

Hear our voices: Pre-service English Teachers' Challenges and Expectations during Teaching Practice

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Abstract: Teaching practicum is one of the most fundamental and crucial stages in the teacher preparation program. The pre-service teacher readiness can be developed to become a qualified future teacher. This descriptive qualitative study is aimed to find the challenges and expectations of pre-service English teachers, mentor teachers, university supervisor, and the head of the teaching practice program. The findings indicated that pre-service teachers are challenged to improve their classroom management, strategies, and methods of teaching. The pre-service teachers, mentor teachers, and university supervisor are expected to gain benefits and successful school-university partnership.

Key words: challenges, expectations, pre-service english teacher, teaching practice

Abstrak: Praktek mengajar adalah salah satu tahap yang paling penting dan berpengaruh dalam program persiapan guru. Kesiapan praktikan dapat dikembangkan untuk menjadi guru masa depan yang berkualitas. Penelitian deskriptif kualitatif ini bertujuan untuk menemukan tantangan dan ekspektasi praktikan bahasa Inggris, guru pamong, dosen pembimbing, dan kepala program praktik mengajar. Temuan menunjukkan bahwa praktikan ditantang untuk meningkatkan manajemen kelas, strategi, dan metode pengajaran mereka. Para praktikan, guru pamong, dan dosen pembimbing diharapkan mendapatkan manfaat dan hubungan sekolah-universitas yang berhasil.

Kata kunci: tantangan, ekspektasi, calon guru bahasa inggris, praktik mengajar

INTRODUCTION

Learning as a teacher is not limited to teaching practice in the field school but is part of a life-long journey. To have quality future teachers, the pre-service teacher need to be fully prepared before they practice to teach in the field school. School could be a laboratory experiment where pre-service teachers will react, inspect, and evaluate their teaching to improve beliefs, attitudes, and practice of teaching. Teaching practicum is one of the most fundamental and crucial stages in the teacher preparation program. The professional steps are developed when teacher's attitude, activities, responsibilities, rights, obligations are built (Rauduvaitė, Lasauskienė, & Barkauskaitė, 2015). Mahmoudi & İyşkan (2016) described that practicum gives an opportunity to learn the nature of reality as a teacher. The pre-service teachers are guided by mentor teacher, university supervisor, principals and field staff in various field experience activities

based on the coordination of their respective implementation. A series of activities such as microteaching courses, debriefing about teaching practice, and orientation in school training achieved the goal. In addition, pre-service teachers must understand teaching administration such as making syllabus and lesson plan used by mentor teachers who offer modeling, tutoring, feedback, opportunities for observation and teaching practice (Goodnough, Osmond, Dibbon, Glassman, & Stevens, 2009). A study reported by Gray, Wright, & Pascoe (2017) recommended that teaching practice is known as an essential part of teacher education internationally. Teaching practice is an opportunity to develop their teaching skills, pursue a professional inquiry into practice, and mentored by experienced teachers. Therefore, teaching practice in the field school connects the theory which the pre-service teacher is taught in the class.

The pre-service teachers felt there was still a gap between the theoretical knowledge they acquired in teacher education programs and the practice of teaching in the field school. Some of them also encounter a contrary between expectations of the role they are prepared and the reality of the school setting. Perry (2013) claimed that teaching practice consists of a combination of worry, anticipation, and enthusiasm as they start the practicum. This is in consonance to the assumption of Yilmaz & Cavas (2008) that though pre-service teachers take theory courses about teaching and learning in their teacher education programs, the intricacies and realities of the teaching task can overwhelm the pre-service teachers. Teaching experiences will increase learning and teaching within a content area. It appears when teachers have multiple opportunities to experience and study the relationship of theory to practice, their learning is enhanced (Darling-Hammond & Bransford, 2007). In addition, Castañeda-Trujillo & Aguirre-Hernández (2018) stated that an initial way to reform teacher education is by listening to pre-service teachers. Pre-service English teachers' experiences are an outstanding source of information that needs to be considered in curriculum design, especially in regard to the designing of new points for teaching practice that can offer opportunities of growing personally and professionally. This study is aimed to find the challenges and expectations of pre-service English teachers, mentor teachers, university supervisor, and the head of the teaching practice program.

METHOD

This study used qualitative design with descriptive method. It used to achieve the purpose of the study in describing the experience of pre-service English teachers in teaching practice in SMA Negeri 3 Makassar and MAN 1 Makassar. The researcher only involved two pre-service teachers, two mentor teachers, a university supervisor and the head of *UPT PPL* at Universitas Negeri Makassar (UNM), as the research participants. The pre-service English teachers were in their final year of their teacher education program ranging in age from 22 to 23. These participants were from two different field schools, they are a pre-service teacher, mentor teacher, and university supervisor at SMA Negeri 3 Makassar and a pre-service teacher, mentor teacher, and university supervisor at MAN 1 Makassar. They practiced their teaching in March until May 2019. Besides, English teachers in the field schools

who are the experienced mentors and an English faculty member as the university supervisor who are assigned by *UPT PPL* at Universitas Negeri Makassar. The observation was conducted several times for each pre-service teacher during two months period. The interview used as the complement of the data gathered from observation. The stages of analyzing data in this research are data reduction, data display, then conclusion drawing and verification. Data validity test in this study was conducted with data triangulation as a process of establishing the degree of trust (credibility or validity) and consistency (reliability) of data. Triangulation of sources is used to compare (double-check) the information obtained through comparing the results of observations with interviews, observation notes, as well as pictures or photographs.

FINDINGS

Challenges Faced by the Pre-service English Teachers

The pre-service English teacher in MAN 1 Makassar revealed that the hardest problem in the classroom was the students often like to be noisy, chasing, even fighting with their classmate. It was supported by mentor teachers, university supervisor, and the head of *UPT PPL* UNM who revealed that classroom management is a problematic issue for pre-service English teachers in the classroom. They found that the pre-service English teacher still lacks mastery in the classroom. The students seemed noisy, talk to friends, sleepy, and changing moods. Students have been reprimanded by the pre-service English teacher but sometimes they still cannot be orderly and disciplined. They have less respect for pre-service English teacher as their 'real' teacher. The pre-service English teacher realized that at a young age, students are still free to do anything and lack respect for others including the teacher who is explaining the lesson in front of the class. To solve this problem, mentor teachers and university supervisor asked the pre-service English teacher to explore more about effective techniques and strategies in helping them manage the classroom.

The pre-service teacher explained the Explanation Text using Passive Voice as the language feature. Mentor teacher indicated that pre-service English teacher's strategies students look bored and some students tell stories themselves with their peers. The pre-service English teacher was lack of teaching strategies. The pre-service teacher explained tenses by

writing passive voice patterns, giving examples of sentences, asking students to make sentences based on the grammar patterns, and translating the sentence into Indonesian. Next, the pre-service teacher asked to memorize other grammar patterns in simple, continuous, and perfect form, then compose words or phrases. Unsurprisingly, some students look sleepy and bored during the class. Mentor teacher suggested the pre-service English to explain the tenses by using dialogue and conversation after describing the patterns.

The pre-service English teacher in SMA Negeri 3 Makassar revealed that the hardest problem in the classroom is mobile phone distraction. It is supported by the data in classroom observation, the researcher found some students using their mobile phones to check *Instagram* postings and online game when the pre-service teacher explained the learning material. Students did not concentrate on the lesson and did not heed their surroundings. The pre-service English teacher asked the student mobile phones to place her mobile phone on the teacher's desk until the lesson ends. The pre-service teacher gave the rationale that students must be smarter than their smartphone. Students should have self-control around their phones to check distracting apps. So, mobile phones should go off because a class is a learning environment which should be positive and supportive.

The pre-service English teachers in SMA Negeri 3 Makassar and MAN 1 Makassar only rely on the whiteboard to explain the lesson. They complained that LCD projector was one of the crucial problems during the class. Before teaching practice, they imagined to explain more entertaining ways to teach the lesson in the form of PowerPoint slides, animation, pictures, and colorful graphics on the big screen. Thus, all students can see the material as an interesting visual auditory which influence the quality of learning and teaching. It would be better if the pre-service English teachers use an LCD projector for animation or video as a media in teaching process. They expected that the school provide LCD projector in classrooms to improve the quality of learning.

Expectations during Teaching Practice

The teaching practice program was expected to give the improvement of pre-service English teacher future practice and school-university partnership. The pre-service English teachers, mentor teachers, university supervisor, and the head of *UPT PPL UNM* set high expectation which can contribute to the quality of good learning. The pre-service English

teacher's at SMA Negeri 3 Makassar expected that *UPT PPL UNM* needs to provide briefing classes with university supervisor to get an in-depth look at their rights and obligations, school management, and administrative work, and other issues regarding teaching practice before they enter the field school. The pre-service English teacher also expected that the mentor teacher often attending the class to see their students. He assumed that students have less respect for pre-service English teacher as their 'real' teacher.

The head of *UPT PPL UNM* as the provider of the teaching practice program found that the pre-service teachers managing the class independently without assistance from a mentor teacher. She expected mentor teacher should accompany the pre-service teacher as a teaching team to observe, guide, role-modeling, and give feedback on students' teaching. The university supervisor and the head of *UPT PPL UNM* hoped the pre-service teachers, mentor teachers, and university supervisors could build good relationships and gain a deeper knowledge of their teaching practice. The head of *UPT PPL UNM* also expected that university supervisor visit the field school, introduce the pre-service teacher to the field school, pick up and drop them off at the beginning and end of the teaching practice program. Meanwhile, the mentor teacher at MAN 1 Makassar hoped the next period of teaching practice, two pre-service teachers should be ready in classroom. If the pre-service teacher who was supposed to teach is unavailable in the class at the time, the other pre-service teacher teaches as a substitute teacher. Besides, mentor teacher in SMA Negeri 3 Makassar was the pre-service teacher should be more actively asking the mentor teacher about activities outside the classroom and actively participated in English club, camp, and other extracurricular activities.

DISCUSSION

Challenges Faced by the Pre-Service English Teachers

The cause of classroom management problem can arise from the lack of teacher knowledge about how to manage class well and not precisely in using approaches in learning. The pre-service English teachers must recognize classroom management as the basic teaching skills which determine the quality of learning. Students talk to a friend or making noise because they lack motivation which related to the

boredom, tired, and poor concentration (Vallerand, 1993). In the same vein, Djamarah (2010) defined a permissive approach as an approach that emphasizes the need to maximize student freedom. The pre-service teacher should provide the opportunity for students to do their own business if it is useful. Students can take safe risks, develop their own leadership abilities, their own discipline, and their own responsibilities. Thus, the teacher must be able to find ways to provide as much freedom as possible, but on the other hand students can still control that freedom with full responsibility.

Classroom management skills are needed because from day to day student behavior always changes and varies. The classroom was always dynamic in students' behavior, actions, attitudes, mental, and emotional. Each class has different classroom management problems and student behavior varies greatly. This variation is a challenge for pre-service teachers to better manage their classes. Teacher as a manager in classroom is required to create and maintain optimal learning environments. Therefore, a conducive classroom environment will be created if classroom management is properly applied by the teacher.

The pre-service English teacher in MAN 1 Makassar used deductive approach based on his belief that introducing grammar rules and principles is the most important thing to acquire initially. He explained a top-down approach in the deductive approach from general to specific grammar rules (Gorat & Prijambodo, 2013). All the rules and definitions are the main thoughts and must be mastered first and followed by example. Thornbury (2011) associated this method with Grammar-Translation Method. It begins with an explanation that focuses on grammar which usually uses students' first language. Exercise usually involved the practice of translating sentences into English from the first language. The problem that arises is the domination of the teacher might reduce the students' interaction because they always use the first language from the beginning of learning. Thus, students' opportunities to communicate in English as the target language might decrease. The mentor teacher then suggested pre-service teacher to explain the tenses in passive voice by determining the appropriate learning method or technique in the form of dialogue and conversations. These findings are consistent with that of Brown & Lee (2015) who asserted that students would have a chance to produce languages confidently and use various models with their own creative conditions if the teacher applied

tenses in dialogue and conversations. In addition, the activity that can be used is communicative activities such as games, role-playing, interviews, and discussion in small groups (Astrid, 2011). During these activities, students are encouraged to be careful of the risk of making mistakes. This part of language acquisition process will be a major element for students to not only memorize sentence patterns but also to build active communication in the classroom. The effective grammar teaching methods transmit teacher's ideas clearly with guidance, assistance, and encouragement of student visualization (Moustafa, 2010). Teaching grammatical structures should be interested and fun because it is a basic element of any language. The method and strategy in delivering a learning material is needed so that the implementation of learning can be carried out properly. Therefore, the pre-service English teacher must select appropriate methods to increase student participation more effectively.

Nowadays, mobile phone is essential for everyone. The use of mobile phone among young people, especially students can no longer be avoided. They are often addicted to their digital device and even forget the time which ultimately disrupts their time to study. Managing mobile phone use in the classroom is one of the teachers' classroom management skill. Sueb (2017) emphasized that classroom management is not just about students' discipline but also includes the way the teacher handles the physical components and quick reactions in the class. In addition, Leon (2014) said that the way teachers deal with avoidable emergency and non-educational situations is also important. Thus, pre-service English teacher should restrict students who use mobile phone during the class. The activities around students can be ignored because they just focus on their mobile phones (Levine, Waite, & Bowman, 2014). Students check their phones in the classroom an average of more than 11 times a day. The students admitted that digital devices distracted their performance in the classroom. Mobile phones can be toxic to the learning environment thus banning mobile phones in class decreases digital distractions. As Gurung & Rutledge (2014) stated that that students' digital habits of accessing social media during the class impede their focus on learning involvement. Thus, pre-service English teachers are expected to play an important role in breaking student digital habits related during the class to make students more focus on acquiring language learning. This finding is contrary to previous studies which have suggested that mobile

phones can help students learn more. Mobile phones help students gain extensive knowledge easily and quickly by accessing the internet from their digital devices. The proponents of mobile phones in classrooms stated that they permit students to be independent learners who can efficiently use the modern tools available to them. Although students can use mobile phones to support their learning in the classroom, it will only work as long as students use them properly. At last, digital devices will be effective to be allowed only to support teaching and learning processes such as searching for certain information or integrating digital platforms into lessons for a limited time but still under the supervision of the pre-service teachers.

LCD projector is one type of projector which is used to display video, images, or data from a computer to display in a flat surface such as an LCD screen, whiteboard or wall. In the digital age, teaching with LCD projector technology will engage students because the use of technology is students' instinctive habit. Learning a foreign language in a traditional way will not be so fun because students depend on technology (Lari, 2014). A study conducted by Irtadji (2014) concluded that the provision of learning facilities affects the quality of teacher learning activities that foster student creativity. By projecting English material with an innovative presentation format onto the big screen, the lesson will be more quickly understood because it suits students' learning styles. The class will not rely on a teacher who just writes longhand notes across the whiteboard, talking, or reading the boring material during the class. Humans have the imagination of what they hear. Thus, the delivery of lessons will be clearer, more effective and efficient. The schools are expected to upgrade instructional devices such as LCD projector to support the 21st century classroom needs. Students will have unlimited access to knowledge. Schaffhauser (2014) echoed that the whiteboard function in the classroom was replaced by the LCD Projector. With its interactive capabilities, the projector is believed to immediately change the way teacher teaches in classrooms. LCD projectors can be used to project much more innovative displays on a computer to a wall or big screen without eraser and marker which sometimes terrible squeaking or make stains on the whiteboard. It may simplify the abstract concepts which are imagined in students' minds. Students with higher use of visual imagery performed better in the PowerPoint slides than in the text-based and whiteboard

presentation (Nouri & Shahid, 2012). The audio on video will allow students to practice their listening skills to native English speakers and the teacher can rewind the video to clarify it directly. De Groot (2009) concluded that the LCD projectors has a great influence on making teaching easier as a visual aid with flexibility and being one of alternative teaching method that increases student awareness for learning. Additionally, Frisca (2015) pointed out that the benefits of using LCD projector in learning are providing new experiences for students so their learning interest grows, delivering messages will be clearer, more effective and efficient, more environmentally friendly, familiarize students with technology, follow the educational standards, and foster a pro-active attitude of students in learning. Therefore, LCD projector technology is very helpful to facilitate both teachers and students in learning process.

Expectations during Teaching Practice

The pre-service English teacher's at SMA Negeri 3 Makassar expected that *UPT PPL* UNM provide briefing classes with university supervisor to get an in-depth look at their rights and obligations, school management, and administrative work, and other issues regarding teaching practice before they enter the field school. As future teacher, the ideal pre-service teacher must have a set of knowledge, attitudes, and skills to support the achievement of learning objectives. The attitudes and behavior of the pre-service teachers should be able to be an example and role model for students, so students will be interested and serious when they study with the pre-service teacher.

The pre-service English teacher also expected that the mentor teacher could regularly attend the class to observe their students. He assumed that students have less respect for pre-service English teacher as their 'real' teacher. They will be more disciplined when reprimanded by the teacher than a pre-service teacher. Although their real English teacher was present in the classroom, students think that a teacher who delivers the lesson in their class is also 'a student' (Mark, 2016). Students considered that the pre-service teacher is not their real teacher whom they should listen to and respect. This fact is also found by Coskun (2013) who revealed that pre-service teacher was difficult to manage and motivate the class since their students seemed not enthusiastic to learn with a pre-service teacher as their teacher. It leads to frustration for pre-

service teacher during their teaching practice. It is verified by the statement of the head of *UPT PPL UNM* who confirmed that the pre-service teachers manage the class independently without assistance from a mentor teacher. Mentor teacher should accompany the pre-service teacher as a teaching team to observe, guide, be a role-model, and give feedback on students' teaching. Mentor teacher role model is expected to be a moral lesson resource for pre-service teachers by observing and paying attention to any movements or actions in teacher-student interactions (Kurniawan & Basthomi, 2017). In early teacher education program, the pre-service English teachers requires more guidance to build on their success as future qualified teachers (Farrel, 2010). The mentor teacher would be able to oversee the pre-service teachers in effectual manner by specifying more appropriate strategy for the classroom situation (Abongdia, Adu, & Foncha, 2015). As noted by Ambrosetti (2010) that mentoring is a learning journey that mentor teacher share with pre-service teachers based on trust and openness.

Similar to the pre-service English teacher expectation, the university supervisor and the head of *UPT PPL UNM* hoped the pre-service teachers, mentor teachers, and university supervisors could establish good relationships and gain a deeper knowledge of their teaching practice. Mentor teacher who stands at the frontier guide pre-service teacher in the practical experience while university supervisors weekly school visits will provide more theoretical knowledge in a real classroom environment (Li, 2016). The head of *UPT PPL UNM* also expected that university supervisor visit the field school, introduce the pre-service teacher to the field school, pick up and drop them off at the beginning and end of the teaching practice program. At least once a week, the university supervisors should meet the pre-service teachers to observe, give constructive feedback, reflection, and also maintain ongoing communication (Nemtschinova, 2018). Thus, the developmental needs of pre-service teachers would be met. On the other hand, mentor teacher at MAN 1 Makassar hoped the next period of teaching practice, two pre-service teachers should be ready in classroom. If the pre-service teacher who was supposed to teach is unavailable in the class at the time, the other pre-service teacher teaches as a substitute teacher.

Another important expectation from mentor teacher in SMA Negeri 3 Makassar was the pre-service teacher should be more actively asking the mentor

teacher about activities outside the classroom and actively participated in English club, camp, and other extracurricular activities. Extracurricular activities will accommodate students in increasing their interest and talent in learning English (Yulianasari & Kusriandi, 2018). A survey conducted by Inriyani & Wahjoedi (2017) confirms that there is a positive and significant effect between student activity in extracurricular activities on student achievement. By participating in this program, the pre-service teacher will have extra time in teaching English outside the classroom. The closer students become with the pre-service teacher, the more they will be able to speak with pre-service teacher openly. Thus, students will respect the pre-service English teacher. It could be attributed to pre-service teachers' expectation that they want to be considered as the 'real' teacher.

CONCLUSION

Based on the research finding and discussion above, dealing with the challenges faced by the pre-service English teachers during teaching practice, the following findings indicated that: (a) the pre-service English teachers have poor classroom management skills. To solve this problem, they deepen their knowledge and understanding of managing the class. (b) The pre-service English teachers used ineffective method in teaching grammar thus they explained the tenses by determining the appropriate teaching method or technique in the form of dialogue and conversations. (c) Students' mobile phone was a distraction during the class. The pre-service English teachers solved this problem by restricting the mobile phone during the class, and (d) LCD projector in the classroom was not provided by the field schools. The pre-service English teachers solved this by designing learning media which can make lessons clearer, more effective and efficient. Dealing with the expectation from teaching practice, pre-service English teachers expected that the university need to provide briefing classes with university supervisors to get an in-depth look at their rights and obligations, school management, and administrative work, and other issues regarding teaching practice before they enter the field school thus they will be better prepared to teach. They also expected that the mentor teacher often attending the class to see their students' behavior. The mentor teacher expected that pre-service teacher should be more actively asking the mentor teacher about activities outside the classroom and actively

participated in English club and other extracurricular activities to gain more teaching experience. In the next period of teaching practice, mentor teacher expected two pre-service teachers should be ready in classroom as a substitute teacher when a pre-service teacher who was supposed to teach is unavailable in the class at the time. The university supervisor and the head of *UPT PPL UNM* expected that the pre-service teachers, mentor teachers, and university supervisor can build good relationship to gain a deeper knowledge of their teaching practice.

SUGGESTIONS

The researcher offers some recommendations as follows: (1) the pre-service English teachers need to improve their teaching materials, use code-switching in the classroom interaction, and participate in English extracurricular activities to increase students' willingness and achievement. (2) The mentor teachers need to accompany the pre-service teachers as a guide and role model in improving pre-service teachers' teaching competence. (3) The university supervisors need to interact and coordinate more frequently with the pre-service English teachers and mentor teachers. They should build a good relationship. (4) *UPT PPL UNM* needs to make an information sharing meetings. The current pre-service teachers can share information about their experiences during teaching practice with the next pre-service teachers. It is expected to enhance the role of *UPT PPL UNM* in achieving maximum benefits of teaching practices and successful school-university partnership. Even though this research has been done well, it still has many weaknesses because of the limited subjects. Therefore, the next researcher is recommended to spend more time in observing teaching practice in the field school to obtain in depth analysis about the pre-service English teachers' experience.

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