

A PREPARATION OF THE TEACHING PRACTICUM IN BATAM-INDONESIA

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Abstract

This study gathered data from Pre-Service Teachers (PSTs) in preparation for teaching practicum at a university in Indonesia. The study utilized a qualitative approach to comprehend the current practices in preparing participants of the teaching practicum and identifying the essential aspects needed to be addressed by research participants (PSTs, Practicum Supervisors, and Classroom Supervisors). The study found several courses that have helped PSTs in scaffolding their journey toward their practicum, including curriculum and material development, micro-teaching, and practicum orientation. However, as PSTs conduct their practicum, the dynamic and challenges were inevitably evident throughout the journey. The skills and knowledge they have studied have not been able to be fully utilized in the teaching practicum. These are reflected in their responses related to their confidence handling classroom management, language skills, identifying their role as practicum teacher, and the effectiveness of the current practice of classroom observation. The study concludes the importance of adjusting and reflecting on relevant aspects and knowledge that need to be integrated into the preparation of the teaching practicum. A systematic and continual innovation will need to be the focus of stakeholders in the teacher education prior to the teaching practicum.

Keywords: *Teaching Practicum, Teacher Education, Pre-Service Teacher.*

Since pre-service teachers (PSTs) represent the prospective professional language teachers of the future, the preparation within the teacher education is indeed very important. Among the core courses in teacher education program, teaching practicum is one of the vital parts of the program (Afrianto, 2015; Othman & Senom, 2019; Richards & Nunan, 1990; Riesky, 2013). Constant innovation and development of the teaching practicum are among underlying causes toward the success of the program. Even though teaching practicum has been integrated into teacher education, research on the teaching practicum preparation itself has not extensively been explored.

Teaching practicum is a program designed to provide a classroom teaching experience for PSTs. The preparation of the teaching practicum is crucial due to multi-faceted goals expected to be achieved out of the program. Among those goals is the introduction of real

classroom teaching experience, employing previous knowledge into teaching, observing experienced teachers, improving lesson-planning skills, developing authentic course materials, and social skills (Richards & Crookes, 1988; Riesky, 2013). Teaching practicum also allows PSTs to comprehend and enrich their teaching philosophy, teacher's identity, awareness of moral and ethical issues as a teacher. The PSTs have a chance to do practice teaching for a few weeks or even one semester, depending on the institution. Thus, during the practicum period, PSTs learn the actual teaching skills through meticulous process of planning, observing, and implementing their knowledge in the (Bonavidi, 2013; Gan, 2013; Richards & Nunan, 1990).

On the other hand, research has highlighted the significance of teaching practicum in the early stages of teacher development (Smith and Lev-Ari, 2005). The experience from the teaching practicum served as a practical root for their future employment as a professional teacher. Some pre-service teachers view the teaching practicum as an indicator to determine their future destiny in being a teacher (Danielewicz, 2001). The fact that the practicum could be a critical stage in a PST's life and future career should be taken into careful planning and execution. Previous study revealed that misalignment occasionally happens between knowledge PSTs had learned and their actual teaching in the practicum (Nilsson, 2009). In which Goh and Matthews (2011) suggested that the course work should be designed in-line with the real teaching circumstances. However, in later studies pointed out some aspects of teaching skills that needed to be addressed through the teaching practicum. A study revealed that there has not yet been a specific course for developing the social skills of the PSTs (Marzano, Marzano, & Pickering, 2013). Riesky (2013) revealed that PSTs encountered challenges in dealing with student misbehaviors and individual characteristics. Similarly, Ragawanti (2015) found that the biggest issue for PSTs in their teaching practicum is managing student behavior. The research suggested PSTs should be given more preparation on the classroom management skills and make use of a reflective journal to observe and review one's teaching. Kuswandono (2013) and Afrianto (2015) also accentuated the significance of an inclusive approach in utilizing one-on-one personal communication with the student in order to identify the cause of the misbehavior.

Another issue in the literature is the language skills of teachers. Renandya, Hamied, and Nurkamto (2018) mentioned that graduates from a teacher education program in Indonesia had varying levels of proficiency, and there have been no authorized data available. However, conducting effective teaching requires more than just a good level of English proficiency. PSTs need to build and utilize the language-specific for teaching, called as classroom language (Richards, 2017). Teachers should develop classroom language that covers instructions, controlling or managing the class, and explaining activities (Nation, 2003). Classroom language was seen as the linguistics requirement for the pre-service teachers to be effective. The importance of the use of language-specific to teaching-learning activities will help foster better interaction in the classroom.

Furthermore, Gebhard (2009) asserted that a practicum involves a systematic procedure and supervision. This includes systematic observation and gaining familiarity with a particular teaching context. The practicum is expected to enhance PSTs' creativity in articulating and reflecting on their teaching and learning philosophies. As such, PSTs will learn how to make informed teaching decisions through systematic observation and exploration of their own and other teacher's teaching. Furthermore, as a well-planned practicum, the roles and responsibilities of the school, university, supervisors, and practicum teachers all need to be informed and communicated (Faridah, Bernard, & Arismunandar, 2017).

English Teacher Education in Batam: Indonesia

Since the early years of Indonesian independence, English has served its status as the first foreign language (Bonavidi, 2013; Kirkpatrick & Bui, 2016; Sulistiyo, 2015). As a matter of fact, English language teaching in Indonesia has been introduced and endured various adjustments until date (Widodo, 2016). In order to develop capable teachers, the teacher education program has been conducted at numerous public and private universities in Indonesia. The National Curriculum helps guide the operationalization of teacher education programs, but each of the institutions has its own autonomy to develop an independent curriculum (Sulistiyo, 2015). Based on Law No. 14/2005, Section IV, item no. 8 on Teachers and Lecturers, a four-year teaching diploma or undergraduate teaching degree is required to be

a school teacher (Undang-Undang Guru dan Dosen [Law on Teachers and Lecturers], 2005). A similar policy is undergoing in Batam, Indonesia. In Batam, English teacher education program is offered in some universities, including the University of Riau Archipelago (Unrika University), the first university in Batam to initiate an English teacher education in 2006 and also the research site for this study. The courses in the teacher education program have been designed to meet the goal of fostering professional English teachers in multiple aspects. This also happens to be the case of the teaching practicum course.

Context of the Study: Batam-Indonesia

Zein (2018) addressed that the use of English has been considered as a language of privilege in regards to economic value and seen as professional skills. This trend in using English is reflected noticeably in the capital or urban areas (Renandya & Widodo, 2016). Likewise, this study was conducted in one of the fastest-growing cities in the world, Batam Island, a metropolitan city featured as industrial, business, and tourist destination (Massy-Beresford, 2015; BP Batam, 2016). The use of English is mostly for official matters involving Batam and the international hubs, Singapore and Malaysia. The demand and necessity of the English language become apparent (Debrah, McGovern, & Budhwar, 2000). In that way, the improvement of English teacher education at the university level to nurture capable English teachers is a major task, including the preparation of the teaching practicum itself.

The teaching practicum, known as the field experience program or *PPL (Program Pengalaman Lapangan)* in Bahasa Indonesia, is one of the compulsory courses in teacher education. The field experience program is conducted in the 7th semester during the final year of the undergraduate program. Students of the program are required to have a minimum of 118 out of 148 credits as the requirement to enroll in teaching practicum. PSTs enrolled for one semester (about 14 classes) for the teaching practicum. PSTs are assigned to teach at different levels of junior or senior high school across Batam Island. From the early years of the establishment until today, hundreds of students have already graduated the program and entered a career in teaching or another professional field. Therefore, this study gathered information from Pre-Practicum PSTs, Post-Practicum PSTs, and also in-service teachers on their preparation and reflection of the preparation of the practicum.

Learning to teach within the teacher education context is not a finite process for a teacher (Johnson, 2009). Learning is an ongoing development which is affected by complex interrelationships among knowledge, experiences, and interactions with students and classroom life. In Indonesia, teacher education has begun to attract attention from researchers in recent decades. Nevertheless, there has hardly been relevant studies on teaching practicum in the context of Batam despite its status as a metropolitan city connected to the neighboring countries of Singapore and Malaysia, where English has been the major language. In term of Unrika University, with the accumulative number of graduates of the English teacher education program over a decade since its establishment, such research focused on the teaching practicum preparation has not yet been conducted. Therefore, this study aims to explore the initial preparation for PSTs towards their journey of the teaching practicum at the university. Here are two research questions to be addressed in this study:

- 1) What courses or programs do help to prepare PSTs for their teaching practicum?
- 2) What are the important aspects needed to be addressed by research participants (PSTs, Practicum Supervisors, Classroom Supervisors) before their teaching practicum?

The result and discussion of this study is expected to provide contributive information for the enhancement of the preparation of the teaching practicum, especially in Batam and Indonesia in general. Nonetheless, current circumstances within this study might not be the identical compare to other parts of Indonesia.

METHODOLOGY

Subjects

A qualitative approach is carried out to understand the current practices in preparing participants of the teaching practicum program in teacher education in Batam Island, Indonesia. The nature of the data collection was based on self-selected participation on a voluntary basis. This means that any participant who was willing to join the research is welcome to do so; otherwise, they can opt to dismiss the research. The study was initiated by contacting and asking permission to the administrative and head of the English Teacher Education at the University of Riau Kepulauan (UNRIKA). The reason for the selection of

this institution is because Unrika University is the first university in Batam Islands to offer English Teacher education since 2006.

Data Collection

This study utilizes interviews as the instrument to collect comprehensive information from the experience of research participants involved in the teaching practicum. The instrument is a semi-structured interview, which focuses on the preparation, courses, and expectation from the PSTs, in-service teachers, and supervisors. The format for the interview was based on several semi-structured questions because of the flexibility to insert additional questions while necessary to gain a deep understanding of the participants (Afrianto, 2015; Creswell, 2009). Each interview included six to nine open-ended questions as protocols and lasted 15 minutes to 40 minutes.

Table 1

Data collection of Survey and Interview

Group of Participants	Number of Participants
	Interview
Pre-Practicum (PSTs)	10
Post-Practicum (PSTs)	10
In-Service Teachers	10
Practicum Supervisors	6
Classroom Supervisors	7
	N = 43

This study seeks to incorporate a comparable and adequate number of interviewees to generate an in-depth understanding of the phenomenon. As such, multiple participants' perspectives were gathered i.e., pre-practicum, post-practicum PSTs, and in-service teachers who are the graduates of the program. The data collected from multiple groups of participants helps to cater to the triangulation for the data analysis (Cohen, Manion, & Morrison, 2007). In this study, there are 43 interviewees comprised of five groups of participants: ten from pre-,

post-practicum PSTs, and in-service teachers, respectively, six practicum supervisors, and seven classroom supervisors. The interview was audio-recorded and transcribed for the qualitative analysis. Most of the interviews were conducted individually. However, for some reasons related to time-constraints and participants' preference, five small-group interviews were conducted as the alternatives. The interview audio was reviewed back and forth to confirm the accuracy of the interview transcription.

Data Analysis

The analysis process relies on content analysis by reading through all of the data in order to generate a general sense of information, categorizing, comparing, and concluding the meaning from the text (Cohen et al., 2007). The content analysis in this research was developed through the deductive approach. The use of the deductive approach was to harmonize with the concept of the study and its relevance to research goals (Saldaña, 2013). In order to identify relevant themes, the initial categories were derived from the interviews' questions. As the transcriptions were read and analyzed, two main relevant categories emerged, including courses related to the practicum and aspects that the PSTs and ISTs felt should be addressed in the preparation of the practicum. For the supervisors and classroom supervisors, their perspectives were also included in those categories. The transcriptions were then analyzed by reading the entire transcription back and forth to compare and determine the final categories for results.

FINDINGS

Preparation Courses Before Teaching Practicum

Based on interview questions related to courses enrolled in the teacher education program, participants described several courses they found useful in preparing them for teaching practicum. These include micro-teaching, curriculum and material development, and other related courses, including practicum orientation.

Micro-teaching

Micro-teaching was the course with the greatest number of responses. The course is designed to be a practical course similar to the teaching practicum, except for the group of

students they are teaching. They practice teaching their peer as students. In order to be eligible for teaching practicum, PSTs have to complete the micro-teaching course in their 6th semester. From the interview, 23 out of 30 PSTs and ISTs shared that taking micro-teaching is a valuable course before they embarked on teaching practicum. According to a pre-practicum PSTs, in the micro-teaching, PSTs learn how to teach in the classroom, to design lesson plans, to create a good atmosphere, and handle student behavior. On the other hand, another participant uttered the fact that the micro-teaching was not sufficient for the teaching practice because they were teaching their classmates or peers. This artificial environment is distinct from the real classroom in a teaching practicum, and revealed,

"...I think we need more than that [micro-teaching experience] because, in the micro-teaching, our students were also our friends. They are kind to us, if we made a mistake, they just haha [laugh], it doesn't look like a real classroom right."

Even though micro-teaching was prepared to help teachers understand the teaching practicum, both are still different in their nature. However, as a starting point for practice teaching, PSTs need to fully involved in micro-teaching and be able to prepare for a higher level of practice, namely teaching practicum.

Curriculum and Material Development

In the interview, eight out of twenty participants from the Pre- and Post-Practicum PSTs mentioned Curriculum and Material Development course as favorable for them to take before teaching practicum. However, the duration for the course was seen to be inadequate, as mentioned by one of the participants,

"We learn about the syllabus, curriculum, and lesson plan all at the same time just in one semester. I think it's not enough." (Pre-Practicum 4)

The participant enunciated the concern in having learned all aspects of teaching in only one semester. She worried about the lack of depth of understanding and chances to polish their knowledge on designing a curriculum or lesson plan. However, Curriculum And Material Development is indeed useful for the micro-teaching and teaching practicum. The participants also explained that the course provides knowledge on how to assess students and to analyze

student needs. These are two vital aspects of the teaching practicum in order to keep track of the student progress and accomplishments.

Other Related Courses

Apart from the two majors, there are various related courses mentioned throughout the interviews. Those courses are the Teaching Profession (Profesi Kependidikan), Student Development, TEFL (Teaching English as a Foreign Language), Speaking, and Reading class. In the Teaching Profession course, the PSTs learned about the current conduct of teachers as a profession, code of ethics, and teacher organization in Indonesia. Meanwhile, Student Development Course (Perkembangan Peserta Didik) provided cognitive and psychometrics theories related to student behavior. The participants were introduced to the idea of teaching different levels of students. The next course is TEFL, which introduces PSTs to current teaching strategies and methods as well as preparation of teaching, such as lesson planning and syllabi. Other than those courses, Speaking and Reading classes were considered to be useful to deepen their English skills. In addition to that, there is one non-credit course field project known as the English Department Student Association (EDSA). Recently, the EDSA coordinated a small English teaching project in a small orphanage fortnightly, and every PST could voluntarily participate in teaching those children. There, the university hoped the PSTs could experience teaching long before their teaching practicum in the 7th semester.

Preceding the teaching practicum, PSTs attend an orientation that was held by the university lecturers. Only a few participants mentioned the practicum orientation as part of their preparation for teaching practicum. The practicum orientation is a brief introduction on how to behave at schools, awareness of the individual differences among students, and how to handle the students. As told by the PSTs, there was only one meeting for the orientation and lasted about two hours. This was too brief, and many participants felt their dissatisfaction. The participants believed that the university might assume that they had done enough preparation for the practicum.

Essential aspects for PSTs

Social Skills

One participant uttered clearly about the importance of building good relationships with students and teachers,

I think there is going to be a lot of things that I am going to learn because it's the actual work, right? It is the actual work to maintain a good relationship between a teacher and students, and myself as a teacher later, to maintain a relationship with the other teachers. (Pre-Practicum 4)

The teaching practicum offers many opportunities for PSTs to experience real teaching. Firstly, they entered a new environment and has to adapt to be part of a community in the school. As a result, the participants asserted the importance of social skills for the fruitful practicum experience throughout the interview. The PSTs need to be prepared and trained to be able to communicate and build good relationships with students, senior teachers, administrators, and principals of the school. PSTs usually enrolled in the practicum for three months up to one semester. Consequently, they are most likely to be part of the school rather than a guest. In that way, PSTs have to be able to understand the culture and obey the rules at a particular school. Classroom supervisors also mentioned that the PSTs should be able to align their teaching practices based on the target of the teaching plan. Some schools allow the PSTs to teach and conduct the assessments; others take the decision that is more rigid when it comes to assessing students. As mentioned by the supervisor, this case could happen as the matter of fact that the PSTs are still learning to teach and schools might object the PSTs' ability in evaluating students, as stated below,

They (PSTs) have to prepare the lesson plans for their own classes and also prepare the questions. But, you know, there are some schools that do not allow them to make the questions because they are still doubting [PSTs' ability]. (Supervisor 3)

The other aspects related to social skills was the development of the PSTs' confidence. There were a number of comments, whether from supervisors or PSTs themselves, that they need to establish better confidence in teaching as well as using English in the classroom. One pre-practicum stated the importance of developing confidence in the excerpts below,

For me, the things that we need is confidence. If we are nervous, we became confused about what we are planning to teach. Moreover, if the teacher is nervous, students will be confused, too. So, the first thing is to build self-confidence. As soon as we have self-confidence, there is plenty of creativity to teach students. (Pre-Practicum 8)

The statement indicates a response to what the PSTs' lacking during their preparation for the teaching practicum. Even though confidence is a broad area, but the focus of this area is still an essential part that PSTs need to develop before the teaching practicum.

Classroom Management

The issue related to classroom management has been prevalent in most of the interviews. The PSTs encountered various problems related to class-size and student behavior. In some cases, student behavior was the hardest part that the PSTs felt overwhelmed by the students' misbehaved actions in the classroom. Post-Practicum 3 expressed her experiences as follows,

Sometimes the students do not have a good attitude. When I came to the class, some students were just at the canteen and came 30 minutes late. I prepared the lesson plan, and after I came into the class, I saw the situation of the class and the students; I cannot apply what I have in the lesson plan in the class. (Post-Practicum 3)

The Post-Practicum 3 tried to do whatever she could to get students' attention, setting up classroom rules, and so on. However, in particular case, the PST was not able to conduct the classroom productively. The PST needs to solidify their skills in dealing with student behavior. This also reinforces the need for the preparation courses of the practicum, such as micro-teaching and curriculum and material development, to put an emphasis on the hands-on practice to handle student behavior.

Another classroom management aspect is the age-gap between the PSTs as practicum teachers and the students of junior or senior high schools. In some of the interviews, there were comments on the age-gap between the PSTs and the students who are in high schools. Practicum 4 pointed out her experience at the beginning of the teaching practicum,

My practicum was started with an awkward moment because most of the students thought of me as one of them. They were having a hard time calling me 'sis' (sister)

rather than 'miss' in our learning process. So, it troubled me in my classroom management. But, as time goes by, I learned and still learning from another teacher that I should improve my personality to be a professional adult as an educator As a result, I can see that the students were finally able to respect me as their teacher. (Post-Practicum 4).

The issue in recognizing and respecting the PSTs as a teacher with age-gap around four to eight years older than the age of the high school students is a real fact. This sometimes led to difficulty for PSTs in acting as a teacher. However, through the effort and actions performed by the PSTs, students will be able to gradually recognized them as one of the teachers. Then, due to their condition that practicum teacher is a teacher who is starting their journey in teaching, they might encounter various comments from students who think they are smarter than the PSTs. Post-Practicum 7 articulated the following statement,

The kids [students] used to look down on me as on job training teacher [practicum teacher]. At the same time, they stalked me and compared me with my senior teacher. That was a tough moment. So, I have a classroom management issue. Yet when I overcame it, they became my friend. There were more engagements in the learning process. (Post-practicum 7).

Some post-practicum PSTs had encountered the condition where the students were at first did not put their trust in the practicum teacher. The students thought that the practicum teacher is not skillful yet. Therefore, the process to gain respect and cooperation from the students are at the core of the teaching practicum as a practicum teacher.

Lesson Planning

On the other hand, teaching itself cannot be separated from lesson planning. The process of setting objectives and designing and preparing materials were among the skills that PSTs developed throughout their three-month practicum. However, some PSTs found that they were unfamiliar with the current curriculum at a particular school. This presented problem in the lesson planning. An IST 6 mentioned his experience in the practicum,

Actually, what I thought was, I imagine that teaching practicum was amazing. But suddenly there were a lot of problem right, because I did not know about what I

needed to know. That was all be a struggle because I need to make a lesson plan or something like that for the national curriculum. They said it was my obligation to be a teacher. (In-Service Teacher 6)

In-Service Teacher 6 mentioned the difficulties in creating a lesson plan which is in-line with the needs of the school. This also indicates the need to acquire adequate information regarding the school that the PSTs will be teaching.

Language skills

Language skills are a very important aspect of a teacher. A classroom supervisor commented on the PSTs' language skills,

Some PSTs have limited language proficiency, pronunciation, and the vocabulary. (Classroom Supervisor 7)

The statement covers the complexity of language skills, not only proficiency but also the basic aspects such as pronunciation and vocabulary. As a practicum and language teacher, the ability to speak in the L2 is indeed a prerequisite. From the interview, some participants showed a degree of insecurity towards their language skills in English. These include speaking skills and grammar. One of the problems aroused is that the PSTs might not have proper classroom language as their foundation for teaching. The classroom language includes practical and useful words or phrases for giving instructions or explanations to the students.

Tasks and Responsibility as Practicum Teacher

Apart from the different aspects that were evident in the preparation of teaching practicum at the university, PSTs also shared their concerns regarding the number of tasks or workloads as practicum teachers. Some PSTs argued that the workload for them was beyond the tasks that they thought earlier. They have to do a lot of tasks not only teaching, but also administrative work of preparing the syllabus, creating materials and activities for the class, and following other activities in the school, such as weekly ceremony or teacher meeting. In case of a Post-Practicum 1, he mentioned that he was appointed to a school with block-system, in which there is a test every 21 days, and he was asked to teach in more than one class. His voice is to suggest the university to provide more details information, specifically to the PSTs

regarding the school they are going to teach. That way, PSTs can understand the school systems and be more prepared for the practicum.

In addition, the PSTs should also be notified to be ready to write their practicum report. They should take proper steps in order to complete the report throughout their teaching practicum. This practicum report is the prerequisite for them to pass the practicum course. Also, active participation and a sense of responsibility as a teacher and student are required for them to be able to gain the most out of the teaching practicum.

Classroom Observation

Results from the interviews indicated a lack of opportunities to conduct the pre-teaching observation. Nine out of ten post-practicum participants asserted that the observation was insufficient; some of the PSTs did not have any observation prior to their teaching practicum.

There should be like orientation or some kind of an introduction to the school first before deciding the students or the university students to go to teaching practicum, like maybe two weeks or three weeks, so the student (PSTs) can understand the situation at school, and they can know [understand] the management at school or the system at the school. (Post-Practicum 1)

The voice of the PST set an emphasis on the importance of taking step-by-step action prior to the actual teaching. The PSTs need to learn from the senior teacher and understand the classroom situation in a more organized transition.

DISCUSSION

The preparation for the teaching practicum has created a wide range of courses designed to meet the expectation and goals of teacher education. Based on the results, the PSTs were prepared with multiple courses such as curriculum and material development, micro-teaching, and also a practicum orientation, but yet the real-classroom teaching might not go as what the PSTs expected. However, the PSTs also faced various issues in the practicum due to limitation of skills and unpredictable circumstances. This fact was in-line with Nilsson (2009) who found some irrelevancy concerning the knowledge gained in the

university classroom to the requirement in the real classroom teaching. Some PSTs were unfamiliar with the curriculum, classroom language, and dealing with unexpected student behavior. This condition does not mean that nothing can be anticipated; rather, the institution and school can dig deeper for creativity and solution in handling those issues. There have been efforts taken by the university to help prepare the students prior to their practicum by founding an English Department Student Association (EDSA), which provide a real-teaching platform at institutions outside the campus, like orphanages. However, the issues remained unsolved, as there are various aspects that need to strengthen and improved in the preparation of the teaching practicum.

The awareness and capability to build good relationships with students and other teachers are significant in assuring the successful practicum. Previous research also mentioned social skills as part of the goals in teaching practicum (Richards & Crookes, 1998; Riesky 2013). The PSTs developed their social skills based on their personal skills and through experience in taking various courses in or outside the university. However, there is no specific course that provides intensive support on building their social skills prior to the teaching practicum. This is in-line with Marzano, et al. (2013) who stated social skill is only be given little attention in teacher education. Some PSTs voiced on their personal development of self-confidence. This area of developing confidence was not included in the literature. However, the results showed numerous PSTs' responses underlining the importance of confidence as their basis for building good social skills. This is understandable, as the personal growth of a person will affect their performance. The response of Pre-Practicum 8 clearly illustrates the cause and effects of relationships between teachers and students. As a teacher who is confident in leading the class, students will also be convinced and have clarity for the lesson.

In terms of classroom management, managing student behavior is considered as the main issue encountered by the PSTs. This is in agreement with Riesky (2013) that oftentimes, teachers had to spend more time dealing with students' behavior. In each class, PSTs need to teach students with their unique characteristics. Sometimes, there are students who misbehaved and want to disobey the rules and disturb their friends. This was also stated by Ragawanti (2015) in another study on classroom management, which emphasized the bigger

issues in disciplining student behavior. Kuswandono (2013) and Afrianto (2015) emphasized the importance of employing a humanistic and inclusive approach in disciplining students by valuing and respecting each student through a personal approach. The teacher can talk and communicate with the students and understand the root of the problem of their misbehaved manners.

Related to language skills, some PSTs have limited language proficiency, as observed by the classroom supervisors. Similarly, Renandya et al. (2018) revealed that PSTs in teacher education in Indonesia have varied levels of proficiency. Nevertheless, the improvement and development of teachers' language skills are essential in order to teach English. Renandya et al. (2018) reinforced that PSTs should be familiar and competent in giving clear instruction to teach effectively regardless of their proficiency level. One of the areas in which PSTs should reinforce alongside their proficiency is the skill in utilizing classroom language (Richards, 2017). There is a need to add specific course in classroom language for PSTs based on different level school that they plan to do practicum with.

Then, another fundamental aspect of the preparation of the teaching practicum is relating to the tasks and role of practicum teacher. PSTs have to understand and be aware of their roles. However, each school that was partners for the practicum program sometimes does not have a clear agenda and plan for the practicum teachers. Therefore, as suggested by Gebhard (2009), the practicum should be planned systematically following the introduction of the teaching practicum procedures and tasks and supervision from both practicum advisor and classroom supervisor. Clarification of the roles and responsibilities of the school and university is also important (Faridah et al., 2017). In the practicum, PSTs should be ready to grasp as much as they can, embodying the teacher's manner. A response from the Post-Practicum PST revealed that the practicum is viewed as the rehearsal towards being a real teacher. This was further revealed by Kuswandono (2014), as the PSTs learn and experience the teaching process, they develop themselves and build their sense of teacher's professional identity.

The last part of the result is the essentiality of classroom observation. Based on the responses of the PSTs and ISTs, most participants did not have the proper allotted time to

observe the class before they start practice teaching. They were not able to see how the classroom teacher teaches the students. This seems to be irrelevant with the description expounded by Gebhard (2009) earlier that teaching practicum involves systematic observation, supervision, and gaining familiarity with a particular teaching context where PSTs carry a full teaching load. The current practice at the time of the research seemed not to eloquently provide and follow the systematic procedures for the PSTs in their journey towards teaching practicum. Through the investigation of the PSTs, the need for them to observe prior to their real-teaching is an immediate expectation that could possibly improve their readiness in practicum.

CONCLUSION AND SUGGESTION

Based on the results and discussion, the essentiality of teaching practicum preparation is fundamental. There are at least two major courses which are stated as the most useful preparation course; micro-teaching and curriculum and material development. The former is practical-based with a different group of students compared to teaching practicum. The latter is a course work closely related to the basic preparation of teaching, curriculum, and lesson planning. While some other courses might also have roles in their teaching practicum preparation, there are various aspects to be enhanced within the teacher education. The aspects of social skills seem to be the biggest challenges for most of the PSTs. The improvement of communication and self-confidence are two inseparable pillars for the PSTs.

This study suggested that the institution should direct another innovative approach in strengthening skills of the PSTs prior to teaching practicum. The teaching practicum as the individual teaching practice for each PST is a complex and unique in its nature. The experience that the PST will gain from embarking in teaching practicum will be different one after another, depending on the school, student characteristics and levels, amount of work from the school and supervisor, schools' curriculum and regulations. Support and commitment of teacher educators whether practicum supervisors and classroom supervisor are crucial. School teachers can work and communicate about their schools' current curriculum and goals in teaching to the PSTs' lecturers. The institution administrators, lecturers, and school teachers

should be able to plan, adjust, and manage a more systematic and informed practicum course prior to the teaching practicum. In that way, the PSTs (Pre-Practicum) can strengthen their basic language skills, specifically improving their classroom language, confidence, and hands-on skills in handling students' behavior.

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