

## **EFL Pre-Service Teacher's Practicum Experience in Teaching Real Classroom**

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### **Abstract**

Teaching practice is an important part of being a teacher. Teachers in society are considered heroes of change because teachers are at the epicenter of quality education delivery. The purpose of this study was to examine the perspective of pre-service student teachers on their experience during teaching practicum as a means of learning to teach. This qualitative research adopts Questionnaires and interviews with three participants at Kadiri Islamic University Students in the Faculty of Teacher Training and English Education. This research has previously been conducted by Hayat Rashed H. Alamri at Taibah University, Saudi Arabia. The participants were 35 Saudi EFL female pre-service teachers in the Educational Diploma Program (EDP) attending Teaching Practicum. The research used 2 mixed methods, namely qualitative and quantitative. Furthermore, previous research was also carried out using qualitative methodologies at Tanzania's Sokoine University of Agriculture. In the education department of the Faculty of Natural Sciences at Sokoine University of Agriculture, 351 second and third year students who are aspiring teachers were the subjects of a qualitative research method approach employing semi-structured questionnaires. The existence of previous research, is able to help research this research EFL Pre-Service Teachers Practicum Experience In Teaching Real Classroom properly and become a reference in this research.

**Key words:** practicum, pre-service, teacher practicum

### **Introduction**

Teaching practicum is referred to by many names, including "teaching practice, field experience, internship, practical experience" (Gebhard, 2009). Whatever the name, the purpose of the teaching practicum is to provide prospective teachers with the opportunity to practice the ideas, approaches and strategies they have learned in relation to the teacher education process. Student teachers are also able to understand that what has been taught at the teacher's desk or at the University may not match what is done in real classrooms today (Nguyen and Baldauf, 2010).

This is how FKIP students or pre-service teachers perceive the actual classroom teaching experience or pre-service teachers in the teaching practicum experience in the real classroom and in solving difficulties during the teaching practicum in the real classroom. During their first visit to a school, prospective teachers often feel confused, conflicted and under a great deal of pressure. Most likely, pre-service teachers will experience a sense of satisfaction in realizing their dreams and will enjoy interacting with students in the classroom. However, the fear of failure, potential problems

with students, and potential hostility with those involved can quickly cause probationary teachers to become tense and demotivated (Hascher, Cocard, and Moser, 2004).

Teaching practice is an important component of becoming a teacher. Teachers in society are considered heroes of change as they are central to the delivery of quality education. Pre-service teachers teaching in real classrooms for the first time do not realize clearly the problems that pre-service teachers will face when teaching in schools (Beeth and Adadan 2006). During the practicum, pre-service teachers are expected to be able to deal with problems that occur in real classrooms as they arise. In dealing with problems that occur in class, student teachers will usually be guided by teachers or mentors at school who are experienced in dealing with problems that often occur when teaching in real classrooms. The concerns raised by pre-service teachers during practicum are very important because it helps develop their awareness of the methods used by teachers (Beeth and Adadan, 2006).

According to Poulou (2007), efforts are made to ascertain pre-service teachers' fears, beliefs and sentiments towards their teaching methods. Pre-service teachers have the opportunity to

(re)construct their identity as practicing teachers and hone their reflective skills by confronting the process of professional practice that they face every day, with the help of mentors or teachers who already have more experience than pre-service teachers (Poulou 2007). Pre-service teachers receive important training from teacher educators. In particular, they help pre-service teachers become better instructors by expanding their teaching knowledge (Trumbull and Fluet 2008). In addition, during the teacher education process, pre-service teachers' practices and beliefs can be built and shaped.

## Methods

This type of research uses Qualitative methods. According to Sugiyono (2020: 9) qualitative research methods are research methods used to research on natural object conditions. In collecting data, questionnaires and interviews were used. 3 participants from the FKIP, who did not have teaching experience in the real classroom, were recruited to participate in this study. These 6th semester students were purposely chosen because teaching practicum programs are often given in the final semester.

## Results & Discussion

The basis of pre-service teachers' professional training and learning in initial teacher education is the teaching practicum (Gebhard, 2009 and Tang, 2004). The teaching practicum is a journey towards advanced thinking about teaching (Fang, 1996 and Grudnoff, 2011). Student teachers can improve their teaching knowledge and skills and critically analyze and consider their values and beliefs by completing classroom tasks and working with mentor teachers. This can help them learn and grow cognitively (Cheng, & Tang, 2010; Gebhard, 2009).

According to Shulman (1986), Teaching has been described as a combination of art, skill, and knowledge. Knowing what to teach, how to teach it, and what methods to use with a particular topic, a particular type of student, and in a particular situation, all combine to form the knowledge and skills that define the craft of teaching.

In this study, there were 3 respondents or participants, one of the FKIP students who still did not have practical teaching experience in the real classroom. The pre-service teachers are in the age range of 21-23 years old. All 3 participants have agreed to participate in this research and realize that this is part of an academic research project. In order to maintain the privacy of these 3 participants, the researcher only gave the initials DM (P1), HR (P2), AL (P3).

From the findings of the questionnaire P1, P2, P3 before preparing for teaching they make lesson plans or teaching modules, according to them *"making lesson plans or teaching modules (RPP) is a must before starting teaching or teaching practicum in the real classroom, and it also helps us to continue the steps or processes of what to do during teaching practicum in the real classroom."* That is part of their perception in teaching practicum in the real classroom. That is part of their perception in the teaching practicum in the real classroom.

From the results or findings with the 3 participants, they have different experiences during the practicum teaching experience in the real classroom. P1 with P2, P3 have the same experience in classroom management.

*In the real classroom teaching practicum experience, managing a class with various student characters. each student has a different level of understanding and learning style, therefore requiring flexibility in teaching methods. In addition, overcoming classroom disruptions and maintaining students' attention during learning is also a challenge or practicum experience in the real classroom. (P1)*

*My experience in teaching practicum in real classroom is managing students to keep them active during the learning process and also reflecting the strategies for the methods used in the class. Because the class has different characters such as 7A who is active while 7B tends to be more passive. (P2).*

*In my teaching process in a real class, namely understanding the student or character of students in the learning process, for example, one of the students tends to be passive not listening to the material from the pre-service teacher and there are some students who are too active in class cannot be silent, recalcitrant disturbing their classmates not active in learning but yes it likes to disturb their friends during the learning process. In addition, in the class I do not like English learning to be quite difficult which is my challenge in teaching in a real class and must restore a sense of enthusiasm for learning English. (P3)*

From P1, P2, P3 have similarities in managing the class, understanding the character of each student, which is a challenge for pre-service teachers.

In addition to managing the class, pre-service teachers are also able to overcome student learning difficulties during teaching practicum in the real classroom.

*According to P1, to overcome students' learning difficulties I first identify the problems they face through observation and discussion. After that, I provide additional help such as small group or*

*individual guidance. I also try different teaching strategies, such as using visual aids, giving concrete examples and linking the material to students' daily experiences.*

*Meanwhile, according to P2, to overcome student learning difficulties during teaching practicum in the real classroom, first make observations in advance or by analyzing to find out the student's ability or student character, after that making teaching modules or lesson plans that I adjust to the needs of teaching students and that is how to overcome student learning difficulties.*

From P1's opinion, P2 has the same thing in handling the class, namely observation, adjusting student learning needs by making lesson plans and providing additional assistance such as guidance.

*In contrast to P3, in dividing tasks in class I surround the class so when they need me, I immediately help their difficulties. So, during that process I became their mentor, not just giving the assignment I immediately stayed in front of the class and just sat until it was finished, no I still checked the progress of each student in the class.* Meanwhile, P3's opinion is quite different from P1 and P2, P3 during the teaching practicum in the real classroom continues to check the progress of the assignments given by P3.

From the findings or results with the three participants in the teaching practicum experience in the real classroom, they have their own experiences or stories. The challenges faced during the pre-service teacher help them become professional teachers in the future. Even though the practicum has a short time but with such a short experience it can overcome their anxiety, helping the process to become a teacher or hero in the community.

## Conclusion

"Teaching practicum" is called by many names, including "teaching practice, field experience, internship, practical experience" (Gebhard, 2009). Teaching practice is an important component of becoming a teacher. Teachers in society are considered heroes of change because they are at the center delivering quality education. Being a preservice teacher is not easy because you still do not have teaching experience in the real classroom. Not only that but managing the class or solving problems that occur in the classroom and understanding the character of students is a challenge for the pre-service teacher itself.

In looking for teaching practice experience in the real classroom, of course, it is assisted by a

teacher who already has more experience and has a lot of flying hours. The process of being supported by experienced teachers is what can make pre-service teachers better at teaching and can certainly solve small and large problems in the classroom.

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