

## **Chapter Four**

### **Finding and Discussion**

In this chapter, the researcher reports findings based on data analysis. There are two main findings reported in this research based on the research questions. The discussion related to the challenges faced by pre-service teachers in teaching practice and strategies used to face the challenges. The research findings were related to the theories provided in the literature review.

In reporting the findings, the researcher used pseudonyms to keep the participant's privacy. The researcher used pseudonyms to the participants, they were Jeya for the participant one, Cici for the participant two, Putri for the participant three, and the last was participant four called Ratu.

#### **The Challenges Commonly Faced in Teaching Practices by Pre-Service Teachers of English Language Education Department**

Based on data obtained from four participants interviewed, the researcher found four challenges faced by the participants. The challenges were categorized into four major categories namely challenges in making proper lesson plans, challenges in classroom management, challenges to the school situation, challenges with supervisory teachers. The following paragraphs described the four major categories related to the first research question.

**Challenges in making proper lesson plans.** The lesson plan is one of the important things to help teacher deliver the material. Jeya, Putri and Ratu shared their experiences about their challenges about making proper lesson plans and this is proved by the statements that said,

“The challenges are, first is I found difficulties when I had to make a proper lesson plan for the student” (Jeya). Similar to Jeya, making a proper lesson plan was also quite challenging for her, as stated by Putri, “but I still feel nervous when I had the 3<sup>rd</sup> teaching practices, I am afraid if the student asks a question beyond my expectation.” (Putri). Ratu also stated, “I am worried how if the material is too difficult or how if the material is too easy.” (Ratu)

Making a proper lesson plan is not easy as stated by Farooque (2010), who examined the main challenges in making lesson plans as follows: choosing the right learning experiences, deciding and allocating timing properly, identifying and developing proper learning aids, sequencing the lesson, and setting instructional objectives. From the statements above, it could be summed up that making a proper lesson plan was challenging for pre-service teachers. It is important to educate the pre-service teachers about how to open critical thinking, problem-solving and applying knowledge and theory in action on the way of being professional teachers (Watts & Lawson, 2009; Urzuaand, 2008; Clarke, 2006). Because the pre-service teachers need to prepare material and also choose learning activities that are proper for students so the students feel happy and enjoy during the teaching-learning process.

**Challenges in classroom management.** The classroom situation has a major role in the learning process. If the situation in the classroom is out of control such as being too noisy or the students do not pay attention, the learning process will not run well. Effective teaching and learning cannot occur in poorly managed classrooms (Jones & Jones, 2012; Marzano, Marzano, & Pickering,

2003; Van de Grift, Van der Wal, & Torenbeek, 2011), which is why the situation in the classroom has an important role. Based on this finding, there are several things related to classroom situation such as hyperactive students, the student busy with their gadgets, the student not paying attention to the pre-service teachers, ignorant students in the classroom, the students who are easily distracted, and challenges in class management. One participant, Putri stated that classroom management was a challenge in teaching practices. Putri stated, “I faced challenges in classroom management and it obstructs the learning process” (Putri). The following results explained as follows:

***Students being too noisy in the classroom.*** Students who are too noisy in class are also challenging for pre-service teachers because the students cannot sit calmly in their seats. It was stated by Jeya, “I also faced the challenges in the classroom when I start teaching caused of the children because children are so hyperactive in class” (Jeya). In addition, the students sometimes do not want to follow the learning process. This situation usually occurs when the pre-service teachers did teaching practice in elementary school. The elementary students are considered children that like to play and hard to pay attention to the learning process.

This situation also happened to other participants when they did teaching practice in elementary school. Cici said, “it is so hard to handle elementary school students because they are still kids “ (Cici). Ratu also mentioned, “I usually, most of the challenges come from the elementary student in the classroom” (Ratu).

This finding is supported by Al-amarat (2011) who said that there are many academic and behavior problems related to students who face teacher in the classroom and have a direct impact on the teaching-learning process such as: forget about school tools, frequent absences, lack of attention, hyperactivity, inappropriate conversation in the classroom, vandalism, disobedience, aggressiveness, refuse to do tasks and school works. In short, the hyperactive student is one of the challenges for pre-service teachers in teaching practice especially in elementary school where the student are still children and did not understand many things.

***Students busy with their gadget.*** The participants' challenge in teaching practice about classroom management was when the students busy with their gadget. Jeya said, "when I taught at that class, most of the student is busy with their own laptop", then Jeya added, "once when I was teaching in 2<sup>nd</sup> grade, I entered the class and the student is focused playing *Tiktok App* (social media application for creating and sharing videos and live broadcasting) on in their cellphone" (Jeya). Another participant, Cici mentioned, "because the students are allowed to bring their cellphone, sometimes they just focus on their own cellphone" (Cici).

Nowadays, people cannot leave their gadgets and do activities without seeing their gadgets. Actually, technology like gadget sometimes used in the learning process and it helped teachers to improve the students' interaction. However, in some cases, the students always play their gadgets and do not pay

attention to the learning process. This is proved by a statement from cici who stated, “student is busy with their gadget”.

From this finding, we can conclude that a student who was busy with their gadget was a challenge faced by pre-service teachers because the students did not pay attention to the learning process but enjoyed play gadget.

***Students not paying attention to the pre-service teachers.*** This is proved by the statement from the participants who stated that student did not pay attention was challenging for them. As Jeya and Cici said, “when I am teaching, they did not pay attention to me” (Jeya), “sometimes they are busy with their own world and ignore me who explains the material, like playing with their stuff or even talking with their chairmate” (Cici).

Teaching practices generated a variety of challenges faced by pre-service teachers such as overcrowded classroom and students at different language proficiency level (Sariçoban, 2010). Based on the finding, we can see whether students do not want to pay attention during the process because they enjoy playing along with their stuff or just talking to their friends.

Another reason was that there are students who were not interested in learning and thought that the material was boring. It made the students talking to their friends and making noise in the classroom, even there were students who left the class by asking permission to the toilet but actually went to the canteen. That can be seen in the statement below.

“The student is hard to manage because they think they are teenagers and do not want to obey the rules” (Jeya). Another participant, Cici said, “during

teaching in junior high school, some students sometimes did not pay attention to me”, then Cici added, "some students in senior high school is too noisy. They always say that they want to go to the toilet, but the fact is they will end up going to the canteen.” (Cici).

In addition, other participants, Putri and Ratu faced the challenges in getting the students’ attention. Putri said that “Maybe because they are still in elementary school and I taught in 3<sup>rd</sup> if I am not mistaken 2<sup>nd</sup>, so it is hard to make a conducive class” (Putri). Ratu mentioned, “some of them sometimes did not interest to study and talking with their friends so sometimes it is hard to manage the children to get their attention” (Ratu).

Based on this finding, we can see whether this challenge occurred because the students were not interested in learning and did not have respect for pre-service teachers. It is also supported by Macías and Sánchez (2015) who mentioned other factors that make the uncontrolled classroom, especially for pre-service teachers at high schools, is that they cannot see themselves as teachers in the practicum. At first, someone does not see himself as a teacher but as a student doing an activity, they feel that this has serious implications because high school students do not see them as their teacher and they are more inclined to challenge their authority and not respect them.

***Pre-service teacher’s problem in time management.*** This was proved by Ratu who said that time management was a challenge in teaching practice. Ratu mentioned, “I found challenges in time management to match between activity and time” (Ratu). Based on this finding, we can conclude that the ability to

manage time in class is important to make the learning process run well according to the lesson plan. Because classroom time management has a contribution to the learning process. if the pre-service teacher is not able to manage the time well, the situation will not contradict the learning process.

***Students speak a different language from pre-service teacher in the classroom.*** Language is a way to deliver the material. But in some cases, language is a barrier to the learning process. This is proved by a statement from the participant. The participant said, “they only understand their mother tongue which is Javanese. Meanwhile, I cannot speak Javanese very well.” (Putri). The student might only understand their mother tongue; meanwhile, the pre-service teacher did not speak the same language. This case challenging for a pre-service teacher in the material delivery process in teaching practice. The students spoke Javanese in the classroom and the pre-service teacher could not manage the class to run as planned because the material was not conveyed clearly.

**Unsupported school environment.** The school environment also plays a role in making teaching practice successful. Based on this research finding, there are several situations in which the school environment not supports and turns into a challenge for pre-service teachers. The challenges from school situations were described below.

***Unfamiliar environment for pre-service teachers.*** The unfamiliar environment can be a challenge in teaching practice for pre-service teachers. it usually occurs in the first time they go to school to do teaching practice. as mentioned by the participant, “I feel awkward and a little bit difficult to adapt to

the school environment” (Jeya). This challenge was faced by one of the participants who felt awkward in the first time doing teaching practice.

***Unclear instruction from school headmaster.*** Miscommunication between school headmaster and pre-service teachers is very likely to occur during teaching practice. This happened to one participant who received unclear instruction from the school headmaster. The participant said, “The headmaster gives an instruction which hard to understand” (Jeya). Unclear instructions made miscommunication between pre-service teachers and school headmaster and surely created new challenge in teaching practice in school.

***Unsupported school situation and facility.*** The school situation also has a role in the successful of teaching practice which is why when the school situation is not supported, it will be a challenge for the pre-service teacher to do teaching practice. This was stated by Cici and Ratu who found challenges in the school situation and facility. The first statement came from Ratu who said that the situation was too noisy and the facilities were not supported for several activities. Ratu said, “The students are easy to get distracted by a noisy from out of class, and the environment of the school is a bit crowded so yeah... it is a little bit interrupting the learning process” (Ratu).

Another challenge came from the school facilities, Cici stated, “the facility in school is not supportive for some learning activity, the school still use blackboard and chalk, and it is a little bit difficult to me and the infrastructure isn’t supportive of us for some case when teaching practices” (Cici). In another place, Ratu who taught in different school with Cici found the same challenge



which was the school facility. Ratu said that “for the facility isn’t supportive like there is no LCD or sound” (Ratu)

This finding is also supported by Macías and Sánchez (2015) who said that there are many challenges related to external factors, non-academic factors that influence students’ behavior or not contribute to an adequate learning atmosphere in the primary and secondary schools context. Macías and Sánchez (2015) added the external factors are no ceiling fans, air conditioners or outside noises are the factors that usually caused by people on the road, students in other classes, culture and social activities. Because there are facilities that cannot be used at school to support the teaching practice, it created challenge and limitation from pre-service teachers to use media in the learning process.

**Uncooperative supervisor teachers.** The supervisor teachers have an important role during teaching practice because the supervisor teacher is the person who knows best about the situation in the school environment. However, in some cases, the supervisor teachers were not cooperative during teaching practices. Based on the collected data from participants, there are challenges that occur by uncooperative supervisor teachers. The uncooperative supervisor teacher was supervisor teacher not providing clear instructions, not providing solutions to pre-service teachers ‘ problems, miscommunication with the supervisor teacher and the supervisor teacher made the pre-service teachers feel pressured.

***Non-optimal work of supervisor teachers.*** The most important factors that influence the pre-service teachers’ teaching practice experience was the cooperative teachers and peers who spend most of the time with (Farel, 2008).

Unfortunately, rather than being a problem solver in a number of cases the supervisory teacher actually posed a challenge for pre-service teachers in conducting teaching practices. As stated by the participants, “the supervisor cannot be cooperative” (Jeya) and “the teacher isn’t cooperative enough” (Cici).

In another statement, some participants mentioned the kind of uncooperative supervisory teacher who became a challenge for pre-service teachers. An example of uncooperative was the difficulty to meet supervisor teacher and sometimes canceled the meeting at last minute. It became challenges because pre-service teachers needed to consult about the lesson plans or needed advice or suggestion on challenges in the classroom. As seen in the following statements:

“The supervisor is hard to meet even we already make an appointment but the supportive teacher always canceled that, I and my friend were on time to meet a supervisor teacher but the supervisor teacher still uncooperative” (Cici). Another participant, Putri mentioned, “the supervisor teacher is hard to meet” (Putri)

Another case that also happened was the supervisor teachers were not confident about their knowledge in teaching and that affected the pre-service teachers because they did not get much information or feedback for their teaching practice. As seen in the following statements:

“The supervisor teacher thinks he didn’t have a lot of knowledge to share, and the supervisor also cut out the meeting example its need a twice meeting for coaching but he makes it into one meeting” (Putri). Putri added, “When teaching

practice in elementary school we rarely get a feedback from student teacher” (Putri).

The supervisor teachers who difficult to meet and unconfident supervisor teachers can create new challenges for pre-service teachers because there is a limit for pre-service teachers to get a lot of information while the supervisor teachers are the people chosen to be a guide for pre-service teachers in teaching practice.

***Unclear instruction from supervisor teachers.*** Supervisor teachers’ supervision during the pre-service teachers’ teaching is a very important exercise in a teaching practice. Hendry and Beasley said that this activity might be the only form of individual instruction experienced by pre-service teachers during their training (as cited in Thobega, 2008). But, the supervisor teacher can also be a challenge for pre-service teachers. This can happen if the supervisor did not give clear instructions about what to do during teaching practice or the supervisor did not provide information to the pre-service teachers. The pre-service teachers would be confused about what to do because they do not have enough information. As seen in the following statements:

“The supervisor didn’t give any instruction or information” (Jeya). this also happened to Ratu who said, “The supervisor is a little bit unclear if give instruction to pre-service teachers” (Ratu). Another participant who faced the same challenge was Putri, as she said, “it is not effective because the supervisor takes a rest after birth a baby... she only ask us to read the previous report of the teaching practice” (Putri).

The supervisor teachers who did not provide instruction also make miscommunication between the supervisory teachers and pre-service teachers. Another participant, Putri, stated the same thought and she said that “there is a miscommunication with the supervisor teacher because there is no any information and a clear instruction to us” (Putri). This challenge also happened to another participant, Ratu said, “it makes miss communication between us and it is challenging because we have a different perception” (Ratu).

This finding showed that supervisor teachers have an important role in pre-service teachers’ teaching practices. However, sometimes the supervisor teachers can also be a challenge for pre-service teachers because they were unable to provide clear instructions and information about teaching that the pre-service teachers need to know.

***Unable to provide solutions for pre-service teacher’s problems.*** When the pre-service teachers made mistakes or when the plan did not run well, there were no other things the pre-service teachers wanted but solutions. In this situation, the supervisor teachers did not help the pre-service teachers, rather than provided some solutions to the pre-service teachers, they blamed the pre-service teachers for not preparing a backup plan.

This was also a challenge for pre-service teachers because as we know that pre-service teachers were lack of experience and they were still learning about how to be a good teacher. The challenge mentioned above was stated by the participant, Cici, she said that “the supervisor said it is our mistake as a pre-

service teacher, and why we did not prepare any possibilities by having any backup plan” (Cici).

This could happen, either because of a lack of visits from supervisors or lack of advice given by cooperative teachers (Hamaidi, 2004). From this finding, we can find out whether supervisor teacher can also be a challenge in teaching practice, even though supervisor teacher must be the problem solvers who help the pre-service teachers and teaching them about many things in school and classroom.

***Pressure feeling from supervisor teachers.*** Based on the collected data, there were situations where the supervisor teachers were very detailed and focused on the lesson plan. The supervisor teachers did not want to have prepared activities missing. Actually, this is a good thing, but it also made a challenge because the pre-service teachers would feel pressured and did not enjoy the teaching practice. This is proved by the statement from Ratu, she said,

“The challenges come from the supervisor teacher, the supervisor teacher is pretty detailed in activity which had been write-in the lesson plan and the supervisor teacher always ask to follow the lesson plan if there something missing he will take a note and give it to us, I feel a little bit pressured” (Ratu).

Supported by Ong et al. (2004), when the pre-service teachers have high levels of pressure during teaching practice experience, they are not positively involved in the teaching process because they are afraid of what if things are missing during the learning process.

### **The Strategies Commonly Used by English Language Education Department Pre-Service Teachers in Teaching Practices**

Another aim that the researcher explored in this research was the pre-service teachers' strategies to face the challenges in teaching practices. After the participants explained the challenges in teaching practice; such as a challenge in making a proper lesson plan, the challenge in classroom management, unsupported school environment, and uncooperative supervisor teacher. The participants that mentioned those challenges have to overcome the challenges. The strategies are categorized into ten major strategies. The strategies are consulting with supervisor teachers, warning the students, using appropriate material, using media or games, giving rewards, giving extra treatment, self-problem solving, asking ability person, sharing with others, searching on the internet. The following points were discussed in the paragraphs below.

**Consulting with supervisor teacher.** Consulting with supervisor teacher was a strategy used by the participants to overcome the challenges for lack of knowledge for several aspects in teaching that made the pre-service teacher unable to make a proper lesson plan. By having a consultation, the pre-service teachers can also brainstorm about ideas and ways to face the challenges they face in school. The pre-service teachers asked the supervisor teachers when they facing challenges in making a proper lesson plan or when they face challenges in delivering material.

***Asking supervisor teacher for help.*** Sometimes the pre-service teachers feel that they could not solve the teaching practice challenges by themselves like they could not decide the activities suitable for the students or they found challenges in managing the classroom. When the pre-service teachers faced these challenges, they often asked for help from the supervisor teachers or peers. Although the help given was not always effective, at least they could get a different perspective on how to deal with their challenges. As it seen by Jeya statement, Jeya said that “ask and consult with the supervisor teacher” (Jeya). This strategy was also used by another participant, Putri, she said, “usually I consult with the supervisor teacher and follow the suggestion from the supervisor teacher” (Putri).

***Getting supervisor teacher feedback.*** Asking for a feedback from the supervisor teacher is very helpful and can be a strategy when the pre-service teachers face challenges in teaching practice. Especially, when the pre-service teacher faced challenges due to lack of experience in teaching. The supervisor teachers can provide feedback to the pre-service teachers so that they could improve their abilities. It was proved by one of the participants who said that “the supervisor is very helpful because he gives many feedbacks to us, which can improve our ability in teaching” (Ratu).

As stated by Wang (2006), feedback is information about current performance that can be used to improve future performance. Feedback plays an important role in any educational process. By receiving feedback from the

supervisor teachers about teaching performance, the pre-service teachers could improve their ability in teaching.

**Warning the students verbally.** Sometimes the students do not want to involve in the learning process and become very active in classroom. Sometimes it makes all of the strategies fail to apply and when this happens, the teacher should be more discipline to the students. One strategy the participants used was warning the students verbally. As seen by the statement below.

“I was angry at them, then I tried to be more assertive and sometimes I scolded to the student if the previous way was not effective” (Jeya). This also applied by Ratu who said that “because I got a class that was “little bit extra” so had to be more assertive” (Ratu).

This statement is in line with Özben (2010) who said that students should be warned through eye contact, verbal gestures or questions and reprimands should not be demeaning. This strategy was used by the participants to face challenges of the uncontrolled classroom when the students were too noisy in the classroom and did not pay attention in the learning process.

**Using media or games.** Media is one of the important keys in delivering the material. This is an instrument used to support the teaching-learning process. Using media made the students easier to understand the material. Another reason, using media as part of the learning can help attract the students’ interest in learning, particularly when they are busy with their gadget. That was why using media as an instrument can help the pre-service teachers in the learning process.



***Attracting students' attention by using games.*** When the students looked bored and tired, one pre-service teacher mentioned that she modified her teaching by combining lessons with games (Risky, 2015). This strategy was used by Jeya and Ratu. As seen in the following statements from Jeya who said, "I use game to attract their attention" (Jeya). The statement from Ratu, who said that "the strategy that I used to face the challenges in elementary school was provided games which contained material that suits them" (Ratu).

***Using a printout.*** Using printout can also be a strategy for pre-service teachers to help their students easily understand the material and gain their interest in learning. This was proved by the participant statement from Cici who said that "I bring a printout to replace the liquid crystal display (LCD) projector or use other alternative media" (Cici).

This strategy can be used to face students who did not pay attention in the classroom and to help control the classroom situation. Meanwhile, the use of printout helped the pre-service teacher who faced the challenges in a school environment that did not provide a lot of facilities such as LCD projector.

***Giving reward to the students.*** There are many ways to get the students' interest in learning. One way that can be applied by the pre-service teachers was to give the students a reward. Giving rewards was one of the strategies used by the participants to deal with the challenge in the uncontrolled classroom. The challenges that can be solved by this strategy was when the students not paying attention or the students busy with their gadget. This reward should have to be special or even expensive. The rewards could be an additional score, snacks or

just early break. This reward can be given to the students who were active during the learning process.

Giving additional score as a reward was used by participant, Jeya and that helped her to get the students' interest. Jeya mentioned that "I give the student additional score to motivate them to answer questions and to be active in the classroom" (Jeya). Giving snacks as a reward can also be an alternative way to make the students active in the classroom. This strategy was applied by one of the participants, Cici who said, "I bring some snack to those who can answer the question" (Cici).

The pre-service teacher can also give an early break for the students as a reward. Most of the students want additional break which was why one of the strategies helped the pre-service teachers to make the students active in the classroom. One participant, Cici, used this strategy to minimize the challenges arise in teaching practices. This was proved by Cici statement that stated "usually, I start making promises with the children about who can pay attention and active in the learning process or student who can ask and answer the question at the end of learning can get an early break" (Cici).

This finding is in line with Hamaidi (2004) who said that three other ways of dealing with teaching challenges are adjusting to the situation, reminding (or even warning) the students about their final mark, and also giving rewards in various forms. Giving rewards is also often done by the pre-service teachers by doing simple things to the students. The rewards they give may range from simple smiles and praise or compliment to the students.

**Using suitable materials.** The goal of educator was to select specific strategies and apply it to the course to help them develop and possibly deepen their subject knowledge (McIntosh, 2015). Choosing the suitable material that can be easily understood by the student was one of the strategies applied by the pre-service teachers. two participants, Putri and Rau mentioned that “I am searching for the proper method and material which suit for them” (Putri) and “I have had experience teaching in elementary school, so I knew the material that I use is suitable for student” (Ratu).

From this finding, we can conclude that the strategy to face a challenge like uncontrolled classroom situations was to use suitable material so that the students were more excited and interested in joining the learning process and it also minimized the uncontrolled classroom situation.

**Applying suitable learning activity.** It is necessary to choose suitable learning activities for students to maintain the students’ interest and make them excited to follow the learning process. This kind of strategy was applied by the participants who were looking for suitable learning activities for their students. the participants mentioned that “I asked them to speak in front of the class so they did not only listen or only speak while learning process” (Jeya) and Ratu shared similar thought, she said that “sometimes I use a group discussion to help me handle the challenges” (Ratu).

**Giving extra treatment.** Extra treatment for students is a strategy to get students’ interest in the learning process during teaching practices. Extra treatment can be extra attention or a very clear instruction given by the teacher to

the students. By giving a clear instruction, the students are expected to understand instruction and not find problems in the learning process.

***Giving an extra attention.*** In giving extra treatment, the pre-service teachers can make an interpersonal approach to the students by giving extra attention. The pre-service teachers explaining the material but also doing individual approach around the classroom. As seen in the statement, Jeya explained that “I tried to approach by giving an extra attention to the student who needs extra attention” (Jeya).

Another participant, Cici, also made a statement that the students changed their behavior after the pre-service teacher gave extra attention. Cici mentioned that “I explained the material while checking them one by one and made an individual approach to the student who did not pay attention to me and it worked because, after that, they can be active in the learning process” (Cici).

***Giving a clear instruction.*** Giving clear instruction can be a strategy to overcome challenges in teaching practice. This strategy was implemented by Ratu to overcome challenges from students not paying attention in the learning process. Ratu. As seen in the statement from Ratu, she said that “when I teach in junior high school, I focus on instruction because a clear instruction will make the student active in the learning process” (Ratu).

The stamen above is in line with Canter and Canter (2005) who observed a program called Assertive Discipline and called this strategy a broken record. The teachers must decide what they want the student to do, state the desire clearly to the student, and then repeat until the student fulfill. This strategy was used by a

participant to overcome the challenges in an uncontrolled classroom situation where the students did not want to participate in the learning process.

**Doing self-problem solving.** Self-problem solving is a strategy that arises from the pre-service teachers' subconscious mind as their responsibility to solve the challenges. It is important for pre-service teachers to have a sense of self-problem solving because it helps them to know how to deal with challenges with a strategy that suits themselves. The kind of self-problem solving used by the participants were the initiative of well-prepared and practice the material, observe friends and try not to make the same mistakes, apply knowledge from the lecturer.

This was proved by a statement from one participant, Jeya who said, "I get a strategy from my initiative" (Jeya). In line with Jeya, Cici mentioned that she did self-problem solving as her strategy to face a challenge in teaching practice. Cici did good preparation and practice before teaching practice. cici mentioned that "be well prepared and try to understand the material before I start teaching" (Cici). Another participant, Ratu, also shared the same idea as Jeya and Cici. Ratu stated that "because I know If time management is too challenging before I teach in the classroom, I will be well prepared and practice before" (Ratu).

Another self-problem solving that had been used by the participant was to observe the friends' mistakes and prepare to avoid the mistakes. Ratu mentioned that "I look after my friend when she does teaching practice and I try not to make the same mistake" (Ratu). Then, Ratu also applied the knowledge she got at university. Ratu added that "I have a class about material design, and it taught

about how to teach, how to choose a material and I applied it when I do a teaching practice” (Ratu).

This finding is in line with Sellar (2012) who stated that teachers must be prepared in order to engage with overall holy trinity for teachers such as know your content and how to teach it, get to know your students and how they learn and recognize you as a person, your values and your capacity for reflection and ethical decision making. In addition, this strategy was applied by the participants to minimize the challenges due to the lack of several aspects. Because knowing self-ability and preparing material well by conducting simulations in teaching can minimize the challenges.

**Sharing and asking someone for help.** Experience will turn people into someone who has a better ability. In this case, some pre-service teachers asked someone who has better ability to teach such as a family member who is a teacher with a lot of experience or supervisor teacher who has knowledge about the school environment to help to find strategies to face the challenges in making a lesson plan or deliver material. One participant, Jeya mentioned that she asked her father to help and she said, “I ask my father since my father is a teacher too” (Jeya).

Another strategy applied by the participant was consulted to supervisor lecturer. This strategy helped pre-service teacher when they faced the challenges with the school situation or even challenges with their supervisor teacher. As seen in the statement from Cici, she said, “I consulted with supervisor lecturer so that they can talk over this matter” (Cici). Because that was a responsibility of

supervisor lecturer to help the pre-service teacher when they supervisor teacher cannot help at all.

Another strategy also mentioned by the participant. This participant, Putri, said that her strategy was asking the senior who was practice teaching at the same school to help her find a solution or to know the school environment. Putri mentioned that “I usually ask senior who had been teaching practice at that school” (Putri).

The statement above is in line with Gujjar, Naoren, and Bajwa (2010) who said that a university supervisor’s duty is not only to evaluate the lessons of teaching practice but to use his/her abilities to make this experience results-oriented. By sharing with the supervisor lecturer, the pre-service teachers can get a solution, explanation of experience and ideas for their problems in teaching practices.

*Sharing with other people.* In the teaching and learning process, the pre-service teachers often need emotional support from other colleagues or someone who is considered more experienced than them. The participant chose to share the situation with friends to gain motivation and ask tips and tricks for a strategy to face the challenges in teaching practice. The participant mentioned that “I gain motivation by sharing with friends and asking her tips and tricks or sharing the challenges with friends” (Cici). In line with Cici, another participant mentioned the same idea. Ratu mentioned that “after that, I find another strategy by asking my friend” (Ratu).

The statement above is in line with Gujjar, Naoren, and Bajwa (2010) who said that educator must make meetings and conversations with teacher educators, experienced teachers of the institution, educationists, concerned school head teachers, and other teachers. The pre-service teachers were considered to prospective teachers and one strategy they could use is sharing to other people or their peers. This strategy was used by the participants to face the challenges in making a proper lesson plan, when facing classroom situation, or even facing the uncooperative school environment.

**Searching on the internet.** The internet can be a place for the pre-service teacher to find any material and strategy to help them prepare things in teaching practices. This can help the pre-service teachers to deal with uncontrolled classroom situations by searching games or teaching references on the internet. One participant mentioned that “I usually search for material or games from the internet” (Jeya). Another participant said, “I will use Google as a preference to find the ideas” (Cici), then another participant said that “I am searching for information on the internet, not only from the supervisor teacher” (Putri). Las participant said that “I usually googling on the internet about games or material to help me in prepare suitable material for student” (Ratu).

This strategy was used by all the participants to face the challenges in an uncontrolled classroom situation and uncooperative supervisor teachers. When the supervisor teachers could not provide any explanation, the pre-service teachers just search for information and find the material on the internet.