

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter, the researcher discusses several points related to theoretical study. Theoretical studies contain the challenges of EFL learners while being pre-service teachers, and also the previous study.

2.1. Theoretical Framework

The theoretical Frame work will present traditional university supervisors in supervising student teachers in teaching practicum, teaching practicum, EFL student teachers, and challenges faced by student teachers in teaching practicum.

2.1.1. Traditional University Supervisors in Supervising STs in Teaching Practicum

According to studies conducted abroad (Cuenca 2012; The practicum is commonly characterized as a preservice teacher being put in a school under the direct supervision of an experienced teacher functioning as a mentor (Steadman and Brown 2011; Ping, Schellings, and Beijgaard 2018). This sort of contextual learning receives extensive assistance from a university-based supervisor. However, research on preservice teachers' supervision has shown wide variation in the roles and responsibilities assumed by supervisors during the practicum (Correa 2014), including those of a facilitator, mediator, broker, role-model, critical friend, assessor, and an operative who implements policies (Bourke 2001; Long, van Es, and Black 2013; Montecinos, Barrios, and Tapia 2011; Tillema 2009). This variance probably exemplifies the supervisory process' intrinsic complexity, contradictions, and situatedness (Burns, Jacobs, and Diane 2016).

Additionally, recent research (e.g., Burns, Jacobs, and Diane 2016; Jacobs, Hogarty, and Burns 2017; Donovan and Cannon 2018) has shown the critical need to better understand the nature of effective supervisory methods, particularly within the highly situated contexts of supervisory practice and in response to the escalating demands for more effective forms of teacher education. It has been proposed that the quality of preservice teachers' learning has been impacted, both favorably and adversely, by the lack of clarity surrounding the characteristics of successful supervisory practice, which has an impact on their learning trajectories and students' levels of achievement.

As a result, it has been emphasized that this creates room for both innovation and the emergence of subpar practices (Bailey 2006; Fayne 2007). However, Steadman and Brown (2011) proposed that supervisors should serve as an important point of contact between the academic environment and the classroom, and not simply assist presentation instructors by merely providing them with resources and tools for their instruction. This negotiated presence is crucial to the success of pre-service teachers' learning because it has been noted that supervisors frequently serve as the only university source of individuals who are explicitly responsible for bridging the frequently perilous gap between theory and practice (Montecinos, Walker, and Cortez, 2015).

The role of a supervisor is to observe students' course presentations and provide constructive comments, intending to support students' professional development by facilitating the learning process of teaching (Kiggundu and Nayimuli, 2009). The supervisor should provide input on instructional strategies,

classroom interactions, and use of resources. Managers need to be able to translate observed practices into constructive, formative feedback. The supervisors should also work with the student's advisor to develop effective strategies to support the student based on their observations and discussions with the student.

The supervisor conducts evaluations based on the following criteria: (a) professional and educational profile of the trainee teacher; (b) overall organization of the classroom; (c) feedback from the instructor; (d) summary of lesson preparation, communication, course activities, learner assessment, and use of learning Evidence from teacher support materials (LTSM) for teachers (Rusznyak and Bertram, 2013) The supervisor allocates marks based on the criteria identified and their observation of how the student presented the lesson (Sethusha, 2020).

In addition, they were supervised by four different tutors during their practicum: the tutor (referred to as co-teachers in this study), the principal, and two university tutors. These supervisors shall conduct at least two supervisory observations to observe, support and evaluate the teaching of each trainee teacher. Each lesson observation is usually followed by a brief feedback session where the tutor makes suggestions for improvement and comments based on the observed lesson and the written lesson plan. Sergiovanni and Starratt (2002) emphasized the potential for classroom monitoring to improve classroom practice and give chances for professional growth and improvement for teachers. Mentors are essential in giving technical assistance to student teachers.

Sergiovanni & Starratt (2002) and Sullivan & Glanz (2005) both claim that classroom supervision is a collaborative effort in which the supervisor and

teacher engage in a conversation aimed at enhancing education and student learning. Teaching practice is an important phase in preparing future teachers, as it aims to develop the best teachers of the future. For a teaching placement to be a more positive experience, all students in a functioning school need guidance and support. In teacher education, supervision and assessment are essential quality assurance techniques (Ngara, Ngwarai, & Ngara, 2013).

2.1.2 Teaching Practicum

Teaching is fundamentally a process of controlling and structuring an environment around pupils for it to flourish and motivate students to carry out the learning process. Sanjaya (2007) describes teaching as the process through which teachers supply pupils with information or knowledge. In another meaning, teaching is the practice of giving pupils guidance/assistance in carrying out the learning process. According to Maswan and Muslimin (2011), teaching is offering someone (students) lessons through training and direction so that they can get a variety of experiences. Ichsan (2016) defines teaching as an activity that involves arranging or managing the world as effectively as possible and communicating with children for the learning process to begin. This clarifies that education is an endeavor to develop.

The word "practicum" is derived from "practice." The fulfillment of fundamental practical implications is the source of the practice. Academic students use the activity as a learning strategy in which they observe, evaluate,

depict objects, and generate reports or conclusions from observations. Internships are a critical component of teacher education. Since the English Department of the Soleimani University Faculty of Basic Education intends to train English teachers for primary schools, the department should work to reduce the number of factors that challenged student teachers. By completing an internship, STs gain more knowledge and practical experience to become successful elementary school language teachers (Abdulrahman, 2019). According to Djamarah and Zain (2013), the practicum is a learning approach in which students understand, apply, and experience what they have studied. Internships, on the other hand, according to Winataputra (2007), are a technique to actively involve students so that they can understand and apply what they have learned.

Suparno (2007) claims that there are two types of practical exercises: directed or planned activities, and free exercises. The rigorous training student project is just a test to ensure that the findings are correct, and the lecturer arranges the entire experiment method. What has to be seen or studied is determined by the experimental process, the equipment utilized, and the teacher. Students who have had free practice are more likely to think independently about how to set experimental equipment, perform experiments, and solve issues, whereas instructors simply supply questions and items to be tested or examined. The Faculty Arrangement includes a program called teaching practicum, which is chosen by on-campus practicum for student teachers. The internship approach, according to Woolnough (quoted in Rustaman et al., 2003), is separated into training, experience, and investigation. Future teachers can benefit from these three sorts of internships.

A major component of teacher education programs is the teaching practicum which allows students to put their classroom knowledge into practice (Hamaidi, 2014). Trent (2013) considers teaching practice to be one of the most significant and impactful stages of teacher education. Classroom practice is an important component of teacher education programs because it provides first-hand experience to student teachers (Maphosa, Shumba, & Shumba, 2007; Ngidi & Sibaya, 2003; Perry 2004; Quick & Sieborger, 2005). According to Ogonor and Badmus (2006), pedagogical practice is the time when student teachers are encouraged to use the pedagogical theories and concepts they learned in the classroom when teaching students at their partner schools.

Darling-Hammond (2006) also emphasized the importance of classroom practice in bridging the gap between what instructors and students learn in the curriculum and the reality of classroom instruction. Teaching practicum is an important stage for student instructors since it allows them to apply what they have learned in the academic curriculum in real-life teaching circumstances. According to Richards and Crookes (1988, as cited in Gebhard, 2009), student-teachers will gain many valuable experiences by participating in this type of activity, such as practical classroom experience, putting theories into practice, gaining insight from observing experienced teachers, improving lesson planning ability, improving ability in designing and developing materials, sharpening their teaching ability, and strengthening their understanding.

As an EFL student teacher, the application of field education is very much needed to support the expertise of student teachers. In the field experience program, there are several steps to preparing teaching practices so that prospective teachers gain experience and expertise. These steps include: carrying out debriefing to all pre-service teachers about the program, after that before doing field practice, prospective teachers are allowed to carry out observations or direct observations to locations carefully. This is done so that prospective teachers gain knowledge and know the position of the school where the prison is located. Participation in classroom learning, all prospective teachers are given the opportunity and participate specifically in conducting teaching guidance in the form of teaching exercises. And the final goal is to evaluate the extent to which the application of recovery field experience is carried out, as well as what goals are achieved by compiling the report.

It is also claimed that by participating in a teaching practicum, “as teachers reflect on their practice, they try to make sense of it and in so doing develop their principled understandings” Riesky (2013) citing Murray and Christison. In this scenario, teaching practicum is an experience in which the student teacher integrates their cognitive, physical, and emotional capabilities into real teaching practice to personalize and alter it to the demands of learning and teaching in class. (Riesky, 2013). In addition, Hamaidi (2014) argues that practicums are real opportunities for students to understand the real context of the teaching process and its complexities and challenges that may hinder the implementation of the school curriculum. Kyriacou & Stephen (1999, cited in Juzoh, Z., 2014) pointed

out that teaching practice is the most stressful part of the classroom, and for most trainee teachers, it is their first formal attempt at teaching.

2.1.3 Teaching Practicum in EFL Teacher Education Program

Teaching practicum in a teacher training program commonly known as the *Pengalaman Lapangan (PPL)* program in Indonesia. This is an important time for future teachers to demonstrate their teaching knowledge and skills. The program is designed to prepare future teachers to teach in the real world. Furthermore, Hamaidi (2014) states that classroom practice is considered one of the key elements for prospective teachers to put knowledge into practice. In teaching practice, prospective teachers learn for the first time that they are teaching under real conditions Tuli and File (2009). They will learn how to teach, begin theory, and manage a classroom. According to Astril (2010, pp. 92-93), the Teaching Practice Program (*Pengalaman Lapangan Program*) is divided into four major components. The first is headed by a supervisor. Teacher candidates are supervised by mentors, who give direction, guidance, and advice on all aspects of teaching. The second step is to train teacher candidates. While this is an education, candidates must prepare the course for real-world situations. The third is to adhere to teaching skills. Finally, the requirements for completing the program.

In this way, they learn some of the abilities that teachers should have to become qualified teachers in the future. Students of English as a Foreign Language (EFL) are individuals who study the language in a nation where it is not the dominant form of communication (Jackson, 2015). They only use English to a limited extent. They usually teach languages in elementary schools. Instead of English, they speak in their tongue. Furthermore, teaching English as a foreign language is a difficult task. As a foreign language trainer, you do more than teach grammar. Consistent with Bobykina (2015), she defines foreign language teaching as a way of understanding many different cultures and broadening intercultural interactions. In conclusion, researchers believe that it is challenging to teach English to EFL students in a classroom setting.

2.1.4 EFL Student Teachers

Student-teachers or trainee teachers are university faculty or graduate students who teach under the supervision of certified faculty and qualify for a degree (Ball & Forzani, 2009) to plan, evaluate, learn, and act (Feiman-Nemser & Buchmann, 1985). Students taking teacher preparation courses are also known as teacher candidates. English as a Foreign Language Instruction (EFL) is a global concern and has led to calls for reforms in EFL teacher practices to improve teaching standards Aiken and Day (1999), Cook (1996), LarsenFreeman (2000), Luo (2003), Richards (1998), and Velez-Rendón (2006). This necessitates that English-speaking teachers in other countries be prepared to fulfill the demands and standards of EFL instruction (Lu, 2002; Smith, Basmadjian, Kirell, & Koziol, 2003; Vibulphol, 2004; Wertheimer & Honigsfeld, 2000).

English as a Foreign Language (EFL) students are those who study English in a nation where English is not the primary means of communication (Jackson, 2015). You only use English occasionally. They usually teach languages in elementary schools. They use their own language country more than English. Also, it is challenging to teach English as a foreign language. As a foreign language educator, you do more than teach grammar. Consistent with Bobykina (2015), she defines foreign language teaching as a way of understanding many different cultures and expanding cross-cultural interactions. Finally, researchers believe that teaching English to EFL learners is difficult, especially in the classroom.

However, preservice EFL teachers have extra problems when attempting to teach English as the modality of instruction. Field experiences or practicum have long been a key component of preservice EFL teacher preparation in many countries, and they are critical for implementing EFL education reform (Anderson, 2004; Beck & Kosnik, 2002; Ewell, 2004; Schulz, 2005; Stewart, 2004). These field experiences enable preservice teachers to integrate current theoretical knowledge into school practices; nonetheless, knowing how to successfully teach EFL requires more research (Clift, Meng, & Eggerding, 1994; Johnson, 1996; Liu, 2005).

Other studies show that “student-teachers work with experienced teachers and mentors as sole trainees” (Sorensen, 2014). A student-teacher intent is a training participant who learns about teaching from an experienced instructor. In the micro-teaching class, students who experience becoming instructors also learn how to be teachers. The distinction is that students studying microteaching are not

exposed to actual classrooms or schools. Being an EFL prospective teacher is a difficult task, especially when they have to teach practicum programs in a real school with real students and in the community. During this time, student instructors share their knowledge in classroom circumstances based on theories and best practices they have studied or experienced (Riesky, 2013).

2.1.5 Challenges Faced by Student Teachers in Teaching Practicum

As they work to develop and improve the teaching-learning process, beginning instructors face a range of problems and difficulties. As teachers, we are certain to encounter challenges when teaching in the classroom or at school. Several challenges that student teachers confront during their teaching practicum are reported in the literature. Although teaching techniques provide numerous benefits to potential student teachers, they are frequently difficult to apply (Leke-ateh, Assan, and Debeila, 2013). One of them is research done by Leke-ateh et al. (2013). They emphasize that the major problem lies in the management of the teaching practicum itself. Challenges are divided into several topics such as Preparation for Teaching Practice, Involvement and Engagement of Tutors, Role of University Tutors, and Place of Practice in Schools. Furthermore, Gan (2013) reported that student Teachers indicated difficulties in applying course theory to classroom practice.

According to Peercy (2012), prospective teachers do not apply theory to training programs and work to bridge the gap between theory and practice. Other studies have found that pre-service teachers feel overwhelmed by their job as teachers as a result of imprecise instructions from their mentor teacher at school (Mtika, 2011). Because of their expectation, pre-service teachers found it difficult to teach in the classroom. This study also discovered that the absence of a mentor teacher contributes to the difficulties. As we all know, mentor teachers have a significant impact on the success of pre-service teachers' teaching practicums.

Classroom management has surfaced in the literature as a barrier for pre-service teachers, as student teachers have only theoretical rather than experience in this area (Jarrah, 2020). Classroom challenges are one of the challenges that instructors confront in the classroom. Some frequent classroom obstacles that instructors confront include a lack of student understanding, limited teaching time, student delinquency, students' arguments and explanations, and so on. Some common issues develop during field practicum for pre-service teachers. Senom (2013), stated that the most generally mentioned challenges that novice teachers confront in the cited research were classroom management, student motivation, evaluating and assessing students' work, and communication breakdown.

The use of a foreign language in an EFL classroom was cited as a challenge by the majority of starting instructors, and this problem led to difficulties in directing the classroom (Melnick & Meister, 2008). This problem is exacerbated by schools' lack of direction and collaboration in classroom management for pre-service teachers (Moussaid & Zerhouni, 2017). According to

research done by Han and Ye (2015), pre-service instructors in China have several issues with classroom management when instructing students to learn English for university. These extremely difficult classroom experiences may be attributed to the fact that pre-service instructors have less power than fully educated and experienced teachers (Foncha, Abongdia, & Adu, 2015). Furthermore, student instructors might have a fantastic time.

In addition, another previous study refers to pedagogical issues. According to Moussaid and Zerhouni (2017), pre-service instructors faced a variety of challenges, one of which was the instructional approach. Lesson preparation and delivery, a lack of teaching experience, controlling lesson pace and transitions, contextualization, and modeling, and a lack of pedagogical material understanding were all included under this umbrella. Gökçek (2018) evaluated sixty-one pre-service teachers who had participated in a mandatory six-hour teaching practicum in another research. According to the study, pre-service instructors encountered several problems, including the utilization of activities, resources, methods, and strategies. The findings, similar to Gan (2013), suggested that pre-service teachers have difficulty experimenting with educational techniques. Another problem comes from the pre-service teachers themselves, who lack a sense of authority in class. Finally, several of the challenges raised above have a significant impact on the operation of the teaching-learning process during the teaching practicum.

It is also crucial to remember that when English as a Second student teachers conduct field practicums abroad, the challenges they face can include a lack of communication between partnership universities and placement schools,

cultural differences, and a lack of support from collaborating instructors (Yang, 2011, p. 99-100). Furthermore, a Viafara study that examined pre-service teachers' challenges of using English in Columbian public school classrooms discovered that personal experiences such as being exposed to more Spanish when taking English classes, students' perception of English as being irrelevant to their lives, and students' fear of being ridiculed when using English were the challenges encountered by the study's pre-service teachers (Viafara, 2011). Similarly, Gan (2013) recognized challenges in implementing pedagogical practice as a key difficulty, as well as linguistic hurdles, such as a lack of English abilities, as major issues encountered by non-native pre-service ESL teachers in Hong Kong (Gan, 2013, p. 98-99). Furthermore, in the final described situation, uncontrolled classroom management had a significant impact (Gan, 2013, p. 99-101).

2.1.6 Student Teachers' Strategy to Solve The Challenges in Teaching Practicum

Prospective teachers reported that they found it particularly difficult to deal with issues such as classroom discipline and assessment of student work (Veenman, 1984; cited in Mutlu, 2014). The research on pre-service teachers' difficulties during practicum has yet to give a plethora of information on the solutions employed by pre-service teachers to overcome the challenges. However, according to available research, there are numerous ways used by student teachers to overcome the challenges they face.

A recent study by Rahmi (2020) highlights some of the strategies trainee teachers often use to address the difficulties they encounter in their teaching practice. First, create fun classes. Student teachers try out some games to learn together with students in a fun way. Second, codes switch and repeat the explanation. Student teachers attempt to translate crucial jargon and occasionally repeat instructions in Indonesian. Third, differentiated instructional approaches. Trainee instructors employ several teaching strategies in classes on each topic covered in this book. This way students don't get bored with the topic. Finally, students' teachers are very considerate. Sometimes trainee teachers need to keep quiet and let recalcitrant students do their thing, knowing it's better than offending them. In brief, methods address the challenges that EFL student teachers have in their teaching practice.

Friedman, Cosby, Boyko, Bauer, and Turnbull (2011) offer several teaching strategies and methods of delivery recommended below. First, classroom teaching strategies: a) Get to know your pupils and earn their respect. The degree of student knowledge must be identified and determined by teachers. Students will respect the instructor more as a result. b) Introduce new vocabulary. The teacher must define certain key terms and interpret any jargon that the pupils do not grasp. c) Audiotapes can be useful in the verbal teaching of children. d) Delivering lessons using videotapes (or other contemporary forms like CDs and DVDs) may be a successful teaching approach. e) Offering written resources, especially well-designed print materials, may also be a successful teaching tactic. f) Demonstrations may be a highly effective teaching method at times. g) Using diverse teaching styles for teaching-learning is beneficial. h) Make use of

appropriate visual aids. For persons with inadequate literacy abilities, pictures and drawings may greatly improve textual texts. The visuals should be unambiguous and complemented by text in plain language.

2.1.7 Kinds of Challenges in Teaching Practicum

Most trainee teachers can be considered newcomers to the teaching profession. They can be classified as novice teachers who are still learning how to be more professional in the classroom. Many of them confront many challenges, particularly during their teaching practicum, in coping with challenges that influence not just the pupils but, more crucially, the socio-cultural environment context of the school where they practicum. (Riesky, 2013).

Teaching practicum is designed to provide student teachers with their first chance for supervised and guided involvement in key classroom activities. Through involvement, student teachers should build the fundamental competences and abilities required for future teaching practice. It gives the first direct interaction with the real world of education (Salviana, Muslim, & Daud, 2018). However, many difficulties may develop during practice. Several research has been undertaken to better understand the problems that student teachers face. (Goh and Matthew, 2011, p. 868) highlighted four categories of concerns: (i) classroom management and student discipline, (ii) institutional and personal changes, (iii) classroom instruction, and (iv) student learning. Tan (2008) observed numerous areas of concern while studying the issues faced by EFL teachers, including (a) building excellent rapport, (b) obtaining assistance from a

supervising teacher or a faculty supervisor, (c) putting theories into practice, and (d) understanding the significance of classroom management.

In a study by Ganal et al. Al. (2015, p. 65) on the problems and difficulties faced by student-teachers at the Isabela Alicia campus of the Philippine Normal University in Isabela; results show that student-teachers have problems, among other things; (1) personal problems, (2) problems with teaching preparation, (3) class participation problems, (4) class management problems, (5) evaluation problems, (6) instructional problems, (7) emotional problems, (8) problems with adjusting to students, (9) problems with adjusting to school, (10) problems with guidance, and (11) problems with guidance. This research was similar to that conducted by Ganal in that it examines many of the issues and limitations that student teachers face when conducting internships. Therefore, the writer summarizes many observations about the limitations encountered in classroom practice and condenses them into nine possible categories of problem areas and limitations to be further explored in the study, namely 1) Personal, 2) Student Teachers' Preparations, 3) Class Participation, 4) Class Management, 5) Instructional Issues, 6) Evaluations, 7) Emotional Problems, 8) Adjusting to Students and 9) Supervision.

In addition, the following problems and difficulties faced by trainee teachers are listed: (1) Teaching challenges. Talk to colleagues, review campus policies, brainstorm ideas with students, and get creative. Approaching challenges with a sense of humor helps put them in perspective. 2) Resource availability. Resources can include technology, space, lab supplies, library materials, support

for written/mathematical technical skills, and more. Learn about the budget available to pay for tuition and how to order the materials you need. (3) Student skills. Students in all Faculties possess a wide range of skills, abilities, and experiences. An accomplished teacher is characterized by understanding the spectrum and knowing how to support students to help them learn. Some competencies are subject-specific and must be identified. (4) Student Behavior. In most situations, acceptable behavior is handled by syllabus norms that are mentioned during syllabus reviews.

Many topics are adequately addressed in the curriculum and discussed at the start of the course. This approach aids in the prevention of many issues by explaining expectations and consequences before the occurrence of an event. (5) The classroom setting. Many individuals share college classrooms, which raises several issues. (6) There is a difference problem. Gender, race, ethnicity, sexual orientation, religion, urban/rural location, and political affiliation are all examples. While universities tend to address these distinctions more effectively than other institutions, certain particular faculty problems can be especially severe for new professors.

The issues encountered by trainee instructors are classified as follows by Virginia Commonwealth University: (a) Activities that compete. This activity might be a job, schoolwork, social activities, or sports. However, any activity that compromises a student teacher's performance should be discontinued or significantly reduced for the length of the student teaching experience. (2) Outward appearance. Teaching is a professional job that necessitates good

personal hygiene and appropriate dress. (c) Inadequate knowledge of the fundamental tasks of education. A brief list of these issues includes an inability to maintain discipline/classroom control, a failure to motivate students' attention, a lack of organization, insufficient preparation, a failure to budget time, a lack of subject matter command, and unethical behavior.

2.1.8 The Importance of Teaching Practicum in Teacher Education

The practicum is seen as one of the most significant components of a teacher education program by student teachers and teacher educators (Lourdusamy, Soh, Moo, Lim, and Sim; Ramsey; Alexander and Galbraith; and Tisher quoted in Atputhasamy, 2005). It can be seen as the heart and apex of a teacher education program or the capstone of a teacher education program (Barry & King, 2002). Teaching practice programs have been increasingly recognized as an important component of teacher preparation since the 1950s when the practical experience of teacher education began to transfer from university laboratory schools to public schools (Darling-Hammond, 2006).

Student teachers become professionally engaged and given opportunities to explore and observe school realities through prolonged teaching practice under the supervision of a faculty adviser. Teaching preparation programs are associated with improved student achievement and reduced teacher turnover. In addition, "trainee teachers are supported through a wide range of teaching practices that include regular observation and feedback" (Ridley et al., 2005, p. 30). By supporting and stimulating reflection on classroom practice, they can focus on improving their technique. Student teachers also get the opportunity to witness

how the academic information they gained throughout their university studies is used in a practical classroom context. Trainee teachers watch the effects of more experienced teachers' judgments and have the chance to engage in their own real educational decisions through interactions in schools (Nakai & Turley, 2006, p. 31). Student teachers who practice are more equipped to confront and handle the problems of actual classrooms in real schools than those who do not have considerable teaching experience (Darling-Hammond, 1999, p. 31).

Several studies have identified the significance of teaching practice in teacher education programs. As a result, many teacher education programs require all students to complete a teaching practicum since, despite its nature and length, it is a vital aspect of a teacher's professional growth; nonetheless, the frequency of the practicum varies by institution (Richards and Crooks, 1988, p. 867). Because this is a critical component of teacher education, considerable time and effort must be expended to ensure that trainee teachers are appropriately prepared, both physically and intellectually. This is because field experience is critical for learning and building a grasp of the profession. Furthermore, the quality of post-teaching practice is heavily influenced by the quality of apprenticeship experience. As a result, most teacher training programs plan their teaching practice sessions to expose trainee teachers to as much of the real world of teaching as feasible.

Student teachers also have access to numerous types of student data, allowing them to experience integrating the decision-making process with student objectives and knowledge in a real-world classroom context. Trainee teachers can begin to incorporate theory, practice, and their own applied research into their teaching by interacting with learners in a practicum environment, particularly those who urge them to create or engage in instructional research. Student teachers participate in the learning community and speak with experienced educators about issues impacting students and their needs through the teaching practicum program. Through these projects, trainee teachers can investigate student diversity in a variety of contexts and expand learning opportunities that authentically and effectively react to students' learning needs and interests while also supporting learning objectives.

2.2 Relevant Studies

A study about challenges faced by EFL student teachers during the teaching practicum had been conducted by some researchers. First, Okonkwo Ogochukwu A and Chikwelu E. E (2012) conducted a research about Challenges Facing Student-Teachers During Teaching Practice Exercise In Federal College Of Education (Technical), Umuze. In his writing, the main purpose of this study is to find out the challenges facing student teachers during teaching practice exercise. The result of data analysis of the study revealed some challenges facing student teachers during teaching practice exercise which includes classroom management, environmental challenges, curriculum development and instruction and supervisory challenges.

The second study conducted by (Aldabbus, 2020). The main purpose of this study is to investigate the challenges encountered by student teachers during their teaching practice. This study comprised 4 supervisors and 12 student teachers enrolled in the final semester in the Faculty of Education at Tripoli University. The data analysis revealed that although there was a noticeable application of what they had studied in the college, some remarkable challenges were found. For instance, lack of cooperation between the student teachers and school principal and cooperative teachers, lack of confidence, lack of classroom management skills, little guidance, and support from the part of the supervisors.

The third study by Nababan and Amalia (2020) conducted a research about EFL Pre-service Teachers' Challenges in Teaching Practice Program. In this writing, the research aimed to reveal the challenges that were encountered by EFL pre-service teachers. The findings showed that pre-service teachers faced some challenges during the teaching practice program. The challenges were the difficulties in finding the suitable teaching material and students' motivation. While (Tari, 2017) conducted research about EFL student teachers' difficulties during the teaching practicum. In this writing, the researchers aimed to investigate EFL student-teachers difficulties during their teaching practicum. The finding of this study showed that there are difficulties of students-teachers during teaching practicum; difficulties in classroom management, evaluation on students and learning material aspects. On the other hand, difficulties which are related to participation in nonteaching duties, supervisor and cooperating teacher are considered as minor difficulties.

Next, (Hamasaïd & Saheb, 2020) conducted a research related to Challenges Experienced by Kurdish EFL Student-teachers during their Teaching Practicum. In this writing, the main purpose of this study is to investigate the challenges EFL student-teachers experienced during their six-week teaching practicum. This sample consisted of 20 student-teachers from the University of Halabja/ English Language Department who have participated in the teaching practicum in 2018-2019 academic year. The finding showed that EFL student teachers encountered a variety of difficulties during their teaching practice, including the absence of technology in the classrooms, managing special needs students, using L1 in the classroom, managing large classes, and responding to challenging questions from students.

Another study was conducted by (Utami, Supiani, and Dayu, 2021). This narrative research sought to investigate pre-service EFL teachers' online teaching challenges at the teaching practicum program during the COVID-19 epidemic and how they dealt with them. The findings of this study revealed that pre-service EFL instructors faced numerous problems when teaching online during the teaching internship program during the COVID-19 epidemic. The primary problems include unreliable internet networks, a lack of expertise about online learning platforms, a lack of self-confidence, a lack of support from practicum mentors, and a lack of student involvement. Furthermore, a study by Hardiyanti, Supiani, and Perdana (2021). In this writing, the research aimed to explore pre-service EFL teachers' in learning to teach English at the teaching practicum program during the COVID-19 Pandemic. The finding showed that the pre-service EFL

experienced several challenges: poor internet connection, lack their participation, and negative attitude.

Furthermore, this research was carried out by (Rahayuningsih, 2016). The purpose of this study was to look at the difficulties that student teachers had when developing teaching materials during their teaching practicum at a vocational school and how they overcame them. Meanwhile, the data acquired via in-depth interviews relates to the teaching experience of student instructors in generating instructional materials in vocational schools. According to the study's findings, the obstacles experienced by student teachers in generating material include (1) a lack of understanding of students' disciplines by student teachers, (2) a shortage of supervision time, and (3) uncertainty in selecting media for the students.

The last study by (Saricoban, 2010) conducted a research about Problems encountered by student-teachers during their practicum studies. In his writing, This study surveys problems student-teachers encounter during their practicum studies and suggest ways to cope with them. The study's results reveals problems: lack of support in terms of materials and equipments, problems resulting from the course book, problems resulting from the students, problems resulting from the curriculum, and problems resulting from the classroom environment. It is hypothesized that most of the problems take place due to the lack of mainly audio-visual materials, other supplementary materials needed, pronunciation, translation, reading, speaking, writing activities.

From the nine relevant studies above, there are some similarities and differences with this research. The similarities are focus on difficulties or challenges faced by student-teacher during teaching practice. However, the difference between this research with the relevant studies above is the method of the research used and the resulting research. Furthermore, the investigations mentioned above are being conducted in several locations as part of this research. As a result, the problems that instructors will encounter will change. In conclusion, even though the subjects of the research are different, this study is consistent with the prior study.

