

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of the research on the challenges faced by final year students (student-teachers) in teaching English in the *Amaliyah Tadris* program at Islamic boarding schools, as well as strategies that can be applied to improve their teaching effectiveness. Data were obtained through in-depth interviews with several *Amaliyah Tadris* participants, and analyzed based on two predetermined problem formulations.

A. Findings

Based on research conducted through interviews with several 12th-grade students regarding the challenges they face while carrying out teaching activities, data was obtained from 8 (eight) respondents (ST-1 to ST-8) who have represented to provide further information. The purpose of this interview was to find out about their experiences during the program, the challenges they faced, and how they dealt with those challenges.

The researcher prepared two main questions that focus on the core aspects of this study. The first question explores the challenges faced by student-teachers during teaching practice, whether related to the students themselves, *I'dad*, or the environment. The second question examines the strategies used by the student-teachers to overcome these challenges. It is expected that the information obtained from this

interview provided valuable insights for the future development of the *amaliyah tadris* program at Islamic boarding schools, as well as offer a sufficient understanding of the teaching world for future teachers.

1. Challenges in Teaching English

a. Nervousness

One of the main challenges that almost all informants felt was nervousness when teaching for the first time. This nervousness arises because of being the center of attention, expectations of learning in class not according to what has been planned, students paying less attention, and fear of misspeaking or mispronouncing. There are also student-teachers who are confident and do not feel nervous because they participate in organizations and often socialize.

As ST-1 said:

“I was afraid of saying the wrong thing, afraid of mispronouncing words. But after that, I was able to do it.”

(ST-1)

ST-2 said:

“From the students.” Then she explained, *“During the lesson, the students didn't pay attention, some were sleepy, and even after being reprimanded, they still didn't pay attention.”* (ST-2)

ST-3 said:

“Well, at first, I learned English through practical application, so I had to speak entirely in English for the first time. At the beginning, I was really nervous.” (ST-3)

ST-4 also added:

”Actually, I felt nervous not because I was being watched. But I was nervous because I thought they already understood the active voice. I was teaching the passive voice. They must have learned the active voice in the previous lesson, which is like the simple present tense and past tense. I thought they already knew the simple present tense, but it turned out they were confused. They didn't remember which one was the simple present tense and which one was the past tense.” (ST-4)

As explained by ST-4, she initially felt nervous due to the complexity of the material she was about to deliver namely, the passive voice. The difficulty stemmed from the fact that the students had not yet fully understood the prerequisite topic, which was the active voice. Acknowledging this gap, she promptly took the initiative to review the active voice with the students before proceeding. She also posed several short questions to assess their comprehension. Once the students demonstrated adequate understanding, she continued with the lesson on the passive voice.

ST-5 said:

“from the students, because there were some students in the class who were a little too much.” (ST-5)

ST-6 said:

“Yes, at first when I first entered, I was nervous, my hands were shaking coldly when I was about to enter, and then when I entered, I was nervous because everyone's eyes were focused forward, so when writing the title, my hands were trembling.” (ST-6)

ST-7 also said:

“Nervous at first... tense, but after a while, I wasn't tense anymore.” (ST-7)

Meanwhile, ST-8 said:

”If I'm nervous, insha'Allah, there won't be any... confident, because yesterday, alhamdulillah, I became the guest reception representative, so I often communicated with everyone.” (ST-8).

ST-8 explains how she wasn't nervous when teaching for the first time. She took on the role of guest receptionist while serving as a committee member, which required her to have good communication skills. So, by getting used to communicating with many people, she became confident in teaching in *Amaliyah Tadris*. Then ST-8 mentioned the challenges she faced in

teaching:

“The material is difficult, like, will they understand it?

Because it's a 7th-grade class.” (ST-8)

b. Material readiness and *I'dad* preparation

Some student-teachers said they had trouble putting together their *I'dad* because they didn't have enough time and it was hard to meet with their supervisors for advice. Active support and supervision from mentors is really important. Structured guidance and clear feedback can help student teachers understand their weaknesses and improve their teaching strategies. But some student-teachers don't get much active support from their mentors.

ST-1 mentioned:

"Well, the challenge is actually finding a supervisor, because the supervisor is from outside, so if we want to prepare the I'dad, we need a supervisor too, right? The supervisor is Ustadzah Rusmini, and she is outside the boarding school. Since her house is outside, she only teaches here, so if we want to meet her, we have to make an appointment first. Especially last time, we had many days off, Saturday, Sunday, Monday were off, and on Tuesday I had to present. So, whether we like it or not, she couldn't come here, so we had to ask her for an appointment first, whether she could

come or not. That's the difficulty." (ST-1)

ST-2 expressed that she wasn't very confident in her teaching abilities:

"Previously, the preparation wasn't very thorough because we only requested the materials four days before the performance, so we didn't have enough time to prepare the entire material thoroughly." (ST-2)

ST-3 mentioned that she didn't face any obstacles in preparing the *i'dad*:

"Well... there were already previous versions, so we just looked at what needed to be added. We also have a handbook." (ST-3)

ST-4 explained her difficulties in preparing the *i'dad*:

"When I was making the i'dad, I went back and forth, looking at various examples, seeing how they were structured. So I made the i'dad based on those examples. After that, I consulted with my supervisor to check it, and my supervisor said, 'Don't do it like this,' so I had to redo everything. So I just redid it, that's all." (ST-4)

Meanwhile, ST-8 mentioned the challenge due to the updated guidelines:

"It's difficult because the current guidelines have been updated, so they're not the same as previous years, so I have

to create new ones.” (ST-9)

ST-1 also added her challenge in the materials she prepared:

“But the challenge is how to make sure the students understand the way I present the material.” (ST-1)

ST-3 also shared a similar concern:

“Then, how can we understand what we want to teach the students in just one week?” (ST-3)

Meanwhile, ST-7 said:

“Find language that first-grade students can understand, language that is neither too difficult nor too easy.” (ST-7)

c. Classroom management and Student response

Many student-teachers face challenges in managing their classes, especially when students appear bored, sleepy, or unfocused. Classroom management is a major challenge for final-year students conducting *Amaliyah Tadris*. Some of the difficulties they encounter include maintaining student attention, understanding English, managing time, and responding to disruptive student behavior. This is exacerbated by the large number of students and classroom conditions that are sometimes less than ideal.

ST-1 mentioned the mistakes she made and their causes:

"Yes, there was one yesterday. So, yesterday during the question-and-answer session, I was erasing what was on the

whiteboard and removing the cardboard, which contained the story, and I asked, 'Who is the main character in the story?' who the character in the story was. Coincidentally, when I asked the student, they were looking at the whiteboard. I realized it hadn't been removed yet. Yeah... maybe because I was nervous too." She added, *"Because of the time... we were running out of time, so I removed it first. After that, alhamdulillah."* (ST-1)

ST-2 stated:

"During the lesson, the students weren't paying attention; some were sleeping, even after being scolded." (ST-2)

ST-3 said:

"During the question evaluation, it turned out that some students couldn't answer, which was difficult." (ST-3)

ST-4 admitted her mistake:

"Hmm... when teaching, I made one mistake. I should have written 'chicken' but wrote 'chike' without the 'n'." (ST-4)

ST-5 stated:

"They don't understand the language well, maybe because it's too advanced." Meysie also felt the classroom was not conducive, *"The classroom is not conducive because there's a small flood due to a leaky roof."* (ST-5)

ST-6 also added:

“The challenge is that the students don't understand because... I didn't write the beginning clearly, so when they were asked for examples, they focused on the verb at the end that had an ‘ed’ ending.” (ST-6)

ST-7 mentioned several things:

“Yes, for example, if the students are sleepy, the challenge is how to keep them from getting sleepy.” Then, “there are cases where they accidentally fall asleep, but if they end up sleeping on the desk, that doesn't happen. So, to address it, just scold them, ‘Don't sleep.’” She added, “Yes, they're given difficult vocabulary, so it's explained first, but they still don't understand. So, at that time, it was explained using examples so they could guess, ‘Oh, like that,’ so afterward, it's just explained in English from another language.” (ST-7)

ST-8 also said:

“Some are just sleepy because they already understand the basics. The teacher mentioned yesterday that some from elementary school already understand the basics of English.” (ST-8)

Regarding the time allocation, *Amaliyah Tadris* ST-1 explained:

“Yeah... actually, we're given 45 minutes, and if the bell rings, we're given an extra 7 minutes. If it goes over 7

minutes, we're evaluated.” (ST-1)

As ST-1 explained, the *Amaliyah Tadris* program has established several rules for student teachers during instruction, one of which is that student teachers have 45 minutes to teach, with an additional 7 minutes if there are delays in presenting the material or issues with the students, totaling 52 minutes. If Student-Teachers teach for more than 52 minutes, they will be evaluated by their supervising teacher.

As ST-2 mentioned:

“Ice breaking is at the end. If there's a game, we might not have enough time.” (ST-2)

d. Students’ pronunciation and vocabulary problems

Another difficulty arises from the aspect of pronunciation and understanding of English vocabulary. Students often struggled to mention unfamiliar words, such as “recognize” or “every night”.

ST-1 said:

“They usually have trouble pronouncing words like ‘recognize.’” (ST-1)

ST-2 added:

“The word ‘every night’ is pronounced ‘efri naikh’.” (ST-2)

ST-3 said:

”For example... like ‘studies’ eh no, they make more mistakes

with 'listen' yes, because it's written as listen, we don't read the 't', so they pronounce it as 'listen' with a 't'." (ST-3)

ST-4 said that the students' pronunciation was poor:

"Hmm... in my opinion, it's not fluent enough." (ST-4)

ST-5 stated:

"Yes, they don't understand the language well, maybe it's too advanced." (ST-5)

ST-6 mentioned students' pronunciation issues:

"Yes, it's lacking." (ST-6)

ST-8 stated:

"It's just the pronunciation that's lacking." (ST-8)

2. Strategies to improve teaching effectiveness

a. Practice and Self-preparation

The student-teachers suggested intensive training on lesson planning, English teaching methods, and the use of creative learning media before the *Amaliyah Tadris* program. This is to ensure they are more prepared and confident when teaching. Many student-teachers felt that pre-performance practice was very helpful in reducing nervousness and boosting confidence.

ST-1 shared:

"So every night I practice, practice, practice, to train myself to speak confidently so I won't be nervous in class later."
(ST-1)

ST-2 shares:

“Actually, I practice often, but it's more like... practicing on my own. When it comes to practicing with the supervisor, it's rare because they don't come here often, so it's challenging to present the results of the preparation.” (ST-2)

ST-5 also shares that she doesn't feel nervous because of practice:

“No, because I've practiced a lot.” (ST-5)

b. Use of media and ice breaking

The use of media such as images, posters, and ice-breaking activities is considered effective in capturing students' attention. These media not only increase students' interest but also help them understand the material more easily.

ST-1 stated:

“Yesterday, I used pictures. I brought pictures yesterday, but I only showed them once. There were pictures of a man and two men. Actually, I brought three or two pictures yesterday; I forgot. But because... well, my method uses images to explain vocabulary. So, I write the vocabulary on the blackboard, then I ask them, 'Do you know the meaning of this?' If they don't know, I give them an example sentence, I put it in a sentence like that, and if they still don't understand, then I show them the photo.” (ST-1)

ST-2 said:

“I bring printed photos to clarify vocabulary.” (ST-2)

ST-3 mentioned:

“Use printed images.” (ST-3)

ST-4 also mentioned:

“Yes, use posters.” (ST-4)

ST-5 mentioned:

“There are posters, and there are also stories.” (ST-5)

ST-8 added:

“Hmm... prepare printed photos, examples, so if they don't understand, 'who knows the meaning of this?' and they remain silent, so you have to prepare printed photos of the schedule.” (ST-8)

Some also did not use media during teaching.

ST-7 stated:

“There's none... just the conclusion, like the core of 'my study habits,' just the explanation.” (ST-7)

ST-6 said:

“None.” (ST-6)

She doesn't use media like posters or other images; she just teaches with a whiteboard.

c. Active correction and support for students

When students make mistakes, student-teachers usually

provide immediate corrections but with a non-intimidating approach.

ST-1 explained that when she repeated the pronunciation, she asked the students to repeat it too:

“ee.. when reading yesterday, they made a mistake in pronunciation, so I repeat the English word, I repeat it, then I ask them to repeat the correct pronunciation.”

ST-1, as a student-teacher, demonstrates the correction by pronouncing the word correctly and asking the students to repeat it. This is a form of active support to help students improve their pronunciation. She also adds that during the question and answer session, students tend to be reluctant to answer loudly because they are afraid of giving the wrong answer.

“For example, maybe some of them know the answer, but they want to answer but are afraid of being wrong. So they answer in a small voice, and then if I hear it, I ask, 'What was that? What was that? Repeat.' Then they'll say it again, and if I think it's correct, I'll ask them to speak louder.” (ST-1)

ST-1 demonstrates a strategy for supporting students who are shy or hesitant to ask questions. She gives students space to repeat themselves and encourages them to be more confident.

ST-2 shares:

“Just make it fun, make it lively with the students.” (ST-2)

This shows an enjoyable approach to make students feel comfortable with their learning.

ST-4 also shares about the challenges she faced when students forgot the previous material. After explaining the material, she conducts a question and answer session with the students step by step:

“Starting with one person, then taking turns until someone gets it, and then I'm like, 'Ah, alhamdulillah' like that.” (ST-4)

This approach gives several students the chance to take turns until someone understands, which is a form of active support.

Rezqy shared:

“So, when explaining, I demonstrated it so they could guess, 'Oh, like that.' Then I just said, 'In English, it's this.’” (ST-7)

This demonstrates a creative and supportive approach to helping students understand difficult vocabulary.

d. Active assistance from the mentor teacher

Active support and supervision from the mentor teacher is essential. Structured guidance and clear feedback can help student-teachers understand their shortcomings and improve teaching strategies.

ST-1 explains the feedback from her mentor:

"During the question and answer session, I made a mistake, namely when I gave them the paper, I told them to turn it over and close it. Then, at the end, I told them to open it again to make a structure mark. My supervisor said that was wrong; it should have been in the first or second question before telling them to close the paper. So I included that in the assessment." She added, *"And, um... in vocabulary, I made a mistake in vocabulary number 3. The synonym was wrong; I wrote it incorrectly. It should have been 'to accuse,' but I wrote 'to accruse' I think I used an 'r' instead so the meaning was wrong, and I was also evaluated on that."* (ST-1)

ST-4 also mentioned that she received feedback from her mentor teacher:

"Just in the pronunciation." (ST-4)

ST-7 also mentioned feedback from his mentor teacher:

"Hmm... not clear when explaining the meaning." (ST-7)

From all the interviews that have been analyzed based on the two problem formulations, the researcher would like to include the memorable experiences gained by student-teachers while teaching at *Amaliyah Tadris*.

ST-1 said:

"Um... the most memorable thing was... actually, just performing in

front of the students for the first time was very memorable, because it was my first time. Um... if there was something really memorable, I don't think there was anything, but um... The way I first presented it was entirely in English, which was like a personal achievement for me, like 'finally, I can do it, it was memorable like that' (ST-1).

ST-2 said:

"Memorable experiences, there are some. One of the students was really smart, I mean, really good at English. So they really helped me a lot in yesterday's lesson. Their pronunciation was good, and they were active and enthusiastic. Basically, they were different from the other students yesterday." (ST-2)

ST-4 said:

"umm memorable experience just when i making I'dad." (ST-4)

ST-7 said:

"A memorable experience—it's nice when there are students who can answer." (ST-7)

ST-8 said:

"The most memorable experience was when I first entered. When I greeted them, they immediately responded with 'WAALAIKUMSALAM...' with such enthusiasm, so I got excited too." (ST-8)

B. Discussion

The findings of this study show that student-teachers tend to face similar challenges in their first teaching practice, not only from internal factors such as limited ability and experience, but also from external factors such as lack of support and learning environment conditions. As for psychological factors such as nervousness and lack of experience. These results are in line with research by De Side et al. (2021) which states that prospective teachers often experience difficulties in managing classes and using foreign languages in the teaching practice process.

1. Challenges in teaching english

a. Nervousness

The findings showed that the main challenges experienced by most participant during their first teaching practice were nervousness and lack of confidence. This nervousness generally arises because they feel they are being watched by peers and supervisors, as well as concerns about making mistakes in speaking, especially in the aspect of English pronunciation. Tension also arises when having to speak in front of the class for the first time, which causes participants to experience physical symptoms such as shaking hands and trembling voices. Many student-teachers struggle with anxiety, panic, and stage fright when practicing public speaking. This is seen in both verbal and nonverbal communication among students. "Hmm" and

"eeh" are common spoken symbols, as are pauses that indicate concern. Nonverbal symbols are typically demonstrated through the use of incorrect body language. Other symptoms include cold sweats, shaking, nausea, pallor, a quick heartbeat, and even diarrhea (Khrisinta Dewi, 2022).

In addition to internal factors such as nervousness, student-teachers also face external challenges from classroom conditions. Some participants have difficulty dealing with students who are less focused, show passive behavior, and even do not respond to the instructions given. As defined by Safitri in (Hendra Prijanto & De Kock, 2021), As a result, in the learning process, communication between teachers and students is required so that the teacher can comprehend the degree of knowledge gained by pupils. Communication might take the form of expressing opinions, giving presentations, or sharing ideas. Another challenge arises from students who forget the previous material, this requires the participants to readily teach back the material that the student has forgotten so that the teaching process continues to run effectively. According to Nurjannah et al. (2024) This explains why the learning process is frequently met with a variety of hurdles, particularly for pupils who have learning disabilities or forget information. The teacher's responsibility is not simply to deliver material, but also

to create a supportive learning atmosphere, encourage cooperation, and facilitate deep comprehension

However, not all participants experience significant nervousness. Some participants show quite good confidence because they have had experience communicating in public before teaching practice, such as involvement in organizations or social activities. Students who participate in organizational activities can widen their knowledge and apply what they have learned, as well as increase their self-confidence. Students that participate in groups are working on themselves, improving their public speaking skills, and getting valuable experience (Chalidaziah & Nasir, 2021).

However, the researchers found that they still faced other challenges, such as their concern that the explanations given would be difficult for students to understand, especially at the lower grade levels. Communication can fail during the learning process. This means that the lesson material or message sent by the teacher cannot be received optimally by students, implying that not all lesson material can be well comprehended by students, and even pupils suffer as a result of message recipients misinterpreting the content of the message conveyed (Alfi et al., 2021).

In general, these findings indicate that the first teaching

experience is a moment full of challenges for the participants, both psychologically and pedagogically. Mental readiness, adaptability, and understanding of classroom conditions are crucial factors that significantly influence the smoothness and effectiveness of student-teachers teaching practice.

b. Material readiness and *I'dad* preparation

Based on the results of the interviews, most participants admitted to facing challenges in preparing *I'dad* (preparation book), mainly due to time constraints and difficult access to supervisors. Some participants had difficulty arranging a consultation schedule with supervisors who came from outside boarding environment, so the process of preparing the *I'dad* was hampered. In addition, the short preparation time also made participants feel less than optimal in preparing the material thoroughly. The material is the learning topic that students must understand and apply to their practice. Which pupils must prepare in advance to ensure that the learning process runs well and that the material's goal is met. Without the material to be provided, the learning process will be ineffective (Pranoto, 2022).

Some participants relied on references from previous years *I'dad* or the handbook as a guide. However, updates to the handbook also posed a challenge as they had to adapt to a new

format that differed from previous years. Some participants also encountered difficulties when feedback from supervisors required them to make comprehensive revisions, which took additional time and effort. The planning stage where participants in practical teaching prepare their *I'dad* and submit it for revision to their respective practical teaching supervisors. Like the *I'dad*, it is considered valid only after receiving approval from the supervisor. The practical teaching *I'dad* is slightly different from the RPP. This is because the *I'dad amaliyah tadaris* must align with the guidelines taught at the Islamic boarding school. Additionally, the time between the creation of the *I'dad* and the implementation of the teaching practice given to the participants of the *amaliyah tadaris* is approximately one week (Dahlan & Maulana, 2022).

On the other hand, there were participants who did not experience any difficulties in preparing *I'dad* because they felt helped by the available guidelines. However, in general, participants said that the process of preparing *I'dad* required a sufficient understanding of the material to be taught and the right delivery strategy so that it could be easily understood by students, especially lower grade students. This indicates that the readiness of the material and the preparation of the *I'dad* are not merely technical writing issues but also involve an

understanding of the material and pedagogical skills in adapting language and approaches to meet students' needs.

c. Classroom management and student responses

In the implementation of *Amaliyah Tadris*, classroom management is one of the main challenges faced by student-teachers. Many of them experience difficulties in maintaining students' attention and focus, especially when students show a lack of enthusiasm, sleepiness, or even fall asleep in class. These conditions affect the effectiveness of material delivery, especially when students show a low level of understanding of the English being taught. This research aligns with Sucandra's in (Nurhaliza, 2024), The environment determined the quality of learning process. Thus, a good classroom will have a positive influence and results on both teachers and students, while a negative classroom will have a negative influence and results on both teachers and students. If the classroom is already good, but the English learning process is not running smoothly, it may be due to the parties involved (teachers or students). This is what causes students to have a lack of interest in learning English. If English is rarely used in daily life, learning English will feel difficult.

Some participants face challenges in dealing with students' disruptive behavior, such as students' carelessness in following

instructions because the language used is considered too difficult. In addition, minor mistakes such as incomplete spelling or unpreparedness in the use of learning media also affect the learning process. As defined by Wenno in (Azzahrah et al., 2023) related to students' difficulties in receiving instructions from teachers, resulting in grades and abilities that do not meet expectations. In addressing this issue, it is important for teachers to pay attention to the learning difficulties experienced by students by providing psychological assistance and support through counseling activities.

The large number of students and unfavorable classroom conditions, such as a leaky roof that causes flooding in the classroom, are also external factors that complicate classroom management. As explained in the book Jenal Mutaqin (2021) the physical learning environment has a significant influence on learning outcomes. A favorable physical environment that meets minimum standards supports increased learning intensity and has a positive impact on the achievement of teaching objectives. This challenge becomes even more complex when teaching time is limited to 45 minutes with a maximum of 7 minutes added, so student-teachers must be able to efficiently manage their teaching strategies. Some of them avoid ice breaking activities or games at the beginning of the lesson because they are

concerned that there will not be enough time to cover the core material. In high pressure situations, teachers often feel pressured to complete all learning materials within the limited time available. This can lead to a lack of opportunity for teachers to design comprehensive and in-depth lessons. Teachers need to be aware that time pressure can hinder the teaching and learning process, which should otherwise run smoothly (Harahap et al., 2024).

In general, constraints in managing this class indicate that student-teachers need to be well prepared, have good adaptability, and employ flexible learning strategies to overcome various obstacles that arise during the teaching process.

d. Student' pronunciation and vocabulary problems

Based on interviews with teaching practice participants, it was found that one of the main challenges faced by students in learning English is difficulty in pronunciation and vocabulary comprehension. Students often experience obstacles when they have to pronounce unfamiliar words or words that are pronounced differently from how they are written. For example, they tend to mispronounce words such as recognize, every night, listen, and studies. Some students pronounce sounds that should not be read, such as the letter "t" in the word "listen," or alter the

pronunciation of words inappropriately. In the learning or mastery of English at the elementary school level, several difficulties or challenges can be identified, one of which is the difficulty in pronouncing vocabulary words, which are significantly different from the pronunciation of Indonesian vocabulary words (Kadek Eniati & Numertayasa, 2024).

In addition, students are generally considered to be less fluent in pronouncing English words and unable to understand the meaning of certain vocabulary, especially those considered too difficult or “high” in level. These problems indicate that limitations in phonology and lexical aspects are obstacles in the learning process, which affect students' ability to understand and use English effectively.

2. Strategies to improve teaching effectiveness

The strategies found in this study reinforce the theory that training, guidance, and the use of appropriate media can be effective solutions to overcome barriers in teaching. This training is designed to guide final-year students to be able to face the challenges of dynamic teaching, followed by evaluation. Evaluation is an important part of the learning process that aims to ensure that the teaching strategies used by student-teachers are in line with the needs of students. With the guidance of experienced teachers, program participants are trained to evaluate their teaching, both

through personal reflection and group discussions (Fauzi et al., 2023).

a. Practice and self-preparation

It was found that early practice and preparation play an important role in building the readiness and confidence of *Amaliyah Tadris* participants in teaching. Participants revealed that intensive training prior to practice, such as *I'dad*, mastery of English teaching methods, and the use of creative learning media is essential. Practice conducted independently or with mentors helps reduce nervousness when teaching in the classroom. One type of activity that can enhance self-confidence is one that focuses on developing students' courage and abilities. To gain confidence when teaching in front of a class, practice is essential, as there is no instant way to develop skills (Aida, 2024). However, some participants faced challenges in receiving direct guidance from supervisors due to limited meetings, so preparations were mostly done independently. It can be said that participants in teaching practice and supervisors were work partners and require a mutually beneficial relationship to ensure the preparation and implementation of teaching practice run smoothly (Rahmawati, 2020). Nevertheless, regular practice has proven effective in enhancing confidence and fluency when teaching in front of students.

b. Use of media and ice breakers

The use of media such as pictures, posters, and ice breakers was considered quite effective in attracting students' attention and helping them understand the subject matter, especially in English language learning. This is confirmed by participants, that most of them use visual media, such as printed pictures, posters, or photos, to clarify vocabulary and convey meaning more concretely. These media are usually used when students have difficulty understanding verbal explanations, thus serving as a tool to explain the meaning of vocabulary through visual context. To keep students interested in learning, teachers must create an engaging and active learning environment so that students are willing to listen to the explanations provided by the teacher. The way teachers deliver material is one of the factors in successful learning. Even if the material being studied is abstract, the use of these media can make it more concrete. Thus, media help students understand the material presented by teachers well. One example of learning media is posters. Posters are generally written messages, either in the form of images or text, intended to attract the attention of students so that the message conveyed can be easily understood by others. In addition, teachers also need to provide breaks in the learning process. One way to entertain students is through ice breaking.

Through ice-breaking activities, students become more enthusiastic about participating in lessons and do not feel bored with the material presented by the teacher (Elisabet et al., 2024). But not all students decided to use ice breakers due to time constraints.

In addition, some also include stories or lesson plans as additional media to aid student understanding. Preparation in the form of printed media is considered in case students do not respond or understand the teacher's questions. This strategy demonstrates the creative efforts of the students in adapting teaching methods to be more interactive and engaging.

However, not all student-teachers use media in their teaching process. Some choose to rely on verbal explanations and blackboards without visual aids such as pictures or posters. This shows that there are variations in the teaching strategies used by the participants, which are influenced by their personal preferences, readiness, and understanding of the importance of using media to support the teaching and learning process.

c. Active correction and support for students

In the teaching practice during the *Amaliyah Tadris* program, participants showed active efforts in providing corrections and support to students, especially when mistakes were made in learning. Corrections were made directly but with a non-

intimidating approach. For example, the participants repeats the wrong pronunciation of a word and asks the student to imitate it. This technique aims to help students improve their pronunciation and slowly build their confidence in speaking English. Errors made by students that appear in their speaking skills can be seen as inevitable and an important part of the learning process as well as in the stages of second language acquisition. Analyzing students' errors can be a medium that allows teachers to understand the cognitive process of students' second language acquisition and to find out where the difficulties faced by students are and can lead teachers to improve the teaching methods and materials provided. Along with these obstacles, providing teacher feedback is considered to be able to bring many benefits to the learning process of learners (Kasenda, 2019).

In addition, some participants faced conditions where students felt afraid or hesitant to answer questions for fear of being wrong. This is in line with the theory described in the journal Andrian (2022) many students feel frustrated, cannot remember new words, have difficulty understanding the teacher and are even nervous to speak in English. they feel uncomfortable when the teacher directly asks them to speak or answer questions. They are not convinced by some classmates

that master English better than them. Also, they are afraid of making mistakes in learning English. One of the factors that affect students in learning is the feeling of anxiety. As stated by Ridha Fadillah (2015) Anxiety plays an important role in foreign language students' classroom performance. It determines students' success or failure in foreign language classes. Therefore students' anxiety will influence negatively to students' achievement in language learning. Students may have anxiety reactions that interfere with their ability to perform successfully in class. Students are afraid of being wrong, afraid of being laughed at or even ridiculed, lack of ability, lack of practice, lack of vocabulary, lack of confidence, lack of motivation, dislike of English subjects, and the teacher's methods, attitudes and behavior. In this situation, the participant gives subtle encouragement by asking the student to repeat the answer, then affirming if the answer is correct, and encouraging the student to say it more loudly. This approach shows attention to students' psychology and attempts to create a supportive learning environment.

Some participants also chose a fun and interactive approach to make students feel comfortable during the learning process. With a more relaxed and communicative atmosphere, students became more open to participating. Additionally, support was

provided through a question and answer method where several students were able to answer correctly, demonstrating an effort to actively involve all students in the learning process. Interesting classroom activities are an effective way to increase student engagement in the classroom during the teaching and learning process (Nasir, 2023).

Creative strategies are also applied, such as demonstrating vocabulary or using another language as a bridge to explain the meaning of words in English. This approach helps students understand the material contextually and increases their engagement in the learning process. Overall, the active support provided by the participants demonstrates their awareness of the importance of creating a supportive and adaptive learning environment tailored to students' needs.

d. Active guidance from mentor teachers

The interview results show that active guidance and supervision from mentor teachers play an important role in helping students understand their shortcomings during teaching practice. Structured guidance and clear feedback contribute significantly to improving students' teaching strategies. This supervision is expected to guide teachers in improving their teaching methods and to motivate them to improve the quality of education in schools (Maharwati, 2020).

Some participants reported receiving feedback on technical aspects of teaching, such as the placement of instructions in learning activities, the accuracy of vocabulary use, and errors in writing meanings. Additionally, there was also feedback highlighting language skills aspects, such as pronunciation and clarity in explaining the material. Evaluation is critical in measuring student-teachers performance and assisting them in furthering their professional development. Evaluation allows for an objective assessment of teaching quality, material comprehension, communication skills, and contact with students. The findings of this evaluation provide useful feedback that may be utilized to identify student-teachers' strengths and weaknesses, as well as to construct appropriate professional development programs (Nasution et al., 2024). With direct evaluation from the mentor teacher, the student-teachers became more aware of their shortcomings and had the opportunity to improve their teaching performance during the *Amaliyah Tadris* program.

Based on the results of interviews analyzed from the perspective of memorable experiences during the *Amaliyah Tadris* program, the student-teachers shared various moments that left a positive impression on them. These experiences reflected feelings of pride, joy, and motivation during the teaching process.

Some student-teachers were deeply impressed when they first presented and taught in front of the class, especially when they successfully used English fluently to deliver the material. This achievement boosted their confidence as prospective teachers. Additionally, positive responses from students, such as enthusiasm when responding to greetings and active participation in learning, also became valuable moments that provided extra motivation for the student-teachers.

Interacting with students who have excellent English skills also provided meaningful experiences, as these students were able to facilitate the teaching and learning process, particularly in terms of pronunciation and classroom activity. On the other hand, the experience of developing preparation book (*I'dad*) was also an important part that left a lasting impression on them as part of their responsibilities and the process of learning to become teachers.

Overall, the memorable experiences of these student-teachers demonstrate that emotional involvement in the teaching process, whether through personal success or student responses, significantly contributes to the development of their character and self-confidence as novice educators.

Last but not least, the *Amaliyah Tadris* program has a significant impact on the personal and professional development of student-teachers, especially in terms of overcoming difficulties in teaching

practice. They are required to improve their communication, critical thinking, and creativity skills in conveying information due to the intensity of classroom interaction and the need to manage learning independently. This program not only improves soft skills but also boosts self-confidence, adaptability, and patience when interacting with students from diverse backgrounds. These are some of the advantages of this program compared to conventional education. As a researcher, I believe that their perspectives and personalities as prospective teachers are greatly influenced by the challenges they face, such as managing heterogeneous classrooms. Because of this ever-changing learning environment, they are driven to become stronger, more flexible, and better prepared to handle various situations in the world of education. Although this experience is challenging and often exhausting, it actually helps student-teachers become better educators and gain a deeper understanding of the teaching and learning process.