

**Difficulties Experienced by Student-Teachers
in Teaching Practicum**

THESIS

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FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2020 M /1442

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

In Partial Fulfillment of the Requirements for Sarjana Degree(S-1)
On teacher Education

by:

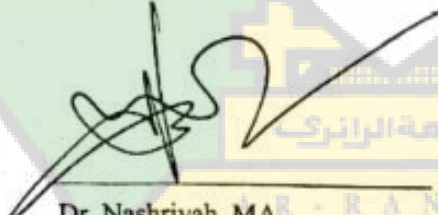
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Date : 06 / 08 / 2020

Date : 03 / 08 / 2020

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for Bachelor Degree of Education in English Language Teaching

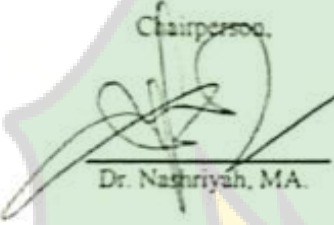
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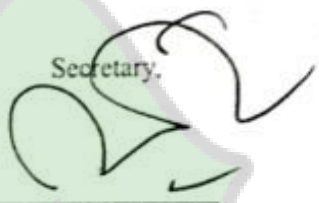
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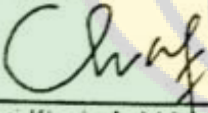
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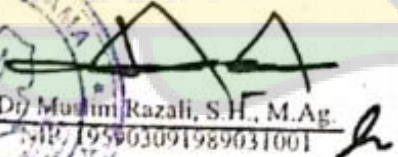

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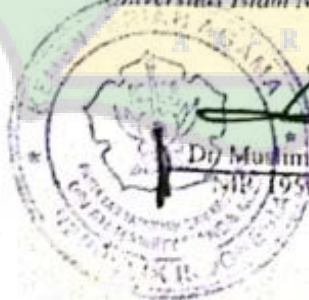
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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A R - R A N I R Y

ACKNOWLEDGEMENT



First of all, praises to Allah SWT, the Almighty, the Most gracious, the Most Merciful who always gives me health, strength, knowledge and blessing to finish this thesis. Peace be upon Prophet Muhammad saw, together with his family and companions who shows the beauty of Islam rahmatanlil ‘alamin. My great appreciation and gratitude to my supervisors Dr. Nashriyah, MA., and Siti Khasinah, M.Pd for the enormous helps, advise, encouragement, and feedback throughout this thesis. My great indebt is also addressed to all English Language Education lecturers and staffs who have inspired me, guided and helped me during my study in this department.

This journey would not have been possible without the support of my family. A special gratitude goes to my beloved parents, the most inspiring persons in my life. To my father, Muhammad Isa, the one who always highly encourage me to pursue higher education. To my mother, Tihasanah who always give me prayer and affection. To my young brother Muhammad Reza and my young sister who always give me du’a in their prayer. May Allah grant my family to Jannag for their great kindness, patience, endless love and everlasting financial, moral and emotional support. My special pleasure is also extended to my best friends Haikal Riza, S. Hum, Cut Putri, S.Tr.T, Maghfirah, S. Hum, Roudhiatul Annura, S.H. Their existences encourage me to be a better person. Million thanks go to my friend, Nur Hafni for the precious time and

greatest memories we have spent during these several years. I take this opportunity to say heartfelt thanks to Kak Amel, Kak Cutmon, Kak Nana, Kak Maulidar, Kak Mawaddah, kak riana, isna, mirandafor being my positive social support systems, the constant motivation and unceasing support, positive thinking and encouragement at all times. Thanks to Unit 05, Taman Edukasi Aceh, Rak Baca T36, Malam Puisi Aceh, Aceh Zero Plastic, Kejar Mimpi Aceh, My PPL's team, Education USA squad, senior and junior in English Department for the great and unforgettable memories we had. Last but never least, I would like to thank for everyone who took apart in my life journey that I cannot mention one by one on these pieces of papers. May Allah grant you heaven for the kindness you did in my life.

Finally, due to the shortcoming of this study and my limited ability, suggestions and comment are really meaningful in order to reduce its weakness and improve the insight and my experience in writing. I hope this thesis will give valuable contribution for students and lecturers in Department of English Language Education of UIN Ar-Raniry Banda Aceh.

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ABSTRACT

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This study investigates the student-teachers' difficulties in teaching practicum experience. The aims of this study are to explore the problems of the difficulties of student-teachers in teaching practicum and to find strategies for the adversities in teaching practicum. The qualitative research approach was implemented to explore and find the participants perception regarding the difficulties of student-teachers in teaching practicum. To achieve the aim qualitative research through in-depth interview was employed. The overall results demonstrated that student-teachers faced several difficulties in teaching practicum experience are lack of confident, lesson plan, supervisor/tutor. The one of strategy student-teachers use to overcome the problem is learn by experience, student-teachers asking help with tutor of teaching practicum and friends in difficulties of teaching practicum.

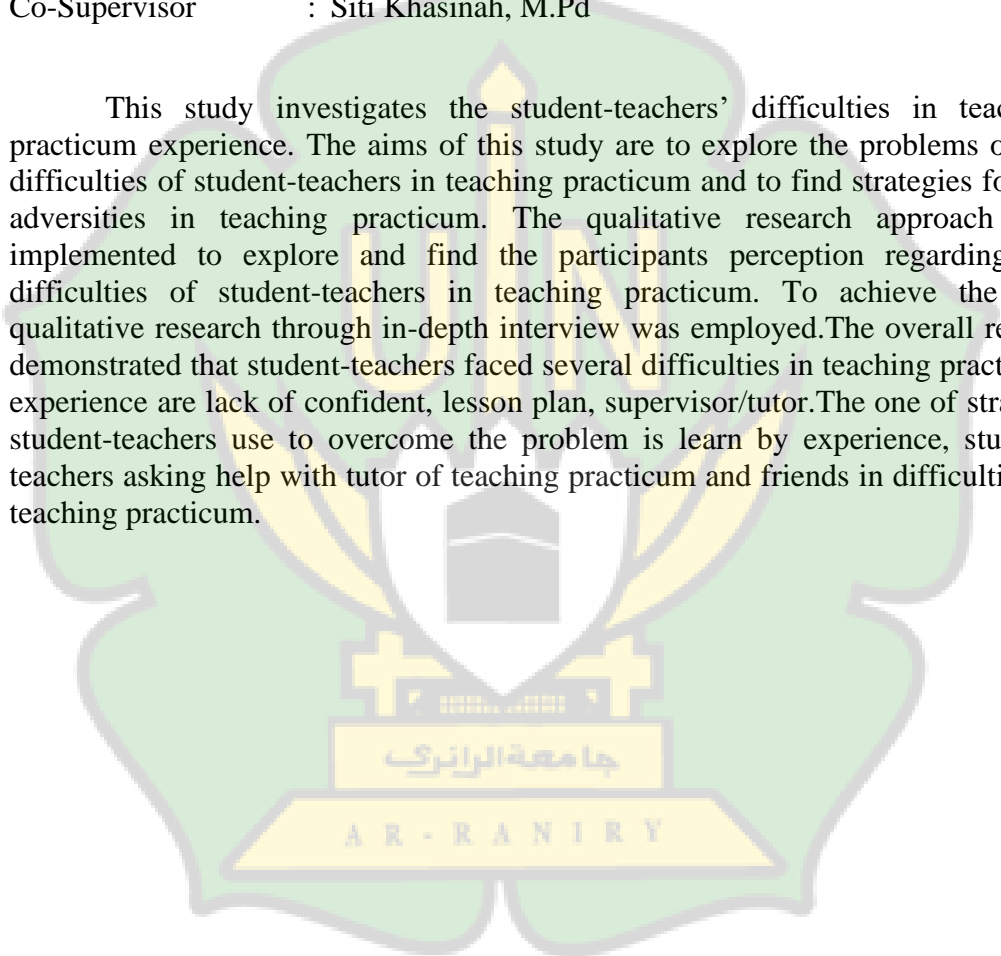


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CHAPTER I

INTRODUCTION

This chapter provides the introduction of the research including the background of study, research questions, aims of study, significance of study and terminology.

A. Background of Study

Teaching is difficult activity and not easy for some people, especially for student-teachers who teach for the first time in the real field. Based on the student-teachers experiences in teaching practicum are difficult to manage the classroom well and several students who do not interest to learn English. It makes the researcher lack of models and proper tools to create the class atmosphere alive encourage the students to be active and stimulate them to interest in English. Furthermore, the teachers' guidance does not respond and guide the student-teachers during two months in teaching practicum. According to Msangya, Mkoma & Yihuan (2016) confirm classroom theory and practicum experience are two important elements in developing teachers' competencies. In line with the statement, the student-teachers of Tarbiyah are trained in micro teaching course and teaching practicum both theoretically and practically. Therefore, the benefits of having the training will help student-teachers who take teaching practicum in the next semester. Teaching is a process of organizing the environment around students, thus it can grow and encourage students to carry out the learning and teaching process. Gage (2009) states teaching is a kind of relational impacts of

modifying someone else's ability to behave well. Thus, the teacher should have a good teaching quality. They need to have a good capacity to transfer knowledge for students, thus they can get the knowledge properly, well, and easily. Marais & Meier (2004) state teaching practicum is an integral part of teachers' training programs. Through teaching practicum, student-teachers are challenged to deliver good quality as teachers in actual experience, while learning is about teaching skills, techniques and class leadership at the same time.

Faculty of Education and Teacher training of Ar-Raniry State Islamic University (FTK UIN) is the “center of excellence” in producing graduates who are able to assess, develop and implement the goals of Tarbiyah and Teaching Program Faculty at national and regional level for the sake of welfare and peace of mankind (Akademik, 2015/2016). Faculty of Education and Teacher training of Ar-Raniry State Islamic University is also an educational institution that has roles to prepare professional teacher candidates. All of the student-teachers from the faculty are expected to have ability to carry out their assignment as a teacher. Therefore, teaching practicum implemented by Tarbiyah faculty aims to fostere human resources integral quality, specifically education, Islamic morality, professionalism and skills in accordance with the need of society and global era. Brouwer and Korthagen (2005, as cited in Msangya, Mkomand Yihuan, 2016) state that classroom theory and practicum experience are two important elements in developing teacher competencies. In line with the statement, the student-teachers of FTK UIN are trained in micro teaching course and teaching practicum, both theoretically and practically.

The teaching practicum is a program that organized by Faculty of Education and Teacher training of Ar-Raniry State Islamic University. The student-teachers conduct the program after completing their micro-teaching class. The real teaching practicum that the student teachers faced in teaching practicum will train them to be professional (Wagenaar, 2005). Since they directly face the real situation of teaching, it might have an influence on their teaching skill quality. Therefore, in conducting teaching practicum, the student teachers should be able to transfer the knowledge to the students, they should have an adequate knowledge as according to their major, a certain character as a model for the students and empathy and sympathy on all of the social situations in the school where they conducted teaching practicum.

There are several important requirements that student-teachers must pass in order to be successful in teaching practicum. They are the teaching activity must be in accordance with the lesson plan, the teacher must be confident, and teaching hours setting must be adjusted with the material taught. However, to be able to meet the requirements is not easy, especially for student-teachers who are participating in teaching practicum for the first time. Usually, the difficulties are related to design lesson plans, prepare teaching materials, and manage time when teaching.

These difficulties in teaching practicum have been revealed by Riesky (2013) who states that one of the problems student-teachers face is the cycle of teaching and learning. This occurs because part of the student-teachers who are not yet ready to teach, lack of confidence and lack of background knowledge face

by the student- teachers is difficult to manage the classroom well. As said by Daluz (2015, as cited by Yusnita, 2018) argues in the teaching practicum, the success of the student-teachers will be significantly measured by their supervisor/mentor from the school they are assigned to. The success will be measured by the way they teach in the classroom as well as the way they handle the classroom and the students. Therefore, in the teaching practicum, the student-teachers are allowed to have the total control in the classroom by managing the classroom activities.

This study takes the teaching practicum as the object of the research. It is because the teaching practicum experience takes an important part in successful teaching experience. The researcher tries to find out the difficulties student-teachers experience in teaching practicum. From that description, the researcher is interested to conduct the study about the difficulties of student-teachers experience in teaching practicum.

B. Previous Study

The researcher found some previous studies related to this research. The first previous study entitled “Examine the Difficulties of Student-teachers in Designing Lesson Plan”. The study was conducted by Andani (2018). In this study, the researcher found some difficulties from student-teachers in designing lesson plan and in choosing a method of teaching or learning properly.

The second previous study is “Praktik Pengalaman Lapangan and Pedagogical skill: Student-teachers’ Self Reflection” The study was conducted by

Barizah (2019). This study was to find out whether student-teachers obtain a lot of experience in teaching learning process. It's different from what the student-teachers face in micro teaching class. In PPL, student-teachers face the actual classroom situation, it may influence student-teachers' pedagogical skill.

The last previous study is "The Strengths and Weaknesses of Classroom Management by Student-teachers" The study was conducted by Rosdiana (2018). This study related to the strengths and weaknesses of Class Management by English department students, to become good teachers after doing teaching practicum in schools. Furthermore, researcher found more understanding of student behavior in the class which gave more encouragement to researchers to dedicate themselves as teachers. To sum up, the student-teachers had some difficulties in teaching practicum there were: designing a lesson plan and in choosing a method of learning properly, significant teaching practicum of student-teachers in pedagogical skill and the strength or weaknesses student-teachers in classroom management to become a good teacher in teaching practicum.

C. Research Questions

Based on the background of the study above, two research questions are formed to be answered in this study:

1. What problems are encountered by student-teachers in teaching practicum?
2. What strategies have been used by student-teachers difficulties in teaching practicum?

D. The Aims of Study

The aims of this research are:

1. To explore the problems encountered by student-teachers in teaching practicum (PPL).
2. To investigate the strategies student-teachers use to overcome the problem.

E. Significance of Study

This study focuses on difficulties student-teachers experienced in the teaching practicum. The result of this study is expected to contribute in several aspects. For Faculty of Education and Teacher of Ar-Raniry State Islamic University, it is hoped that the results of this study will be useful in helping to improve the teaching practicum program. For English Department students, it is hoped that the outcome of this study may be useful in improving the teaching skills of student-teachers, particularly the confidence of teaching appearance. For English Department lectures, the result of this study is expected to assist student-teachers to know about the influences of teaching practicum. Moreover, for readers, the result of this study is hoped to give further information, knowledge and understanding about teaching practicum.

F. Terminology

In order to avoid miss understanding researcher defines the following operational definitions of this research as follow:

1. Difficulty

The difficulty is state or quality of being hard to do or to understand, Hornby (2001). The difficulty is the mistakes which are faced by the student-teachers in teaching and learning process. For example: lack of teaching methodology, hard to design lesson plan. It occurs because the student-teachers are confused or do not know or understand about the material which the lecture has explained. In this case, the difficulty is the state that the student-teachers are hard to implementing teaching practicum.

2. Student-Teachers

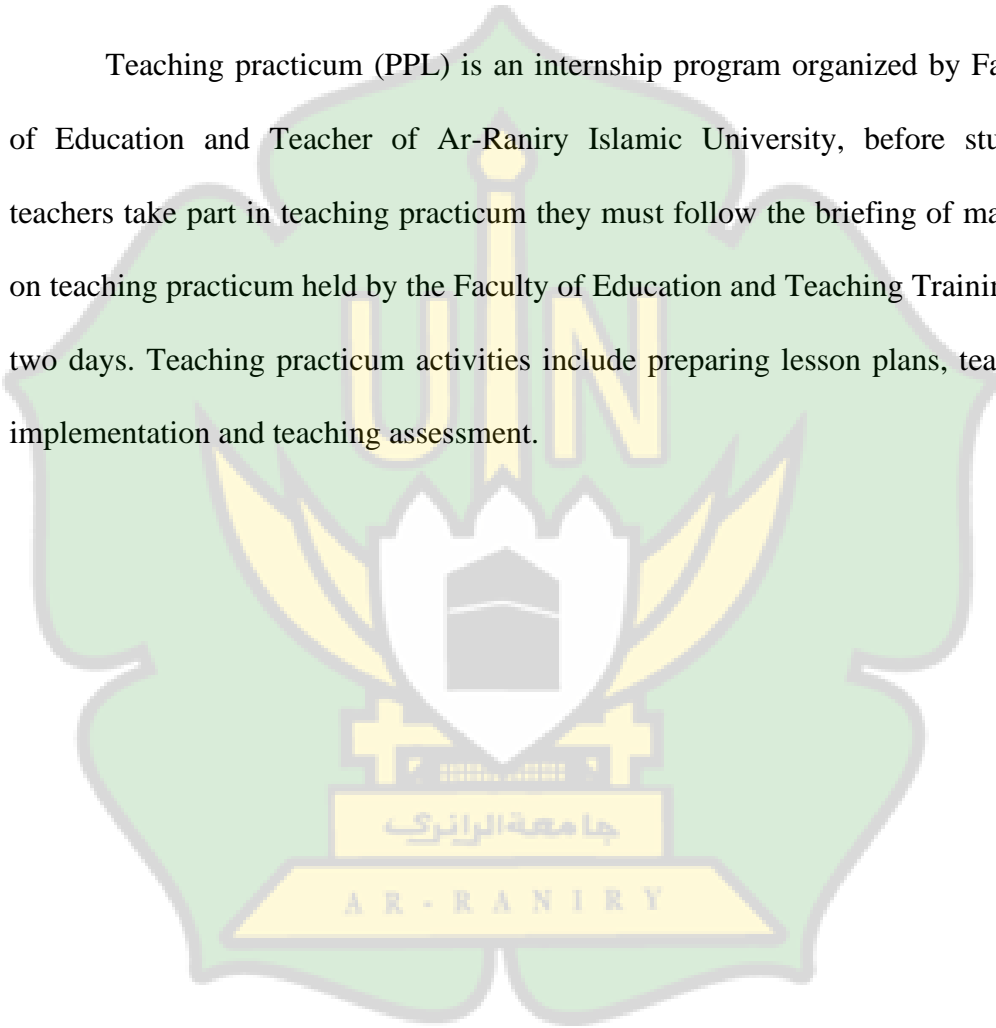
Student-teachers are eighth-semester students who have taken micro teaching subject and are required to teach in teaching practicum for two months in schools that have been determined by the Faculty of Education and Teacher of Ar-Raniry State Islamic University. Therefore, teaching practicum is a program that trains student-teachers to become real teachers at school before graduating from university. Student- teachers teach in class they learn specifically about how to prepare lesson plans, master methods and be able to teach well in class. Student-teachers teach subjects based on their respective fields of study to meet the requirements to become a professional teacher.

As said by Schon (1983), student-teachers constitute their foundation of professional experiences initially in schools during their teaching practicum as a two-way process which has a mutual benefit for tutor and student-teachers. The student-teachers have to teach the students by the specific method and new

knowledge every teaching and learning process. Cowley (2009) adds that teachers help their students to learn a new thing every day and give an inspiration to their students to become a better person in future.

3. Teaching Practicum

Teaching practicum (PPL) is an internship program organized by Faculty of Education and Teacher of Ar-Raniry Islamic University, before student-teachers take part in teaching practicum they must follow the briefing of material on teaching practicum held by the Faculty of Education and Teaching Training for two days. Teaching practicum activities include preparing lesson plans, teaching implementation and teaching assessment.



CHAPTER II

LITERATURE REVIEW

This chapter provides several points related to the concern of this study.

Those are student-teachers, teaching practicum and previous study.

A. Teaching Practicum

1. Definition of Teaching Practicum

The teaching practicum program at UIN Ar-Raniry 's Faculty of Education and Teacher Training is a compulsory course aims to provide a real experience and expand the knowledge and skills of the students into four competencies: pedagogical, technical, individual and social competencies which ultimately allow them to carry out administrative duties in schools, among others. In addition, it aims to include student-teachers in real classroom to teach English language and enhance student-teachers' personality or social skills to boost teaching quality and become skilled teachers. (Muluk & Habiburrahim, 2018)

As said by Da luz (2015, as cited by Yusnita, 2018) in the teaching practicum, the success of the student-teachers will be significantly measured by their supervisor/mentor from the school they are assigned to. The success will be measured by the way they teach in the classroom as well as the way they handle the classroom and the students. Therefore, in the teaching practicum, the student-teachers are allowed to have the total control in the classroom. Therefore, in the

teaching practicum, the student-teachers are allowed to have the total control in the classroom by managing the classroom activities.

According to Marais & Meier, (2004) teaching is an integral part of teacher training programs. Through teaching practice, student-teachers are challenged to deliver good quality as teachers in actual experience, while learning about teaching skills, techniques and class leadership at the same time. Adesina (2005, as cited in Khasinah, 2019) agrees that the teaching practicum is essential to the education and training of teachers. Student-teachers develop their competence, gain self-confidence in addressing broad audiences in classes, and learn appropriate individuals. They will learn how during the teaching process to assess, change and correct their behaviors. Hamman & Olivarez (2007) state teaching practicum is an important part in teacher education programs. Teaching practicums serve a variety of functions and are considered to be a unique time in teachers' professional development. Boadu (2014) argues essentially that teaching practicum is a program set to student-teacher to gain new experiences that will make them better and more effective in teaching. However, because there are too many applications that require them to be a multitasking teacher, it induces student-teachers to find a number of factors that trigger anxiety when teaching practicum, students-teacher describes that teaching practicum as a component that makes student-teachers stress to practice.

Gower, Philips and Walters (2015) assume that the supervisor or tutor at the teaching practicum will provide the direction or assistance to the student-teachers in the beginning of the preparation with what should be taught, what

techniques should be used and what materials should be prepared. This detailed guidance is gradually carried out because the student-teachers' ability should be increased in identifying the language needs of the student-teachers in preparing activities and materials to satisfy supervisors and tutors. Moreover, Smith & Lev-Ari (2005) state that student teacher typically attribute the teaching practicum as highly effective in developing their competencies.

2. Aims of Teaching Practicum

Based on Instructional Development Center (2019), the aims of teaching practicum are to train and develop the teaching skills of student-teachers in conducting teaching and learning in schools. The purpose of teaching practicum is to provide opportunities for student-teachers to learn about teaching while they practice it in the classroom (the actual situation of the teaching process), guiding them to have experiences especially about teaching such as; giving students the opportunity to be active learners in the class, mastering subject matter and understanding how to present it to students, giving them professional development and fostering good attitudes, assessing the extent to which students meet targeted grades, and enabling the School of Education to evaluate the adequacy or practical aspects of teacher education programs.

Suwannatrai, (1993) says that there are several general objectives in teaching practice: (1) providing opportunities for prospective teachers to be able to train themselves or be professional as a teaching profession. (2) Providing various opportunities for prospective teachers to learn and teach more deeply. (3)

Providing opportunities for prospective teachers to train and test theories and knowledge in the classroom (4) introducing prospective teachers to the school and community environment. Also prospective teachers can develop themselves and can better adapt to the role of the school. Moreover, there are several aims of teaching practicum according to UPI (2016) the aims of teaching practicum to stabilize competency mastery academic, to develop professional identity as a professional teacher and provide provisions basic experience carrying out learning that educates under supervision effective from supervisors and tutors. Aglazor (2007) adds that there are several aims of teaching practicum:

- a. To provide student-teachers in challenging, relevant and useful experiences to instill teaching skills that makes teachers professional in the future.
- b. To get opportunities for student-teachers to understand the roles and operations of the school being carried out.
- c. To provide student-teachers with useful challenges in teaching practicum in actual classrooms and acquiring professional competencies.

Khasinah (2019) argues that teaching practicum can be used as the application of professional knowledge and understand the learners, methods, media, lesson plan, communicate and learn environment as the way to promote learning. In contrast, most of the researchers indicate that part-time job negatively affects both academic and health of students. In conclusion, the programs of

teaching practicum focus on how the student- teachers implement the knowledge and skill in their teaching practicum.

3. The Difficulties in Teaching Practicum

According to guidance book of Praktik Lapangan Unit Pelaksanaan Teknis PPL FKIP Universitas Pasundan Bandung (Bandung, p. 3) as cited in Jannat (2016, p. 12), teaching practicum is an learning practice that must be practiced by all students in education. It is designed to give students an experience in applying a theory of educational work to the teacher's real task, preparing and producing the professional graduate and making them highly creative, highly qualified and professional attitudes and behaviors in education.

Azeem (2011) explains that teaching is an interesting activity and it is very useful for anyone, but it requires student-teachers to be more understanding, to assert about what must be done in learning and what most needed in students. To become clever in the skills, to find new knowledge and to make it easier for students to doing assignments are the purpose in teaching. Riesky (2013) defines the definition of the difficulty is state of being hard to do and understand. One of the problems student-teachers face is the cycle of teaching and learning. This occurs because part of the student-teachers who are not ready yet to teach, lack of confidence, lack of background knowledge and difficult to manage the classroom well. As a result, the difficulty of student-teachers in organizing classes is lack of preparation and lack of teaching methodology. The challenging situations that

make it difficult for prospective teachers is to design lesson plans following government regulations.

Brown (2007, as cited by Macias & Sanchez, 2015) confirms several activities are doing in the class: (1) Teachers and students discuss something outside the subject that is being run. (2) Questioning outside the context of the lesson. (3) Some technicalities prevent the teacher from doing an activity. (4) Students who make a fuss in class. (5) Insufficient time prevents the teacher to complete the activities in class. Concerning the difficulties of student-teachers in classroom management at teaching practicum revealed that the difficulties experienced in class were identified by student-teachers as subjects who have quite a large difference between what were taught in class and were studied on campus. The important problems found by student-teachers when teaching practicum are students who take a nap in class; they do not interest in speaking English and lack interest in the classroom. Meyer (2016) suggests that preparation of student-teachers should explore new models in the teaching practicum experience and seek better information about the current program implementation. The state is also developing new standards and evaluation models for teacher preparation programs that have been designed to enhance the teaching practice experience.

In short, student-teachers have to develop suitable teaching materials, plan a lesson and socialize with student in the classroom of teaching practicum.

4. Advantages of Teaching Practicum

According to UIN Ar-Raniry, Panduan PPL, (2019) there are several advantages for students-teachers in teaching practicum: student-teachers are taught how to balance their roles as modern teachers, from being instructors, creators, managers, mentors, to role models and also increase student-teachers understanding of the process of education and learning in schools or institutions. Gain experiences of how to think and work efficiently in order to understand the relevance of science in solving the education problems in schools or institutions. Obtain the power of reasoning in carrying out the handling, formulating, and solving the problems in schools or institutions. Gain experiences and skills in teaching and managerial activities in schools or institutions. Provide opportunities for students to act as motivators, dynamists, and problem solvers and shorten their study period.

5. The Strategy of Teaching Practicum

Uptake of new teaching strategies often is a complex change initiative for the educational establishment, engendering a fair degree of resistance among teaching staff. Instructional coaching can support schools in implementing new teaching practices in a sustained way. Instructional coaching also ensures that teaching practicum is implemented with fidelity, ensuring systematic, high-quality implementation, Knight (2011). According to Bezzina (2009) the strategies of teaching practicum to student-teachers are identifying those areas that are critical to all teacher educators when it comes to improve our own knowledge,

exercising skills in the area of teaching practice in general, providing each other the support to grow professionally, creating a platform which allows us to engage with good and innovative practices.

6. The Differences between Strategy, Method and Approach.

Strategy usually requires some sort of planning for setting goals. Learning strategies is a teacher of learning activities undertaken with the aim of the learning process that takes place in the classroom can achieve the goals effectively and efficiently. In principle, the learning strategy of conceptual plans will be decided in the learning process. Viewing from the side of the strategy, can be grouped into two general categories: exposition-discovery learning, and group-individual learning. Learning strategy is still conceptual, necessary for the implementation of certain teaching methods.

A method is a plan for presenting the language material to be learned and should be based upon a selected approach. Teaching method: refers to how you apply your answer from the question stated in teaching approaches to your day to day instruction in front of your students. Method is defined as a habitual, logical, or prescribed practice or systematic process of achieving certain and results which accuracy and efficiency, usually in a preordained sequence of steps. A method is how to carry out these assumption and theories. A method is a set of procedures that describe how to teach a language. A method is the way you apply these theories and principles.

An Approach is a set of correlative assumption about the nature of language and language learning. An approach is treating something in a certain way. Teaching approach is your own personal philosophy of teaching. Approach is a set of assumption. Learning approach is the way teacher view the learning process, in which there are learning strategies with all his theories. Learning approaches can be divided into two approaches are student-centered approach and teacher-centered approach.

Thus, the strategy is “a plan for achieving goals” while the method is “a way for achieving goals”. Method is a settle kind of procedure, usually according to a definite, established, logical, or systematic plan. Method is general way in which activity is conducted. Approach is an approach is something that reflects a certain model or research paradigm. Approach is a set of theories and principles, Richard & Rodgers (1997).

7. Student-Teachers

According to the guide book of Instructional Development Center (2019) student-teachers of Faculty of Education and Teacher of Ar-Raniry State Islamic University are educated and trained in various educational sciences related to teaching such as teaching methodology and micro teaching. After that, the Instructional Development Center (IDC) will arrange the preparation of student-teachers in teaching practicum for 2 months to practice skills in teaching effectively to become professional teachers. Al-Jaro & Asmawi, (2007) defines that basically; student-teachers must be trained in how to reflect on their teaching

practices effectively. Thus, student-teachers can combine their performance with decision making, understanding and adapting to change in unexpected circumstances Killen, (2007). Significantly, Ankuma (2007, as cited in Boadu, 2014) has stated that recommendation to make training more effective before teaching program comes to student-teachers. But due to the complex nature of the profession that demands student-teachers and reports on various difficulties and problem in teaching practicum causes stress and anxiety in doing things during the teaching practicum experience. This concern, if not intended to affect the work ability of student-teachers during teaching practicum and in a long time will affect the perception of student-teachers about the profession as a professional teacher. However, if they fail to reflect on their practice, they will not teach effectively because they are not related to what they already know and learn with their practical experience, Braun & Clumper (2004).

Tarman (2012) defines that story of how student-teachers experienced teaching practicum begins with a questioning of who they are and what beliefs they bring to their practicum. The answers to such questions evolves over time as student-teachers progress through teaching program, which in return may impact teachers' beliefs and perceptions about teaching. Regardless of what beliefs student-teachers hold, one may wonder about the extent to which student-teachers' initial beliefs are subject to change by the experiences they gain in teaching program, especially those related to subsequent field experiences gained during teaching practice.

To sum up, the student-teachers general purpose of teaching practicum is to make students to become a professional educator in the future.



CHAPTER III

RESEARCH METHODOLOGY

This chapter explains and provides the information about the research methodology for the study. It consists of detail description of research design, brief description and research location, population and sample, the subject of the study, method of data collection, and method data analysis.

A. Research Design

This study is intended to figure out the student-teachers' difficulties, to explore the factors of the difficulties of student-teachers and to find solutions for those adversities in teaching practicum. In this research, the researcher used qualitative research because as said by Creswell (2007)

Teaching practicum is to help the student-teachers to develop positive attitude towards the teaching process, to expose them to real life classroom experience, to discover their own strengths and weaknesses in teaching, to provide a forum for them to translate educational theories and principles into practice, to provide them with the necessary skills, competencies, personal characteristics and experiences for full-time teaching after graduation.

This research focuses on student-teachers of English Department students to know the problems and the solution. The aim of teaching practicum is to conduct student-teachers to be professional English teacher.

B. Research Sites and Participants

Based on Instructional Development Center (2019) the Islamic State University Ar- Raniry was established on October 5th 1963. This research is located at Ar-Raniry Islamic State University Banda Aceh. The aim of this Department in Education and Teacher Training is to educate student-teachers to become experts in teaching and able to develop and apply their knowledge in various educational institutions. In this study, the researcher selected the sample by using purposive sampling. As explained by Crewell (2003), purposive refers to the selection of participants that will best help the researcher understand the problem and the research question, they must be willing to reflect on and share this knowledge. Therefore, the population in this study was all students of Department of English Language Education at Ar-Raniry State Islamic University in batch 2015 with total number of students were 80 students. According to Arikunto (2006) if the total number less than 50, it is better to take all of the numbers to be the sample and the research called as a research population, on the contrary, if the number of subject more than 50, the sample could be taken about, 10-25% or more. In this study, the researcher took sample about 10% from the population. Thus, only 8 students involved as the sample, that are students on batch 2015 who has taking teaching practicum in East Aceh. In order to have specific result, the researcher conducted this research in teaching practicum to get deeper answer. The sample were the students in semester nine who had already taken all mini teaching classes; Teaching Methodology, Micro Teaching and teaching practicum. The researcher used purposive sampling to choose the

participant because every student-teacher has an equal and independent chance of being selected for the sample. The interview was conducted on 14th June 2020 to 22nd June 2020. The researcher interviewed eight PBI students who had already finished their teaching practicum program. Although the researcher asked the questions in English, the participants were allowed to answer in both English and Indonesian language in order to make ease them in answering the questions. There were ten questions related to the research questions given to the participants. The participants were marked as P1, P2, P3, P4, P5, P6, P7 and P8.

Moreover, the researcher would like to find out student-teachers problems, factor which lead to these problems in teaching practicum and how student-teachers solve the problems.

C. Method of Data Collection

The method which researcher used in this study is interview. It has the purpose to answer the research questions more thoroughly.

1. Interview

Data collecting is a systematic and standardized procedure to gain the necessary data Tanzeh (2011). In collecting the data in this qualitative survey, the researcher used interview as data collection. Interview was used to collect the data. There were several items regarding to student-teachers in teaching practicum. For this research, the aims of the interview are to collect information from student-teachers experienced in teaching practicum. To identify student-teachers' difficulties in teaching practicum in depth interviews were conducted.

In-depth interview is part of a qualitative method which obtains information for research purposes question and answer face to face between interviewer and respondents, the information obtained is involved in social life that is relatively such as the experience of teaching practicum. Guest, Namey, & Mitchell, (2013) adds that almost all qualitative researchers used the In-depth interview technique because skilled interviewer engaged in a probing conversation with suitably knowledgeable interviewee.

In conclusion, the interviewer will interview the respondent about the difficulties and what factor of problems for student-teachers in teaching practicum.

2. Data Analysis

The finding of this research was analyzed qualitatively. Miles and Huberman (1994, as cited in Creswell, 2014) mention that there are several steps of data analysis methods: Firstly, data reduction aims to reduce the data from interview without significant loss of information. The information would be edited, summarized, and coded. Secondly, the study findings showed simply in a form of graph, chart, and description by the researcher. A good display of it is finding will ease the researcher for further analysis. The last one is data display of the researcher could conclude the research findings and compares it using other reference.

This study, the researcher transcribed each interview, there were a lot of significant statements in the participants' responses. Hence, the researcher needs

to listen the audio several time to obtain valid information from participants' statements. The researcher began to write main problems that participants 'do experienced, then read their statements, and began to see common idea.



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deals with the research findings and discussion. The data which comes from the interview results are displayed and analyzed to discover the research findings. Then, the researcher discusses the interview results that have been displayed in the research finding in the discussion.

A. Research Findings

The purpose of this qualitative study is to describe the difficulties faced by student-teachers in teaching practicum. This study was constructed to answer the main research question “What problems are encountered by student-teachers in teaching practicum and what aspects are most difficult for them. To identify pre-service teachers’ problems in lesson plan, semi-structured interviews were conducted. In analyzing the data, the researcher used Miles and Huberman concept (1994, as cited in Creswell, 2014). After reducing the original data by selecting the important information and founding its theme, the researcher displayed the data into description. Therefore, the data displayed would be discussed and concluded by the researcher regarding to the research questions. The findings would be explained as follows:

1. The Problems Encountered by Student-Teachers in Teaching Practicum

According to the result of the interview, the researcher found that there were two main problems that were faced by the student-teachers in teaching

practicum. Most of the participants conveyed that those two problems were the main concern in teaching practicum. The problems that were encountered by the student-teachers are mentioned below:

a. Lack of Confidence

All of participants recognized that their problems in teaching practicum were lack of confident. Based on interview, the researcher found that all participants had low confident in teaching-learning activity. Here, the researcher provided three best answers of the participants. P7 stated:

Yes, during teaching practicum I felt lack of confidence. Because teaching practicum is a new atmosphere for me, that makes me lack of confidence too because I do not know each other, teachers and students at school. Automatically I feel nervous. (P7, 22nd June, 2020)

Similarly, P8 also said:

Yes, teaching practicum is a something new to me because this was the first teaching at school for me. So I had a little difficulty interacting. So, that made me a little lack of confident. (P8, 24th June, 2020)

In addition, P5 also said:

Yes. It has, because when it comes into a new world where previously we were not in real teaching situation, we just practice in the class micro teaching with lecturer. In teaching practicum, we went straight to the real field. In teaching practicum we like to find a new world which is interacted directly with students. So, my first teaching practicum was still uncertain, it meant that I did not know what to do because I was still lack of experience, so I tried to give an ice breaking at first period. After that I enjoyed with the moment of class step by

step. That's the problem when in teaching practicum: I was nervous. (P.5, 15th June, 2020).

By giving the responses above, the researcher found that the new situation was the reason why all the participants felt anxiety during the teaching program. The new experience of facing the real world of teaching brought them to be nervous. Dealing with everything new was the hardest step to be done especially when it came to face new mentor, new students, and new other teachers. At the end, when they were asked to teach for the first time, they came up with low voice; unclear explanation and less interact with the students. Thus, it made the learning process monotone.

b. Difficulties in Designing Lesson Plan

Based on interview, several participants explained that the Lesson plan was the next problem that was commonly faced by them. Most of the participants argued that in developing indicators in the lesson plan were much harder when it came to the real class situation and making a good lesson plan that changed frequently was also the obstacle they got. Here, the researcher provided three best answers from the participants.

P6 conveyed:

Yes, I always have problems when I make lesson plans especially in the section on indicator development. I was worried about what I want to achieve was not succeed in the class that I teach. Moreover, I had many difficulties in teaching when the class was not in accordance with the lesson plan. So, at that time, I did not know what purpose I wanted to teach. I teach at the high school level and the students were naughty, so before lessons started, I had to discipline them first. Moreover, sometimes teaching time was very limited. At the end, the

indicators that I wanted to achieve were not achieved properly. (P6, 22nd June, 2020).

In addition, P2 also said:

Yes, when I made a lesson plan, my difficulty was not being able to make a lesson plan as much as possible. Because there are many types and updated lesson plans that made me a little bit confused and I had to learn about it again. (P2, 22nd June, 2020)

Similarly, P2 also said:

Yes, when my first teaching practicum, each of us was given a tutor or 'guru pamong' Then, the tutor gave me material. The material is new material that I had never made a lesson plan, so automatically I felt difficult to make the lesson plan. In the teaching practicum, I also had difficulty in accessing on the Internet to get new information and data to make the lesson plan. (P7, 22nd June, 2020)

According to the data above, the participants had lot difficulties in arranging the lesson plan. The way to elaborate the indicators into a suitable setting on learning was the common issue for student-teachers in teaching practicum. Moreover, the different references of lesson plan also contributed the problem for them. The different arranging of the newest updated lesson plan format made the student-teacher confused and restudied again. The other problem was also mentioned in the result was about the short period of the learning process. They faced any obstacles in handling the classroom especially when the students were naughty. It only ruined the setting that had been made in lesson plan.

c. The Difficulty of Dealing with Tutor's Respond

According to the result of the interview, the researcher found that there were some students who stated that the tutors did not help too much with the lesson plan of the students. Most of students obtained any tutors' advice after performing the teaching process but they did not give too much concern at the beginning of the students-teacher. There were also several tutors who gave them a freedom to make the lesson plans. The participant 5 argued:

When my tutor did not respond about me in teaching practicum usually, I would have some discussion with other friends in the same of subject. (P5, 15th June, 2020)

In addition, P2 said:

When preparing the material, based on the experience I had, my lesson plan was seen by the tutor, so far it has been very good. But when I showed how to teach, there was only correction little by little. For example, we made the lesson plan to complete, while the teaching time was insufficient; the tutor instructed us that it was enough to take the essentials from the lesson plan to apply to the class. (P2, 22nd June, 2020)

Based on the result of the interview, the tutor did not give any much effort to help students' issue in dealing with lesson plan or giving any advice how to teach in the class. Some students only made lesson plan based on the previous knowledge they got in university. But when they made it too complex, that would be the time when the tutor gave them direction how to make an appropriate lesson plan. Then, when student-teacher taught in the class, they were not given any further information about the students. Sometimes, it led student-teachers hard to handle the class in the first meeting. However, there were some students who

gained any help from their tutors in dealing with lesson plans or the class.

Participant 4 said:

Alhamdulillah, the tutor always responded and helped me to every problem I got. (P4, 15th June, 2020)

Supported by the P1:

Yes, Alhamdulillah, I got a very good tutor and the tutor guide me step by step about how to teach and face students directly.” (P1, 15th June, 2020)

Based on the interview, it could be concluded that some tutors were concerned about the student-teachers’ matters in dealing with the classroom. Some of them were given any help such as giving any guidance to teach in the class.

2. The Strategies to Overcome the Problems.

According to the obtained data, there were some strategies which could be taken to overcome the problems of student-teachers in teaching practicum. The strategies included improving the confidence of student-teachers, preparing a better lesson plan and responding to the tutor.

1. Increase the confidence of student-teachers

Every participant had their own strategies to increase their confidence in teaching practicum. Based on the result, most of them conveyed the same interest to increase their confidence in teaching practicum. P5 explained:

So, to get rid of nervous when in the class, first I take a deep breath, and then before I start the lesson, usually I provide an ice breaking for students. So, the situation is called the melting atmosphere. As the student-teachers, I also enjoy the situation and tried to be too nervous anymore. Step by step I got used to it and I was not nervous anymore. (P5, 15 June, 2020).

Moreover, P6 mentioned:

My way to overcome the lack of confidence is to have a good interaction with students. For example, before teaching, I will tell the previous stories to make me more interacting and familiar with students. That is the way how I increase my confidence. (P6, 22nd June, 2020).

In addition to the response, P1 said:

Before we enter the class, in teaching practicum, we have to know the type of students we should educate. If this student is more capable than us, automatically we have to learn more about the material. So, we can be more ready to face the student. But, if suddenly we have to study about the material that we do not prepare yet, automatically we make more interesting on media learning. So that I can slightly cover my shortcomings and I can play while learning. For example: playing a game. In the game, there will be learning and there is also a game. So students can also be active and it does not make the teacher explains everything. Although there is more or less than the teacher can be understood by the student. (P1, 15th June, 2020)

P7 argued:

So, before that, what we have to prepare is our mental. If our mental is weak, automatically we will not concentrate and we will not focus on the material that we will explain. Secondly, we must prepare the material, what material will we teach and how to deal with students who act stubborn is the thing we must prepare too. (P7, 22nd June, 2020).

The responses showed that the participants had their own ways to deal with their lack of confident. Some of them did any good breathing then they could be more relaxed in teaching. The other participants also conveyed that students' behavior was an issue that caused them felt unconfident especially when they

could not handle the class to listen to them. Then, the way to solve the problem was to have a good relation with the students. Thus, they could obey to the rules they made or to give the students an ice breaking in order to have their students' attention. In addition, most of them prepared the materials well. They could be more ready in teaching and they could answer all the questions that would be asked by their students. In conclusion, student-teachers did a lot of efforts to deal with their confident in order to be more ready in the class.

2. Overcome problems in the lesson plan

The other strategy that was used by the student-teacher in overcoming their problems was related to lesson plan. From the interview, four participants shared the same strategy when experiencing difficulties in the lesson plan, namely: consulting to the tutor of teaching practicum and discussing with friends. And also when teaching was not in accordance with the lesson plan, participants repeated material and played some games which were related to the lesson plan.

P5 explained:

Usually, I ask to my tutor about teaching practicum and I see the tutorials. Then, I also discuss with my friends directly, ask to be taught how to make a good lesson plan. Because when I am in teaching practicum the tutor handed it directly to me, it was like taking his hands off. And when the learning process was not accordance with lesson plan, maybe I would take plan B, I would make a game which was still related to the subject matter. (P5, 15th June, 2020)

Similarly, P7 also argued:

The way to handle it was at the beginning of the meeting, we saw what the situation and the conditions in teaching practice looked like. Automatically, we will prepare it more. I have difficulty in the lesson

plan especially in the Time Management because it is out of the time. In the next meeting I have to prepare well for the time management so that they can learn more effectively. Also my teaching was not accordance in lesson plan because of my difficulty in time management, so I shorten the material. Not entirely, however, if there are any question I will give ten from the twenty questions. And the material that I search is also not complete of what I have already prepared before, but it does not mean that they cannot understand the lesson, instead they can understand the material well and deeply from what I have already taught them.” (P7, 22nd June, 2020)

Based on the response above, P5 explained that in teaching practicum she/he faced any difficulty in the lesson plan. From that case, the strategy she/he asked to the tutor of teaching practicum and he/she learned the tutorials which were given by the tutor. And also she/he discussed the lesson plan with their friends directly to make a good lesson plan. Moreover, P5 said when the lesson plan was not accordance in teaching she/he made the plan B to overcome the problem such as playing the game which was related to the subject. In addition, P7 stated about the time management problem. The student-teacher explained the material specifically to shorten the materials and gave the students assignment about 10 from 20 questions to be finished in the class or gave it as the homework. Therefore, it could be concluded that the participants faced some difficulties in applying lesson plan and they did the best strategy to overcome their obstacles.

3. Responding to tutor teachers in teaching practicum

The tutor of teaching practicum or called *guru pamong* is someone who helps and guides the student-teachers in teaching practicum. Here, the participant

explained about the strategy in teaching practicum if the tutor did not help and respond to their concern. P5 explained:

When my tutor does not respond to me in teaching practicum, usually I will make some discussions with other friends in the same of subject. So I made a group and asked my friends about the lesson plan, material and other things Later, the final result will be informed the tutor related to the lesson plan. It does not matter whether any response or not, the most important thing is that I have already carried out my obligations during teaching practicum.” (P5, 15th June, 2020)

In comparison, P8 said:

Because I never ask it to my tutor, sometimes I ask to my friend about everything related to my teaching practicum. And also I am searching on internet for my references. (P8, 24th June, 2020)

The responses above showed that the participants took a decision by themselves to deal with the lesson plan or another thing. The discussion group was one of the alternatives they made to overcome unresponsive tutor in teaching practicum. In the group which was consisted with the same major student-teachers helped them to solve the problem of lesson plan, searching any material and asking about how teach in the classroom. Moreover, to ease them finding the appropriate materials, they browsed it on the internet. When they finished their obligation of making the lesson plan, they would send it to their tutor.

B. Discussion

The discussion is provided based on the finding of the research. After the researcher have obtained the result, it is recognized that there were many opinions and personal decisions in teaching practicum experience based on the answers of

the interview with eight participants. In relation to this, the researcher elaborated some important points as parts of the research findings in order to answer two research questions.

The first research question was asking about the problems which are encountered by student-teachers in teaching practicum. The result of the data shows that all participants face difficulties when teaching practicum. The problems they face are the lack of confident, difficulty in developing a good lesson plan and dealing with the tutor in teaching practicum. It is in line with Andini (2018) who states that student-teachers face a lot of difficulties during the teaching practicum such as in designing a good lesson plan and arranging a good method in learning process. Then, the main problem that is faced by the student-teachers is about being unconfident in learning process. The lack of experience of teaching in the real class is the cause of this anxiety. It is mentioned by Riesky (2013) who says that students-teachers who are not ready yet to teach will be lack confident in class especially if they do not have any background knowledge of teaching. In the end, they will not be able to control the class. Boadu (2014) also mentions that there are too many applications or multitasking skills that should be mastered by student-teachers in teaching practicum that induce student- teachers trigger anxiety. The classroom management is essential for professional teacher to handle the class. Some of the student-teachers convey that they are little hard to manage the learning activity because of the short period of learning. As the result, they cannot finish all indicators in lesson plan. It is said by Brown (2007, as cited by Macias & Sanchez, 2015) that the obstacle that student-teachers probably face

is insufficient time to complete all activities in the class. Brown (2000) also mentions that the other difficulties that are probably faced by the teacher are the fuss of the students. As mentioned by one of participant that she/he could not apply all the activities that she/he already made because the students were naughty.

In addition, making a good lesson plan is also the problem that the student-teacher faced in teaching practicum. Some of the student-teacher argues that the less involved supervisor in helping them with the lesson plan as the cause of this matter. Even not all supervisors do the same thing but for those who have careless supervisor feel much harder to deal with lesson plan. It is contrary with Gower, Philips, and Walters, (2015) who assume that the supervisor or tutor at the teaching practicum will provide direction or assistance to the student-teachers in the beginning of the preparation with what should be taught using techniques and materials that the student-teachers will use. The uncertain reference of lesson plan format also contributes student-teachers' problem in teaching practicum. Not all school in teaching practicum applies the most current format of lesson plan.

However, student-teachers need to deal with all uncertain accidents in the field because they have to gain a lot of experience to be a professional teacher. As the purpose of teaching practicum, student-teacher needs to face many problems and obstacles in real situation of teaching. It is line with Muluk & Habiburrahim (2018), Hamman & Olivarez, (2007) who state that the aim of teaching practicum is to include student-teachers in real classroom to teach and increase student-teachers' personality boost teaching quality and become skilled teachers.

The second research question is asking about the strategies used by the student-teachers to overcome their problems. The result of the data shows that all participants gave some strategies toward the problems they face during teaching practicum. The first strategy they use to enhance their confidence is by preparing all the materials well, setting the activity in a good arrangement and predicting what students need in the classroom. It is said by Azeem (2011) that student-teachers need to understand more about what students' need to make them easier to learn. Then, when student-teachers know exactly what students' need, they can control the class and it will decrease their anxiety in teaching and increase their confidence. The next strategy is about dealing with the lesson plan. Actually, the students can ask to their supervisor about something they do not really understand. But in case the supervisor does not give too much attention for them, they can see another alternative. It has been said by Gower, Philips, and Walters, (2015) that the supervisor will guide the student-teacher to be more ready to teach in the classroom. Most of the student-teachers make a discussion group with their same major friend to help them find the materials, arrange the lesson plan. Then, they also use internet to find out many materials and reference of a lesson plan. It is suggested by Meyer (2006) that the student-teacher needs to find out any further information to make a better implementation of learning.

CHAPTER V

CONCLUSION AND RECOMMENDATION

The chapter draws conclusions and suggestions derived from the research findings and discussions.

A. Conclusion

Based on the result the research and discussion in the previous chapter, it shows that all student-teachers faced several difficulties in teaching practicum. They are lack of confident, creating a good lesson plan, and dealing with the supervisor. The research found that the difficulties faced by student-teachers because of some factors such as lack of knowledge, less training, and less experience in teaching practicum.

Additionally, the last research question is “what strategies do the student-teachers use to overcome the problems?” the strategies that student-teachers use are learn how to get increase the confident such as making a good preparation, relaxing themselves before coming to the class, and ask to the supervisor/tutor of teaching practicum or friends if they face the difficulties in lesson plan and teaching process. Student-teachers also learned how to prepare a good teaching by compassing a good lesson plan and apply it in their teaching practicum.

B. Recommendation

Teaching is an important skill that must be possessed by student-teachers. Teaching practicum helps student-teachers in training and improves their teaching

skill. Therefore, dealing with student-teachers difficulties in teaching practicum, the researcher would recommend several suggestions for student-teachers, lecturer, and further researcher, as follow:

1. For the student-teachers

Researcher expects student-teachers could improve their teaching skill. The student-teachers are suggested to revise their weaknesses and improve their knowledge and ability particularly in teaching practicum and learn more about teaching style, designing a systematic and good lesson plan which is based on government regulation, material for teaching and getting more teaching experience outside teaching practicum and micro teaching. The student-teachers also should pay attention to some components that are still in problem in line with lack of confident, poorly prepared for teaching, do not understand the lesson plan properly, selecting media, managing time, constructing the indicator of standard competence achievement, and constructing the teaching activity.

2. For lecturer of Department of English Language Education

The lecturer of English Course Design Class and Micro Teaching Class should lead the student-teachers to the quality of teaching-learning process by giving the best strategies in order to gain the pedagogical competence of the student-teachers in teaching. In addition, the student-teachers should be given the training by the lecturer to improve their capability before they take teaching practicum experience program. Moreover, the researcher hopes that the result

could give positive messages for student-teachers to support and motivate the student-teachers in conducting teaching practicum.

3. For supervisor of teaching practicum

The supervisor in teaching practicum of student-teachers should help them in lesson plan making. Additionally, the supervisor in teaching practicum is suggested to give feedback for the teaching experience of the student-teachers.

4. For the further researcher

In an effort to overcome student-teachers' problem in the teaching practicum, designed by the student-teachers of English Education Study Program at Islamic State University of Ar-Raniry, academic year 2015, it is suggested that the further researcher can analysis teaching practicum specifically in order to give discussion more deeply based on the curriculum applied or investigate student-teachers' perception of implementing operational verbs of the indicator of standard achievement, authentic assessment and scientific approach that are emphasized by 2013 curriculum in the classroom.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-15072/UN.08/FTK/KP.07.6/10/2019

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK/05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 September 2019
- MEMUTUSKAN**
- Menetapkan** :
PERTAMA : Menunjuk Saudara:
1. Dr. Nashriyah, MA
2. Siti Khasinah, M.Pd
Untuk membimbing Skripsi :
Nama : Putri Paula
NIM : 150203156
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Difficulties Experienced by Student Teacher in Teaching Practicum
Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2-423925/2019 tanggal 5 Desember 2018.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 Oktober 2019

An. Rektor



Tembusan

1. Rector UIN Ar-Raniry melalui kapusur
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan.
4. Mahasiswa yang bersangkutan.
5. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id Website http://ar-raniry.ac.id

SURAT KETERANGAN

Nomor: B-211/Un.08/PBI/TL.00/07/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-5820/Un.08/FTK.I/TL.00/06/2020 tanggal 23 Juni 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Putri Paula
NIM : 150 203 156
Fak / Prodi : FTK UIN Ar-Raniry Banda Aceh / PBI

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

"Difficulties Experienced by Student-Teachers in Teaching Practicum"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 16 Juli 2020
Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

جامعة الرانيري

AR-RANIRY

LIST OF QUESTIONS

1. If you have any problems with feel lack of confidence when teaching in teaching practicum? If so, please explain it!
2. If you have any problems with lesson plan? If so, please explain it!
3. If you have problems that cause the teaching process is not in accordance with the lesson plan?
4. Does the micro teaching class really help you when you go to the teaching practicum?
5. Does the tutor respond to you when you have difficulty in preparing material for teaching?
6. What are your strategies for dealing with lack of confidence when teaching in teaching practicum?
7. How do you deal with difficulties in working on the lesson plan?
8. What strategies you use when teaching are not in accordance with the lesson plan?
9. What strategies do you use when you feel that micro teaching doesn't help you in teaching practicum?
10. What strategies do you use if the tutor do not respond you when preparing material for teaching?