REFERENCES

- Adedoyin, O. B., & Soykan, E. (2020). Covid-19 pandemic and online learning: the challenges and opportunities. *Interactive Learning Environments*, 1–13.
- Aiken, I. P., & Day, B. D. (1999). Early field experiences as a preservice teacher. *Action in Teacher Education*, 21(3), 7-12.
- Aldabbus, S. (2020). CHALLENGES ENCOUNTERED BY STUDENT TEACHERS IN PRACTICING TEACHING. British Journal of Education, 8(7), 1-8.
- Akintunde, P. G. (2007). Supervision and effective teaching. Calabar: *University of Calabar Press*.
- Alshammari, F., Eyadat, W., & Ebrahim, A. (2017). Challenges in teaching practice at the college of education based on the perceptions of pre-service teachers: The case for Kuwait University. *The New Educational Review*, 49, 250-260.
- Al-Momani, F. (2016). Challenges of practicum at college of education: Supervisors &students' teachers perspective. *International Journal of Novel Research in Humanity and Social Sciences*, 3 (3), 45 52.
- Alhojailan, M. 2012. Identification of learners' attitudes regarding the implementation of read/write web, blog tools: a case study in higher education. 7th Disco conference reader: New media and education. In: Prague: Centre for Higher Education Studies, pp. 58–73.
- Ali, M. (2015). Assessing the performance in EFL teaching practicum: student teachers' views. *International Journal of Higher Education*, 4(2).
- Anderson, J. W. (2004). A study of preservice teacher exposure to technology in the college classroom and field experience. Unpublished Ph.D., The University of Alabama at Birmingham, Alabama, United States.
- Atputhasamy, L. (2005). Cooperating teachers as school-based teacher educators: student teachers' expectations. *Australian Journal of Teacher Education*, 30(2), 1-11. Barry, K. & King, L. (2002). Beginning teaching and beyond (3rd ed.). Tuggerah, NSW: *Social Science Press*.
- Aydin, S. (2016). Qualitative research on foreign language teaching anxiety. *The Qualitative Report*, 21(4), 629-642
- Bailey, K. M. 2006. Language Teacher Supervision: A Case-Based Approach. New York: Cambridge University Press.
- Ball, D. L., & Forzani, F. M. (2009). The work of teaching and the challenge for teacher education. *Journal of Teacher Education*, 60(5), 497-511.

- Bazeley, P. (2009). Analyzing qualitative data: More than identifying themes. *Malaysian Journal of Qualitative Research*, 6, 6–22.
- Beck, C., & Kosnik, C. (2002). Professors, and the practicum: Involvement of university faculty in preservice practicum supervision. *Journal of Teacher Education*, 53(1), 14-20.
- Braun, V. and Clarke, V. 2006. Using thematic analysis in psychology. *Qualitative research in psychology* 3(2), pp. 77–101.
- Brown, H. Douglas. (2001). *Teaching by Principle and Interactive Approach to Langua gePedagogy*. New York: Longnam Inc.
- Broadbent, C. 1998. Pre-service students" perceptions and level of satisfaction with their field experience. *Asia-Pacific Journal of Teacher Education*, 26(1): 27-37.
- Buckworth, J. (2017). Issues in the teaching practicum. In *The challenge of teaching* (pp. 9-17). Springer, Singapore.
- Burns, R. W., J. Jacobs, and Y.-H. Diane. 2016. "The Changing Nature of the Role of the University Supervisor and Function of Preservice Teacher Supervision in an Era of Clinically-Rich Practice." *Action in Teacher Education* 38 (4): 410–425.
- Charlotte, S. (1979). Effects on Early Field Experience on Student Teachers' Self-Concepts and Performance, *The Journal of Experimental Education*, 47:3, 208-214.
- Clarke, V. & Braun, V. (in press, 2013) Thematic analysis. In A. C. Michalos (Ed.), Encyclopaedia of quality of life research. New York: Springer.
- Clift, R. T., Meng, L., & Eggerding, S. (1994). Mixed messages in learning to teach English. *Teaching and Teacher Education*, 10(3), 265-279.
- Cook, V. (1996). Second language learning and language teaching. London: Hodder Headline Group.
- Cochran-Smith, M. (2004). The problem of teacher education. *Journal of Teacher Education*, 55(4), 295-299.
- Creswell, John W. (2014) Research Design Quantitative, Qualitative and Mixed Methods Approaches. USA: Library of Congress Cataloging-in-Publication Data.
- Cuenca, A. 2012. Supervising Student Teachers: Issues, Perspectives and Future Directions. Saint Louis, Missouri: *Sense Publishers*.
- Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of teacher education*, 57(3), 300-314.

- Darling-Hammond, L. (1999). Target Time Toward Teachers. *Journal of staff development*, 20(2), 31-36.
- De la Piedra, M. T., Munter, J. H., & Girón, H. (2006). Creating Links," Atando Cabitos: Connecting Parents, Communities, and Future Teachers on the US/Mexico Border. *School Community Journal*, *16*(1), 57-80.
- Djawamara, Y. J. R., & Listyani, L. (2021). Indonesia student teachers' anxiety during teaching practicum at a private SHS in central java. *ELTR Journal*, 5(1), 1-18.
- Donovan, M., and S. Cannon. 2018. "The University Supervisor, edTPA, and the New Making of the Teacher." *Education Policy Analysis Archives* 26 (28): 28.
- Efriana, L. (2021). Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution. *JELITA*, 38-47.
- Ewell, P. S. C. (2004). Preservice teacher perceptions of intensive field experiences and classroom teacher mentoring: A case study. *Unpublished Ph.D.*, *Iowa State University, Iowa, United States*.
- Fayne, H. R. 2007. "Supervision from the Student Teacher'S Perspective: An Institutional Case Study." *Studying Teacher Education* 3 (1): 53–66.
- Feiman-Nemser, S., & Buchmann, M. (1985). The first year of teacher preparation: Transition to pedagogical thinking? East Lansing, MI: *Institute for Research on Teaching, Michigan State University*.
- Fraenkel, J. R. & Wallen, N. E. 2009. How to Design and Evaluate Research in Education: Seventh Edition. New York: *The Mc Graw-Hill Companies*.
- Freeman, D. (2009). The Scope of Second Language Teacher Education. In Burns, A. & Richards, J.C. (Ed.), Cambridge Guide to Second Language Teacher Education (pp. 11-19). New York, NY: Cambridge University Press.
- Friedman, A. J., Cosby, R., Boyko, S., Hatton-Bauer, J., & Turnbull, G. (2011). Effective teaching strategies and methods of delivery for patient education: a systematic review and practice guideline recommendations. *Journal of Cancer Education*, 26, 12-21.
- Foncha, J. W., Abongdia, J.-F. A., & Adu, E. O. (2015). Challenges Encountered by Student Teachers in Teaching English Language during Teaching Practice in East London, South Africa. *International Journal of Educational Sciences*, 9(2), 127–134.
- Ganal, N., Andaya, F., & Guiab. R. (2015). Problems and difficulties encountered by students and teachers of Philippine Norman University Isabela Campus. *International Journal of Science and Engineering*, 1(9), 63-74.

- Gan, Z. (2013). Learning to teach the English language in the Practicum: What challenges do non-native ESL student teachers face? *Australian Journal of Teacher Education*, 38(3), 92-108.
- Gebhard, J. G. (2009). The practicum. In Burns, A. & Richards, J.C. (Eds.), The Cambridge guide to second language teacher education (pp. 250-258). New York: *Cambridge University Press*.
- Goh, P. S. & Matthews, B. (2011). Listening to the Concerns of Student Teachers in Malaysia During Teaching Practice, *Australian Journal of Teacher Education*, 36(3)
- Goh, K. C. (2009). Confidence levels after practicum experiences of student teachers in Singapore: An exploratory study. *KEDI Journal of Educational Policy*, 6(2), 121-140.
- Gökçek, T. (2018). Examining Mathematics Pre-service Teachers' Experiences of School Practicum. *Journal of Education and Training Studies*, 6(8), 87-95.
- Gould, L., 2000: Changes in pre-service teachers' schema for understanding teaching. *Action in Teacher Education* 4 (21), 90–100.
- Hamaidi, D., Al-Shara, I., Arouri, Y., & Awwad, F. A. (2014). Student-teachers' perspectives of practicum practices and challenges. *European Scientific Journal*, 10(13).
- Hardiyanty, Y. Y., Supiani, S., & Perdana, I. (2021). Learning to teach: A narrative study of pre-service EFL teachers' experiences in the teaching practicum program amidst Covid-19 Outbreak. *PIONEER: Journal of Language and Literature*, 13(2), 197-212.
- Hamasaid, H. H., & Saheb, B. M. (2020). Challenges Experienced by Kurdish EFL Student-teachers during their Teaching Practicum. *Halabja University Journal*, *5*(4), 71-81.
- Haigh, M. (2001). Coherence and Congruence of Perceived Roles within Practicum Partnerships. A Case Study Paper Presented at the New ZealandAssociation for Research in Education Annual Conference, Christ church, New Zealand. December 6-9, 2001
- Hamaidi, D. (2014). Student teachers' perspectives of practicum practices and challenges. *European Scientific Journal*, 10 (13), 191-214.
- Hussein Hamasaid, H. ., & Mahmood Saheb, B. . (2020). Challenges Experienced by Kurdish EFL Student-teachers during their Teaching Practicum. *Halabja University Journal*, 5(4), 71–81. https://doi.org/10.32410/huj-10341

- Hudson,P& Hudson,S.(2012).Examining PreserviceTeachers'Applied LearningExperiencesintheTeacherEducationDoneDifferently (TEDD) Project.*TeacherEducationandPractice*,25(3), 421-440.
- Jarrah, A.M. (2020). The Challenges Faced by Pre-Service Mathematics Teachers during their Teaching Practice in the UAE: Implications for Teacher Education Programs. *International Journal of Learning, Teaching and Educational Research*, 19 (7), pp. 23-34,
- Jackson, A. (2015). Language Teacher Development: a study of ESOL Preservice teacher's identities, efficacy and conception of literacy. Georgia: Georgia State University. Systematic Methodological Review: Developing a Framework for a Qualitative Semi-Structured Interview Guide.
- Johnson, K. E. (1996). The vision versus the reality: the tensions of the TESOL practicum In D. Freeman & J. C. Richards (Eds.), Teacher learning in language teaching (pp. 30-49). Cambridge: *CambridgeUniversity Press*.
- Kiggundu, E. and Nayimuli, S (2009). Teaching Practice: A Make or Break Phase for Student Teachers. *South African journal of Education* Vol. 29:345-358.
- Koross, R. (2016). The Student Teachers" Experiences during Teaching Practice and Its Impact on their Perception of the Teaching Profession. *IRA International Journal of Education and Multidisciplinary Studies* (ISSN 2455-2526), 5(2), 76-85.
- Kyriacou, C. & Stephen, P. (1999). Student teachers' concerns during teaching practice. *Evaluation and Research in Education*, 13(1), 18-31.
- Laowson, T., Cakmak, M., Gunduz, M., & Busher, H. (2015). Research on teaching practicum: A systematic review. European Journal Of Teacher Education, 38(3), 392-407.
- Lambert, V. A., & Lambert, C. E. (2012). Qualitative descriptive research: An acceptable design. *Pacific Rim international journal of nursing research*, 16(4), 255-256.
- Larsen-Freeman, D. (2000). Techniques and principles in language teaching. *New York: Oxford University Press.*
- Leke-ateh, B. A., Assan, T., E., & Debeila, J. (2013). Teaching Practice for 21st Century: Challenges and Prospects for Teacher Education in the NorthWest Province, South Africa. *Journal of Social Sciences*. 37 (3): 279-291.
- Liu, M.-H. (2005). EFL student teachers in Taiwan: Exploring their learning to teach in a junior high school context. Unpublished Ph.D., *The University of Queensland, Brisbane*.

- Lu, D. (2002). English medium teaching at crisis: Towards bilingual education in Hong Kong [Electronic Version]. *Online Journal of Language Studies*, 2.
- Lucena, J. M. V. M., & Leal, D. A. (2020). Education, Teaching and Technology and the Amazonian Identities. *Revista de Estudos e Pesquisas Sobre Ensino Tecnológico (EDUCITEC)*, 13(1), 1-14.
- Luo, W.-H. (2003). A study of one EFL pre-service program in Taiwan. Unpublished Ph.D., *University of Toronto (Canada), Canada.*
- Maphosa, C., Shumba, A., & Shumba, J. (2007). Mentorship for students on teaching practice in Zimbabwe: *Are student teachers getting a raw deal? South African Journal of Higher Education*, 2, 296-307.
- Marshall, O. (2005). It's time to rethink teacher supervision and evaluation. Vision and Evaluation. Phi Delta Kappan 86
- Maharani, F., & Fithriani, R. (2023). Exploring Challenges EFL Pre-Service Teachers Experience in Teaching Practicum: A Transformative Learning Perspective. Scope: *Journal of English Language Teaching*, 7(2), 173-180.
- Maulimora, V. N. (2019). English pre-service teachers' perception of anxiety in peer teaching: A case study at Universitas Kristen Indonesia. *Journal of English Teaching*, 5(3), 144-156.
- Merç, A & Subaşı, G. (2015). Classroom management problems and coping strategies of Turkish student EFL teachers. Turkish Online Journal of Qualitative Inquiry, 6(1), 39-71.
- Meladina, M., & Zaswita, H. (2020). Students' Readiness and Problems to Face Online Learning in Pandemic Era. *Tamaddun*, 19(1), 1-8.
- Montecinos, C., H. Walker, and M. Cortez 2015. "School Administrators and University Practicum Supervisors as Boundary Brokers for Initial Teacher Education in Chile." *Teaching and Teacher Education* 49: 1–10.
- Moussaid, R., & Zerhouni, B. (2017). Problems of Pre-service Teachers during the Practicum: An Analysis of Written Reflections and Mentor Feedback. Arab World English Journal, 8 (3).
- Mudra, H. (2018). Pre-Service EFL Teachers' Experiences in Teaching Practicum in Rural Schools in Indonesia. *Qualitative Report*, 23(2), 319-344.
- Mutlu, G. (2014). Challenges in practicum: Pre-service and cooperating teachers' voices. *Journal of Education and Practice*, 5(36), 1-7.
- Murray, D. E., & Christison, M. A. (2011). What English language teachers need to know (Vol. I). *New York: Routledge*.

- Muhammad, A. & Kainat, A. (2020). Learning Amid The COVID-19 Pandemic: Students' Perspectives. Pakistan. Journal of Pedagogical Sociology and Psychology.
- Nababan, J. A., & Amalia, L. L. (2021, April). EFL Pre-service Teachers' Challenges in Teaching Practice Program: A Narrative Inquiry. *In Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)* (pp. 284-289). Atlantis Press.
- Nagashibaevna, Y. K. (2019). Students' Lack of Interest: How to Motivate Them? *Universal Journal of Educational Research* 7(3): 797-802.
- Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language teaching research*, 19(2), 129-132.
- Nasir, M. & Zafar, I.(2018) Challenges Faced by Prospective Teachers during Teaching Practice: Connecting Theory to Practice. *Bulletin of Education and Research* August 2018, Vol. 40, No. 2 pp. 113-136.
- Ngidi, D. P., & Sibaya, P. T. (2003). Student teacher anxieties related to practice teaching. *South African Journal of Education*, 23(1), 18-22
- Ngara, R., Ngwara, R. and Ngara, R. (2013). Teaching Practice Supervision and Assessment as a Quality Assurance Tool in teacher Training: Perceptions of prospective teachers at Masvingo Teacher Training Colleges. *European Social Sciences Research Journal*, Vol 1 Issue 1.
- Novitasari, K., & Murtafi'ah, B. (2022). EFL Pre-service Teacher's Teaching Anxiety and the Coping Strategies during Teaching Practicum. *Journal of English Education and Teaching*, 6(3), 310-326.
- Nugroho, A., Ilmiani, D., & Rekha, A. (2021). EFL Teachers' Challenges and Insights of Online Teaching amidst Global Pandemic. *Metathesis: Journal of English Language, Literature, and Teaching*, 4(3), 277-291.
- Nur Salina, I., Mazlina, N., Bakar, A., & Sharifah Wajihah Wafa, S. S. T. W. (2020). Online learning challenges during the pandemic COVID-19 in Malaysian higher learning institutions. *Universal Journal of Educational Research*, 8(12), 7151-7159.
- Nurbatra, L. H. (2018). Challenges in International Service Learning: English Education. *Jurnal Tadris Bahasa Inggris*, 11(1), 162-175.
- Ogonor, B. O. & Badmus, M. M. (2006). Reflective Teaching Practice Among Student Teachers: The Case in Tertiary Institution in Nigeria. *Australian Journal of Teacher Education*, 31(2)1-11.
- Okonkwo, O. A., & Chikwelu, E. E. (2012). Challenges Facing Student-Teachers During Teaching Practice Exercise In Federal College Of Education (Technical).

- Peercy, M. M. (2012). Problematizing the theory-practice gap: How ESL teachers make sense of their pre-service education. *Journal of Theory and Practice in Education*, 8(1), 20-40
- Perry, R. (2004). Teaching practice for early childhood: A guide for students (2nd ed.). London; *New York: Routledge*.
- Ping, C., Schellings, G., & Beijaard, D. (2018). Teacher educators' professional learning: A literature review. *Teaching and teacher education*, 75, 93-104.
- Quick, G. & Sieborger, R. (2005). What matters in practice teaching? The perception of schools and students. *South African Journal of Education*, 25, 1-4.
- Rachmawati, D. (2009). An Investigation of English Pre-Service Teachers' Performance (A Case Study in One Senior High School in Bandung, West Java) (Unpublished Masters thesis). Universitas Pendidikan Indonesia, Bandung.
- Ragawanti, D., T. (2015). Cultivating pre-service teachers' classroom management skills through teaching practicum: a reflective practice. *TEFLIN Journal*, 25(1). 117-128
- Rahayuningsih, D. (2016). STUDENT TEACHERS'CHALLENGES IN DEVELOPING TEACHING MATERIALS DURING TEACHING PRACTICUM IN VOCATIONAL SCHOOL. *Journal of English and Education*, 4(2), 24-34.
- Richards, J. C. (1998). Beyond training: Perspectives on language teacher education. Cambridge: *Cambridge University Press*.
- Riesky, R. (2013). How English student teachers deal with teaching difficulties in their teaching practicum. *Indonesian Journal of Applied Linguistics*, 2(2), 250-261.
- Rizkiyana, E. (2015). The student's perceptions of the problems faced by the student-teachers of the English education department of Muria Kudus University in the teaching practice program in the academic year 2014/2015. Published Skripsi: English Education Department Muria Kudus University
- Roy A. H. & Murray I. G. (1981) A comparison of self-evaluations and classroom teacher evaluations for aides in a pre-student teaching field experience program. *The Teacher Educator*, 17(2), p.16-21.
- Saricoban, A. (2010). Problems encountered by student-teachers during their practicum studies. Procedia Social and Behavioral Science, 2 (2010), 707-711

- Salviana, S., Muslem, A., & Daud, B. (2018). English Student Teachers' Constraints During Their Teaching Internship Programs. *English Education Journal*, 9(3), 466-489.
- Schulz, R. (2005). The practicum: More than practice. *Canadian Journal of Education*, 28(1/2), 147.
- Sergiovanni, T. J. & Starratt, R. (2002). *Supervision: A redefinition* (7th ed.). New York: MacGraw-Hill.
- Senom, F., Zakaria, A. R., & Shah, S. S. A. (2013). Novice Teachers' Challenges and Survival: Where do Malaysian ESL Teachers Stand? *American Journal of Educational Research*, 1(4), 119–125.
- Sethusha, M. J. (2020). Exploring Teaching Practice Supervisors' Experiences of Student Support In An Open, Distance, And E-learning Institution. *e-Bangi*,17 (8), 1-13.
- Smith, E. R., Basmadjian, K. G., Kirell, L., & Koziol Jr., S. M. (2003). On learning to teach English mentors: A textured portrait of mentoring. English Education, 36(1), 6-34.
- Sorensen, P. (2014). Collaboration, dialogue, and expansive learning: The use of paired and multiple placements in the school practicum. *Teaching and Teacher Education*, 44, 128-137.
- Sullivan, S., & Glanz, J., (2005). Supervision that improves teaching (2nd ed.). London: Corwin Press.
- Stuart, C. and Thurlow, D. (2000). Making it their own: preservice teachers' experiences, beliefs, and classroom practices. *Journal of Teacher Education*, 51 (2), 113-121.
- Steadman, S. C., and S. D. Brown. 2011. "Defining the Job of University Supervisor: *A DepartmentWide Study of University Supervisors'*Practices." Issues in Teacher Education 20 (1): 51–68.
- Stewart, S. M. (2004). Identifying quality mentoring: Five areas of support essential to candidates and novices in field experiences. Unpublished Ed.D., *University of Cincinnati, United States -- Ohio*.
- Suparno, F. (2007). A Study of Language and Sign in Time Magazine's Front Cover Issued in January to December 2006: Stylistics-Semiotics Approach. *Undergraduate Thesis. Yogyakarta: Sanata Dharma University*.
- Tan, Y. H. (2008). English Teacher Trainees' Voices Describe Their Teaching Practicum Experiences, *Jurnal Penyelidikan Pendidikan IPTAR*, 120 136.

- Tashevska, S. (2008), "Some Lesson Planning Problems for New Teachers of English". *CELTA Syllabus and Assessment Guidelines*. (www. Cambridge. EFL. org_ teaching).
- Tari, T. R. (2017). AN ANALYSIS ON EFL STUDENT TEACHERS'DIFFICULTIES DURING TEACHING PRACTICE: A CASE STUDY AT JUNIOR AND SENIOR HIGH SCHOOLS IN MATARAM (Doctoral dissertation, Universitas Mataram).
- Trent, J. (2013). From learner to teacher: Practice, language, and identity in a teaching practicum. *Asia-Pacific Journal of Teacher Education*, 41(4), 426-440.
- Turley, S., Powers, K., & Nakai, K. (2006). Beginning teachers' confidence before and after induction. *Action in Teacher Education*, 28(1), 27-39.
- Utami, Y. P. (2017). Classroom Management: Dealing with Student's Misbehaviour in Teaching English to Young Learners (TEYL). *Proceedings of ISELT FBS Universitas Negeri Padang*, 5, 336-339.
- Vélez-Rendón, G. (2006). From student to teacher: A successful transition. Foreign Language Annals, 39(2), 320-333.
- Venkataraman, S. (2020). Problems of online classes. *International Journal of Academic Research Reflector*, 9(6), 1-3.
- Vibulphol, J. (2004). Beliefs about language learning and teaching approaches of preservice EFL teachers in Thailand. Unpublished Ph.D., Oklahoma State University, United States -- Oklahoma.
- Viáfara, J. J. (2011). How do EFL student teachers face the challenge of using L2 in public school classrooms? *Profile Issues in TeachersProfessional Development*, 13(1), 55-74.
- Wahab, S., & Iskandar, M. (2020). Teacher's Performance to Maintain Students' Learning Enthusiasm in the Online Learning Condition. *JELITA*, 1(2), 34-44.
- Wertheimer, C., & Honigsfeld, A. (2000). Preparing ESL students to meet the new standards. *TESOL Journal*, 9(1), 7-11.
- Yang, C. C. R. (2011). Pre-service English teachers' perceptions of an overseas field experience program. *Australian Journal of Teacher Education (O nline)*, 36(3), 37-49.
- Yan, C., & He, C. J. (2015). "We Are Left in Limbo!" Chinese EFL student teachers' teaching practicum experience. *Frontiers of Education in China*, 10(2), 226–250

Yook, C. & Lee, Y. (2016). Korean EFL Teachers' Perceptions of the Impact of EFL Teacher Education Upon Their Classroom Teaching Practices. Chuncheon: *Asia-Pacific Journal of Teacher Education*.

Widodo, A., & Nursaptini, N. (2020). Problematika Pembelajaran Daring dalam Perspektif Mahasiswa. ELSE (Elementary School Education *Journal*): *Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, 4(2), 100-115.

