Article

EXPLORING STUDENT TEACHER'S EXPERIENCE IN TEACHING PRACTICUM

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Abstract

Analysis of pre-teacher EFL teaching processes and methods in developing their methods of managing classroom readiness and teaching skills in schools from Universitas Gunung Jati Cirebon English class 4A language education. The purpose of this research is to find out how to prepare themselves, and their abilities and can create a good learning environment, and for teachers students to learn how to handle, enforce, adjust, and respond to various classroom situations with students during their teacher education. The participants in this study were interned teachers who had taught English subjects at school. The results of this study are of three kinds of apprentice teachers, namely teachers who can understand and apply learning methods thinking, both teachers who can understand critical thinking, but not yet implement it completely, and the last one is a teacher who doesn't understand and can apply critical thinking in learning. So it can be said that pre- teachers must learn more and use thinking and be more innovative in teaching and learning activities.

Keywords: *Experience, Teaching Practicum, Management Classroom*

Sari

Analisis proses dan metode pengajaran guru pra-jabatan EFL dalam mengembangkan metode mereka dalam mengelola kesiapan kelas dan keterampilan mengajar di sekolah oleh mahasiswa kelas 4A Pendidikan Bahasa Inggris Universitas Gunung Jati Cirebon. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana mereka mempersiapkan diri, kemampuan mereka, serta bagaimana menciptakan lingkungan belajar yang baik, serta agar mahasiswa calon guru dapat belajar bagaimana menangani, menegakkan, menyesuaikan, dan merespons berbagai situasi kelas bersama siswa selama masa

pendidikan keguruan mereka. Partisipan dalam penelitian ini adalah guru magang yang telah mengajar mata pelajaran Bahasa Inggris di sekolah. Hasil dari penelitian ini menunjukkan bahwa terdapat tiga jenis guru magang, yaitu: guru yang mampu memahami dan menerapkan metode pembelajaran berpikir, guru yang memahami berpikir kritis tetapi belum sepenuhnya mengimplementasikannya, dan yang terakhir adalah guru yang belum memahami dan belum mampu menerapkan berpikir kritis dalam pembelajaran. Maka dapat disimpulkan bahwa calon guru perlu lebih banyak belajar, menggunakan cara berpikir, serta lebih inovatif dalam kegiatan belajar mengajar.

Kata kunci*: Pengalaman, Praktik Mengajar, Manajemen Kelas*

Introduction

The teaching practicum is the teacher's attempt to get a position in the classroom through the provision of educational opportunities for students (Salazar Noguera; McCluskey; 2017). The author discusses events from 2011; Farrell, Pre- service teachers gain the necessary skills and experience at a teaching practicum, a type of training ground for aspiring educators. Adaptable and well-versed, this teacher is great. Planning and executing lessons according to Farrell's guidelines is often the key to how teaching develops during the practicum, which is why it is so important for pre-service teachers to participate in such opportunities in 2009. In addition, trainee teachers have reported developing in several ways as a result of teaching replication, including in terms of personality, experience, and flexibility in interacting with pupils (Caires, (2012) Almeida and Vieira).

Tactics relate to the wide variety of strategies used by both students and teachers to maintain order in the classroom (Sutton, Mudrey-Camino, and Knight 2009; van Tartwijk et al. 2009). The scenario's needs and interests also factor in, as do the student-

teachers past knowledge, beliefs, context-based interpretations, and decisions (Clark and Peterson 1986; Jiang et al. 2016; Lortie 1975). Self-evaluation and the ability to adapt one's connections to relevant study resources make this an essential component (Avalos: 2011). How the practicum in teaching progresses often hinges on well, the student teacher plans and carries out lessons. Student educators reported more mastery, confidence, competence, and improvisation in the classroom as a result of participating in teaching practicums (Caires, Almeida, and Vieira 2012).

Soini, Pyhältö, & Pietarinen (2010) claim that providing students with opportunities to engage with a range of meaningful and flexible instructional strategies leads to more positive and formative professional experiences. Applying a variety of strategies deftly was neither easy nor evident.. Mattsson, Eilertsen, and Rorrison (2011) found that when student teachers' well laid plans were disrupted by unanticipated classroom events, the students and the student teachers both experienced anxiety and frustration.

Using pre-service teachers' diaries as a source of information presented both benefits and drawbacks, as discovered by the researcher. To bridge the gap between academic inquiry and classroom instruction, practical experience can be invaluable (Lally: 2000). In their study, Mena-Marcos et al. (2013) found that novice teachers benefited from purposeful reflection in three ways: (p. 147).

There are probably a good number of opportunities for practical reflection in this type of writing assignment, but many first-year educators will emerge from their coursework unprepared to think critically (Yost et al., 2000). Pre-service teachers who are stated to have reflected training should be given an explicit explanation of experience writing to aid in data collection. Therefore, it is important for teacher training programs to incorporate a reflection module that trains future educators to

engage in critical self-reflection by teaching techniques like monitoring and evaluating one's own performance (Canh, 2014, p. 217).

On the basis of a scant amount of evidence, Moore (2004, p. 109) asserts that much of what goes on during self-evaluation is just an exercise in self- congratulation or self-affirmation. In light of this, the study's potential goal may be to revive and fortify the function of professional judgment in teachers' actions.

Methods

The study employs qualitative techniques. This research took a qualitative method. The values obtained from qualitative research are not constant; there are no equations or associated structures; and the only values used in this study are not numerical but rather represent perspectives or the quality of this link research. Most qualitative research studies employ a descriptive qualitative approach.

Identifying and describing population variability, creating something new, or describing the sample under examination are all possible outcomes of a descriptive or qualitative descriptive study. Nearly all studies that look for causal relationships employ descriptive analysis (Kim et al.,2017, p, 23). The goal of the qualitative research approach is to shed light on the expert's analysis of the facts.

Research Design

The researcher choose to use a case study approach when planning this investigation. In order to better understand the causes and consequences of a phenomenon, case studies are an essential part of the research process (Hodgetts & Stolte, 2012).

A case study is an example of qualitative research in which an event is dissected by the author. The author analyzes classroom events using critical thinking skills learned during pre-service teacher training. Words on paper, interviews, and direct

observation are all necessary components of a case study. In the context of the teaching-learning process, a case study is employed to shed light on the hows and whys of a certain situation or event. This investigation focuses on how future educators use critical thinking to oversee the introduction of English- language online courses.

Evaluate English Preservice Teachers' Critical Thinking Skills in the Classroom, the Author will Administer a Questionnaire and Conduct Interviews. Pre-teachers' critical thinking will be categorized in this study. This research has the potential to inspire and fortify the critical thinking skills of future educators, leading to improved classroom management and more focused, mature students.

Participants

The subjects were volunteers whom the author felt would be good choices for gathering data. All UGJ pre-teachers with a major in English education are included in this study. The writer settled on this subject after consulting with lecturers who are willing to take part in observations and hearing their recommendations. The author surveyed a random sample of students, and those responses were supplemented with interviews with three students from a different class of 100.

Data Analysis

The author acts as a pre-teacher by first asking questions to establish the student's critical thinking categories. Trainee educators' reflections on their own teaching practices fall under two selected headings: interpretation and evaluation. High school and junior high school pupils with an interest in English were put in a pool from which the writer was selected at random. Based on the information provided by respondents, the author made an evaluation of the questionnaire data. The authors also randomly surveyed pre-service teachers to learn their perspectives on the subject of area implementation. The questionnaire results were used to choose the interviewees. The writer also collected and analyzed information gleaned through interviews and surveys.

Results and Discussion

The related data used by a future English language teacher in a management classroom. The researcher conducts in-depth interviews with pre-service teachers to learn about their growth in challenging and reflective teaching, as well as their development of strategies for overcoming classroom challenges. Less than ten students in the English department's Class A were selected at random to participate in interviewers' follow-up questions about their participation in PLP 2's activities, which spanned from August 28 through October 30, 2021.

One hundred percent of the A-class students who were given time to complete the questionnaire and were reminded to include all optional statements consented to participate in the study. There were only 5 people that answered it and were included in the analysis. Three representative preservice teachers will be interviewed for a research study, and they will be asked a number of questions designed to elicit reflection on their process of becoming trainee teachers. Ten statements make up the questionnaire, and respondents are asked to choose Disagree, not sure, agree, somewhat agree, and agree. The following 10 questions can be used with the technique to learn more about the participant's background and attitudes.

Questionnaire

A. Teaching English as material must have been specific in school

1. Teaching English as material must have been specific in school?
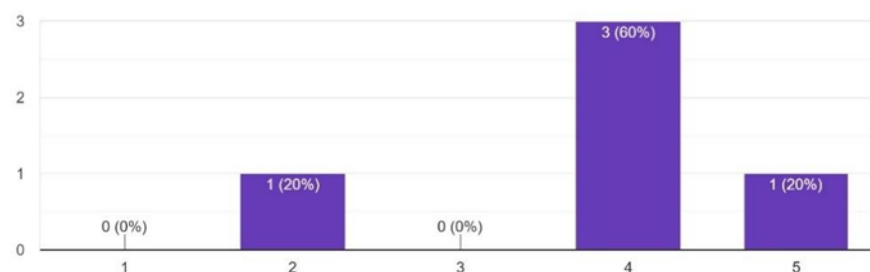
5 jawaban

Figure 1.

That is a true statement, as everyone knows 60 percent of people agreed with this statement, and all five people who did agree because they believed that a preservice teacher needed more than just knowledge of the subject to teach it. It was seen that there needed to be a rethinking of teacher education, namely the design of teaching practicums, course work, and other areas of teacher education, in order to improve teacher quality (Malawi Government, 2002). Pre-teachers, like their aspired-to-be-teacher counterparts, were more receptive to advice when new material needed to be introduced in class.

B. The teaching online is better than offline

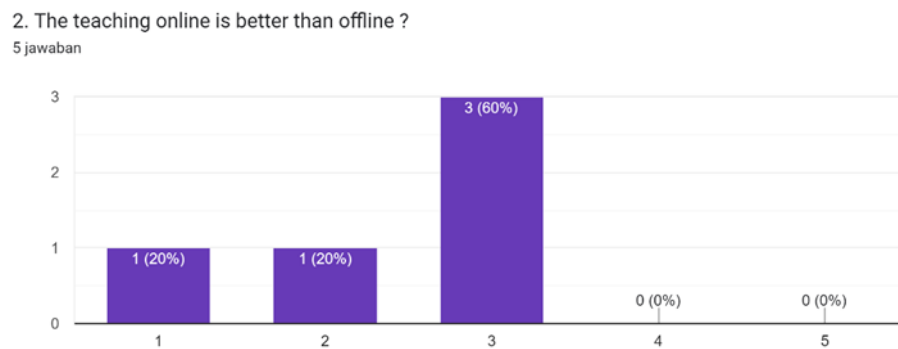2. The teaching online is better than offline ?
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Figure 2.

This allegation is false, according to 60% of respondents, 5 of whom were students. One of the justifications offered by respondents is that there should be a balance between online and offline instruction because, while produced in each, online and offline instruction will be engaging for a student to be as learning materials in the class that existed in past learning. From the information, the author concludes that the pre-teacher can lead a class in a way that inspires kids to learn.

C. Online learning during a pandemic is very difficult

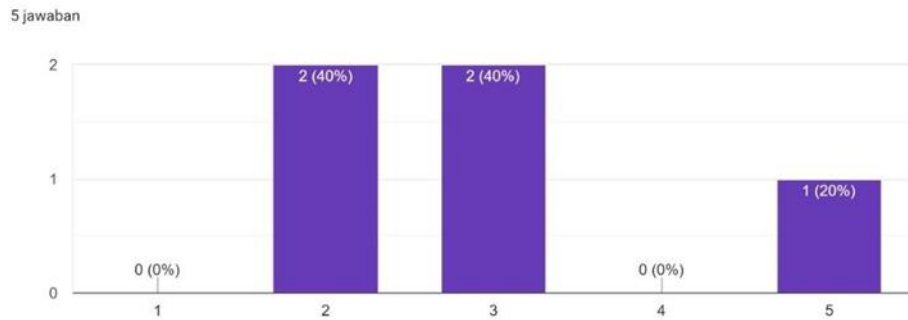3. Online learning during a pandemic is very difficult ?

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Figure 3.

40% of those who responded to the survey disagree with and/or have doubts about this claim. Today's students who spend their days at home can already attend class using a sophisticated smartphone screen, especially because these devices come with a variety of programs that offer engaging learning materials. Out of the 5 people who responded, 40% disputed and disagreed with this assertion.

D. The teaching application is very helpful for teachers in the pandemic era

4. The teaching application very helpful teacher in pandemic era?
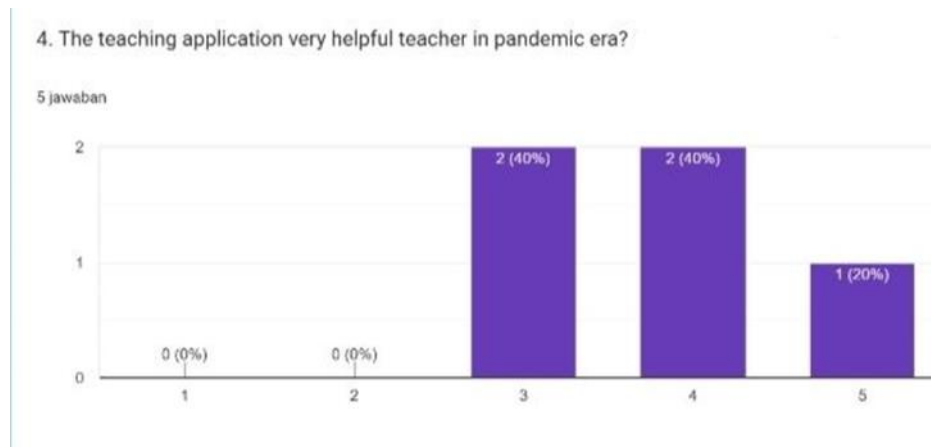
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Figure 4.

Additionally, the respondent provided a 40% balanced response of doubted and agreed, indicating that increasing understanding in the field of education has facilitated

the introduction of innovative teaching strategies. On mobile devices, there are enjoyable games that encourage kids to think critically and provide them the opportunity to view situations from various angles.

E. The course planning is very important

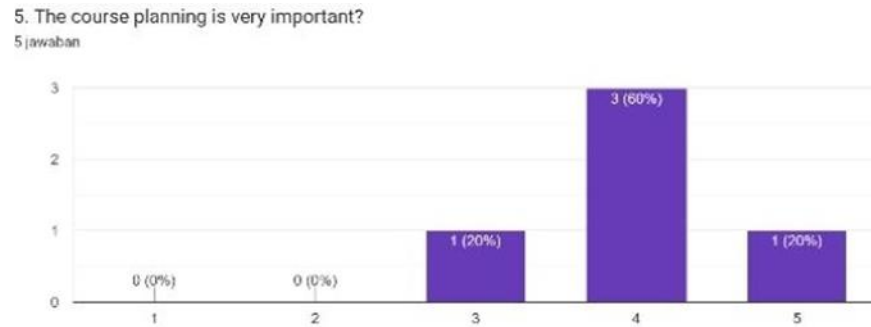5. The course planning is very important?
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Figure 5.

The respondent agreed with 60% of the 5 participants that using a learning plan helps simplify classroom activities while also helping the teacher. helps teachers and students comprehend a learning module's goals. makes it possible for the teacher to turn the curriculum into instructional activities. Ensures that the appropriate teaching resources are available and that the teaching resources are in line with the evaluation in order for the instructor to consciously meet the individual learning needs of each student.

F. Learning plan must change every given new material improvement

6. Learning plan must change every given new material improvement
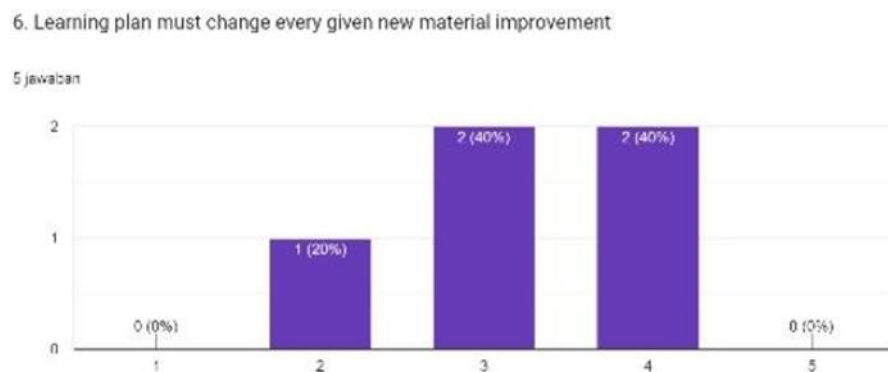
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Figure 6.

The responders' responses find a balance between suspicion and agreement. The new material or component of the curriculum in the fundamental competition has the same instructions to ensure that students achieve learning goals that are in line with teacher expectations. For instance, the first content has some sections that merely call for writing and listening. Next, the second material must work together as a group.

G. The development need in the teaching material

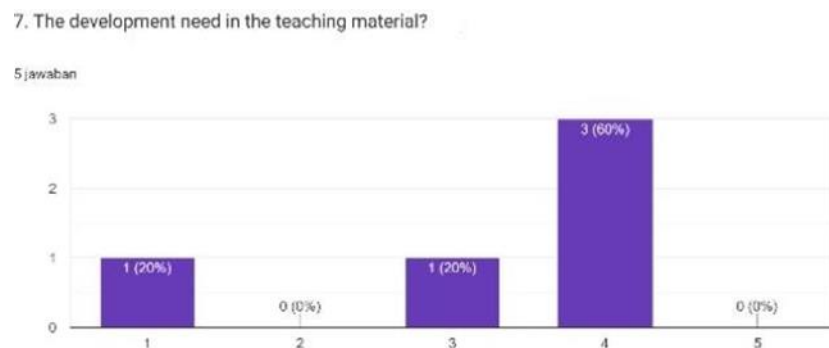7. The development need in the teaching material?

Figure 7.

We know that teachers must have enhanced their abilities as educators and motivators for all pupils because 60% of the respondent agreed with the responses of 5 participants. The practice of creating good, thorough, extensive, and systematic materials utilized by students and teachers in the learning process delivers student and teacher feedback and encourages them to create more. Teachers now have it simpler in the teaching and learning process thanks to the outcomes of this material's production.

H. When your student is not interested in your teaching, the Teacher must play a learning game for a second

8. When your student is not interested in your teaching, the Teacher must play a learning game for a second?
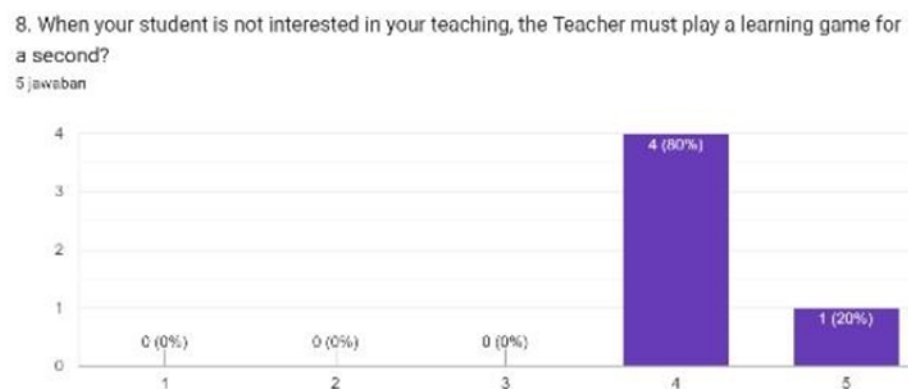
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Figure 8.

The five participants all concur on the respondent's response. In the classroom, playing games boosts student motivation in general. Students are driven to learn, pay attention, and participate in assigned tasks when they are playing games. Students that play games learn how to take ownership of their learning and work as a team. They can also be an excellent tool for classroom management and motivation. Additionally, students can be an excellent tool for classroom control and motivation.

I. The teacher is obliged to manage the situation in the classroom

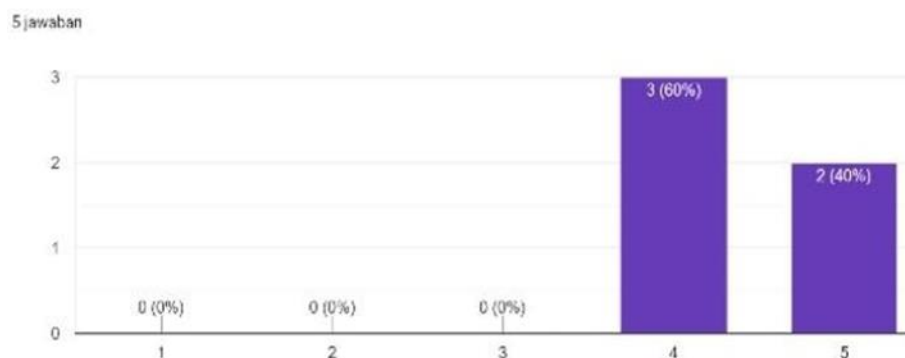9. The teacher is obliged to manage the situation in the classroom?

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Figure 9.

The respondent concurs that creating healthy student-teacher relationships is crucial to creating a positive, safe classroom environment in 60% of the teacher management situations in the classroom. The main goal for teachers should be to get to know their pupils personally. They should take the time to discover each student's interests, talents, and requirements. Building trust and goodwill with each student by making an effort to get to know them as individuals is essential to effective classroom management.

J. There are so many challenges and benefits that can be obtained while teaching at school

10. There are so many challenges and benefits that can be obtained while teaching at school
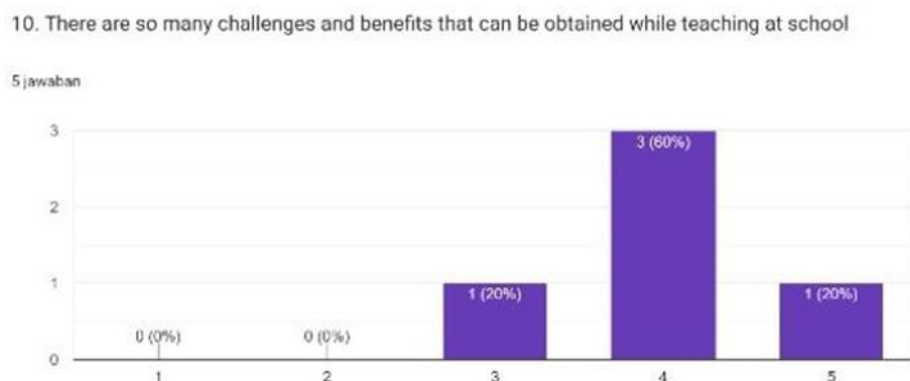
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Figure 10.

The respondent's agree vote is 60% from 100 participants, well only 5 Participants said that the difficulties and advantages of the Preservice Teaching Practicum are also significant in these school experiences. starting from feeling anxious while giving a lesson in front of a large group of people for the first time and coaching pupils in front of the class to better understand the content.

Interview

Researchers also utilize interview approaches to obtain more detailed information by posing questions that have been prepared in the previous questionnaire. This is done to ascertain whether experienced teachers in learning practicum are also aware of their abilities to teach and manage the classroom. 100 participants who completed the questionnaire and are actively participating in PLP activities were

questioned as representative of one of the interviewed classes, class ABC. The questions were focused on the following areas :

The progress of specific learning methods in the classroom

> *Q: What is your progress with specific learning methods in the classroom?*

> *A: What has been obtained previously, which is related to the learning process from what has been learned in microteaching, so when making a lesson plan regarding the material, the activities to be planned, and I think I feel the need to teach by giving some evaluation.*

An important part of the learning process is the preparation. It was recognized that in order to raise the bar on teacher quality, a rethinking of teacher education was necessary, specifically with regards to the structure of student teaching practicums and academic coursework (Malawi Government, 2002). As a result of this renewed focus on teacher education, there is a pressing need for empirical research on the changes that have been made to teacher preparation thus far; this includes determining whether or not the learning method currently in use has been adapted to the relevant curriculum or whether or not it has been replaced entirely.

The perception of online learning

> *Q: What is your perception of online learning?*

> *A: It is quite challenging for practicum participants, because they do not meet face to face directly on the screen of each student's device, moreover, the teacher cannot directly monitor their progress. it's very difficult when you can't know whether the students follow the lesson or not, the internet connection is bad or not, so you get new things to add insight into the teaching of pre-service teachers.*

Only a small amount of prior research has examined the nuances of student-teacher relationships, and that study has primarily focused on teacher conduct without considering students' cognitive and emotional skills (Emmer and Stough 2001; Stough and Montague 2015). in particular when developing students' cognitive abilities and emotional dispositions online necessitates a great deal of patience on the part of instructors. when it is unclear if the student often uses the computer for schoolwork or just for fun.

The creation of planning courses

Q: How do you make the creation of a planning course?

A: About what has been learned to plan a lesson, about the material and guided by the basic competencies of the curriculum that is already available, the learning activities to be carried out, and the media that will be used in teaching in class. and a strategy is needed in delivering material so that students understand and can apply it.

Often, the success or failure of a student teacher's practicum depends on how well they organize and carry out their lessons. Applying a variety of strategies effectively is not at all straightforward. Mattsson, Eilertsen, and Rorrison (2011) found that when student teachers' well laid plans are derailed by unanticipated events in the classroom, the future educators experience feelings of uncertainty and frustration. It has been shown that students have trouble with the nuances.

The term "student-teacher tactics" refers to the wide variety of strategies employed by both students and teachers to maintain order in the classroom (Sutton, Mudrey-Camino, and Knight 2009; van Tartwijk et al. 2009). They are influenced by the scenario's requirements and the teacher's and students' prior knowledge, beliefs, and interpretations (Clark and Peterson 1986; Jiang et al. 2016; Lortie 1975).

The solution saturation phase of students

> *Q: What is your solution when a student does not interest again?*
>
> *A: Evaluating learning is very important to be needed, let alone looking for new strategies or things to do when the situation in the classroom starts to get bored.*

Many different strategies are used by both students and teachers to maintain order in the classroom (Sutton, Mudrey-Camino, and Knight 2009; van Tartwijk et al. 2009). They are influenced by the students' and teachers' level of knowledge, as well as the students' and teachers' preconceived notions, biases, and the needs, goals, and contexts of the situation (Clark and Peterson 1986; Jiang et al. 2016; Lortie 1975). Furthermore, the requirements of the curriculum and resources are tied to methods of instruction that will make them engaging for students.

The manage a classroom by a teacher

> *Q: How do you manage the classroom?*
>
> *A: By doing a strategic approach activity to students that is not as a teacher but a peer, to be more familiar and the learning situation becomes less tense. and remain under the decency of students to respect each other's elders.*

Using student participation to create an optimal classroom setting for the instruction of classroom management, control, adaptability, and responsiveness to a variety of student-centered situations while pursuing certification as a teacher.

However, there hasn't been a lot of research done on how students and teachers interact, and what little there has been focused on teachers' actions rather than the students' cognitive and emotional skills (Emmer and Stough 2001; Stough and Montague 2015). Only a teacher with experience in managing students' actions, attitudes, and encouragement can truly inspire their students.

The challenge and benefits of preservice teacher

> *Q: What are the benefit and challenges during teach in the school?*
>
> *A: Some students feel more unappreciated, so they don't have a sense of respect for teachers and underestimate the performance of pre-service teachers, a principle in teenagers whose emotions are still stable to be regulated or given direction. selection of methods and development of learning strategies that interest students. The benefit is that the need for specific lesson plans can educate students properly. understand them so that learning is not monotonous.*

Soini, Pyhältö, & Pietarinen (2010) argue that providing students with a range of relevant and flexible teaching strategies leads to more enriching and transformative professional experiences. Applying a variety of strategies effectively is not at all straightforward. Mattsson, Eilertsen, and Rorrison (2011) found that when student teachers' well laid plans are derailed by unanticipated events in the classroom, the future educators experience feelings of uncertainty and frustration. It has been shown that students have trouble with the nuances of classroom involvement even after they have graduated and begun working in the area (Le Maistre and Paré, 2010). In this way, individuals get the ability to submit numerous reviews, which in turn encourages educators to adopt practices that better leverage their charisma, passion, and competence in the classroom.

Discussion

According to (Farrel; 2009), a teaching practicum is the first step in the path that leads to a career in education. This experienced educator has the same flexibility during practicum experiences as a teacher who has participated in pre- service professional development programs. The findings highlight the importance of understanding the strategies that student teachers use in classroom interaction in order to create the best

learning environments for them to learn how to manage, regulate, adapt, and respond to a wide range of classroom situations with students during their teacher education.

Training future educators, This study contributes to our understanding of student instructors' strategies by analyzing their cognitive, behavioral, and emotional strategies before, during, and after their teaching practice periods in teacher education.

Conclusion & Recommendation

Because of its focus on the user experience, this thesis aspires to serve as a bridge between academic research and classroom practice (Lally: 2000). as a result, the lessons are lacking in their final analysis. According to the numbers, most English education courses aimed at preparing future teachers have been successful. This study also claims that the teaching practicum is one of the most essential chances for student teachers to put their knowledge and skills to the test, gain experience in the classroom, and try out new approaches to teaching and learning. The teaching practicum is where prospective educators can put their knowledge to the test and try out different strategies for maintaining order in the classroom.

By using case studies, classroom simulations, and real-world problem- solving situations, student teachers can observe their own behavior and that of their students, discuss alternative tactics with their peers, and actively try out new teaching techniques, according to the author's analysis of data from five interviews and responses from the participants (Youens, Smethem, and Sullivan 2014). The context in developing the learning method itself necessitates ideas or ideas from the teacher so that the material provided by students can understand well, of course, case studies can make students think critically in completing group assignments, and simulations are the basis for always disciplined attitudes in class, and the problem-solving situations faced by their own country is a guide that students can think, be creative by submitting their opinions.

Another finding was that some participants tended to look at the bright side rather than the dark side, especially if they were of the opinion that preservice teachers were their age or younger and did not place a high emphasis on the interaction between teachers and pupils. The vast majority of students admitted that they had learned anything by having questions asked of them while they were pretending to sleep and pretending to understand the topic. Thus, educators need to bolster their support for pupils and promote skill-building opportunities through the media.

Preservice English teachers' varying accounts of their experiences with managing classroom engagement and teaching throughout learning practicums serve as potential inspirations. Educators of the future need to be experts at creating optimal learning environments that can accommodate a wide variety of student needs. However, there hasn't been a lot of research done on what makes a good student-teacher strategy because previous research has mostly focused on teacher behavior rather than the mental and emotional methods employed in the classroom (Emmer and Stough 2001; Stough and Montague 2015).

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Conflict of Interest

No potential conflict of interest is reported.

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