practicum especially in Indonesia. The challenges include teacher's control, material and media resources, teaching methods, students' motivation, evaluation technique, and parents' support (Mudra, 2018). All of the challenges should be handled by pre-service teacher, as we know that it is not impossible to be faced by them when teaching practicum.

However, although many researchers discussed about the challenges in teaching practicum, there are many types of challenges that faced by student-teachers during teaching practicum program especially in Vocational High School context. This is very crucial for being discussed as we know that Vocational High Schools' students are unique and mostly, they tend to be kinesthetic. In accordance with Asmin (2019) in the research with title "Teachers' Strategies in Teaching English at Vocational High School in Luwu", the researcher applied cooperative learning method, such as small group discussion and pair work in order to

facilitated the students' characteristic. Thus, in this research will discuss more about the challenges faced by pre-service teachers during practicum and investigate how they coping the strategies in handle it. pre-service teachers have a different background knowledge of teaching.

1.2 Identification of the Problem

Teaching practice is important for all pre-service teachers. Pre-service teachers will learn about how to manage classroom through teaching practice in University level. In here, they will be able to practice what they have learned in term all of the theories about teaching in the classroom. In addition, they will be provided an opportunity to apply their knowledge and skills of teaching and explore it based on the classroom environment.

Teaching practice also become a crucial practice for many students in the teacher education programs. Although they have learned all of the teaching theories, sometimes they have to be ready in face the condition that might happen beyond the expectation. As we discuss in the previous session that students have a different characteristic, so that as a teacher should prepares some planning for teaching in the classroom for the learning process can run smoothly. Therefore, as a teacher cannot doing better in teaching before they prepare some lesson plan that includes the strategy of teaching.

This study explores further on the challenges face by EFL pre-service teachers on their teaching practicum. The pre-service teachers can run into their teaching practicum program after they can pass from Microteaching course in their study. They can improve their skills and knowledge when they take the

Microteaching course. Possible strategy to solve the challenges in teaching practice and how they improve their professional development will be discussed afterward.

1.3 Formulation of the Problem

Referring to the identification of the problem and the problem limitation, it gives guidance in formulating research questions to be answered in this study as following:

1. What are the challenges that the pre-service teachers found during teaching practicum?
2. How do pre-service teachers coping the strategies in handling the challenges during teaching practicum?

1.4 Objectives of the Study

This research is aimed to describe the challenges that pre-service teachers found during the teaching practicum. Furthermore, it also identifies how do they coping the strategies in handling the challenges during teaching practicum in order to make their teaching running effectively.

1.5 Significance of the Study

The results of this research are to give the contribution to English Language Education Department on empirical and practical ground. In the empirical discussion, this research will provide empirical evidence on strategies during teaching practicum chosen by EFL pre-service teachers. On practical ground, this research will be useful because the other pre-service teachers will know what are the challenges found during teaching practicum so that they can prepare themselves to be better.

CHAPTER II

LITERATURE REVIEW

This chapter presents the related literature and related studies. In addition, there is conceptual framework to understand the research more comprehensively.

1.1 Literature Review

The literature review will present about teaching practicum in EFL teacher education program and challenges in teaching practicum.

1.1.1 Teaching practicum in EFL Teacher Education Program

Teaching practicum in Teacher Training Program usually in Indonesia called *Program Pengalaman Lapangan (PPL)*. It is essential time for pre-service teachers to practice their teaching knowledge and skill. This program is aiming to preparing the student-teachers to face their teaching in the real situation. In addition, Hamaidi (2014) stated that teaching practice is considered as one of core and central element for pre-service teachers to apply their knowledge into action. In the teaching practicum, the pre-service teachers will meet their first experience to teach in real condition (Tuli & File, 2009). They will learn about how to teach, start from the theory and how to manage the classroom. According to Asril (2010, p 92-93), there are four core of teaching practice program *(Program Pengalaman Lapangan)*. The first is guided by the supervisor. The teacher candidates are guided by their supervisor to give a guide, instruction, and some advice about anything related to teaching. The second is training for the teacher candidates. Although it is a training, the candidates must prepare their teaching to face the real condition. The third is aiming to get the teaching skills. The last is the requirement to fulfill a program. So

that, they will learn some competences that should teachers have for being professional teachers in the future.

Students of English as Foreign Language (EFL) are those who study the English Language which is not the main language for communication in their countries (Jackson, 2015). They use the English Language in limitation. Usually, they taught the language start from in the primary school. They use more their own language country than use an English Language. Furthermore, Teaching English as a Foreign Language is complex. As a foreign language teacher, they will be doing more than teaching grammar. In accordance with Bobykina (2015), she defined teaching a foreign language is a way of understanding a lot of cultures which is different and expanding the intercultural interactions. Finally, the researcher assumes that teaching English as EFL learner is challenging especially in teaching practicum.

1.1.2 Challenges in Teaching practicum

Although teaching practicum provides many benefits for prospective student-teachers, it common to find challenges in their implementation practices (Leke-ateh, Assan, & Debeila, 2013). Some study reported that there are some challenges faced by student-teachers during teaching practicum. One of them is the study employed by Leke-ateh et al (2013), they stated that the main challenges is about management of teaching practicum itself. The challenges were spread over several issues, such as from preparing for teaching practice, mentor's involvement and participation, role of supervisor from the University, location of practicing schools.

In addition, others study reported that the pre-service teacher felt overwhelmed by their role as a teacher due to unclear instructions from the mentor teacher at school (Mtika, 2011). It made the pre-service teachers found it difficult when teaching in the classroom because of out their anticipation. This study also found that the challenges come from the absence of mentor teacher. As we know that mentor teacher has a greatly affects in the running of teaching practicum for pre-service teachers. Furthermore, pre-service teachers also felt confused with teaching approach that they used in the classroom. The study reported that they faced a big class that consists of 80 students in one class. Meanwhile, pre-service teachers tend to shape their pedagogical based on the contextual of realities of the practicing schools. This condition become challenges for them to apply student-centered pedagogy for all students in one class during teaching practicum. It similar to Gan (2013), the result indicated that the pre-service teachers have difficulties in experimenting with pedagogical practices. Furthermore, another challenge comes from the pre-service teachers itself, that is lack of sense of control in class. Finally, some of the challenges above, greatly affect the running of teaching-learning process during teaching practicum.

1.2 Conceptual framework

Pre-service teachers according to Yook & Lee (2016) are student trained who learn about teaching and learning, related to theories, methods, and practice to become professional teachers. Meanwhile, student of English as a Foreign Language (EFL) are those who study the English Language which is not the main language for communication in their countries (Jackson, 2015). Thus, it can be

concluded that EFL pre-service teachers are student trained from a country with an English Language as additional language in learning and using the language who teaching in the classroom and in the process of preparing to become a teacher.

In addition, teaching practicum is one of the core elements of pre-service teachers to apply their teaching knowledge into action (Hamaidi, 2014). It refers to experiences that pre-service teachers have in the classroom before they take on the full range of responsibilities required for student teaching.

As cited in Nassaji (2015), descriptive qualitative study is more complete to collect the data from various sources to gain more detail of opinions, perspectives, and attitudes to describe the phenomenon and the characteristic of the individual. Furthermore, thematic analysis is used to analyze classification and present themes that provides a systematic element to data analysis (Alhojailan, 2012). Thus, this research will highlight the opinions about the challenges in teaching practicum. The following scheme tis made in order to visualize the conceptual framework of this research.

Figure 2.1 Conceptual framework

Challenges Faced by EFL Pre-service Teacher During Teaching Practicum in Yogyakarta Vocational High School
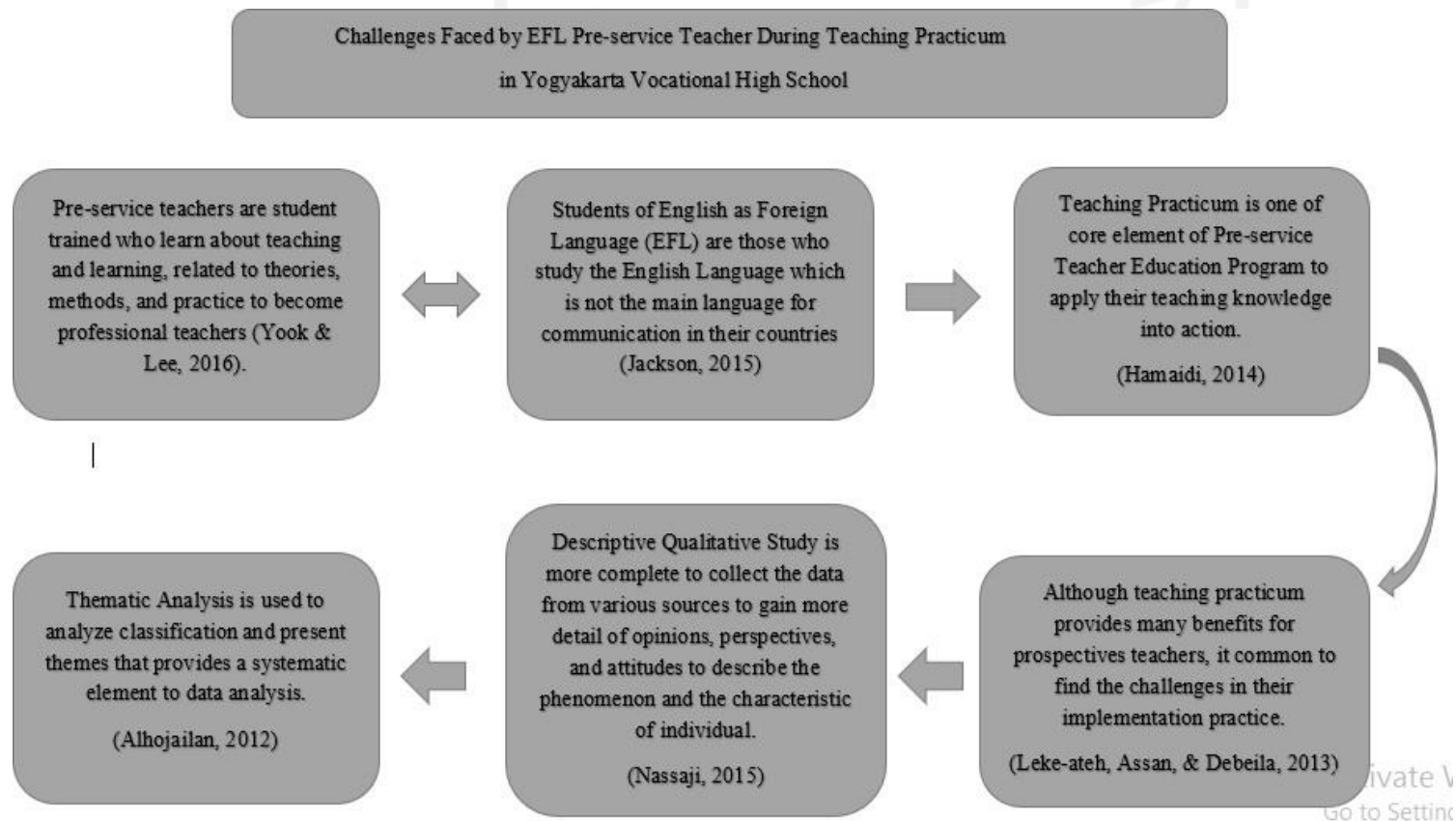
Pre-service teachers are student trained who learn about teaching and learning, related to theories, methods, and practice to become professional teachers (Yook & Lee, 2016).

Students of English as Foreign Language (EFL) are those who study the English Language which is not the main language for communication in their countries (Jackson, 2015)

Teaching Practicum is one of core element of Pre-service Teacher Education Program to apply their teaching knowledge into action.

(Hamaidi, 2014)

Thematic Analysis is used to analyze classification and present themes that provides a systematic element to data analysis.

(Alhojailan, 2012)

Descriptive Qualitative Study is more complete to collect the data from various sources to gain more detail of opinions, perspectives, and attitudes to describe the phenomenon and the characteristic of individual.

(Nassaji, 2015)

Although teaching practicum provides many benefits for prospectives teachers, it common to find the challenges in their implementation practice.

(Leke-ateh, Assan, & Debeila, 2013)

CHAPTER III

RESEARCH METHODS

This chapter explained the methodology of the study. It covered the research design, data preparation, data collecting technique, data analysis, and trustworthiness of data.

3.1 Research Design

Research design is framework that helps the researcher to determine the outline and the detail of each research procedure from the research question until the data analysis. This research is designed as descriptive qualitative study. According to Nassaji (2015), qualitative and descriptive methods can used to uncover the complexity in teaching and learning, includes examine the what factor affect it, also understanding of individual learners and their behaviors and experiences. Furthermore, qualitative descriptive research tends to draw from naturalistic inquiry as a commitment to study the natural condition of research (Lambert & Lambert, 2012). Thus, this design provides tools to study natural phenomenon within the context of challenges face by EFL pre-service teachers and how they can find out the strategies to curb their challenges during teaching practicum in 2 Vocational High Schools at Yogyakarta.

3.2 Data Preparation

This data preparation discusses more about several points like research setting, the participant of the study, type of data and the data sources.

3.2.1 The Participant and Setting of the Study

The participants in this research were two pre-service teachers enrolled in a Bachelor of Education degree program, majoring in English Language. All the participants were males, they have been selected from 6 pre-service teachers who had took their teaching practicum in Yogyakarta Vocational High School in the year of 2019. A regular teaching practicum program in the Department is undertaken in the second semester of the third year. These 2 pre-service teachers were selected because they were the student who complete their teaching practicum in different Vocational High School at Yogyakarta in order to gain more experience about teaching practicum includes the challenges faced by pre-service teachers also the strategies used in handling it. In addition, the participants tell their experiences in their teaching practicum in a month. During the program, they got many experiences in apply their knowledge into real situation also many challenges they faced in that school. Therefore, the participants will help the researcher to answer the research challenges related to the study.

Then, the location where the phenomenon is being studied usually called as research setting. This research selected 2 Vocational High Schools in Yogyakarta as the setting of this research. Both of them were have a collaboration which English Language Education Department of Universitas Islam Indonesia in teaching practicum program. The researcher chooses that schools because both of them are superior vocational high school at Yogyakarta which have a different school's background. Based on the schools' official websites, both schools are also accredited A and use curriculum 2013. The schools have many achievements in

various fields, mostly from extracurricular activities. It showed that the students are active in some activities out of learning activities in the classroom. In addition, one of the participants also said that the students easily get bored, especially if they only sit and listen to the teacher's explanation. Finally, from all the data and opinion about the vocational high schools, the researcher wanted to describe and analyze of challenges during teaching practicum in different Yogyakarta Vocational High Schools and the strategies that may be available within it.

3.2.2 Source of Data

The data were collected from interview section and some of teaching documents from pre-service teachers who have taken Microteaching Course and passed their teaching practicum program. In the interview, they shared about their teaching experience also the challenges that they found during teaching practicum. In addition, they also shared their experiences about how they find out the strategies to curb their challenges during teaching practicum in order to prepare them to be evaluation for the teacher quality in the future. The researcher also used some documents like RPP that pre-service teachers used during teaching practicum as another source of data in this study.

3.2.3 Research Instrument

In this study, the researcher uses two kinds of instruments. This research uses the result of interviews about their experiences in teaching practicum in a month as the main data while as the supporting data, the researcher uses some documents, like the RPP, some of pictures of the students and pre-service teachers during teaching practicum program. The whole primary and supporting data were

used together as research instrument in order to answer the research question in this research.

3.2.4 Informed Consent

The thing to do before collecting data was to ask permission from the respondents involved in this research. That was useful for politeness, protecting the privacy and confidentiality of their individuals. The researcher needs to inform participants about the purpose of the study, the time required, the benefits to the participants and other aspects needed.

3.3 Data Collecting Technique

The researcher collected the primary data from the interview. The interview contains of some questions that addressed to two pre-service teachers. There were two forms of the question, the open-ended question and close-ended question (Fraenkel & Wallen, 2010). The open-ended question is used to answer about their experiences during teaching practicum. The participant could use their own response related to the research problem in term of the difficult aspect of teaching practicum. However, the close-ended question is to answer the first research problem about what their challenges and strategies to curb the challenges during teaching practicum.

Table 3.1 Matrix of Interview Questions

No	Subject	Concept	Component	Interview Questions
1	Teaching practicum (Field Study Program)	Teaching practicum is one of core element of Pre-service Teacher Education Program to apply their teaching knowledge into action (Hamaidi, 2014)	-Core element -Application -Knowledge	1. How was your experience in teaching practicum program? 2. What did you do during teaching practicum? 3. What you learned from teaching practicum?
2	Challenges in teaching practicum	In view of this challenging and problematic nature of teaching practice, it has in recent years initiated a significant increase in research studies on how the existing gap between theory and practice can be breached and on how the practice can best be undertaken (Leke-ateh, 2013).	-Challenging -Problematic nature -Gap between theory and practice	3. What are the challenges you have when teaching? 4. What are the challenges that you face in the field? 5. How did you curb the challenges you face in the field? 6. To what extent did you relate theories and practice?

In addition, the researcher reviews the constructs that will be used for making a matrix. This research uses a lot of references in order to find the most

relatable constructs. Then, the researcher makes the interview questions based on the matrix of the constructs. After that, the researcher designed a semi-structures interview schedule as one of the instrument data collection for this study. The interview questions were aimed to knowing about the challenges faced by EFL pre-service teachers during teaching practicum in different vocational high schools. Questions relating to the opinions and perceived challenges on their teaching practicum. The data were used as research instrument in order to answer the research question of this research.

3.4 Data Analysis Technique

Data analysis is important part of this research. This research used thematic analysis for the data analysis technique. Thematic analysis is useful for the flexibility to analyze a particular theory such as for a conversation and interpretative phenomenon (Braun & Clarke, 2006). The researcher transcribed the responses of interviews, then code the data based on the conceptual thematic codes related to teaching practicum Below are some phases of Thematic Analysis.

Figure 3.4 Phases of Thematic Analysis adapted from Braun & Clarke, 2006

3.5 Trustworthiness of Data

The researcher follows some criteria by Guba (1981) to achieve the accuracy of the finding. The criteria are credibility, dependability, transferability, and confirmability. Credibility test aims to knowing the proses of the result of the study can be accepted and trusted. In this process, the researcher checking the data from various sources, ways, and various times. Dependability means the process of audit for the whole research process. In this study, to test the dependability of this research, the researcher conducted consultation with the supervisor as an expert, other lecturers, and the researcher itself. Transferability refers to the extent to which the findings can be transferred to other settings or groups. The researcher must make the detail, clear, systematic and reliable of the report to make the pre-service teachers can explore some challenges that might be faced during teaching practicum and learn how to handle the challenges. The last is confirmability. It used to check the authenticity and objectivity of research findings. The research can be

objective if the research findings are agreed upon by many people. In this research, the researcher checked the confirmability by asking the supervisor towards perspectives and opinion about challenges faced by EFL pre-service teachers during teaching practicum. It aims for the research was valid and could be trusted to be published and accessed by the wider community.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter consists of findings found in the research and its discussion. The findings in this research are the data that was collected by interview and document analysis. Therefore, the discussion briefly contains the explanation of interview results as the main data of this research and document analysis as supporting data.

4.1 Findings

In this part, the data findings are presented from 2 different types of data collection. They were categorized into certain themes and codes to support findings and discussion of this study.

4.1.1 Interview

In this study, the researcher uses a semi-structured interview as data collection. It is a popular data collection which is it has proved versatile and flexible (Kallio, H., Pietila, A., Johnson, M., & Kangasniemi, M., 2016).). It is implied that this approach is appropriate for interviewing the participants who are the pre-service teachers from a private University in Yogyakarta.

The researcher completed the interview to two pre-service teachers in a different time. The first interview was held on May, 20th 2020. The second interview was held on June, 14th 2020. The interviews were done in only one session through voice note in WhatsApp application. Before that, the researcher has already tried for interview through video call, but the internet connection was very

bad. This happened because when the researcher taking the data, the country is being hit by Covid-19 which does not allow their people interact directly (face to face). So that, the interviews were done by daring. After that, transcript of the interviews which was in Indonesian and English language was translated into English and was thematized. The interviews focusing on the challenges faced by pre-service teachers during their teaching practicum in Vocational High School at Yogyakarta. The researcher collected the data from the perspective and opinion from the two participants towards the interview questions. Interview questions in this research was built from constructs theories. From the result of the interview section, the researcher analyzed and concluded the data.

In general, the interview results explored some challenges in teaching practicum. It has different challenges when the pre-service teachers did the teaching practice during teaching practicum. Some of the challenges were come from their internal, such as their emotional aspects, their attitudes, and also comes from their external factor like from the students' characteristics and class condition. So that, as a teacher they should prepare their own teaching in order to facilitated them in learning English Language. The table below is the example excerpt of the interview transcript from two participants:

Table 4.1 Excerpt of Interview Transcript Participant

Transcription 1
Participant   : MH (student 1)
Time   : 12.30 -14.00
Date   : Thursday, 21th of May, 2020
Place   : in Pakem, Sleman

I   : Interviewer
R 1   : Respondent 1

Subject	Line	Transcription	Themes
I		Oh okay, I can imagine that. We know that we have pass our teaching practicum in the year of 2019. What do you think about how important teaching practicum in Language Teacher Education?	
R		I think it was very beneficial for us, as a student teacher to become a teacher in the future. Because we know that the real condition about teaching, we know about the real condition about in the classroom, we know about ee… the students, we know about the characteristic of the students, so we can handle of them together, (suara motor) to make one classes normal, we have to manage together, we have to manage the classroom well. So, I think it is very beneficial for English Language Education Department. So, another beneficial thing is we know about the real situation in the school, like we can to be a receptionist in front of the school, we can be a student teacher and, also we can be a staff or a teacher in the real condition at school.	Benefits Multi-roles in schools

Transcription 1
Participant   : SY (student 2)
Time   : 15.30 – 16.30
Date   : Sunday, 14th of June, 2020
Place   : in Pakem, Sleman

I   : Interviewer
R 1   : Respondent 1

Subject	Line	Transcription	
I		OK. Terus selama kamu PPL 1 bulan disana, kira-kira gimana hubungan kamu sama pak Gunawan. Maksudnya ee… baik gak? Baiknya gimana? **Ok, then during PPL in a month, how was your relationships with Mr. Gunawan? I mean is it good or not?**	
R	4	Alhamdulillah saya mendapatkan guru pamong yang sangat baik karena beliau sangat aktif memonitoring segala aktivitas misalkan ee… mereview RPP yang telah dibuat, terus mendampingi pas saya ngajar waktu di kelas. Baik, pokoknya beliau orangnya aktif. Siswa disana juga welcome, staffnya juga baik-baik. **Alhamdulillah, I got a great supervisor that really active monitoring all of activities,** ….. like review the RPP made and then accompany in my teaching. **He was really kind and very active. The students also welcome, the staff was so kind.**	Grateful Communications

4.1.2 Document Analysis

In this research, documents that used are some pictures, lesson plan, and voice records. Before analyzed the documents, the researcher asking the participants first in order to gained the data. After the researcher analyzes the documents, the researcher finds some strategies used by pre-service teachers during teaching practicum based on their own challenges they faced.

4.1.2.1 Thematizing

Thematizing can be said as categorizing the gathered data. It refers to the analysis of data resources. In this research, the researcher themed all of the participants' answers based on analysis of what did the answers imply and whether it is relevant or not with participant's challenges during teaching practicum program. However, the researcher did not use all of the themes, but only prominent themes. Afterward, the researcher categorized the selected themes into several big themes that related to teaching practice and teaching practicum, which broken down into more specific sub-themes. The themes and sub-themes can be seen in the appendix and we can see in table 4.2 for the sample.

Table 4.2 Themes and sub-themes.

Table of themes and sub-themes

THEMES	SUB-THEMES
Teaching Practice	Educational Behavior
	Media
	Methods
	Techniques
	Tools
	Communications
	Disciplines
	Goals
Emotional Aspects	Happiness
	Patience

4.1.2.2 Coding

The way to keep evidence of data sources is by giving coding based on the theme. In this research, the researcher created a coding system for evidence from all data sources taken from interviews. Table 4.3 shows the coding system from all data sources.

Table 4.3 Sample of coding and its meaning

CODING	MEANING
Interview, MH, Line 6	The datum is taken from the interview with the initial participant MH in line 6
Interview, MH, Line 12	The datum is taken from the interview with the initial participant MH in line 12
Interview, MH, Line 13	The datum is taken from the interview with the initial participant MH in line 13
Interview, MH, Line 14	The datum is taken from the interview with the initial participant MH in line 14
Interview, MH, Line 15	The datum is taken from the interview with the initial participant MH in line 15
Interview, MH, Line 16	The datum is taken from the interview with the initial participant MH in line 16

4.2 Discussion

This part presents the discussion of the research findings. In this section, the researcher tried to elaborate on the analysis of the data collected through interviews. The findings showed that there were some challenges faced by pre-service teachers during teaching practicum which is divided into several themes. However, not all themes found were a challenge for them, because they could handle with some strategies. In addition, this research found new challenges beside the challenges that have been discussed in previous research. The first discussion is about classroom adaptation. Meanwhile, the second discussion is about classroom condition. The third is discussed about the students' characteristic. The last one is discussed about the emergent findings during teaching practicum.

4.2.1 The Classroom Adaptation

The applied of teaching practice in terms of teaching practicum field entails many stages, start from theoretical classroom into actual teaching and evaluation. However, sometimes the pre-service teachers still have the challenges in preparing their teaching. Some of the challenges were influence their emotional aspects and attitudes in faced their first teaching. The findings of this research showed that although the pre-service teachers had prepared everything well, they still had challenges regarding adaptation (Interview, SY, Line 12). They feel nervous when teaching, because this is the first times they taught in a real life of classroom (Interview, MH, Line 16). It is common for the pre-service teachers, they usually faced challenges in coping themselves with the new environment (Yunus et al., 2010). In addition, they have no teaching experience in the real classroom before, because that was their first teaching experience. But, when teaching in the next session they will enjoy with the atmosphere, so the teaching and learning process could run better and more controlled. Thus, emotional control was very needed in this process.

> "The challenge for me as the main pre-service teachers is actually the adaptation factor. This means we must be prepared for the situation we face at the time." (Interview, SY, Line 12)

> "The challenges are first I am very nervous at the first time, so at the time my body is sweating just like that, which is the first nervous. Thus, it made my speaking become e….. uncontrolled. In here, my confident is lost and my teaching is like … far from maximum, beyond my expectation because some of stages are lost." (Interview, MH, Line 16)

4.2.2 The Classroom Conditions

The pre-service teachers affirmed that they undertook their teaching practicum in some areas which were not far from their University determined by the department. It is very different from Leke-ateh et al. (2013), the findings of research showed that pre-service teachers choose their practicing schools by their own. Although the pre-service teachers have already observed the practicing school before teaching practicum, but they did not really observe the same class that will they taught. Thus, they did not really know how the class conditions, such as the amounts of students in the class. It makes the participants have difficulty in determining activity in the classroom.

> "In the theory, the amount of the students is around 15 students. But in the real classroom, emmm…… how much… I forgot, there are really a lot, there are around 30 students right, so in my opinion it fits right there, rather like that, a bit difficult at first ...." (Interview, MH, Line19)

4.2.3 The Students' Characteristic

In addition, Vocational High Schools students tend to be active in the class (Asmin, 2019). The pre-service teachers should more creative in designing the activities. One of the participants felt that this condition is very challenging as a teacher. They should engage the students with the activities in the class, in order to make them motivated to followed the class. Finally, the participants used social media (Instagram) for learning media.

> "………. we have to absorb the situation we face at the time. Consequently, I was placed in a Vocational School which, in fact, our Vocational School students knew their children were very active and the majority were boys. This is very challenging for me...." (Interview, SY, Line 12)

In choosing the location of practicing schools, it greatly influenced the running of teaching practicum for pre-service teachers. Even though English Language Teachers were equipped with many theories and knowledge about teaching all of students in different grades, they must be prepared to be placed anywhere, including they must accept students with different ages. The problem faced by MH and SY was that they were placed in Vocational High Schools where they had unique characteristics. Actually, this placement was in accordance with what they learned during the Microteaching course. They will be got same grade when conducting simulations in class with students' grades in practicing school. Actually, they had already learned about how the characters of the students. But, sometimes theory with real condition was different in some aspects (Interview, MH, Line19). The pre-service teachers must be required to think more creatively in arranging activities in order to enable students to followed the class, so that the material will be delivered.

4.2.3 The Emergent Findings during Teaching practicum

Apart from some challenges mentioned above, there was an emergent challenge faced by pre-service teachers during teaching practicum. This challenge was not found in previous research. The pre-service teachers felt that they underestimated by the students in the class (Interview, SY, Line 13). This was stated by SY as one of the participants in the interview section.

> "……Actually, I felt something at the first time I teach them in the class. Because the students are less attention. They look at me as a student, not a teacher and they seem to look down at me during teaching process. But finally, they can adapt and follow the class well." (Interview, SY, Line 13)

The first day when the pre-service teachers steeped into the classroom, the situation was totally changed not what he expected. The students seem unrespect to the pre-service teachers as a teacher that made atmosphere in the class is not good. Of course, this greatly affected pre-service teacher' emotion when in the class. If pre-service teachers could not handle the students, this problem will be a serious problem. Because this is can affect the delivery of lesson being taught. However, pre-service teachers could handle this problem with consistent as a good teacher he can. Although pre-service teachers did not get a good attitude from the students as he expected, he still continued his teaching based on the lesson plan he made. In terms of teaching, bringing the lesson can be done by providing opportunities for students to learn by enhance the students' interest (Burden, 2000). He also made some games and tried to build the classroom atmosphere through offline or online. Pre-service teacher used social media to make them interest like story Instagram and also made some activities that require students more active in the class. He tried to deliver the material. Thus, indirectly this made pre-service teachers more confident and think creative to handle the students.

CHAPTER V

CONCLUSION AND SUGGESTION

4.1 Conclusion

Teaching practice is very important to prepare the pre-service teachers in term of teaching. One of chance for them is through teaching practicum program as a requirement to pass one of the courses during study. This program is a means for pre-service teachers in training of teachers. They learned how to face the students in a real classroom, seeing directly the class atmosphere, and also choosing the best strategy in teaching. During teaching practicum program, the pre-service teachers did many things that related to teaching and learning, so it was uncommon for them to find some challenges that might they faced. Therefore, they also must have participation on coping the strategies in handling each challenge. Despite the good preparation of teaching practicum program, it is being ruptured by some challenges much has been done by the pre-service teachers. The challenges can be come from the pre-service teachers itself or can be come from the students in the classroom. Thus, this is need to be concern for effective teaching practicum in the future.

4.2 Suggestion

Based on this research, the researcher would like to share some suggestions in order to improve further study on teaching practicum. It is very suggested for the researcher to find more than two participants in different area in order to enrich the data and the data can be compared. Also, it is better to analyze the findings deeply in order to distinguish some challenges that might be they faced in a different area.

With different of variation areas, the possibility of the challenges faced during teaching practicum will be more diverse. Lastly, the researcher hopes this research can give insight from some strategies used by pre-service teachers to handle their challenges during teaching practicum to another students.

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APPENDICES

Table of Themes and Sub-themes.

THEMES	SUB-THEMES
Teaching Practice	Educational Behavior
	Media
	Methods
	Techniques
	Tools
	Communications
	Disciplines
	Goals
Emotional Aspects	Happiness
	Patience
	Confidence
	Sadness
	Disappointment
	Discomfort
	Stressfulness
	Belief
Attitudes	Nervousness
	Grateful
	Positivity
	Diligence
	Kindness
	Honesty
	Closeness

	Submission	
	Incredibility	
Teaching practicum	Knowledge	
	Strategies	
	Activities	
	Similarities	
	Differences	
	Challenge	
	Problem	
	Difficulties	
	Experience	
	Teaching practice	
	Achievement	
	Appreciation	
	Failure	
	Evaluation	
	Multi-roles	
	Innovation	
	Creativity	
	Understanding	
	Learning	
	Process	
	Dedication	
	Implementation	

Table of Coding and Its Meaning

CODING	MEANING
Interview, MH, Line 6	The datum is taken from the interview with the initial participant MH in line 6
Interview, MH, Line 12	The datum is taken from the interview with the initial participant MH in line 12
Interview, MH, Line 13	The datum is taken from the interview with the initial participant MH in line 13
Interview, MH, Line 14	The datum is taken from the interview with the initial participant MH in line 14
Interview, MH, Line 15	The datum is taken from the interview with the initial participant MH in line 15
Interview, MH, Line 16	The datum is taken from the interview with the initial participant MH in line 16
Interview, MH, Line 19	The datum is taken from the interview with the initial participant MH in line 19
Interview, SY, Line 2	The datum is taken from the interview with the initial participant SY in line 2
Interview, SY, Line 6	The datum is taken from the interview with the initial participant SY in line 6
Interview, SY, Line 12	The datum is taken from the interview with the initial participant SY in line 12
Interview, SY, Line 13	The datum is taken from the interview with the initial participant SY in line 13