

CHAPTER IV

FINDINGS AND DISCUSSION

The research findings and discussion are included in this chapter. The research's findings provide information from participant photo descriptions and interview data about the pre-service teachers' experiences and challenges while practicing their teaching skills. A more thorough description of the research's findings is provided in the discussion section.

A. Findings

The findings are drawn from the field data to describe in this section. Participants' photos, which are intended to help students or pre-service teachers in expressing their emotions and difficulties while teaching practice, serve as the source of the data. The descriptions of each photo that each participant took make up the following data. The explanation originates from interviews that researchers performed to find out more about the background and motivations of the image. The image can be interpreted as representing the emotions of students or preservice teachers expressing emotions and experiences of difficulties during teaching practice.

1. The Pre-Service Teachers Emotional experiences during teaching practice

This shows how 6 pictures are given to students or pre-service teachers; researchers can capture their emotional experiences and difficulties during teaching practice. Researchers examined each of the 6

images, which is also included with findings from interviews of 6 students or pre-service teachers, one by one. Next, the researcher marked student statements that demonstrated their emotional experiences and difficulties during teaching practice.

Table 4. 1 Photo and Description of Pre-service teacher (Z)



Photovoice of Pre-service Teacher (Z)		
	<p>This photo is the food I made while attending Teaching Practice 2 at SMAN 2 BANJARMASIN. The reason I took this picture is because cooking in the morning always reminds me of Teaching Practice. I feel happy preparing Teaching Practice activities because during preparation I can meet friends and share experiences all about and several cooking recipes too, because cooking is my pleasure and I enjoy making lunch in the morning. The next stage, I was too nervous to face the students and my tutor. Moreover, my teaching schedule was in the last lesson period, so I felt anxious from the morning until my teaching hour. If I feel stressed by the treatment I receive from students in class, teaching expectations that are not what I want. Just like I'm nervous about cooking with a new recipe because the taste of the dish doesn't match expectations. During Teaching Practice I took part in the existing extracurricular activities then I went home at 18.00 WITA, I</p>	<p>Context and Reason</p> <p>Emotiona in stage 1</p> <p>Emotiona in stage 2</p> <p>Emotiona in stage 3</p>

Figure 4.1 Photovoice of Pre-service (Z)

	<p>was so tired that I fell asleep while still wearing my full uniform, the same as in the picture above I felt tired when every morning I had to think about the provisions I brought. Furthermore, I felt happy when evaluating the teaching and Alhamdulillah, it made me proud and touched that what I did was not as bad as I thought, like when I cook I feel whether my cooking is delicious but after I eat it I feel happy because it turns out my cooking is delicious. I have difficulty in determining the learning plan.</p>	<p>Emotiona in stage 4</p> <p>Difficulty</p>
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Table 4. 2 Photo and Description of Pre-service teacher (M)


Photovoice of Pre-service Teacher (M)		
 <p>Figure 4.2 Photovoice of Pre-service (M)</p>	<p>This photo was taken when the roses at my house were blooming. What came to mind when I saw this flower was that I wanted to capture the beautiful moment of the flower. I took this photo to represent my feelings of being confused about how to care for roses at first and feeling anxious about whether they would grow well in the future. I took this photo to represent my feelings of being confused about how to care for roses at first and feeling anxious about whether they would grow well in the future. As I prepare for teaching activities in Teaching Practice classes, I have no experience in teaching directly so I</p>	<p>Context and Reason</p>

	<p>feel confused about what methods, media or methods should be prepared and feel anxious about how the children will respond to my learning. In the next stage, I felt happy when I started watering the plants, but besides that, I also felt tired because I was constantly taking care of the flowers, just like when there were activities outside of class, such as taking part in gymnastics every Friday morning. Outside of class, I felt happy to be able to take part in activities because I remembered past activities. But I also felt tired when I had to come early to help prepare the gymnastics activities so that the teachers felt helped by our presence. In the final stage, this stage I feel happy when I get feedback from my supervising teacher. The evaluation from the teacher certainly allows me to develop even better, this is like seeing a rose bloom. I feel happy because I can take care of it from the start until it blooms beautifully. The difficulty I feel when teaching as a Teaching Practice is that I have difficulty making lesson plans and determining what kind of learning methods I should use in class so that my learning can be effective for all students in the class.</p>	<p>Emotiona in stage 1</p> <p>Emotiona in stage 2</p> <p>Emotiona in stage 3</p> <p>Emotiona in stage 4</p> <p>Difficulty</p>
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	<p>a week. The school said this was so that we could feel the differences in teaching at 3 different grade levels. At first this really frustrated me because I had to teach 3 classes and make 3 lesson plans a week. I feel like I'm always presse for time to study the material I'm going to teach and create an appropriate lesson plan. Like when I wear these shoes, running and walking makes me frustrated because I don't like heals. I like shoes without heals. There are several non-teaching activities during our 1.5 month Teaching Practice. every morning; cleaning school corridors, school offices, and watering plants. The prayer room is a place lent to us to rest while at school, so we always clean it every Friday. The above activities were not requested by the school but were on our own initiative. I enjoy doing it because it is a physical activity that does not tire the brain. then on Saturday we will train students who will serve as ceremonial officers. This activity makes me joyful because it is an activity that I really like and training students is my own happiness. Just like I wore sandals all day at that time I felt very enjoy, happy and free to move. Actually, I don't have a problem with this, but the teacher's lessons are sometimes beyond my abilities, which makes me confused and this sudden change request often makes me worry about how I will teach in class without any preparation, just relying on</p>	<p>Emotiona in stage 2</p> <p>Emotiona in stage 3</p>
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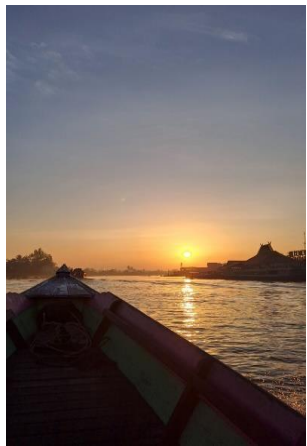
	<p>experience because I have studied it. My experience of teaching during Teaching Practice made me learn a lot about how to deal with different students and design good teaching methods according to their level. Every process I go through becomes a lesson that makes me better and enjoy at teaching in the next class. Like the picture in the picture, these shoes are starting to have stripes because I use them often and over time I feel like I enjoy wearing them. I also had difficulty maintaining order during class because the students considered us as temporary substitute teachers who had no power while at school and because we were young teachers.</p>	<p>Emotiona in stage 4</p> <p>Difficulty</p>
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Table 4. 4 Photo and Description of Pre-service teacher (S)

Photovoice of Pre-service Teacher (S)		
 <p data-bbox="312 1825 683 1899">Figure 4.4 Photovoice of Pre-service (S)</p>	<p>I took this photo on my birthday. Because I like this gift from my friend, the flowers are beautiful. At first I enjoyed enjoying my days, especially when I saw these flowers, my eyes really enjoyed their beauty, as well as at that time I enjoyed the Teaching Practice preparation, I really enjoyed following it. Then I felt nervous for a moment because on my birthday I started teaching, that's how I felt nervous when preparing teaching and learning activities in class about arranging</p>	<p>Context and Reason</p> <p>Emotiona in stage 1</p> <p>Emotiona</p>

	<p>teaching and teaching activities, to get rid of my lack of confidence I started writing material on the blackboard. Then i felt confused because I was afraid of making the wrong time when I replaced another teacher who was not present and was out of town to teach, like this picture I felt confused when I got a gift of beautiful flowers when I came home, I wondered whether these flowers were mine or not. After I found out that the flowers in my house were from my friend, I felt very grateful and happy, just like the emotions I got after participating in teaching activities. I got a good evaluation from the tutor so I felt grateful and happy because the students were very polite, kind, disciplined and active. I experience difficulties when I feel less confident, I have difficulty sleeping and am stressed because I always think about the material I have received so I feel reluctant to teach because thinking about my material is difficult.</p>	<p>in stage 2</p> <p>Emotiona in stage 3</p> <p>Emotiona in stage 4</p> <p>Difficulty</p>
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Table 4. 5 Photo and Description of Pre-service (O)

Photovoice of Pre-service Teacher O		
	<p>I took the photo while at the floating market in the morning with my friend. I took this picture because I felt calm when riding the boat and happy when I saw the sunrise before my eyes. This photo I took represents my feelings when preparing what is needed during Teaching Practice. I looked for as much information as possible from Google, school Instagram, and from students who had already undergone Teaching Practice 2. Next, I started increasing my literacy before going to school so that later I would have a lot of material before preparing for Teaching Practice, such as teaching methods, brainstorming, appropriate games. applied when teaching, etc. My feeling after having thorough preparation makes me feel calm and happy just like when I boarded the boat. At this stage the preparations I had made before were very fruitful. During H+1 of teaching, I didn't work too hard in preparing teaching materials because I had done it long before Teaching Practice 2 started. A feeling of calm always surrounds me because I am confident in what I am preparing. Advice from tutors also plays a very important role in self-development before going into teaching. This is the same as how I feel when I get on a boat. The rower was like my thorough preparation and the tutor</p>	Context and Reason
<p>Figure 4.5 Photovoice of Pre-service (O)</p>		Emotiona in stage 1
		Emotiona in stage 2

	<p>who played an important role in the smoothness of my teaching activities. If there are no rowers then I won't be calm either because there is a big possibility that the boat will capsize because there are no rowers or a lack of teaching materials and no advice from the tutor. At the stage when there were no teaching activities, I felt happy because there were no demands at all from the teachers or stakeholders. I never have a problem with all related activities outside of teaching because they are still within reasonable limits. Non-teaching activities that occur at my school include guarding picket lines, looking after tadarus children every morning, and August competition celebrations. I did all this with joy, just as I saw the sunrise when I traveled to visit the island of flowers. The non-teaching activities that I do are like entertainment for me after teaching because teaching requires a lot of preparation, while non-teaching does not. After going through several teaching and non-teaching activities/experiences at school, it produced several fruits that I will always reap in the future. My knowledge has increased, such as how to manage a noisy classroom, how to handle students' emotions, and I am more aware that every child is endowed with various potentials and children cannot be forced to understand the material/what we will teach in one subject. This is similar to me going along the river while</p>	<p>Emotiona in stage 3</p>
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	<p>riding a boat. I learned a lot while I was anchoring. I realized that there were houses standing on the river, there were buying and selling transactions on boats, there were many old parents selling their bones to send money to their children overseas. This makes me always be grateful for what I have until now because there are still many people out there who still lack it. I have difficulty in the classroom atmosphere was very noisy, so I had to attract students' attention with a loud voice, ust like when I meet a ship that is noisy.</p>	<p>Emotiona in stage 4</p> <p>Difficulty</p>
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Table 4. 6 Photo and Description of Pre-service (A)

Photovoice of Pre-service Teacher (A)		
 <p>Figure 4.6 Photovoice of Pre-service (A)</p>	<p>This photo was taken by me when I went to the canteen at a hospital while looking after my sister who was hospitalized. I took this picture because I was happy with the view I saw. This picture actually represents my feelings when I was confused about what drink to buy, before the Teaching Practice activity took place where I was confused about choosing one of the best teaching methods because each method has its own benefits and interesting things. However, at this stage I feel happy because all the options I have to choose from are teaching methods that are fun for me, especially by checking again in detail about the benefits contained in the</p>	<p>Context and Reason</p> <p>Emotiona in stage 1</p> <p>Emotiona in stage 2</p>

	<p>available options, making it easier for me to choose a priority teaching method that is appropriate, with myself and of course also fun for the students I will teach, i have felling like already know which drink I choose. Then at this stage I actually felt a little bored and confused because what I chose was the same race as the previous drinks, just a different product brand. Like other teachers, I also felt bored and confused by the meeting activities and sometimes confused by the meeting being discussed. After I found out that I had forgotten to bring my wallet, I thought about paying it with Qris, and it turned out that I could feel calm, as I met my supervisor for a consultation, I felt calmer because I got advice that was very helpful for the learning process that I was going to do, and learning running well and purposefully. The difficulty I encountered in Teaching Practice activities was that the enthusiasm of the students faded easily which made the learning process feel boring quickly.</p>	<p>Emotiona in stage 3</p> <p>Emotiona in stage 4</p> <p>Difficulty</p>
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The results of emotional research from 6 pre-service teachers show that there are 2 emotions (positive and negative) at each stage as follows:

1. Emotional experience during teaching practice preparation
 - Positive emotion

Pre-service teacher (Z) felt happy, Pre-service teacher (S) felt enjoy,
Pre-service teacher (O) felt calm and happy.

- Negative emotion

Pre-service teacher (M) felt confused, Pre-service teacher (U) felt dizzy
and sad, Pre-service teacher (A) felt confused.

2. Emotional experience during teaching preparation and teaching activities

- Positive emotion

Pre-service teacher (M) felt happy, Pre-service teacher (O) felt calm,
Pre-service teacher (A) felt happy.

- Negative emotion

Pre-service teacher (Z) felt nervous and anxious, Pre-service teacher
(U) felt frustrated, Pre-service teacher (S) felt nervous.

3. Emotional experience during non-teaching activities

- Positive emotion

Pre-service (U) felt enjoy, Pre-service (O) felt happy and joy.

- Negative emotion

Pre-service teacher (Z) felt stressed and tired, Pre-service (M) felt
tired, Pre-service (S) felt confused, Pre-service (A) felt bored and
confused.

4. Emotional experience during analysis of implementation results and reflection

- Positive emotion

Pre-service (Z) felt happy, Pre-service (M) felt happy, Pre-service (U) felt better and enjoy, Pre-service Pre-service Pre-service Pre-service Pre-service (S) felt grateful and happy, Pre service (O) felt grateful, Pre service (A) felt calmer.

- Negative emotion

In the final stage, all pre-service teachers did not have negative emotions.

2. The Pre-service teacher Difficulties During Teaching Practice

Every pre-service teacher definitely faces some difficulties during teaching practice, the researcher will explain what difficulties pre-service teachers face. The difficulties experienced by Pre-service teacher (Z) when determining a design for student learning because of generating ideas so that the learning is connected and not wrong, are the same as Pre-service teacher (M) finding difficulties in making learning plans and determining methods so that they can be more effective for all students in the classroom.

The difficulty maintaining order during class pre-service teacher (U), because the students considered us as temporary substitute teachers

who had no power while at school and because we were young teachers. And Pre-service teacher (S) she experienced difficulties when she felt less confident, which caused insomnia and stress because she always thought about the material she had learned. The next difficulty was for pre-service teacher (O), he had difficulty disciplining students who were too active or when the atmosphere was noisy, so he had to attract the students' attention with a loud voice so that the students could refocus. Then pre-service teacher (A) said that difficulties arise when students are not active or their enthusiasm for learning fades easily, making the learning process feel boring quickly.

B. Discussion

In this section, data collected from the findings is used to answer research questions regarding how do the photos represent the pre-service teachers emotional experience during teaching practice and the difficulties do the pre-service teachers experience during teaching practice.

Teaching practice is divided into 4 stages, namely Teaching Practice preparation, teaching preparation and Teaching activities, Non-teaching activities, Analysis of Implementation Results and Reflection. This research identifies the pre-service teachers emotional and difficulties the pre-service teachers experience during teaching practice;

1. The Pre-Service Teachers Emotional Experience During Teaching Practice

a. Emotional experience at the Teaching Practice Preparation stage

The initial stage in taking part in practical field experience is the preparation or introduction stage. According to (Priyono, et al., 2023) Before carrying out practical activities experience, pre-service teachers need to have a clear plan about anything that needs to be prepared and carried out during teaching practice to achieve desired results maximum.

At the preparation stage before undergoing Teaching Practice activities, pre service teachers need to have a clear plan regarding the preparation and steps that must be taken during teaching practice to achieve optimal results. Preparations like; Participate in micro teaching, preparation of Teaching Practice supplies, school observations, consultation with curriculum teachers (if any) and consultation with tutor teachers. In the initial stages of introducing teaching practice, participants experienced two types of emotions: Positive emotions and Negative emotions.

1) Happy, enjoy and calm

Positive emotions include joy, enjoyment, and calm. Pre service teachers who feel joy, enjoyment and calm are those who enjoy thorough preparation for Teaching Practice. As stated by pre service teachers (Z) and (O), "I feel happy preparing for Teaching Practice activities because during preparation I can meet friends and share experiences about everything," and "My feelings after thorough preparation make me feel calm and happy." As explained by (Fredrickson, 2001 & Sutton and Wheatley 2003), when teachers

experience positive emotions, they tend to implement various teaching strategies that support goal achievement and strengthen these positive emotions. Answers from pre service teachers regarding positive Teaching Practice preparation make their emotions at this stage positive.

2) Confused, dizzy and sad

In the early stages, most Pre-service teachers have negative feelings such as confusion, dizziness, and sadness. They feel confused about what to do and how to study at school. As Richards (2022) said, these negative emotions arise because they have to adapt to new environments and interact with individuals in the teaching context. Some pre service teachers stated that their lack of experience made them feel negative emotions.

b. Emotional experience at the Teaching Preparation and Teaching Activity stages

The second stage is preparing teaching and teaching activities. Class preparation is very important both before and after class. Practitioners are expected to be able to achieve the desired goals through thorough preparation and learning activities (Priyono, et al., 2023). During this stage, pre service teachers experience the following emotions:

1) Happy, calm and fun

At this stage, some pre service teachers feel positive emotions. Pre service teachers (M), (O), and (A) initially felt negative emotions

when preparing for Teaching Practice, but began to feel positive emotions after actually preparing for this second stage. As stated by pre service teachers (M), (O), and (A), initially they experienced negative emotions in the initial stage, but after having teaching experience, they felt better. According to Richards (2022), positive emotions include feelings of warmth and affection that teachers experience through relationships with students, seeing student progress, receiving positive responses from students to their teaching, and enjoying the process of helping students find effective learning methods. After preparing a learning plan and finding a suitable method, as well as preparing everything well, they feel happy, calm and content.

2) Nervous, anxious, Stress, tired and frustrated

According to Smit (2021), pre service teachers often feel unsure of their abilities, questioning whether they are qualified as teachers, or whether their teaching methods are effective. These doubts and feelings of nervousness can reduce their self-confidence and affect their performance in class, which are examples of negative emotions experienced. This is similar to the experience of some pre service teachers who feel anxious and stressed when their teaching methods do not meet expectations, or when they feel their abilities are limited. For example, a pre service teacher expressed feelings of

nervousness when teaching and stress because the teaching carried out was not as desired, resulting in feelings of fatigue and frustration.

c. Emotional experience at the Preparation stage for non-teaching activities

The third stage is the stage of implementing educational activities carried out by practitioners in the classroom as part of their teaching duties. At this stage, pre service teachers carry out curricular and extracurricular activities. This activity is expected to provide experiences that support the smooth teaching and learning process. The non-educational activities in question include pickets, meetings and other activities (Priyono, et al., 2023). At this stage, pre service teachers experience various emotions, including:

1) Enjoy and happy

At this stage, two pre service teachers expressed their positive emotions because they did not need to think hard, considering that the activities carried out were outside the classroom and not teaching activities. As expressed by pre service teachers (U), and (O), they felt positive emotions because they enjoyed non-teaching activities, such as helping train students for ceremonies, taking part in Friday gymnastics, and participating in religious activities at school. This is in line with the findings of (Sutton & Wheatley (2003) that apart from positive emotions that arise from interactions with students in

the classroom, positive emotions can also arise when teachers enjoy extracurricular time with students outside the classroom.

2) Bored, confused, tired and afraid

At this stage, most pre-service teachers feel negative emotions. Teacher candidates (Z), (M), (S), and (A) reported feeling tired due to the very long duration of extracurricular activities, which made them exhausted when they returned to their rooms. There are also those who feel rushed and pressured to arrive at school on time to prepare for school activities. Some felt confused when they had to replace other subject teachers who were not present, and felt bored because they were often involved in indoor activities and confused about the topics discussed by the teachers. According to Ji Yilong et al. (2022), many pre-service teachers expressed dissatisfaction with the non-teaching tasks given by school leaders because they spent a lot of time in the office. Kihwele & Chuma (2020) also argue that non-teaching activities that drain time and energy, such as preparing for school events or extracurricular activities, can cause physical and mental fatigue.

d. Emotional experience at the Preparation stage Analysis of Implementation Results and Reflection

The Analysis of Execution Results and Reflection stage is the final stage in implementing Teaching Practice. At this stage, pre-service teachers disseminate data and information obtained during the

implementation of activities, as well as the results achieved. They reflect on themselves, learn lessons, and plan corrective actions to continue to improve their performance and results (Priyono et al., 2023). During this final stage, all pre-service teachers experienced positive emotions such as being happy, better, enjoying, grateful, calmer, and more helpful. Basically, at this stage, every pre-service teacher expresses his happiness and many feel relieved after participating in all the teaching practice or Teaching Practice activities.

According to White (in Amin, 2023), positive emotions function to increase awareness and observation, especially in the context of language learning, where these emotions increase awareness of linguistic information. In line with the experience of pre-service teachers who initially had negative emotions, at this stage their feelings changed from negative to positive. These changes make them feel happier, better, enjoying, grateful, calmer, and more helpful.

2. The Difficulties Pre-Service Teachers Experience During Teaching Practice

Based on these findings, researchers identified several difficulties experienced by pre-service teachers during teaching practice.

a. Difficulty Determining Lesson Plans and Learning Methods

Pre-service teachers often face difficulties in preparing lesson plans and determining appropriate learning methods. Developing lesson

plans and learning methods can be challenging for several reasons, including the complexity of planning, the diversity of student needs, and limited resources. Pre-service teachers (Z) and (M) stated that they experienced difficulties in developing learning plans and methods. As stated by Napanoy et al. (2021), the limited skills required by pre-service teachers to carry out their duties are very real. They suggested that pre-service teachers receive more training in preparing daily lesson plans and filling out school forms to help their colleagues.

b. Students Attitude About Lack of Respect

One of the problems faced as explained by (Adebola, 2022) The lack of respect in secondary schools and among students for pre-service teachers has been linked to schools' unpreparedness to accept such novice teachers, according to research conducted by Mupa and Chinooneka (2015), and Mufidah (2019) (in Adebola, 2022). This bad attitude is not only limited to certain countries, but is global behavior. Unfortunately, this habit is reported as one of the main causes of challenges that hinder the performance of pre-service teachers during teaching practice. She said that he had difficulty maintaining peace in the classroom because students considered pre-service technicians as temporary substitute teachers who had no power while at school and because we were young teachers.

c. Not Confident

As stated by Lee et al., 2013 (in Y ji, 2022) When educational reform increases responsibilities and duties, many teachers show negative emotions such as dissatisfaction, helplessness, stress, and anxiety. Pre-service teacher 4 stated that she experienced difficulties when she felt less confident, which caused insomnia and stress because she always thought about the material she had learned. This almost made her reluctant to teach because she felt the material was difficult.

d. Noisy Class

Classes can be noisy and rowdy when pre-service teachers teach. According to pre-service teacher (O), he found it difficult to make his students calm and orderly. Although the students sometimes listened, the class soon became noisy again, leaving the pre-service teachers exhausted and having difficulty disciplining them. This is in accordance with the findings (Fhaeizdhyall, et al, (2024), is related to unique student behavior such as: having a noisy, impolite, stubborn attitude, and always seeking the teacher's attention. pre-service teacher (U) feels angry and difficulties during teaching practice.

e. Passive Student During Teaching

A passive student in teaching is a student who tends to be less involved in class activities and learning. Pre-service teacher (A) is faced with difficulties regarding student passivity during learning, as stated

by Student motivation has an important role in language learning. (Fhaeizdhyall, et al, (2024), One factor that influences students' motivation is their perception of the language. Negative perceptions can influence a person's view of the language being studied, which can then lead to a lack of interest and motivation in learning English.