

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter will present the result of the study. It is intended to answer the research question. The researcher reported the findings during data collection from the teaching experience of students-teachers. The researcher presents the result of this study as a finding and analyzes it in the discussion.

#### **4.1 Findings**

This study aimed to know the challenges faced by EFL student teachers during the teaching practicum. In this study, participants were asked to answer reflection questions. In the reflection provided online via WhatsApp. This research revealed several challenges faced by EFL student-teachers during the teaching practicum.

##### **4.1.1 Insufficiency of instructional**

The first problem faced by EFL student-teachers is the challenges related to insufficiency of instructional. The sources of challenges in this section are presented based on the following themes.

##### **4.1.1.1 Unavailability of learning facilities**

Facilities and infrastructure are an important part that needs to be carefully prepared to ensure a smooth teaching and learning process. However, the reflection results show that the lack of supporting facilities in online learning is a separate obstacle for participants during the learning process. Some of the learning media used in online learning such as laptops are inadequate. As we

know, several elements aided educators in the online learning process, including the availability of computers, cellphones, quotas, and a stable internet network; nevertheless, not all students have smartphones. This can be seen in the following excerpts

“The challenge that I face is very difficult if I don't have a laptop, especially in teaching the material directly to the students I teach, it's possible that students still don't understand what I have explained to them.”(ST5)

“Don't have a laptop. At that time, during PLP II, I did not have a laptop and it was very difficult for me to fill out the LKH and Teaching Reflections.”(ST32)

“The facilities and infrastructure that I have and at the location are not many like I can't bring speakers or use in-focus and almost all students don't have smartphones if I want to use learning applications such as games or websites.”(ST3)

“When I give assignments online, not all students do their assignments because there are students who don't have smart phones.”(ST10)

“The challenge faced during the implementation of PPL 2 during the pandemic is that during online learning many students don't have mobile phones.”(ST15)

From the statements above, the participants also revealed that most of the students don't have smartphones. So that, not all of them do the tasks given online. Thus, this can hinder the learning process and make learning less effective. It is not only the unavailability of laptops and smartphones but LCD projectors and speakers as the supporting tools for the learning process that are also inadequate. They need a projector to teach the material in the form of PowerPoint, animation, and video As in the participant's statement below :

“Inadequate Facilities and Infrastructure. Some of the learning media that I need cannot be presented in the learning process. Like in focus to display learning videos and powerpoints.”(ST9)

“Lack of Projector Tools. We need a projector because, at the time of teaching, we have a video to show the students. So we only use a laptop whose sound is not too loud so it is not clear to hear.”(ST22)

“Readiness of tools and materials that are sometimes inappropriate or difficult to obtain to complete the teaching and learning process. For example, a large blackboard.” (ST12)

Based on the statements above, from the three analyses above that the students' teachers did find any difficulty in presenting learning material in class, some of the learning media they need are not available at school to support their learning activities so it becomes one of the obstacles during teaching. Schools have provided tools and buildings but there are still limitations such as audio sound, to use of projectors, and InFocus.

#### **4.1.2 Causes of the challenges related to classroom management**

In this section, there are three main difficulties faced by student teachers regarding the topic of classroom management. These challenges include difficulties in controlling students' behavior, learners were not motivated to learn, and student teachers' anxiety.

##### **4.1.2.1 Student's Characteristics**

Controlling disruptive student study. Most of the participants revealed that students often make noise, go in and out of class without permission, play gadgets secretly, interfere with each other, and even fight with classmates during the learning process are the main problems they encounter in carrying out the practicum. This is because students who lose focus are no longer paying attention to the material provided. Interactions outside of learning with their peers during the learning process are also a factor for students who have difficulty driving in the classroom. This can be seen in the following excerpts.

“The challenge during PLP II was that first, I had to try to turn on the class atmosphere so that learning went well because at SMK Telkom Kendari during the covid pandemic, students rarely felt at home in class and always asked for permission to leave class.”(ST2)

“Students who often play cellphones in between lessons. When I was doing teaching activities for the first time, some students played on their gadgets while I was teaching. Not only one student did, several students were playing on their devices and some students were not polite to me. When I was teaching class 9 B, there was one male student who was always in and out of class without permission.”(ST13)

“Dealing with students during the learning process in class. Not to mention if there are other students who interfere with each other, there are even some students who fight with their classmates.”(ST24)

“In conducting PLP II, one of the challenges is student behavior that is not good. I see the attitude of students is not good. Sometimes when I teach students interfere with each other so that there is often a commotion in the classroom.”(ST29)

Besides, other participants also experienced the same thing, where participants had difficulty in controlling the behavior of students who were still children, not a few students were noisy, disrupted each other, and did not focus during the learning process. As ST3 and ST31 stated:

“Of course, in a class with students who are still children, they will be noisy and move here and there and disturb other friends. Likewise in my class, especially if there are more children than usual. In some classes, my voice is almost gone because I have to keep speaking in a louder voice for them to listen. I also have to often reprimand, of course, in a kind way and soft intonation if they start to lose focus, play games, and annoy friends and persuade students who are afraid to speak.”(ST3)

“The responsibility was given to me to teach these two classes and that was a challenge in itself for me. As we know, teaching students at a very young age is exhausting when they are active and their curiosity is so great and not a few children are noisy. and interfere with each other which makes me have to be extra in teaching.”(ST31)

From the statements above, it can be concluded that deal with the students' disruptive behavior, the student teachers have to discipline and be firm with the students. Furthermore, the student teachers must always manage and control the class during the lesson.

#### **4.1.2.2 Learners' were not interested to learn**

The lack of student interest in learning is a challenge for teacher-students. Every student-teacher is certainly easier to teach if the lesson is liked by students. So, if the lessons taught do not attract the attention of students, it will make the conditions of teaching and learning activities more difficult. From the results of the reflection data, it was revealed that some students were lazy to take part in class learning. As stated by the participants:

“Challenges faced during teaching practice 2 during the pandemic: I feel challenged to face students who have no interest in learning.”(ST8)

“ Of course, in a class with students who are still children, they will be noisy and move here and there and disturb other friends. Likewise in my class, especially if there are more children than usual. In some classes, my nose is almost gone because I have to keep speaking in a louder voice for them to listen. I also have to often reprimand of course in a kind way and soft intonation if they start to lose focus, play games, and annoy friends and persuade students who are afraid to speak.” (ST3)

“Lack of interest in student learning. When I taught class XI TKJ, which consisted of 11 boys, some students were lazy to study by not attending English class. At the third meeting, only 8 students attended. Then I self-evaluated the reasons why students were not present in my learning process. Through my observations, it turns out that the students who are not present in my class are students who lack interest in learning.”(ST18)

From the statement above, it can be concluded that students are less interested, and some students are lazy to learn English. ST8 and ST18 were aware that each student's teachers had varied interests and ways of obtaining information or knowledge based on their viewpoints. Following a few meetings with the pre-service instructor, the student's conduct began to change. Participants must remind each student and raise their voices to keep the pupils engaged in the class activities.

When facing this kind of situation, the try to find out ways in improving her student's motivation in learning English. The lack of student interest is one of the obstacles faced by teacher-students in teaching practice. As a result, when the instructor teaches them, it becomes a challenge since the student-teachers must be decent people and has to be creative to manage them in the classroom with their strategies. Student-teachers are required to be more creative in developing interesting learning methods that can make students happy and comfortable so that they can increase student learning activities and discipline.

#### **4.1.2.3 Psychological Anxiety**

Pre-service students as prospective educators still feel stiff and nervous during the learning process. This reason makes students and teachers less confident when they first practice teaching in schools. The result of the reflection showed that some of the student teachers do not feel confident when teaching on the first day and are confident to handle their teaching practice. Stress in the first stage of teaching practicum may be unavoidable for pre-service teachers. As expressed by the participants:

“As we all know, to teach requires preparation. However, I often feel unprepared for teaching. This happened because I didn't feel well equipped and prepared to teach and on the first day of teaching, I felt less confident and very nervous while teaching.”(ST9)

“In addition, I felt that I still lacked knowledge and was afraid to teach at the beginning of the meeting..” (ST14)

“Nervous feelings when teaching. When at the beginning of the class meeting in this case the first teaching, I felt awkward and nervous in explaining the material or greeting students.”(ST17)

Based on the above statement, it showed how the participants felt afraid, nervous, and lacked confidence when teaching on the first day because they feel they don't have the necessary provisions and preparations. They are felt nervous when teaching because it is their first time teaching in a real classroom.

#### **4.1.3 Causes of the challenges related to internet access**

The third challenge faced by EFL student-teachers is the problem of internet access. The sources of challenges in this section are presented based on the following themes.

##### **4.1.3.1 Poor internet networks and limited quota**

Internet access and a network connection are the two most important requirements for conducting online teaching and learning activities. The findings indicated that one of the obstacles faced by the student-teachers was an inconsistent internet connection and a restricted quota, which was particularly felt by their pupils. Some participants stated that they could not discover instructional materials when undertaking online teaching on the internet and not all students

did the assignments given online due to network reasons. This can be seen in the following excerpts;

“Inadequate network. Although the place can be classified as having no COVID-19 cases, the network in that place is inadequate to carry out teaching and learning activities using creative teaching materials or materials that the author can download via the internet.”(ST18)

“Poor network connection. One of our challenges in conducting PLP II is the unstable network connection. In my opinion, a network connection is very much needed in conducting PLP II, in addition to doing online reporting, we can also use a good network connection to find various kinds of references to prepare for the lessons we will do.” (ST29)

“Lack of network. While in the village, the network was truly unstable under any conditions, especially when it rained and the lights went out completely. When I do LKH I can still do it where I live, but when I upload a teaching video I have to go across the village to get a stable network.”(ST32)

Based on the statement above, shows that teachers experience problems on an unstable network when they do online teaching. In addition, the economic conditions of students and their families also cause problems, because most students do not have internet quota so they cannot access and do the assignments given by the teacher online. This was also expressed by other participants. As in the participant's statement:

“When doing online learning, I sometimes have problems with the network and so do the students. When I give online assignments, not all students do their assignments due to network reasons and do not have internet quota.”(ST10)

“The network is difficult and many students complain that they do not have a data package to access the internet due to the family's economy.”(ST15)



#### **4.1.4 Difficulties with developing lesson plans and materials**

In this section, there are two findings regarding challenges in lesson preparation. The two findings are designing lesson plans, and deciding on learning materials. Therefore, each challenge in lesson preparation is described in the following paragraphs briefly.

##### **4.1.4.1 Designing lesson plan**

The challenges faced by students-teachers are designing lesson plans. Where the teacher must make a plan in the form of a syllabus and Learning Implementation Plan (RPP) and prepare mentally before teaching. In addition, participants must study subject matter from various sources and think about what methods they will use in the classroom so that the teaching and learning process can run effectively. Based on the reflection of the data, most of the participants revealed that they had difficulty in compiling lesson plans and designing interesting lessons. This can be seen in the following excerpts.

“In addition, the PLP II program needs to be careful in my opinion to prepare for example a lesson plan, because it will affect the implementation of learning.”(ST14)

“The challenges during implementing PLP II during the pandemic period for more than a month are: Finding teaching materials, to carry out the learning process, teaching materials are the most important in student achievement and making RPP with RPP can regulate the learning process well.” (ST20)

“Designing the implementation of learning. At this time a new challenge that I face during this pandemic.”(ST25)

Based on the findings, all the participants feel difficult when making the lesson plans. Writing an appropriate lesson plan is one of the student-teachers challenges before teaching in a real class.

#### 4.1.4.2 Deciding learning materials

Materials preparation was a trying long process for almost all the teacher trainees. Significantly, the results show that most of the participants had difficulty in determining the material. Determining the material makes participants feel difficult and confused because they have to think about good and interesting teaching materials to teach students. They are worried that students are not interested and understand the material being taught. Thus, pre-service teachers must prepare appropriate materials in their lesson plans. As stated by the participants:

“Here I have a little difficulty in determining the material that will be used as a topic of discussion.” (ST8)

“Because I initiated my study group at PLP 2 during the pandemic, I was required to design student learning well and according to their conditions. I have to design student learning to the maximum even with limited study time.”(ST20)

“Prepare Material. The difficulty of preparing the material is not as difficult as preparing the performance. I imagine what if my students don't understand my teaching, what if the students are not interested in English. The material that I prepare must be interesting and easy to understand so that they can understand.”(ST32)

“In teaching, I have to make materials for students who carry out online and offline learning. Of course, the material is the same but it is a challenge for me, I have to make students who study online understand and understand the material because students who study offline are sometimes confused about the material.”(ST31)

From the statement above, all the participants felt difficulty in finding suitable teaching material to teach the students. That is to say, student teachers found it hard to integrate learners' needs into learning materials. Besides, teachers are required to make learning media, and determining the right strategy is also a challenge before teaching. Media is an important key in delivering the material. It

aids to support the teaching and learning process. However, based on the reflection there is confusion in selecting learning media for the students. As stated by the participants:

“The second challenge is to find learning media so that learning is more effective.” (ST2)

“It is a challenge in itself to prepare mentally, materially, and good media, and this is the most challenging activity in my opinion because learning to be a real teacher.”(ST6)

“In the teaching process, it is not foreign to the challenges that exist such as what material will be given, what media is suitable for the material and students, what technique is good.”(ST4)

“Prepare learning tools independently. starting from preparing lesson plans, making learning media, preparing learning strategies that suit the needs of students.”(ST34)

Based on the above participants' explanations, all the challenges that trainee teachers have to face are revealed, including what materials, what media, and what strategies to use in the classroom. Selecting materials for classroom use is a challenging task for language teachers as it provides a platform for students to learn English. These materials play a vital role in familiarizing learners with the language.

#### **4.1.5 Causes of the challenges related to time management**

Another problem faced by EFL student-teacher is the challenge related to time management.

Another aspect that challenges some teacher-students is the issue of time. From the results of reflection, participants revealed that during the COVID-19 pandemic, teaching time in schools was limited. So that their teaching time is

reduced from the schedule it should be. It is certainly a challenge for teachers how to manage learning time in class so that the material they teach is delivered properly. As stated by the participants:

“Limit of teaching and learning time. Since this is during a pandemic, so teaching and learning time is only 30 minutes which in my opinion is very ineffective. But I have to be able to live it by making and packing my teaching time well.” (ST27)

“Short teaching time (30 minutes). Due to the pandemic, the school where I did my internship reduced the teaching and learning process time in the classroom from 60 minutes to 30 minutes for one subject. So in class, I conveyed the material directly to the important points and I didn't have time to do ice-breaking. Because teaching time is only 30 minutes, it certainly becomes a challenge for me how to manage time in class so that the material I will teach is conveyed properly..”(ST28)

The statement above, showed that teaching with a limited time is a challenge for student teachers in packaging the material according to the lesson plan. Student-teachers must manage the allocation of learning time in presenting planned material in a limited time.

Furthermore, the time for conducting teaching practices coincided with the time for the end-of-semester exams which was also one of the challenges faced by participants during the teaching practicum. As shown in the result of the reflection below :

“PLP 2 activity which coincided with the final exam. The final activity which coincided with the PLP 2 activity made me very overwhelmed and did not know which one to prioritize because these two things were very important to be done optimally. This has an impact on my teaching activities because I do not prepare enough to teach.”(ST21)

“Because the implementation of PLP II was carried out at the end of semester 5 the situation coincided with when we (students) did the finals for all courses in semester 5. This made it difficult for me to manage time, to do final assignments.”(ST24)

This was also experienced by ST4 where the participants felt confused and had difficulty managing time between study and teaching.

“I have to learn to take classes and do assignments before the collection time runs out while I also have to study to be able to teach before the D day of teaching. As a result of this activity, I am not a bit confused by the situation.”(ST4)

Based on the statements above, it can be concluded that student-teachers can feel high levels of stress during their field experience as they face the challenge of carrying out two important tasks at once: teaching, and learning to teach.

#### **4.2 Discussion**

In this section, the researcher will present a discussion of the research findings. This study describes the challenges faced by EFL student teachers during the teaching practicum.

Based on the findings obtained, the participants experienced various challenges during the teaching practice process. This can be proven by the discovery of several challenges, there was the problem of insufficiency of instruction, challenges related to classroom management, difficulties with developing lesson plans and materials, poor internet networks and limited quota, and challenges related to time management.

The first challenge is the insufficiency of instructional included in this study; limited learning facilities. The research results revealed inadequate learning facilities become a separate obstacle for student teachers in the teaching practice process. According to Satrianingrum and Prasetyo (2021), in the implementation of online learning, one of the limitations in its implementation is the lack of

facilities and infrastructure support, such as laptops, computers, smartphones, internet quotas, and so on. It is also related to Ismail, Bakar & Wafa's (2020) research which states that The biggest barriers to online learning include a lack of training, facilities, and infrastructure, as well as students' preparation and learning tools.

Another issue is that some pupils do not have access to a computer or an Android smartphone, as discovered by Wahab and Iskandar (2020). Efriana (2021) has disclosed that they are suffering from a shortage of support facilities. The issue is not only a lack of learning equipment or facilities, but also a lack of an internet limit. Besides that, According to Songbatumis (2017:58), the teaching English process will fail if the teaching instruments are inadequate. If teachers wish to educate about music or movies, they will need a projector to display the pictures and a speaker to play the sounds. How can the instructor educate the pupils if the projector and speaker are not available? Roinah (2019) also emphasized that without any learning facilities in the school, the teaching-learning process cannot function efficiently and maximally.

The second challenges, challenges related to classroom management included are; student behavior, learners were not motivated to learn, and student teachers' anxiety. The research results revealed that controlling student misbehavior was a for the majority of the participants in the study, classroom management was a big difficulty. In line with Utami's (2017) findings, the most difficult challenge in teaching young learners is dealing with misbehavior in the classroom; the student is noisy, the student occasionally cries, or the student

doesn't want to be in the classroom, or doesn't want to follow the instruction, or being a distraction for other students. In addition, in line with a previous study conducted by Ragawanti in 2015 which revealed that in managing a classroom, the main difficulties faced by EFL student teachers are included three aspects, which are managing critical moments, managing activity, and managing techniques.

Additionally, according to Riesky (2013), inexperienced instructors frequently focused most of their emphasis on imposing discipline and suitable strategies to regulate student conduct to establish a favorable and pleasant environment for effective learning in the classroom. Nagashibaevna,(2019) concluded that if a teacher cannot control the students in their classroom they will not be able to teach them effectively. Prospective teachers face various challenges of control, discipline, and management in real classroom settings during their teaching placement (Mudra, 2018). Lastly, Merc and Subasi (2015) classify ELT difficulties as boisterous students, a lack of participation, and unmotivated students.

The third challenges, learners not interested to learn is also a challenge faced by student teachers in classroom management. Students may lack the same level of concentration in class, chatting with classmates, or doodling in notebooks, and worst of all, they skip class. Students cannot learn language conveniently simply by intervening in classroom interactions. These challenges require additional attention and incentive to boost their enthusiasm for studying English. This is consistent with the findings of Lucena and Leal (2020), who indicated that

a lack of student enthusiasm and involvement in online learning activities appeared to be a severe issue that needed to be addressed. Furthermore, Nugroho, Ilmiani, and Rekha (2020) discovered that learning materials and a lack of student motivation and engagement are the key problems of online education in the middle of a worldwide pandemic learning at home during the COVID-19 pandemic was very different from previous student learning habits.

Efriana (2021) also added that the duration of online learning that has been going on for months has caused students bored and lazy to learn. In addition, the results of this study also revealed that the challenges faced by most of the teacher students were feeling anxious, not confident, and nervous when teaching the first class and not confident in handling their teaching practice. This result is in line with Maulimora (2019) who said that for pre-service teachers who meet and educate new pupils, the initial face-to-face interaction is a tough experience. Furthermore, the lack of teaching experience is comparable with that of Aydin (2016), who discovered that a lack of experience in teaching activities is a trigger for teaching anxiety, which is mainly felt by pre-service teachers at the start of class.

The fourth challenge is challenges related to internet access. The research results revealed the primary problems that student-teachers experience during online learning are an inconsistent internet connection and a restricted quota. The student-teachers admit that the internet connectivity issue hampered their ability to offer materials. Furthermore, financial circumstances make it difficult for students to participate in online learning. They could only afford a restricted internet allowance, which was insufficient to participate in online learning



activities comfortably. A study by Muhammad and Kainat (2020) found that internet access problems, a lack of interaction between teachers and students and a lack of technological facilities challenge the efficacy of online learning.

This result is in line with Meladina & Zaswita's (2020) findings, which revealed that during the Covid-19 epidemic, the majority of students had problems with the teaching and learning processes via online learning. First, the signal made it difficult for them to communicate with the class. It caused them to be late for class and postponed the completion of the assigned assignment. Second, because they come from low-income homes, they do not have an adequate internet budget to attend the class. There is also a similar previous study by Lucena and Leal (2020) that studied Amazonian education with technology. They discovered that students find it challenging to pay for high-cost internet access. Widodo and Nursaptini (2020) also mention internet connection issues, online media faults, and a restricted internet allowance as obstacles encountered by students during online learning. Most students struggle to keep up with online study. Adedoyin and Soykan (2020), added that online learning is entirely dependent on high-tech equipment and the internet, teachers and students with poor internet connections may have limited access to it.

Furthermore, regarding difficulties with developing lesson plans and materials, the research result showed that designing lesson plans and deciding on learning materials is one of the big challenges faced by most of the participants. This finding is consistent with Tashevsk's (2008) observation that the planning process is challenging for pre-service trainee instructors. Rachmawati (2009, p. 1) discovered some issues that student teachers encountered during the program,

such as difficulties developing lesson plans for the syllabus, selecting and developing materials, performing as a teacher, adapting and socializing with students, transferring knowledge, and supervision. According to the literature, student teachers spend more time planning their lectures and find it difficult to plan.

The last challenges, challenges related to time management are included in this study. The results of the study revealed that the limited learning time was an obstacle faced by students and teachers during the learning process. They feel challenged in delivering planned material with very short time constraints. According to Djawamara and Listyani (2021), time management is crucial for teachers' effectiveness in the teaching process so that they can impart knowledge to pupils without substantial hurdles. Unfortunately, time management remains a cause of anxiety for preservice teachers when they begin teaching. This scenario was also comparable to Brown's thesis, which suggested that new instructors, which might relate to pre-service teachers, may lack expertise in calculating lesson time (Brown, 2001, p.153). Furthermore (Nasir & Zafar 2018) indicated that student teachers experience difficulties in managing their teaching time. This means allocating appropriate time to each activity and wasting too much time checking student work, mentoring, and monitoring attendance.