EFL STUDENT-TEACHERS' DIFFICULTIES DURING TEACHING PRACTICUM

Thesis

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Bachelor of Education in English Language Education

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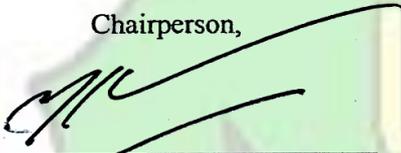
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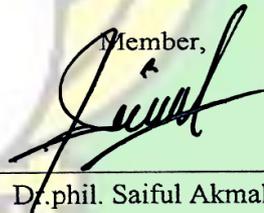
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EFL Students-teachers Difficulties during Teaching Practicum

adalah benar-benar karya asli saya, **kecuali lampiran yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

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Saya yang membuat surat pernyataan

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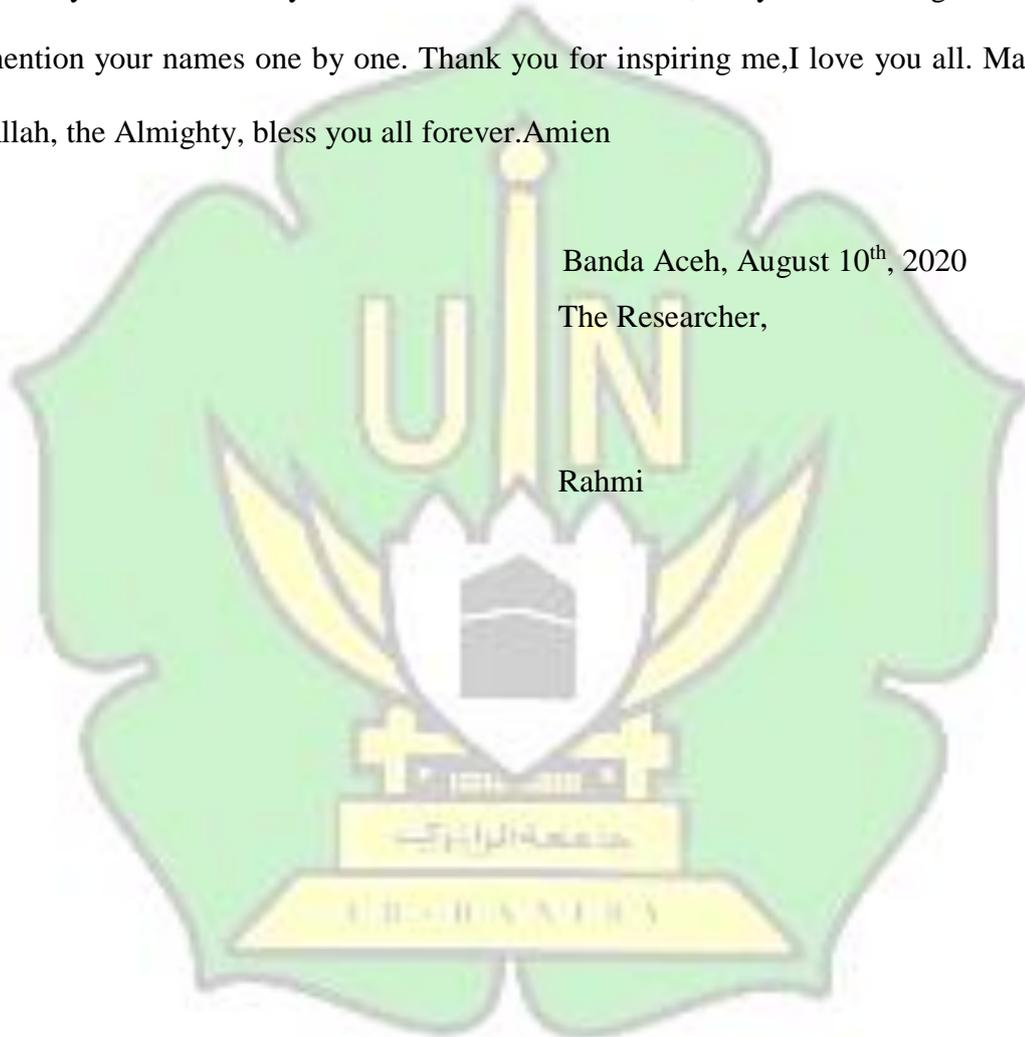
ABSTRACT

Name   : Rahmi
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Keywords   : Teaching practicum, student-teacher, and teaching difficulties

This research investigates EFL student-teachers difficulties during teaching practicum. It aims at exploring the problems of EFL student-teachers during teaching practicum and at to find out some potential strategies that students could implement in solving those difficulties. This research employed a qualitative approach and the data was collected through the interview method. The participants are the students in English Department at UIN Ar-Raniry. The samples of this study are ten students-teachers of batch 2015 in east Aceh: selected from different schools. This research found that: there are difficulties of students-teachers during teaching practicum; negotiating level of the lesson, students lack of learning interest, insufficiency of instructional, difficulties in classroom management, anddifficulties in developing lesson plan, and there are some strategies of student-teachers to solve the difficulties; create the fun classes, differentiated teaching methods, code-switching and repeating the explanation andbeing considerate. In short, strategies solved the difficulties of EFL student-teachers during the teaching practicum.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching practicum is a program that must be taken by students in Facultyof Education. Teaching practicum is a program that has also been needed for students of English Education Department. Koksal and Genc (2019) stated that teaching practicum has been required in all teacher training programs in order to help students apply their theories and methods to the real classes. It is abligatory for students of Faculty of Education to join the program, because they have to improve their teaching skills before becoming a successful teacher. Before they are going to the teaching practicum program, the students need to pass a micro-teaching class. Therefore, they have to practice and show how they will teach in the real class. Through this experience, student-teachers will find that they need to teach in very different ways from how they were in micro-teaching to upgrade their method in teaching.

Based on myexperience during the teaching practice process, student-teachers were introduced by principal of the school and supervisor to students at the school determined by the university. Class divisions and teaching schedules are determined by the principal respectively. Usually, the class specified is firstand second grade; because third grade will teach by full-hand teachers. However, the student-teacher will substitute full-hand teachers if their absence.

One rule of teaching practicum is each student-teacher should create a lesson plan before the teaching process. As Sudirman (2017) mentioned, "the lesson plan is a reference for teachers in implementing the learning for each compentence of the lesson" (p. 115). Therefore, everything that is mentioned in the lesson plan contains matters that are directly related to the teaching-learning process, including what strategies and methods we will use in the classroom.

Student-teachers plan what they will do to students in the class to attract their attention to be interested in the learning material. Such as playing word games, each student goes forward by writing an English vocabulary and the other students connect in the last letter with other words. This strategy is easy to do because it only uses blackboard and marker. But it doesnot always work for students. Some students feel lazy and burdened because they have to open the dictionary and spell out the letters one by one. Some of the students always ask and cheat on their friends because they do not understand what is written. Not only when playing games, but alsowhen the teacher is writing the definition on the board, some students are also still difficult to read, even though the written is in Indonesian. This condition makes student-teachers confused and difficult. He or she wants to speed up so that they can have the time specified and they can also apply the plan that has been prepared. But if he lets it and continues the lesson, it will make the student miss something else, while the schedule and topic have been set by the tutor teacher before the teaching practicum process begins.

Teaching difficulties are often felt by other student-teachers. One thing that we havetried when teaching practicum is to be a good teacher and make

students understand. In East Aceh, almost all students started learning English when they were in secondary school. They learn basedon the guide books, but not all of them know the basic of English lessons such as how to spell the alphabet or count the numbers. That is one of the reasons student-teachers becomedifficult to teach English and alsoconfused to improve the skill properly.

Fhaeizdhyall, Aisyah, Fatima, and Sueb (2018) conducted a study on the effectiveness of the teacher education program in Malaysia by identifying the difficulties and challenges faced by English teachers in pre-service education. The study aimed to examine the degree to which pre-service teachers implement the techniques, concepts and learning they gained in their classroom teacher training programs. The sample involved in the study was TESL Bachelor of Education pre-service teachers who have just completed their 3 months teaching practice and they are in the final semester. The results of the study extracted four themes that best described the codes from the responses of the participants: interactions with students, self-belief of the pre-service teachers, supervisors, and schools, representing the difficulties and challenges faced by the pre-service teachers.

Here, the researche focuses on EFL student-teachers who have taken the teaching practicum program in secondary schools. The reason to choose this topic is to find out what difficulties other student-teachers faced during teaching practicum and what their strategies to respond to those problems are.

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B.   Research Questions

This research is conducted to seek the answer of the main research question:

What are the difficulties faced by EFL students-teachers during teachingpracticum

and what strategies do theyuse to solve thosedifficulties?

C.   Research Aim

This study is aimed at exploring the problems of EFL student-teachers during teaching practicum and finding out some potential strategies that students could implement in solving those difficulties.

D.   Significance of the Study

This study provides information about what difficulties are faced by EFL students-teachers during teaching practicum based on their experience on some secondary schools in different areas. Besides, this study can be a reference for other researchers who find out about teaching practicum in the secondary schools.

E.   Research Terminologies

a. **Teaching Difficulties**

Teaching is a way of coordinating students to achieve the goals of education.Teaching means showing something to someone with the aim to arouse or foster a response regarding events, someone, observation, discovery, and so on. Descriptively, Sanjaya (2007) defines that teaching as the process of delivering information or knowledge from the teacher to students. The delivery process is also considered as a transfer of knowledge to someone.

According to Oxford dictionary, difficult means full of problems or causing trouble. Difficulties are obstacles that we get when we are in a situation.

In this study, teaching difficulties is finding troubles while sharing or explaining something to the students in the real class.It simply means thestudent-teachers find out that it is difficult to overcome the teaching problems, though simple or big troubles during the teaching practicum program.

b. TeachingPracticum

The term 'practicum' is commonly used to refer to different forms of school attachments; such as school experiences, teaching assistants, teaching activities, and so on, as part of their initial teacher training program, student-teacher must undergo. School-based practicums are designed to enable student-teachers to observe a teacher's real work and to apply and refine the knowledge and skills acquired through course work in classroom teaching.

Gebhard(2019) describes that practical experience as a teaching practicum. Whatever the terminology for the practice, it means students who are taking part in training programs to become teachers based on the knowledge they have gained. Merc (2015) interpret that teaching practicum is a mandatory program involving student teachers, tutor teachers, university supervisors, administrators, and students.

In this study, practicum teaching is apractice that student-teachers need to take to apply their experience in a real teaching and learning process.

CHAPTER II

LITERATURE REVIEW

A. Teaching

Teaching is essentially a process, namely the process of regulating and organizing an environment around students so that it can grow and encourage students to carry out the learning process. Sanjaya (2007) also defines teaching as a process by which teachers provide information or knowledge to students. In another sense, teaching is the process of providing guidance/assistance to students in carrying out the learning process.Maswan and Muslimin (2011), argued that teaching is giving somebody (students) lessons through training and guidance so that they obtain a range of experiences.

Ichsan (2016) describes teaching as an activity in order to arrange or manage the world as best as possible and communicate with children so that the learning process begins. This explains that teaching is an attempt to establish conducive environments to students in order to perform learning activitiesappropriately.

B. Practicum

Practicum comes from practice word. Practice arises from the basic practical word, meaning implementation. The activity can be defined as a method of learning for academic students to observe objects, analyze, illustrate, and draw conclusions or reports from the results of observations. Djamarah and Zain (2013)

described practicum as a learning approach for students to comprehend to do and experience the studied content.On the other hand, Winataputra (2007) provides information that practicum is a way of introducing students to participate actively obtained to understand and assert themselves on what was trained.

According to Suparno (2007), practicum practices are devided into two sections, namely directed or scheduled practice and free practice. Student projects in intensive training only conduct tests to check the results, the instructor has planned the whole course of the experiment. The experimental steps, the equipment to be used, and the teacher have determined the object that must be observed or researched. Meanwhile, students' free practice experience prefers independent thinking, how to arrange experimental instruments, conduct experiments, and solve problems, the instructor only provides questions and objects that need to be examined or researched.Academy arrangement, there is a program called as a teaching practicum, which is set by the campus practicum for student teachers.According to Woolnough (cited in Rustaman, et al., 2003) the form of practicum are categorized as training, experiential, and investigative. The three forms of practicum are useful for prospective teachers.

C. Teaching Practicum

1. Definitions of Teaching Practicum

Teaching practicum is a program that is required by teaching faculty to train student- teachers to practice their theories in real environments. Komaruddin (2006) argued that "Practice is how to implement in real conditions what is stated in theory"(p.200). From that definition, we can define that practice is

demonstrating about theory to the real situations.The teaching skills are what we show as we perform teaching practicum. These skills are acquired by their practice. The more teaching experience the more teaching skills that are learned from that experience, then a student-teachers appears to be more eager to dive into the real teacher.

> Teaching practicum is a series of activities that are programmed for LPTK students, which includes both training teaching and practicing outside teaching. This activity is a place to shape and foster professional competencies required by the work of teachers or other education personnel. The target to be achieved is the personality of the candidate educators who have a set of knowledge, skills, values and attitudes, as well as behavioral patterns necessary for his profession and competent and appropriate use it in the administration of education and teaching, both in school and outside of school. (OemarHamalik, 2003,p. 171)

Teaching practicum is one of the extracurricular activities carried out by students that involve teaching exercises and educational tasks outside of teaching in a coordinated and integrated manner to meet the educational profession training standards. The teaching practicum activities of the teaching faculty of UIN Ar-Raniry are part of the community service. There is collaboration between teaching practicum and the social service that must be taken by students in the same area. In which teaching activities are conducted at school in the morning and community service is after the time of teaching practicum.

Generally, the teaching practicum begins with a mentor study. During this observation period, the student-teacher is allocated the duty of carrying over the class individually for a certain number of hours (Bacharach, Heck, & Dahlberg 2010). Additionally, the mentor is monitoring, and teaching. His role is

considered primarily to provide support and guidance through clinical supervision and feedback (Ambrosetti & Dekkers, 2010).

2. *The Aims of Teaching Practicum*

The aim of teaching practicum is to provide learning experience in the schools or institutions to students in the field of learning to educate and improve teacher or academic skills. Widiyastutik(2013) said that the teaching practicum is intended as an exercise for students to apply the theory acquired in the previous semester, in accordance with the specified requirements, so that students gain experience and skills taught in schools. The programme is structured to support students and further improve the teaching skills needed for new academic roles after graduation. Moreover, the teaching practicum is conducted at the end of the teacher education programs.

> Believed to be an important stage in the teacher training process and when the teacher-student has the opportunity to make contact with their profession's lively world, helping them to strengthen, expand and improve what they have learned in the educational institutions. (Nguyen, 2014, p. 47)

This is necessary to develop their teaching skills and to start collecting experiences in order to enrich their professional knowledge. However, teaching practicum aims for student-teachers to master and practice all the concepts, principles, skills and values in order to become a professional teacher.

3. *Advantages of Teaching Practicum*

A number of scholars noted the advantages of school-based practice. For example, Hobson et al. (2006) point out that school-based practice provides student teachers with access to an authentic classroom and helps student teachers learn how to respond to a wide range of circumstances that occur. Student-teachers' school placement will also help them to apply the principles they have learned through their experience with specific strategies (Rosaenetal, 2009).

Practicum's important role is to provide the profession with a sponsored entry. The element with the most effect on retention tends to be the nature of the first teaching encounters, and what student teachers encounter determines their perception of the profession in their practice. Therefore it is important that quality practice placements are offered to the student teachers.It is important to look back at it and recreate it through the interaction between the subject, objects and other persons in order to learn from field experience. Through this way the experience will prepare the individual for the future.

Sometimes, there are some who do not like teaching practicum because they have other things that they have to satisfy. Thus, there are many benefits found by other scholars who have taken teaching practicum.

Student teachers must train themselves, since the individual retains practical knowledge and experience and can not be easily transferred from person to person. Student teachers need understand-how, and they will slowly begin to gain critical thinking by applying the teaching skills to experience through reflection.Student-teachers must use opportunities during practicum to integrate

educational theory and practice and to broaden their practical experience. They once showed how they would teach students in the classroom during microteaching. So students need to use several strategies in the classroom, but students from the micro-teaching class are their friends or other students at the same university. It is not enough to practice their confidence in front of students. Therefore, the teaching practicum program helps students to lead their experiences in the real teaching-learning process.

D. Teaching Strategies

Teaching strategies are methods and techniques that will be used by a teacher to guide their students during the learning process. "Teaching strategy is a generalized plan for a lesson(s) which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy"(Sarode, 2018, p.58). Teaching strategies refer to methods used to help students understand the desired content of the course and in the future to be able to achieve realistic goals.A teacher will select the teaching strategy best suited to the subject being discussed, the learner's level of skill, and the stage of their learning journey.

According to Friedman, Cosby, Boyko, Bauer, & Turnbull (2010), there are several teaching strategies and methods of delivery recommended below:

1. **Strategies of Teaching in The Class**

   a. Know of your students and develop their respect. Teachers need to identify and determine the level of student understanding. That way students will respect the teacher well.

b. Teach the vocabulary. The teacher must translate vocabulary that students do not understand and provides some important vocabulary.

c. Audiotapes can be effective for verbal education.

d. Videotapes (or more modern formats such as CDs and DVDs) can be an effective teaching strategy in delivering a material.

e. Providing written materials, and in particular, designed print materials may also be an effective strategy for teaching.

f. Sometimes, demonstrations can be a teaching strategy which is very useful.

g. For teaching-learning, the use of multiple teaching strategies is helpful.

h. Use acceptable visual aids. Pictures and illustrations are hugely helpful in those with low literacy skills to improve written materials. The illustrations should be explicit, and should be accompanied by a simple-language text.

2. **Methods of delivery**

a. Multiple teaching strategies should be used by student-teachers to provide teaching-learning curriculum.

b. Good for designing some groups to make everything that easier to discuss.

E. Student-Teacher

1. *Definitions of Student-Teacher*

A teacher is a person who helps the students learn knowledge , skill or virtue. According to KBBI (2005) "A teacher is a person whose job is to teach". Everyone who has a teaching objective doesn't automatically have to be a teacher, as the student may also become a teacher before becoming a profesional teacher.According to the Merriam-Webster dictionary, Student-teacher are "a student involved in teaching practice" or "a student who is learning how to teach and practicing teaching for the first time". Then, we know that Sstudent-teacher is a student who is learning to become a teacher and a student as part of the training, observes teaching in class, or conducts a closely monitored teaching at a specified school.

Another study suggests that "student-teachers work with experienced teachers and mentors as single trainees" (Sorensen, 2014). It is means student-teacher is a trainee who learns about teaching from a teacher in the real experience.Students who practice being a teacher beforehand also takes lessons on how to become a teacher in a micro-teaching class. However, the difference is that student teachers who learn in microteaching do not experience in the classroom or real schools.

Student teachers and teacher educators consider practicum as one of the most critical elements of teacher education programs (Lourdusamy et al.,2005). Being a student-teacher is a standard of development of a student beginning at maturity or competence that is useful for learning a specific subject. Slameto

(2010, p.113) argues that "Readiness is the overall state of a person or entity making him or her ready to react to a situation in any way". In this case, what is meant by the condition of a person or individual is to include three aspects, namely the first aspect includes physical, mental, and emotional conditions. The second aspect includes needs, motivation, and goals and the third is skills, knowledge, and other understanding that has been learned.

2. The Purpose of Student-Teacher

Student-teacher vision is to form prospective teachers or professional education staff. The mission of the student-teacher is to prepare and produce prospective teachers or educators who have professional values, attitudes, knowledge and skills through integration and implementation of the knowledge they have mastered into practice teacher or educational practice. So from this student-teacher training students are expected to learn and develop teacher practices and education they have. Anderson and Stillman (2013), agreed that student teaching is widely considered a foundation in preparation for prospective teacher experiences.

F. Difficulties encountered during the Teaching Practicum

Beginning teachers experience a variety of challenges and difficulties as they struggle to develop and progress in the teaching-learning process. Sometimes, as a teacher, we are surely face difficulties when teaching in the classroom or in the school.

1. Classroom Challenges

Classroom challenges are one of the problems in teaching faced by teachers. Some common classroom challenges faced by teachers, such as; lack of student understanding, minimal teaching time, student delinquency, students' arguments, and reasons, etc.Most of the beginning teachers mentioned the use of a foreign language in an EFL classroom as a challenge and this problem led to difficulties in controlling the classroom (Melnick & Meister, 2008). Prada and Zuleta (2005), asserted in a similar way that switching the codes in the EFL classroom might generate stress and discomfort in learners. They recommend that teachers use their first language to reduce the challenges and negative impact on student confusion.

2. Negative Emotions

Nguyen (2018), notes that student-teachers are likely to experience negative emotions due to decreased student participation, helplessness, noise, lack of enthusiasm, and fatigue among other aspects. Although, Gu and Day (2007) found that student-teachers teach more easily adapt to negative experiences. The student-teachers feel like a teacher when dealing with students from real schools. Therefore, when they find a student who is beyond their expectations, with bad behavior, it will make him weak and emotional. Sutton and Wheatley (2003), stated that teachers in the classroom who feel positive feelings are more likely to produce new ideas and approaches to help them better solve or cope with problems. The variety of interactions that beginner teachers encounter, though, seems more likely to create negative emotions than positive ones. However, there

are student-teachers who tend to view negative emotions in an optimistic way, which prevents them from losing energy and motivation (Cross & Hong, 2012).

3. *Hard to deal with teacher mentors*

Beeth and Adadan (2006), stated that Student-teachers are the people to whom practicums are built and through which they gain experience about teaching practices in schools. Although student-teachers are not initially aware of the problems they can face while teaching at school, during practicum, they are expected to deal with problems as they arise. In facing unexpected teaching challenges in schools during practicum, student-teachers are usually supported by school-based teacher mentors and university-based teacher educators. The pre-service care of teachers during their practicum is important because this helps them develop their understanding of student-teacher. Poulou (2007) seeks to identify students 'teachers' concerns, beliefs, and feelings about their teaching practicum. In dealing with the professional practice process that students use daily, students have the opportunity to develop reflection skills with the support of mentors and tutors and to (rebuild) their identity as teacher practitioners.

Many of the student-teachers are hard because of managerial supervision from the school. Student-teachers fear the teaching strategies aren't assisted by their supervising teachers. Some teachers decide they will teach using strategies such as those they also use in the school. However, not all those students like that teaching method.Therefore some student-teachers are reluctant to change their way of teaching and some use their techniques in secret.

> The preconceptions of student teachers on teaching and learning are often not recognized, known or acknowledged by student

teachers themselves, their tutor lecturers or inservice teachers, although those preconceptions that have a decisive effect on the learning process of teaching. (Frick et al., 2010, p. 422)

Student teachers also need to analyze and recognize, focus on, and discuss their preconceptions, with minimal intervention from mentors, to enhance their teaching practice.Then, the teacher-students also discuss the nature of students in the class because they want to know the psychology they are learning. Sometimes, superintendent teachers only provide a general description of students in school. Therefore students-teachers try to find out more in detail when they teach in class, which they have difficulty when dealing with students who are difficult to manage.
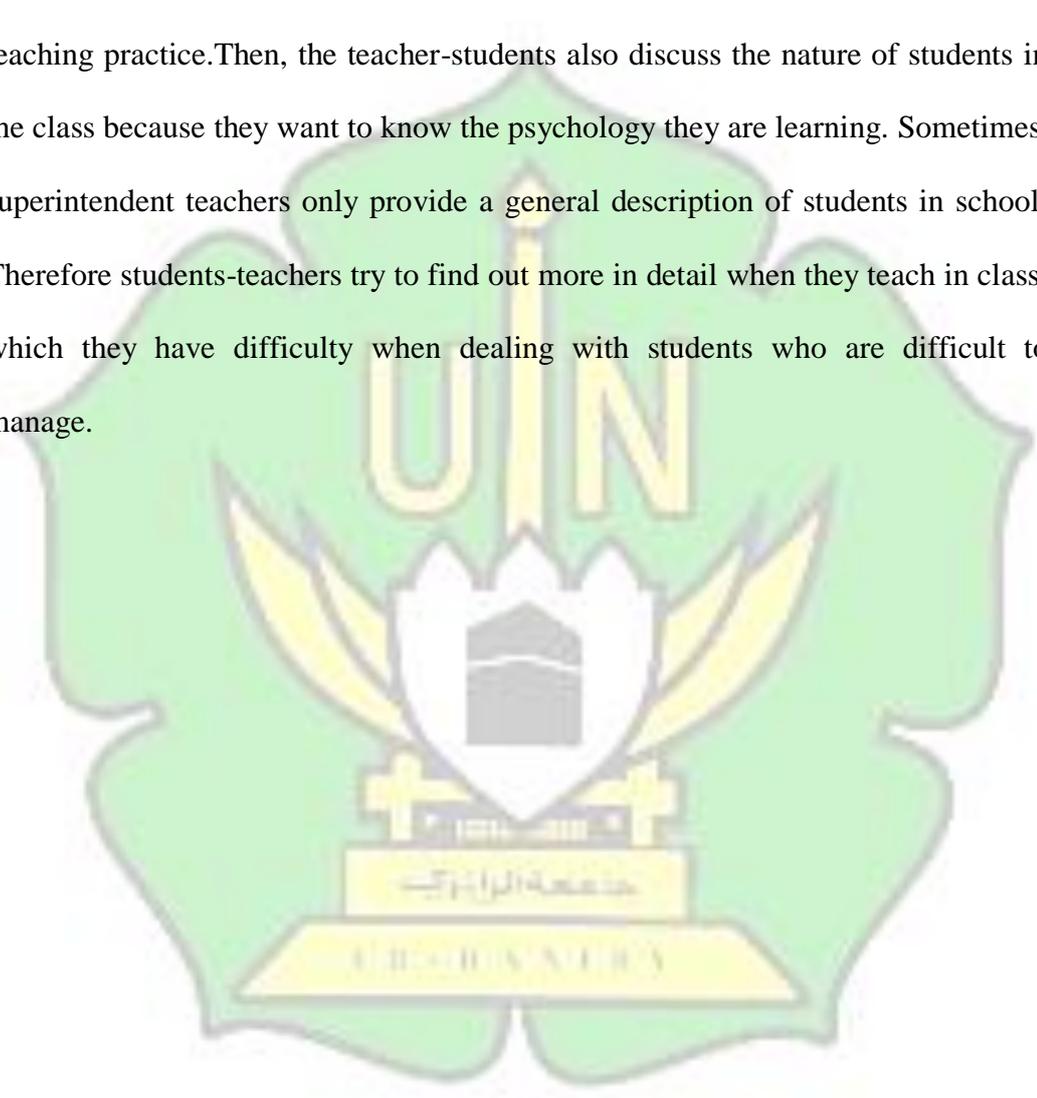
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcheremployed a qualitative research approach. According to Anggito (2018), qualitative research is the collection of data in a natural setting to interpret the phenomenon that occurs where the researcher is a key instrument and the results of qualitative research are not to generalize such the results.

The researcher interviewed EFL student-teachers who have experienced teaching practicum in the same year. Sharan (2009) stated that qualitative study is set up to understandhow people adapt and solve their experiences. This study uses a type of qualitative research because the data collection used in the study is interview, to askstudents-teachers about the difficulties of teaching practicum and how to solveit.Theinterview answers are based on participants' experiences during teaching practicum. The researcher only used Interview method to collect the data because the research questions lie very much on participants' answers about their teaching practicum stories. Therefore,the researcherthinks that qualitative study would be appropriate to this research.

C. Participants

I used a purposive research sampling technique to select participants. Participants were selected based on several qualifications. Participantof this study were 10 EFL student-teachers who had to meet certain criteria. First, they had to be student-teachers who got teaching practicum in East Aceh. Specifically, they teach in different school. Second, the research samples had taught in first and second grade of secondary school. However, the researcher chose the samples obtaining the combination of male and female student-teachers.

In this case, Cohen, et.al (2000) interpreted the purposeful sample methodology as benefiting researchers from selecting participants based on such guidelines because the selected samples met the specific needs of researchers in performing the study. The reason why the researcher needs the qualification of the research samples is to obtain rational and objective data on the student-teachers' difficulties and the strategies during teaching practicum.

C. Method of Data Collections

I collected research data by using an interview instrument. I am an interviewer who coordinate the process of the conversation.The interview aims to know about their teaching practicum experience. During this type of interview , the interviewer may prepare a list of questions, but does not necessarily ask them all or focus on them in any particular order, instead using them to direct the conversation. The interview questions were first set and planned, but other questions and clarifications could be provided if research participants did not answer the main point of questions being asked. One such instrument for an

interview was called a semi-structured interview. Unlike in-depth interview, the goal is to get a more detailed, rich understanding of the topic of interest. The experience, behaviour, feelings, or attitudes of the participant can be examined in-depth interviews to deeply identify underlying concepts that the researcher analyzes to generate a theory around the research topic (Morgan, 2016).

D. Method of Data Analysis

I analyzed the data by using thematic analysis technique. Braun & Clarke (2006) stated that thematic analysis is the technique for the identification of thematic or pattern-based data. Ichose the keywords of participants' responses during interview sessions. The last is the conclusion of the study which is summarized based on thestudents-teachers' difficulties during teaching practicum and their strategies to solve those problems.
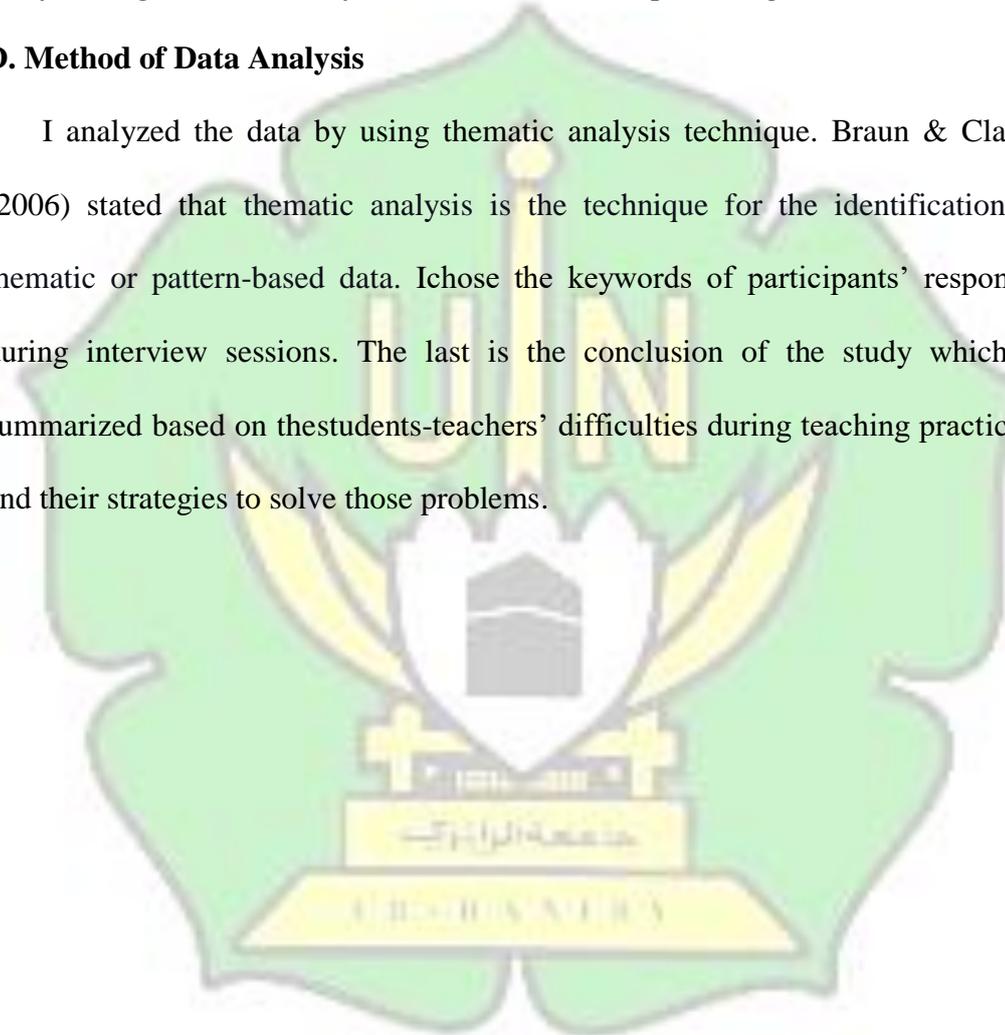
CHAPTER IV

FINDING AND DISCUSSION

This chapter examines the data acquired from 10 EFL Students-teachers of English EducationDepartment, of Ar-Raniry Islamic University. I explored the research questions. The question aimed to find out students-teachers' difficulties during teaching practicum and their strategies to solve those problems.

A. The Procedure of Interview

The samples of this research were 10 students ofEnglish EducationDepartment. They were 7 females and 3males. I asked some questions related to their difficulties during teaching practicum and their strategies to solve those problems. Iasked comprehensively about the students-teachers' difficulties and the strategies they used during teaching practicum.To proctect students' safety, confidentiality, and privacy, anonymous is used in reporting the findings. Interviewees are labeled as participant 1 – participant 10 (P1-P10).

B. The Findings of the Research

a. Students-teachers' difficulties during teaching practicum

After conducting the interview session, the researcher revealed the answers to theresearch question. The EFL student-teachers had found some difficulties during their teaching practicum in East Aceh. The difficulties were reported under 5 themes.

1. **Negotiating level of the lesson**

Almost every students-teachers found their difficulties in the classroom during teaching practicum were about the students need to know the basics of the English language. The participant needs to introduce their students from the basics English words that will usually use in the guide book. Moreover, participants told the researcherthat English lesson is one lesson of secondary school which is students in East Aceh is hard to learn because they do not know the spelling and the meaning of English words.

P1 responded that "They do not know how to read, write the English words, and the meaning of the words, even the easy words". The participants believe that in East Aceh, the first time students learn English was in secondary school, they never know about English before that. As P1said that"The students got English subject when they are in junior high school, before that, they never know".

Similarly, P2 stated that he found that the students could not speak inIndonesian and the abilities of his students are like elementary school students, indeed their level of understanding is very low. Moreover, if he had to teach them a material he should explain with mix Acehnese-Indonesian and very slow. He conveyed that "so I did teach them from the basics lesson, such as the meaning of vocabulary, words that often used in the books".

On the other teaching practicum, P3 viewed that it was challenging to teach in the real class. She met with the students who never know about English. "Their behavior and condition, English is new to them. They don't know the English

words when I access them, they don't know even basic of English. So I should teach them from the basics, step by step".

Furthermore, P7 revealed that he felt difficult whileexplained some definition of English lesson to his students in the class.P7 was taught in several classes, he said different class different difficulties but the level ofstudents weresame.He expressed that"Mostly they understand, but it took a time to make me repeat a words again and again".

Sometimes student-teachers need to repeat the material or translate one at a time, so students understand the lesson. Moreover, P6 faced the difficulties during teaching practicum because his students are lackedvocabulary.She described that" However,sometimes I got difficulties when students had limit in vocabulary, they lack vocabulary, so sometimes they does not understand what are teacher talking about".

According to Hamzah (2006), one of the general teaching values is that it must be oriented on the experiences already available to students. The preparation of the subject to be learned is based on what has been learned. Therefore the teacher must be conscious of the extent of student capacity before the teaching and learning process takes place.Occasionally, student-teachers find students who just do not understand the lesson and those who are good at other subjects. Thus, they would associate the English lesson with other lessons so that students are enthusiastic about learning.

2. Students lack of learning interest

Every student-teacher is certainly easier to teach if the lesson is favored by students. So, if the lesson taught does not attract the attention of students it would make the conditions of teaching and learning activity more difficult. P4 told it was harder to teach his students because they did not pay attention to her class and the students could not speak Bahasa, and then the students always used Acehnese in the class. P4found that the students in East Aceh different than Banda Aceh students. P4 replied that "They really not interested to English class, so it make me harder to teach them". Then, P8 also said that "some of students don't want to pay attention to English lesson class".

Furthermore, P3 revealed that some students are not motivated to learn English because they do not understand and they are not interested in the usual explanation of word translations. So student-teachers need to give them suitable methods to attract their attention. She replied that;

> I have to think what activity that I have applied in the class. While I gave the task, because they really didn't understand they do not want to hear me and they do not want to finished the task. (P3)

Dalsky and Tajino (2007), said that sometimes students experience problems and difficulties in organizing ideas and arguments, using appropriate writing styles, and expressing thoughts clearly in English. This often happens to students who are not interested in learning English or do not want to understand English as participants told.

Shagdarsuren (2020) states that motivation influences the acquisition of a second language, since there is a unique motivation for language classes and

learning cases in another language.Student-teachers also would make further attempts to improve student encouragement, as English is a foreign language for them.

3. **Insufficiency of instructional**

Based on participants'experiences, books or references areneeded to support the teaching and learning process. It is especially for student-teachers who still lack experience in teaching in the real classes. P5 said that "my difficulty in teaching the practicum, maybe in searching for the content, the reason is because I lack in experience anyway".

Similarly, P2 found that during teaching practicum, there was lack of guide book and references to teach English lesson. She described that the school was in the village and donot have internet access. So,it was challenged for her to found the source of the topic that she had to teach in the class. She told that "it was hard to found any references to teach and found some topic to them".

However, several EFL students-teachers got teaching practicum in the village areas. Some schools provide references for learning in the classroom but some are not and some are lacking material so that requires teachers to search for resources via the internet, but it will be hard if the school is located in low-signal range.

4. **Difficulties in classroom management**

Moodley (2003) notes that the behaviors and opinions of students are not strictly observable and that they are rather subjective. Some participants receive a class of students whose conduct is exceptional during the teaching session. Hence,

several student-teachers become frustrated in dealing with challenging-to-handle students.Thestudents just think about playing and making a fuss, causing the teacher confused to control the classroom condition. As P7 states that; "when I taught in the class they toldalot, playing around, they were not to pay attention to me, et al".

Relatedly, P9 revealed that it was a challenge to teach in a real class. We met the students whose attitude is difficult to manageand they did not respond that school is important. He said that "many things happened, such as they often came late, let the class without any information, they did not attend if the time of the classes was too long, and also did not enter the class after the break time".

However, the students always get bored in the class because they don't have any inspiration to go to school. Some of them just go to school because their parents asked and many of them help their parents' job in the garden after school over. So, while we as student-teachers, many of us ask them why did they lazy to study in the school, most of them gave the same answer;'We have to go to work after this so why we need to study?' and then, after work they should go to *baleebeut* or *dayah* to learn about Kitab and Al-Quran, sometimes that schedule makes them very tired so when they study on the next morning in the school they will sleepy and lazy.

5. Difficulties in developing lesson plan

As a student-teacher, lesson plan is one of the rules during teaching practicum.Every supervisor would ask their student-teacher who take the class to prepare the lesson plan before the teaching process. Sometimes, some student-teachers got harder during teaching practicum because of created lesson plans.P10 responded that;

> I felt difficult in created a lesson plan,because as we know, lesson plan is important for teacher in teaching learning process even though is hard to create it,but the teacher must be have a lesson plan in teaching learning process. (P10)

On the other hand, some research samples felt difficult to created lesson plans because they confused about their students. P3 explained that "I need to prepare the teaching activity; I have to prepare a suitable teaching method to teach them''. Several student-teachers have shared that they were frustrated by the lesson plans during the teaching practicum. Often it makes them busy and they don't have time to do other, and they also have to modify the lesson plan according to the mentor teacher's preferences.

Even so, lesson plans is very important and needed in the teaching process. Although it was a challenge for the student-teacher, it will be useful for student-teacher in the future.

> The lesson plan is a very important step before the implementation of learning. Careful planning is required in order to effectively implementation of learning. Planteaching-learning to pour into the Learning Implementation Plan (lesson plan) or some other term such as instructional design, learning scenarios. Lesson plan contains basic competence, the indicators to be achieved, and the

material to be studied, teaching methods, lesson, learning media and learning resources as well as an evaluation / assessment.(Sudirman, 2017, p.115)

6. Students-teachers' strategies to solve the teaching practicum difficulties

Prospective student-teachers who are interested in becoming a teacher will strive to become what they have been interested in, thus activities and attitudes that lead to how to become a teacher should arise. Learning strategies are used as a program comprising a series of activities intended to attain those educational objectives.

Sanjaya (2007) suggested general trends of teacher-student behavior in teaching and learning activities being carried out. The essence of the general pattern ensures the form and sequence of acts referred to tend to be used or delegated to a variety of learning events by the teacher-student. Whereas the strategy refers to the abstract characteristics of the teacher-students' sequence of acts during the teaching-learning process.

Therefore, every student-teacher uses some methods in their teaching class, and then there are some strategies to solve the difficulties found during teaching practicum in the classroom.

1. Create the fun classes

As a teacher, we need to have more creative thinking to deal with creative students to be able to control students.P4 shared that Students would be happy if the teacher creates an environment of fun in the classroom. She found that during

teaching practicum she often played games with her students in the class. Usually, she Interesting them to write a letter to their friends or the teacher,then she would corrected the spelling and the structured of EEnglish words. P4 told that, the students felt happy when she entered the class after used those strategies. She states that "They are felthappy when I entered the class,because I always cheer up them and have a fun class, so they interested to learn".

Moreover, P7 thought that he explained the topic with the picture totake the students 'attentions. Sometimes, he used to tell a lot because the students love listen to the story. He said that "I use some picture while teaching to take their attention and make them easier to understand English and me telling them the story to take their attention".

P5 supported that Sometimes there are some students who are bored would invited their teacher to refreshed the classroom atmosphere again. She suggested that the student do not like tostudy if the teacher gave to much material or explanation, because they only want to discuss in the class. So, she shared that "We study in outside of the class and make groups, and then we play a game. So, they would love it".

Furthermore, many participants revealed that played games was the one strategy that always successto take students' attention. Usually they would use to refresh the class or to explain some topic. P8 shared that she often shows the students a video or play some English songs during teaching practicum. She used those strategiestomakehis students not bored in the class. She responded that "I show them video, sometimes I using song,then they would love English

lesson".Similarly, P9 revealed that He would invite the students toplaya short game while the students look tired and bored in the class.He answered that:

> I will invited them to play a short game,like playing guessing games, playing change words and the other of absenceattendantlist and others, but there is very random because I very pre-test activeness of students in the classroom and the learning process is more effective,InsyaAllah. (P9)

Cooperative learning and gaming will improve the probability of potential pro-social co-operation and channeling behaviors. Zhang (2011)said that the use of games and events also helps students to develop new skills such as organizational skills and leadership skills.However, Using games can help students improve their skills and understanding.

2. Differentiated teaching methods

Teaching methods and strategies used during teaching-learning processes are seen as one of the most important learning variables. Demirel (2002) described the word method as "the shortest way to reach a target in advance". He described the teaching method as the ways in which learning was accomplished.

Every teacher has his own teaching method. There are also teachers who do not have methods and only teach based on the guidebook. P4 believed that they have to apply teaching methods that are suitable to the conditions of their students.P4 states that "different material,different method and my students said that I am different with their teacher".

Therefore, usually some students feel comfortable with the method student-teacher uses. P1 argues that the students like the new habits which they have got during English lessons and are encouraged to like this lesson. She replied that:

> I ask them to bring the dictionary, or goes to the library to take the dictionary, often I wrote some words with the meaning in the site of the whiteboard and they wrote anything what I wrote in their notebook. (P1)

3. Code-switching and repeating the explanation

Almost all of the student-teachers during teaching practicum must translate each vocabulary from the English that they used and some of them even do not use English et al, then the students understand and want to listen. Translation helps us make it easier for students to understand words that they think difficult to understand. This way, students can learn easily and keep listening to the teaching material's explanations. "Translation helps us to understand better the influence of one language to one another, and to correct errors of habit that creep in unnoticed" (Dara, Lilis & Risdaneva, 2016).

As P4 stated that "I translate it to them, first I use English, then I translate to Bahasa and they little bit understand". Moreover, P6 found that in his class, that she needs more time to repeat any words that are difficult to understand or explanations that are not understood by students. P6 shared that;

> Sometimes, I repeated the word, the English word, when they don't know the meaning, the first one I tell them what the meaning is before I give the meaning of the word sometimes I use the gesture about the meaning, I try to deliver the meaning by body language, and I used the way of the repeat to memorize the word. (P6)

Also, P10 supported that while she used a speech method to explain the definition of the topic, she would translate the important vocabulary first. She told that "so I explained the material, I gave the chance to them to ask me anything that they could not understand,andthenI tried to explain more detail and repeat". However, the students-teachers who know the condition of their class would give their students important words or new vocabulary before they read the topic.P6 replied that "before I gave them the material, I let them know about the vocabulary that they would learn in the class".

Several people viewed the use of translation in teaching English as a constructive techniqueand as unhelpful one by others. However, the researcher has drawn the conclusion from the experiences of the student-teacher participants that translation can be a very useful method in learning English when used to improve learning and make it easier for them to understand it.

4. Being considerate

Being a student-teacher was challenged for everyone. P5 shared that the first time he met the student was in East Aceh. He was lack experienced in teaching before teaching practicum. P5 learned directly during the probation by confronted students who had noisy and stubborn habits. But, P5 always patient and make friends with his students. P5 states that "I asked the children the next day, how they want to learn, so I need to follow their method and they were easy to understand".

To become a single entity, it is important to teach the language and transform the values of a given character. Kartadinata (2012, as cited in Firman

Parlindungan, 2014) highlighted "…the best provision that given to the next generation is character education".So, as student-teachers, we have to be really patient in dealing with students. Education is not only based on theory but also based on the model of self-character that we show to others.

In other cases, P10 revealed that in the first week he teaches, he tries to get to know the psychology of his students. Then, in the following week, he tries to overcome problems in a class by being patient and calm. After P10 got used to class conditions, he used his strategy to approach his students by playing with them so they were comfortable studying in class. P10 said that "we must understand them first, so they can understand our situation".

Charlies et al. (2008), argues that when teaching, not only strategies are discussed during planning with a mentor but also new strategies can be learned and applied. The presence of a mentor does indeed encourage student-teachers to experiment with strategies.Strategies usually relate to pedagogical expertise, for example, demonstrating what students are expected to do or delegate blame to students who do not take part in the lesson. This type of strategy is rarely studied in typical accompaniment situations.

D. Discussion

This discussion is provided based on the findings of the research. The results show that there are some problems and different strategies from ten participants. In this relation, the researcher elaborated on several important points to answer two research questions. There are five themes of students-teachers' difficulties during teaching practicum; negotiatinglevel of the lesson, students lack of learning

interest, insufficiency of instructional, difficulties in classroom management, anddifficulties in developing lesson plan,

The research question regarding showed the difficulties that students-teachers faced and their strategies to solve those difficulties during their teaching practicum in East Aceh. All the participants agreed that the students in East Aceh are not interested well in the English lesson. They fell hard to explain the material and to attract students' attention.

Teaching practicum is more complicated than micro-teaching because at the school the student-teacher has to teach in front of real students. Thus, the student-teacher of PBI students at UIN University should be qualified and competent in teaching to have students' interest in learning the language.

Students-teachers also learn about how to control the classroom with direct experience. When the learning process occurs, then the teaching process occurs together. This would be easy to understand, because if there is learning, of course, there will be those who teach it, and vice versa if there are those who teach, of course, there will be those who learn. If there has been a process interact with each other, between those who teach and those who learn, it is actually in a unique condition, because intentionally the atmosphere or accidentally, each part is in an atmosphere of learning.

Ihsana (2017, p. 1) states that "learning is the result of an interaction between stimulus and response. A person is considered to have learned something if he can show changes in his behavior". According to this theory, important learning is input in the form of stimulus and output in the form of response.

Therefore, learning can be concluded as a conscious effort made by an individual in changing his behavior both through training and experience concerning cognitive, affective, and psychomotor aspects to obtain certain goals. Thus, student-teachers also learn good or bad from their teaching experience during the teaching practicum.

There are different strategies for students-teachers' to solve their difficulties. Several strategies often used by student-teachers in the class and students love it, such as; creat the fun classes, code-switching and repeating the explanation andbeing considerate. Then, some experience of students-teachers that comfortable with used a different teaching method during their teaching practicum.The student teachers also emphasized the importance of effective management of the classroom. Teachers must continuously track the learners, remain in charge of the learning activities and be strong and consistent in mediating cooperative learning.One of the participants summed it up by saying: "See how you are in charge by setting rules and enforcing them to keep them centered, but let the students still 'facilitate' the lesson." Furthermore, positive reinforcement is crucial in mediating cooperative learning for eligible learners.

Based on my experience and the participants, before we started to use a method or teaching strategy in the real class, firstly we must understand the character of the students. Hamzah (2006) explained that teaching must follow psychological principles about learning. Psychologists formulate the principle, that learning must be gradual and increase. One of the general principles about teaching according to Hamzah (2006, p. 7) is that teaching must be based on

students' experiences. What has been learned is the basis for learning the material to be taught. Therefore, the level of student ability before the teaching and learning process takes place must be known to the teacher. As student-teachers, we also learn from experience by recognizing the character of students we meet in real class so that we can use strategies that are appropriate to their conditions.

BAB V

CONCLUSION AND RECOMENDATIONS

This chapterconcludes all information that has been discussed in the previous sections and provides recomendations regarding the research findings.

A.   CONCLUSION

In this study, the researcher aimed to find out students-teachers' difficulties during teaching practicumand the strategies to solve those difficulties. The researcherrevealed that student-teachers have found some difficulties during teaching practicum. First, negotiating level of the lesson.Students-teachers have introduced English lessons to their students from the basics such as the use of pronouns and so on. Second, the studentslack of learning interest. Student-teachers faced difficulties when teaching in classes where students do not like to study English. They have to win over the students to make teaching-learning easier.Third, insufficiency of instructional. Student-teachers lack of guide books used for teaching because schools do not provide adequate teaching and learning media or materials. Next, difficulties in classroom management. Student-teachers faced the delinquency of their students who were difficult to handle when teaching and learning activities process.Last, difficulties in developing lesson plan,Student-teachers faced difficulties when create and implement lesson plans that were in accordance with the school environment and classroom situations during teaching practicum.

The participants believed that the strategies were effective to develop their teaching difficulties during teaching practicum. There are some strategies that student-teachers often used to solve their teaching practicum difficulties. First, create the fun classes, student-teachers were tried to play some games and learning with have a fun way with their students. Second,code-switching and repeating the explanations. Student-teachers were tried to translate the important vocabulary and sometimes they repeat the explanation in the Indonesian language. Third, differentiated teaching methods. Student-teachers were used different teaching methods during a teaching in each theme of the book. So the students would not bored with the subject. Last,Student-teachers being considerate. Sometimes student-teachers need to be calm and just let the stubborn student alone with his way because they know that will be better than snapped to them.

However, they always find a solution to overcome the challenges in the classroom as students recognize before using the methods of teaching, discussions with students about how their preferred learning style, understand their condition and prepare themselves before teaching in the classroom.

B.   Recommendations

The results showed that student-teachers faced several difficulties during teaching practicum. The majority of student-teachers employ several strategies to overcome their difficulties. On the other hand, some difficulties do not occur during teaching in the classroom but rather in school rules, as well as develop lesson plans. As a result, some student-teachers don't find effective ways to develop fluency and to overcome challenges. I hope that in the future, student-

teachers will encourage and help students to improve their understanding in learning English. Besides, researchers see that much needs to be improved for future research on this topic.

The researcherrecommend that:

1. The EFL students-teachers need to better prepare themselves how to control and to teach the students in the class during teaching practicum program in order to reach the target in the learning process.

2. The teaching practicum program should put student-teachers in the school in accordance with their skills and expertise.

3. Further research could be conducted under this topic by focusing on other teaching practicumproblems.
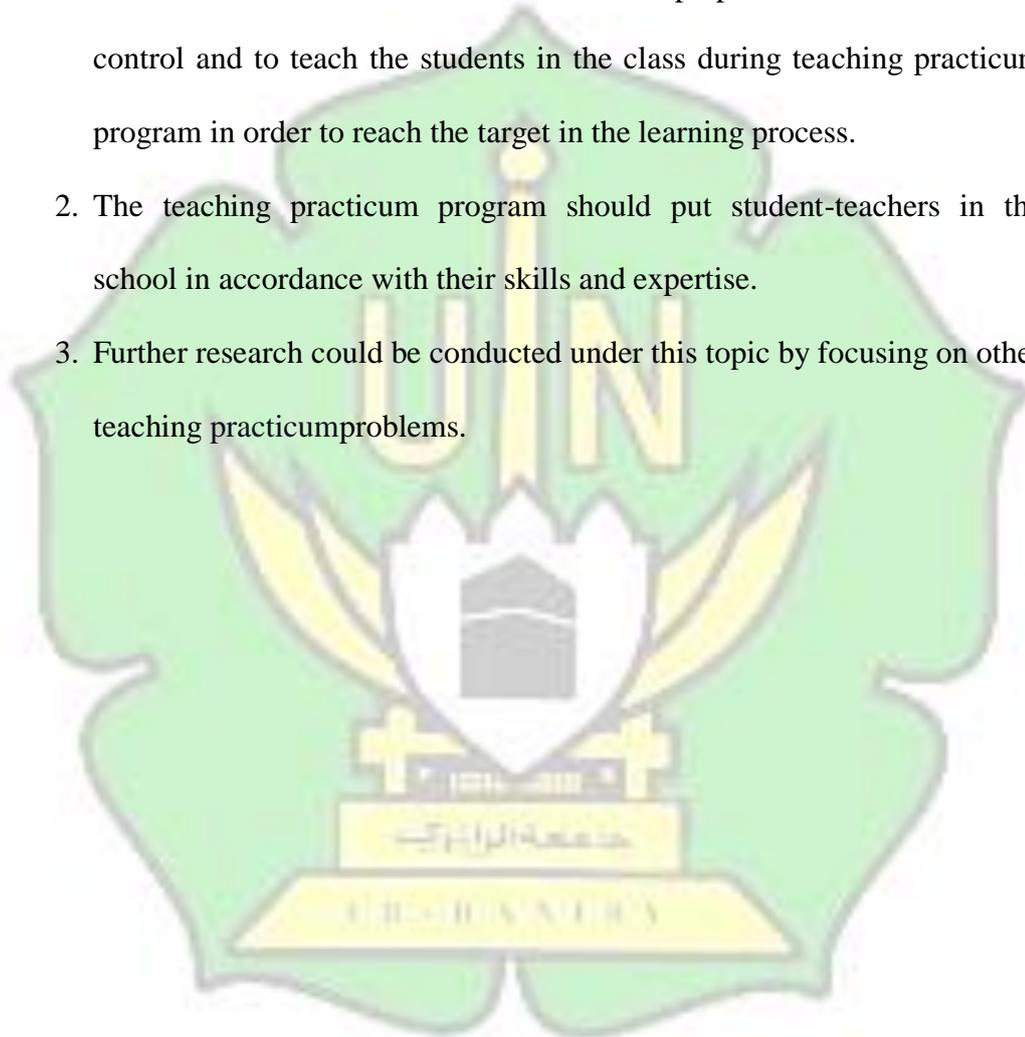
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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-17548/UN.08/FTK/KP.07.6/12/2019

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

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 November 2019

MEMUTUSKAN

Menetapkan :

PERTAMA   Menunjuk Saudara:
1. Dr. T. Zulfikar, M. Ed   Sebagai Pembimbing Pertama
2. Habiburrahim, S.Ag, M.Com, MS, Ph.D   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :

Nama	:	**Rahmi**
NIM	:	**150203123**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**EFL Student-Teachers' Difficulties during Teaching Practicum**

KEDUA   : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.

KETIGA   : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021

KEEMPAT   : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 19 Desember 2019
An. Rektor
Dekan,
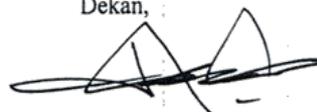
Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh, 23111
Telpon : (0651)7551423, Fax : (0651)7553020
E-mail: ftk.uin@ar-raniry.ac.id   Laman: ftk.uin.ar-raniry.ac.id

Nomor : B-5614/Un.08/FTK/TL.00/06/2020   Banda Aceh, 17 June 2020
Lamp   : -
Hal   : Mohon Izin Untuk Mengumpul Data
         Penyusun Skripsi

Kepada Yth.

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Di -
       Tempat

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	**RAHMI**
N I M	:	**150203123**
Prodi / Jurusan	:	**Pendidikan Bahasa Inggris**
Semester	:	**X**
Fakultas	:	**Tarbiyah dan Keguruan UIN Ar-Raniry**
A l a m a t	:	**Gp. Klieng Meuria Kec. Baitussalam Kab. Aceh Besar**

Untuk mengumpulkan data pada:

Mahasiswa PBI

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

EFL Student-Teachers' Difficulties during Teaching Practicum

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan I,

M.Chalis, S.Ag., M.Ag

Kode: eva-678

SURAT KETERANGAN
Nomor: B-238/Un.08/PBI/TL.00/08/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-7272/Un.08/FTK.I/TL.00/07/2020 tanggal 29 Juli 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama   : Rahmi
NIM   : 150 203 123
Fak / Prodi   : FTK UIN Ar-Raniry Banda Aceh / PBI

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

"EFL Student-Teachers' Difficulties during Teaching Practicum"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 06 Agustus 2020
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

List of questions for interview

The list of questions below is based on research questions which from numbers 1 to 4 for the first research question: What are the difficulties faced by EFL student-teachers during teaching practice ?, and questions from number 5 to 8 for second research question: What strategies do EFL student- teachers take to solve those difficulties?

1. What difficulties did you faced during Teaching practicum ?

2. Based on your experience, what factors that cause those difficulties?

3. How students react when they do not understand of your teaching?

4. Based on your experience, when you do not have difficulty when teaching English course?

5. What strategies did you use to solve your difficulties during Teaching practicum?

6. Was the strategy effective to solve your difficulties? How often you used?

7. What methods do you use often in the class and do students like those methods?

8. Based on your experience, when students sleepy, lazy or playing around during your teaching process. How your response ?