

Stories from Pre-service Teachers

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Abstraksi

Masa praktikum mengajar merupakan salah satu komponen esensial dalam program pendidikan guru. Ini memberikan kesempatan untuk mengekspos dunia pengajaran yang nyata dan memajukan pengetahuan dan keterampilan mereka untuk guru pra-jabatan. Mereka akan menghadapi berbagai masalah dan tantangan dalam mengimplementasikan pengetahuan teoritis yang telah mereka pelajari di ruang kelas nyata di sekolah. Oleh karena itu, penelitian ini menyelidiki tantangan yang dihadapi oleh guru pra-jabatan dan bagaimana mereka mengelola tantangan tersebut. Ada empat guru prajabatan program Pendidikan Bahasa Inggris sebagai peserta dalam penelitian ini. Para peserta tersebut menjalani praktikum mengajar di Sekolah Menengah Pertama Negeri, Getasan, Kabupaten Semarang. Data dikumpulkan dari jurnal reflektif peserta. Hasil penelitian menunjukkan empat masalah utama yang dihadapi para peserta; mengelola kecemasan, mengelola momen kritis, mengelola aktivitas, dan mengelola alat dan teknik pengajaran. Selain itu, berbagai upaya yang dilakukan peserta dalam menangani permasalahan tersebut. Lebih lanjut, beberapa rekomendasi ditawarkan berdasarkan hasil penelitian ini.

Abstract

The teaching practicum period is one of the essential components in teacher education programs. It provides opportunities to expose the real world of teaching and advance their knowledge and skills for pre-service

teachers. They would encounter various problems and challenges in implementing the theoretical knowledge they have learned in real classrooms at schools. Hence, this study investigates the challenges encountered by pre-service teachers and how they manage those challenges. There were four pre-service teachers of the English Language Education program as the participants in this study. Those participants underwent their teaching practicum at a National Junior High School, Getasan, Kabupaten Semarang. The data were collected from the participants' reflective journals. Results indicated four major problems that the participants faced; managing anxiety, managing critical moments, managing activities, and managing teaching tools and techniques. Besides, the participants showed various efforts in managing the problems. Furthermore, some recommendations were offered based on the results of this study.

Keywords: teaching practicum, pre-service teachers, challenges, narrative

Introduction

In most teacher education programs, teaching practicum is seen as an essential component. Buckworth (2017) stated that during teaching practicum, the pre-service teacher would acquire a triad of experiences: the immediacy of classroom practice, the needs of educational organizations, and the expectations of the classroom teacher. As supported by Caires, Almeida, and Viera (2012), teaching practicum provides opportunities for the pre-service teachers to advance their skills, including flexibility in interacting with pupils. Furthermore, this component also provides opportunities for the pre-service teachers to expose the real world of teaching in the real context (Agustiana, 2015; Fajardo & Miranda, 2015). In other words, it enables the pre-service teachers to implement their knowledge of teaching and learning, which they gain previously during the coursework.

In addition, the pre-service teachers will act and make decisions to deal with different classroom situations (Mena, Hennissen, & Loughran, 2017). Gan (2013) argued that pre-service teachers would get better experiences as they encountered challenges in implementing the theories learned in the actual classroom situations. Hence, it is expected that the teaching practicum will bridge the gap between what they have learned and the real world of teaching in schools.

At the English Language Education Program, at the university where the author is currently teaching, the students are prepared to be future English language teachers. Not only taking skill courses and content courses related to English Language Teaching, but the students in this program are also required to join teaching practicum within one semester. During the teaching practicum period, the pre-service teachers are required to teach and work with their mentor teachers along with the school culture. By having those kinds of experiences, it is expected that the students

will be able to connect the knowledge obtained to the ongoing teaching practice (Ragawanti, 2015). Furthermore, the teaching practicum students will have a clear, vivid vision of being a future teacher.

In recent years, researchers have investigated the challenges experienced by almost all pre-service teachers (Coskun, 2013; Ganal et al., 2015; Agustina, 2015; Ulla, 2016; Köksal & Genç, 2019). Coskun (2013) conducted a study related to the causes of stress in the teaching practicum period. His study found out that a lot of paper works and lack of support from the supervisors were the stress generating factors.

In line with Coskun (2013), Ganal et al. (2015) investigated a study on the problems and challenges faced by pre-service teachers. Classroom management, communication skills, and instructional skills were the most related problems, among others. They suggested that a workshop on conflict management should be conducted in order to overcome those problems.

Furthermore, a study carried out by Agustiana (2015) showed that anxiety is the most challenging experience caused by various factors, such as a big class, being observed by the supervisor, and not achieving the teaching objectives. Another challenge that the student-teachers faced in their practicum teaching is classroom management (Ulla, 2016). Based on his study, the participants (pre-service teachers) found it difficult to begin the class and even to motivate their students. Surprisingly, their students were not enthusiastic upon seeing them in the classroom.

In another study, dealing with a crowded classroom is another challenge for pre-service teachers (Köksal & Genç, 2019). Köksal and Genç admit that their participants (the pre-service teachers) did not know exactly how to keep the students doing the classroom tasks and activities. It seemed that their students were reluctant to involve themselves in any classroom tasks and activities provided by the pre-service teachers.

Based on the above previous studies, problems, challenges, and causes of stress in the teaching practicum period have become the main concerns for pre-service teachers. Furthermore, this study is expected to harness the practice of teaching practicum for pre-service teachers and also stake holders or policy makers in preparing teaching practicum period. Therefore, this present study is being called to investigate the following research question: *How the pre-service teachers managed the problems and challenges that they experienced during the teaching practicum period?*

Method

In order to explore how the pre-service teachers manage the problems and challenges that they experienced during their teaching practicum period, a narrative inquiry was implemented in this study. Barkhuizen (2011) a narrative is a written story that frames respondents' experiences. In addition, Barkhuizen (2014) added that the narrative event has a pattern that emerges from the participants. According to Golombek and Johnson (2004), narrative inquiry focuses on getting what the subjects know and what they do. Hence, the stories on how the participants manage the problems and challenges in this study could be revealed.

There were four (4), pre-service teachers as the participants in this study (see table 1). They were chosen based on several considerations (Cresswell, 2012). First, those four pre-service teachers have gone through the process of teaching practicum.

Second, they had a great willingness to participate in this study and allowed the researcher to publish the data. Lastly, all the four participants in this study could give rich descriptions of their experiences during teaching practicum period. In addition, they enrolled in the final year of their bachelors' degree program in English Language Teaching at a Private University in Salatiga, Indonesia.

Table 1. List of Participants

Participant	Name (Pseudonyms)	Grade
1	Puji	VII
2	Via	VIII
3	Rida	VIII
4	Tari	VIII

Those four participants did their teaching practicum period for about three (3) months at a National Junior High School Getasan, Kabupaten Semarang, which was part of the context of this study. This school is a public school that consists of around 250 students from the 7th to 9th grades. Besides that, there are nine rooms which are divided into three classes for each grade. The school implemented the 2013 curriculum as a standard for teaching and learning based on the letter of The Ministry of Education and Culture No. 10 Year 2017¹. The participants were assigned to teach different grades from grade seven (7) and grade eight (8). In addition, each pre-service teacher was required to teach at least twelve (12) times during their teaching practicum period.

Throughout the teaching practicum period, those participants were required to write their own reflective journals (in 350-500 words for each journal) after they finished teaching. Hence, the pre-service teachers' journals were the main source used in this study. In addition, there were forty-eight (48) reflective journals collected from those four participants. Furthermore, the researcher compiled and analyzed those reflective journals into four major stories.

There were four major steps in collecting the data. First of all, the participants were required to write and submit their reflective journals whenever they finished teaching. Then, the researcher reviewed the reflective journals and transformed them into stories. In addition, member checking was employed in order to validate the stories. In other words, the participants were all asked to check the stories. After that, the stories from all participants were coded into several emergent themes. Last, the researcher would generate and analyze the emergent themes to see how the participants manage the problems and challenges during their teaching practicum period.

Findings and Discussion

This section discusses the findings to answer the research question on how the pre-service teachers manage the problems and challenges that they experienced during teaching practicum period. Hence, this section will be presented into two parts: narratives of teaching and the analysis of narratives.

Narratives of Teaching

Puji, Grade 7

At the beginning of the teaching practicum, I felt uncomfortable with the location of the school. It happened because the location of the school was far from the city. Also, I felt unfamiliar with the school environment. It happened because people there are different from people whom I met in Salatiga. Besides that, I thought that teaching in this school will be fun. I thought the students would respect me when I was teaching. Then, at the beginning of my teaching, I felt so nervous because I was afraid of making a mistake in speaking or explaining the material. Moreover, when I was teaching, the students looked confused. In addition, when I taught my mentor teacher observed me. It made me worried because I was afraid if I could manage the class and the students were not interested in my teaching.

As a future teacher, I see that it is important to use the target language while in the classroom activity to make the students able to comprehend the language quickly. However, the first time I did my teaching practicum, I felt nervous because the class atmosphere did not like what I expected. The classroom was noisy, and I thought it was bad behavior by being noisy when the teacher was teaching in the class. I taught them about Telling Time and it did not go well. The fact that the students were noisy and made me nervous made me unable to explain the material clearly. Even though they could identify the pattern of time, the students could not use the expression of telling time. It was because they lacked background knowledge about English, especially telling the time. I was not surprised because curriculum 2013 had been applied in the last seven years. In the curriculum 2013, English was not required in elementary school and only available in extracurricular. Other than that, another activity that I prepared could not be done because I ran out of time. I thought I needed to pay more attention to time management and provide more fun activities to motivate them in learning English.

At the next meeting, I taught another class with the same material. I tried to make other activities that were more effective. I asked them to identify the name of the day by underlining the dialogues. In addition, I prepared some flashcards and asked the students to pick a card and make a sentence based on it. I am glad that the students could make a sentence based on the card that they chose. Unfortunately, not all of the students got the same chance because the time was up. I tried to find another way and made a new lesson plan to make sure that I could deliver the material and make the activity in the most effective way. Finally, I decided to make a group work for classroom activity and ask the students to share their discussion in front of the class. Still, I delivered the material in English and translated it to Indonesia if it was needed and did not forget to give some gestures to make the students guess what I said before I translated it to Indonesia. When I applied the lesson plan that I had prepared, I did not

have any problem with time management anymore. However, I wanted to try to make fun activities to increase the students' enthusiasm for learning English.

In another meeting, I taught about the application of There Is and There Are grammar rules. I had prepared some Audio Visual Aids (AVA) on my laptop to make the students interested to learn and paid attention in the classroom. Suddenly, the projector could not be used. I panicked; I did not know what to do when I could not use the projector because I really needed it to do the teaching process. Sooner or later, I found out that a student turned the electricity off. I felt down in a moment. Yet, I had to do the teaching practicum well because I had prepared everything perfectly. In the teaching process, I asked them to do the group work to look for the meaning of some words in the dictionary. The students could use this, that, these, those, in and on correctly. Then they could apply those language features in a sentence. I was happy with their works.

I started to understand what the students want. When I taught them about Public Places, I provided a video and asked them to watch and take notes. After that, they shared what they wrote. I was glad because the students also started to understand every time I spoke English in my class. In other words, they got used to it. I also asked the students to make two sentences using prepositions of place with the name of public places. The students could finish the assignment very well. They also seem enthusiastic in my class. After all, I found that the application of AVA was giving a big impact in teaching the students. Other than that, slowly but surely, the application of English both in explaining the material and giving the instruction could make the students learn more about the language.

Via, Grade 8

At the beginning of the teaching practicum, I had a good expectation and felt excited about teaching in the school because I thought they had a good environment with fresh air. Also, I thought that teaching in a remote area could be easier and more fun. The students would be pleasant and excited about joining the lesson and had a motivation to learn English because they live in a rural area, so I thought they would be more curious about English. However, all of them were out of my expectation because the students were not excited about learning English and it was so difficult to teach them. During the teaching practicum, I realized that teaching in a rural area was not as easy as I thought before and we as a teacher need extra patience and skill to teach the students there.

The first time I entered the class, I felt very nervous to meet my students. I taught about Personal and Possessive Pronouns. I could not explain the material well because of my nervousness. Moreover, the students were very noisy. It was tiring when I had to explain while nobody was listening. In this meeting, I asked my students to underline the pronoun in some sentences. They could do it well. However, when I asked them to make five sentences using the pronoun, it could not be finished because the time was out. I realized that it was because spent too much time explaining the material. I thought I should fix time and classroom management.

I tried to fix the problem at the next meeting. I taught them about articles. To make the class less noisy, I made a deal with the students. I told them that I would

reward them at the end of the semester for those who could collect 'stars' as long as much as possible until the end of the semester. They would get the 'stars' when they could actively participate in the class and do the assignments well. The students agreed, and it worked. I made the noisiest class could follow the material well without being noisy. During the teaching process, I asked the student to add the article properly based on the words. They were excited to do the activity because they wanted to collect the stars as much as possible. It made me relieved a little bit since I had a solution for one of my problems.

I still wanted to improve my teaching by making a more fun activity for the students. At the next meeting, I taught them about prepositions. Although I had taught the students several times, I still felt nervous every time I had to teach them. I felt uneasy until I could not explain the use of prepositions well. Therefore, I could not make my students able to differentiate the use of every preposition. Nonetheless, when I asked my students to complete some sentences by “using there is” & “there are” and make some sentences by using “there is” & “there are”, they could do it well. After the teaching session, I started to reflect on my performance today and found that I needed to provide more AVAs that would help the students easier to understand the material. I thought that it would also be easier for me to deliver the material.

I still had to teach the same material in another class. I started to change my activity and teaching method to make it work for the students. In the class, I asked them to complete some sentences by using there is or there are. Other than that, I also provided some pictures and asked the students to produce a sentence using there is and there are based on it. I was glad that the students could do it well. I also saw that the students started to have the motivation to learn English. They seem excited.

The last time I taught my students, I became nervous. It was because I had to teach grammar about present tense which was a little bit hard for the students. Accordingly, I had to be extra clear when I delivered the material. In this meeting, I asked the students to choose the appropriate words to complete some sentences. The result was out of my expectation because they could complete appropriately. However, they still needed my guide and sometimes they still asked what I had explained. I had to come and explain slowly by using Bahasa Indonesia. In the next activity, the students had to write their daily activity and share it in front of the class. The students were excited and could do the assignments well.

According to my experience, while teaching practicum I learned that language use was very important in teaching the students. I thought the students would not improve their language comprehension if they were not familiar with the language. On the other hand, a little help by translating the language into their mother tongue could make them easier in learning the language. I also learned that AVA plays an important role in learning English because some pictures and videos could raise their motivation in learning the language. Also, the learning process would be more fun when the teacher could use the AVAs well.

Rida, Grade 8

At the beginning of teaching practicum. I felt excited to teach in a rural area. I thought that teaching in the rural area would be fun. Also, I thought that students were

excited to learn English. Nonetheless, I also felt unfamiliar with the condition of the school because the school is far from downtown. Before I taught the first time in a real class, I felt nervous because it was the first time I entered the real class. I also felt worried because the students focused on me and my mentor teacher assessed me in the class. I was afraid if I could not manage the class well and it made the students confused and did not understand the lesson.

In the first meeting, I taught them about Personal Pronouns. The environment of the class made me worried because the class was very noisy. They seem unmotivated to learn English because, in their opinion, English is hard to understand. However, I could make them differentiate between subject and object through the assignment that I provided. On the other hand, I could not finish the second activity in which they had to make five sentences using pronouns because our group had to take a long time to explain the material. I failed to manage the class and the time. After I experienced teaching in the real class by myself, I thought I had to find activities that would be more fun for the teaching and learning process. Other than that, I should find the most effective way to deliver the material to save time.

At the next meeting, I taught about articles (a, an, the) and I started to make deals with the students that I would give them rewards when they actively participate in the learning process. This way I found it quite effective to make them feel motivated in learning English. They could get involved in the learning process actively and the classroom environment became more conducive. They answered every question and it was like they were competing in raising their hands to answer my questions. The activity that I provided worked very well. They could add the articles from sentences that I prepared for them. I was very happy and satisfied with my work.

Although I started to find a way to teach in my class, I thought I had to work harder. It was proven when I taught them about the expression of congratulation. The students were very talkative and the class became noisy. I should speak loudly to make them listen to my explanation. Even though they could answer the questions based on the dialogue that I gave to them, understand the meaning of the expressions, and know how to respond, I could not finish all of the activities. It was because the class environment was not conducive and it took me a long time to finish the material. I was running out of time.

At the next meeting, I tried to maximize the use of the media. I taught them about Greeting Cards and I started to provide some pictures and try to make my PowerPoint more interesting to grab their attention to the material. I also tried to provide some stickers and ask the students to collect them once they could answer every question. Despite the fact that I felt nervous because my supervisor assessed me on that day, I also felt confident because I prepared my teaching method well. The result was great because the classroom atmosphere was conducive. The students paid full attention to my explanation and they actively participated in the learning process. The students finally could identify the structures of the greeting card. In the classroom activity, I asked them to make their own greeting cards. I let them express themselves by decorating the greeting cards. I was proud to see my students could make it.

After trials and errors that I did, I could handle the class well. Since I had found the characteristics of my students and the problems in my class, I also had found ways

to overcome them. I found that giving my students some rewards would motivate them in their learning process. Other than that, AVAs were quite helpful in the teaching and learning process because it could help my students easier to understand the material and it also made them enthusiastic in following the material.

Tari, Grade 8

Before doing my teaching practicum, I thought that it would be scary because I was assigned to teach junior high school students. As everyone knows that the age of junior high school students is the moment where they go through puberty. Puberty will affect them in many aspects of their life, such as their emotions, the way they speak, the way they act, and still many others. I was afraid if I could not adjust to the transition moment that happened in their life. Moreover, I was also afraid that I got difficulty controlling them. Furthermore, my big scariness was about delivering the material. I was worried if my students could not understand my explanation.

When I did my first teaching, I felt so nervous. A moment when I had to stand in front of 25 students, delivering material for them, creating the atmosphere of learning, and importantly making sure that the learning process runs well as written in the lesson plan. The class was noisy. The students were very talkative. I was confused, I still could not find a way to manage the class to be quieter. However, I tried my best to explain the material. Yet, explaining the material was one of my favorite parts. When my students were curious about my explanation, it was touching my heart. Even though it only stayed for 30 minutes and they started to be noisy again. I taught them about Personal Pronouns and Possessive Pronouns. After the explanation about the material, I asked them to identify the pronoun used in some sentences that I wrote on the whiteboard. The results showed us that the students had understood the explanation. Unfortunately, the second activity that I had prepared could not be done because of the limitation of time. I thought I needed to improve my time management because I only paid more attention to the first activity.

The next time I taught another class with the same material, the students were noisier than another class that I taught before. They were very noisy. It distracted my concentration when I was teaching. Thus, the students became difficult to understand the material that I delivered. I tried to make them understand the material by translating the language into Bahasa Indonesia. As the result, the students could answer the questions through the exercises given in the class and write some sentences using personal pronouns properly. After I finished my teaching process on that day, I started to reflect on myself. I thought I needed to make a deal with my students in the next meeting to make them more disciplined in following the teaching and learning process.

I did my plan for making a deal with the students at the next meeting. I told them that those who could not pay attention to the explanation would get a punishment. Then, I started to provide them the material that I prepared. I taught them about articles. The teaching and learning process could go well and the class became quieter than before. The students were also actively participating in answering my question about the material and they could answer it correctly. After I explained the material, I asked my students to circle "A, An & The" that they found in the text. They were very

excited, and they also learned how to read the text. I could finish all of the teaching processes for that day and the students could reach the goals for that day. I was satisfied enough with my work. I thought that I need to improve the activity to increase their motivation in learning English.

At the next meeting, I taught the students about asking and giving permission. I was happy to see my students were very excited to learn. They listened to my explanation well and asked when they found difficulties in understanding the material. I asked them to work in a group to complete and identify the dialogue. The students should identify some expressions of asking and giving permission used in the dialogue. All of them actively asked me when they found difficulty. Then, for the second activity. They should make a simple conversation using some expressions of asking and giving permission. After that, I chose them randomly to read the task in front of the class. This activity brought so much joy to the class since the way they read was funny. I thought I needed to give them some rewards for their willingness to learn English and make them more motivated.

However, I proved the words “nothing lasts forever” in the next meeting. Since I am still not accustomed to teaching in the real class, I felt nervous. It made my students difficult to understand the material and instruction that I gave. All the activities could not work as prepared. For the first activity, students were asked to make a permission sentence based on the situation that I gave but they got difficulty understanding the situation. They also didn't want to try to translate the situation, so most of the students were not doing what I asked. The first activity took a very long time, therefore the second activity could not be done in the class. According to this experience, I felt that doing two assignments in one meeting was not effective. I should try my best in the next meeting to fix everything.

I prepared the material and activities as well as I could. At the last meeting, I taught the students about the Expression of Invitation and Invitation Card. I applied another method in my teaching. The activity could run well. After the explanation of the material, I asked them to work in a group. They should make an invitation card based on the structure that had been learned. They also should use some expressions which they had learned. After they finished, the invitation card should be exchanged with each other to be assessed by another group. This activity was so challenging for them. They created as creative as possible so that their work would get good evaluation and comments from other groups. I was happy because my teaching and learning process could run well.

Based on my experiences, I realized that students' motivation plays an important role in the teaching and learning process. It was hard to teach them when they had no motivation in learning English. All of the teaching methods that I tried were to raise their motivation in learning English. I also told them that English is already an international language. Indeed, the implementation of various teaching techniques could also help the students to learn English in a fun way. It will make the atmosphere of learning to be more fun and interesting.

Analysis of Narratives

This section provides the emergent themes from the narratives presented above. Not only presenting various problems and challenges, this section also would like to emphasize some commonalities on how the participants tried to manage those problems and challenges.

Managing Anxiety

Anxiety is one of the challenges that the pre-service teachers experienced during their teaching practicum period. Zheng (2008) tried to define anxiety as a state of uneasiness and apprehension or fear caused by the anticipation of something threatening. In this study, the participants stated that they were nervous and afraid at the beginning of their teaching, as presented below:

Extract 1 - Puji

“at the beginning of my teaching, I felt so nervous because I was afraid of making a mistake in speaking or explaining the material. Moreover, when I was teaching, the students looked confused. In addition, when I taught my mentor teacher observed me. It made me worried because I was afraid if I could manage the class and the students were not interested in my teaching.”

Extract 2 - Rida

“I felt nervous because it was the first time I entered the real class. I also felt worried because the students focused on me and my mentor teacher assessed me in the class. I was afraid if I could not manage the class well and it made the students confused and did not understand the lesson.”

Extract 3 - Tari

“I was afraid if I could not adjust to the transition moment that happened in their life. Moreover, I was also afraid that I got difficulty controlling them. Furthermore, my big scariness was about delivering the material. I was worried if my students could not understand my explanation.”

The extracts above indicate that, in fact, most of the participants experienced such kind of fear at the very beginning of their teaching. Ragawanti (2015) argued that those feelings were common and felt by the pre-service teachers in their actual teaching. In addition, Gürbüz (2015) added that this problem is a result of a lack of self-confidence. Yet, most of the participants managed to handle those kinds of situations.

Rida just realized that she had to find different activities and the most effective way to deliver the materials. Other participants, Via and Tari, had the same issue with time management. They realized that they spent too much time explaining the materials only. Hence, they would pay more attention to time management in delivering the classroom instruction.

In brief, most of the participants realized their problems and challenges that they faced. Interestingly, they tried to plan and anticipate their problems, such as time management and classroom activities for their next teaching. Furthermore, those problems will be discussed more in the following section.

Managing Critical Moments

The second emerging theme from the participants' stories is managing critical moments. Disruptive talking, inaudible responses, and unwillingness to participate in classroom activities are specific examples of the critical moments (Harmer, 2001). The participants reported that they had to deal with a noisy classroom as follow:

Extract 4 - Puji

The classroom was noisy, and I thought it was bad behavior by being noisy when the teacher was teaching in the class. I taught them about Telling Time and it did not go well. The fact that the students were noisy and made me nervous made me unable to explain the material clearly. (Puji)

Extract 5 - Via

Moreover, the students were very noisy. It was tiring when I had to explain while nobody was listening. (Via)

Extract 6 - Rida

The environment of the class made me worried because the class was very noisy. They seem unmotivated to learn English because, in their opinion, English is hard to understand. (Rida)

Extract 7 - Tari

The next time I taught another class with the same material, the students were noisier than another class that I taught before. They were very noisy. It distracted my concentration when I was teaching. Thus, the students became difficult to understand the material that I delivered. (Tari)

The extracts above show that controlling the classroom's noise is the problem that they faced. Consequently, they found it difficult to start the lesson and even to deliver the materials effectively. Ulla (2019) argues that, to some extent, controlling the students' noise and misbehaviors are some of the problems that student-teachers experienced during their actual teaching. This kind of phenomenon could happen because those pre-service teachers are considered as not real teachers (Coskun, 2013). However, it would be necessary to look at how the pre-service teachers reflected on this issue and solved it.

Via, one of the participants, said that she made a deal with her students in the next meeting by providing rewards for those who would actively participate during classroom activities.

Extract 8 - Via

I told them that I would reward them at the end of the semester for those who could collect 'stars' as long as much as possible until the end of the semester. They would get the 'stars' when they could actively participate in the class and do the assignments well. The students agreed, and it worked. I made the noisiest class able to follow the material well without being noisy.

Surprisingly, the rewards worked well. Via added that those students in her class were excited to do the activity because they wanted to collect the stars as much as possible. As a result, she was a bit relieved after figuring out the solution for her problem.

In line with Via, Rida also told the same experience. Rida mentioned that providing rewards for their students was effective in order to control the class and motivate them in learning English.

Extract 8 - Rida

I found it quite effective to make them feel motivated in learning English. They could get involved in the learning process actively and the classroom environment became more conducive. They answered every question and it was like they were competing in raising their hands to answer my questions. The activity that I provided worked very well.

It can be concluded that the participants' strategies in handling the noisy classroom turned out to be successful. According to Goh & Matthews (2011), dealing with a noisy classroom is one of the frequent problems in a classroom. However, as evident, the participants in this study kept on reflecting on their own teaching and successfully solved the problem.

Managing Activities

In addition to critical moments, pre-service teachers must be able to provide various classroom activities. It varies from preparing and sequencing activities, setting up activities, running single classroom activities or tasks, monitoring activities, timing activities (and the lesson as a whole) until bringing activities to an end (Ragawanti, 2015). Interestingly, most of the participants in this study narrated realized that they had problems in managing activities due to the time limit as stated below.

Extract 8 - Puji

Other than that, another activity that I prepared could not be done because I ran out of time. I thought I needed to pay more attention to time management and provide more fun activities to motivate them in learning English. (Puji)

Extract 9 - Via

However, when I asked them to make five sentences using the pronoun, it could not be finished because the time was out. I realized that it was because I spent too much time explaining the material. I thought I should fix time and classroom management. (Via)

Extract 10 - Rida

I failed to manage the class and the time. After I experienced teaching in the real class by myself, I thought I had to find activities that would be more fun for the teaching and learning process. Other than that, I should find the most effective way to deliver the material to save time. (Rida)

Extract 11 - Tari

Unfortunately, the second activity that I had prepared could not be done because of the limitation of time. I thought I needed to improve my time management because I only paid more attention to the first activity. (Tari)

It was noted that all the participants could not finish the classroom activities due to the time constraints that they had. In other words, all of them had difficulties in using time effectively and doing all the activities in the lesson plan. However, the participants tried to solve those problems by arranging the activities and time allocation as stated in the following extracts.

Extract 12 - Puji

Finally, I decided to make a group work for classroom activity and ask the students to share their discussion in front of the class....When I applied the lesson plan that I had prepared, I did not have any problem with time management anymore. However, I wanted to try to make fun activities to increase the students' enthusiasm for learning English.(Puji)

Extract 13 - Rida

The activity that I provided worked very well. They could add the articles from sentences that I prepared for them. I was very happy and satisfied with my work. (Rida)

Extract 14 - Tari

I applied another method in my teaching. The activity could run well. After the explanation of the material, I asked them to work in a group. They should make an invitation card based on the structure that had been learned. They also should use some expressions which they had learned. After they finished, the invitation card should be exchanged with each other to be assessed by another group. This activity was so challenging for them. They created as creative as possible so that their work would get good evaluation and comments from other groups. I was

happy because my teaching and learning process could run well (Tari)

The extracts above indicate that the participants enhanced the way they managed the classroom activities and time allocation right after they reflected back to their own previous teaching. It could be revealed that they learned from their experiences. Hence, their ability in managing classroom activities is developed.

Managing Teaching Tools & Techniques

The last commonality that appeared in the participants' narrative is managing teaching tools and techniques. It involves the use of visual aids and the use of L1 during the teaching-learning process. According to Ragawanti (2015), managing teaching tools contend with a variety of teaching aids used in explaining language meaning and construction and also engaging students in a discussion. With a better understanding from the previous teaching situations and experiences, most of the participants tried to reflect and improve their teaching tools in the classroom, as can be in the following extracts:

Extract 14 - Puji

At the next meeting, I taught another class with the same material. I tried to make other activities that were more effective. I asked them to identify the name of the day by underlining the dialogues. In addition, I prepared some flashcards and asked the students to pick a card and make a sentence based on it. I am glad that the students could make a sentence based on the card that they chose. (Puji)

Extract 15 - Via

I also provided some pictures and asked the students to produce a sentence using there is and there are based on it. I was glad that the students could do it well. I also saw that the students started to have the motivation to learn English. They seem excited. (Via)

Extract 16 - Rida

I tried to maximize the use of the media. I taught them about Greeting Cards and I started to provide some pictures and try to make my PowerPoint more interesting to grab their attention to the material. I also tried to provide some stickers and ask the students to collect them once they could answer every question (Rida)

The extracts above indicate that the participants made attempts to improve their students' interests and participation by using flashcards, pictures, and powerpoint slideshows. Those tools worked well and brought them satisfaction. Puji, Via, Tari, and Rida were glad to see that their students' behaviour and attitude toward English were shifted.

Besides managing the teaching tools, most of the participants in this study also

paid attention to their teaching techniques. Managing teaching techniques refer to the teacher's techniques of teaching in making instructions and explanations clearer, grading complexity of language, and grading quantity of language (Scrivener, 2012). One of the participants, Via, tried to bring some positive change to her students.

Extract 17 - Via

However, they still needed my guide and sometimes they still asked what I had explained. I had to come and explain slowly.
(Via)

As reflected on Extract 17, it can be concluded that Via attempted to scaffold the students by adjusting her speed in explaining the materials. In other words, she implemented her beliefs about language teaching into her own classroom. On the other hand, the other two participants also tried to use the L1 in scaffolding their students. They believed that the use of L1 would help their students to understand the materials and instructions better.

Extract 18 - Puji

Still, I delivered the material in English and translated it to Indonesia if it was needed and did not forget to give some gestures to make the students guess what I said before I translated it to Indonesia. (Puji)

Extract 19 - Tari

Thus, the students became difficult to understand the material that I delivered. I tried to make them understand the material by translating the language into Bahasa Indonesia. (Tari)

In this regard, Yough (2010) added that the use of L1 is appropriate in order to make the explanation and activities clear. As stated in extract 17 and extract 18, Puji and Tari tried to help the students by using L1 and gesture. In brief, those extracts above show how the participants enhanced the way they managed and improved their teaching techniques.

Conclusion

Training qualified teachers is one of the major concerns of educators and policymakers in the educational context. Hence, pre-service teachers need to have an opportunity to advance and expose their professional practice in the real classroom context. This study attempts to investigate the problems and challenges that the pre-service teachers experienced during the teaching practicum period and how they managed them.

There are four major problems that the participants faced; managing anxiety, critical managing moments, managing activities, and managing teaching tools and techniques. Making mistakes, being observed by the mentor teachers, and standing in front of the classroom were the worries that those participants faced at the very beginning of their teaching. However, they tried to plan and anticipate those problems

by managing the lesson plan, time allocation, and classroom activities for their next teaching well.

The participants also showed their efforts in dealing with critical moments in the classrooms, such as controlling the classroom's noise. Most of them, then, made a deal with the students and also provided rewards. In addition, the participants found out these ways were effective in controlling the classroom's noise. Not only that, the participants tried to re-arrange the activities and time allocation in order to solve their problems in managing activities. Furthermore, reflecting back on their previous teaching and experiences, the participants shared different ways of managing their teaching tools and techniques. They provided various flashcards, pictures, and PowerPoint slideshows. Besides the teaching tools, most of the participants also tried to adjust the speed in explaining the materials. Sometimes, they needed to use their L1 and also gestures to scaffold their students in learning the materials. After all, those attempts made by participants worked well and brought them satisfaction.

It can be concluded that the teaching practicum period provides the opportunity for the pre-service teachers to advance their professional practice in the real classroom as they will encounter different challenges. Hence, as the pedagogical implications, equipping pre-service teachers with practices in managing classrooms such as anxiety, critical moments, activities, teaching tools, and techniques are highly recommended. In addition, providing reflective journals for pre-service teachers is beneficial. Writing up reflective journals enables the pre-service teachers to reflect on their teaching progress. It helps the pre-service teachers to identify the problems, weaknesses and make decisions in an attempt to solve the problems.

This study also subjects to some limitations to be acknowledged. A deeper investigation of the pre-service teachers' process in managing the problems might result in better discussion and findings. Moreover, the results of the study should not be generalized due to the context of the study. Despite all the limitations, better research could be conducted in the future as a follow-up to this study.

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Endnote—

Please see <https://www.kemdikbud.go.id/main/blog/2016/07/surat-edaran-tentang-pembelian-buku-teks-pembelajaran-bagi-sekolah-pelaksana-kurikulum>

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