

Chapter Four

Finding and Discussion

In this chapter, the researcher reports the findings and discussion of the study based on the data that the researcher collected through interview. There are three major findings in this research based on the research question. First, the researcher reports challenges that pre-service teachers face in teaching Senior High School students during teaching practicum at EED of UMY. The researcher also reports the pre-service teachers' strategies in teaching SHS students during teaching practicum at EED of UMY. Second, the researcher reports advantages that pre-service teachers get in teaching SHS students during teaching practicum at EED of UMY.

Pre-service Teachers' Challenges in Teaching Senior High School Students during Teaching Practicum at EED of UMY

Three participants had delivered the information to answer the first research question. The researcher classified the findings into five categories. Those categories were pre-service teachers' challenges in teaching SHS students during teaching practicum at EED of UMY.

Maintaining communication. Two participants argued that the challenges that they faced when teaching SHS students during teaching practicum came from the difficulties in maintaining the communication with their students and supervisor teacher. The lack of maintaining communication can make pre-service teachers faced difficulties in teaching practicum. These difficulties related to classroom management and developing a good lesson plan. The challenges caused

by the lack of maintaining communication with supervisor teachers and students was described as follow.

Pre-service teachers and students. Based on the data obtained, this was a challenge mentioned by two participants of this research; Rose and Dusty. Rose and Dusty mentioned that they had problems with their students. Sometimes they could not understand their students' ability in English, their students' habit, and their students' learning style. Thus, that became a challenge for them in teaching.

“The difficulty is making the students pay attention to me, it is so difficult. They do not pay attention, they are busy with their own task, they are busy with their mobile phone, and they are busy with their own friend.” (Rose, 2017).

On the other hand, Dusty remarked, “Maybe the students do not like to work in group, they prefer to work individually, so if I make group they do not want to.” (Dusty, 2017). In addition, Dusty said, “Then, the other challenges were because their English is different from my expectation, for example, when I teach narrative text, many of them do not know the vocabulary.” (Dusty, 2017).

From the statement of two participants, the lack of communication between pre-service teachers and students could make pre-service teachers felt challenged in teaching SHS students during teaching practicum. Many SHS students judge pre-service teachers negatively. Some schools assumed that pre-service teachers did not have enough knowledge to be taught. Thus, it makes some SHS students unhappy, did not pay attention, and did not follow the pre-

service teachers' instructions. In line with this finding, Jusoh (2013) said that pre-service teacher's lack of maturity and experience, and many schools and pupils did not welcome students as pre-service teachers because they did not have enough knowledge in the subject taught.

Pre-service teachers and supervisor teacher. Two of three participants mentioned that they had problem with their supervisor teacher. It might happen because some pre-service teachers felt hesitate to ask some question to their supervisor teacher. Some supervisor teachers were not detailed in giving explanation to pre-service teachers.

Rose said that "At first I had difficulties in understanding the character of the students." (Rose, 2017). Rose added that "although I have done an observation the supervisor teacher does not say clearly, for example it is hard to manage the tenth grade." (Rose, 2017). In addition, Rose remarked that "in my opinion, the supervisor teacher is also lack in providing information about making lesson plan." (Rose, 2017).

"The supervisor teacher is very discipline. So, if the lesson plan is not correctly composed we should do a consultation, and then if it is still not accepted, the supervisor teacher said that we are not allowed to teach. There are a lot of my friends who have not finished the teaching practicum because their lesson plan was not accepted, they have to do over again. Sometimes it is make lazy, many my friends want to finish the teaching

practicum quickly. So, sometimes the pre-service teachers demotivated because the mentor too discipline.”(Dusty, 2017).

Those two participants already explained their argument based on their experience. From this finding, the lack of maintaining communication between pre-service teachers and supervisor teacher might become a challenge for pre-service teachers in teaching SHS students during teaching practicum. Sometimes the supervisor teacher’s behavior also could be a challenge for pre-service teachers and make pre-service teachers unmotivated to do teaching practicum. It is supported by Hamaidi, Al-Shara, Aurori, and Awwad (2014), who stated that the challenges include the lack of guidance provided by supervisor teacher and the difficulty in communicating with supervisor teacher.

Teaching management. It was found as one of the challenges that pre-service teachers faced during teaching practicum. All of the participants had the same opinion about teaching management, but actually they had different point of view. There are two points of difficulties in teaching management, namely classroom management and time management.

Classroom management. In this finding there was only one participant said that she faced the challenges in managing the classroom. Classroom management is one of the important things that can make the teaching and learning process become successful.

“Second, the difficulty is also related to the teaching method that I use. At first, I want the class to be active with discussion. I think senior high

school students will be able to do a discussion, but it does not work because they are less active in a discussion. Even it seems like they are not discussing, but talking other things with their friends.”(Rose, 2017).

This participant faced challenges in managing the classroom when teaching SHS students during teaching practicum. This challenge mostly made some pre-service teachers feel difficult in teaching, because the managing classroom was an important aspect which affected the students’ learning process. Pre-service teachers feel difficulty in teaching SHS students because some of them lack of ability in managing the classroom. In line with Gan’s (2013), pre-service teachers faced difficulty in managing the class.

Time management. All of the participants argued that during teaching practicum they had challenges in managing their time when teaching SHS students. Sometimes they ran out of time, so there were activities for their students that had not been applied in the classroom. In addition, sometimes they also ran out of time even though they still have materials to explain.

Rose commented that “There is another difficulty, namely time management. Although I already have a detailed lesson plan and I know what the activities are, sometimes the activity cannot be implemented because what we practice is different in the classroom.”(Rose, 2017). On the other hand, Levine said that “Time management is hard. Sometimes there are times when there are materials which have not been explained but I ran out of time.”(Levine, 2017).

“The feedback that I get from supervisor teacher is about time management. Next time, firstly we should explain the materials, and then we go to the main activities, after that the conclusion. My supervisor teacher said that I explained the materials for too long, it should immediately go to the core activities”, (Dusty, 2017).

In short, some of the pre-service teachers felt that time management was challenges for them in teaching SHS students during teaching practicum. This challenge happened because some of the pre-service teachers could not be discipline and lack of ability in allocating their time. They could not estimate the time when they did teaching in class, even though they already made the lesson plan. Page (2008) said that discipline has been considered as one of the most common problems experienced by pre-service teachers and was believed as a serious problem in most schools. The term discipline in the school environment includes the teacher’s discipline in organizing the teaching time in the classroom. Thus, the pre-service teachers who do teaching practicum in the school should also be discipline and manage their time when they teach the students in the classroom.

Teaching administration. Teaching administration became a challenge that was found during teaching SHS students in teaching practicum. All the participants had same argument stating that they faced challenges in making teaching administration. There are two points of difficulties in teaching administration, namely teaching materials and developing a good lesson plan.

Teaching materials. All participants had same opinion about challenges in teaching materials. The challenge might be because they found it difficult in getting the teaching materials and also in how to develop it.

Rose said that “Sometimes I feel that I cannot develop the teaching materials which consists of two skills, for example listening and speaking.” (Rose, 2017). In line with that, Levine remarked that “The challenge is how to be creative, such as designing materials is difficult.” (Levine, 2017).

“Then, choosing and searching the teaching materials is very difficult. For example, when I taught listening skill, and I had to look for a short audio, but it should be clear and should be well structured English. I was confused in searching it”, (Dusty, 2017).

In short, teaching materials could be problems for pre-service teachers. Only several pre-service teachers can be creative in developing and designing the teaching materials. The ability in choosing and searching teaching materials also could be problem for some pre-service teachers. This finding is in line with Ali, Othman, and Karim. Ali, Othman, and Karim (2014) investigated the challenges faced by pre-service teachers in the teaching practicum. Some of the challenges are teaching and learning facilities and resources.

Developing a good lesson plan. This finding was mentioned by Levine and Dusty as challenge in teaching SHS students during teaching practicum.

Levine remarked that “The hardest part for me is making a lesson plan. Honestly, I cannot make a good lesson plan.”(Levine, 2017).Then, Dusty pointed

out that “In my opinion, the difficulty in teaching senior high school students it is like a real teaching, since its preparation such as making lesson plan is already difficult for me.”(Dusty, 2017).

From those statements, lesson plan could be a big problem for some pre-service teachers. They should make a good lesson plan for their teaching, but it was not as easy as they thought. Ali, Othman, and Karim (2017) mentioned that one of the challenges faced by pre-service teachers during teaching practicum is lesson planning.

Self-esteem. Another challenge that pre-service teachers faced in teaching SHS students during teaching practicum is self-esteem.

Levine said that “I am nervous especially on the first day. I am already flustered, I’m thinking how the senior high school students are.” (Levine, 2017).

Some pre-service teachers are afraid of teaching SHS students. They have been thinking negatively before they teach the SHS students. In line with Celix (2008), pre-service teachers might become stress while doing practicum because of being afraid of making mistake, being afraid of using different method or technique, having personal problems, and having too much campus project. Pre-service teachers become stressful because their fearfulness in facing their students, making mistakes, and using the wrong teaching methodology and strategy. It could make some pre-service teachers nervous in the middle of teaching process. In addition, Yunus, Hashim, Ishak, and Mahamod (2010) mentioned that there are

some challenges reported by many nonnative English-speaking pre-service teachers. There are many concerns such as English proficiency and self-esteem.

Classroom facilities. Classroom facilities were another challenge emerged during teaching SHS students. This was mentioned by one participant. Dusty stated that classroom facilities might be a problem. The inadequate facilities could disturb the classroom activities.

“The audio facility is limited. Actually, it is already good, but it does not really support the teaching process. Then, I use a small speaker. I do not enjoy teaching the listening section because there should be a big speaker in the classroom, so all students can hear the audio clearly” (Dusty, 2017).

The finding supported by Ali, Othman, and Karim (2014) who said that one of the challenges faced by pre-service teachers in the teaching practicum are teaching and learning facilities and resources. Teaching English should consist of reading, writing, listening, and speaking skill. Therefore the adequate facilities in classroom are needed for the teaching and learning process.

Pre-service Teachers' Strategies in Teaching Senior High School Students during Teaching Practicum at EED of UMY

In order to answer the first research question, the researcher asked the participants about the strategies in teaching SHS students during teaching practicum at EED of UMY. The strategies were presented as follow.

Improvisations in teaching. Pre-service teachers' improvisation was beneficial to handle the challenge related to the way pre-service teachers taught. Those finding were mentioned by all participants.

Rose said that "Usually I make my voice louder. I have to shout in order to make all students hear my voice." (Rose, 2017). In addition, Rose also said that "Then, the second strategy is trying to choose an interesting media for senior high school students." (Rose, 2017). Then, Rose also added "Another strategy is giving question that is not too difficult" (Rose, 2017). Different from Rose, Levine remarked that "I should be diligent, have consultation often, and often search in internet about the appropriate way to be teacher." (Levine, 2017). In line with this finding, Dusty said that "Another strategy is that I approach them more." (Dusty, 2017). Dusty also added "Then, I use an interesting media." (Dusty, 2017).

This strategy is appropriate to overcome the challenges related to classroom management and time management in teaching SHS students during teaching practicum. According to Kabilan and Izzaham (2008), one of the strategies in teaching practicum are compromising and finding a middle ground. The term finding a middle ground includes pre-service teachers' improvisations. Pre-service teachers could be able to improvisation when they faced problems during teaching practicum. The use of interesting media might be a tool to get the SHS students' attention.

Maximizing pre-service teachers' preparations. This strategy was mentioned by two participants. In this research, preparation could be used as strategy.

Rose remarked that “Usually I use another media, for example using speaker. When pre service teachers want to play video and get louder sound, they can prepare a speaker.” (Rose, 2017). In addition, Dusty said that “The first strategy is that we have to be well prepared, so it should be really well prepared.”(Dusty, 2017).

“The second aspect is about preparation and also the media, for example about the audio, I have used audio file, played it on the laptop and the sounds were quite clear. Obviously when I played it in the class it was not clear enough, so, maybe I had to check before I used the audio.” (Dusty, 2017).

Maximizing pre-service teachers' preparation is appropriate to confront the challenges in teaching SHS students during teaching practicum. The challenges are difficulty in: 1) classroom facilities, 2) teaching materials, 3) developing a good lesson plan, and 4) maintaining communication with the students. Pre-service teachers needed to prepare requirement for teaching. According to Kabilan and Izzaham (2008) the strategies in teaching practicum are reflective previous teaching and learning experienced. It supported the argument from Rose and Dusty. They had reflected their previous teaching practicum so they could prepare for the next teaching experience.

Pre-service teachers' self evaluation. This strategy was stated by all participants of this research. Rose, Levine, and Dusty used self evaluation to overcome their challenges in teaching SHS students during teaching practicum.

Rose said that “I also do self-evaluation. I realize that I am lacking at this point, I should give the material like this one, so I know how to teach SHS students.” (Rose, 2017). In different statement, Levine said that “then, if I am nervous, the important thing is being brave.” (Levine, 2017). The last, Dusty mentioned that “then, I have more consultation with supervisor teacher. The supervisor teacher has more experience in teaching and the supervisor teacher is already an expert.” (Dusty, 2017).

In short, the strategies are evaluating the previous teaching experience, being encouraging, and having more consultation with supervisor teacher. By evaluating, pre-service teachers could know what their mistakes are and prepare a strategy to solve it. In line with Kabilan and Izzaham (2008) one of the strategies in teaching practicum are evaluating previous teaching experience. In addition, Hirschkorn (2009) argued that supervisor teacher can make pre-service teachers successful in teaching practicum. This strategy is appropriate to overcome the challenges in self-esteem and lack of maintaining communication with supervisor teacher.

The Advantages of Teaching Practicum.

The researcher had gathered the data through interview from three participants. The advantages of teaching Senior High School students during teaching practicum were divided into five categories.

Acquiring teaching experience. Two participants of this research argued that they got a lot of experiences from teaching SHS students during teaching practicum.

Rose mentioned that “The advantage is I become more understand how to teach senior high school students.” (Rose, 2017). In addition, Dusty said that “The first advantage is I know how the preparation of teaching is.” (Dusty, 2017).

From those statement, the benefit are pre-service teachers could get a lot of experiences in terms of how actually teaching SHS students is and also how to prepare before teaching. This is in line with Goh (2011) who said that during practicum, the pre-service teachers are given the opportunity to experience and ‘experiment’ their knowledge and skills in an authentic teaching and learning environment.

Mastering lesson plan. Almost all participants argued that they got benefit in mastering lesson plan. Pre-service teachers did not only make lesson plan but also applied it in their teaching practicum.

Rose remarked that “I know how to make a good lesson plan.” (Rose, 2017). Rose also said that “I know how to apply the lesson plan with the activities

in classroom.” (Rose, 2017). In addition, Levine mentioned that “I know how to make a good lesson plan.” (Levine, 2017).

Those arguments show that most of pre-service teachers get advantage from teaching practicum in making and applying lesson plan. According to Hamaidi, Al-Shara, Aurori, and Awwad (2014) one of the benefits of teaching practicum is it provides pre-service teachers with educational primary efficiencies and a clear understanding of the context of the school. In this term, lesson plan is included in context of the school.

Knowing the different characters of students. Rose and Levine mentioned that by teaching SHS students they knew the different character of students. As they stated below:

Rose said that “I want to be a lecturer, of course I have to know the various students’ character. From this teaching practicum, I really know what kind of elementary students’ character is, how junior high school students are, and also how senior high school students are.” (Rose, 2017). In line with that, Levine said that “there are a lot of advantages, such as I am more acquainted with the character of the students. In fact, the senior high school students are already mature.” (Levine, 2017).

Burke (2006) mentioned that in teaching practicum, pre-service teachers of educational department get opportunities where they learn through experiences. In this case, the pre-service teachers can know the characters of students through

learning. They are learning the characters of the students while they are teaching in teaching practicum.

Contributing to pre-service teachers' undergraduate thesis writing.

There was only one participant who stated that pre-service teachers had benefit from teaching practicum for pre-service teachers' research. This is in line with the researcher and became the reason why the researcher conducted this research.

Rose remarked that “the benefit that I get for example if I find a problem in teaching SHS students related to the way I teach. That makes me want to do a research and find out how to make them pay more attention to me.” (Rose, 2017)

After doing teaching practicum, most of pre-service teachers usually recall the memory when they teach. Some of them faced the difficulties while they teach SHS students during teaching practicum. Sometimes the difficulties make some of the pre-service teachers felt interest to analyze the difficulties.

Enhanced teaching skill. This finding was mentioned by all participants of this research. From teaching practicum, pre-service teachers got the knowledge about teaching. They also could improve their teaching skill.

“Then, the second advantage is I am familiar with how to prepare materials, or media that we use to teach. I become more creative in developing teaching techniques and teaching media that I will use later when teaching, because I already know the characters.” (Rose, 2017).

From Rose's statement, it can be describe that teaching practicum is beneficial for pre-service teachers to enhance their teaching skill. Pre-service teachers can improve their teaching skill in classroom and time management, teaching materials, developing a good lesson plan, and self-esteem.

In addition, Levine mentioned that "Another benefit is I can know how to assess students." (Levine, 2017). Levine also remarked that "I can improve teaching materials. And not only applying it in senior high school, but also maybe one time I teach junior high school, or elementary school, or college students. I can use the materials." (Levine, 2017). Last, Dusty said that "I think teaching in senior high school gives more lessons about professionalism for the future." (Dusty, 2017).

All participants argued that teaching SHS students give them many lessons about being a teacher. From teaching practicum, they know directly how to teach, how to make a good lesson plan, how to make teaching materials, and managing classroom and time. This is in line with Gan (2013) who agreed that teaching practicum has an important impact for pre-service teachers' future career. In addition, Hamaidi, Al-Shara, Aurori, and Awwad (2014) metioned the benefits of teaching practicum are: "1) develops student- teachers' behaviors and practices in the teaching processes, 2) provide them with educational primary efficiencies and a clear understanding of the context of the school, 3) enables them to recognizes the reality of pre-service teachers' learning needs, 4) plays a key role in bridging the gap between theory and practice, and 5) develops their professional and personal competencies" (p.192)