

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents findings and discussion of the research about EFL pre – service teachers’ challenges and strategies in teaching English during the teaching practice. The findings were obtained from the interview and documentation that is followed by discussion.

A. Findings

The researcher analyzed the results of the interview and analyzed the documents’ participants which are their lesson plans by following Huberman models, which are data reduction, data display, and conclusion and verification. The researcher made a transcript of interview results before reducing the data. The researcher made the initial for the data for protecting the pre-service teachers’ safety, and privacy, because of that, they are labeled as participant 1 – 6 (P1-P6).

This section outlined the investigation on EFL pre – service teachers’ challenges and strategies in teaching English in six different schools. The findings will be presented by mentioning the challenges the EFL pre – service faced and their strategies in order to answer the main research questions. The EFL pre-service teachers had found some challenges and their strategies to overcome it during the process of teaching practice in their schools.

1. EFL Pre-Service Teachers' Challenges During the Teaching Practice

a. Managing the Classroom

Almost every participant faced this challenge. Some of them felt frustrated in how hard managing the classroom was, and online class made it harder for the participants. As P1 stated "I always late in starting the lesson in 5-10 minutes because there were no responds from the students in WhatsApp Group, and they just like open the WhatsApp Group without having any attention to the lesson and when I ask them about the material, only 1-5 students answered my question".

Inline, P2 revealed online teaching practice made him really frustrated. He told the researcher;

"I get frustrated in the teaching practice, because I just can use WhatsApp Group in teaching online and the students' responds were very lack and that was made me confuse how to solve this problem".

However, P3 also told that he felt hard to manage the classroom, there were students who did not submit the assignment he had given to them and when he texted them why they did not submit it, their answers were the same which like they forgot, they did not know, and they did not join the Classroom, but he said the main reason why not all students did not submit their assignment based on his mentor teacher is because the students have their own busyness or having work with their parents and they shy to ask him. Managing classroom was hard and his mentor teacher did not really help him to overcome this challenge.

P6 also said the similar thing about managing the classroom, online class make him harder to implement the theory of teaching practice in the real class, he said “the students felt no motivation in following online classroom especially English course, they eventually shared the smartphone with their parents and they could not focus to the online classroom, I used Telegram for teaching and their responds were very little unless I made a joke or told them to read the material”.

Then, almost all the students did not make responds in English course, and online class make them lost the motivation to learn English. The students just playing around with their smartphones and when the class is about to begin, they just fulfil the presence list and their responds to the teacher were very lack, there is also the students that shared the smartphones with their parents, so they could not focus on their online class. It made the EFL pre-service teachers found it difficult in managing the online classroom.

b. Students' Lack of Interest in English

Teaching practice would be easier if the students are interested with the course. If the students do not have interest or motivation in following learning process, it would make teaching practice could be more difficult. As the P5 told the students did not really have interest in English, it is proven by ten students who did not collect the assignment about introduction which he planned in his lesson plan and not all the students joined the Google Classroom that he was used to deliver the learning

process, and he found that the students in his school not really interested in English that was proven by the students hard to understand the material that he delivered.

P3 also felt the same thing but in a better condition, because there are some students who interested in English and it made him easier to deliver the lesson but most of the students felt hard to understand the material, and the internet connection of the students effected their spirit in learning English.

c. Applying the Method in Teaching

Method in the learning process is one of the most important variables. When the teachers want to succeed in their teaching, they must have a good method that suitable with the students and the environment. But also, there is teacher who teaches following the book and do not have or use any method.

P3 told that he had lot of plans to use several methods he knew in his teaching practice, but due to online classroom he could only use the method that suitable and effective in his teaching practice which only communicative language teaching (CLT) and that made him not felt comfortable enough when he teaches the students.

Moreover, P4 felt there were not lot of methods could be used in his teaching practice even though the students could receive the material well enough. He applied the method that the students were the center of learning or it called communicative language learning (CLL), it is proven

by the transcript that he made in his lesson plan, they would provide some questions to him and he answered it via Google Classroom if he held online class, and he did the same thing in offline class but in real situation.

As P5 also felt, he found it difficult to apply several methods, yet he only used one method during the teaching practice which was Grammar Translation Method because the students do not understand English well if he spoke or typed in full English, and he used School e-learning website for delivering the learning process.

d. Choice of Media for Teaching

Since the teaching practice was held in a mixed time in the middle of pandemic, EFL pre - service delivered their teaching practice in online class and online class really need the online media or application to deliver the lesson and it must be suitable with the teacher and students itself. But, most of them felt difficult to choose and apply the media. P3 said

“Google Meet and Classroom were the best choice for me and for them, they are junior high school students and if I used more than 2 medias, they were going to feel uncomfortable in my class”.

He could not maximize those media because most of the students' devices are in low spec and the internet connection made them could not follow the lesson properly, he said.

Similarly, P6 said he only used Telegram for his teaching practice and Google Classroom for collecting the assignment. The students did not familiar with Telegram and it was a new thing for them, it made his

teaching practice was not maximum enough, because the students could not understand well about how to use Telegram for the learning process.

e. Applying the Lesson Plan to the Teaching Practice

Lesson plan is the main thing in teaching practice for Pre – service teacher. Their supervisor will ask them to make a lesson plan before they take the class to teach and usually one lesson plan for one meeting. Lesson plan is made to make the teacher easier to teach because they already have the plan but sometimes lesson plan also can make them harder because the situation in the real classroom make them confuse how to apply the plan their already designed and it happened a lot in teaching practice in online class.

P2 told the researcher about his lesson plan and the realization;

“I made the lesson plan for each meeting and ask the supervisor before the teaching practice begin, but the similarity between my lesson plan and my teaching practice was only about 40%, it was because the online class, the media that I used (WhatsApp Group), and the students itself. They were slow in understanding the material and because of that my plan was broken and I need to improvises or reduce some parts in my lesson plan to the teaching practice.”

On the other hand, EFL pre – service teacher felt difficult to make a lesson plan because they aware about the students and mentor teachers sometimes request something to apply in their teaching practice. P1 told that she had to follow the template of lesson plan from her supervisor and the accuracy of her lesson plan and her teaching practice was about 70%, it's because the students really helped her even though the responds from there were not good enough, and sometimes she did the improvisation or

modification in her teaching practice like giving questions or quiz if the students already understand and still there were time left.

2. EFL Pre-Service Teachers' Strategies During the Teaching Practice

a. Create the Fun Classes

EFL pre-service teachers need to have a critical and creative thinking during the teaching and learning process for controlling the classroom and the students. As P2 said he used some topics that related or the students like to create the fun class in a WhatsApp Group, he asked the students to make the sentences related to the material with anime topic or the topic that made students felt interested to learn in, this is also appropriate with his lesson plan. He said “they felt connected with me and with the learning process if I related the material with some interesting topics that made the class alive and more fun”.

Moreover, P1 told if the students did not really respond to the material, she is going to gave them some interesting things like make a fun with them, ask them about their life and they will answer it based on the material, and gave them the quiz which she already planned in her lesson plan. She said those things really helped her to made the class more active and fun and the students felt happy in the learning process as proven by the responds from them in a WhatsApp Group.

b. Improvised the Teaching Practice

Improvisation is needed for every EFL pre-service teachers, if their plan did not really work, they have to improvised it to make the teaching

process still running and the participants for this research did it in their teaching practice. P5 said he did the improvisation for making the students more active like changing the method from Grammar Translation Method to Communicative Language Teaching because the students did not active in his class and it worked sometimes.

P2 also used improvisation in his teaching process, lesson plan did not help him because the situation in the WhatsApp Group during the teaching process was really different from his expectation and that was why he used improvisation. He said “if the students did not responds to the material I gave, I asked them and pointed one students to answer it, or I made a quiz if the time is enough like I read them the story and leave some words in a blank and the students will fill those blanks with the words.” This improvisation really helped him in teaching process and the students felt excited about his improvisation.

c. Doing Consultations with Mentor Teacher

Consultation is one of the keys for EFL pre-service teachers in teaching practice. If they felt or found the challenges and difficulties during the teaching process, doing a consultation with the mentor teacher from the school is a must, and that was what the participants did in their teaching practice.

P4 said he always did consultations with his mentor teacher, because he teaches in offline and online class and it needs some consultations before doing a teaching process he said. Before he started to teach, he

asked his mentor teacher first about the material and how to do it in a classroom and his mentor teacher gave him some advices, he said.

Moreover, P5 also did the same thing, he held teaching practice in e-learning school which hard to understand, he learnt and doing some consultation with his mentor teacher how to teach in e-learning and how to maximize it, and he had given the material from his mentor teacher to bring in his teaching practice.

Furthermore, P2 did a consultation with his mentor teacher for his lesson plan and for evaluating his teaching practice, as he said 1 day before he started his teaching practice, he offered the lesson plan to the mentor teacher through WhatsApp Group that he had with mentor teacher, and mentor teacher checked and revised his lesson plan which like the material and the method he used, after he finished each teaching practice, his mentor teacher evaluated his teaching practice and gave him some advices to do better in the next teaching practice.

d. Mixed the Teacher Centered and Students Centered Learning

Getting the attention from the classroom especially in online class is very important to make teaching process successful. The teacher can mix the centered learning between the teacher and students centered, and EFL pre-service teachers in their teaching practice did that.

P1 tried to become the center of the class which like gave the students questions and told them to answer it, it is also written in her lesson plan, she switched to the students centered learning by asked the

students to conclude the lesson that they learnt in learning process, and gave them the video from YouTube that related to the material and discuss it together in a fun way, she gave them the motivation about how important English is and told them to always learn to become a successful people in the future.

P3 did some different things in his teaching practice in his class, he sometimes focused on students centered learning by giving the students a video from YouTube and told them to watch it, after that he asked them about the video and told them to ask if they did not understand. He also gave them the assignment for each meeting and if there was a student did not submit the assignment, he punished that student with minus point as a reflector that they could not do it again in the next meeting. He said his ways were effective enough to get their attention.

e. Developed the Source of the Material

Online class made EFL pre-service teachers hard to maximize the source of the material from only the textbook, sometimes the material was hard to understand by the students. EFL pre-service improvised it by using other sources which like videos from YouTube and from the internet.

P2 got an LKS book from his mentor teacher as the source for his teaching practice, it is proven from his lesson plan that he used LKS, but it was not good enough for him because he saw that LKS does not have a good explanation for the students to understand and he searched the explanation from internet and mixed it into his power point presentation,

it really helped him and his students to easily understand the material and it supported by his explanation by using the related topic or example to the students. Sometimes he also searched the assignment from the internet or he made by his own because he thought some the assignments from LKS were too hard for Junior High School.

In other hand, P3 used videos from YouTube for his several teaching practice to support the material from the book that he used. He used video to make the students easier to understand the material and connecting it with the explanation from the book and it worked he said.

Moreover, P6 also did the same thing for his teaching practice, the researcher found in his lesson plan and from the interview result, he told in several meetings he searched the material and the examples of it from the internet and he made the video about his explanation and shared it to the students through Telegram. He said the mentor teacher only gave the key point about the material and he told to search and find it by his own in the internet.

B. Discussion

Discussion is showed and provided based on the findings of this research. The findings show that there are some challenges and some strategies from six EFL pre-service teachers or participants for this research. Based on the findings, it showed that there were five challenges the EFL pre-service teachers faced in teaching practice in online classroom; managing the classroom, students' lack of

interest in English, applying the method in teaching, choice of media for teaching, and applying the lesson plan to the teaching practice.

1. EFL Pre-Service Teachers' Challenges During the Teaching Practice

a. Managing the Classroom

The general and common challenge that pre-service teachers face in teaching practice is on classroom management. This is similar with the study that conducted by Rahmani (2021, p. 51) that said managing the classroom in online teaching practice was the second biggest challenge for pre-service teachers because of the students' behavior and engagement in the teaching process, the students showed less enthusiasm, and less active during the class. From the result of interview and the explanation from other researcher, it can be seen that managing the classroom is a common challenge for the pre-service teachers during their teaching practice and online classroom made it harder for them because EFL pre-service could not see the students in a real time.

b. Students' Lack of Interest in English

The next challenge that pre-service faced was students' lack of interest in English. There were students who did not collected the assignment that given and their internet connection made them lost the spirit in learning English in online classroom. It is supported from the research by Farook & Mohamed (2020, p. 179) that stated the students focus on studying the main subjects in their lesson instead of spending time studying English, the students possess lower English foundation

background, and the use of advanced textbooks which hard to understand in their level. This challenge made the pre-service teachers felt confused how to give a good teaching to the students if they did not have any interest in English.

c. Applying the Method in Teaching

Another challenge the pre-service teachers faced was applying the method in teaching. This research is in line with Mudra (2018, p. 338) who stated that pre-service teachers had the difficulty in implementing a method as they prepared in their lesson plans, they pushed and forced to modified and replace their method and demotivated as the theories they learned were not similar to what they faced during the teaching practice. Based on the findings of this research, EFL pre-service teachers could not use a lot of methods of teaching in their teaching practice because of the online classroom and the students who did not have a good interest in English and it made them harder to apply some methods, some of them just use only one method during the teaching practice.

d. Choice of Media for Teaching

Then, choice of media for teaching was another challenge the EFL pre-service teachers faced in teaching practice. It is supported by the research from Nababan & Amalia (2020, p. 286) who stated that there are the conditions from the pre-service teachers where the media that they used did not work well and made the activities they planned was failed. Likewise, Mudra (2018, p. 338) found media was a serious challenge for

most pre-service teachers, which is related to the less availability of media/limited learning media in the school that they held teaching practice. In the findings of this research, EFL pre-service teachers felt hard for choosing medias that they like because of online classroom forced them to use the limited medias, which are like WhatsApp, Google Meet & Classroom, YouTube, Telegram, and E-learning from school and made them did not satisfy with their teaching practice.

e. Applying the Lesson Plan to the Teaching Practice

The last challenge that EFL pre-service teachers faced in their teaching practice was applying the lesson plan to the teaching practice. This finding is in line with the study from Ferrer (2021, p. 327), his result says the pre-service teachers faced lot of difficulties in designing and applying their lesson plans and the university needs to plan and implement a good lesson plan for their students. Based on the findings of this research, applying lesson plan to the teaching practice was hard for EFL pre-service teachers because of online classroom and they could not predict the situation in the class, if the students did not respond to them, they would lose direction and confused what to do unless they can do the improvisations.

There are different strategies for students-teachers' to solve their challenges. Several strategies often used by EFL pre-service teachers in the classroom and students liked it, such as; create the fun classes, improvised the teaching practice, doing consultations with mentor teacher, mixed the teacher

centered and students centered learning, and developed the source of the material.

2. EFL Pre-Service Teachers' Strategies During the Teaching Practice

a. Create the Fun Classes

Fun classes can make the students more excited in learning English and if the teacher succeeds creating a fun class, the students would follow what the teachers did in teaching and learning process. this study is in line with the book from Garrett (2014, p. 45) who stated that humor plays an integral role in creating a comfortable learning environment, and it is vital to be able to laugh at yourself when you make mistakes. Likewise, laugh with your students when something is funny—but also be able funny—but also be able to regain order quickly to regain order quickly, to not lose too , to not lose too much time for much time for academics. Based on the findings of this research, the researcher found that EFL pre-service teachers have their own way to make a fun class in their teaching practice, which like they used some topics that related or the students like to create the fun class in a WhatsApp Group classroom which are anime and movies topics or asked them about their life and they will answer it based on the material that they learnt that day.

b. Improvised the Teaching Practice

Then, improvised the teaching practice was another strategy that they used in their teaching practice. This finding is supported by the research from Bawa & Abdullahi (2019, p. 223) who said that the use of

improvisation in teaching makes the concept more practical and subsequently reduces abstractions. In the findings of this research, the EFL pre-service teachers did the improvisations in some ways, which like changing the method of teaching in the middle of teaching and learning process and improve the teaching process like asked the students and pointed them to answer it or giving them the quiz if there is enough time.

c. Doing Consultations with Mentor Teacher

The next strategy used by EFL pre-service teachers was doing consultations with mentor teacher. This finding is supported by the research from Iqbal & Nuraeni (2017, p. 33 & 38) who stated that pre-service teachers had to undergo the mentoring with mentor teachers before teaching in the real classrooms, there are five important things in mentoring process include frequency, time, content, support and feedback, and after finishing the teaching practice, The mentor shared her experience in teaching, how to handle the students, how to manage classroom well and the strategies used in teaching process. Findings of this research says the similar thing, the EFL pre-service teachers always did the consultations before they started the teaching practice like about the lesson plan and the material, learn the e-learning with the mentor and got the evaluations and advices from their mentor after finishing each teaching practice.

d. Mixed the Teacher Centered and Students Centered Learning

Then, another strategy they used in their teaching practice was mixed the teacher centered and students centered learning. This finding is in line with the study from Emaliana (2017, pp. 60-61) who stated that in teacher-centered learning, teachers play important roles in the learning process. Teachers are information providers or evaluator to monitor students to get the right answers while students centered classroom is a place where teachers consider the needs of the students, as a group and as individuals, and encourage them to participate in the learning process all the time and both need to be used in combination to suit the Indonesian EFL context. In other words, no 'pure' student-or teacher-centered approach will be effective in the teaching and learning process. For the findings of this research, EFL pre-service teachers mixed these centered learning to get a better result in teaching practice by becoming the teacher centered by asking them questions and switched to students centered by delivering them the video from YouTube and the students discussed it.

e. Developed the Source of the Material

The last strategy they used in their teaching practice was developed the source of the material. This finding is supported by Harsono (2017, p. 353) who said that English language learning materials are available everywhere, in bookstores, libraries, schools, internet, etc. They can be instructional, experiential, elicitive, or exploratory. The problems are that we have to select the suitable and appropriate materials for our new

contexts and goals. Be sure that our learning materials should meet the needs and wants of the learners. That is why we have to know the contexts and objectives or goals of our teaching or the goals of the learners learning the language. For the findings in this research, EFL pre-service teachers developed their materials in teaching by mixed it from the textbook and from the internet or they made it by their own because sometimes the material is hard to understand from the textbook and they need to improve it to make the students easier to understand