

**AN ANALYSIS ON EFL STUDENT TEACHERS' DIFFICULTIES DURING  
TEACHING PRACTICE: A CASE STUDY AT JUNIOR AND SENIOR HIGH  
SCHOOLS IN MATARAM**



**A THESIS ARTICLE**

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## RATIFICATION

This is to certify the thesis entitled *An Analysis on EFL Student Teachers' Difficulties during Teaching Practice: A Case Study at Junior and Senior High Schools in Mataram* by Tiaz Rahma Tari has been approved by the board of advisors as requirement for achieving *Sarjana Pendidikan (S.Pd)* degree in English Education Program Faculty of Teacher Training and Education Mataram University

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## ABSTRACT

This study entitled “An Analysis on EFL Student Teachers’ Difficulties during Teaching Practice: A Case Study at Junior and Senior High Schools in Mataram” aims at (1) identifying difficulties faced by EFL student teachers during their teaching practice experience and (2) finding out how the EFL student teachers deal with the difficulties. The sample of this research involves 20 EFL student teachers, in the Faculty of Teacher Training and Education, Mataram University who have completed their teaching practice program which lasted for about five months in academic year 2016-2017.

This research utilized descriptive qualitative research. The data were collected through (1) close-ended questionnaire which sought the information of the student teachers’ perceptions of the difficulties during teaching practice related to classroom management, difficulties in conducting evaluation on students, difficulties related to supervisor and cooperating teacher, difficulties related to participation in non-teaching duties and difficulties related to learning material, and (2) semi-structured interview which sought the information about the student teachers’ initiatives in dealing with the difficulties.

The results of both the questionnaire and interview show that there are some problems coming up during teaching practice program in academic year 2016-2017. Based on the findings, major difficulties identified are related to classroom management, evaluation on students and learning material aspects. On the other hand, difficulties which are related to *participation in non-teaching duties, supervisor and cooperating teacher* are considered as minor difficulties. The initiatives given by the EFL student teachers in solving the difficulties faced during the teaching practice program are *discussing the problems and difficulties with friends, cooperating teacher and supervisor, learning from books and internet, preparing everything that are needed before coming to class, making use of internet and any other resources, always communicating with the students when a problem occurred, making use of some techniques in dealing with students’ disruptive attitude, such as using silence, punishment, rewards and threat.*

**Key words:** EFL Student teachers, difficulties, teaching practice

## ABSTRAK

Penelitian yang berjudul “Analisis Kesulitan yang Dialami Mahasiswa PPL Bahasa Inggris Selama masa PPL: Studi Kasus di SMP dan SMA di Mataram” ini bertujuan untuk (1) mengidentifikasi kesulitan yang dihadapi mahasiswa PPL Bahasa Inggris selama masa PPL (2) mencari tahu bagaimana mahasiswa PPL Bahasa Inggris menyelesaikan kesulitan tersebut. Sampel yang terlibat dalam penelitian ini adalah 20 orang mahasiswa PPL Bahasa Inggris dari Fakultas Keguruan dan Ilmu Pendidikan, Universitas Mataram, yang telah menyelesaikan PPL yang berlangsung selama lima bulan, pada tahun akademik 2016-2017.

Penelitian ini adalah penelitian *descriptive qualitative*. Data dikumpulkan melalui (1) questionnaire terbuka (*close-ended*) yang bertujuan mengumpulkan informasi tentang kesulitan yang dihadapi selama masa PPL yang berhubungan dengan manajemen kelas, kesulitan yang berkaitan dengan mengevaluasi siswa, kesulitan yang berhubungan dengan dosen pembimbing dan guru pamong, kesulitan yang berkaitan dengan tugas-tugas selain mengajar dan kesulitan tentang materi ajar, dan (2) wawancara yang bertujuan mengumpulkan informasi tentang initiative dari para mahasiswa PPL dalam menyelesaikan kesulitan yang dialami.

Hasil penelitian yang ditemukan baik dari questionnaire maupun wawancara menunjukkan bahwa ada beberapa kesulitan yang muncul selama masa PPL di tahun akademik 2016-2017. Berdasarkan hasil temuan, kesulitan utama (major) yang dihadapi mahasiswa PPL Bahasa Inggris berkaitan dengan *aspek manajemen kelas, mengevaluasi siswa dan materi ajar*. Di sisi lain, kesulitan yang berkaitan dengan *dosen pembimbing, guru pamong dan tugas-tugas selain mengajar* termasuk kategori minor. Inisiatif yang dilakukan mahasiswa PPL Bahasa Inggris untuk menyelesaikan kesulitan yang dihadapi adalah *mendiskusikan kesulitang yang dirasakan dengan teman sesama PPL, dosen pembimbing dan guru pamong, belajar dari buku-buku dan internet, menyiapkan segala sesuatu yang dibutuhkan sebelum masuk ke kelas, memanfaatkan internet dan sumber-sumber lainnya, selalu berkomunikasi dengan siswa jika ada permasalahan yang muncul, menggunakan beberapa teknik dalam menghadapi sikap buruk siswa, misalnya menggunakan teknik silence, memberikan hukuman, hadiah atau ancaman*.

**Kata Kunci:** Mahasiswa PPL Bahasa Inggris, Kesulitan, PPL

## INTRODUCTION

Teaching is a multi faceted human activity which involves a wide range of planning, strategies, interactions, organizational arrangement and material resources that take place in the teaching-learning process (Ganal, Andaya and Guiab, 2015 p.63). A teacher who does the teaching must clearly understand what should be done to make students learn the desirable knowledge. The teacher should also master the skills that are necessary and be proficient in those skills. As candidates of teachers in the future, EFL student teachers should learn and be trained to fulfill those requirements. Therefore, teacher education institutions should provide quality and holistic pre-service education to prospective teachers where they can learn not only theoretical knowledge but also practical knowledge and skills on pedagogy (Ganal, Andaya and Guiab, 2015 p.63).

In order to gain the practical knowledge, EFL student teachers should enroll in a teaching practice program provided by their education institution. Teaching practice is an important component of becoming a teacher because it exposes student teachers experience in the actual teaching and learning environment (Perry, 2004 in Foncha, Abongdia and Adu, 2015 p.127).

“During teaching practice, a student teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession” (Kigundu and Nayimully, 2009 in Foncha, Abongdia and Adu, 2015 p.127).

Before taking the teaching practice program, EFL student teachers are required to take some courses including theories about teaching methodology, assessment or evaluation, curriculum development and material development. In those courses they learn how to handle or manage classroom, how to conduct assessment or evaluation on students’ works, how to prepare lesson plan, how to prepare and present learning material and many things in order to prepare them to be good EFL teachers. Beside learning about the theories, the student teachers are also

required to take micro teaching class. In this course, each of them is given opportunity to conduct a mini teaching-learning activity where they are acting as teachers and their classmates as their students. Their skill in managing class room, preparing lesson plan and presenting learning materials will be assessed. In short, the student teachers have learned and undergone various kinds of theories and knowledge before taking the teaching practice program. Therefore, when they join the teaching practice program, it is expected that they have mastered or minimally had enough skills and knowledge to be applied in schools and to be used to overcome any problems that they encountered.

In fact, despite the long training and preparation as well as enriching experiences during teaching practice, EFL student teachers still suffer from difficulties during the internship program, which can prevent them from achieving maximum benefit from the practice. Some researchers have identified some problems and difficulties that student teachers usually encountered during the teaching practice. Saricoban (2010) found that lack of support in terms of materials and equipments, problems from course book, students, curriculum and problems about classroom environment were some difficulties faced by EFL students teachers of Turkish State University during their teaching practice. Ganal, Andaya and Guiab, (2015) revealed that the problems and difficulties encountered by prospective EFL teachers of Philipine Normal University during teaching practice included personal problems, teacher's preparation problems, class participation problems, instructional problems, problems on evaluation, emotional problems, and problems in adjusting to pupils or students. Additionally, Rizkiyana (2015) came up with research results showing that English student teachers of Muria Kudus University encountered some problems during their internship program which related to soft skill, management skill, teaching skill, and relation with cooperating teacher, supervisor and team.

Considering the facts above, there is a need to examine the difficulties encountered by student teachers of English education department at Mataram University. It is because the teacher education program at Mataram University is the primary source of prospective EFL teachers in Mataram. In addition, there has been very little studies conducted in this particular area. Therefore, this study was conducted in order to analyze the difficulties faced by EFL student teachers of Mataram University during their teaching practice experience.

Investigating problems and difficulties of student teachers during their teaching practice is very important and necessary task. As asserted by Foncha et al (2015 p.129),

“if the problems and difficulties are not addressed properly, it could impact negatively on the student teachers’ self image and confidence and result in a high level of unproductivity”.

## **RESEARCH QUESTIONS**

Based on the background above, the statements of research problem, formulated in form of questions are presented below:

1. What are the difficulties faced by EFL students teachers during teaching practice?
2. How do the EFL student teachers deal with the problems?

The difficulties that were analyzed were only focused on five aspects, namely (a) difficulties related to classroom management, (b) difficulties in conducting evaluation on students, (c) difficulties related to participation in non-teaching duties (d) difficulties related to supervisor and cooperating teacher and (e) difficulties related to learning material.

## RESEARCH DESIGN

This study is kind of case study which uses qualitative descriptive method.

The data was collected by means of questionnaire and interview. The close-ended questionnaire included five parts (A to E), with total of 53 items was used to identify kinds of difficulties faced by the student teachers during teaching practice. Close-ended questions were administered in the form of 4 scale of difficulties those were A (Always), O (Often), S (Sometimes), and N (Never). The first part of the questionnaire, Part A, was developed based on classification of teachers' classroom management stated by Scrivener (2005 in Ragawanti 2015, pp. 118-119). This part consisted of 31 statements. Part B was adopted from questionnaire used by Ganal, Andaya and Guaib in their study in 2015 and had been modified. It consisted of seven statements. Part C was developed based on some activities at school which the student teachers had to participate on, as mentioned by Gujjar et all (2011), consisted of five statements. Part D was developed based on roles of supervisors proposed by Al-Mekhlafi & Naji (2013) and role of cooperating teachers stated by Alsulami (2016), consisted of 12 statements. The last part, Part E, was also adopted from questionnaire used by Ganal, Andaya and Guaib in their study in 2015 (part about instructional problem), consisted of six statements which had been added and modified according to needs of this study. Additionally, semi-structured interview was used to collect data which supported the result of questionnaire as well as to seek for the student teachers' strategies to deal with the difficulties.

The sample of the study was 20 EFL student teachers who have finished their teaching practice for about five months in academic year 2016-2017. The entire sample took part in filling in the questionnaire, but only 10 of them participated in the interview section.

## FINDING AND DISCUSSION

### 1. Difficulties Faced by EFL Student Teachers

The questionnaire was purposed to identify kinds of difficulties faced by EFL student teachers during teaching practice related to five aspects, namely, classroom management, evaluation on students, participation in other non-teaching duties, supervisor and cooperating teacher, and learning material. For the sake of efficiency, only three main difficulties from each aspect will be presented.

**Table 1. Main Difficulties faced by EFL student teachers during teaching practice**

Aspect/category	No	Difficulties	Frequency of Occurance
Grouping and seating	1	<i>grouping the students (individual, pair, group, etc.)</i>	85%
	2	<i>reforming the group as a whole group after activities</i>	75%
	3	<i>Arranging or rearranging seating</i>	65%
Managing activities	1	<i>choosing/preparing and sequencing activities</i>	90%
	2	<i>Monitoring activities</i>	90%
	3	<i>Timing activities (and the lesson as a whole)</i>	90%
Managing authority	1	<i>gathering and holding attention</i>	95%
	2	<i>Getting students to do something</i>	95%
	3	<i>establishing and giving up authority</i>	90%
Managing critical moment	1	<i>Maintaining discipline</i>	95%
	2	<i>unwillingness to speak in English</i>	95%
	3	<i>disruptive talking</i>	90%
Managing tool and technique	1	<i>Getting the teaching aids that are needed</i>	95%
	2	<i>Evaluating the effectiveness of teaching aid</i>	95%
	3	<i>Adjusting how fast and loud they speak with students level</i>	90%
Working with people	1	<i>working with different level of the students (fast and slow learners)</i>	95%
	2	<i>eliciting information, feedback, etc from the students</i>	95%
	3	<i>Spreading attention clearly and appropriately</i>	85%
Evaluation on students	1	<i>constructing appropriate instruments for assessing the students</i>	95%
	2	<i>choosing appropriate activities to assess the students learning</i>	95%
	3	<i>constructing appropriate questions for appraising the students understanding</i>	95%
Participation in non-teaching duties	1	<i>handling curricular activities</i>	50%
	2	<i>doing duties before and after school timing</i>	50%

Supervisor	1	<i>supervisor did not hold weekly conferences with them to discuss problems during their teaching</i>	60%
	2	<i>could not always contact their supervisors for a consultation</i>	60%
Cooperating teacher	1	<i>rarely meet the cooperating teacher to discuss their problems</i>	70%
	2	<i>cooperating teacher did not provide general background of the pupils regarding their achievement level and capabilities</i>	65%
	3	<i>cooperating teacher did not evaluate their lesson plan every week</i>	60%
Learning material	1	<i>inserting moral values in material being taught</i>	95%
	2	<i>making/giving learning materials which were fun/interesting for the students,</i>	90%
	3	<i>choosing/making learning material which meet the learning objectives</i>	90%

The first aspect is *classroom management*. In this aspect there found 18 kinds of difficulties which are grouped into six groups as follows:

- 1.) *Grouping and seating*: There are 3 main difficulties faced by the student teachers, namely, *grouping the students (85%), reforming the groups as a whole group after activity (75%)* and *arranging or rearranging seating (65%)*. It is important to note that even though the second and the third difficulties are considered to be main difficulties in this aspect, but its percentages indicate that they are not as urgent as the first one is.

It can be inferred from the interview that factors that made those activities difficult were the students and class environment. The students only wanted to be grouped with their close friends, thus refused to work in group made by the student teachers. Moreover, high temperature in the classroom made them uncomfortable to work in group or do the other activities that required them to be active physically.

- 2.) *Managing activities*: Three main difficulties identified in this aspect are *choosing/preparing and sequencing activities (90%), monitoring activities (90%)* and *timing activities (and the lesson as a whole) (90%)*. Those three activities are considered as important difficulties to

be noticed for they are high in percentage. Interestingly, there is other difficulties that not included as main difficulties but worth considering which is giving *clear instruction in English*.

According to the interview, there are some factors that triggered the difficulties. First, the student teachers often did not prepare a proper lesson plan, so they often came to class unprepared. Second, unexpected situations often interfered with and ruined their plans, such as discussing homework given by cooperating teacher (which was not supposed to be their responsibility) or calming down their students before the class begun. Third, there are too many students in a class that were impossible to be taken care by one student teacher, thus resulting in ineffective teaching and learning.

3.) *Managing authority*: There are 3 main difficulties faced by the student teachers, namely, *gathering and holding attention (95%)*, *getting students to do something (95%)* and *establishing and giving up authority (90%)*.

It can be inferred from the interview that factors that made those activities difficult were learning materials and the students. The respondents admitted that their students were easily get bored during the lesson since the materials were not interesting, their teaching was too flat and monotonous, and there were no interesting teaching aids, only board and marker. According to the respondents, it even more difficult since the students were stubborn and rebel. As a result, the student teachers often faced dilemma, whether to act serious and strict or being indifferent and let the students do what they wanted.

4.) *Managing critical moment*: Three main difficulties identified in this aspect are *maintaining discipline (95%)*, and managing students' problem behavior such as *unwillingness to speak in English (95%)* and *disruptive talking (90%)*.

According to the interview, there are some factors that triggered the difficulties. First, the students' attitudes were too hard to be handled; the respondents explained that their students would not hear or obey what being told once they were busy with their own business. Second, most of the students were too shy and lack of basic about English to express themselves using English.

5.) *Managing tool and technique*: There are 3 main difficulties faced by the student teachers, namely, *getting the teaching aids that are needed (95%)*, *evaluating the effectiveness of teaching aids used (95%)* and *adjusting how fast and loud they speak with students' level (90%)*.

It can be inferred from the interview that factors that made those activities difficult were availability of tools and student teachers' knowledge and skill. The respondents stated that they usually needed LCD projectors in teaching but was not provided in schools or it was but were not enough or working. Moreover, they also stated that they rarely prepared hand-made or any other kinds of teaching aids other than LCD projectors. The respondents also admit that they never knew about how to evaluate teaching aids that they used so they did not know how to do it.

6.) *Working with people*: Three main difficulties identified in this aspect are *working with different level of the students (95%)*, *eliciting information, feedback, etc from the students (95%)* and *spreading attention clearly and appropriately (85%)*. Apart from those three main difficulties, there are other difficulties found that worth considering which are the student teachers worries about making the students like and respect them.

According to the interview, there are some factors that triggered the difficulties. First, the respondents admitted that they did not have that much knowledge and experience to deal

with students (especially students with heterogeneous level) as a teacher. Moreover, skill and knowledge regarding the matter were not really taught in their training. Second, the respondents explained that their students were in the age when they would act indifferent from other people whom they considered as not important; the students seemed to take the student teacher for granted.

The findings are in line with previous study conducted by Ragawanti in 2015 which revealed that in managing classroom, the main difficulties faced by the EFL student teachers are included three aspects, which are *managing critical moment*, *managing activity* and *managing techniques*. Particularly, they were very concerned about students' disruptive behaviors, classroom activities, teaching techniques and tools. However, in this study, the data imply that EFL student teachers were not very concerned about grouping and seating of the students, seen from the occurrence of difficulties in grouping and seating aspect which much lower than the other aspects. On the other hand, in Ragawanti's study, this aspect is in fourth position in the order of occurrence. It seems that the EFL student teachers could handle the difficulties well, or conversely, they did not really consider the students group and their seats as long as they could teach something in the class.

Second aspect being investigated is *evaluation on student*. Three main difficulties identified in this aspect are *constructing appropriate instrument for assessing the students (95%)*, *choosing appropriate activities to assess students' learning (95%)*, and *utilizing the test results as a basis for improving the learning (95%)*.

The findings are similar with previous study conducted by Ganal, Andaya and Guaib in 2015 which found that most of EFL student teachers, in conducting evaluation or assessment

faced difficulties in terms of choosing appropriate activity in assessing students' learning, constructing appropriate questions and utilizing test results as basis for improving instructions.

The findings imply that some of the EFL student teachers still lack knowledge and assessment skills that measure the learning and experiences of students. It seems that the student teachers did not have sufficient understanding to implement what they learnt during training such as constructing test, analyzing its results, and use of the result to improve learning.

The third aspect is related to *participation in non-teaching duties*. The finding on the previous section shows that the student teachers did have difficulties such as *handling curricular activities* and *doing duties before and after school timing* with 50% of percentage for each difficulty.

The percentage of occurrence of the problems shows that those difficulties are minor difficulties faced by the student teachers. However, the findings are likely to be different from Rizkiana's study in 2015, in which this aspect was found to be the main problems occurred. It implies that most of the student teachers could handle and cope with tasks given out of class very well.

Fourth aspect being investigated is difficulties related to *supervisor and cooperating teacher*.

- 1.) *Supervisor*: The finding on the previous section shows that the student faced difficulties *because the supervisor did not hold weekly conferences with them to discuss problems during their teaching (60%) and could not always contact my supervisor for a consultation (60%)*.

The data implies that the difficulties in this aspect are considered as minor difficulties, thus it can be inferred that most of the students got proper and necessary guidance and supervision from their supervisor.

2.) *Cooperating teacher*: Related to this aspect, the difficulties faced by the student teachers got slightly higher percentage than items in supervisor aspect. Main difficulties faced by the student teacher are *rarely meet the cooperating teacher to discuss their problems (70%), cooperating teacher did not provide general background of the pupils regarding their achievement level and capabilities (65%), cooperating teacher did not evaluate their lesson plan every week (60%)*.

It can be noticed that difficulties in this aspect is also minor problems. However, it worth considering since cooperating teachers affect the development of student teachers in cooperating school for they are supposed to be always be in school with the student teachers for helping, giving guidance and suggestions.

The last aspect is *learning materials*. Three main difficulties identified in this aspect are *inserting moral values in materials being taught (95%), making/giving learning materials which were fun/interesting for the students (90%) and choosing/making learning materials which meet the learning objectives (90%)*. Apart from those three main difficulties, there are other difficulties found that worth considering which are difficulties in *choosing/making learning materials which meet the needs of all students (fast and slow learners)* and difficulties in *giving clear explanation about the learning material being taught*.

According to the interview, there are some factors that triggered the difficulties. First, to give moral values to their student, the student teachers admitted that that was hard since they were not experienced yet as a teacher to do that. Second, the respondents stated that they did not

have creativity to make or to find interesting materials. Therefore, most of them only depended on English textbook provided by the school. Third, they explained that they often found situation when all their plans did not run well since what they think good for the students would turn out fail in the implementation. The findings imply that the EFL student teachers seemed to forget or did not know how to apply properly things that they have learned in pedagogy courses during training. As a result, most of them were not able to select and prepare materials that are diverse, fun and objective to meet their students' needs.

Considering the findings above, it can be inferred that the majority of difficulties faced by the student teachers is related to classromm management, evaluation and learning materials, while difficulties which are related to participation in non-teaching duties, supervisor and cooperating teachers aspects are likely to be the minor problems.

## 2. Initiatives Given by the EFL Student Teachers to Overcome the Difficulties

The following table shows some initiatives given by the EFL student teachers in dealing with the difficulties they faced.

<b>Difficulties</b>	<b>Initiatives</b>
<i>grouping the students (individual, pair, group, etc.)</i>	<ul style="list-style-type: none"> <li>- Preparing the group before coming to class</li> <li>- Forcing the std to still work with the group</li> <li>- Threatening the std with their scores</li> <li>- Asking for helps from the class teacher</li> </ul>
<i>reforming the group as a whole group after activities</i>	
<i>Arranging or rearranging seating</i>	
<i>choosing/preparing and sequencing activities</i>	<ul style="list-style-type: none"> <li>- Evaluate what needed to be improved in the next teaching by writing journal</li> <li>- Discussing the problems with other student teachers</li> <li>- Consulting the problem with cooperating teacher</li> </ul>
<i>Monitoring activities</i>	
<i>Timing activities (and the lesson as a whole)</i>	
<i>gathering and holding attention</i>	<ul style="list-style-type: none"> <li>- providing learning materials that attracted stds' interest</li> <li>- speaking louder/ got the students aware of them by hitting the table to make noises</li> </ul>
<i>Getting students to do something</i>	
	<ul style="list-style-type: none"> <li>- forcing the stds/waiting until the stds did the task</li> </ul>

<i>establishing and giving up authority</i>	- being strict only when explaining material and being flexible during breaktime/intermezo/games
<i>Maintaining discipline</i>	- using silence
<i>unwillingness to speak in English</i>	- approach in the stds on their seats and shifting the classmate attention to them to make them embarrassed
<i>disruptive talking</i>	- asking the std to repeat the words that they uttered/whisper what the std wanted to say
<i>Getting the teaching aids that are needed</i>	- learning and finding information from the internet or other resources
<i>Evaluating the effectiveness of teaching aid</i>	- Asking to the std whether they speak too fast or their voice was not loud enough
<i>Adjusting how fast and loud they speak with students level</i>	- Translating the words onto Bahasa -
<i>working with different level of the students (fast and slow learners)</i>	- Making the std worked in groups - Talking with the std personally
<i>eliciting information, feedback, etc from the students</i>	
<i>Spreading attention clearly and appropriately</i>	
<i>constructing appropriate instruments for assessing the students</i>	- Learning from the internet - Consulting it with cooperating teacher
<i>choosing appropriate activities to assess the students learning</i>	- Using activities provided in textbooks and adding additional activities form internet
<i>constructing appropriate questions for appraising the students understanding</i>	
<i>handling curricular activities</i>	No initiatives
<i>doing duties before and after school timing</i>	
<i>supervisor did not hold weekly conferences with them to discuss problems during their teaching</i>	- Consulting it with cooperating teachers or other student teachers
<i>could not always contact their supervisors for a consultation</i>	
<i>rarely meet the cooperating teacher to discuss their problems</i>	- Consulting it with supervisor or other student teachers
<i>cooperating teacher did not provide general background of the pupils regarding their achievement level and capabilities</i>	
<i>cooperating teacher did not evaluate their lesson plan every week</i>	
<i>inserting moral values in material being taught</i>	- Using materials provided in textbook mixed with additional materials from internet
<i>making/giving learning materials which were fun/interesting for the students,</i>	- Consulting with supervisor or cooperating tacher

## CONCLUSION

- 1) EFL student teacher of faculty of teacher training and education of Mataram University faced some difficulties during teaching practice which are related to five aspects, namely, *classroom management, evaluation on students, learning material, supervisor and cooperating teachers and participation in non-teaching duties*. Furthermore, among those five aspects, the major difficulties they faced involved three aspects which are *classroom management, evaluation on students and learning materials*. On the other hand, difficulties which are related to *participation non-teaching duties as well as supervisor and cooperating teacher* are considered as minor difficulties.
- 2) The initiatives given by the EFL student teachers in solving the difficulties faced during the teaching practice program are *discussing the problems and difficulties with friends, cooperating teacher and supervisor, learning from books and internet, preparing everything that are needed before coming to class, making use of internet and any other resources, always communicating with the students when a problem occurred, making use of some techniques in dealing with students' bad attitude, such as using silence, punishment, rewards and threat*

The findings imply that, EFL student teachers are still not well prepared in teaching practice. They need more training and knowledge in assessing students or pupils, managing classroom as well as designing a good lesson plan in order to achieve the goals of teaching practice expected from them.

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