

**THE ANALYSIS OF EFL STUDENT-TEACHERS' CHALLENGES IN
TEACHING ENGLISH**

THESIS

Submitted by:

PUTRI NAZIRA
NIM. 190203140

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



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by:

PUTRI NAZIRA

NIM. 190203140

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor,

Co-Supervisor,



Siti Khasinah, S.Ag., M.Pd

Fitriah, M.Pd

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It has been defended in *Sidang Munaqasyah*
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In Darussalam, Banda Aceh

Board of Examiners,

Chairperson,

Siti Khasinah, S.Ag., M.Pd

Secretary,

Fitriah, S.Ag., M.Pd

Member,

Prof. Dr. Muhammad AR, M.Ed

Member,

Nidawati, S.Ag., M.Ag

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Safrul Mubdi, S.Ag., M.A., M.Ed., Ph.D
NIP. 197301021997031003

DECLARATION OF ORIGINALITY

(Surat Pernyataan Keaslian)

Saya yang bertanda tangan dibawah ini:

Nama : Putri Nazira

NIM : 190203140

Tempat/Tanggal Lahir : Cot Pluh, 26 November 2001

Alamat : Jl. Seroja Lr. III, Ie Masen Kayee Adang,
Syiah Kuala, Banda Aceh.

Menyatakan bahwa sesungguhnya skripsi yang berjudul:

**“The Analysis of EFL Student-Teachers’ Challenges in Teaching
English”**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 04 April 2024

Saya yang membuat surat pernyataan,


 **Putri Nazira**

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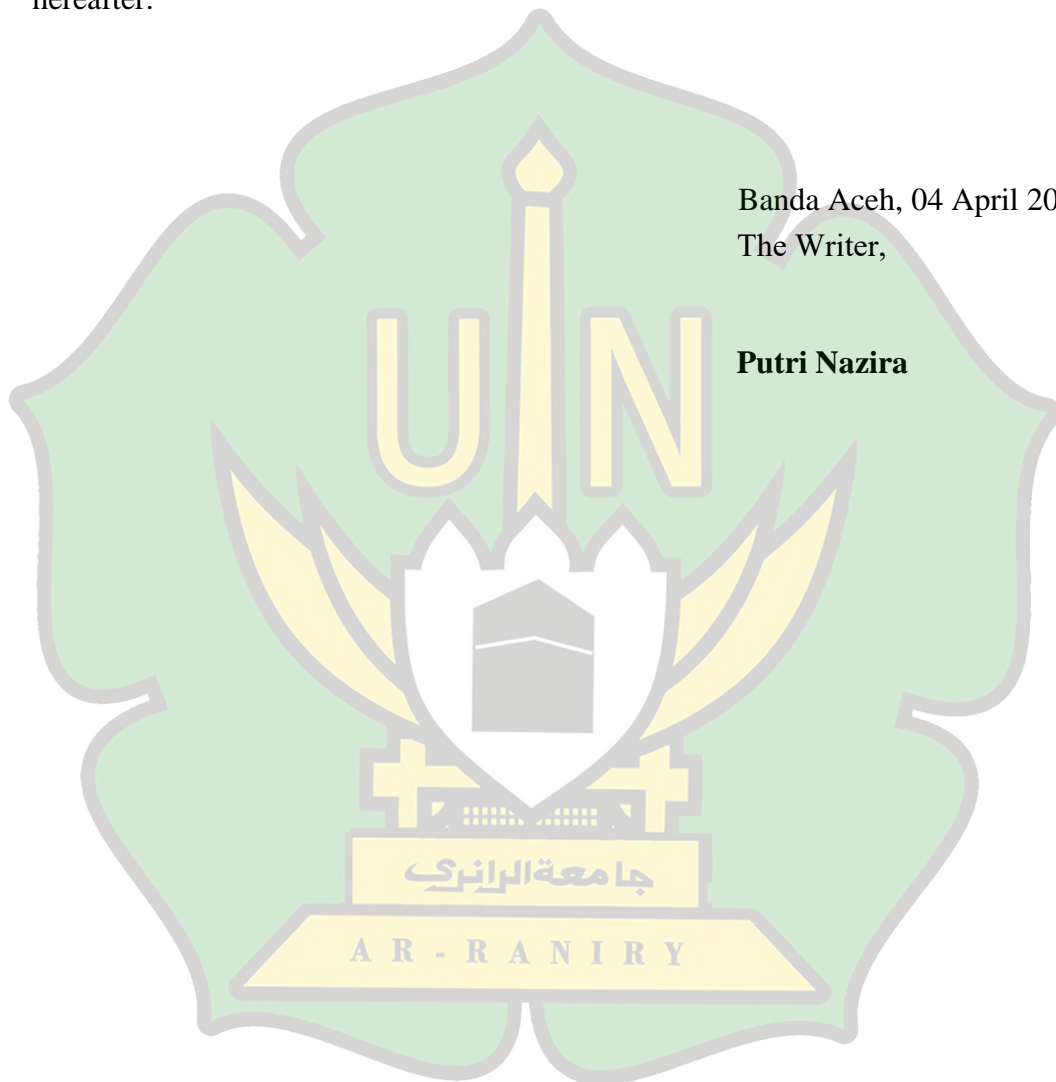
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The Writer,

Putri Nazira



ABSTRACT

Name : Putri Nazira
Reg. No. : 190203140
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
Thesis Working : The Analysis of EFL Student-Teachers' Challenges in Teaching English
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Co-Supervisor : Fitriah, S.Ag., M.Pd.
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During the teaching practice program, EFL student-teachers faced various challenges in teaching English. Therefore, they need strategies to cope with them. This study intended to examine the challenges in teaching English as well as the strategies used by EFL student-teachers by using the qualitative research method. The sample of this research is five participants of EFL student-teachers who got teaching practice programs in Dayah Modern Yapena Arun. Semi-structured interviews were used to collect data by implementing qualitative concepts in data analysis with an interactive model. The result of the investigation revealed five challenges faced by EFL student-teachers in teaching English. There was a lack of confidence, a limited understanding of learning materials, a limited mastery of teaching methods, difficulties in designing lesson plans, and difficulties in class management. Their strategies to cope with these challenges were adaptation, preparation, using different teaching methods and techniques, seeking guidance from a mentor teacher, being flexible and facilitative, and using practical examples by providing simple explanations.

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CHAPTER I

INTRODUCTION

This chapter contains the introduction to the study paper. It is separated into various sections: background of study, research questions, research objectives, significance of study, and terminology.

A. Background of Study

English is taught and utilized as a foreign language in Indonesia. Since Indonesia gained its independence, officials have noted that English is one of the most important worldwide languages for communication. As a result, they have suggested that English become a required subject in secondary schools. (Nurkamto, 2003). Moreover, English as a foreign language has been consistently preserved, as it is formally taught in secondary schools. English instruction has become commonplace in many major cities in Indonesia, starting with the lowest classes of primary schools and even kindergarten (Lie, 2007).

The act of teaching entails effectively communicating knowledge, ideas, skills, and values from one person (the educator) to another person (the student). This process is called "learning". Educators share pertinent information about various topics or concepts with students who either grasp new ideas or improve their current skillset significantly. Teachers must grasp student learning, its impact, and its potential future benefits (Derakhshan, 2015). Teachers employ a variety of tools, methods, and instructional strategies to engage students and aid in their acquisition of knowledge. The main goal of teaching is to foster learning by

allowing students to obtain knowledge, think critically, solve issues, and build a deeper comprehension of the subject matter.

Teaching English is the process of instructing and aiding the learning of the English language by non-native speakers. It involves supporting individuals to expand their talent in diverse language competencies, such as reading, writing, listening, and speaking, as well as comprehension, vocabulary, grammar, and pronunciation. But, it becomes a critical challenge when English is taught as a foreign language. Teaching English as a foreign language is a tough task, especially in regions where English has minimal exposure (Khan, 2011).

According to Songbatumis (2017), teachers faced several problems when teaching English, including a lack of teacher training, language competence issues, insufficient understanding of teaching methods, unfamiliarity with IT, and a lack of professional development. There are also facility issues to consider, such as insufficient resources and facilities, as well as time limits. Rizqiyana (2015) stated there were certain issues that appeared throughout the teaching practice program in the academic year 2014/2015. The issues concern soft skills, managerial skills, teaching skills, and interactions with cooperative teachers, supervisors, and teams.

In this study, the researcher specifically discussed challenges in teaching English as student-teachers. A student-teacher is a college student who works under the guidance of a licensed educator in order to obtain a degree in education. Teaching practice provides an opportunity for student-teachers to use their theoretical knowledge in actual classrooms. There may be some contradictions between what was studied at the university and what is actually happening in the

classroom. Student teachers should be assisted in integrating theory and practice through the teaching practice program (Rizqiyana, 2015).

Based on the researcher's experience as a student-teacher in Dayah Modern Yapena Arun, there are various challenges in teaching English, including low self-confidence, nervousness, and anxiety. This is because teaching in a micro-teaching class is not the same as the reality in schools. In micro-teaching class, students are only prepared to make lesson plans and teach their friends, but at school, students will be faced with unexpected things in teaching. Another challenge is that several student-teachers' have limited understanding of the learning material to be taught, so when explaining the material and students in class ask questions, they are confused about what to answer. Then, they have difficulties in making lesson plans because it is difficult to determine the time allocation, formulate learning objectives, and decide on appropriate learning methods. Other issues are limited mastery of teaching methods and difficulties in managing the class.

For several reasons that have been mentioned, the researcher is interested in conducting a study on EFL student-teachers' challenges in teaching English. The reasons why the researcher chose this topic are to find out what challenges student-teachers faced in teaching English and coping strategies during the teaching practice program.

B. Research Questions

Based on study's context, the research questions were briefly described as follows:

1. What are the challenges faced by EFL student-teachers in teaching English?
2. What strategies do EFL student-teachers use to cope with the challenges?

C. Research Aims

Based on the research question above, the study's objectives are as follows:

1. To explore the challenges faced by EFL student-teachers in teaching English.
2. To find out some potential strategies that EFL student-teachers used in coping with the challenges.

D. Significance of Study

The findings of this study are expected to be beneficial to both lectures/teachers, students, and researchers.

- a. Lecturers/Teachers

The study's findings are intended to inform teachers about the problems that students confront when teaching English as student-teachers. By providing criticism and advice.

b. Students

This study aims to inform students about their obstacles in teaching English and how they solve them as student-teachers.

c. Researchers

This study aims to serve as a reference for future research on a comparable topic.

E. Terminology

a. Challenges

According to Collins Dictionary (2008), a challenge is something different and difficult that demands considerable effort and determination. In this study, challenges relate to the difficulties, barriers, or problems that EFL student-teachers encountered when teaching English.

b. Student-teachers

Student-teacher is a college student who works under the guidance of a licensed educator in order to obtain a degree in education. In this study, student-teachers refer to students of UIN Ar-Raniry Banda Aceh who have completed a teaching practice program known as *Praktik Pengalaman Lapangan (PPL)*.

c. Strategies

According to Britannica Dictionary, strategy is a method of doing something or dealing with something. In this study, strategies refer to methods or actions that EFL student-teachers used to solve the challenges of teaching English.

CHAPTER II

LITERATURE REVIEW

This section discusses several reviews of the relevant literature related to this study. It also attempts some theories, some research findings, and some concepts or terms that are relevant to EFL student-teachers' challenges in teaching English.

A. Student-Teachers

1. Definition of student-teachers

Student-teachers are college students who work under the guidance of a licensed educator in order to obtain a degree in education. According to Collins Dictionary, student-teachers are students who teach in a school for a limited time under supervision as part of a course to qualify as educators. The term refer to students who teach in schools as part of an education or training program in the process of becoming professional teachers. Typically, student-teachers are entered in teachers education program at a university or institution that specializes in teacher training.

Thoron (2022) defined student teachers as college students who work under the supervision of a qualified teacher in an appropriate context. Student teachers work as single trainees with experienced instructors and mentors (Sorensen, 2014). It implies that student teachers are trainees who learn to teach from teachers in actual schools.

According to teacher educators and student teachers, practicum is an essential aspect of teacher education programs (Myint et al., 2009). Student-teachers must engage in teaching practice, which is a crucial part of teacher education programs. It is the the final phase experience for teacher preparation. Student-teachers have their first opportunity to participate in teaching-learning activities during teaching practice. In the broadest sense, this is geared towards achieving a level of expertise in understanding the science of pedagogy (Nakpodia, 2011).

According to Alzaber et al. (2017), "teaching practice" is an academic activity in which students apply and enhance their professional, pedagogical, personality, and social competence—which includes their knowledge, skills, attitude, and behavior as teachers—with all the educational aspects they have encountered in the actual classroom.

In conclusion, student-teachers are college students who work under the guidance of a licensed educator, gaining valuable hands-on experience to obtain for a degree in education and ultimately become a proficient and effective professional teacher. This teaching practice experience is a crucial element in the teacher preparation process, allowing aspiring educators to apply and enhance their professional, pedagogical, personality, and social competence in a real classroom setting.

2. Roles of student-teachers

The role of student-teachers is to experience and gain hands-on experience in teaching in a real classroom under the oversight of a teaching supervisor to prepare themselves well for their future careers. The role of student-teachers

encompasses several aspects and responsibilities. Here are some key roles of student-teachers in education:

a) Application of theoretical knowledge

Student-teachers emphasize incorporating theory and real-world experience in their teaching approach. This is accomplished by using the theoretical information learned in teacher education programs in practical in real-world situations. Teachers can improve their classroom instruction by using knowledge gained from theories into their own teaching practices (Mostert, 2007; Zottmann et al., 2013).

b) Supporting classroom implementation

Student-teachers help teachers in implement effective teaching techniques into practice in their classrooms. By creating and providing education that fulfills the instructional demands of all pupils despite their different learning preferences, cognitive and developmental stages (Saphier, Haley-Speca, & Gower, 2008).

c) Facilitating Professional Development

Student-teachers play a role in facilitating professional development opportunities for teachers by recognizing and practicing self-reflection for the aim of personal and professional development. Student-teachers contribute to their own professional development as well as the general enhancement of the classroom's instructional and learning process. This can be facilitated by implementing learning innovations and developing evaluation tools (Ningsih, 2014).

d) Work cooperatively and collaboratively

Establish constructive and efficient contact with pupils, parents or guardians of students, and the community for the improvement of student learning (Ningsih, 2014).

Based on the explanation above, it can be concluded that the roles of student-teachers include the application of theoretical knowledge, where the student-teachers use the theoretical information learned in the teacher education programs in practical in real-world situations, supporting classroom implementation by applying effective teaching techniques to their classroom practice, applying learning innovations, developing learning evaluation tools, and establishing positive and effective communication.

3. Purposes of student-teachers

Student-teachers gain knowledge and abilities through a teaching practice program to participate in learning in the real world in a guided and integrated manner. Purposes of student-teachers through the teaching practice program are that the students are expected to gain experience to develop pedagogical skills, soft skills, and professionalism as prospective teachers/educators.

The main goal of student-teachers is to give the student the best possible introduction to the teaching profession (Jessica, 2022). According to Anderson and Stillman (2013), student teaching is often used to prepare for future teaching situations. The goal of student-teacher is to prepare future educators or professional staff. Student-teachers aspire to develop and generate future educators with professional principles, mindsets, expertise, and abilities by integrating and

applying their learned information into actual teaching or classroom activities (Rahmi, 2020).

In conclusion, purposes of student-teachers are to provide students with a comprehensive and effective introduction to the teaching profession. Student teaching serves as a crucial foundation for preparing individuals for future teaching experiences. Student-teachers strive to equip aspiring educators with the tools they need to succeed in their future careers.

B. Challenges in Teaching English

Challenges are difficulties or obstacles that require special effort and problem-solving skills to overcome. As stated in the Cambridge Dictionary, a challenge is determined as "something that is difficult and that tests someone's ability or determination." This definition emphasizes the difficulty or testing nature of challenges and acknowledges that they can encompass a wide range of situations or tasks that require individuals to demonstrate their capabilities and resolve. Challenges often require ingenuity, resilience, and perseverance to overcome, and they can even provide opportunities for growth and learning.

Teachers are the primary source of information and play a significant role in supporting language development because English is taught in Indonesian classrooms as a foreign language. Teaching English is not an easy process, there are various issues that teachers must deal with when teaching English (Nurpadilah, 2022). Below are the challenges and difficulties faced by student-teachers in teaching English.

1. Lack of confidence

Confidence can be portrayed in order to obtain validity, make a positive first impression, cope with stress, and overcome personal and professional obstacles. It can be developed through experience, repetition, and building capability. Confidence is an important thing in teaching as a teacher.

Before doing teaching practice, students have been trained to teach in a micro-teaching subject where they teach in front of their friends to build their confidence when teaching. Micro-teaching is a coordinated activity that allows the student-teacher to concentrate on teaching behaviors. Since this is a practice, both instructors and pupils act as if they are in a real-life teaching situation (Amalia, 2021). However, what happens when teaching in a micro-teaching class is not the same as what happens in school. Because of limited real-world teaching experience, student-teachers will face unexpected things. This can lead to feelings of lack of confidence and anxiety when dealing with an actual classroom and the situation that will occur.

According to Pachina (2019), a lack of confidence in teachers may result in bored students, a dismissive classroom environment, and a decrease in student enthusiasm. Teachers that are nervous, insecure, or worried will be unable to create a positive learning environment because they lack the confidence required to instill discipline, which is particularly crucial when teaching young pupils. Darling-Hammond, Chung, and Frelow (2002) discovered that instructors' sentiments of readiness are strongly linked to their confidence in their ability to teach well. There is a severe lack of teacher confidence and preparation for teaching English in general education classrooms. The process of teaching English can be difficult

when it comes to the training, credentials, and language ability of the teachers because these factors might impact instructors' confidence (Emery, 2012).

All of the above has shown how important it is to have confidence in the field of teaching, but we have to face the fact that not all teachers, qualified or not, have high self-confidence. However, confidence can be developed through experience and a willingness to teach English.

2. Limited understanding of learning materials

Materials are valuable tools which educators can utilize to assist pupils learn English. The materials are contents or equipment used by the teacher to make learning more valuable for the students. Materials are described as anything utilized particularly to improve students' language comprehension as well as experience (Diyanti, 2010). As a result, resources might contain textbooks (coursebooks), worksheets, books of stories, movies, cassettes, photos, advertisements, menus, entertaining CDs, or other tangible items (Moon, 2003). Limited understanding of learning materials by teachers can degrade the quality of learning and make it tough for pupils to comprehend the subject (Tuerah, 2015). Teachers who lack understanding of the teaching material will feel less confident and hesitant in every lesson and will not complete every question asked by students. Learning objectives might be hindered by teachers who did not comprehend the material (Widodo, 2012). It can lead the results achieved by students are not optimal. A teacher who doesn't understand the material may feel unsure about teaching it, which could affect their confidence in the classroom.

3. Limited mastery of teaching methods

Determining the right teaching method is important to convey the subject matter in a way that is easily understood by students. Susiyanti (2019) stated that it is one thing for a teacher to have the knowledge to teach students, but it is another thing for them to transmit that knowledge to students. Therefore, a teacher should choose their approach to teaching appropriately..

Teachers have struggled with finding and effectively utilizing teaching methods that work for their students. This challenge can lead to difficulties in effectively conveying the material to students, which in turn can impact the students' language proficiency. It can be difficult to integrate different teaching strategies since teachers have to think about how to keep students motivated and excited about learning and using English in addition to teaching the four language skills (Ansari, 2012).

The role of the teacher is to organize, facilitate, and plan the teaching and learning process. A teacher can instruct students effectively if they are well-prepared (Susiyanti, 2019). Lack of preparation can lead to unstructured and ineffective teaching. Teachers will have difficulty delivering the material in a way that attracts and holds the attention of students.

4. Difficulties in designing lesson plan

The lesson plan influences the success of teaching and learning. When developing lesson plans, teachers are required to be familiar with the curriculum, conscious of their students' linguistic needs, determine the material's final aim and objectives, choose suitable approaches and techniques, select appropriate activities,

and so on (Brown, 2007). Lesson plans assist teachers in communicating learning information, organizing teaching activities methodically, and assessing teaching effectiveness (Rolanda, 2018).

Difficulties in designing lesson plans are due to confusion and in calculating the time allocation, developing curriculum goals, and selecting suitable methods of learning. Srihidayanti et al. (2015) argued that teachers find difficulties in the basic principles of lesson plan, they get challenges in creating lesson plans that adjust to students' variability, passions, and desires; maintaining reading and writing habits; and incorporating unified themes, subject matter, learning features, and diverse cultures.

According to Kizlik (2004), some mistakes in designing lesson plans are as follows:

a) Goal

The lesson aim does not describe what the student will really do. A goal is an overview of what pupils do that serves as the foundation for drawing inferences or conclusions about learning. Poorly worded objectives lead to wrong inferences.

b) Lesson evaluation

An evaluation in a lesson plan is simply a statement of how the teacher evaluates the students and determines whether the goals of learning have been accomplished.

c) Materials

The materials provided in the lesson plan do not correspond to the instructional tasks mentioned.

d) Directions

The teacher fails to present clear instructions for learning tasks, such as student worksheets. This can cause misinformation between students. As a result, instructions play a significant role in a lesson plan.

e) Student activities

The steps specified in the lesson plan do not align with the learning goals or indicators.

Based on the explanation above, common errors in designing lesson plans, include unclear objectives, inadequate descriptions of assessments, inappropriate materials, unclear instructions, and activities that do not match learning objectives. To overcome these challenges, careful attention to these aspects is required to ensure effective and coherent lesson planning in the educational process.

5. Difficulties in class management

Maintaining discipline and organized in managing class can be a challenge. Teachers need to learn about effective classroom management strategies to maintain a conducive learning atmosphere. Classroom management is a difficult aspect of the teaching profession. It can be very challenging and discouraging for teachers. However, according to Djamarah (2006), "class management is an endeavor to maximize the potential of the class. That is the best way to facilitate the process of educational interaction in order to achieve learning objectives."

Brown (2007) asserts that the challenges that may be involved in managing a classroom are: the teacher or students digress and deviate from the set plan; unexpected but relevant questions arise; students are disruptive in class; students

ask questions to which the teacher is unsure of the solution; and there is not enough time left at the end of class to finish the tasks that have already begun.

According to Choirunniza (2017), teachers confront a variety of challenges when managing classes, including student misconduct, difficulty imparting instruction, difficulty arranging pupils, and an untidy classroom. Meanwhile, Indah (2020) stated three key obstacles prevented teachers from effectively teaching and learning English in a large class: the inability to focus on each student individually, the uneven ability levels of the students, and the disparities in the students' prior knowledge.

In another study, according to Ezemba, Uwaezuoke, and Ogbunaya (2021), there are a number of problems with classroom management, such as crowded classrooms with inadequate seating arrangements, problems with time management, excessive noise, conflicts between students' personalities, a wide range of student abilities and backgrounds, big class sizes, and one-language instruction, among other things.

In conclusion, these interruptions can happen in the classroom, therefore educators need to be ready to handle them. Nevertheless, they can be prevented by employing thorough and practical methods to get over the various and related difficulties educators experience.

C. Coping Strategies in Teaching English

Coping methods for stress reduction are critical for anticipated the harmful effects of chronic stress (William et al., 2010). "Coping strategies" refers to the specific activities people take to control, reduce, or handle stressful circumstances.

Coping strategies for teachers in teaching English assist teachers in tolerating, minimizing, and dealing with challenging circumstances.

According to Songbatumis (2017), the strategies that follows can be used to address English teaching issues.

a) Attitude reform

According to Fatiloro (2015), "reforming attitudes can be one way to examine English language learning and instruction with the goal to address the issues." Then he explain that teachers as well as pupils should make an apparent dedication to comprehending English. Furthermore, Pande (2013) proposes that "the position of English in the educational institution's system and policy ought to be clearly established." with the goal for encouraging attitude reform. In order to develop a proper education system, the government must participate in attitude improvement alongside instructors and students.

b) Implementing various instructional methods and strategies

There are a variety of approaches for teaching languages. Fatiloro (2015) noted that teachers should use a range of ways when solving issues related to teaching English language. Different approaches to teaching languages ought to be examined because they allow teachers to establish a favorable learning environment for pupils and help them overcome obstacles in their learning. Thus, teachers who are aware of the most effective ways to modify their teaching style to the individual requirements of their pupils can help them acquire a language.

c) Enhancing educational facilities

If there is no support for the instructional resources, English instruction will not reach its objectives. According to Pande (2013), more work must be done to

guarantee that educators have access to the right materials for the classroom, including surfaces, instructional materials, and books. The facilitation of teaching tools must be addressed in order to improve English teaching and learning. Therefore, teaching a language requires equipment, especially for those who engage in places where English is not widely used.

d) Students' proficiency level

students have distinct characteristics, desires, ages, and learning techniques because they have different educational backgrounds when it comes to studying the English language. According to Pande (2013), when teaching students with different abilities, teachers ought to seek to match their abilities and exercise patience. The teacher must provide homework that is compatible with every pupil's level of language competence because there may be disparities in the students' English proficiency.

e) Classroom management

The Virginia Department of Education (2006) states that classroom management can help pupils learn English by exposing them to the language. For instance, "developing a classroom library with age-appropriate books at different proficiency levels, building a classroom that reflects diverse cultures, and planning seating arrangements for collaborative learning activities." There are classroom management strategies that support students in becoming accustomed to and at ease in the target language.

f) Teachers' reflection

The most crucial component of teaching is introspection. The necessary teaching skills also involve self-evaluation and self-reflection..

Meanwhile, Cañada Jr. et al. (2022) identified that there are five main themes related to coping mechanisms when teaching English.

a) Problem-Focused strategies

This topic includes the following specific reasons: maintaining a positive attitude, striving for transformation, being optimistic, and cultivating the mindset. English teachers can have a positive impact on their students' academic performance if they have optimism regarding their ability to overcome obstacles and respond to failure with resiliency and perseverance. They can also trust parents and students to participate in the process (Hoy et al., 2006). Moreover, positive well-being among teachers, as emphasized by Loveless (2020), plays a crucial role in tackling the difficulties brought about by the new educational normal. Fostering a positive mindset, self-assurance, good health, and stress reduction not only enable teachers to fulfill their duties effectively but also contribute to creating a positive learning environment that enhances academic achievement and fosters the growth of students' social and emotional development alongside with instructors.

b) Giving the students clear explanations and real-world examples

In teaching and learning English, examples play an important role. As emphasized by Chick & Hariss (2007), examples serve as powerful tools for visualizing ideas and enhancing students' understanding of the subject matter. Moreover, effective English teachers must possess a deep and flexible understanding of the content to help students construct meaningful cognitive maps, interrelate concepts, and address misconceptions. This entails providing clear explanations, articulating assignment expectations, and offering detailed rubrics to guide students effectively. By employing these strategies, educators can facilitate

comprehension, promote active engagement, and support students in achieving academic success in English language learning. Thus, the strategic use of examples and comprehensive explanations are vital components of effective English language instruction.

c) Being flexible and facilitative in teaching English

A teacher who remained more knowledgeable about the subject matter of English offered more thought-provoking questions and engaged with the class more. Through these exchanges, students were able to take part in discussions about the subject matter (Newton & Newton, 2001). This theme includes the particular justifications that help and encourage student interaction. Good instructors are incredibly adaptable, which allows them to manage multiple tasks and boost their students' self-esteem.

d) Participating conferences and workshops, utilizing technology in teaching

Modern technology has significantly shifted the dynamics of education towards a student-centered approach by providing instant access to information, thus relegating the teacher to a secondary role in knowledge dissemination (Boumoya, 2008). Furthermore, technology's ability to leave a lasting impact on learners' memories simplifies the teaching process and reinforces learning, particularly in English education.

Enhancing teaching skills is essential for advancing education, and teachers recognize the value of seminars and workshops in this regard. These professional development opportunities enable educators to improve their abilities in various areas, including managing challenging students and integrating technology into their teaching practices. Engaging in seminars and workshops serves as a valuable

coping strategy for teachers to learn and effectively incorporate technology into their classrooms, ultimately enhancing the quality of education provided to students.

e) Maintaining a passion of teaching

Strongly committed educators can have a profoundly favorable effect on students' academic performance. Konstantopoulos (2005) declared that passion not only serves as a motivating factor but also influences learning and teaching positively by generating excitement and action in the classroom. Despite facing various challenges in their teaching roles, educators are driven by their enthusiasm for instructing (Crosswell & Elliot, 2004). This dedication contributes significantly to teacher commitment and engagement, as implied by Mart (2013), ultimately leading to increased motivation and effectiveness in teaching. Moreover, teachers' passion directly influences students' enthusiasm for learning, consequently enhancing their motivation and academic performance. Therefore, cultivating and nurturing passion among educators is crucial for fostering a conducive that is supportive for learning and encouraging student achievement.

However, according to Lampadan (2014), student-teachers used various strategies to overcome difficulties during their teaching practice as follows.

a) Adaptation

Student-teachers recognized the importance of flexibility and adaptability in managing classroom disruptions and unexpected situations. They found that they had a lot to learn because teaching in a classroom was completely distinct from what they had been trained for.

The student teachers wished they had mastered the ability to adapt the course rapidly. The adjustment period would be accelerated by the ability to adjust to change. When they faced difficulties in their teaching practice, they developed a greater capacity for reflection. They undertook a reflective process in order to devise new ideas and make improvements to the circumstances.

b) Preparation

Through their experiences, student-teachers understood the significance of thorough preparation in reducing anxiety and increasing confidence. The student-teachers realized that being well-prepared on all fronts was essential for overcoming obstacles. They considered it was crucial to ask their cooperating teachers for advice.

c) Positive attitude

Student-teachers embraced a positive mindset, acknowledging that challenging experiences were opportunities for growth and learning. Maintaining a positive attitude helped them navigate through unexpected situations with resilience.

d) Relationship building

The interactions between cooperating teachers and student-teachers were nuanced, complex, and varied. Since cooperating teachers have the most interaction and communication with student teachers, cooperating teachers frequently have a significant impact on student-teachers professional development.

Working together with the cooperating teachers was seen by student teachers as a beneficial approach to boost their self-esteem and productivity in the

classroom. Nevertheless, cultivating relationships and mutual understanding could take some time.

Overall, these strategies are the efforts taken to cope with the challenges encountered during teaching.

D. Previous Studies Related to Research

Every teacher encountered various barriers and challenges in teaching. Student-teachers also perceive various challenges in teaching in schools because several of them have never taught at school and have not had enough experience in teaching. This case is related to several studies that have been carried out by several researchers about various problems encountered by teachers and novice teachers.

Research conducted by Gunawan and Saputra (2020) entitled "Problems and Teaching Solutions for Students' in Learning English" indicated two primary challenges affecting students' learning of English: Teacher's weaknesses in dealing with students' issues in the classroom and limited resources within schools. These issues lead to a perceived lack of assistance from the broader educational community. However, potential solutions were proposed. First, teachers advocate for the use of engaging teaching materials tailored to students' daily experiences and interests, such as songs, puzzles, games, stories, and pictures. Second, they emphasize the importance of school and community involvement, particularly from parents, in providing the necessary resources and facilities to support an effective English language teaching program.

Songbatumis (2017) indicated that teachers faced several problems when teaching English, including a lack of teacher training, language competence issues, insufficient understanding of teaching methods, unfamiliarity with IT, and a lack of professional development. There are also facility issues to consider, such as insufficient resources and facilities, as well as time limits. Thus, the efforts made are separated into two categories: school efforts and English teacher initiatives. MTsN Taliwang has implemented measures that include changing attitudes and enhancing resources and facilities. Meanwhile, English teachers' efforts in addressing English teaching issues include using different teaching methods and strategies, integrating students' proficiency levels and learning situations, making use of accessible facilities and resources, giving stimulating feedback, seeking suitable approaches or materials, and teachers' self-reflection.

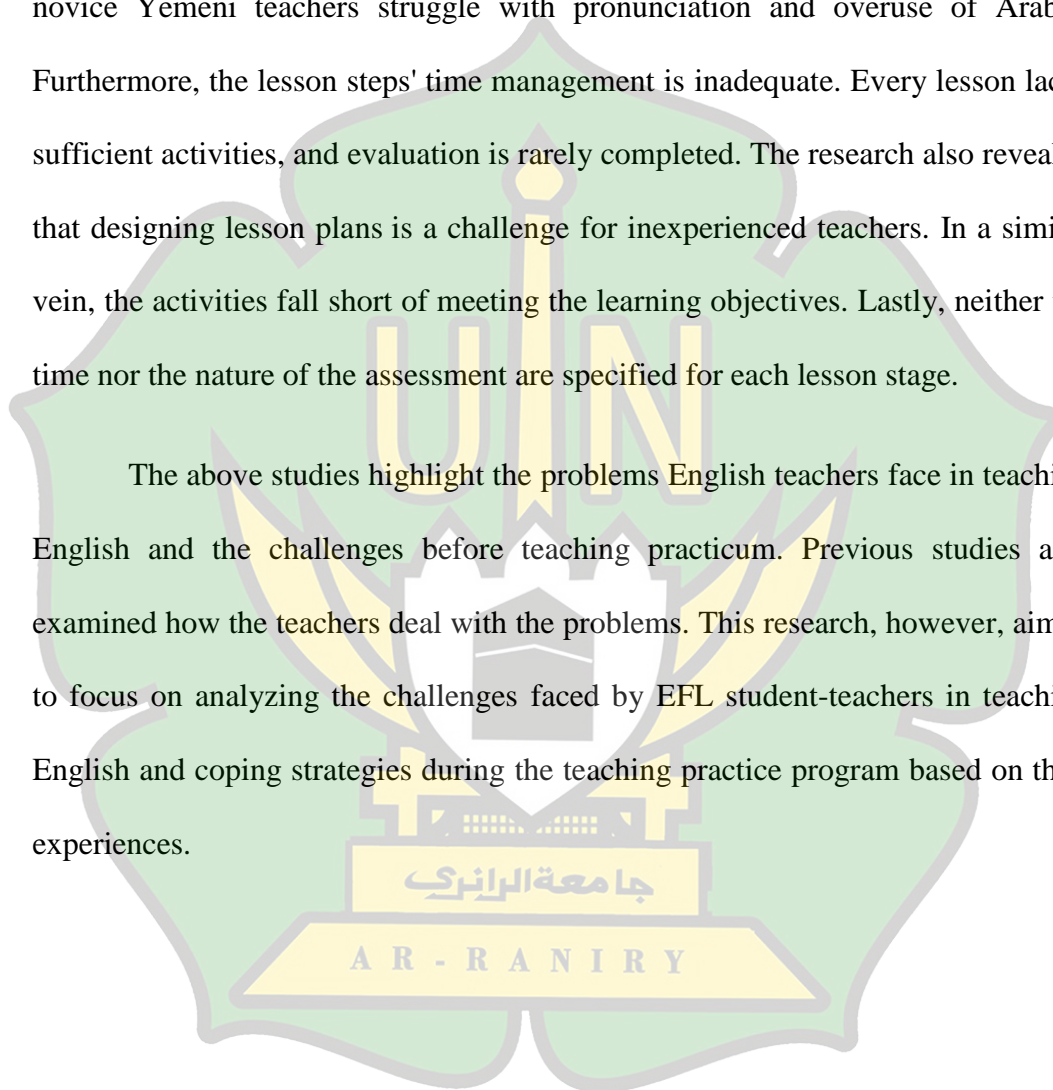
Gan (2013) stated that the teachers practicum was marked by a reality shock as a result of problems in dealing with the pedagogical approaches taught in microteaching subject, as well as a lack of management in class. Reality shock causes student-teachers to confront anxiety and negative impacts prior to teaching practicum. Inadequate English language competency appeared to have an impact not just on the teaching ability of these student teachers, but also on how they built and sustained their teacher position and student relationships.

Rohmah (2018), in the research entitled “Students' Problems in Microteaching Class”, showed that while microteaching was beneficial, there were obstacles to overcome. Students should prepare information effectively in advance of teaching practice; students should recognize that teaching practice is about more than just accomplishing obligations, but also about strengthening their own skills

before teaching in the classroom. Students who teach in front of a class should be confident in their talents and not intimidated.

Another research by Rashad Ali Bin-Hady (2018), entitled “A Study of Novice Teachers' Challenges at Their Practical Teaching Phase”, found that Most novice Yemeni teachers struggle with pronunciation and overuse of Arabic. Furthermore, the lesson steps' time management is inadequate. Every lesson lacks sufficient activities, and evaluation is rarely completed. The research also revealed that designing lesson plans is a challenge for inexperienced teachers. In a similar vein, the activities fall short of meeting the learning objectives. Lastly, neither the time nor the nature of the assessment are specified for each lesson stage.

The above studies highlight the problems English teachers face in teaching English and the challenges before teaching practicum. Previous studies also examined how the teachers deal with the problems. This research, however, aimed to focus on analyzing the challenges faced by EFL student-teachers in teaching English and coping strategies during the teaching practice program based on their experiences.



CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methods utilized in this study to discover answers to the research questions presented in the first chapter. This chapter discusses the research design, the research site, the research participants, the data collecting method, and the data analysis method.

A. Research Design

This study uses a descriptive qualitative research method. According to Gay (2006), qualitative research entails gathering, examining, and interpreting detailed narrative and visual evidence in order to gain further insight into a particular phenomenon. On the other hand, qualitative research, according to Bogdan and Biklen (2007), is descriptive in nature and gathers data in the form of words or images rather than numerical values.

According to Nasution (2008), qualitative research is a study intended to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of people individually or in groups. Lambert (2012) defined descriptive qualitative as a study that provides a comprehensive, relatable description of specific experiences that individuals or groups of people have encountered. The main goal of a descriptive research is to investigate a topic in great detail and depth by collecting, analyzing, interpreting, and describing the data.

B. Research Location

This study was conducted at Ar-Raniry State Islamic University, which is located in Jl. Syeikh Abdul Rauf, Darussalam, Banda Aceh.

C. Research Participant

Population is a broad category encompassing an object or subject with specific characteristics selected by the researcher (Sugiyono, 2016). Etikan et al. (2016) stated that a sample is a portion of the entire population. A sample is characterized as a representative portion of the population defined by specific criteria.

Purposive sampling was the method used to select the subjects of the study. Purposive sampling is a method for choosing individuals, groups, records, departments, and other things that are closely connected to the study topics (Bryman, 2012). Finding the best instances for a study to yield the best data is the foundation of purposive sampling, and the cases sampled have a direct bearing on the outcomes (Patton, 2015). Purposive sampling is a validity-checking technique wherein the researcher intentionally selects respondents based on their potential influence on the study (Harding, 2013).

The population of this study is 21 student-teachers in Dayah Modern Yapena Arun. The researcher chose five EFL student-teachers in Dayah Modern Yapena Arun as samples of study. The researcher requires the study samples to be qualified in order to acquire appropriate and reliable information on EFL student-teachers' challenges in teaching English and strategies they used to cope with the challenges in teaching English.

D. Method of Data Collection

Data for this study was gathered through interviews. Interview is carried out when the researcher desires detailed information from participants regarding their ideas, knowledge, beliefs, views, and emotions concerning a future issue. The participant's response is documented in writing (Creswell, 2008). Interviews give the researcher a chance to hear the respondents' opinions or experiences for an extended period along with posing follow-up questions to get deeper into the subject (Harding, 2013).

Furthermore, a semi-structured interview was selected by the researcher to get the responses from the students. A semi-structured interview is a method of gathering data in which the interviewer has prepared an interview outline prior of time but does not adhere to it strictly in terms of the questions' exact wording or sequence (Braun & Clarke, 2006). In this research, the interview was conducted with five students as the interviewees. In conducting the interview, students answered eight open-ended questions. The questions from 1 to 6 are based on the first research question about what their challenges are in teaching English, and the questions from 7 to 8 are based on the second research question about what strategies they used to cope with these challenges. The questions in interview based on theories which supported this research as mentioned in chapter 2.

E. Methods of Data Analysis

This research employed the concept of qualitative data analysis by Miles et al. (2014) in examining the data with an interactive model. Miles et al. (2014) provide three main phrases that follow the framework for conducting this kind of analysis. This concept begins by conducting data reduction, then displays the data and draws conclusions. The explanation for this concept is the following:

1. Data Reduction

Data reduction is the procedure of selecting, concentrating, eliminating, and organizing data to make conclusions. The data was refined to ensure only the necessary data was used. Data reduction is performed by identifying the data required for the investigation.

2. Data Display

Data display is the procedure of presenting data after reduction. In this step, the researcher presented the text to the reader in a clear and understandable manner by providing brief explanations based on the original text, which could take the shape of graphs, matrices, and so on.

3. Drawing Conclusion

In the final phase of data analysis, the researcher made inferences based on the findings that had been acquired in previous phases. Conclusions are the results of a study that address research questions based on data analysis.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of the research interviews and the discussion. The finding is data acquired from the field by the interview method, and discussion leads to the study's conclusions. The explanation that follows will focus on the findings and discussion.

A. Findings

In this part, the findings were described from the interview data. This study was conducted from March 19th to March 22nd, 2024. Five participants of EFL student-teachers from UIN Ar-Raniry Banda Aceh were questioned in depth about their challenges in teaching English and strategies they used to cope with the challenges in teaching English during the teaching practice program. This study implied a semi-structured interview in collecting the data. They answered eight questions to describe their opinion or thoughts about the topic. Each participant takes approximately 15-20 minutes to clarify their answers. The interview findings are divided into different categories. The result is explained as follows:

1. Challenges in Teaching English

a. Lack of confidence

There are several reasons why student-teachers may lack confidence in their abilities. Three of the five participants felt a lack of confidence due to a shortage of experience in teaching English because they had never taught in high school, especially in an Islamic boarding school. It was their first teaching experience,

causing them to feel a sense of inadequacy in their teaching abilities. P1 and P2 also expressed anxiety due to not mastering the material because of a lack of prior knowledge, while P4 felt nervous when delivering the material in front of students.

P2 felt bad when students did not appreciate him, worried about their lack of attention, and felt inferior in teaching. P5 also felt a lack of confidence in dealing with various learning situations, such as a lack of student response, which made her feel inferior.

Participants experienced a lack of confidence in teaching English due to a lack of experience, anxiety, and nervousness in teaching. They also felt inferior in dealing with students and felt bad when students did not appreciate their efforts. This lack of confidence can lead to feelings of inadequacy in teaching.

b. Limited understanding of learning materials

P1 and P2 explained that their limited understanding of learning materials stems from a lack of available resources and they did not master the material. P3 clarified that she did not receive the material at college and that the gap in studying time was too long since high school. P5 also stated that her limited understanding of learning materials was an inadequate comprehension of the subject matter.

Ultimately, several participants struggle with learning materials due to a lack of available resources, a lack of mastery of subject, a long gap in studying time, and an inadequate comprehension of the subject matter, thus affecting their lack of comprehension of the learning materials.

c. Limited mastery of teaching methods

P1 and P4 argued the lack of mastery in teaching methods due to difficulties in determining which methods are suitable for each material and students. P2 also mentioned that time management plays a significant role in this lack of mastery, as he often spent too much time on other things, resulting in the failure to reach the objectives of the lesson plan.

P3 said that her limited mastery of teaching methods was due to her college education, where she only learned theory and how to apply it without direct classroom practice. P5 mentioned that her lack of teaching experience and media limitations in applying learning methods also contributed to her limited mastery of teaching methods.

Briefly, participants attributed their limited mastery of teaching methods to difficulties in determining appropriate methods for each material and student, time management issues, a lack of teaching experience, and limited media in applying learning methods, which resulted in failure to achieve learning objectives.

d. Difficulties in designing lesson plan

P1 and P2 faced challenges in designing lesson plans due to the selection of inappropriate methods and the difficulty in creating appropriate exercises and answers. They struggled with creating exercises and answers that could achieve the objectives of the lesson plans. P2 was also confused about determining the appropriate media for teaching, and he had difficulties preparing it. Meanwhile, P5 struggled with using *Kurikulum Merdeka* in designing lesson plans, as she had not learned about it during her college education.

Participants struggled in designing lesson plans due to inappropriate methods, difficulty in creating exercises and answers, confusion about media selection, and difficulty using *Kurikulum Merdeka*.

e. Difficulties in class management

P2 and P4 faced difficulties in class management due to the different situations in their teaching practice program compared to micro teaching class. They faced real-life situations and could not predict what would happen in the classroom. Despite their previous experience in micro teaching class, they found it challenging to adapt to real-life situations.

P2 struggled with students not being orderly in class, which made it difficult for him to concentrate on teaching and learning activities. P4 and P5 also faced difficulties in handling the class due to encountering various student characters, including those who like learning and those who do not. They struggled to adjust to these characters and attract them to learn. Meanwhile, P1 struggled with class management due to her lack of experience in teaching and coordinating the class.

Participants encountered difficulties in class management due to real-life situations in their teaching practice program as opposed a micro-teaching class. They struggled with students' order, adjusting to different student characters, and lack of experience in class coordination. Despite their previous experience, they were challenged to adapt to real-life situations.

2. Coping Strategies in Teaching English

a. Adaptation

P2 explained that during the teaching practice program, he faced various difficulties and challenges. These can be faced with experience and adaptability. The importance of experience in such a program can help in problem solving and adapting to new situations. As time progressed, adaptation made P2 more adept at dealing with the difficulties and challenges he faced.

b. Preparation

Every participant stressed the value of preparation when teaching. They mentioned that to understand the material beyond printed books, they prepared various references from the internet and read extensively about it. They often searched on Google or asked their English teacher for help when they could not understand the material.

P2 and P4 also mentioned that before teaching students, they prepared the material by understanding its meaning, functions, and examples. They would study how to master the learning method and understand the material the day before teaching, ensuring they had a thorough understanding of the material. They believed that having well-prepared material prevented any reason for not understanding the material.

Participants stressed the importance of preparation in teaching by citing internet references, doing extensive reading, and seeking help when needed. They comprehended the material's purpose, examples, and significance before teaching.

They emphasized that well-prepared material prevents any issues with understanding.

c. Different teaching methods and techniques

P1 and P5 argued their methods of teaching English, focusing on group discussion as a method that helped students focus and become active in class. They believed that group discussions allowed students to share their knowledge, work together on exercises and making learning easier.

P2 created a relaxed classroom to avoid boredom and saturation during the learning process. He paid attention to the objectives of the lesson, even in a relaxed setting. He made the class fun by making it laugh-filled, using stories, and receiving feedback to keep it interesting. He argued that regardless of the method used for carrying out the learning, the most important thing is to achieve the learning objectives.

Meanwhile, P4 used the "points game" as a method to increase students' interest in learning. She provided questions related to the material on that day, and students who won the game or answered correctly would receive points. This method increased students' enthusiasm and engagement in learning. The games were related to the learning material, making them more orderly and willing to listen to the teacher.

In conclusion, the methods used by P1 and P5 in teaching English involve using group discussions for student engagement and knowledge sharing. P2 created a relaxed classroom by ensuring lesson objectives were achieved. P4 used the "points game" to increase student interest and engagement by asking questions

related to the material and giving awards for correct answers. All the methods emphasize the importance of achieving learning objectives.

d. Asking advice from a mentor teacher

Three of the five participants sought advice and guidance from their mentor teacher when faced with challenges in teaching. They sought guidance on how their mentor teacher used learning methods and their opinion on suitable methods for the material. The mentor teacher also assisted in designing lesson plans, checking if the lesson plan was correct, and providing guidance on compatibility with the material. In conclusion, they sought mentor teacher advice for teaching challenges, using learning methods, and designing lesson plans.

e. Being flexible and facilitative

Being flexible and facilitative is a coping strategy in which student-teachers adapt to various situations that arise in the classroom. This approach aims to create a supportive environment where students feel valued and empowered.

According to the answer of P1, in responding to students who make noise in the class, she tried to find out what causes them to make noise. Because it can happen for several reasons, maybe there are students who are asking their friends because they did not comprehend the subject matter that has been taught. Thus, she will try to facilitate them by re-explaining the material to the students to make it clearer for them.

P3 defined being flexible with students by trying to remember each of their names in class to build a closer relationship with them by sharing stories or sometimes joking around. She did this to increase her confidence when teaching.

Meanwhile, P4 stated that she adjusted to different student personalities by striving to make them feel comfortable and ensuring their understanding of the material presented in class. She tried to find out their interests and preferences by exploring the dynamics within the classroom.

In being flexible and facilitative, P1 addressed students' noise by understanding their reasons and re-explaining the material. P3 built relationships by remembering each student's name and sharing stories to increase confidence. P4 adjusted to different student personalities by making them comfortable and ensuring their understanding of the material. Student-teachers can establish a more attractive and conducive learning environment by being aware of and responsive to the needs of their students.

f. Using practical examples and providing simple explanations

P4 stated delivering the material to the students by using realistic examples and straightforward explanations. She identified the key points that she intended to explain in class. Then, she selected important keywords relevant to the material to emphasize during the lesson. By using practical examples and providing simple explanations, students may find it easier to comprehend the course material.

B. Discussion

The objective of this study is to investigate the challenges encountered by EFL student-teachers when teaching English. Therefore, this research aimed to find out some potential strategies that EFL student-teachers used in coping with the challenges. Based on the findings of the interviews, the researcher discovered the answer to the first research question: “What are the challenges faced by EFL student-teachers in teaching English?”. The research findings indicate that EFL student-teachers confronted five challenges when teaching English.

According to the interview result, the researcher discovered five challenges encountered by EFL student-teachers when teaching English. The first one is student-teachers were lack of confidence in teaching. Lack of confidence because of a lack of experience and a lack of understanding the material to be taught. There was nervousness apparent in explaining the material. This lack of confidence can lead to feelings of inadequacy in teaching. This statement is in line with Pachina (2019), who stated that lack of confidence in teachers may result in bored students, a dismissive classroom environment, and a decrease in student enthusiasm.

Second, student-teachers' understanding of learning materials was limited due to a lack of reading materials, some materials were not mastered or learned before, and there was a lack of deep understanding of the materials. This statement refers to Widodo (2012), who found that learning objectives might be hindered by teachers who did not comprehend the material.

Third, limited mastery of the teaching methods used was due to difficulty in determining which teaching methods to use and in managing time effectively.

These findings are confirmed by Ansari (2012), who defined it can be difficult to integrate different teaching strategies since teachers have to think about how to keep students motivated and excited about learning and using English in addition to teaching the four language skills. Similarly, Songbatumis (2017) indicated that one of the difficulties teachers faced when teaching English was their insufficient comprehension of the teaching methods.

Fourth, student-teachers had difficulties in designing lesson plans due to challenges in selecting the appropriate method, crafting exercises, and formulating effective answers for students. They were also confused when creating lesson plans aligned with the *Kurikulum Merdeka*. This statement is consistent with Srihidayanti et al. (2015), who argued that teachers struggle with the basic concepts of lesson plan, as well as developing lesson plans that take into consideration the different needs, interests, and requirements of each student. Additionally, Rashad Ali Bin-Hady (2018) found that novice teachers struggle with creating lesson plans. Likewise, the activities are inadequate to meet the lesson objectives, and ultimately, the time for each instructional step is not specified, and no assessment is provided.

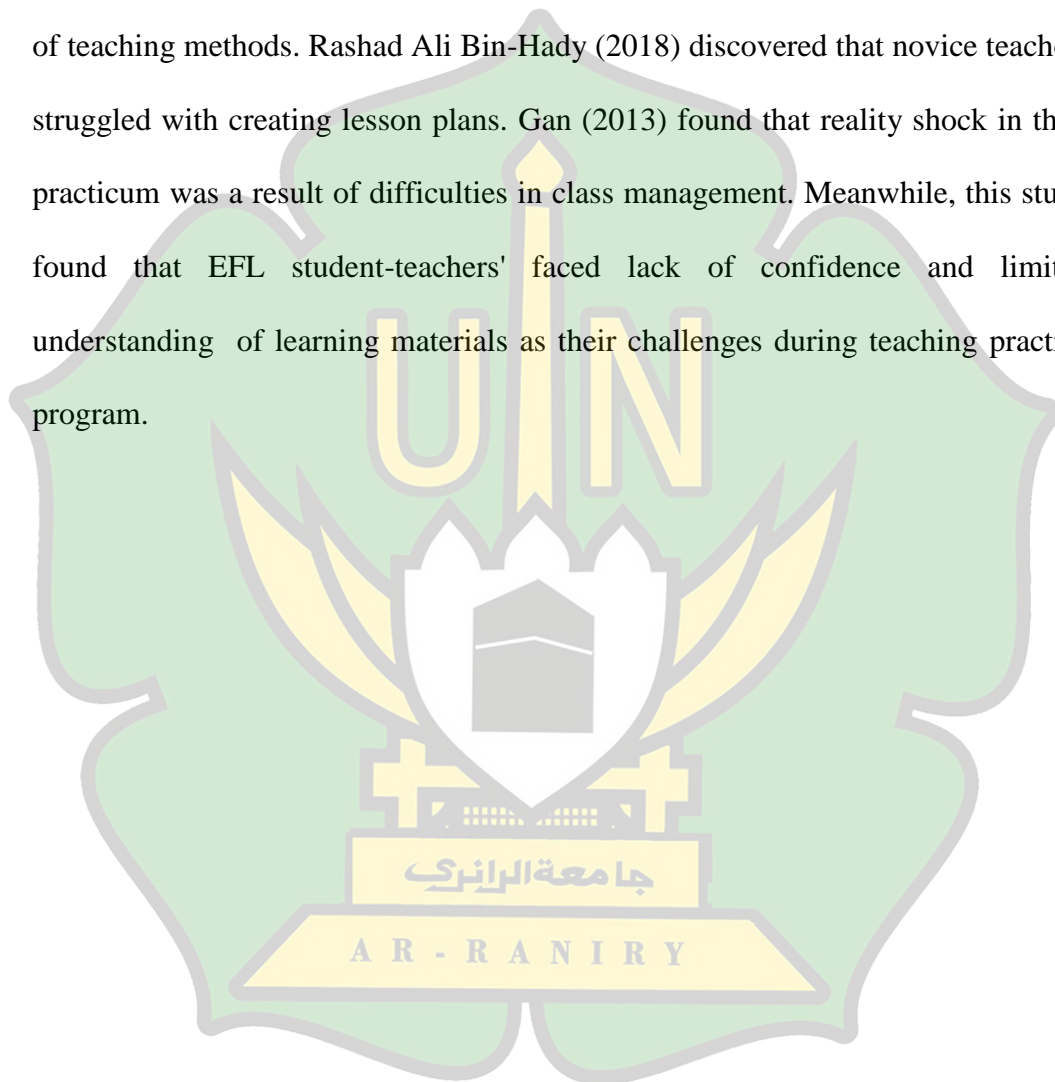
Fifth, student-teachers had difficulties in class management regarding situations that occurred when the teaching practice program was very different from what happened in the micro-teaching class. They had difficulties handling the class with various kinds of student characters and when students were not orderly in class. This result is in line with Choirunniza (2017), who found teachers confront a variety of challenges when managing classes, including student misconduct, difficulty imparting instruction, difficulty arranging pupils, and an untidy classroom. This finding is also in line with Gan (2013), who found that the teachers' practicum was

defined by reality shock as a result of challenges in practicing with the educational approaches provided to them in the microteaching subject.

The second research question is, “What strategies do EFL student-teachers use to cope with the challenges?”. This study discovered six strategies that EFL student-teachers use to cope with the challenges. The first strategy involves adaptation by adapting to the existing situation and dealing with any difficulties and challenges. The second strategy is preparation, which involves preparing the material to be taught and understanding it in detail. Third, the application of different teaching methods and techniques by using several interesting methods to attract students' interest in learning and avoid boredom. Fourth, seek advice from mentor teachers when encountering challenges during teaching in class by asking for advice and guidance. The fifth strategy is to be flexible and facilitative to create a supportive environment where students feel valued and empowered. Lastly, using practical examples and providing simple explanations in teaching.

This research finding proved the statement by Lampadan (2014), who stated student-teachers used adaptation and preparation strategies to overcome problems throughout their teaching practice. The results are also consistent with Cañada Jr. et al. (2022), who identified being flexible and facilitative when teaching English, giving practical examples, and providing easy explanations to students as coping strategies in teaching English. Songbatumis (2017) also defined that different learning methods and techniques should be applied as strategies to solve English teaching challenges.

This study focused on challenges faced by EFL student-teachers and strategies that EFL student-teachers used in coping with the challenges. However, in previous studies discussed problems in teaching English by English teachers. There were differences between the results of this study and previous studies. Songbatumis (2017) noted that one difficulty was the teacher limited understanding of teaching methods. Rashad Ali Bin-Hady (2018) discovered that novice teachers struggled with creating lesson plans. Gan (2013) found that reality shock in their practicum was a result of difficulties in class management. Meanwhile, this study found that EFL student-teachers' faced lack of confidence and limited understanding of learning materials as their challenges during teaching practice program.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions as well as suggestions based on the results and discussions. This section will provide a summary of the findings and discussions. Additionally, the suggestion might offer benefits for future researchers.

A. Conclusion

The objective of this study is to investigate the challenges encountered by EFL student-teachers when teaching English and to find out some potential strategies that EFL student-teachers used in coping with the challenges. The research findings revealed five challenges confronted by student-teachers during their teaching practice. These challenges encompassed a lack of confidence stemming from limited experience and nervousness, insufficient understanding of learning materials due to a lack of resources and mastery, as well as difficulties in selecting appropriate teaching methods and designing effective lesson plans. Furthermore, student-teachers faced challenges in managing classroom dynamics, particularly when transitioning from micro-teaching environments to actual teaching settings.

Strategies employed by EFL student-teachers to cope with challenges in effective teaching practices involved adaptation for navigating challenges, thorough preparation for deep understanding of the material, diverse teaching methods for maintaining student engagement and preventing monotony, seeking guidance from mentors for continuous learning and improvement, being flexible and to establish

an ideal atmosphere for learning for student achievement, and utilizing practical examples to enhance understanding.

B. Suggestion

This study underscores the importance of providing adequate support and training for student-teachers to enhance their confidence, competence, and preparedness for effective teaching practices. The researcher expected this study would benefit the students and future researchers. For students who will undertake teaching practice program, this research is expected to inform students about their obstacles in teaching English and how they solve them as student-teachers. Furthermore, for future researchers aiming to explore comparable topics, it is highly recommended to utilize a mixed-method approach and expand the scope of participants. The researcher anticipates that these findings could serve as a reference for subsequent studies. Future research and teaching practice programs should address these challenges to ensure the development of skilled and confident educators.

The limitations of this study include a restricted research sample size and reliance solely on one research method. The sample selected for this study was specifically student-teachers who got teaching practice programs in Dayah Modern Yapena Arun, and as a result, five student-teachers were identified. The results obtained may not be suitable for student-teachers who received teaching practice programs in other schools. The data collection in this research used interviews as a research instrument, where the viewpoints of five participants may limit the representation of multiple viewpoints.

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APPENDICES

Appendix A



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : B-2977/Un.08/FTK/Kp.07.6/04/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :

- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
- bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
- bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat :

- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
- Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
- Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
- Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
- Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
- Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
- Keputusan Menteri Keuangan, Nomor 293/Km.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
- Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No. B-7659/Un.08/FTK/Kp.07.6/07/2023

KEDUA : Menunjuk Saudara :

1. Siti Khasinah, S.Ag., M.Pd
2. Fitriah, S.Ag., M.Pd

Sebagai Pembimbing pertama
Sebagai Pembimbing kedua

Untuk membimbing Skripsi

Nama : Putri Nazira
NIM : 190203140
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Analysis of EFL Students-Teachers' Challenges in Teaching English

KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 02 April 2024
Dekan,

Safri Muluk

Safri Muluk



Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

Appendix B



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-2692/Un.08/FTK.1/TL.00/3/2024
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
2. Mahasiswa PBI Angkatan 2019

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **PUTRI NAZIRA / 190203140**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Seroja Lr. III, Ie Masen Kayee Adang, Syiah Kuala

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Analysis of EFL Student-Teachers' Challenges in Teaching English***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 19 Maret 2024
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 30 April 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C



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.fbk@ar-raniry.ac.id. Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-138/Un.08/PBI/Kp.01.2/3/2024

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Putri Nazira
NIM : 190203140
Fak/Prodi : Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris
Alamat : Jl. Seroja Lr. III, le Masen Kayee Adang, Syiah Kuala

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

"The Analysis of EFL Student-Teachers' Challenges in Teaching English"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 27 Maret 2024

Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

Appendix D

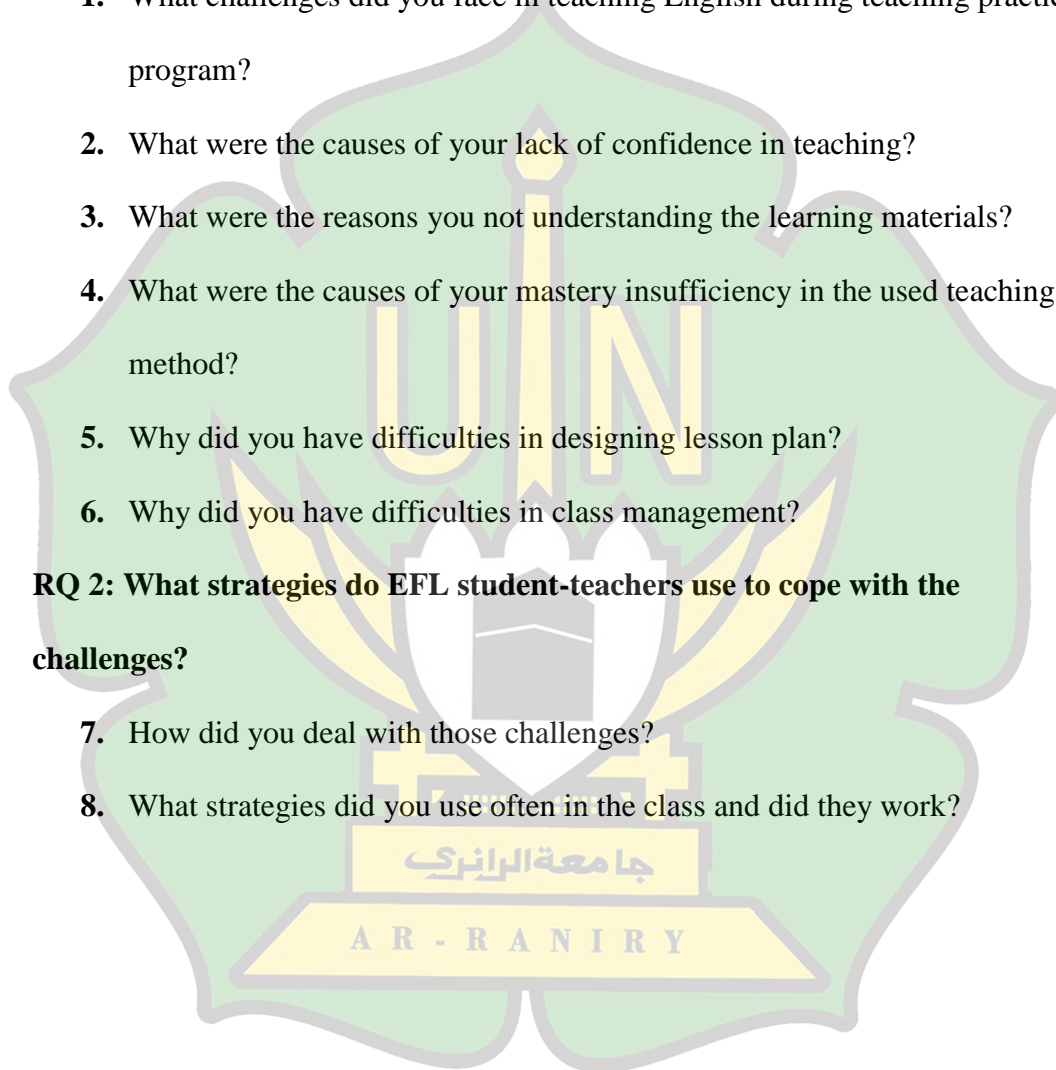
List of Interview Questions

RQ 1: What are the challenges faced by EFL student-teachers in teaching English?

1. What challenges did you face in teaching English during teaching practice program?
2. What were the causes of your lack of confidence in teaching?
3. What were the reasons you not understanding the learning materials?
4. What were the causes of your mastery insufficiency in the used teaching method?
5. Why did you have difficulties in designing lesson plan?
6. Why did you have difficulties in class management?

RQ 2: What strategies do EFL student-teachers use to cope with the challenges?

7. How did you deal with those challenges?
8. What strategies did you use often in the class and did they work?



Appendix E

Interview Transcript

Participant 1:

Question 1 : What challenges did you face in teaching English during teaching practice program?

Answer : For the challenges I faced in teaching during teaching practice program. First, because I had never taught in high school and at that time I got at the Islamic boarding school, the challenges I faced were: when teaching I was too fast until my supervisor also came into the classroom and because my English pronunciation was not correct when teaching.

Question 2 : What were the causes of your lack of confidence in teaching?

Answer : I do not experience a lack of confidence to the point of not speaking up but sometimes I was afraid of being wrong in what I taught. The reason for this is due to my lack of experience in teaching.

Question 3 : What were the reasons you not understanding the learning materials?

Answer : The cause of not understanding the learning materials is due to lack of reading, in my opinion there is no material that is not understood if we have read carefully.

Question 4 : What were the causes of your mastery insufficiency in the used teaching method?

Answer : The causes of the lack of mastery of the learning methods used may be due to lack of experience in coordinating the class. Sometimes the method applied is not suitable for the students in the class because there may be other methods that are suitable for what kind of students.

Question 5 : Why did you have difficulties in designing lesson plan?

Answer : Difficulties in designing lesson plan such as the selection of methods that are not appropriate as I said earlier that sometimes the methods applied are not effective for students.

Question 6 : Why did you have difficulties in class management?

Answer : I have difficulties in class management due to my lack of experience, so I was unable to coordinate the class.

Question 7 : How did you deal with those challenges?

Answer : First, I try to find information related to the learning material by searching on Google, or asking my friend who teaches English when I don't understand the learning material. For the difficulties I

mentioned earlier, I try to adjust the learning methods used with the students. For example, when a student asks me questions, sometimes I focus too much on one student so that other students are neglected so to overcome this I involve other students to discuss the questions asked. Then, how I overcome difficulties in class management, for example, if there are students who make noise, I will try to find out first what causes them to make noise because there may be some reasons. Maybe there are students who ask their friends because they don't understand the material I teach so I will explain it to them again to make it clearer for them.

Question 8 : What strategies did you use often in the class and did they work?

Answer : In class I often use strategies such as discussion or what we usually call “focus discussion” or “group discussion” because it is a discussion so I involve all students to become active in class, *Alhamdulillah* the method is effective and successful because they focus and participate in class discussions so no one is playing around when learning.

Participant 2:

Question 1 : What challenges did you face in teaching English during teaching practice program?

Answer : For me there's a lot of students in teaching practice program if we are teaching in one class. For example, we have to know class management because the students have different characteristics and then we know how to handle them and also the challenge is some material that I haven't master about that or I haven't learnt before this make me un-confidence because I feel like “Am I right?” or “This is right or wrong” that I teach them. Then, time management in the class because we have to know how much time for explanation and how much time for exercise and others.

Question 2 : What were the causes of your lack of confidence in teaching?

Answer : The causes that make me lack of confidence, for example when student didn't respect me I feel like “why they don't listen to me”, “am I have no respect?”, “am I bad?”, “am I teach them wrong?” or “did I make a mistake?”. So, that's why I was not confidence in teaching because the feedback is lower than my expectations.

Question 3 : What were the reasons you not understanding the learning materials?

Answer : In understanding the learning materials for me there's no reason if you are well prepared because before we teach others we have to learn first about the material we have to know what's the meaning,

what's the functions, and how the example of it. If you well prepared you did not have any reasons to not understanding the materials.

Question 4 : What were the causes of your mastery insufficiency in the used teaching method?

Answer : We have to know our class management for example that I mentioned before for the time management, sometimes we were too enjoy in story telling moments so we waste much time for one class, that we have to set it in lesson plan, so we have to know, we have to learn, we have to read the lesson plan first to make us master the teaching methods, and the last reason we need to recheck again our goals that was achieve or not. If not, that's mean we did not mastery the teaching methods.

Question 5 : Why did you have difficulties in designing lesson plan?

Answer : I have a lot of difficulties in designing lesson plan, for example the exercise and then how to make the remedial. We have to design it and it's not easy to make the exercise and the answer that could reach the aims of the lesson plans. Then, another difficulty, I think in every meeting we need to have a lot of patterns in learning or using media for example students sometimes feel bored if we always talk in the class, always story telling in the class. So, sometimes we need to give them movie or video clip that explain about the materials so sometimes we got confused what's media will we use and another difficulty to prepare the media.

Question 6 : Why did you have difficulties in class management?

Answer : As I mentioned before, in the teaching practice program we are practice in the real life if we are learning in the class we just learn the theory we just learn the if, how if the student blablabla, the if situation. But in teaching practice program we faced the real situation and then we can't predict what's going on in the classroom. That's why we need to have class management skills, we need to know what's the solution. Sometimes, as I mentioned before I have difficulty when student not respect me because that's make me bad mood and then I got stuck and then I receive negative energy from them. So, the teaching learning is not going well.

Question 7 : How did you deal with those challenges?

Answer : For me, experience matters for us who are in the teaching learning program for the earlier sometimes we have a lack of difficulties or challenge that we are just found for the first time in our life as a time flies, and then we got the experience more we can solve them, so we can deal for any difficulties for any challenges that we already faced before because like the pattern is not very much so it's all

about difficulties in class management in mastering the lessons and then our lesson plan. So, it's depends on that so experience matters.

Question 8 : What strategies did you use often in the class and did they work?

Answer : For me, sometimes I need to know what they want, if we have the lesson plan we don't stuck to lesson plan, because it's too monotone, it's too bored, it can make the student boring and then they don't have mood to learn about the material. So, I will make it fun and then chill the class. Sometimes, I'll pay attention to the lesson plan to make sure I get over time or not, and to recheck the aims is reached or not. So, the point is the goals of the lessons we got in the learning material. So, sometimes I make the happy class with laugh a lot, with story a lot, we got feedback a lot, so it's not too monotone for me.

Participant 3:

Question 1 : What challenges did you face in teaching English during teaching practice program?

Answer : When I taught during teaching practice in Yapena I found myself having lack of confident because it was first time I taught English in the school. Second one is difficult in memorizing students name, then I hard to remember their face, attitude, and their interest in English.

Question 2 : What were the causes of your lack of confidence in teaching?

Answer : Like I said before the causes of my lack of confidence because it was my first time I taught English in the school.

Question 3 : What were the reasons you not understanding the learning materials?

Answer : Sometimes, I didn't understand the material because I didn't get the material when at college, and it was very far since senior high school I studied the material.

Question 4 : What were the causes of your mastery insufficiency in the used teaching method?

Answer : The causes of limited mastery in teaching method because when I got English teaching methodology at college, the lecturer didn't ask us to practice it into the class. Then, the supervisor of my subject didn't show us how was she taught the student. She only told us how was the steps that she did usual.

Question 5 : Why did you have difficulties in designing lesson plan?

Answer : *Alhamdulillah*, I didn't get any difficulties in designing lesson plan. Because, the school still use K13 and the lecturer when I was in 5th semester taught me well about the lesson plan.

Question 6 : Why did you have difficulties in class management?

Answer : *Alhamdulillah*, I also didn't get any difficulties in manage the class. Because, I approach the students by telling story before started the class. So, when the class begin, they listened me well.

Question 7 : How did you deal with those challenges?

Answer : How I deal with those challenges, first, I try to build a closer relationship with students by sharing stories or sometimes joking around. I did this to increase my confidence when teaching. I even try to remember each of their names in class.

In understanding the material, I try to read more about the material that I will teach and search on Google about the material.

When I have difficulty in applying learning methods in class, I will consult with my advisor and pay attention to how she applies these learning methods in class, so that in the next meeting I try to apply what my advisor did.

Question 8 : What strategies did you use often in the class and did they work?

Answer : When I got nervous in first meeting, I assumed that the students are my friends. I ask them one by one with having a little joke. Then, for the next class I didn't feel nervous again. Second, I tried to remembered five names in a day. Then, I often called them randomly to remember their name and face. Those strategies run smoothly in my teaching practice.

Participant 4:

Question 1 : What challenges did you face in teaching English during teaching practice program?

Answer : When PPL I faced challenges, namely lack of confidence and difficulty in handling the class and understanding the different characters of students even though I had previously practiced in micro teaching classes but in reality it was very, very different from the reality in the original class Because when we are in the classroom we encounter various kinds of student characters that we will understand to attract them so that they want to learn.

Question 2 : What were the causes of your lack of confidence in teaching?

Answer : I lacked confidence because it was my first experience to teach and it was my first time to stand in front of many people and explain. I was a little difficult to speak in front of many people and there I was also still difficult to handle the class because I didn't understand their characters what they liked and what they didn't like.

Question 3 : What were the reasons you not understanding the learning materials?

Answer : I have no difficulty in understanding the material because for the material I use a lesson plan and I am assisted by my mentor teacher to correct the lesson plan that I have made.

Question 4 : What were the causes of your mastery insufficiency in the used teaching method?

Answer : The reason for my lack of mastery of the learning methods used is because I have difficulty in determining which learning methods are suitable for each material. Because the learning methods in each material must be different.

Question 5 : Why did you have difficulties in designing lesson plan?

Answer : I had no difficulty in designing lesson plan because my mentor teacher really helped me in preparing the lesson plan.

Question 6 : Why did you have difficulties in class management?

Answer : I had difficulty in class management, as I said earlier, I experienced difficulties in handling the class when I first started teaching because I did not understand the different characters of the students.

Question 7 : How did you deal with those challenges?

Answer : What I did to overcome those challenges, first, I slowly find out what they like and what they want by exploring the characters in the class and how they understand the material I convey and after I learn that finally they will feel comfortable with me and they will understand what I am teaching for them and they are orderly in class. In each class we will find differences in the character of each student. Then, to master the teaching method and to understand the learning material, I will find out the important points, the points that I will explain in the class, and I will take some keywords that I think are important for the material. So, I also consulted with my mentor teacher whether this learning method would be compatible with the material that I would teach in the class or not. and of course, the day before I taught, I would study again how to master the learning method and understanding the learning material and I would prepare it before I taught.

Question 8 : What strategies did you use often in the class and did they work?

Answer : The strategy I use in class to make them orderly and willing to listen to me is with point games so that every learning material I will provide games with and who can win the game or answer the game or the questions I give them they will get points and each of them feels excited to get these points so that they compete to get the most points to become champions and I see in my class that the strategy is successful because they are enthusiastic for the point

game that I give this and the game is related to the learning that day so it does not deviate from learning in that class.

Participant 5:

Question 1 : What challenges did you face in teaching English during teaching practice program?

Answer : Challenges I faced in teaching during teaching practice program was class management, I struggled with this as I had to manage students' behavior and keep them focused and engaged in learning. Then, when communicating with students as I have to ensure messages and instructions are delivered clearly and effectively for them as well as designing learning that suits the needs and interests of different students.

Question 2 : What were the causes of your lack of confidence in teaching?

Answer : Causes of my lack of confidence because lack of response from students. Sometimes that makes me feel inferior and lack of experience, because I am a novice teacher and I didn't have much experience so I feel less confident in dealing with various learning situations.

Question 3 : What were the reasons you not understanding the learning materials?

Answer : I think the reason when I am not understanding the learning materials due to not having a deep understanding of the subject matter being taught.

Question 4 : What were the causes of your mastery insufficiency in the used teaching method?

Answer : I lack mastery of learning methods because I haven't had much teaching experience so I haven't fully mastered various learning methods. Media limitations in applying certain learning methods are also an obstacle.

Question 5 : Why did you have difficulties in designing lesson plan?

Answer : Each school implements a different curriculum. So, I have difficulty in preparing lesson plans because when we were in college we learned to develop the k13 lesson plan but during teaching practice program, the school used *Kurikulum Merdeka*. I felt confused because I had not learned about *Kurikulum Merdeka* during college.

Question 6 : Why did you have difficulties in class management?

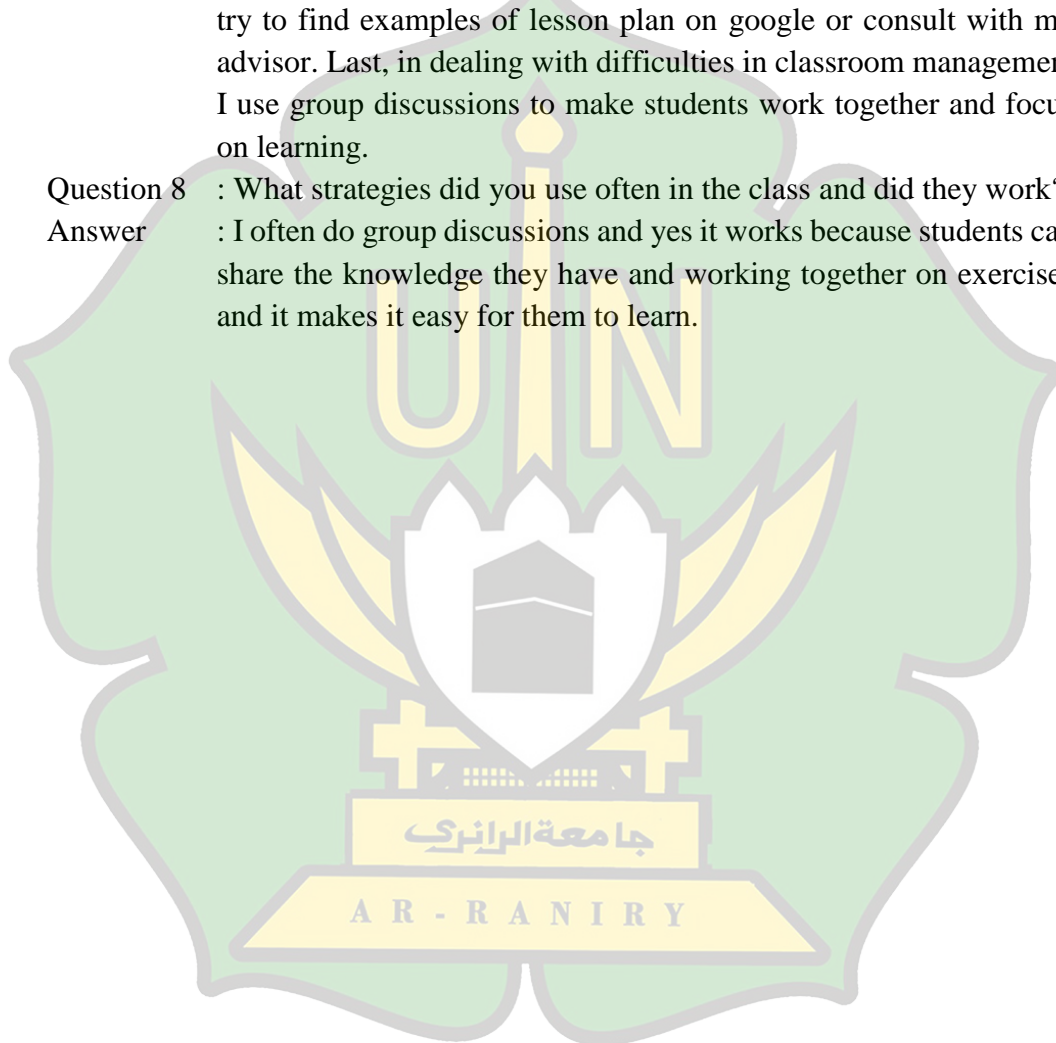
Answer : Each student has a different character. There are students who like to learn and some who don't. It makes me difficult in managing class.

Question 7 : How did you deal with those challenges?

Answer : How I deal with all the challenges that I mentioned before, first, when overcoming the lack of confidence, I try to share with friends and teachers and watch some tutorials on YouTube. Second, to cope with the lack of understanding in understanding the material, I usually look for material on the internet and read a lot. Third, when I have difficulties in using learning methods, I did observations before teaching by paying attention to how my advisor teaches. Fourth, when I have difficulty in making lesson plan, sometimes I try to find examples of lesson plan on google or consult with my advisor. Last, in dealing with difficulties in classroom management I use group discussions to make students work together and focus on learning.

Question 8 : What strategies did you use often in the class and did they work?

Answer : I often do group discussions and yes it works because students can share the knowledge they have and working together on exercises and it makes it easy for them to learn.



AUTOBIOGRAPHY

1. Name : Putri Nazira
2. Place/Date of birth : Cot Pluh/November 26th, 2001
3. Gender : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Address : Jl. Seroja, Lr. III, Ie Masen Kayee Adang,
Syiah Kuala, Banda Aceh
7. Email : 190203140@student.ar-raniry.ac.id
8. Occupation : Student of Department of English
Language Education, UIN Ar-Raniry
9. Parents
 - a. Father's Name : Jauhari
 - b. Mother's Name : Yanti
 - c. Father's Occupation : Self-employed
 - d. Mother's Occupation : Housewife
 - e. Address : Jl. Seroja, Lr. III, Ie Masen Kayee Adang,
Syiah Kuala, Banda Aceh
10. Educational Background
 - a. Elementary School : Sekolah Dasar Negeri 14 Meulaboh
 - b. Junior High School : MtsS Darul 'Ulum
 - c. Senior High School : MAS Darul 'Ulum
 - d. University : R - R : Faculty of Education and Teacher Training,
Department of English Language Education,
UIN Ar-Raniry

Banda Aceh, 04 April 2024
The Researcher,

Putri Nazira