

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents ample description of the data collected and discusses sound interpretation of the data gathered. The data is relayed in accordance with the stated research questions and thus, construed in parallel with the underlying theoretical frameworks.

As pointed out in Chapter 3, the instrument employed in gathering the data was one-on-one in-depth interview with six student teachers. Five interviews were conducted in English and one interview was carried out in Indonesian in accordance with the interviewee's request. The five interviews were transcribed verbatim whilst the other interview was translated to English first and transcribed verbatim afterward. The transcriptions were handed to each interviewee as a means of checking the trustworthiness of the instrument (Stenson, 2004, p. 68). The data were then scrutinized using thematic analysis.

It has been identified in Chapter 3, Section 3.3.2 that the present study was devised to follow the tradition of phenomenological research, which commonly uses sole in-depth interviews, and therefore, this study might have issues in terms of research validity. That is, the data presented in this chapter might spring from subjective perspectives of each participant.

With regard to the aims of the study which were to answer what challenges student teachers encountered in field practicum, why the student teachers encountered such difficulties, and how the student teachers dealt with the challenges, this section presents the answers to the research questions.

4.1 Findings and Discussions of Pre-service Teachers' Challenges in Field Practicum

There are three main challenges which pre-service teachers articulated in the interview. The challenges revolve around challenges related to lesson planning, challenges related to classroom management, and challenges related to communication breakdown.

4.1.1 Challenges related to lesson planning.

In regard to designing a lesson, there seemed to be two sides of student teachers' preference in selecting the materials used in the practicum: using more coursebook and less supplementary materials from the internet and using less coursebook and more additional internet materials. This phenomenon happened exclusively in the circumstance of selecting texts. In relation to this, most student teachers in the study fell into the second category. One reason for this, as identified by Dwi is that when he used texts from the coursebook, "most of the students were not interested in the texts so I simply looked for other texts from the internet" (Dwi). This suggests that student teachers had been able to develop skills on selecting materials and adapting materials to students' needs (Nunan, 1991, p. 223).

It might be naïve to say that selecting learning materials do not foster problems for pre-service teachers. More often than not, four student teachers (Dwi, Aila, Edi, and Dian) recounted some circumstances where they could not select selecting materials which fitted their students' needs and interest. That is to say, student teachers found it hard to integrate learners' needs into learning materials. For instance, Ario recounted, "I had difficulty in evaluating the most appropriate materials." This indicates that student teachers might not be given enough knowledge and experience to evaluate learning materials in university courses (Katz & Snow, 2009, p. 67). This is relevant to Numrich's study in which

student teachers had difficulties in selecting materials that are suitable for students' needs (Numrich, 1996, p. 142-43).

Pre-service teachers acknowledged that the causes of difficulties in evaluating materials were to do their inability to adopt students' needs into learning materials and students' low motivation to learn English. This will be further elaborated in Section 4.2.1.1 and Section 4.2.1.2. In relation to this, pre-service teachers noted that consulting the problem with other pre-service teachers may ease the process to deal with the problem related to evaluating learning materials. This topic will be discussed in Section 4.3.1.

4.1.2 Challenges related to classroom management.

There are two major difficulties that student teachers encountered concerning the topic of classroom management. The challenges cover difficulty in controlling disruptive behavior and difficulty in managing class time.

4.1.2.1 Difficulty in controlling disruptive behavior

Controlling disruptive students posed a great concern for most pre-service teachers in the study. Four out of six student teachers (Aila, Edi, Ario, and Dian) perceived unnecessary noises students made were the prominent issue they encountered in carrying out the practicum. Of particular interest is Dian who mentioned "it was hard to deal with the noises the students made". The case of controlling disruptive students may suggest that teacher preparation program where student teachers enrolled at might not fully prepare student teachers with the real situation of second language classroom, especially in terms of classroom management (Katz & Snow, 1009, p. 72). In other words, the teacher preparation program fails to achieve the standards developed in EFL teacher education, specifically the standards which refer teachers' development in building teaching competence (Madya, 2008, p. 8; see Chapter 2, Section 2.1.2).

Furthermore, the instances above may suggest that student teachers had little experience in teaching practice prior field practicum (Veenman, 1984 in Gan, 2013, p. 104). It was put forward by Gan (2013) that equipping pre-service teachers to handle the challenges in classroom management is the responsibility of teacher education programs and the failure to do so is a thorn in the university coursework's side (Gan, 2013, p. 104).

The fact that dealing with issues revolving classroom management is possibly the biggest challenge encountered by student teachers is in accordance with existing studies underlying pre-service challenges in field practicum (Crookes, 2003, p. 141; Farrell, 2007, p. 193; Çelik, 2008, p. 104; Viafara, 2011, p. 62; Gan, 2013, p. 99-100). It appears that the problems in classroom management were caused by poor rapports among students, institutions decision-makings, student teachers' anxiety in imposing rules, and pre-service' lack of English competence. The issues summarized here are discussed in Section 4.2.2. In order to overcome the challenges related to classroom management, pre-service teachers tried to build good rapports with their students, design engaging instructions, and improve verbal and nonverbal communication. This will be identified further in Section 4.4.2.1 to Section 4.4.2.3.

4.1.2.2 Difficulty in managing class time.

The second difficulty experienced regarding lesson preparation was the discrepancy between the expectation of class time management and the actual time in a lesson. Regarding this, four student teachers (Dwi, Aila, Dian, and Satria) experienced coping with the disagreement of time management in the teaching practice. One particular case in this phenomenon is that of Satria's. Asked about difficulties encountered in the practicum, Satria noted:

[I]n the classroom, we got some unexpected situations so we needed to do the activities longer than what we had planned. (Satria)

This particular case is indeed similar to Brown's argument which stated that new teachers, which may refer to pre-service teachers, might not have enough experience in estimating time allotment for a lesson (Brown, 2001, p. 153). Furthermore, although this case is a common issue for both less experienced and more experienced teachers, it seems that student teachers did not recognize the importance of having a backup plan or the significance of composing a detailed lesson plan (Harmer, 1998, p. 121-24). In other words, this may suggest that the teacher preparations program the student teachers enrolled at might not give much attention to aspects in classroom management, especially in terms of unexpected circumstances in teaching practices (Numrich, 1996, p. 146; see Brown, 2001, p. 195-96).

It is presented in Section 4.2.2 that student teachers mentioned that this case were to do with learners' poor rapport with one another, institutional acts, student teachers' psychological anxiety, and knowledge barrier of student teachers. Furthermore, it is discussed in Section 4.3. 2 that student teacher who experienced who experienced such a problem found building good relationship with their students and improving individual qualities helped them to overcome the challenge.

4.1.3 Challenges related to communication breakdown

There are two particular themes emerged in relation to communication breakdown in the practicum. The themes revolve around pre-service teachers' relationship with mentor teachers and pre-service teachers' relationship with school staff.

4.1.3.1 Difficulty in interacting with mentor teachers.

All student teachers described that they were in good relationships with their mentor teachers. However, there were times when the discussions with the

mentor teachers were improbable to carry out. In relation to this, two student teachers (Dwi and Dian) recounted that they felt that they were not guided by their mentor teachers. This is reflected in Dian's comments where she wished that her mentor teachers would give her provide more time to discuss problems she encountered in the practicum.

The inadequate supports from the mentor teachers seems to challenge the idea that mentor teachers need to provide time for discussing the teaching experience the student teachers have and thus to help the student teachers make decisions as to what to do afterwards by themselves (Malderez, 2008, p. 264). Furthermore, the instance mentioned above pinpoints the vulnerability of mentor selection, meaning that school management system might not provide the best experienced teachers to guide student teachers in the practicum (Brown, 2001, in Malderez, 2009, p. 261). In addition, this may signal mentor teachers' unawareness of their roles in the practicum (Randall & Thornton, 2001, p. 13).

4.1.3.2. Difficulty in interacting with school staff.

One student teacher (Satria) noted that he had a problem in establishing a good rapport with other teachers, particularly with the school board. He confessed that there was miscommunication between the pre-service teachers at the school where he conducted field practicum and the school board. He expressed negative perspective on the school board because he, along with his fellow student teachers, was "asked to do some works that we were really not supposed to do" (Satria). He commented that the tasks, assessing national examination-like evaluation, should be kept confidential, without any third party interference. This may imply that school staff did not know their formal roles in the practicum (Crookes, 2003, p. 223; Elmajdob, 2004, in Malderez, 2008, p. 261). This issue will be further discussed in Section 4.3.3. Additionally, pre-service teachers would discuss the problem with fellow student teachers in order to come up with a solution to the problem. This will be discussed in Section 4.4.3.

4.2 Findings and Discussions of Causes of Pre-service Teachers' Challenges in Field Practicum

With regard to the challenges conveyed above, this section covers the cause of such challenges. This section presents three main themes of causes of pre-service teachers' challenges in field practicum. The themes are as follows: causes of challenges related to lesson planning, causes of challenges related to classroom management, and causes of challenges related to communication breakdown.

4.2.1 Causes of the challenges related to lesson planning.

It is acknowledged that the challenge related to designing a lesson is closely related to pre-service teachers' failure to adopt learners' needs in a lesson. In relation to this, one student teacher that is Dian appeared to know students' needs and characteristics. Dian noted "they (the students) seemed to enjoy materials related to real life".

Even though it seems that Dian knew the learners' needs, interestingly, at times it was hard for her to incorporate the needs into learning materials, particularly in teaching writing. Stated in the interview, the pre-service teacher found it difficult to ask her students to write a single paragraph throughout the practicum. This case indicates that the student teacher might not know how to adopt learners' needs into particular teaching situations (Richards & Crookes, 1988, p. 11). In other words, this particular instance shows a flaw of teacher education program in preparing pre-service teachers with skills to adopt students' needs into teaching practice (Katz & Snow, 2009, p.72; see Chapter 2, Section 2.1.1).

4.2.2 Causes of the challenges related to classroom management.

There are five possible causes of the challenges related to classroom management that student teachers identified in the interview. The causes are as follows: learners' low motivation to learn English, poor learner-learner relationships, institutional acts, psychological anxiety, and knowledge barrier.

4.2.2.1 Learners' low motivation to learn English.

More than half participants (Dwi, Edi, Ario, and Dian) underwent dealing with learners' low motivation to learn English. The participants seemed to note that some of their students did not show enthusiasm in learning English. For example, Edi indicated "some of the students had low motivation in learning English." This is relevant to Richards & Schmidt's view that the motivation of students is "generally considered to be one of the primary cause of success and failure in second language learning" (Richards & Schmidt, 2002, p. 344). This may indicate that pre-service teachers had built knowledge of their students, meaning that student teachers were aware of students' low interest in learning English (Pennington, 1990, p. 150). Further, this may indicate that student teachers might have developed professional development, which is a focus of field practicum (Gebhard, 2009, p. 251). That is to say, student teachers' training programs had helped pre-service teachers to build their professional expertise.

In addition, a student teachers (Dwi) further noted that their students thought English was a difficult subject. This supports the view that "language learning is one of the most face threatening school subjects because of the pressure of having to operate using a rather limited language code" (Dörnyei, 2001, p. 40). Furthermore, this may signal pre-service teachers' awareness of building knowledge of their students in order to develop professional development (Pennington, 1990, p. 150; Gebhard, 2009, p. 251).

4.2.2.2 *Poor learner-learner relationships.*

As noted by two student teachers (Dian and Satria), the problem revolving around difficulties in managing classroom was a result of torn attachment of students' relationship with one another. All three pre-service teachers indicated that some of their students did not want to work with some other students. This supports the issue of learners' cohesiveness, which is a widely discussed topic among social psychologist, in that the dynamicity of the groups is related to social studies pertinent to student behavior (Dörnyei, 2001, p. 42).

Student teachers' experience above, further, indicates that pre-service teachers might not know the aspects to create cohesiveness among the learners. As suggested by Dörnyei (2001), teachers could create group cohesiveness by making groups consisting 3-6 students, designing materials that can create learners' dependency on each other, and giving *training of group skill* e.g. listening to all members' comments, etc., and giving an opportunity to review the challenges found in the group work and the strategies that can be used to overcome the problems (Dörnyei, 2001, p. 101-102; see also Murray & Christison, 2001; p. 191). In addition, this may suggest that learners did not see the value of cooperative work. Therefore, it is pre-service teachers' job to make sure that students can understand the benefits of working in a group e.g. providing students (Christison, 1994, p. 139-41). One of the benefits, as McGarty (1992 in Murray & Christison, 2011) points out, is to "provide students with more complex input and opportunities for interaction (McGarty, 1992, as cited in Murray & Christison, 2011, p. 190). This may signal pre-service teachers' lack of general pedagogic knowledge and this further may indicate courses in the preparation program's flaw to fully prepare student teachers before entering teaching practice (Shulman, 1987, as cited in Randall & Thornton, 20001, p. 27).

4.2.2.3 *Institutional act.*

It is reported that some issues encountered in field practicum are exclusively prone to correlation with institutional acts, meaning that the problems are directly related to institutions decision-makings. With regard to this, all participants shared a mutual account that they had to teach in a classroom whose students had diverse English competence. This is relevant to Brown's view that teaching multiple proficiency levels is "a byproduct of institutional placement procedures and budgetary limits" (Brown, 2001, p. 197-98). Furthermore, this may suggest that student teachers were given the real context of second language classroom, which can help them to build professional development (Gebhard, 2009, p. 251).

4.2.2.4 *Psychological anxiety.*

It was indicated by two student teachers (Dian and Edi) that difficulty in establishing a good English instruction was, by some means, associated to their anxiety in imposing rules. Of particular interest is Dian who recounted the issue in a hypothetical situation, "If only I was stricter, the students might show disciplined-behavior" (Dian). This comment may suggest that the practicum was colored by student teachers' perception of insecurity practicum (Çelik, 2009, p. 103). That is, several pre-service teachers assumed that their students showed less respect for them, comparing to considerable amount of respect the students showed for their regular English teachers. This seems to oppose the suggestion that student teachers need to build strong personal quality in teaching practices (Brookfield, 1990, as cited in Crookes, 2003, p. 166).

Furthermore, the issue pre-service teachers' lack of confidence in imposing rules may relate to mentor teachers' inability to boost student teachers' confidence in classroom-based skills (see Randall & Thornton, 2001, p. 13). This enhances the suggestion that formal training addressing mentor teachers' roles in

the practicum needs to be undertaken (Yang, 2001, p. 101; cf. Malderez, 2009, p. 263-64).

4.2.2.5 Knowledge barrier.

It is important to bear in mind that being knowledgeable i.e. well-prepared prior an instruction can lead to a well-managed and effective classroom instruction. On the contrary, teachers with lack of preparation may encounter some problems in the lesson. In relation to this, it was experienced by Dwi that language barrier had impeded him, to some extent, to conduct a good English instruction. Asked about his weaknesses as a teacher, he admitted that he did not have a wide vocabulary. As a result, when his students asked him to translate some Indonesian (bahasa Indonesia) words into English, Dwi could not provide the appropriate response. This may indicate that the teacher preparation program where Dwi enrolled at could not provide the student teacher with vast knowledge of English language, especially in terms of rich English vocabulary (Pennington, 1990, p. 150).

The phenomenon of knowledge barrier was echoed in Arios' experience. Ario recalled that he occasionally could not answer all questions raised by the students. This suggests teachers education programs might not fully prepare student teachers with well-built knowledge and good language proficiency (Shulman, 1987, p. 39, as cited in Randall & Thorton, 2000, p. 27; cf. Ellis, 1990, p. 26). This is similar with Numrich's study which indicates that student teachers had lack of English knowledge (Numrich, 1996, p. 144; see also Gan, 2013, p. 101-02).

Both above-mentioned cases are relevant to the suggestion that ESL/EFL teacher education programs needs to consider language improvement as their main focus (Stoynoff, 1999; Richards, 2010 in Gan, 2013, p. 101-02). That is to say, teacher preparation programs should not only focus on developing ESL/EFL student teachers' professional development, but they also have to direct their

courses to improve student teachers' language competence (Shulman, 1987, in Randall & Thornton, 2001, p. 13; Madya, 2008, p. 6).

4.2.3 Causes of the challenges related to communication breakdown.

It has been indicated in Section 4.2.3 that several student teachers (Dwi and Dian) felt that they were not given enough guidance in the practicum. This may be due to school's failure to select mentor teachers who are suitable to guide student teachers in the practicum. That is, school management system might not cherry-pick mentor teacher and this may signal in-service teachers' teaching competence might be below par (Brown, 2001, in Malderez, 2009, p. 261).

In addition, the issue might be inflicted because mentor teacher "had not received much formal guidance concerning their responsibilities toward their student teachers (Griffin, 1986, in Crookes, 2003, p., 223). The latter cause above is not exclusively related to the phenomenon around miscommunication between student teachers and mentor teacher, but it relates to the issue of miscommunication between student teachers and school staff as well. As mentioned in section 4.2.3, a student teacher (P6) held a negative view toward the school staff as the school staff asked the student teacher alongside his fellow pre-service teachers to do to school staff' working load. This issue might arise because school management system might have lack description on their roles in the field-based experience (Crookes, 2003, p. 223). This may imply teacher preparation programs might not build good formal communication with the placement schools as to school staff's roles and responsibilities in the practicum (Yang, 2011, p. 99). Such an unclear understanding could further create "a negative effect on professional development" (Elmajdob, 2004, in Malderez, 2008, p. 261).

4.3 Findings and Discussions of Pre-service Teachers' Strategies to Overcome the Challenges in Field Practicum

The preceding sections have fully covered the challenges and possible causes of the challenges. This section, consequently, presents three main strategies which pre-service teachers employed to deal with the problems in the practicum: strategies to overcome the challenges related to lesson planning, strategies to overcome the challenges related to classroom management, and strategies to overcome the challenges related to communication breakdown.

4.3.1 Strategy to overcome the challenges related to lesson planning.

There is one common tactic employed by pre-service teachers to deal with problems revolving around lesson planning. The tactic is asking for advice from fellow pre-service teachers, meaning that they turned into fellow student teachers for advice on problems they encountered. Of six student teachers, five pre-service teachers (Dwi, Aila, Edi, Ario, and Satria) noted that they consulted their fellow student teachers when they encountered problems in preparing a lesson.

The phenomenon above seems to suggest that the field practicum and its corresponding carrier, teacher preparation programs, have successfully created a warm atmosphere of interaction among the student teachers (Tomaš, Farrelly, & Haslam, 2008, p. 663). This is relevant to the suggestion that student teachers need to have good rapports with his colleagues in order to ease difficult problems (Crookes, 2003, p. 175). Moreover, this is in line with existing studies, especially those of Numrich (1996) and Gan (2013), which indicated student teachers would ask for guidance to their colleagues when they had problems in the practicum (Numrich, 199, p. 143; Gan, 2013, p. 100). The phenomenon may indicate that pre-service teachers might have built professional expertise by means of employing reflective teaching in the practicum (Ferraro, 2000, <http://searcheric.org/digests/ed449120.html>; cf. Crookes, 2003, p. 183).

It is worth pointing out that fellow student teachers are not the sole individuals who can be discussed with as to the solution for problem in preparing a lesson. Student teachers also can consult the problem with their mentor teachers, or, in some case, with other teachers. Regarding this, three student teachers (Aila, Edi, and Satria) noted that they discussed their problem in designing a lesson with their mentor teachers. This may indicate that some mentor teachers have understood their roles in the practicum i.e. providing time to listen to student teachers' problems (Randall & Thornton, 2001, p. 13).

4.3.2 Strategies to overcome the challenges related to classroom management.

There are three strategies which pre-service teachers used to deal with the difficulties related to classroom management. The strategies are as follows: establishing good rapports with the learners, creating engaging instructions, and building individual qualities.

4.3.2.1 Establishing good rapports with learners.

There is a mutual account shared by four pre-service teachers (Dwi, Aila, Ario, and Satria) in dealing with problems related to classroom management: establishing good relationships with their students. In relation to this, knowing students names is one of the tactics employed by student teachers in establishing a good rapport with the students. Dwi, for example noted that since he knew all of his students' names he could deal with unnecessary noises that his students made. The aforementioned phenomenon suggests that student teachers might have built knowledge of students, especially in knowing students identity (Pennington, 1990, p. 150). Furthermore, this is relevant to Crookes' suggestion that student teachers need to know all student names in order to deal with disruptive behavior in the practicum (Crookes, 2003, p. 163).

One other strategy used in establishing a good rapport was interacting with the most defiant student(s) in person. This appears to be an effective strategy based on Aila's experience:

“When I scolded one of the students he was, like, disappointed at me so I just talked with him in person. After that, we had a good relationship again and he never made any trouble at class anymore.” (Aila)

Aila's experience may suggest her awareness of building a good relationship with defiant students in order to “solve the problems of uncooperative classes” (Harmer, 1998, p. 130). In addition, this may indicate that Aila was aware of the principle of using private correcting instead of public correction (see Chapter 2, Section 2.3.3.2). In other words, it appears that Aila's education program has successfully prepared her with knowledge of learners (see Randall & Thornton, 2001, p. 28).

4.3.2.2 *Creating engaging instructions.*

Designing and running an engaging lesson was recognized as an important aspect by student teachers as it might enable them to solve inflicted issues revolving around classroom management. Of six participants, five student teachers (Dwi, Aila, Ario, Dian, and Satria) indicated that they frequently designed various classroom activities such as using songs, games, presentation in an instruction. Student teachers who used such a strategy found the tactic benefited them in dealing with disruptive students. Ario, for instance, noted:

“My fellow student teachers said it (my teaching practice) was good because they said that I could control the class” (Ario).

Ario, further realized that he used various activities in the instructions. The instance indicates that teacher preparation program where the student teachers enrolled at seemed to succeed in equipping student teachers to be acquainted with particular teaching techniques and methodologies (Richards & Crookes, 1988, p. 11). The instances above suggest that student teachers benefited from conducting field practicum in which they were able to integrate theories into practice and to

have a chance to use particular techniques and methods (Richards & Crookes, 1988, p. 11). This refers back to the discussion of field practicum as part of teacher preparation programs in Chapter 2, Section 2.2.1.

On the contrary, a student teacher (Edi) admitted that his performance was “not so good but it was not so bad” because he “applied so many direct teaching, lecture-like teaching”. This particular case may suggest that regardless of the endeavor of teacher education courses to provide student teachers with innovative strategies and methods, the courses made an unsuccessful attempt to fully prepare student teachers into creating their pathways to reach an ideal instruction. This enhances the wisdom of existing research particularly that of Gan in which he pleaded for the recognition of the sustainability of pedagogical principles when it comes to pre-service teachers’ teaching practice in field practicum (Gan, 2013, p. 103). That is, teacher preparation programs might not help to sustain the use of teaching techniques and methods embedded in their courses. In addition, this phenomenon may become the base to improve the quality of teacher education programs (Farrel, 2003, in Gan, 2013, p. 104).

4.3.2.3 Building individual qualities.

As pointed out in the interviews, pre-service teacher noted numerous particular phenomena in which they had to improve verbal and nonverbal communication. With regards to improving verbal communication, five pre-service teachers (Dwi, Aila, Ario, Dian, and Satria) seemed to acknowledge the importance of using clear and voices. This is relevant to Brown’s view that clarity of voices is “[o]ne of the first requirements of good teaching” (Brown, 2000, p. 194). That is to say, pre-service teachers’ clear voices can help minimize the classroom problems caused by disruptive students (Brown, 2000, p. 194).

In addition to the use of clear voices to deal with classroom management problems, two student teachers (Aila dan Dwi) alluded to the importance of improving their nonverbal communication. Of particular interest is Dwi who

noted that using nonverbal cues, such as hand gestures could help his students to understand his lectures i.e. when he explained materials using English. This shows pre-service teachers' awareness of incorporating nonverbal language in order to help their students to learn better (Brown, 2000, p. 195).

Furthermore, it has been indicated in Chapter 2, Section 2.3.3.4 that poise may help new teachers in coping with unexpected circumstances in the class. Regarding this, it appears that one student teacher (Satria) was aware of such a strategy. Asked about his strengths as a teacher, he recounted:

I could manage them quite well and I didn't get panic easily, you know, when, for example some unexpected moments came up I didn't get very panic, "What should I do?" but I could adapt with the conditions. (Satria)

Satria's experience above is relevant with Brown's suggestion that being controlled and calm when facing such unexpected circumstances may help student teachers in dealing with these problems (Brown, 2001, p. 196). It further confirms that Satria's teacher preparation program might have helped him to devise a strategy, which in this case was poise, in coping with particular teaching situations (Pennington, 1990, p. 150).

4.3.3 Strategies to overcome the challenges related to communication breakdown.

It is indicated that when student teachers encountered problems revolving miscommunication they will turn to fellow student teachers for guidance. Such a case is that of Dwi who was not given enough attention by his mentor teacher. Asked as to the strategy he used to deal with such problem, he recounted:

"I just tried to discuss it with my fellow student teachers. I asked their suggestion, their advice. (Dwi)"

This suggests that consulting the miscommunication with fellow student teachers may ease pre-service teachers' problems concerning the lack of communication with their mentor teacher, as well as the challenge related to

student teacher's miscommunication with school staff. This may imply that the teacher education programs succeed in developing good communication skills among student teachers (Tomas, Farrelly, & Haslam, 2008, p. 663). In other words, this may signal teacher preparation programs' achievement in building pre-service teachers' professional development (Ferraro, 2000, <http://searcheric.org/digests/ed449120.html>; cf. Crookes, 2003, p. 183). Furthermore, this is relevant to Gan's study where he found out that problems related to communication breakdown could be eased by discussing the challenges with peer student teachers (Gan, 2013, p. 100).

4.4 Concluding Remark

This chapter has presented an array of challenges pre-service teachers encountered in field practicum, the possible causes of the challenges and the schemes of strategies employed to deal with the challenges.

The forthcoming chapter, Chapter 5, will address the concluding report of the current study, the limitation of the current study and suggestions for further research and related parties.