

TEACHING TRAINING PRACTICE CHALLENGES FACED BY ENGLISH DEPARTMENT STUDENTS DURING PANDEMIC COVID-19 TIME

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ABSTRACT

This research focuses on the challenges faced students in doing teaching training practice. The objective of this study was to find out the challenges faced by the English Department students in doing teaching training practice at school during the pandemic covid 19 time. This research used descriptive qualitative method. The population of this study is English students of UKI Toraja. The population was selected by using snowball sampling technique. To collect data the writer used interviews. Then the data is analyzed using four main phases, namely collection, reduction, data display, and conclusion. Based on the results of research through interviews, the researcher found that there were some challenges faced by English department students of UKI Toraja in doing teaching training practice at school during pandemic covid-19 time. They are learning of short time, Inability to manage students' behavior, lack of routine in the classroom, difficulty in encourage critical thinking on the students, difficulty implementing approaches and strategies in learning, none extra and intervention activities, difficulty in present instructional materials. In summary there were seven challenges faced by English department students of UKI Toraja in doing teaching training

Keywords: *challenges, teaching, training, pandemic covid-19.*

INTRODUCTION

One of the programs carried out to prepare qualified graduate teacher candidates, namely Teaching Practice program. Teaching practice is an important component of becoming a teacher. According to Gage (1963) Teaching is a form interpersonal influence aimed at changing the behavior potential another person", to form readiness as prospective teachers students of teachers training and education faculty are given an apprenticeship program at schools called the teaching training practice. Teaching training practice is a curricular activity to train students of the Teacher Training and Education Faculty (FKIP) in sharing

the knowledge learned during their recovery and as training in developing learning tools and teaching processes in schools or educational institutions. Yilianto & Khafid (2016: 103), stated that students of Teacher Training and Education need to do PLP, so that prospective teachers are able to have teacher competence.

Teaching training practice aims to make the student teachers to know about the situation at school environment, and apply their knowledge skills, and the student teachers gain real teaching experience. There are 2 categories teaching training practice, namely observation activities (PLP I) and Internship Activities (PLP II). Observation activities (PLP) include school culture, School Organizational Structure and Work Procedures (SOTK), school rules and regulations, flag ceremonies, meetings and briefings, routine curricular activities, curricular and extracurricular activities, school curriculum, and observing the teacher tutors.

Objectives of PLP I is to build a foundation for the identity of educators or education personnel and gain understanding and / or skills regarding the use of infrastructure, institutional management, effective leadership practices, and institutional culture that supports the implementation of the learning process in formal educational institutions. While the objectives of PLP II is to develop personal identities as professional educators and teachers according to the field of study and to strengthen initial abilities in studying and designing Learning Implementation Plans (RPP). Internship activities include (PLP II) curriculum analysis, developing learning tools, using learning strategies, classroom management, utilization of technology, teaching exercises, learning evaluation, curricular and extracurricular implementation.

Even though the pandemic has hit Indonesia, educational activities must continue, including teaching practice. the implementation of teaching practice during the pandemic is carried out online and some are offline, this is based on the observation teaching training practice of conducted by English Department students at UKI Toraja. In implementing this Introduction to School Field, teaching training practice participants certainly face a different atmosphere, apart from implementing strict health protocols, participants are also required to be more optimal in the field even in pandemic conditions.

Based on government regulations the pandemic time and new normal, learning can be done to face-to-face and online. face-to-face learning must prioritize health protocols, learning schedules regarding the number of days in a week and the number of learning hours each day (2 hours) carried out by dividing study groups (shifi) as determined by the education unit while still paying attention to the health, so that when students teacher go to school, most of them have to follow school rules which generally still follow short learning or online, and students in implementing teaching training practice should observe, see how the teacher teach, students see how the teacher manages class, provide assessments and compile lesson plans. But students carry out teaching training practice in blended learning. Of course, prospective teachers who do teaching

training practice experience several challenges in the Implementation of PLP during Pandemic. By the issue of implementing teaching training practice in during pandemic, the writer is interested in researching about: Teaching Training Practice Challenges Faced by English Department Students during Pandemic Covid-19.

REVIEW OF LITERATURE

Aglazor (2017) with the title "the role of teaching practice in teacher education programmers: designing framework for best practice". The result of his research showed that teachers are paired with competent, knowledgeable and concerned university supervisors to help them assume the full range of duties of a teacher during this hands-on training period.

Salem (2020) entitled "Problems of Field Training Facing the Students of the Special Education Department at Majmaah University and How to Confront Them". This study concluded that the most problems facing the students of the field training are the problems related to the academic and educational supervisor the school.

Mahmood & Iqbal (2018) entitled "Challenges Faced by Prospective Teachers during Teaching Practice: Connecting Theory to Practice". The result showed that there was major challenges included dealing with poor physical infrastructure, scarce and underused academic resources, inflexibility in classroom arrangement, non-professional attitude of school administration, and trying out innovation without challenging the prevailing school norms.

Kiggundu and Nayimuli (2009) entitled "Teaching practice: a make or break phase for student teachers". The result of their research showed that despite the positive experiences during teaching practice, student teachers experienced challenges which affected their perception of the teaching profession.

Frinus Bara' Tulak (2021) in his study entitled "perceptions toward the advantages of plp by the students of english education study program". The result of the data analysis showed the perception toward the advantages of PLP categorized good. In other words, perception toward the advantages of PLP by the students of English Education study programs is positive perception.

Based on the previous study above, there were several similarities and differences, the similarities that The fifth research above talks about Teaching Training Practice as well But the difference is the first article discuss about the role of teaching practice, another differences is in the second article discuss about problems of field training facing , the third article discuss about Challenges Faced by Prospective Teachers during Teaching Practice, the four article discuss about Teaching practice: a make or break phase for student teachers, and the fifth article discuss about perceptions toward the advantages of plp while my research discuss about teaching training practice challenges during pandemic covid-19.

METHOD

The design of this research is descriptive qualitative research. In this research, the participants were the English Department students of UKIT who did teaching training practice 2021 (PLP II). The researcher used interview, Interview is the meeting of two people to exchange information and ideas through questions and answers, so it can be constructed meaning in a particular topic. From the three interviews the researcher used a semi structured interview. Semi-structured interviews are those in-depth interviews where the respondents have to answer preset open-ended questions. Semi-structured, in-depth interviews are utilized extensively as interviewing format possibly with an individual or sometimes even with a group. before conducting interview, an interview guide has been prepared in the form of a structures list questions that would explored by the interviewer. The technique for analyzing data in this research adopted the technique that proposed by Miles,

M. B., & Huberman, A. M. (1994:340) namely : data collection, Data reduction, Data display and Conclusion.

FINDINGS & DISCUSSION

After analyzing the data and displaying the data in a table, it is necessary to discuss the result of the research the discussion focused on the challenges faced by students in doing teaching training practice during pandemic covid-19 time The writer found that there were seven challenges faced by English department students of UKI Toraja in doing teaching training practice during pandemic covid-19 time.

The writer found that one of the challenges faced by students in doing teaching training practice during pandemic covid-19 time is the lack of time in learning. This finding supported by the studies conducted by Dacanay et al (2019), which state that one of the challenges faced by the students unable to finish the lesson due to lack of time. According Dacanay et al the students teacher dont was finish the lesson because they are not particular about time management. while this research found that in during pandemic covid-19 the government enforced learning with a limited time (short) and blended learning of course this will more make it difficult to complete learning, as stated by respondent S1 "I have difficulty in shortening the material so it can be finished and can be understood by students with a short learning time".

The second challenges found by the researcher is Inability to manage students' behavior This result is in line with Okonkwn O. A., & Chikwelu, E. E. (2012) finding. They found challenges faced by students teacher during teaching training practice namely poor arrangement of sitting position, inability to set induce the students while teaching and controlling pupils' movement in and out of the classroom.. while this research found the during pandemic covid-19 time, it will be very difficult to control student behavior, one of which is with social distancing so teachers and students must keep their distance so it is very difficult to control and monitor students, as stated by the research subjects that when

teaching ignored by students and when reprimanded by students not listening to focus on other things and because in the pandemic era there are also short learning rules so they only meet for a short time so the teacher doesn't really know the character of the students.

The third challenge found by the researcher is the student teacher lack of routine in the classroom, as the stated by S10 that "she is faced while preparing the lesson plan was regarding the division of time when teaching because during the pandemic learning hours were reduced, so had to be able to adjust the activities in the classroom because learning time was very limited" this finding is in line with Dacanay et al (2019) lack of routine and procedure the student teacher lack of routine in the classroom and the procedure of the lesson plan was not being followed, Moreover during the pandemic not only is lack of routine in class, but lack of learning time. And the differences of this result of the research between previous study by Mahmood & Iqbal (2018) entitled "Challenges faced by prospective teachers during teaching practice: connecting theory to practice" in its research results do not face challenges in teacher lack of routine in the classroom while the result of this result found that the student of English department of FKIP UKI Toraja faced challenge in lack of routine in the classroom.

The next challenge is encourage critical thinking on the students, this finding is in line with the studies conducted by Dacanay et al (2019) they found that challenge encountered by student teachers in doing teaching practice was Lack of knowledge how on to encourage critical thinking on the students. During the pandemic covid-19, there are rules for blended learning and when online learning teachers have difficulty in inviting students to think critically because teachers can only observe from afar because they are not face-to-face, as stated by the research subject that "because I teach online it is very difficult to give directions to students". But differences of this result of the research between previous study is This research was conducted during the covid-19 pandemic, and previous study conducted by Mahmood & Iqbal (2018) Challenges faced by prospective teachers during teaching practice:connecting theory to practice". Student teachers did not faced challenges in encourage critical thinking on the students.

The fifth challenges is approaches and strategies as stated by S11 " The challenge is that we have to keep our distance so that we are not free to approach students" student teachers find it difficult to use approaches and strategies in learning because the learning time is short and they have to keep their distance so that they are not free to approach students, this finding is in line with the studies conducted by dacanay et al (2019) They found that challenge encountered by student teachers in doing teaching practice was Lack of knowledge about approaches and strategies..

The sixth challenges is Lack of extra and intervention activities. This finding is in line with the studies conducted by Dacanay et al (2019) They found that challenge encountered by student teachers in doing teaching practice was

Lack of extra and intervention activities. student teachers cannot provide extra and intervention activities to students because during the pandemic there are no other activities besides studying and even then the learning time is very limited and using technology is not possible because not all students have good networks as stated by S10 " There is no permission from the parents of students for their children to take part in additional activities, although additional activities are good for students, they must be adjusted to current conditions which do not allow for additional activities. and schools also still have not held additional activities for students during the pandemic".

The last challenge found by the researcher is presents instructional materials. This finding is in line with the studies conducted by Okonkwn O. A., & Chikwelu, E. E. (2012) .They found that challenge encountered by student teachers in doing teaching practice was the curriculum- guidelines are inadequate, unavailability of relevant textbooks, inability of student teachers to improvise instructional materials. Prospective teachers must prepare material that is short and can be understood by students due to limited learning time as stated by S8 "Having to be on time and comply with health protocols while studying makes it difficult for me to present the material"

The results of this study are different from the results of previous research conducted by Mahmood & Iqbal (2018) entitled "Challenges Faced by Prospective Teachers during Teaching Practice: Connecting Theory to Practice". In their findings the challenges faced students teacher is poor physical infrastructure, scarce and underused academic resources, inflexibility in classroom arrangement, non- professional attitude of school administration, and trying out innovation without challenging the prevailing school norms.

In this study, the writer found 7 challenges faced students in doing teaching training practices, namely learning in short time, Inability to manage students' behavior, lack of routine in the classroom, encourage critical thinking on the students, implementing approaches and strategies in learning, none extracurricular and intervention activities and present instructional materials. The findings of this study are in line with research conducted by Dacanay et al (2019) entitled "Challenges Experienced By The Student Teachers Of Philippine College Foundation During Their Practice Teaching". And the results of this study are different from the results of the study Mahmood & Iqbal (2018) entitled "Challenges Faced by Prospective Teachers during Teaching Practice: Connecting Theory to Practice".

CONCLUSION

Based on the findings and discussion in the previous chapter. The researcher drew the conclusion that there were seven challenges faced by English department students of UKI Toraja in doing teaching training practice during pandemic covid-19 time. They are learning in short time, manage students' behavior, the student teacher lack of routine in the classroom, encourage critical thinking on the students, approaches and strategies, none extracurricular and

intervention activities, and present instructional materials.

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