

THE EXPLORATION OF PRE-SERVICE EFL TEACHERS' CHALLENGES IN CONDUCTING FIELD PRACTICUM

(Undergraduate Thesis)

By

Clara Puspita Ningrum Agra Putri

NPM 1813042032



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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ABSTRACT

THE EXPLORATION OF PRE-SERVICE EFL TEACHERS' CHALLENGES IN CONDUCTING FIELD PRACTICUM

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This study aims to discover the challenges the pre-service teachers faced during their field practicum in school. This research was quantitative research with a survey method. The participants were seventy-three pre-service EFL teachers in some universities in Bandar Lampung. The questionnaire was a closed-ended questionnaire using forty-five items adopted from Stronge (2007) used *Likert* scale modified into four alternative answer choices and interview. The participants were pre-service EFL teachers batch 2018 in some universities in Bandar Lampung who have already done their field practicum course at school. The data was analyzed using descriptive statistical analysis using Statistical Package for the Social Sciences (SPSS). Based on the result data, the pre-service teachers were getting challenges in managing the classroom and handling students' behavior and motivation. It is confirmed by several studies that examine challenges in practicum as well.

Keywords: Challenges, pre-service teacher, field practicum

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By:

CLARA PUSPITA NINGRUM AGRA PUTRI

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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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Research Title : **THE EXPLORATION OF PRE-SERVICE EFL
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FIELD PRACTICUM**

Student's Name : **Clara Puspita Ningrum Agra Putri**

Student's Number : **1813042032**

Study Program : **English Education**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**




Advisor

Co-Advisor


Dr. Feni Munifatullah, M.Hum.
NIP 19740607 20000 3 2001


Fajar Riyantika, S.Pd., M.A.
NIP 19930723 201903 1 017

The Chairperson of
The Department of Language and Arts Education


Dr. Nurlaksana Eko Rusminto, M.Pd.
NIP 19640106 198803 1 001

ADMITTED BY

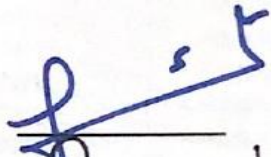
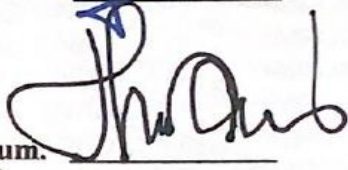

1. Examination Committee

Chairperson : Dr. Feni Munifatullah, M.Hum.

Examiner : Gede Eka Putrawan, S.S., M.Hum.

Secretary : Fajar Riyantika, S.Pd., M.A.



2. The Dean of Teacher Training and Education Faculty



Prof. Dr. Patuan Raja, M.Pd.
NIP 19620804 198905 1 001

Graduated on : August 23th, 2022

LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama : Clara Puspita Ningrum Agra Putri
NPM : 1813042032
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : The Exploration of Pre-Service EFL Teachers' Challenges in
Conducting Field Practicum

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 15 November 2022
Yang membuat pernyataan,



Clara Puspita Ningrum Agra Putri
NPM 1813042032

CURRICULUM VITAE

Clara Puspita Ningrum Agra Putri was born in Bandar Lampung on October 27th, 2000. She is the first child of a genuine-warm-hearted couple—Agus Hidayat Mursalun and Rahmawati. She has one sibling alive, a younger brother named Duta Adhi Prasetyo Agra Putra. She lived with her family in Bandar Lampung since she was born.

She began her very first education at TK Pertiwi Bandar Lampung in 2005. Then, she continued her elementary school at SDN 1 Sawah Lama and graduated in 2012. In the same year, she was accepted at MTsN 2 Bandar Lampung and finished in 2015. Then, in 2015 she pursued her study at MAN 1 Bandar Lampung and graduated in 2018. She decided to continue her study into college in the English Education Study Program of Teacher Training and Education Faculty at Universitas Lampung. She was accepted in 2018 through SBMPTN.

She was truly grateful that at the beginning of 2021, she conducted *Pengenalan Lapangan Persekolahan* (PLP) at SMKN 1 Bandar Lampung as an English teacher to fulfill her duty as a pre-service teacher program's student in her college. It was a very

meaningful experience for her, even though the learning process was held by the online section. It did not let her down yet it motivated her to teach the students with all of her best. She felt the happiest feeling by sharing positive vibes in her surroundings.

DEDICATION

*My biggest gratitude to Allah SWT for gives me blessing to make me strong and
adequate to go through the hardships of my life.*

*I dedicate this thesis with all my heart to my beloved father and mother for all their
love and support.*

MOTTO

You can be bad at things, you can be weird. Whatever you decide to do, make sure it makes you happy.

-Clara-

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Having completed this work, the author realized that there are some individuals who always supported and gave her generous suggestions in conducting this paper; as that matter, the author would like to reveal her sincerest gratitude and honor to:

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In the end, the author hopes that this work will be beneficial to the readers and will be helpful as a reference for further researchers who want to conduct similar research.

Bandar Lampung, 23 Augustus 2022

The Author,

Clara Puspita Ningrum Agra Putri

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Pre-service teachers are known as teacher candidates who attend undergraduate teacher education (Andani, 2019). Pre-service teachers are students participating in teacher training programs that still need to complete all requirements to become fully professional teachers. They are student teachers who are still in training before they do any teaching in the classroom. The purpose of pre-service teachers is to form promising teachers or professional teachers in the future. There are many aspects of education that pre-service teachers must be prepared to become promising and professional teachers. Pre-service teachers are expected to be professional figures that are holistically at the highest level in the national education system. So besides teaching and guiding their students, providing learning outcomes for students, preparing the necessary learning administration, and other activities related to learning, educators always strive and develop scientific insights that become an authority (Abdullah, 2017; Lambangsari, 2011). Based on those qualification standards, pre-service teachers must be prepared to become professional teachers.

There are many preparations pre-service teachers need to become professional teachers. In preparation, one of the programs included in pre-service teachers' education programs is field practicum. Field practicum was conducted to prepare student teachers to enter a professional environment. Field practicum is part of the

educational process for undergraduate education programs to provide learning experiences for pre-service teachers in real situations in the field. Through field practicum, pre-service teachers can learn to use and sharpen their skills in the educational environment. The activities are conducted by working at a particular school or educational institution. In field practicum, students are required to gain teaching experience and understand school conditions professionally by observing, recognizing, studying, and analyzing the aspects of education, which include lesson planning, learning processes, assessing and analyzing the learning outcomes, reporting the learning outcomes, education management, administration, educators and education and relation with the community and government.

Field practicum is a program that prepares Teaching Training Education students to become professional teachers by facing a real classroom experience. However, in the implementation of the field practicum, there are many challenges that pre-service teachers have gone through. Based on the result of some previous research, many challenges that pre-service teachers got from the field practicum. Previous research conducted by (Pasaka, 2014) found some challenges to lesson planning, classroom management, and communication breakdown. Pre-service teachers struggled with preparing a lesson, running a lesson, and interacting with placement school staff. Also, they found it hard to select and evaluate learning materials. They also got issues in classroom management. Pre-service teachers felt disruptive behaviour from students, such as unnecessary noises and unexpected circumstances, and they said it was challenging to build a good relationship with the school staff, especially mentor teachers. (Gan, 2013) conduct research that investigates the challenges of sixteen non-native pre-service ESL teachers in a Bachelor of Education (English Language) program from Hong Kong experienced in an eight-week teaching practicum. In this research, the biggest challenge for pre-service ESL teachers is classroom management which could have adverse effects well beyond the 8-week teaching practicum. In the research conducted by (Alamri, 2018), the EFL pre-service teachers indicated that their perception towards the most challenging skills in the teaching

field experiences during their observation period is based on the skills related to classroom teaching skills. Moreover, research conducted by (Senom, 2013) examines the challenges that novice teachers in Malaysia face in their early teaching experience through a review of significant literature. The transition from the teacher education institution to a real classroom has been characterized as a type of reality shock in which beginning teachers realize that the ideals they formed while training may not be appropriate for the realism they faced during their first year of teaching.

Although field practicum is necessary, little has been done in the research case within field practicum of L2 teacher education, particularly concerning challenges pre-service teachers encounter in field practicum. That makes the researcher interested in conducting research in this field.

For this research, the researcher replicated the research conducted by (Pasaka, 2014) entitled “The Exploration of Pre-Service EFL Teachers’ Challenges in Conducting Field Practicum”.

1.2 Research Question

Based on the background mentioned, the researcher formulated problem statements as, “What are the challenges faced by the pre-service teachers during the field practicum?”

1.3 The Objective of the Study

The objective of this study was to find out the challenges faced by the pre-service teachers during their field practicum in school.

1.4 The Significant of the Study

By doing this research, hopefully, the research would provide benefit for the readers especially for those who are interested in researching the challenge faced by EFL pre-

service teachers in field practicum. The writer hoped this research could be used as a source of information especially for those who are interested in this topic and hopefully the reader will also learn something new from this research.

1.5 The Scope of the Study

This study discussed the challenges faced by the pre-service EFL teachers in Faculty of Teacher Training and Education on some universities in Bandar Lampung in their field practicum (*Pengenalan Lapangan Persekolahan* (PLP) or *Program Pengalaman Lapangan* (PPL)) in school.

1.6 Definition of Term

To make the reader know the important concept in this study, the writer will explain the term used in this paper.

1. Challenges

Challenges is a plural form of challenge which means difficulties or problems come from all domains at the same time and requires great efforts, perseverance, and determination to deal with a set of situations to overcome.

2. Pre-Service Teachers

Pre-service teachers are also known as teacher candidates who attended undergraduate teacher education (Andani, 2019). Pre-service teachers are students who participate in teacher training programs that have not yet completed all requirements to become fully professional teachers.

3. Field practicum

Field practicum is one of the educational programs for undergraduate Teacher Training Program students to provide learning experiences using their basic knowledge and skills of teaching in real situations.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Review

This part comprises some theories which support the study. The researcher took some related theories from many sources to the topic. There will be some explanation about the challenge, competence of pre-service teachers, teacher knowledge base, and field practicum.

2.1.1 Challenges

Challenges are defined as difficulties or problems that come from all domains simultaneously and require great effort, perseverance, and determination to overcome a set of situations. Teachers and their position have been present for a long time. Not only must the pre-service teachers prove they have mastered their subject matter, but they must also show competence in other teaching field experience skills such as classroom management, methodology, and assessment. Thus, when a pre-service teacher decides to take teaching as a profession, further problems, difficulties, and challenges appear. For some pre-service teachers, attending the practicum can be dreadful, especially when they face challenges in coping with the new environment (Alamri, 2018). Drawing upon the studies that had been conducted before, the study analyzed some studies on the challenges of beginning teachers in conducting the field practicum. There are some common challenges that often arise during pre-service teachers conducting field practicum. According to (Senom, 2013) most commonly

reported problems that novice teachers face in the cited studies were classroom management, student motivation, evaluate and assess students' work and communication breakdown.

a. Classroom Management

The most common concerns of beginning teachers include managing the classroom, acquiring information about the school system, obtaining instructional materials and resources, planning, organizing, and managing both instructions and other professional responsibilities. The study by Gordon (1991) also found other significant concerns about using effective teaching methods and dealing with individual students' needs, interests, abilities, and problems (Senom, 2013). The study conducted by Carpenter (2002) also found that factors such as lack of specific curriculum guidelines, collegial planning, mentoring support, administrative supervision, and time to "do it all", to contribute to the participants' struggles in the first year.

b. Students Behavior and Motivation

Among the problems concerning the students include lack of interest in learning, illiteracy, misbehaviors and lack of discipline and negative attitude towards learning English. The participants encountered challenges in understanding the cultures of their students and working with English language learners. These difficulties are due to the context of the schools that are located in urban districts, which tend to be large with the rich diversity of communities within the district.

c. Evaluate and Assess Students' Work

According to the study cited, they faced moderate problems assessing students and evaluating student progress. The new teachers in the study were not confident about their ability to administer the school-based assessment and they were unclear about their roles as teachers. In addition, they faced difficulty in getting

students understand the roles of students in school-based assessment besides expressing their concerns on the possible negative impacts the assessment would have on their students. The study's findings also suggest that due to lack of understanding and training on school-based assessment, the participating novice teachers demanded essential changes to the newly implemented school-based assessment system.

d. Communication Breakdown

Establishing good communication amongst individuals in the field experience can prove to be a valuable asset. Whilst acknowledging the common concerns of beginning teachers, other significant concerns on dealing with individual student's needs, interests, abilities, and problems, communicating with colleagues, including administrators, supervisors, other teachers, communicating with parents, adjusting to the teaching environment and role, and emotional support. Furthermore, the novice teachers noted that among the problems concerning the teaching profession, they also found that they struggled with high expectations from the parents.

2.1.2 Pre-Service Teacher

Pre-service teachers are also known as teacher candidates who attended undergraduate teacher education (Andani, 2019). Pre-service teachers are students who participate in teacher training programs that have not yet completed all requirements to become a fully professional teacher. They are student teachers who are still in training before they do any teaching in the classroom. Pre-service teachers refer to students enrolled and trained in a teacher training institute or university offering the same course (Freeman, 2009). Student-teacher is another term used to refer to pre-service teacher. Student-teacher is a student who is studying to be a teacher, as part of the training. Student-teacher defines as a student who is engaged in

practice teaching and a student who is learning how to teach and practicing teaching for the first time.

The purpose of pre-service teacher or student-teacher is to form promising teachers or professional teachers in the future. The duty of a pre-service teacher or student-teacher is to prepare to become potential teachers or educators who have professional values, attitudes, knowledge, and skills through integration and implementation of the knowledge they have mastered into practice teacher or educational practice (Rahmi, 2020). So, the pre-service teacher is expected to become a professional teacher by getting an education and practice through Teacher Training Education.

2.1.3 Effectiveness in Classroom

Effectiveness considers an elusive concept in the complex task of teaching. Some researchers define teacher effectiveness in terms of student achievement. Others focus on high-performance ratings from supervisors. Still, others rely on comments from students, administrators, and other interested stakeholders. In addition to being effective, they vacillate on just how to refer to successful teachers (Stronge, 2007). According (Stronge, 2007) chronicles the common background and identifies the common behaviours that characterize effectiveness in the classroom that point out specifically to the teachers and their preparation, personality, and practice to build awareness as they take steps to enhance their effectiveness.

a. Classroom Management and Organization

Classroom management refers to a process in which teachers guarantee the classroom instruction order, the effectiveness, deal with some matters, and arrange the time and space and other factors. The term also describes methods of preventing misbehaviour and dealing with it if it arises. Classroom organization refers to some form of arrangement in the classroom. The classroom accommodates students, furniture and facilities, all of which need to be properly

arranged for an effective teaching-learning process. How a class is organized shows the relationship between students and teachers. An effective teacher plans and prepares for classroom organization with the same care and precision used to design a high-quality lesson. Components of the organizational plan of a classroom include room arrangement, discipline, creating routines, and a plan to teach students how their learning environment is organized. To the extent possible, effective teachers envision what is needed to make the classroom run smoothly (Stronge, 2007).

b. Planning and Organizing for Instruction

In order to make learning the central focus of classroom activity, there must be effective planning, preparing and organizing for instruction. Teaching is a complex activity that involves careful preparation and planning objectives and activities on an hourly, daily, and weekly basis. In addition, long-term planning ensures curriculum coverage across a marking period, semester, and year. Further, effective educators demonstrate high expectations for students and select strategies to propel the students' learning. Beyond planning and preparation of materials, effective organizing for instruction also involves the development of a conscious orientation toward teaching and learning as the central focus of classroom activity. Teaching and learning as a focus must be consistently communicated to students in the classroom and observers.

c. Implementing of Instruction

A teacher's preparation, relationships with students, and classroom management techniques are inextricably linked with classroom success. When assessing a teacher's effectiveness, however, there is nothing more important to consider than the actual act of teaching. An effective teacher needs to possess and use a repertoire of effective instructional strategies to communicate effectively and support student engagement in the teaching and learning process. It is not an encyclopedia of what works and does not in the classroom. Indeed, the contextual

issues related to the art of teaching defy creating a single list of effective instructional behaviours. Instead, what is intended here is to provide a fundamental underpinning for academic success. Concerning this purpose, the chapter provides an overview of the effective teacher's instructional practice, focusing on research-based teaching elements. After the instruction has been planned and the classroom prepared, teachers must begin interacting academically with students and the curriculum: they must teach. Many elements of the teaching process have been linked to effectiveness in teaching, including the strategies teachers' use, the clarity of their explanation of material, and the types of questions they ask. This focuses on implementing instruction with an emphasis on communication and the complexity of instructional content by using appropriate questioning techniques and supporting active learning.

d. Monitoring Students Progress and Potential

Monitoring and assessing student development and work is a complex task. With increasing states linking high-stakes testing to graduation requirements and implementing statewide testing programs in the lower grades, teachers feel pressure to prepare students to be successful on the tests by aligning their instruction with the state's standards. Even as teachers provide experiences for students to learn the material, they must still check for individual student learning. There are a variety of means to teach content and just as many ways to monitor and assess understanding. Effective teachers employ all the tools at their disposal to make a positive impact on students, including the use of homework and feedback. This chapter examines monitoring student progress and potential by discussing the importance of homework, applying findings of student learning outcomes, and responding to and meeting the individual needs of special populations within the classroom.

2.1.4 Field Practicum

Field practicum is one of the educational courses for undergraduate Teacher Training Program students to provide learning experiences using their basic knowledge and skills of teaching in a real situation. Pre-service Teacher Education programs require their student teachers to get a real teaching experience in a school or a college where they learn how to interact with actual learners. (Hamaidi, 2014) stated that teaching practice is considered a core and central element for pre-service teachers to apply their knowledge into action. This session is called practicum or teaching practice (TP). A variety of terms is used to refer to practicum, including practice teaching, field experience, apprenticeship, practical experience, and internship (Pratiwi, 2020). Generally, practicum means the opportunity given to the trainee teachers or student teachers to develop and improve their professional practice in the context of a real classroom, usually under some form of guidance and supervision (Wallace, 1991 in Pratiwi, 2020). In the practicum, the pre-service teachers will get their first experience teaching in a real situation and encouraging pre-service teachers to make connections between teaching theories and microteaching practices.

In Indonesia, the practicum programs carried out by pre-service teachers are called *Program Pengalaman Lapangan* (PPL) and *Pengenalan Lapangan Persekolahan* (PLP). PPL is one of the curricular activities that must be carried out by Teaching Training Education (FKIP) students to achieve a bachelor's degree in education. PPL is generally referred to teaching practice and other activities related to the learning process in schools; all these activities are carried out in a guided manner to meet the professional standards of a teacher. Moreover, PLP course is a form of educational reconstruction carried out by *Lembaga Pendidikan Tenaga Kependidikan* (LPTK) in arranging the Bachelor of Education Program through the issuance of *Permenristekdikti* Number 55 of 2017. As a result, PPL courses changed to PLP for study programs education in the Bachelor of Education study program, while PPL is intended for PPG Education students. In the implementation, PLP is divided into two

activities: *Pengenalan Lapangan Persekolahan 1* (PLP 1) and *Pengenalan Lapangan Persekolahan 2* (PLP 2).

2.2 Previous Study

Several studies have been done by some researchers in searching the related topic to this study. The research done by (Pasaka, 2014) investigates the challenges that six pre-service EFL teachers of a Bachelor of Education (*Sarjana Pendidikan*) program experienced in conducting field practicum. The study employs a qualitative research design with a phenomenological approach. Data was gathered through in-depth interviews. The findings showed that the pre-service teachers experienced challenges related to lesson preparation, classroom management, and communication breakdown within their field practicum.

The study also conducted by (Gan, 2013) investigates the challenges sixteen nonnative pre-service ESL teachers in a program from Hong Kong experienced in an eight-week teaching practicum. The data was gathered from semi-structured interviews and reflective journals from all 16 participants to obtain a detailed description of their perceptions of their field-based practicum experiences. Results indicate that a reality shock characterized the pre-service teachers' practicum due to difficulties in experimenting with pedagogical practices they were taught in the Bachelor of Education (English Language) program and a lack of sense of control in class. Lacking competence in the English language also appeared to affect these student teachers' teaching performance and how they established and maintained their teacher role and relationship with their students.

Another research is done to explore the EFL pre-service teachers' views and perceptions towards the most challenging they face in real classrooms and school environments (Alamri, 2018). The research used a mixed method to collect data with 35 Saudi EFL female pre-service teachers in the Educational Diploma Program (EDP) at Taibah University, Saudi Arabia, as the participants. Research instruments

comprised a perception opinionnaire designed to measure the perceptions of EFL pre-service teachers towards the challenges they face in teaching experience during the practicum. The results showed that EFL pre-service teachers considered the observation period during the Teaching Practicum (1) Course moderately and extremely beneficial. The results of the perceptions of EFL pre-service teachers regarding classroom-teaching skills were between highly and moderately to low challenging. Additionally, their skills related to school environment indicated less challenging than skills related to classroom teaching experiences.

Moreover, research done by (Senom, 2013) examines the challenges that novice teachers in Malaysia face in their early experience of teaching through a review of significant literature. Based on recent studies from the literature, these challenges are discussed, and future direction for research in this field is suggested. The adoption of these alternative structures will address the importance of more individual-oriented notion of professionalism as a crucial part of the prevailing forms of teacher professional development programs in Malaysia, which generally pivot around institutionally endorsed and publicly heralded definitions of professionalism.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design refers to the tool, plan or strategy used by the researcher in doing a research. Research design is used to find the answer to the fourth question of the study through data collection, interpretation, analysis and discussion. A study needs to have a research design because it contains the strategy and method used by the researcher to conduct the research.

This research was quantitative research. Quantitative research is defined as a systematic study of phenomena by collecting quantifiable data and performing statistical, mathematical, or computational techniques. Moreover, the method used in this research was a survey method. The survey method is the process of taking a sample from a population using a questionnaire and interview as the main data collection tool.

3.2 Population and Sample

1. Population

In research, data sources such as population and sample are required. A population is a group of individuals with the same characteristics (Creswell, 2012). In this research, the target population was pre-service EFL teachers in some universities in Bandar Lampung.

2. Sample and Sampling

The samples for this research were the English Education students 2018 batch that has taken the field practicum (*Pengenalan Lapangan Persekolahan* (PLP) or *Program Pengalaman Lapangan* (PPL)) program. For taking the sample, (Arikunto, 2010) explains that if the subject is less than 100, it is better to take all of them. However, if the number of subjects is large (more than 100 people) can be taken between 10-15% or 20-25% or more (Hatmoko, 2015). The number of samples obtained from the data adequacy calculation test for this study can be seen in the table.

Table 3.1 Data Adequacy

University	Sample
Universitas Lampung	44
UIN Raden Intan Lampung	20
Universitas Bandar Lampung	1
STKIP PGRI Bandar Lampung	8
Total	73

Based on the table above, there were 73 samples in this study. Based on (Arikunto, 2010) explained, the respondents that the researchers got were less than 100. The researcher used all respondents to collect the data. The respondents consisted of 44 pre-service teachers from the Universitas Lampung, 20 pre-service teachers from UIN Raden Intan Lampung, 1 pre-service teacher from the Universitas Bandar Lampung, and 8 pre-service teachers from STKIP PGRI Bandar Lampung. The researcher found that apart from Universitas Lampung and UIN Raden Intan Lampung, the researcher got very few respondents. This could be caused due to limited opportunities to distribute them due to the Covid-19 pandemic, which made researchers only able to distribute the sheets online might make many pre-service students not fill them out.

3.3 Data Collection

The data collection is the most important step in this research because the main purpose of the research is getting data. In collecting the research data instruments are needed. Since this research is survey research that focused on pre-service teachers' perceptions, the instruments used by the researcher for collecting the data were questionnaire and interview.

1. Questionnaire

The questionnaire used in this study was a closed-ended questionnaire shared online using Google Forms. The questionnaire used by the researcher for collecting the data was adopted from (Stronge, 2007) book consisting of fifty-nine (45) items statement consisting of eleven (11) items regarding classroom management and organization, twelve (12) items for planning and organizing for instruction, twelve (12) items for implementing instruction, and ten (10) items for monitoring student progress and potential. The questionnaire was made in closed-ended form using the *Likert* scale. The *Likert* scale is used to measure attitudes, opinions, and perceptions of individuals or groups related to social phenomena to the research objects (Sugiyono, 2006). The researcher used a quality variation of the *Likert* scale modified into four alternative answer choices: very poor, poor, good, and excellent.

Table 3.2 *Likert* Scale

No.	Response Options	Score (+)	Score (-)
1.	Excellent	4	1
2.	Good	3	2
3.	Poor	2	3
4.	Very Poor	1	4

2. Interview

An interview is a conversation with a specific purpose (Moleong, 2010). Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be investigated and get to know the information more in-depth from the respondents, and the number of respondents is small. This data collection technique is based on self-reports or self-reports, whether or not on personal knowledge and beliefs. The interview was conducted to determine the pre-service teachers' opinions toward the challenges faced while conducting the field practicum. The researcher interviewed five pre-service EFL teachers who had already done their field practicum course at school as the informant.

3.4 Data Analysis

Analyzing data is a very critical step in research in connection with the data that has been collected. The data analysis technique used for this research was descriptive statistical analysis. According (Sugiyono, 2016), descriptive statistical analysis is a technique used to analyze data by describing data that has been collected as it is, without intending to make general conclusions or generalizations. The data was analyzed using Statistical Package for the Social Sciences (SPSS) to determine the average (mean) of the data. The result data has been analyzed with descriptive statistical techniques presented by calculations of descriptive statistics in the form of frequency and percentage tables obtained from research results.

Moreover, the data analysis technique obtained for the interview data was conducted based on Miles and Huberman (Sugiyono, 2017), which stated activities in qualitative data analysis so that the data is saturated through some stages:

- a. Data reduction : summarizing, choosing the main things, focusing on the important things, and removing unnecessary things so that it can simplify the research.

- b. Data display : in the form of a short description, chart or text relationship between categories.
- c. Conclusion : conclude, it could answer the problem or maybe not answer the problem, or the conclusions are expected to find new findings.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusions and suggestions as the reference for the future researcher or pre-service teachers who want to use this research as a reference in preparing field practicum.

5.1 Conclusion

According to the result data presented before, the pre-service teachers encountered challenges from several indicators of pre-service teachers' challenges that have been obtained in this study. The questionnaire results show that the pre-service teachers were very good at carrying out every aspect of the field practicum. However, just a small number of pre-service teachers who considered some of the contexts of the field practicum gave them a challenge while conducting the field practicum in school.

However, based on the most commonly reported problems that novice teachers face (Senom, 2013), the discussion above shows that pre-service teachers were getting challenges in managing the classroom and handling students' behavior and motivation. It is confirmed by several studies that examine challenges in practicum as well. This might happen because of their lack of teaching knowledge and experience in the classroom.

5.2 Suggestion

The researcher would give some suggestions for improving future research that interested on this topic.

1. Suggestions for Further Researchers

- a. Looking at the research result the researcher realized to get more good results, the questionnaire alone is not enough to carry out this research. Therefore, in addition the researcher suggests by adding interviews or directly observing the pre-service teacher in class as the instrument.
- b. The researcher also suggests finding more participants and identifying the pre-service ELF teachers' challenges in field practicum in a different place. With different variation of region, the possible challenges faced during the field practicum will be more various.

2. Suggestions for Pre-service Teachers

- a. While doing the field practicum program, there are many possibilities for pre-service teachers to face various challenges during its implementation. The challenge can come from the pre-service teachers themselves, it can come from students in class, or many other factors. So, the pre-service teachers should be well prepared to encounter this matter.

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