

**EFL PRE-SERVICE TEACHERS' CHALLENGES IN TEACHING  
ENGLISH TO YOUNG LEARNERS DURING KAMPUS MENGAJAR  
PROGRAM IN RURAL AREAS**

**A Thesis**

**Presented to the Department of English Language Education  
as a Partial Fulfillment of Requirements to Obtain the *Sarjana Pendidikan*  
Degree  
in English Language Education**



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**APPROVAL SHEET**

**EFL PRE-SERVICE TEACHERS' CHALLENGES IN TEACHING  
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## RATIFICATION SHEET

### EFL PRE-SERVICE TEACHERS' CHALLENGES IN TEACHING ENGLISH TO YOUNG LEARNERS DURING KAMPUS MENGAJAR PROGRAM IN RURAL AREAS

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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta May, 30 2024

The researcher,



Wahidah Nurul hikmah  
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## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا . إِنَّ مَعَ الْعُسْرِ يُسْرًا

“Verily, along with every hardship is relief. Verily, along with every hardship is relief (i.e. there is one hardship with two reliefs, so one hardship cannot overcome two reliefs)”

## **DEDICATION**

I dedicate my thesis to:

1. My family, who continuously provides support and guidance to me, also understands me and always pays attention to me when I start to get tired and stressed.
2. My friends who always provide support and understanding for my struggles in writing this thesis, also always give me pleasure by a funhangout when I'm stressed.
3. My thesis supervisor, Irma Windy Astuti S.S., M.Hum who have patiently guided, supported, and always been responsive throughout the process of writing my thesis.
4. All lecturers and staff at the English Language Education Department have supported me throughout my study period at UII.
5. Lastly, myself for being able to keep trying to move forward, even though there are many challenges and difficulties that come my way during the making process.

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Yogyakarta May, 29 2024



Wahidah Nurul hikmah

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**ABSTRACT**

Although the studies discussing the challenges frequently faced by PSEFLT's in rural areas are many, the research about the challenges faced by PSEFLT's in Indonesia primary education context, especially under the Kampus Mengajar Program is still lacking. The main objective of this study is to describe the challenges faced by Pre-Service English as a Foreign Language Teachers (PSEFLT's) teaching primary-level students during the Kampus Mengajar program that took place in schools with limited facilities in remote areas. This study used qualitative research design, specifically descriptive qualitative. This study involved two PSEFLT's from a private Islamic University in Yogyakarta participating in the Kampus Mengajar program for one semester. The participants were, therefore, selected via purposive sampling technique. To gather the data from the research participants, this study employs interviews as the primary data collection technique, complemented by documents as the secondary means. This research has two main findings. First, four challenges were identified, categorized into two major themes: pre-service pedagogical competencies and the development of learning materials and media. Second, the emergent findings reveal two additional challenges, grouped under one major theme of institutional related challenges. One important consideration for universities is the provision of space or additional training for Pre-service teachers, especially those who wish to join the Teaching Campus. Given that most schools in rural areas have limited facilities, Pre-service teachers must receive special training to be able to engage effectively in this program

***Keywords:*** *Pre-Service English Foreign Language Teachers (PSEFLT's),  
Kampus Mengajar Program, Teaching English to Young Learners  
(TEYL)*

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1. Background of the Study**

Many PSEFLT's (Pre-Service English Foreign Language Teachers), experience difficulties when practicing in the field, they face many difficulties in preparing engaging activities during teaching practicum. A major reason for these difficulties is the scale of the difficulties that the PSEFLT's face in developing engaging and beneficial activities for young learners (Koşar, 2021). Another study discloses three primary findings. In the first, PSEFLT's struggled to recognize authentic materials for young learners extracted from everyday life. Second, these PSEFLT's displayed diverse perspectives on innovation, leading to challenges in creating effective learning activities. Last, the integration of materials into warm-up, presentation, or lesson production was observed among the PSEFLT's, rather than incorporating them consistently throughout all instructional aspects (Chien, 2019). Other researchers have identified additional challenges, and this researcher mentions these as well, common challenges in classroom management for PSEFLT's include handling student behavior by setting clear expectations, encouraging student involvement with various teaching strategies, managing time efficiently, addressing student needs individually through different instructions, and maintaining an organized and functional learning environment despite limited space and resources (Ulum, 2020). Recent similar relevant research also exists from Oktavia et al., in 2022. In this study, PSEFLT's faced challenges in teaching young learners four English language skills. In particular, their challenge, apart from



providing language skills, also includes student motivation, namely their unpredictable behavior in class. Based on observations, participants noted examples where young students showed varying levels of enthusiasm for learning, and sometimes a lack of interest (Oktavia et al., 2022).

Other challenges that were frequently faced by PSEFLT; teaching material design/lesson planning, English language teaching anxiety, the theory-to-practice gap, developing teaching skills and competence, student motivation and classroom management.

There are several challenges for PSEFLT; first, there is teaching material design/lesson planning. “The main problem noted in these teaching demonstrations was a lack of variety and engagement. Pre-service has a monotonous pattern: starting with greetings to warm up, teaching vocabulary or sentences as a presentation, doing exercises, using board games for production, and ending with assignments as a closing. Moreover, English is taught without real-life context or material, making learning disconnected from students' lives” (Chien, 2019).

The second challenge is English language teaching anxiety (ELTA). There is a study claiming that anxiety in teaching English includes feelings of pressure, tension, and worry experienced by teachers when teaching English as a second or foreign language. This can be caused by several factors, including pressure to meet student needs, expectations of creating authentic communicative situations, and a lack of student motivation or interest (Horwitz, 1986). This also means that anxiety can arise if PSEFLT feel worried about their teaching and suspect high student expectations of their teaching. Another study on PSEFLT discovered that they

experienced anxiety while instructing English to young learners in real classroom settings. The anxiety was attributed to cognitive, emotional, and socio-cultural factors. Some teachers were also concerned about their ability to make students understand activities and materials (Tüfekçi-Can, D. 2018).

The third challenge is a theory-to-practice gap. This means that there is a disconnect between the theory and practice of teaching. This is a common challenge in PSEFLT's, including those in the field of English for Young Learners (EYL) (Setyaningrum et al., 2022). Research reveals that despite the efforts of program developers, environmental, social, and cultural factors in teacher education and the school environment prevent trainees and novice teachers from implementing changes in traditional classroom practices. As a result, the theory-practice gap persists in contemporary pre-service education models, as recognized by faculty, teachers, and administrators (Allen, 2009). The research findings stated that this theory-to-practice gap has become an ongoing problem among pre-service and novice teachers in the field.

The fourth challenge is developing teaching skills and competence. Developing teaching skills and competence was essential for prospective English Young Learners (EYLs) teachers to be exposed to diverse approaches and methodologies as well as alternative assessment methods, computer-assisted language learning, etc, (Setyaningrum et al., 2022). It means that developing skills and competence in teaching should have some methodologies, for a variety of activities. There is another researcher also found that PSEFLT's tended to adopt the teaching style of the school teachers rather than applying the methods and

techniques they had learned at the university. They struggled to implement the theories taught at the university. This difficulty arose because the actual classroom setting during the practicum did not align with the theoretical practices taught in their faculty of education (Ulum, 2020). From the case, it can be concluded that developing teaching skills and competence is a continuous process that requires time, support, resources, and a willingness to adapt.

The fifth challenge is classroom management. These are getting and maintaining young learners' attention and dealing with noise levels. It is difficult to get students' attention because they do not consider the PSEFLT to be their real teachers. However, although this experience is a challenge for most PSEFLT, these findings show that they can benefit from this experience (Erkmen, 2019). Managing students in the classroom presents quite a challenge, as evidenced by pre-service teachers' expectations that university courses devoted to designing lessons and conducting micro-teaching presentations will adequately prepare them for the real classroom environment, which ultimately falls short of expectations (Ulum, 2020).

In addition, learning English in rural schools is more challenging than in urban schools due to various factors such as the status of English learning, not appropriate curriculum with learning conditions, a shortage of qualified English teachers, and students' socioeconomic status. Common challenges include a lack of student interest and inadequate parental support (Pramestri et al., 2022). Another finding from Mudra (2018) The challenges of the pre-service EFL teachers' lived experiences in rural areas were classroom management, learning materials or resources, teaching aids or media, teaching methods, learners' English skills, choice

of language use, slow internet connectivity, learners' motivation, evaluation technique, and parents' support. What these two findings have in common is the lack of support from parents of young learners in rural areas regarding English language learning, which may have a significant influence on young learners' ability to learn English in class, as well as on young learners' enthusiasm for learning English in class, thus this is one of the challenges for PSEFLT's when conducting learning activities in the classroom.

## **1.2. Identification of the Problem**

Among the previous studies that examine the challenges faced by PSEFLT's during teaching practice, such as those conducted in schools and universities, this research stands out because it focuses on PSEFLT's teaching at primary schools with limited facilities in rural areas in Serang, Banten (West Java) and Papua (Eastern region of Indonesia). In addition, the PSEFLT's teaching practice was held for one semester (six months) compared to the conventional PSEFLT's school-based teaching practicum which is usually for a shorter period (commonly less than three Months). The longer duration of the Kampus Mengajar school-based teaching practicum program also has the likelihood of allowing the participants to engage more deeply in the school environment, implement sustainable initiatives, and build lasting relationships with students and teachers (Lestari et al., 2022). Finally, the program in which the PSEFLT's were engaged was also attributed to the specific goals and objectives for the concerned stakeholders that may not be present in the conventional school-based teaching practicum.

Considering all of the above, this study aims to describe the challenges

perceived by PSEFLT's teaching primary-level students during the Kampus Mengajar teaching practicum program as it took place in schools with limited facilities in remote areas.

### **1.3. Formulation of the Problem**

What challenges do the PSEFLT's perceive in teaching English to young learners during Kampus Mengajar program at schools with limited facilities in rural areas?

### **1.4. Objective of the Study**

This research attempts to describe the challenges perceived by PSEFLT's in teaching English to young learners during Kampus Mengajar program with limited facilities in rural areas.

### **1.5. Significance of the Study**

This study aims to examine and describe the challenges encountered by PSEFLT's involved in teaching English to young learners during Kampus Mengajar program with limited facilities in rural areas. The anticipated outcomes of this research are expected to make valuable contributions to PSEFLT's, particularly prospective ones, by inspiring them to address prevailing issues effectively and fostering progressive reforms. Moreover, this study will offer novel perspectives about the Indonesian government-affiliated out-campus, the Kampus Mengajar program that involves pre-service English teachers its objective is to develop, empower, improve, cultivate, strengthen, train, skill, grow, revitalize, revive, and/or innovatively forms and empower future teachers and community at large (Prayitno, 2023). The research findings can also be an insight for institutions implementing the

teaching English to young learners programs or courses in rural areas regarding several challenges perceived by young learner teachers of English to generate further ideas and solutions.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1. The Strategies of Teaching English to Young Learners

Teaching to young learners should involve some strategies, there is a study that mentioned Children's songs, simple conversations, and chants are all suitable for use by teachers to improve oral skills in YLs through repetition (Hadiyanti & Yolanda, 2021). Some of these strategies can improve their oral skills because these activities are fun and challenging, students are liked so they want to do it repeatedly. Likewise, the teacher must do it repeatedly with enthusiasm and patience and gradually achieve and improve students' oral skills. Shin (2006) proposed ten ideas for teaching EYL, such as 1) Utilizing images, reality, and motion; 2) involving students in the creation of images and reality (as a teaching tool); 3) switching between activities; 4) and teaching topics; 5) using stories and meanings that are familiar to students; 6) create routines in class using English; 7) use the state language (L1) as a necessary tool; 8) involve group assistance; 9) collaborate with other teachers in the school, and 10) communicate with other teaching English to young learner professionals (Setyaningrum et al., 2022). Thus, in teaching YLs the strategies above are important and can be suitable to apply. Teachers could give the students themes related to themselves, such as using adjectives to describe every symbol of the alphabet in their names. On the other hand, children are social beings who learn how to relate to and engage with people as well as their surroundings (Hadiyanti & Yolanda, 2021). Children carry out activities and learning related to their daily lives or personal experiences thus, it will be easier for them to understand and remember the lessons conveyed by the teacher in class.

## 2.2. Teaching English to Young Learners by PSEFLTs

PSEFLTs of EYLs should be aware of the current environment to assimilate the innovations and need to be aware of near-future and unpredictable learning situations (Setyaningrum et al., 2022). In this statement as the principle in PSEFLTs must be updated with current times, not out of date, and make settings by the times in carrying out innovations. Moreover, the PSEFLTs could predict what will happen in the future, thus that the innovations can be made from now as a solution later. Other studies mention that English teachers for young learners must ensure thorough well-preparation and consider essential factors when teaching English, including carefully selecting suitable materials paired with an effective teaching method. (Anggraini, 2018). This study means that the crucial things in teaching English to young learners are selecting the appropriate materials and effective methods of teaching. The PSEFLTs should be well prepared to teach English to young learners. Before stepping into the classroom, PSEFLTs need to have various information as a source for learning, the sources can adapted from books, journals, news, and the internet, and if more sources and materials they prepared, it would be better for their teaching will be. (Mudra, 2018). It means that the PSEFLTs must have a diversity of sources as information for preparing material before class activities because the more you know about the material and information related to the material you are presenting, the better your teaching will be in class.

Other research underscores the importance of Pre-service teachers having positive attitudes towards rural areas, which can be developed through family ties or previous experience in those environments. This positive attitude can be fostered in several ways, including: Cultural Awareness: Embracing and respecting local culture,



traditions, and community values in rural areas. Flexibility and Adaptability: Willing to adapt teaching methods to meet the specific needs of students in a rural setting. Community Engagement: Demonstrates a genuine interest in interacting with the local community and building relationships with students, families, and colleagues. Resilience: Be prepared to overcome challenges that may arise in a rural teaching environment and demonstrate resilience in overcoming such obstacles. Professional Growth: Viewing rural teaching as an opportunity for personal and professional development, and welcomes the learning experiences it offers (Trinidad et al., 2013). This is in accordance with other research which states that during teaching practicum in rural areas, prospective teachers must maintain a positive attitude and be open-minded. They must embrace this experience with a readiness to learn from the challenges and opportunities that exist in rural communities. It is important for them to show respect for the local culture, value and traditions of the communities they serve. Additionally, they must be flexible, adaptable, and empathetic to the diverse needs of rural students. By adopting a collaborative and reflective approach, pre-service teachers can connect effectively with their students and make significant contributions to the educational environment in rural schools (Azano & Stewart, 2015).

### 2.3. Previous Relevant Studies

Many PSEFLT's (Pre-Service English Foreign Language Teachers), experience difficulties when practicing in the field, they face many difficulties in preparing engaging activities during teaching practicum. A major reason for these difficulties is the scale of the difficulties that the PSEFLT's face in developing engaging and beneficial activities for young learners (Koşar, 2021). For pre-service English as a Foreign Language (EFL) teachers in rural schools, it is their duty to address the challenges faced by students. They are responsible for finding solutions to improve students' language skills during their Teaching Practicum (TP). To do so, PSEFLT's must be actively involved in tasks such as planning lessons, preparing materials, managing the classroom, delivering effective instruction, and enhancing their overall competence (Danielson, 2007) In a statement from Danielson, it means PSEFLT's who are teaching in rural areas also face many challenges when preparing for teaching practicum, therefore PSEFLT's must be actively involved in planning and preparation before teaching. Apart from several factors that influence English language learning in rural areas, many English teachers try to facilitate learning process, such as employing specific strategies or methods being used. There are several teaching methods used by teachers in rural areas to teach English, namely TPR (Total Physical Response), incorporating songs and games into their English classes (Pramestri et al., 2022). Another researcher mentions that great teaching should enrich the knowledge and comprehension of learners, and PSEFLT's should accumulate diverse information resources before entering their classroom engagements. These resources can be obtained and adapted from books, journals, news articles, and the internet. The more resources and materials they collect, the

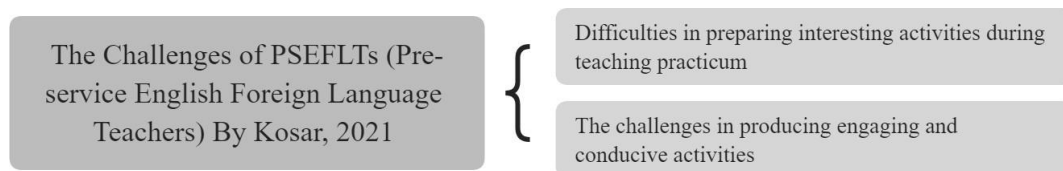
more likely their teaching will improve (Mudra, 2018). Because there are many challenges in rural areas, such as same finding from Mudra (2018) states that the challenges of the pre-service EFL teachers' lived experiences in rural areas were classroom management, learning materials or resources, teaching aids or media, teaching methods, learners' English skills, choice of language use, slow internet connectivity, learners' motivation, evaluation technique, and parents' support.

#### 2.4. Theoretical Framework

This research were used two categorization. Firstly, Kosar (2021) mentions that PSEFLT's (Pre-service English Foreign Language Teachers) state they face many difficulties in preparing interesting activities when conducting teaching practicum. The main reason behind these difficulties is the magnitude of the challenge that PSEFLT faces in producing engaging and conducive activities. Secondly, according to Mudra (2018), The challenges of the PSEFLT's lived experiences teaching in rural areas were classroom management, learning materials or resources, teaching aids or media, teaching methods, learners' English skills, choice of language use, slow internet connectivity, learners' motivation, evaluation technique, and parents' support.

**Figure 2.1.**

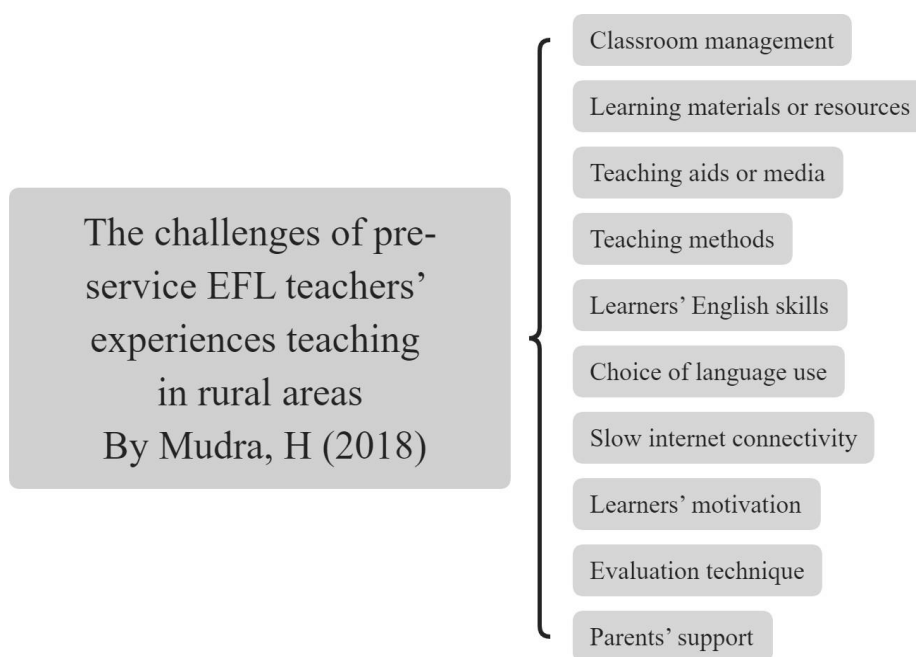
*The challenges of PSEFLT's by Kosar (2021)*



Presented with **xmind**

**Figure 2.2**

*The challenges of PSEFLT's' lived experiences By Mudra (2018)*

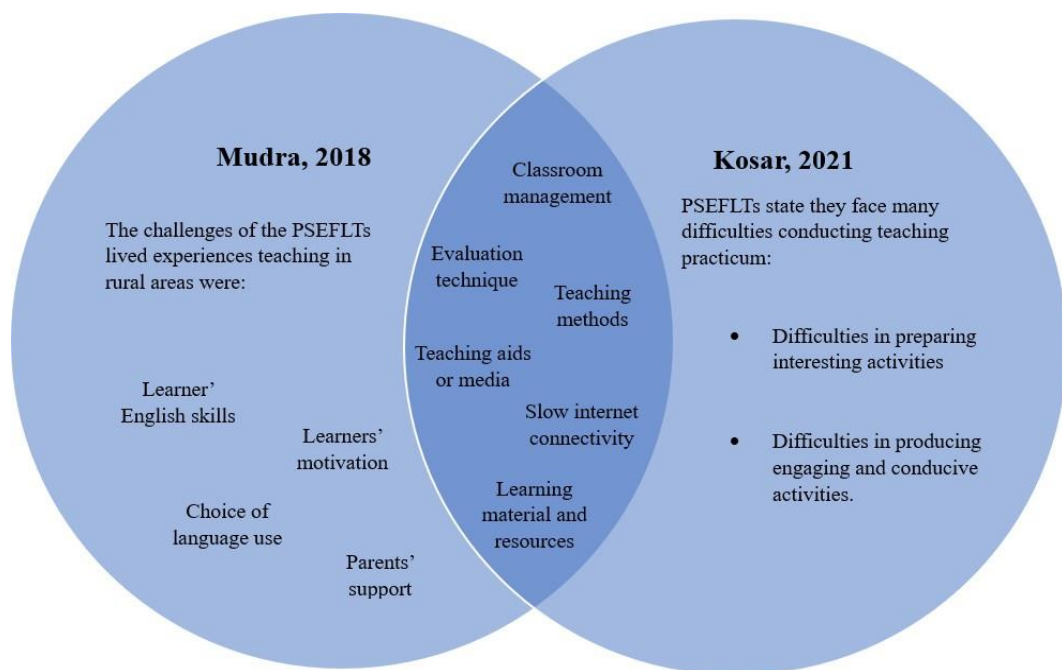


Presented with **xmind**

### Figure 2.3. Conceptual Framework

Visualization of subthemes from Mudra (2018) and Kosar (2021)

Exploring PSEFLT's Challenges in Teaching English to Young Learners during Kampus Mengajar Program with Limited Facilities in Rural Areas



## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter describes the method used to investigate the PSEFLT's Teaching Challenges during teaching English to young learners during the Kampus mengajar Program in rural areas. In detail, this chapter explains (1) research design, (2) setting and participant, (3) data collection, (4) data analysis, and (5) trustworthiness.

#### **3.1. Research Design**

This study used qualitative research as the research design. Qualitative research can also be described as: It is an effective model that occurs in natural environments and allows researchers to develop a level of detail through deep engagement with real-world experience (Creswell, 2009). The goal of qualitative description is to clearly describe the participant's experience in terms that are as close as possible to what the participant said. This research was also designed as a descriptive qualitative study. In descriptive qualitative studies, to reveal its complexity, it is important not only to explore the general mechanisms of learning or the factors that influence them but also to carry out a more in-depth analysis and gain insight into the behavior and experiences of individual students (Nassaji, 2015).

### **3.2. Setting and Participant**

This study involved two PSEFLT's, Ulya and Diva (pseudonym), from a private Islamic University in Yogyakarta. They were students of the English Education Department who were involved in the school-based program teaching practicum at the University, namely the Kampus Mengajar program. The first participant was Ulya (pseudonym), who was 21 years old and her language background was Indonesian. She taught in Banten, teaching twice a week during one semester at the primary school level. The second participant was Diva, who was also 21 years old and her native language background is also Indonesian. She taught in Papua, teaching five times during one semester at the primary school level. They became participants in this study because as PSEFLT's in the Kampus Mengajar Program, their involvement encompasses multiple aspects, such as creating teaching materials and activities, conducting classroom teaching, instructing young learners, and planning all program-related class activities. Both of them taught in rural areas and their schools had insufficient learning facilities.

Therefore, the researcher wants to find out what challenges they perceive in teaching EYL for one semester in rural areas during the Kampus Mengajar Program. The participants were, hence, obtained via purposive sampling technique. Purposive sampling, a non-probability method, involves deliberately selecting the best data sources to align with the research objectives. The advantage of purposive sampling is its ability to allow researchers to collect only the essential data needed. Limiting the number of participants reduces the volume of data to be analyzed, thereby reducing the time (and cost) required to complete a high-quality study (Islam et al., 2022).

### **3.3. Data Collection Technique**

To gather the data from participants, this research employs interviews as the primary data collection technique, complemented by documents as the secondary means. In this study, the researcher used a semi-structured interview for data collection. The semi-structured interview is widely utilized due to its versatility and flexibility (Kallio et al, 2016). Thus, this technique will provide tools to study natural phenomena within the context of exploring the challenges as perceived by PSEFLTs in Teaching English to Young Learners during Kampus Mengajar Program in rural areas. The data collect by exploring the perspectives and experiences of both participants in responding to interview questions, which were constructed based on relevant concepts and previous related findings. From the results of the interview section, the researcher then analyzed and made conclusions.



During the interview, the researcher asked additional questions beyond the twelve questions, such as “How do your opinion about this?” and others, these additional questions encourage deeper responses, thus the writer always seeks further exploration as the writer seeks deeper insight.

**Table 3.1.***Table of Interview Questions*

<b>Subject</b>	<b>Concept</b>	<b>Components</b>	<b>Interview Questions</b>
Teaching practicum by pre-service English foreign language teachers	PSEFLT's face many difficulties in preparing interesting activities when teaching practicum. The reason is the magnitude of the challenge in producing engaging and conducive activities (Koşar,2021).	Difficulties faced by pre-service preparing interesting activities.  Challenges faced by PSEFLT's in producing interesting and conducive activities.	- What challenges did you face when teaching English to young learners at an under- facilitated school in rural areas?  - What challenges did you face when attempting to provide interesting/conducive activities?
Challenges in teaching practicum by PSEFLT's	The challenges of the pre-service EFL teachers' lived experiences were classroom management, learning materials or resources, teaching aids or media, teaching methods, learners' English skills, choice of language use, slow internet connectivity, learners' motivation, evaluation technique, and parents' support (Mudra, H. 2018)	1. Classroom management 2. Learning materials or resources 3. Teaching aids or media 4. Teaching methods 5. Learners' English skill 6. Choice of language use 7. Slow internet connectivity 8. Learners' motivation 9. Evaluation Technique 10. Parents' support	- How did you manage your class? - How did you prepare learning materials or resources? - What challenges did you face when using or preparing the teaching aids or media? - What challenges did you find in teaching methods? - What are the challenges in learners' English skills? - What are the challenges in the choice of language use? - What challenges did you find in internet connectivity? - What challenges did you find in learners' motivation? - What challenges did you find in the evaluation technique? - What challenges did you find in parents' support?
<b>Total</b>			<b>12</b>

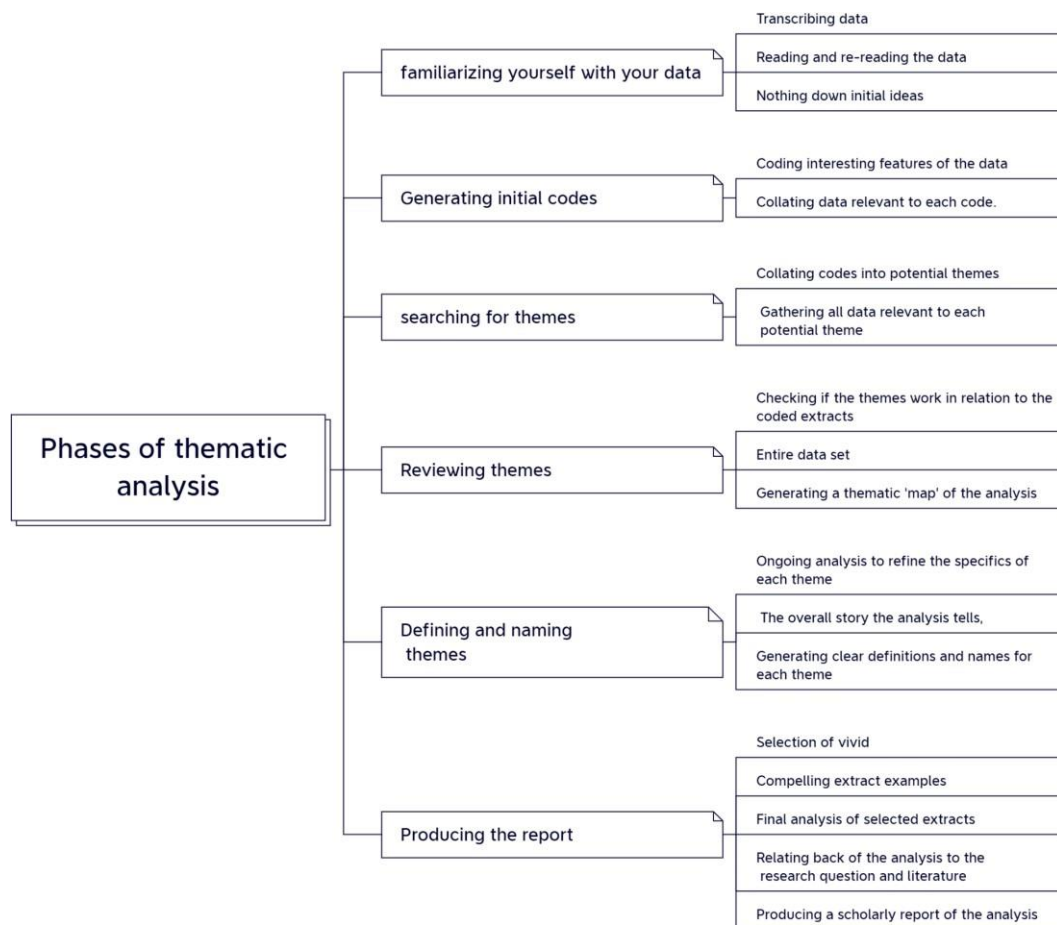
### **3. 4. Data Analysis**

Upon collecting all data through the PSEFLT's interviews and documents, the writer proceeded with data analysis to identify the challenges perceived by PSEFLT's teaching English to young learners during the Kampus Mengajar Program in rural areas. For the analysis of the collected data, which encompassed both the teacher interviews and documents, the writer adopted the thematic analysis. Thematic analysis proves valuable because of its flexibility in reviewing or analyzing certain theories, especially in the context of interpreting imperative phenomena and conversational contexts (Braun & Clarke, 2006). Thus, the researcher first recorded the interview responses and subsequently categorized the data using thematic codes that were conceptually related to the theoretical framework of this study. Then, the researcher also used document analysis, as data triangulation. The researcher collected PSEFLT documents and then read all the documents to compare them with the PSEFLT's answers in the interview transcript, whether they were in alignment or not.

Here are several phases of the Thematic Analysis in accordance to Braun & Clarke, 2006.

**Figure 3.1.**

*Phases of Thematic Analysis adopted from Braun & Clarke, 2006*



Presented with xmind

### **3.5. Trustworthiness**

When examining a particular research endeavor, individuals should use the construct of trustworthiness as a fundamental criterion. This ensures that the investigation can provide valuable guidance for evaluating or revising practices in the program being conducted (Stahl & King, 2020). Lincon and Guba (1985) proposed criteria for trustworthiness, including credibility, transferability, dependability, and confirmability. The credibility of research data must be theoretically confirmed and reinvestigated by rechecking and rereading the data (Braun & Clarke, 2006). In this process, the researcher re-checks the data by re-listening to the audio recording and re-reading the transcript. Transferability, the researcher should report research results in depth and detail. Dependability, in this process to address errors in the research process, the researcher seeks guidance from the supervisor as an expert, other lecturers, and the researcher itself. Confirmability, confirmability seeks to determine the objectivity of the obtained data. The study's confirmability was established by employing previous dependability to validate the supporting data that the researcher used to support the findings, analysis, and recommendations. This study employs data source triangulation, namely data from different sources to validate findings and gain multiple perspectives, ensuring study credibility. (Carter et al., 2014).

All findings in this study were obtained from what was conveyed by participants and from participants' teaching documents. Thus, this study was shaped more by the participants than by the researcher. The researcher carried out the data collection process, from interviews and document analysis, then used the

thematic analysis method, giving thematic coding to the data obtained from participants, coded each challenge found in the interview transcript, and then grouped similar challenges by providing major themes. The researcher checked its confirmability by asking about supervisors' perspectives and opinions about the identified challenges perceived by PSEFLT participants.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

This chapter covered the research findings and their corresponding discussion. The data for this study, acquired through interviews and document analysis, constituted the findings. Consequently, the discussion briefly elaborated on the interview results as the primary data and document analysis as supplementary information.

#### **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 the elaboration findings and discussion of this study.

##### **4.1.1 Interview**

The researcher completed the interview with two PSEFLT's at one time, which was held on January 26th, 2024, and was conducted face to face (directly). Next, the interview transcripts were translated into English and categorized based on themes. The researcher read the interview transcript, then identified and put the challenges faced by the PSEFLT's into different categories in the table, then the researcher gave the challenge a simple name as part of theme naming while carrying out continuous analysis to refine the specificity of each theme of the entire story, resulting in clear definitions and names for each theme.

##### **4.1.1.1 Pre-service Pedagogical Competencies**

In the Pre-service Pedagogical Competencies theme, there were three sub-themes, namely classroom management, choice of language use, and evaluation

technique. However, what was being discussed under this theme was only ones that appeared most frequently felt by the PSEFLT, namely classroom management and choice of language use.

#### **4.1.1.1.1 Classroom Management**

The challenge most frequently identified in this major theme namely pedagogical competencies by PSEFLT was classroom management. The PSEFLT always made learning fun, but in addition, challenges arose. Particularly, students' desire to engage in play activities was highly great, thus when given games and/or learning media, they had difficulty continuing to the next activity. Thus, it was difficult for the PSEFLT to control students in each activity/stage (Interview, D, Line 23, CM). When time was up but students wanted to continue playing, that was the biggest challenge, because it was difficult to organize the class thus that it was conducive (Interview, D, line 28, CM). Also, it was said that when the PSEFLT had prepared a plan at home, but when the situation in class was very different, it could not be predicted, thus they had to think quickly about what to do (Interview, D, Line 32, CM).

OK, because these are young learners, so it seems like their desire to play is really big. So, it's like once they're given learning aids or media, they just want to keep playing. So that's what makes it hard for me to control the class. That's it. (Interview, D, Line 23)

“This one, the kids want to play a lot. Oh yes, they want to play a lot. So, arranging the room to make it conducive is a bit difficult.” (Interview, D, line 28)

I interpret it as something that actually trains me, it turns out that each child has their own abilities and it turns out that in reality there are more things that we have, for example, like we have a plan for learning from home and that's right until school. like this. Yes, cannot be predicted, we really have to rack our brains quickly. What do we do? take action straight away (Interview, D, Line 32)



The PSEFLT found it difficult to manage time and activities at each stage because when students were given learning media, they did not want to continue to the next activity and wanted to continue playing with the media. Therefore, the PSEFLT gave repeated instructions, making it difficult for the PSEFLT to organize the class thus that it was conducive. The PSEFLT also said that when they had prepared a plan from home, but when they went to class the conditions were different, they could not be predicted. The pre-service immediately thought to make decisions and carryout new activities quickly.

The following are documents as support or as evidence for what the PSEFLT said during the interview regarding Classroom Management.

*Picture 4.5 Logbook (Weekly Report) D/P2 (Document)*

<p><b>Situation (Situation)</b> Please explain the situation that occurred in detail during the activity</p>
<p>On that day, quite a lot of homeroom teachers did not come to school so my friends and I had to split up to fill the teaching and learning process in the classroom. I went to class 3, and that was the first time I entered alone (although some time later one of my friends came to help) and faced the various criteria of each student with all their behavior. At first it was quite confusing to get started but as time went by many ideas came to mind. Entering the middle of the learning process, I was overwhelmed with students because there were students who grabbed each other's props, there were those who couldn't wait, there were those who wanted to continue to pay attention, there were those who really needed special guidance, and so on.</p>

*Picture 4.6 Logbook (Weekly Report) D/P2 (Document)*

<p><b>Result (Result)</b> Please tell us the results obtained after taking action in this situation</p>
<p>By using light reading books, it becomes easier for children to follow along and doesn't get bored quickly even though I still have to use extra energy and a lot of patience. Then, with these quizzes I was able to hone students' thinking skills, even when several times I tried to ask the same question, some children tried to use their memory; "Oh, Miss, I know, I remember"; "Miss, be patient, I can do it"; "Ouch, what is that..." (while trying to think quickly. Now, children don't answer so much carelessly anymore.</p>

#### 4.1.1.1.2 Choice of Language Use

The second challenge that most frequently appears in this theme is pedagogical competencies by PSEFLT's, specifically choice of language use. PSEFLT's have limited local language, as well as students who have limited speaking of Indonesian (Interview, U, Line 37, CLU). Thus, the PSEFLT's used three languages during classroom learning, namely English as the subject, Indonesian, and regional languages as the language of instruction (Interview, U, Line 45, CLU) and (Interview, D, Line 48, CLU). Because English was new to them, they were still unfamiliar with learning it (Interview, D, Line 2, CLU).

In the class, yes, there is a language limitation, because I don't understand Sundanese, sometimes they speak Sundanese, but they don't understand English, then they translate into Indonesian, yes, they understand, only sometimes they talk to me like that. because their first language is Sundanese, right? If, for example, when learning English, it is translated into Indonesian, yes, they understand and then they can apply it, that's all, maybe the problem is when they speak it, then it's like the pronunciation is Sundanese, yes, yes, you know that too. (Interview, U, Line 37)

“Yes, I used of language in class in three languages, but it's very rare for Sundanese” (Interview, U, Line 45)

The challenge is when I speak English, then I have to translate in Indonesian, but it turns out there may be some words that they don't understand in their language, so it's like Indonesian and their language, their local language is the same as English so I really have to translate Indonesia also translates their local language. But it's fun. That's fun. Yes. (Interview, D, Line 48)

Oh yes, one more thing, maybe because they are in the countryside, so I really have to make sure the English I bring is the same as their everyday language, like the term English is quite new for them, so when I speak English there may be some who laugh or they just feel funny. Not forced to mock, but they just feel funny, but on the other hand, they look excited. In fact, several times they asked me to "just miss out on English, don't translate it into Indonesian", then I was like "Do you really understand?" That's all I try to do, okay, they really like listening to English so I try to speak English but I still use Indonesian. (Interview, D, Line 2)

Thus, PSEFLT's had to use three languages, namely English as the language of study and Indonesian and their respective regions as the language of instruction. One of the two PSEFLT's taught in the Banten area and the other in the Papua area, thus they used Sundanese and Papuan languages. PSEFLT's had limited regional languages, while students had limited Indonesian, thus choosing this language became one of the challenges that was quite difficult for PSEFLT's in carrying out teaching during teaching practice. In fact, they really liked English, liked listening to it, but they did not understand at all what the PSEFLT's said, thus it had to be translated several times, because when they did not understand the language of instruction (Indonesian), and it was not translated into the regional language their enthusiasm was lower. Besides that, PSEFLT's mostly used Indonesian and overcame this by prioritizing conveying vocabulary to students, they started with basic vocabulary.

The following are documents as support or as evidence for what the PSEFLT's said during the interview regarding Choice of Language Use.

*Picture 4.7 Logbook (Weekly Report) U/P1 (Document)*

Action (Action)
Please tell us about the actions taken to deal with this situation
In this second week, I provided English material for grades 3 and 4, taught the letters of the alphabet using the singing method, introduced numbers 1-10 in English, and continued with group work activities. Apart from that, I control and accompany children who have difficulty writing and reading in several classes. During class, I also try to provide games so that learning is not too monotonous. Then, this week I also tried to hold a discussion or vent space, which is one of our program plans.

*Picture 4.8 Final Report D/P2 (Document)*

- C. The Discovery English program aims to improve international language skills, and the background to this program is that we want to improve students' foreign language skills, especially English, because students still have minimal knowledge of English.

#### **4.1.1.2 Development of Learning Materials and Media**

In the development of learning materials and media, there were three sub-themes, namely teaching aids or media, learning material or resource and curriculum. However, what was discussed was only the theme that appeared most frequently felt by the PSEFLT's, namely teaching aids or media and learning material or resources.

##### **4.1.1.2.1 Teaching Aids or Media**

In this major theme, namely the development of learning materials and media, the challenge that the PSEFLT's most frequently and most felt was teaching aids or media. The pre-service prepared learning aids or media took a long time, they had to buy it first in the city area and prepare it well for a long time ago (Interview, U, Line 19, TAM), they also had someone come home every week (another Pre-service) and usually asked for help to buy teaching media or asked for learning materials to be downloaded, thus they had to go to town to prepare teaching aids or media (Interview, U, Line 29, TAM). Moreover, if they showed the video they did not use a projector

because the projector was limited, it had been used in another class (Interview, U, Line 31, TAM). The PSEFLT's also had difficulty in preparing learning media reference sources (Interview, D, Line 36, TAM) as well as in its application, namely if students used the media they wanted to play continuously (interview, D, Line 38, TAM) it was also difficult to prepare the materials needed for the media the learning was because it was in the countryside (Interview, D, Line 39, TAM).

Actually, the challenge is in preparing it, yes, in the class, Alhamdulillah because they seem interested in that media, because previously with their teacher, the learning was traditional and monotonous, so when they were introduced to various media, like watching videos, even though those who did not use it, they did not use focus. they're still like wow, so happy, so excited, for example, in preparing it, because for example, to make flashcards, we have to print them first down (to the city), you know, and it's a long way to prepare the tools. (Interview, U, Line 19)

Yes, that's the case, because like that week someone will definitely come home, so it's like asking for help to look for this, look for this, we'll divide it up, you know, then you will really prepare this material, so before the lesson starts, we'll write first what you need, so you have to prepared (Interview, U, Line 29)

“Actually there is, but other classes are also using it because of limitations, so we only have speakers so we use speakers” (Interview, U, Line 31)

“When it comes to learning media, it's difficult for me to prepare reference sources” (Interview, D, Line 36)

“Yes, the teaching aids or props are already in school so they are easy to bring to class, but perhaps the challenge is because children like to play, so they want to play more and more.” (Interview, D, Line 38)

Yesterday I lost that, I did not have time to make my own learning media because maybe it was difficult for me, because in Papua, if in Jogja it's complete, so I wanted to buy whatever was available. In Papua yesterday I had difficulty finding the media materials, so the most I just, I brought sticky notes from Jogja, I had a restock of sticky notes so I just put sticky notes (Interview, D, Line 39)

Thus, the PSEFLT's preparing learning aids and media was challenging, namely they had to prepare for a long time because they had to buy media or prepare materials in the city since around the school there was no shop for learning media equipment. The location of the school was quite far from the main road and urban areas. There was a lack of a projector as a learning aid or media for showing learning videos, thus students were only shown on laptops. Even the PSEFLT's experience had no projector, thus it only relied on learning media and fun learning, not watching. Besides that, if students were given learning media, they also felt like continuing to play because they were too busy using learning media and did not want to go to the next activity. They found it difficult to find effective media source references and were confused about finding learning media materials because in rural areas it was difficult to find media materials. However, they still prepared learning media, whether by shopping in the city or through online stores, thus they continued to provide the media themselves.

The following are documents as support or as evidence for what the PSEFLT's said during the interview regarding Teaching Aids or Media.

*Picture 4.9 Logbook (Weekly Report) U/PI (Document)*

Tasks (Tasks)
Please explain the duties and responsibilities carried out in this situation
The duties and responsibilities carried out in the situations above are that I try to fill the class and be a teacher's companion to collaborate in learning and I also carry out Literacy and Numeracy programs. I am also responsible for creating interesting English learning media. Then, in the end I was able to carry out my duties and responsibilities well and smoothly because I had a group of friends who always supported and helped each other.

*Picture 4.10 Final Report (Results of School Needs Analysis) U/P1*

*(Document)*

CONTENTS OF THE REPORT

A. Results of School Needs Analysis

Before implementing a campus teaching program at a school, of course students carry out analysis and observations at the school. The following are the results of analysis and observations at the UPT SDN Tanjungsari school:

1. The school is at the foot of a coral mountain, so the access road to the school is quite far from the main highway and the road is quite small and uphill.

#### **4.1.1.2.2 Learning Material or Resources**

The second most frequent challenge in the development of learning materials was learning materials and resources. Lack of books as a source of learning, especially English books. The PSEFLT's conveyed the lack of book facilities (Interview, U, Line 22, LMR & TSA) and prepared materials and teaching media had to go to the city (Interview, U, Line 25, LMR) for downloaded materials that would be used for learning in class then inserted them into a flash disk or prepared learning media that would be used in class (Interview, U, Line 26, LMR). The PSEFLT's also felt confused about what material to convey because the lack of learning resources, especially books, had a big influence on the pre-service (Interview, D, line 34, LMR) and there were no English books for learning material (Interview, D, Line 8, LMR).

...for example, if there is time to play, there is time to study, they really understand it, for problems like motivation to study and so on, they are good, but not enough. The support is like the facilities start from the learning and then the books are lacking, they are quite qualified to take part in the learning but unfortunately, there is a lack of support. (Interview, U, Line 22)

“Yes, that's right, it's like relying on each other, that's what it means, like at home trying to find materials, you have to prepare them from

A to Z.” (Interview, U, Line 25)

“Yes, those who collect them are downloaded, things like videos like that are downloaded, the flash disk files are prepared, then all you have to do is print them out and just cut them out.” (Interview, U, Line 26)

The way I prepare at home is like I'm not making a lesson plan but like I'm just giving a to-do list like that, I'm making this, I'm making this, then the second time I'm making this like that. Like for example, the first time I have to give the material first, then the next one. Secondly, I'll just give them a quiz or whatever. The material, maybe I'm lacking sources of learning too, so it's like I'm confused, oh, where did I get this material from? How do I arrange it? That's actually the most difficult for me. (Interview, D, Line 34)

What's right is that I'm in a different library, actually there are one or two. I found an English book but it's not English material. But it's like a book, you know, like books? Yes, only the writing is in English, but there's no English material book. (Interview, D, Line 8)

Thus, the challenges faced by the PSEFLT's in learning materials and resources were the lack of English material books, the lack of books in schools, and the PSEFLT's, even preparing learning materials and media they had to go to the city, to find a place where there are lots of them. Moreover, the other PSEFLT's had difficulties in finding resources because at his school there were no English learning books because it was still KTSP and the 2013 Curriculum, not yet using the independent curriculum which had English lessons. The following are documents as support or as evidence for what the PSEFLT's said during the interview regarding Learning Material or Resource.



The following are documents as support or as evidence for what the PSEFLT's said during the interview regarding Teaching Aids or Media.

*Picture 4.11 Final Report U/P1 (Document)*

6. Teaching resources (package books) are inadequate, so there are still teachers who often only use material from Google, especially in English subjects in grade 4.
7. High interest in reading among students, but hampered by limited reading books.

*Picture 4.12 Final Report U/P1 (Document)*

**B. Documentation of work program implementation activities**

a. Literacy program



2.1 Cleaning the Library



2.2 Choosing Reading Books

*Picture 4.13 Final Report D/P2 (Document)*

class group. The facilities in the form of laptops, computers and tablets were very adequate, then my friends and I also found many reading books and teaching aids which were still neatly stored in boxes. Books, teaching aids, and others are placed in a warehouse which is also used as a temporary library room. Apart from that, the school also has a program design

*Picture 4.14 Final Report D/P2 (Document)*

The display is still neatly stored in the box. Books, teaching aids, and others are placed in a warehouse which is also used as a temporary library room. Apart from that, the school also has a program design in the form of scout activities, interests and talents for children, teacher training (socialization and collaboration), as well as arts activities (singing, dancing, gymnastics). Currently, the school uses the 2013 curriculum which was collaborated with KTSP and has been running for approximately 2 years. For the independent curriculum, just plan to register and try it out. Apart from that, the principal also explained the condition of students where they really need activities that can help improve literacy

## **4.2 Emergent Findings**

### **4.2.1 Institutional Related Challenges**

In the Institutional Related Challenges, there were five sub-themes, namely teachers' support and abilities, school and learning facilities, resource allocation, slow internet connectivity, and parents' support. However, what was discussed was only the theme that appeared most frequently perceived by the PSEFLT's, namely Teachers' support and abilities and school and learning facilities.

#### **4.2.1.1 Teachers' Support and Abilities**

In the major theme of the Institutional Related Challenges, the challenges most frequently experienced by the PSEFLT's in teaching practice were Teachers' Support and Abilities. The PSEFLT's felt a lack of support from the in-service teachers or supervising teachers; they were only considered ordinary PPL students, even though the Kampus Mengajar program had a vision of increasing the literacy and numeracy of children at school (Interview, U, Line 6, TSA). There was also a lack of teacher awareness regarding several programs that had to be implemented and continued by the teacher (Interview, U, Line 7, TSA). The teachers also still carried out traditional teaching activities thus, that learning was also monotonous (Interview, U, Line 2, SLF & TSA). The teachers only conveyed the material without explaining the material, and they still lacked knowledge of English (Interview, U, Line 48, TSA & SIC).

Honestly, it's kind of sad, it means they don't support us, you know, so they think we're just there for PPL, actually, here the campus teaches, the vision is to increase literacy and numeracy, but we, like those who have been overlooked, are still just ordinary students, at best It's like an internship, even though we also need support from them so that the learning is also effective. (Interview, U, Line 6)

“Yes, for example, we have created several programs that we want to continue with teachers, but Yes, it's because of a lack of...awareness, so they just don't care.” (Interview, U, line 7)

One class is missing, so the system is a rolling class and the library is not adequate and the books are not updated, so what else is there?

the challenge with this is that the teachers probably don't get enough attention, perhaps from the government around there, so the teachers are also less able to deal with students who are now like that, because they are getting old and are becoming traditional, monotonous challenges which is what they can do, and books are also a source of learning. (Interview, U, Line 2)

What a challenge! for example, for learning media like videos, we need something like that, and for looking for material we also need the internet because there is no source of learning, textbooks, and the teachers are also lacking in knowledge of English, so that's our way of dealing with it. Maybe that's it, look for that place, (Interview, U, Line 48)

Thus, regarding the challenges faced in teacher support and abilities, the PESFLT felt that there was a very lack of support from teachers for them, both in terms of learning for young learners in class, facilities, and support in their programs; the teachers did not continue the programs that had been implemented by the PSEFLT there. Moreover, the PSEFLT paid attention to the way the teachers there taught when the teacher taught English, but she just conveyed without giving explanations to the students given the fact that the learning style was still traditional and monotonous. Also, the teachers lacked understanding in learning English.

The following are documents as support or as evidence for what the PSEFLT said during the interview regarding Teachers' Support and Abilities.

Picture 4.1 Logbook (Observation Results Report) U/PI

(Document)

Results of learning process observations: 1. Curriculum used 2. Learning methods and strategies used 3. Media and learning resources used
1. 2013 Curriculum 2. The methods and strategies used at SDN Tanjungsari are the lecture method, question and answer method, discussion method, then for learning strategies using expository where the teacher has a more dominating role while students tend to accept what is conveyed by the teacher. 3. Classes 4-6 have started to utilize learning media such as power point slides and learning videos that use infocus.

Picture 4.2 Final Report U/PI (Document)

Some teachers' teaching strategies are still traditional and monotonous, so that students appear bored and uninterested in understanding further regarding the discussion of the material they are studying. Then, while carrying out these campus teaching activities, I provide several interesting learning media for students and sometimes we also collaborate with teachers in learning.

#### 4.2.1.2 School and Learning Facilities

In one of the major themes, namely Institutional Related Challenges, the second challenge that the PSEFLT's most frequently and most felt was school and learning facilities. School facilities were inadequate, such as bathrooms without water, no printer, sometimes you had to buy markers, printing had to be done outside the school (Interview, U, Line 1, SIC & SLF), the class lacked one classroom, thus it used a rolling learning system, the library lack of books. The book was not upgraded (Interview, U, Line 2, SLF & TSA).

The challenges that I faced in school Rural Area is that it is in the Regency and on top of a mountain, so the facilities are limited, starting from no internet connection and also inadequate school facilities, such as bathrooms, there are only bathrooms but there is no water because Isn't it a mountain from a mountain and then the hoses are like that, that's the main problem, and it seems like school classroom facilities are lacking, even there's no marker ink either,

printing must be done outside of school (Interview, U, Line 1)

One class is missing, so the system is a rolling class and the library is not adequate and the books are not updated, so what else is there? the challenge with this is that the teachers probably don't get enough attention, perhaps from the government around there, so the teachers are also less able to deal with students who are now like that, because they are getting old and are becoming traditional, monotonous challenges which is what they can do, and books are also a source of learning. (Interview, U, Line 2)

In terms of facilities, it was still very lacking and far from sufficient, printing materials had to be done outside the school, there was no water in the toilets, the student toilet was no longer functioning, lack of classrooms, and inadequate libraries, here are several classrooms whose floors are damaged (only based on cement). There was even a lack of class attributes like shortages of whiteboard erasers, brooms, marker ink had to be bought outside, and also some broken benches. These were facilities that were commonly used by teachers and students every day at school, but there were still difficulties and inadequacies.

The following are documents as support or as evidence for what the PSEFLT's said during the interview regarding School and Learning Facilities.

*Picture 4.3 Final Report U/P1 (Document)*

2. Facilities and infrastructure are very inadequate, such as water shortages due to springs being far away, so bathrooms are unused and neglected because there are no clean water facilities.
3. Lack of classroom facilities, so we have to take turns and have a shift system, class 1 comes in the morning and class 2 comes in the afternoon.
4. There is no library guard, so the library room is neglected and neglected.
5. There is no School Health Business (UKS) room.

Picture 4.4 Logbook (Observation Results Report) D/P2(Document)

How is the classroom environment?
The classroom environment is in good condition and neatly arranged, cleanliness is also maintained. However, there are several missing class attributes, such as markers, blackboard erasers, brooms, and several chairs that are damaged. On the other hand, there are several classrooms whose floors are damaged (the floors are not tiles but only cement).
How is the school environment?
The school environment is still a bit barren (lacking plants and trees), the environment is not fenced, the student toilet is no longer functioning (only the teacher's toilet is used), there is no small field for volleyball and/or basketball (only the ceremony field)

In the theme of Institutional Related Challenges, this was a new finding in this research, namely, there were teachers' support and abilities, school and learning facilities, and resource allocation. Apart from that, there was also slow internet connectivity and parents' support were challenges that had been mentioned in findings in previous research.

All of these things were challenges for the PSEFLT's who taught young learners in rural areas. The table below was an example of an excerpt from an interview transcript of two participants:

*A Sample Excerpt of Participant Interview Transcript*

The challenges that I faced in school Rual Area is that it is in the Regency and on top of a mountain, so the facilities are limited, starting from no internet connection and also inadequate school facilities, such as bathrooms, there are only bathrooms but there is no water because Isn't it a mountain from a mountain and then the hoses are like that, that's the main problem, and it seems like school classroom facilities are lacking, even there's no marker ink either, printing must be done outside of school (Interview, U, Line 1).

### 4.1.1 Document Analysis

In this research, the documents used were the initial report, weekly logbook, and final reports from students in the Kampus Mengajar program. Researchers collected data using two sources, namely interviews and documents. Then the researcher organizes the data by first writing down the interviews into a table, then categorizing notes or information about challenges from interview transcripts and from documents (as reinforcement) in the table. Next, researchers coded the data by identifying and listing the types of challenges, using different colors for highlights. Researchers then identify major themes and group challenges under these themes. Finally, a table was created to display the major themes and challenges contained therein, and their frequency according to the research objectives.

**Figure 4.1**

*A Sample of Document (Weekly logbook)*

Situation (Situation)
Please explain the situation that occurred in detail during the activity
One memorable experience in the 9th week was when I had the opportunity to teach 3rd grade children who still needed special guidance regarding their ability to read and recognize letters. This time, I used a laptop which introduced letters through YouTube videos that attract more attention and practice their skills by trying to compose sentences using a laptop and reading on a laptop screen (a.k.a other than a book). The children were so excited, they were previously shy about how to do it they become bolder and become quite fighting; "Miss, I'm ka", "Miss, I'll go first", "Miss, I want more", even the children who are already advanced want to join too.

**Figure 4.2**

*A Sample of Document (Final Report)*

A. Results of School Needs Analysis

To obtain information and analyze the school's needs, my friends and I conducted interviews with the school principal and made observations of the school environment for approximately 5 days to adjust the program that would be designed to what the school needed and expected. The results of the observations that my friends and I got were that our placement school had 12 teachers with 98 students divided into 6 class groups. The facilities in the form of laptops,



#### **4.1.2.1 Thematizing**

Thematization is the categorization of the collected data, this refers to the data analysis. In this study, the researcher gave themes to all participants' answers based on an analysis of what was conveyed in the answers and whether or not they were in correspondence with the theoretical framework. Next, the researcher grouped the selected themes into major themes related to the challenges experienced by the pre-service based on Kosar's (2021) and Mudra's (2018) previous study findings. However, if there was a sub-theme that was not in accordance with the Kosar and Mudra's, then it became a new sub-theme that would be included in one of the major themes that are in alignment or related to it. The themes and sub-themes can be seen in the appendix and can be seen in the table 4.2

**Table 4.2***Themes and Sub-Themes*

<b>Themes</b>	<b>Sub-Themes</b>	<b>Abbreviated Themes</b>	<b>Frequency</b>
Institutional-related Challenges	Teachers' Support and Abilities	TSA	7
	School and Learning Facilities	SLF	4
	Resource Allocation	RA	3
	Slow Internet connectivity	SIC	2
	Parents' Support	PS	1
Pre-service Teachers' Pedagogical Competencies	Classroom Management	CM	5
	Choice of Language Use	CLU	5
	Evaluation Technique	ET	3
Development of Learning Materials and Media	Teaching Aids or Media	TAM	7
	Learning Material or Resource	LMR	6
	Curriculum	C	3
Learners' Learning Characteristic	Learners' English Skills	LES	3
	Learners' Motivation	LM	2
<b>Total</b>		<b>13</b>	<b>51</b>

#### 4.1.2.2 Coding

The way to maintain evidence of data sources was to provide coding based on the identified themes. In this research, the researcher created coding, which was evidence from all data sources obtained from interviews.

Table 4.3 shows the coding system for all data sources.

**Table 4.3**

*Sample of coding and its meaning*

<b>CODING</b>	<b>MEANING</b>
Interview, U, Line 1, SIC & SLF	The datum is taken from the interview with the initial participant U in line 1 About Slow Internet Connectivity and School and Learning Facilities
Interview, U, Line 2, SLF & TSA	The datum is taken from the interview with the initial participant U in line 2 About School and Learning Facilities Teachers' Support and Abilities
Interview, U, Line 6, TSA	The datum is taken from the interview with the initial participant U in line 6 About Teachers' Support and Abilities

### **4.3 Discussion**

This section presents a discussion of the research findings. The findings showed that there were challenges faced by the PSEFLT in teaching English to young learners in rural areas during the Kampus Mengajar programs, which were divided into several themes. Moreover, the researcher discovered new challenges apart from the challenges discussed in previous research, four new challenges became sub-themes, namely School and learning facilities, Teachers' support and abilities, Resource allocation, and curriculum. Thus, there were a total of thirteen themes in reference to Mudra's (2018), which were further clustered into major themes, namely, the institutional-related challenges, Pre-service pedagogical competencies, the development of learning materials and media and learners' learning characteristic. In this discussion section, we discussed each major theme about the challenges that most frequently were perceived by the PSEFLTs participants.

#### **4.3.1 Findings**

##### **4.3.1.1 Pre-service Pedagogical Competencies**

###### **Classroom Management**

The PSEFLT found it difficult to manage time and activities at each stage because when students were given learning media, they did not want to continue to the next activity and wanted to continue playing with the media. Therefore, the PSEFLT gave repeated instructions, making it difficult for the PSEFLT to organize the class thus that it was conducive. The PSEFLT also said that when they had prepared a plan from home, but when they went to class the conditions were different, they could not be

predicted. The pre-service immediately thought to make decisions and carry out new activities quickly. This was in accordance with what was conveyed by the researcher that the PSEFLT had to be aware of the English Young Learners (EYL) current educational environment to integrate innovation and needed to be aware of anticipating future and unpredictable situations (Setyaningrum et al., 2022). All of these, was in accordance with previous research findings; the most frequent challenge was classroom management, and this researcher also mentioned that common challenges in classroom management for PSEFLT involve addressing student behavior by setting clear guidelines, encouraging student participation through a variety of teaching methods, managing time efficiently, meeting individual student needs with differentiated instruction, and maintaining an organized and effective learning environment despite limited space and resources (Ulum, 2020). However, the difference in this research is that PSEFLT did not encounter any difficulties or challenges in implementing teaching methods in the classroom.

### **Choice of Language Use**

Thus, PSEFLT had to use three languages, namely English as the language of study and Indonesian and their respective regions as the language of instruction. One of the two PSEFLT taught in the Banten area and the other in the Papua area, thus they used Sundanese and Papuan languages. PSEFLT had limited regional languages, while students had limited Indonesian, thus choosing this language became one of the challenges that was quite difficult for PSEFLT in carrying out teaching

during teaching practice. In fact, they really liked English, liked listening to it, but they did not understand at all what the PSEFLT's said, thus it had to be translated several times, because when they did not understand the language of instruction (Indonesian), and it was not translated into the regional language their enthusiasm was lower. Besides that, PSEFLT's mostly used Indonesian and overcame this by prioritizing conveying vocabulary to students, they started with basic vocabulary. This was in accordance with the previous research regarding the challenges of teaching practicum in rural schools in Indonesia, stating that as part of this challenge, the language chosen by pre-service EFL teachers as the language of instruction reduced students' enthusiasm to continue taking EFL lessons because they were unable to understand the meaning of the language (Mudra, 2018).

#### **4.3.1.2 Development of Learning Materials and Media**

##### **Teaching Aids or Media**

The PSEFLT's preparing learning aids and media was challenging, namely they had to prepare for a long time because they had to buy media or prepare materials in the city since around the school there was no shop for learning media equipment. The location of the school was quite far from the main road and urban areas. There was a lack of a projector as learning aid or media for showing learning videos, thus students were only shown on laptop. Even the PSEFLT's experience had no projector, thus it only relied on learning media and fun learning, not watching. Besides that, if students were given learning media, they also felt like continuing to play because they were too busy using learning media and did not want to go to the next activity.

They found it difficult to find effective media source references and were confused about finding learning media materials because in rural areas it was difficult to find media materials. However, they still prepared learning media, whether by shopping in the city or through online stores, thus they continued to provide the media themselves. This situation was highly in accordance with previous research regarding challenges in learning aids or media, stated that some pre-service EFL teachers brought the media themselves and used it as needed. Their learners were highly motivated to attend the EFL lessons because they believed that colorful visual aids enhanced their ability to generate ideas (Mudra, 2018).

### **Learning Material or Resources**

Thus, the challenges faced by the PSEFLTs in learning materials and resources were the lack of English material books, the lack of books in schools, and the PSEFLTs, even preparing learning materials and media they had to go to the city, to find a place where there are lots of them. Moreover, the other PSEFLTs had difficulties in finding resources because at his school there were no English learning books because it was still KTSP and the 2013 Curriculum, not yet using the independent curriculum which had English lessons. The following are documents as support or as evidence for what the PSEFLTs said during the interview regarding Learning Material or Resource.

Overall, in the development of learning materials and media, the findings in the challenges of teaching materials or resources were the absence of English books, the lack of books as learning resources, difficulty in material preparation, having to go to the city to find an internet

connection, then being prepared to download the material into a flash disk as learning material. Similarly, if there were materials that needed to be printed, they were prepared there. Similarly, with teaching aids or media, the biggest challenge was in the preparation part, namely having to go to town to buy or prepare learning media that would be used later in class. Moreover, it was difficult to buy materials to make learning media because the shops were not complete. In teaching methods, it was the same; there were no challenges in class directly, but the challenge was in preparing it. Kosar (2021) noted that the PSEFLT reported facing many challenges in preparing interesting activities during their teaching practicum. These difficulties stemmed from the major challenges PSEFLT faced in producing activities that were interesting and conducive to learning. This was very appropriate because in these three aspects learning materials or resources, teaching aids or media, and teaching methods as media and activities three found challenges in preparing them.

#### **4.3.2 Emergent Findings**

##### **4.3.2.1 Institutional Related Challenges**

###### **Teachers' Support and Abilities**

The PESFLT felt that there was a very lack of support from teachers for them, both in terms of learning for young learners in class, facilities, and support in their programs; the teachers did not continue the programs that had been implemented by the PSEFLT there. Moreover, the PSEFLT paid attention to the way the teachers there taught when the teacher taught English, but she just conveyed without giving explanations



to the students given the fact that the learning style was still traditional and monotonous. Also, the teachers lacked understanding in learning English. Thus, this was stated by the researcher that, the main problem identified in this teaching demonstration was the monotonous of the PSEFLT teaching in class, which follows a rigid structure: starting with a warm-up greeting, moving on to presenting vocabulary or sentences, doing exercises, utilizing board games for production, and ending with assignments (Chien, 2019). This is even worse than monotonous, because the teacher only delivered the material, without explaining the material. Moreover, they did not use games and activities that use media boards, etc.

### **School and Learning Facilities**

In terms of facilities, it was still very lacking and far from sufficient, printing materials had to be done outside the school, there was no water in the toilets, the student toilet was no longer functioning, lack of classrooms, and inadequate libraries, here are several classrooms whose floors are damaged (only based on cement). There was even a lack of class attributes like shortages of whiteboard erasers, brooms, marker ink had to be bought outside, and also some broken benches. These were facilities that were commonly used by teachers and students every day at school, but there were still difficulties and inadequacies.

In the theme of Institutional Related Challenges, this was a new finding in this research, namely, there were teachers' support and abilities, school and learning facilities, and resource allocation. Apart from that, there was also slow internet connectivity and parents' support were challenges

that had been mentioned in findings in previous research. Research indicated that teaching English in rural educational settings presented greater difficulties compared to rural areas, attributed to factors such as the state of English language acquisition, primary educational curriculum, a shortage of qualified English teachers, and the socioeconomic circumstances of students (Pramestri et al., 2022). Among these challenges is a shortage of qualified English teachers, this is in line with the findings of the most common challenge experienced by the PSEFLT in rural areas, that the lack of qualified English teachers is a challenge. The findings from this theme, indicate a lack of support from teachers, including towards the PSEFLT, the pre-service programs, and their students. Teaching methods are still monotonous and very traditional, and teachers' English language skills are also lacking. Moreover, at school there are no English teachers, thus they also act as homeroom teachers and also teach English lessons.

Overall, this research used two categorization especially Kosar's (2021) and Mudra's (2018) as guideline and reference point. First, Kosar (2021) mentions that PSEFLT state they face many difficulties in preparing interesting activities when conducting teaching practicum. The main reason behind these difficulties is the magnitude of the challenge that PSEFLT faces in producing engaging and conducive activities. This categorization was a reference for asking what challenges experienced by PSEFLT when teaching English to young students in limited facilities schools in rural areas, also to ask what they faced when trying to provide interesting or conducive activities. Second, Mudra's (2018) that underscored the challenges experienced by the pre-service EFL teachers teaching in rural areas; There were classroom management, learning materials or resources,

teaching aids or media, teaching methods, learners' English skills, choice of language use, slow internet connectivity, learners' motivation, evaluation techniques, and parents' support. According to Mudra's (2018) categorization, this research used as a reference for inquiries regarding PSEFLT's to validate and prove the category. There were ten challenges, all of the challenges were proven except for one which was not proven, namely teaching methods. The PSEFLT's did not experience difficulties in direct classroom teaching methods. Starting from classroom management, learning materials or resources, teaching aids or media, learners' English skills, choice of language use, slow internet connectivity, learners' motivation, evaluation techniques, and parents' support, all of them are proven to have challenges in their respective fields. The PSEFLT's experience these difficulties, the nine difficulties that exist in this theory.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

The PSEFLT's who carried out Kampus Mengajar programs in English classes for young learners in rural areas, faced more challenges while teaching there. This research used two categorization especially Kosar's (2021) and Mudra's (2018) as a guideline. The research indicated that the challenges experienced by the PSEFLT's teaching in rural areas included classroom management, learning materials or resources, teaching aids or media, teaching methods, learners' English skills, choice of language use, slow internet connectivity, learners' motivation, evaluation techniques, and parents' support. Ten challenges were identified in Mudra's (2018), with nine proven to be experienced by the PSEFLT's when teaching English to young learners in rural areas. However, one challenge, namely teaching methods, was not proven to be experienced by the PSEFLT's.

There were four new challenges discovered in this research, especially, school and learning facilities, teachers' support and abilities, resource allocation, and curriculum. Therefore, there were 13 challenges experienced by the PSEFLT's. The overall challenges were divided into four major themes, namely: (1) Institutional Related Challenges: teachers' support and abilities, school and learning facilities, resource allocation, slow internet connectivity, and parents' support. However, the most frequently experienced challenges in this major theme were

teachers' support and abilities, and school and learning facilities. (2) Pre-service Pedagogical Competencies: classroom management, choice of language use, and evaluation technique. The most frequently experienced challenges in this theme were classroom management and choice of language use. (3) Development of Learning Materials and Media: teaching aids or media, learning materials or resources, and curriculum. The most frequently experienced challenges in this theme were teaching aids or media, and learning materials or resources. (4) Learners' English Characteristics: learners' English skills and learners' motivation.

This research identified two main findings. First, four challenges were identified, categorized into two major themes: pre-service pedagogical competencies (classroom management and language use choices) and the development of learning materials and media (teaching aids or media, and learning materials or resources). Second, the emergent findings reveal two additional challenges, grouped under one major theme of institutional related challenges (teachers' support and abilities, and school and learning facilities). Some of these challenges trained the PSEFLT's in their teaching experience, providing meaningful experience and equipping them to face difficulties when teaching English to children in rural areas.

## **5.2 Suggestion**

Based on the findings of this research, the researcher would like to convey several suggestions to improve further research regarding teaching practice. First, one important consideration for universities is the provision of space or additional training for Pre-service teachers, especially those who wish to join the Teaching

Campus. Given that most schools in rural areas have limited facilities, Pre-service teachers must receive special training to be able to engage effectively in this program. Second, in this research, the author found four new challenges, namely four challenges faced by the PSEFLT's in teaching English to young learners in rural areas. In this case, it is recommended for future researchers to conduct research on these four challenges. Third, this research hopes that this research will provide insight into what challenges are faced when practicing teaching English to young learners, especially in rural areas, and can become material for discussion in teaching English to young learner classes.

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## APPENDICES

### Appendix 1

**Table of Themes and Sub-themes**

<b>Themes</b>	<b>Sub-Themes</b>	<b>Abbreviated Themes</b>	<b>Frequency</b>
Institutional Related Challenges	Teachers' Support and Abilities	TSA	7
	School and Learning Facilities	SLF	4
	Resource Allocation	RA	3
	Slow Internet connectivity	SIC	2
	Parents' Support	PS	1
Pre-service Pedagogical Competencies	Classroom Management	CM	5
	Choice of Language Use	CLU	5
	Evaluation Technique	ET	3
Development of Learning Materials and Media	Teaching Aids or Media	TAM	7
	Learning Material or Resource	LMR	6
	Curriculum	C	3
Learners' Learning Characteristic	Learners' English Skills	LES	3
	Learners' Motivation	LM	2
<b>Total</b>		<b>13</b>	<b>51</b>

## Appendix 2

### Table of Coding and its Meaning

<b>CODING</b>	<b>MEANING</b>
Interview, U, Line 1, SIC & SLF	The datum is taken from the interview with the initial participant U in line 1 About Slow Internet Connectivity and School and Learning Facilities
Interview, U, Line 2, SLF & TSA	The datum is taken from the interview with the initial participant U in line 2 About School and Learning Facilities Teachers' Support and Abilities
Interview, U, Line 6, TSA	The datum is taken from the interview with the initial participant U in line 6 About Teachers' Support and Abilities
Interview, U, Line 7, TSA	The datum is taken from the interview with the initial participant U in line 7 About Teachers' Support and Abilities
Interview, U, Line 19, TAM	The datum is taken from the interview with the initial participant U in line 19 About teaching Aids or Media
Interview, U, Line 22, LMR & TSA	The datum is taken from the interview with the initial participant U in line 22 About Learning Material or Resource and Teachers' Support and Abilities
Interview, U, Line 25, LMR	The datum is taken from the interview with the initial participant U in line 25 About Learning Material or Resource
Interview, U, Line 26, LMR	The datum is taken from the interview with the initial participant U in line 26 About Learning Material or Resource
Interview, U, Line 29, TAM	The datum is taken from the interview with the initial participant U in line 29 About Teaching Aids or Media
Interview, U, Line 31, TAM	The datum is taken from the interview with the initial participant U in line 31 About Teaching Aids or Media
Interview, U, Line 37, CLU	The datum is taken from the interview with the initial participant U in line 37 About Choice of Language Use

Interview, U, Line 45, CLU	The datum is taken from the interview with the initial participant U in line 45 About Choice of Language Use
Interview, U, Line 48, TSA & SIC	The datum is taken from the interview with the initial participant U in line 48 About Teachers' Support and Abilities and Slow Internet Connectivity
Interview, D, Line 2, CLU	The datum is taken from the interview with the initial participant D in line 2 About Choice of Language Use
Interview, D, Line 8, LMR	The datum is taken from the interview with the initial participant D in line 8 About Learning Material or Resource
Interview, D, Line 23, CM	The datum is taken from the interview with the initial participant D in line 23 About Classroom Management
Interview, D, Line 28, CM	The datum is taken from the interview with the initial participant D in line 28 About Classroom Management
Interview, D, Line 32, CM	The datum is taken from the interview with the initial participant D in line 32 About Classroom Management
Interview, D, Line 34, LMR	The datum is taken from the interview with the initial participant D in line 34 About Learning Material or Resource
Interview, D, Line 36, TAM	The datum is taken from the interview with the initial participant D in line 36 About Teaching Aids or Media
Interview, D, Line 38, TAM	The datum is taken from the interview with the initial participant D in line 38 About Teaching Aids or Media
Interview, D, Line 39, TAM	The datum is taken from the interview with the initial participant D in line 39 About Teaching Aids or Media
Interview, D, Line 48, CLU	The datum is taken from the interview with the initial participant D in line 48 About Choice of Language Use

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<b>Total</b>	<b>19</b>
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### Appendix 3

#### Interview Transcript

#### COLOR CODE

Classroom Management (CM)	Teaching Aids or Media (TAM)
Evaluation Technique (ET)	Teaching Methods (-)
Learners' English Skills (LES)	Choice of Language Use (CLU)
Learners' Motivation (LM)	Curriculum (C)
Parents' Support (PS)	Slow Internet Connectivity (SIC)
Teachers Support and Abilities (TSA)	School and Learning Facilities (SLF)
Learning Material or Resource LMR)	Resource Allocation (RA)

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## Transcription 1

**Participant : U (Student 1)**

**Time : 12.30 – 13.10**

**Date : Friday, 26<sup>th</sup> of January, 2024**

**Place : Palagan, Sleman**

**I : Interviewer**

**P 1 : Participant 1**

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Subject	Lines	Transcription	Themes
I		<b>1. What challenges did you face when teaching English to young learners at an under-facilitated school in rural areas?</b>	
P1	1	The challenges that I faced in school Rual Area is that it is in the Regency and on top of a mountain, so the facilities are limited, starting from <b>no internet connection</b> and also inadequate school facilities, such as <b>bathrooms, there are only bathrooms but there is no water</b> because Isn't it a mountain from a mountain and then the hoses are like that, that's the main problem, and it seems like <b>school classroom facilities are lacking, even there's no marker ink either, printing must be done outside of school</b>	No internet connection (SIC)  Inadequate toilets (SLF)  Lack of classroom (SLF)
I		How many classes are there?	
P1	2	One class is missing, so the system is a rolling class and the <b>library is not adequate</b> and the books are not updated, so what else is there? the challenge with this is that the teachers probably don't get enough attention, perhaps from the government around there, so the teachers are also less able to deal with students who are now like that, because they are getting old and are <b>becoming traditional, monotonous</b> challenges which is what they can do, and books are also a source of learning	Inadequate library (SLF)  Traditional teaching (TSA)  Monotonous teaching (TSA)
I		But how many teachers are there? according to class or not?	

P1	3	There are also lack of teachers, there are only 8 of them, so we as university students teach very often, because maybe there is a lack of attention from the government, so what happens, there are lack of teachers, and there are also no English teachers, so what Entering the English class is the class teacher	No English teacher (RA)
I		So, the class teacher must be able to cover all subjects?	Lack of teachers (RA)
P1	4	Yes, it is true	
I		Is that 8 with the principal?	
P1	5	Those 8 include the principal	
I		So, how do you feel about that, about that kind of challenge that you found?	
P1	6	Honestly, it's kind of sad, it means they don't really support us, you know, so they think we're just there for PPL, actually, here the campus teaches, the vision is to increase literacy and numeracy, but we, like those who have been overlooked, are still just ordinary students, at best It's like an internship, even though we also need support from them so that the learning is also effective	Lack of teachers' support for pre-service (TSA)
I		And it's interesting and maybe other support can really support KM, right?	
P1	7	Yes, for example, we have created several programs that we want to continue with teachers, but Yes, it's because of a lack of...awareness, so they just don't care	Lack of teachers' awareness about the programs (TSA)
I		How do you overcome such difficulties?	

- P1 8 If the difficulties are probably due to a lack of facilities, we usually have 4 people, but one person has a house near there, so one person is relied on, for example looking for materials or something, because of the lack of that, it's like for one person, we also use it to provide adequate facilities. like props and so on for classes like cardboard, what do we need so someone can help
- I Does that mean you prepared it yourself?
- P1 9 Yes, it's all about the facilities, the internet, whether we depend on it or not, like those who come home every week and for example we put the material on a flash disk
- I Where does that mean go home?
- P1 10 Going home, it's a long way, like for example on Friday afternoon we go home until Sunday
- I So, you guys live near the school?
- P1 11 Yes, we live in a resident's house
- I Does that mean it's one of those things when you go home? or to each other's homes?
- P1 12 Actually, I can still go home, even if it's a long way, I have to use the train, oh yes, you can also use the train and car, yes, there are also those whose homes are still in that city, right, that city district, yes, sometimes that's the case, so we just use it, how do we do it, for example, download it? videos or book material like that, you know, in English
- I Have you ever gone to town to prepare the material?



P1 13 Yes, there's a weekly report in the teaching Dictionary. We have difficulty uploading it so we have to go to town to upload it, so you guys, like a month, there's a meeting like that, you know, a meeting because we're all looking for materials like that, yeah, while it's like, actually, it's not a lesson plan, that's all. just prepare it, just prepare the ingredients, the ingredients because there's a shortage of them

**2. What challenges did you face when attempting to provide interesting or conducive activities?**

P1 14 I'm like Create fun learning activities to focus on how many classes does the Independent Curriculum have? 1 or 4, right? I focus on that class which is in English and I make other classes like extra-curricular activities before class time in the morning, which means that **only those 2 classes are in English, basically those 2 classes are the independent curriculum**, 2 classes and even then I had difficulty because the source of learning did not have an independent curriculum, I was told to have an independent curriculum, meaning there was already an independent curriculum but that's what had to be conveyed, you know?

Only two classes use the independent curriculum (C)

I Does that mean there's no book either?

P1	15	<p>Yes, I did not have the book either, so I asked the class teacher and usually "what do you use, ma'am, if you're learning English like this, for example?" then the answer was just from Google, she said something like that and yes, as usual, right before I started learning, I was like, what are you doing, first observing how the teacher is like that and then just conveying that...just conveying the material with no explanation, so the kids- What are the children like? Yes, some of them listen, some of them don't, and it seems like they've just registered their school for the independent curriculum, so it's like they haven't fully entered it, you know, so at that time the UTS and UAS did not have any questions about English, right? I've already provided language material. In English, the children ask why is this the UTS, the UAS doesn't have English in it, it turns out you just registered but haven't fully entered it, then what are the interesting activities for? I might use some fun learning methods like using snacks and ladders, we also bought them ourselves</p>	<p>No English learning books (LMR)</p> <p>The teacher delivers material without explanation (TSA)</p>
I	Is it bought or made?		
P1	16	<p>There's the cash, yes, cause no learning aids or media at school, I bought it from e-commerce, yes, also bought flashcards, what's more, there seems to be a lot of materials like that, and there are those who use the words mix and match, like some activities like that, yes, they also I like that, especially snacks and ladders, in my opinion, that's what makes them have high levels of high level of interest, oh yes, that's the way English is, so whatever I want, it's just English, that's the same as Vira, that's it</p>	<p>No learning aids and media (SLF)</p>
I	So, for activities that are conducive, what are your challenges in activities that are conducive?		

- P1 17 Oh, maybe it's less conducive, right? The focus is on the lower classes and the upper classes, 1 and 4, in the lower classes it's less conducive because, yes, elementary school children play around like that, they can't do it, and I also have the same problem, right? Their mother tongue is first language. it's Sundanese, well, it's really hard for me to say it, they keep being like oh, how is this Sundanese, is it already in Indonesian, don't understand whether it has to be in Sundanese, it's a challenge, it's like 3 languages, what's more, what's more for upper classes? It's already conducive that they are starting to understand and can follow the learning according to the flow
- I This means that the challenge of making the class conducive is because there are 3 languages, so the addition is Sundanese?
- P1 18 Yes, they don't understand Indonesian, but they understand a little, it's just a bit mixed
- I Well, what's interesting is fun learning with all kinds of things. Is that a challenge for you? Is there a challenge to prepare and so on?
- P1 19 Actually, the challenge is in preparing it, yes, in the class, Alhamdulillah because they seem interested in that media, because previously with their teacher, the learning was traditional monotonous, so when they were introduced to various media, like watching videos, even though those who did not use it, they did not use focus. they're still like wow, so happy, so excited, for example, in preparing it, because for example, to make flashcards, we have to print them first down (to the city), you know, and it's a long way to prepare the tools
- I A long way to prepare learning media (TAM)
- I Have you ever bought from Shopee?

P1 20 Yes, I have, the snacks and ladders and longtime means yes, that's also like when do we want to use it?

I How do you resolve/overcome difficulties like yours?

P1 21 Yes, it really is teamwork because for example, if the focus is on English, yes, but my friends don't help either, even though they are just working together, for example, there are those who need activities, sometimes they are helped by friends, for example those who teach lower classes, that is. They're still in the lower class, just the basics, so they can do it too

I **3. How did you manage your class?**

P1 22 I think the students can still be emphasized, but if for example they are playing, it's already fun, you know, they also understand that, for example, if there is time to play, there is time to study, they really understand it, for problems like motivation to study and so on, they are good, but not enough. The support is like the facilities start from the learning and then the books are lacking, actually they are quite qualified to take part in the learning but unfortunately there is a lack of support

Lack of books facilities (LMR)

Lack of learnings' support (TSA)

I So that means you can still use instructions like that, right?

P1 23 You can still really give instructions because those who want to learn like that can follow along

I How do you interpret the difficulty like that? interpret your difficulties in managing your class?

P1 24 For evaluation learning, for example like in this class I did this oh apparently they can't do it, in the future I have to be like this, make it an evaluation because every week there is also a learning report, right, so yes, we can improve that.

I **4. How did you prepare learning materials or resource?**

P1 25 Yes, that's right, it's like relying on each other, that's what it means, like at home/go to town trying to find materials, you have to prepare them from A to Z. Have to go to town (LMR)

I Does that mean? that has to be inserted into the flash disk, right?

P1 26 Yes, those who collect them are downloaded, things like videos like that are downloaded on a flash disk, the flashcard files are prepared, then all you have to do is print them out and just cut them out. Download the materials and put it on a flash disk (LMR)

I So, the difficulty is really in preparing the material, right?

P1 27 Yes, preparing materials

I **5. What challenges did you face when using or preparing teaching aids or media?**

P1 28 Yes, like media flashcards, yes, it's just the same

I Does that mean you prepared both the material and the flashcards long before the lesson?

P1 29 Yes, that's the case, because like that week someone will definitely come home, so it's like asking for help to look for this, look for this, we'll divide it up, you know, then you will really prepare this material, so Have to go to town (TAM)

before the lesson starts, we'll write first what you need, so you have to prepared

I OK, what were you using?

P1 30 Snacks and ladders, flashcards, letters from paper, mix and match but still just use a board, continue like videos from YouTube, for example vocabulary about fruits

I But you don't use projector because you don't have one?

P1 31 Actually there is, but other classes are also using it because of limitations, so we only have speakers so we use speakers Lack of projector (TAM)

I But laptop means small, right?

P1 32 Yes, those who move forward, because there are also fewer students, are more capable

I Approximately how many?

P1 33 The focus was that I was in grade 4 and grade 1, in grade 4 there were only 8 students, in grade 1 there were quite a lot, that's why we used flashcards a lot.

I Oh yeah okay, so how do you interpret difficulties like that? The difficulties you faced when preparing media tools. How do you define difficulties?

P1 34 Interpret it as enthusiasm you know, what else should they look for, what other media, I guess, they're excited, they're not bored because they're waiting for what else besides flashcard games, they're waiting for that, so they're enthusiastic about learning. So I'm excited to find out what's new in the next game, and then sometimes when learning English, I ask the teacher for help too, you know, because the teacher is the one who has like a lesson plan, right, so I ask "What will the class 4 material be about, ma'am?" So I'll prepare it like that because there's a lesson plan, but I wasn't given it at that time, I just asked what it was about at that time, for example transportation or clocks, later I'll find out what media is suitable for this material.

I Is it an English teacher or homeroom teacher?

P1 35 Homeroom teacher

I **6. What challenges did you find in teaching methods?**

P1 36 It's like fun learning, the fun learning games are there, and the material is there, first explaining, if for example they don't seem enthusiastic, then games continue to come in, sometimes using media like that to help with the material, what are the challenges... yeah, that's all in preparing it.

I Is there a challenge in the class?

- |    |    |  |   |
|----|----|--|---|
| P1 | 37 | <p>In the class, yes, there is a language limitation, because I don't understand Sundanese, sometimes they speak Sundanese, but they don't understand English, then they translate into Indonesian, yes, they understand, only sometimes they talk to me like that.</p> <p>because their first language is Sundanese, right? If, for example, when learning English, it is translated into Indonesian, yes, they understand and then they can apply it, that's all, maybe the problem is when they speak it, then it's like the pronunciation is Sundanese, yes, yes, you know that too.</p> | <p>Learners' Indonesian language limitation (CLU)</p> <p>Pre-service regional language limitation (CLU)</p> |
| I  |    | <p>OK, how do you interpret the difficulties you find in that learning method?</p>   |   |
| P1 | 38 | <p>They're limited in language, right? I'm trying to do this, like how to find a way, for example, so I'm thinking about using a PPT like that, right? If, for example, I'm explaining emotions, for example, it has pictures so they can understand easily, so maybe I'll deal with it like I use pictures so they can imagine that</p>   |   |
| I  |    | <p>OK, so find a way to make them understand, okay?</p>  |   |
| P1 | 39 | <p>Yes, find a way to make them understand, like, some of my friends are also Sundanese, so sometimes they come with me to help handle the class.</p>  |   |
| I  |    | <p>So that motivates you too, doesn't it?</p>  |   |
| P1 | 40 | <p>Yes</p>   |   |

**7. What are the challenges in learners' English skills?**



- P1 41 Actually, if you are an English learner, some of the skills are those who like English and are already good at it, oh, their vocabulary is also good, there are already a lot of them, **but mostly there are still low ones, some are lagging behind**, but those who already know a lot of vocabulary are like my trigger was, oh, that kind of enthusiasm means that other people can do it too, even though they are in rural areas, actually, we also need support from parents too, I found people like these learners who are already qualified like that, it turns out that it comes from support from parents too...
- I Yes, that means in general their skills are lacking, but there are some things like that, right?
- P1 42 Less, but there are some, so it's like, yes, you can say it's all low or not
- I That means, for example, if you follow English, you can, but the way you convey them might be difficult, right?
- P1 43 How do you get Indonesian into their environment? That's what they already understand, so just the basics, that's easy to find.
- I **8. What are the challenges in the choice of languages?**
- P1 44 Sundanese language that I shared with you earlier
- I So, your use of language in class is three languages?
- P1 45 Yes, **I used of language in class in three languages**, but it's very rare for Sundanese
- I But mostly English or Indonesian?
- Most students in low levels (LES)
- Use three languages (CLU)

P1 46 Mostly I teach Indonesian, because the explanation is in Indonesian, right? So, for example, in English, I would focus more on their vocabulary first. Because they lack vocabulary, right? So how do they want to go into difficult English material? If for example their vocabulary is lacking, so starting from basic vocabulary

I How do you interpret difficulties like that? Language Difficulty? Yes, that's because it's normal for them to be Sundanese, right?

P1 47 It's normal for Sundanese people because their mothers also speak Sundanese to them and in rural areas, yes, rural, but they understand Indonesian, that's all, like the vocab, maybe the Indonesian vocab, like what is this? So yes, it takes effort

I **9. What challenges did you find in internet connectivity?**

P1	48	What a challenge in internet connectivity! for example, for learning media like videos, we need something like that, and for looking for material we also need the internet because there is no source of learning, textbooks, and the teachers are also lacking in knowledge of English, so that's our way of dealing with it. Maybe that's it, look for that place,	Lack of teacher's English knowledge (TSA)
			Have to find a place to connection (SIC)

I So, how do you interpret the challenges?

P1 49 It's just that this way of meaning is kind of sad, you know. That's why in the final report there are suggestions and what are they? Basically, there are criticisms and suggestions like that, you know. So, like I wrote there, the government is asking for more attention, you know. It's like the teachers are having difficulties with school administration, everything is really difficult. Moreover, it seems like there were those who during the AKM (Asesmen Kompetensi Minimum) class exam yesterday, right there and then we also had difficulties. I mean, actually there is internet, it's just like it's really limited, you know

I Because on the internet we can't talk about anything, so it seems like it's more up to the government, right?

P1 50 The government is quite capable of handling the times

### 10. What challenges did you find in learner's motivation?

P1 51 Actually the learner's motivation to study is already good, in my opinion, it's just that we don't have enough support, **there's not enough support from teachers,** from the government perhaps, the motivation to study is already quite good.

Lack of teachers support (LM)

I So, it's less like that for them too, right? Because of the lack of support, even though the motivation is already there, right?

P1 52 Yes!

I How do you interpret that?

P1 53 The difficulty seems to be more towards the teachers, like come on, I think it's quite advanced now, because yesterday I saw that there were teacher trainings, well that's what I need, well, yes, the teachers should need training like that. to support them in their learning in class. So yesterday they looked at us like oh well that's all, so it's sad, actually we don't get enough attention, like what is this, what can the students actually do in our class, it's like they're really trying? like how do students not get bored in class, well now maybe when teachers have training like that they will understand, right?

I When is that training?

P1 54 Now I see that the teachers are already there, which means there is an evaluation, because yesterday when there was a change of principal, yes, there was a new policy too, then when I was away from teaching I was also visited by the officer of the teaching campus, so maybe That's an evaluation, you know? Yes, maybe that's it, Alhamdulillah..

I Whether after you are there or while you are still there?

P1 55 While I was still there, the end was like an evaluation group

### **11. What challenges did you find in evaluation techniques?**

P1 56 Maybe I should be evaluating techniques in class from the start, like giving a pre-test, post-test so I know where the student's level actually, is right? If it's like this, maybe it won't be visible, so that's what I should be doing. Then, for example, in learning what might it be?

- I For example, after studying there is a technical evaluation or once a week or something like that?
- P1 57 Actually, we are the ones at the teaching campus who are teaching technical evaluations because there is a DPL, right? Well, that's a joint evaluation there.
- I Are there any challenges in evaluating it?
- P1 58 The challenges may be like those from earlier, there are deficiencies like that. So, we seem to be less than optimal, for example in learning, in terms of learning materials, you know.
- I That means the challenge is more about the content of the evaluation, right?
- P1 59 Yes, in the challenge is in the content of the evaluation
- I Where do you usually carry out evaluation techniques?
- P1 60 Because we live together, so actually after teaching we can also do an evaluation later in this class, they are like this, the average characterization of the students is like this, so let's discuss it together so that in the future Oh it's like this you know how to deal with this student, this student like that
- I OK, that means the evaluation is the KM itself. Well, there is no evaluation in class for each lesson, but there is an evaluation technique that you love, namely the pre-test and post-test, which you should be aware of, it should be the same at the start. He doesn't exist but that doesn't happen, right?

P1	61	<p>It did not happen, because it wasn't enough or something like that?... because there was a lack of preparation at the beginning, also because I did not expect it to be like this, oh not enough, oh there are no English teachers either so there's no one to support it, it's hard to understand the teachers there.</p>	<p>Lack of preparation at the beginning (ET)</p> <p>No evaluation in class (ET)</p>
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I		<p>How do you interpret the difficulty in the evaluation technique mentioned above? The difficulty?</p>
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P1	62	<p>If the difficulty that was evaluated earlier is beyond my ability, for example from the internet or something</p>
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I		<p>What about the class?</p>
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P1	63	<p>This is the meaning, maybe it can be used as a lesson for the future, if for example I am given another opportunity to teach to find out the level of English so it should be like this</p>
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**12. What challenges did you find in parents' support?**

P1	64	<p>I live with local residents, so coincidentally this parent supports me in learning English, for example, like a chair, what is the English word for? And like Arabic, it also depends on the parents</p>
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I		<p>When it comes to children, does he support them? In his education for her children</p>
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P1	65	<p>Yes, there is support, there is hope like that, but not all parents are like that because last time I also met like mothers. Thank you, sis, for teaching because I only went to school until middle school or</p>
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something like that. So, I can't teach. my child reads, like this

I So, they actually support it, right?

P1 66 They actually support them. There is hope for their children, to be better than them

I Have you ever had a meeting with your parents like that?

P1 67 No

I But indirectly, what you observe one by one, does that mean they actually support it?

P1 68 Actually, they are supportive, but they are confused about what to do, because they themselves lack experience there, their educational background is lacking, so it's like when we are students, they place their hopes on us. Supportive but confused what to do (PS)

I OK, so how do you interpret something like that? Such parental support

P1 69 Honestly, I'm touched, even though they are in a situation like that because they lack facilities, they are still optimistic about encouraging their children like that, because that's an elementary school next to a kindergarten, so it's PAUD. So, PAUD, they still send their children to PAUD like that, you know, even though they can't yet read, still be sent to elementary school. So, they have hopes like that for their children, which means they are still literate, still aware of education. That's what makes me even more enthusiastic about teaching

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## Transcription 2

**Participant : D (Student 2)**

**Time : 11.30 – 12.00**

**Date : Friday, 26<sup>th</sup> of January,**

**2024Place : Palagan, Sleman**

**I : Interviewer**

**P 2 : Participant 2**

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Subject	Lines	Transcription	Themes
I		<b>1. What challenges did you face when teaching English to young learners at an under-facilitated school in rural areas?</b>	
P2	1	OK, maybe the first is because children don't learn English at school because they still use the KTSP curriculum and the 2013 Curriculum. So, when teaching English you really have to start from the basics, then the second is about facilities, maybe It's still difficult for me to try to bring a laptop and show videos like visual material. It's still difficult for me to bring it to class, because there's no projector at school, but I have a laptop, the internet is also smooth, just because there's no focus, so it's difficult to invite children who are considered a lot of this is for visual material	No English lessons (C)  Still used the 2013 curriculum (C)  No projector facilities (TAM)
I		Does that mean the facilities and curriculum in general are like that? Are there any other challenges that are appropriate in rural areas?	



- P2 2 Oh yes, one more thing, maybe because they are in the countryside, so I really have to make sure the English I bring is the same as their everyday language, like the term English is quite new for them, so when I speak English there may be some who laugh or they just feel funny. Not forced to mock, but they just feel funny, but on the other hand, they look excited. In fact, several times they asked me to "just miss out on English, don't translate it into Indonesian", then I was like "Do you really understand?" That's all I try to do, okay, they really like listening to English so I try to speak English but I still use Indonesian.
- I If you do full English they still can't understand what it means, right?
- P2 3 Yes, they can't
- I That's just what they want, right?
- P2 4 Yes, they just want to hear
- I How do you feel about that?
- P2 5 In my opinion, this is a very interesting thing because outside of my mind it seems like children are not that interested in English, they still feel taboo about English, they still like to laugh at English, but it turns out that at the school where I teach, How come it's so different? How come they are actually really, really excited about English?
- I With the problems you faced earlier, including in terms of curriculum, in terms of facilities, and in terms of the children, right?
- P2 6 Can I add more?
- I Yes, you can!
- English is new to them (CLU)

- P2 7 The source of learning from books is not adequate
- I Oh yeah, so what do you do then?
- P2 8 What's right is that I'm in a different library, actually there are one or two. I found an English book but it's not English material. But it's like a book, you know, like books? Yes, only the writing is in English, but there's no English material. Oh yeah understand
- I Does that mean you're from there?
- P2 9 No, no, I have my own materials, prepare them from home
- I Because they are still basic, right? Like, for example, alphabets, colors like that, maybe?
- P2 10 Yes, that's right, that's all
- I OK, does that mean they haven't gotten to the point of injecting the curriculum book yet?
- P2 11 Not yet, package books like that, Oh actually, that was the first challenge
- I OK, well, that was it, I forgot to ask. So that means all the challenges are in what class?
- P2 12 I taught it yesterday, I taught class 1 too, I taught class 3-4 too, I think all the classes had enough time, but not only class 6.
- I Oh, 6 that you did not get? does that mean 1-5?
- P2 13 Yes, because in class 6 they are preparing for exams so we are limited
- No English learning book (LMR)

- I OK, that means from 1-5 that's enough, but this isn't English learning, but is it your program?
- P2 14 Yes
- I So they study, you make a schedule and then they are free from grade 1 to grade 5 or how?
- P2 15 So, the concept is like, basically from class 1 to 5 the material is the same, not like a textbook like this for class 5, not like that
- I So the material is the same for all of you, basic English, right? And where is the place? Does that mean what kind of extracurriculars are included?
- P2 16 I'm not involved in extracurriculars, it's just like, I don't have a program but it's like I just go to class
- I To a class?
- P2 17 So, for example, there was one time today where I combined 3 and 4 into one and then I taught English.
- I And, well, you entered like that, for example, with the existing schedule, there were no English lessons. So you entered and made your own schedule based on discussions with the school, or what?
- P2 18 Well, previously we had a schedule, right? Like for example, one week, which days were in English, but it turned out that according to the conditions we couldn't fit the schedule, so it was like some of the teachers weren't there so I had to come in, just like that, based on just condition
- I So, with all these challenges, how did you overcome them?

P2	19	When it comes to sources of learning, I prepared the material from home, and when it comes to what it's called. Regarding the children, I try to just bring them to enjoy it. So the material is really basic, but at school we have things like tools, what are they called? aids	A long way to prepare learning media (TAM)
I		Teaching aids?	
P2	20	So it's like, let's just use what I have or not, I'll make it from home like that	
I		For example, what is a teaching aid?	
P2	21	It's like there's this card, there's fruit and it says Apple. Then there's the little dice, right, then I tell Apple to try how to arrange it A-P-P-L-E	
I		Little dice with letters?	
P2	22	Yes, the little dice with the letters	
I		<b>2. What challenges did you face when attempting to provide interesting or conductive activities?</b>	
P2	23	OK, because these are young learners, so it seems like their desire to play is really big. So it's like once they're given learning aids or media, they just want to keep playing. So that's what makes it hard for me to control. That's it.	Difficult to control each stage (CM)
I		Making stages is difficult, isn't it?	
P2	24	Yes, for example, the time has run out, but they still want to keep playing. That's the most challenging thing	Student want to keep playing (CM)
I		OK, if you provide an interesting activity, is there a challenge?	

- P2 25 So far they can follow, I often make this concept like a quiz group competition. So it's like this, fight this, fight this
- I So it's like they're always interested?
- P2 26 Always excited. me miss, me miss, yes even though the answer is wrong, yes they are trying their best
- I It looks like they are very enthusiastic, okay. With them like that, what do you feel?
- P2 27 I felt, wow, it turns out that their motivation is high, their level of interest in English is really high. Yes, basically it's like Miss, "if you've finished college, please come back here, OK?" So that's English. So it's until like that, right?
- I Continuing with the previous one, trying to be conducive to this, okay?
- P2 28 This one, the kids want to play a lot. Oh yes, they want to play a lot. So arranging the room to make it conducive is a bit difficult. Difficult to arrange class to be conducive (CM)
- I So how did you deal with that? OK, just one activity or what?
- P2 29 I still give them time to, okay, okay, finish this first, like that. But after that, it's like, okay, that's it, let's move on to the next activity. Just like that, it's like giving. What's it called?
- I Any more instructions?
- P2 30 More instructions, then if they still want to play, give them more time More instructions (CM)
- I **3. How did you manage your class?**

P2 31 I usually because it's English, I want to try to make the class fun, so it's like because maybe, I think it's a bit difficult for them to be alone, so I mostly make groups, so I'm because I see the students' abilities So I'm like this I can't do it alone, so I try to always make groups like that so that they can also follow the instructions that I give them better, they can follow the learning model that I give them, they can answer questions like that, usually to test their respective abilities. I use methods that are like quiz group competitions, so who raises their hand, who raises their hand, just like that?

I Yes, how did you interpret that difficulty?

P2 32 I interpret it as something that actually trains me, it turns out that each child has their own abilities and it turns out that in reality there are more things that we have, for example, like we have a plan for learning from home and that's right until school. like this. Yes, cannot be predicted, we really have to rack our brains quickly. What do we do? take action straight away

Unpredictable behaviour (CM)

I So it's more about the benefits to you, right?

P2 33 The benefit is that we train ourselves to be able to manage the class well

I **4. How did you prepare learning material or resource?**

P2	34	The way I prepare at home is like I'm not making a lesson plan but like I'm just giving a to do list like that, I'm making this, I'm making this, then the second time I'm making this like that. Like for example, the first time I have to give the material first, then the next one. Secondly, I'll just give them a quiz or whatever. <b>The material, maybe I'm lacking sources of learning too, so it's like I'm confused,</b> oh, where did I get this material from? How do I arrange it? That's actually the most difficult for me. So it's like, okay, I'm just preparing, for example, this vocabulary, vocabulary about numbers, what kind of animals, like that, and every time I enter class I always teach them how to introduce or how to greet people like that. Hello, good morning, and that's it. really had an impact So I just taught it once the next day I was shocked, I got off the motorbike Hello miss, good morning I was shocked This is true, they can be like that, wow	Lack of learning material (LMR)
I		So, she just put it into practice, right?	
P2	35	Yes, practice straight away	
I		<b>5. What challenges did you face when using or preparing the teaching aids or media?</b>	
P2	36	When it comes to learning media, <b>it's difficult for me to prepare reference sources</b>	Difficult prepare learning media references sources (TAM)
I		What about the teaching aids or props?	
P2	37	If the teaching aid Alhamdulillah...	
I		That's what already exists, right?	

P2	38	Yes, the teaching aids or props are already in school so they are easy to bring to class, but perhaps the challenge is because children like to play, so they want to play more and more.	Student want to play continuously (TAM)
I		Are there any learning media that you have made, for example from large cardboard?	
P2	39	Yesterday I lost that, I did not have time to make my own learning media because maybe it was difficult for me, because in Papua, if in Jogja it's complete, so I wanted to buy whatever was available. In Papua yesterday I had difficulty finding the media materials, so the most I just, I brought sticky notes from Jogja, I had a restock of sticky notes so I just put sticky notes	Difficult to find media materials (TAM)
I		So, how do you interpret this difficulty?	
P2	40	In a way, I try to teach as best as I can and as best I can, according to the conditions, according to what I have, according to what the school has according to the children's abilities.	
I		<b>6. What challenges did you find in teaching methods?</b>	
I		Have you ever? Like for example PPP or whatever	
P2	41	Never	
I		Oh, because no, the presentation is also not there, right?	
P2	42	Yes, it's not like that, it's not that complicated	
I		Does that mean in general you use the method?	



- P2 43 The usual method is like material and then group work
- I Does that mean material, then group work, then games?
- P2 44 Yes, like if it were project based, not so much
- I Are there any difficulties with the previous one? From which such method?
- P2 45 No...

**7. What are the challenges in learners' English skills?**

- P2 46 Maybe it's more about the pronunciation because they're not familiar with English. Yes, the pronunciation is still quite difficult.
- Not familiar with English (LES)
- Pronunciation is quite difficult (LES)
- I How did you interpret that?
- P2 47 Because I realized that, well, maybe they think they are used to Indonesian and the language there, so speaking English also needs to be trained more.

**8. What are the challenges in the choice of languages?**

- P2 48 The challenge is when I speak English, then I have to translate in Indonesian, but it turns out there may be some words that they don't understand in their language, so it's like Indonesian and their language, their local language is the same as English so I really have to translate Indonesia also translates their local language. But it's fun. That's fun. Yes
- Had to translate twice (CLU)
- Used three languages (CLU)
- I So that means it's a fun challenge, right?

P2 49 Yes..

I How did you interpret that?

P2 50 I interpret it as something really unique

**9. What challenges did you find in internet connectivity?**

P2 51 If the internet is safe so far, there are no problems

**10. What challenges did you find in learner's motivation?**

P2 52 The challenge is that I said earlier that their motivation is high, yes, but like general students, they get bored quickly. So it's like if they are already bored in their brain about English, that's fine, but actually it's rare because I think more often than not they want to continue learning the English language

Students getting bored quickly (LM)

I That means getting bored quickly is a challenge

P2 53 They get bored quickly, it's like they don't want one activity, they want something new, like come on, miss it, come on. So, for me sometimes I'm confused about what next step I should do because there's a lack of sources of learning. So it makes me feel like oh, what do I do?

I Does that mean there are times when they want to continue doing that activity and there are times when they want to move on to something else?

P2 54 Come on, hurry up, they're excited for something like this next step

I And if you go fast like that, you don't have anything to do next? If there are other activities, they don't want to move to the next stage, right?

P2 55 Yes, that's why it's actually based on conditions

So how do you interpret that, interpret the challenges?

P2 56 What are the challenges, actually training too? It seems like I should be well prepared. But on the other hand, I also have to be able to understand. I have to be able to adapt to the conditions on the field.

I **11. What challenges did you find in evaluation technique?**

P2 57 The challenge seems to be that there are some children who might find it a bit difficult to express their feelings, so I met one child who seemed closed off, so it seemed like he couldn't express what he wanted to say

Approaching a quiet student (ET)

I So you're having challenge there?

P2 58 Actually, it's not really difficult, but it's one of the challenges that arises. So it's like I have to be close. But I use a technique like I use sticky notes, so it's like they're telling me to prepare 3 emotions and 3 pictures like that. I write on the board like this if I'm happy, this if I'm sad, this if I'm not. So I've given them sticky notes, so they just draw a picture. So far I'm happy

I So far, happy, Alhamdulillah, how do you interpret this challenge in evaluation techniques?

P2 59 It doesn't matter what it's like, it's just pure like what they want to give, the reaction is like that, it's not something that forces you

- I Do you have any evaluation techniques for yourself?
- P2 60 For me, maybe this is the time when I am compiling reports and final assignments
- I **12. What challenges did you find in parent support?**
- P2 61 As for English, I don't think I've ever tried it, but I've done it, it's just like learning at someone's house, if it's not in English
- I So what happens when you're at a resident's house?
- P2 62 The parents had great support, like they said, come on, teacher, come here and teach them, then when we said goodbye, the parents thanked them, thank you for teaching your younger siblings here, it turned out to be good in my opinion.
- I How did you interpret that?
- P2 63 Oh, it's a regretted, because I did not try to see how the parents would react when they found out that I was teaching English, it's a regretted
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