

**AN ANALYSIS OF STUDENTS' CHALLENGES IN FIELD
EXPERIENCE (PPL) DURING COVID-19 AT ENGLISH
LANGUAGE EDUCATION OF FKIP UIR**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of Bachelor Degree in
English Language Teaching and Education*

Universitas Islam Riau



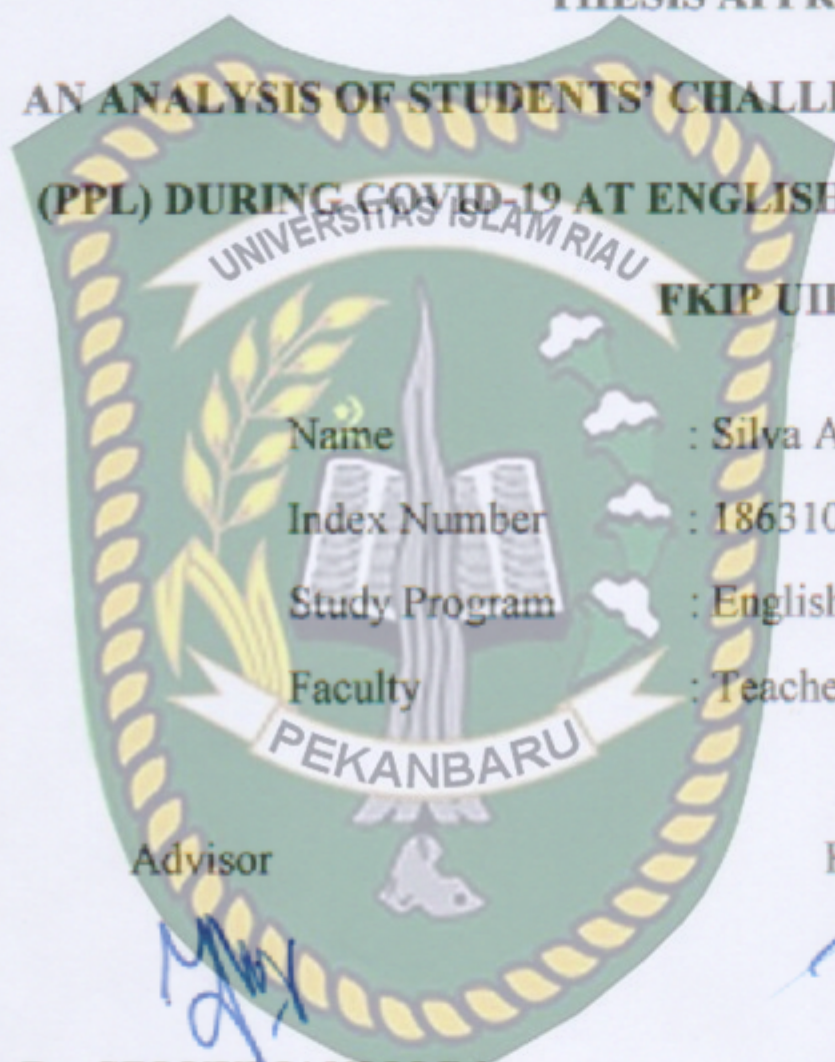
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**ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU**

2022

THESIS APPROVAL

AN ANALYSIS OF STUDENTS' CHALLENGES IN FIELD EXPERIENCE
(PPL) DURING COVID-19 AT ENGLISH LANGUAGE EDUCATION OF
UNIVERSITAS ISLAM RIAU
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(PPL) DURING COVID-19 AT ENGLISH LANGUAGE EDUCATION OF
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LETTER OF NOTICE

We, that the advisor hereby notices that:

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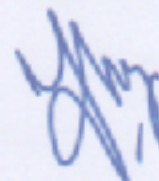
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It is ready to be examined. This letter is made to be used, as it needed.

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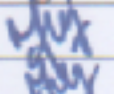
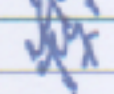
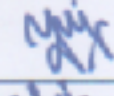

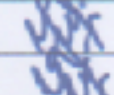
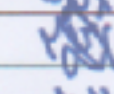


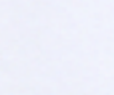
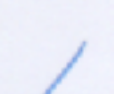


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THESIS GUIDANCE AGENDA

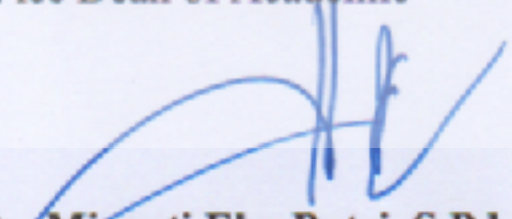
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NO	Date	Guidance Agenda	Signature
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2	January 3, 2022	1 st Revised	
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4	January 19, 2022	Approved to join Proposal Seminar	
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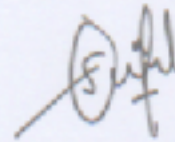
DECLARATION LETTER

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I hereby declare that this thesis is definitely in my own ideas, except for some quotations (directly or indirectly) that were adapted or taken from various sources and mentioned scientifically. The researcher is responsible for the truthfulness of the data provided in this paper.

Pekanbaru, June 2022

The researcher



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Peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness. The researcher realizes that the support and encouragement of people have been important in the preparation and completion of this thesis. Therefore, the researcher would like to dedicate her deepest appreciation, love and thanks to my beloved parents Muhammad Hatta, SH and Sawiyah, S.Pd, for my brothers, Muhammad Hariyansyah, S.Kep and Muhammad Al Mizani Ilmi, my sister Aina Handayani, S.Kep, who always give much love, prayer and always stand by her side.

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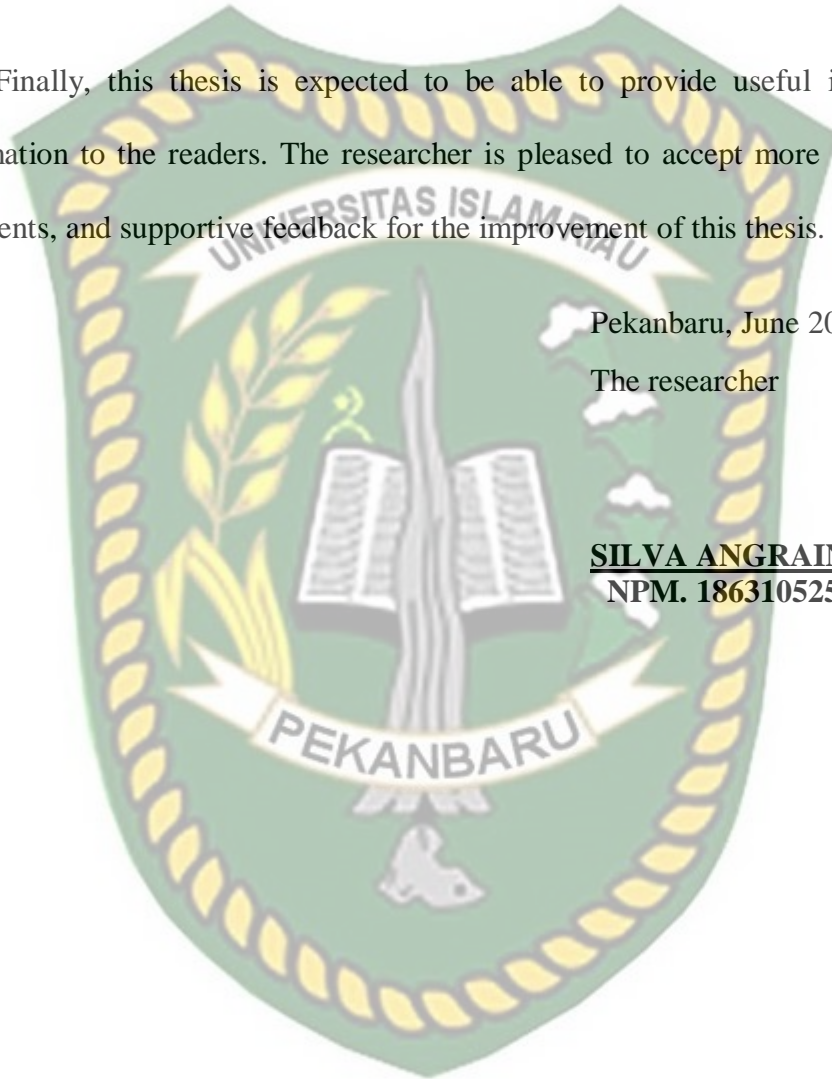
8. Last but not least, I want to thank me, for believing in me, for doing all this hard work, for having no days off, for never quitting, for just being me at all times.

Finally, this thesis is expected to be able to provide useful insight and information to the readers. The researcher is pleased to accept more suggestion, comments, and supportive feedback for the improvement of this thesis.

Pekanbaru, June 2022

The researcher

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ABSTRACT

Silva Angraini, 2022. **An Analysis of Students' Challenges in Field Experience (PPL) During Covid-19 at English Language Education of Fkip UIR.** English Language Education, Faculty of Teacher Training and Education, Universitas Islam Riau. Advisor: Dr. Sri Yuliani, M.Pd.

Keywords: Students' Challenges, Difficulties, Problem in teaching, Field Experience (PPL).

Challenges are the problems or difficulties that were faced by prospective teachers in learning English as a foreign language. In the midst of the Covid-19 outbreak, school and university doing the field experience (PPL) activities are carrying out new normal situation. There were 5 categories that were classified by Bartell (2005); *procedural, managerial, psychological, instructional, and professional*. This research aims to investigate the challenges that were faced by prospective teachers and what they did in dealing with their challenges.

This research applied descriptive qualitative method in investigating the demographic data of students' challenges in field experience (PPL). The population of this research was seventh semester students of English Language Education of FKIP UIR, while the sample was selected through random sampling technique that consist of 20 students. It also applied questionnaires in the Google form and interviews through zoom meeting that was adapted from Bartell (2005). There were 25 items on the questionnaires and 7 items on the interviews that answered by prospective teachers.

The answers of the first question in this research question were the result of this study indicated that prospective teachers predominantly faced difficulties in the procedural category. This can be seen based on the result of the percentage of students' challenges in filed experience (PPL), namely Procedural category 59,8%, Managerial category 59,4%, Psychological category 57,0%, Instructional category 58,6%, Professional category 56,6%. This shown that prospective teachers at Universitas Islam Riau especially seventh semester students faced challenges in adapting the classroom in field experience as well as difficulties in getting students attention, giving references, and creating the lesson. Meanwhile, the answer of the second question of the research question was the prospective teachers highlighted their mistakes and learnt from their mistakes and made improvements in the future.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Almost every country in the world is affected by a terrible virus known as COVID-19 at the start of 2020. This virus is thought to have first been discovered on December 31, 2019, in Wuhan, Hubei, China, and spread to all other affected countries including Indonesia which has felt the impact until now. Due to Covid-19, there have been many declines in various fields, such as work, the economy, and no doubt, education.

Education is important in our life because education includes the act of imparting knowledge to others and the process of receiving it from others. It also include the knowledge gained via schooling or instruction, as well as the teaching profession as a whole. The COVID-19 that affected had a big impact on the world of education in Indonesia.

In the seventh semester in English Language Education of FKIP UIR, there is a field experience practice (PPL). Field Experience Practice (PPL) is an activity that applies or implementation the complete learning experience that has been acquired during lectures into training for teaching and learning activities, as well as other teacher responsibilities (Wijarini & Ilma, 2017). That is included in the compulsory courses to train students to determine the knowledge and abilities they already have in a learning process. In the field

experience program, students are directly involved in teaching in a classroom. Students are asked to prepare various kinds of learning tools. Such as lesson plans, syllabus, media, teaching materials, and also students must master how to control class conditions during the learning process.

In the performance of the field experience practice during pandemic COVID-19, there were several challenges that students found. Such as limited meetings, lack of interaction, differences in the system used in the learning process at school because there are many different learning systems in each school, for example, using Google Classroom, Edmodo, Zoom, Google Meet, and Live Worksheets.

Based on the previous description, the researcher is really interested in observing about the students' challenges in field experience practice (PPL). In this study, the researcher only focused on the seventh semester students at English Language Education of FKIP UIR. So, the researcher is interested in analyzing students' challenges in field experience practice (PPL). This study is entitled "An Analysis of Students' Challenges in Field Experience (PPL) During Covid-19 at English Language Education of FKIP UIR".

1.2 Identification of the Problem

Based on the background above, the researcher is interested in the problems that will be faced by students of English Language Education of FKIP UIR. The problems that will be faced by students become challenges that they should face in the field experience practice (PPL). In the field experience

practice, the students will face a variety of different challenges. So, in this study the researcher focuses on analyzed the Students' Challenges in Field Experience (PPL) During Covid-19 at English Language Education of FKIP UIR.

1.3 Focus of the Problem

In line with the problem identification of the research, the focus of the research is on the Students' Challenges in Field Experience (PPL) During Covid-19 at English Language Education of FKIP UIR.

1.4 Research Question

Based on the previous explanation, the researcher decides to formulate the following question:

1. What are the challenges that faced by seventh-semester students of English Language Education of FKIP UIR in the field experience practice (PPL)?
2. What do they have to do dealing with their challenges in the field experience practice (PPL)?

1.5 Objective of the Research

Regarding the formulation above, the objective of the research is to find out:

1. To investigate the challenges faced by seventh-semester students of English Language Education of FKIP UIR in the field experience practice (PPL).
2. To investigate what the students have to do in dealing with the challenges in the field experience practice (PPL).

1.6 Significant of the Research

The result of this study are expected to contribute:

1. Students or learners of English Language Education of FKIP UIR
 - a. To make students know what challenges they will be facing in the field experience practice (PPL).
 - b. To provide some information about the appropriate solutions that can be used by students in the field experience practice (PPL).
2. Lectures of FKIP UIR
 - a. To give some meaningful information about challenges that will be faced in the field experience practice (PPL) by seventh-semester students of English Language Education of FKIP UIR.
 - b. To raise awareness about the importance of the field experience practice solutions and how teachers can apply them in the English classroom.

3. Others Researcher

- a. To provide the other researcher with some valuable information or references, especially for another researcher who would like to conduct much deeper research about challenges in the field experience practice (PPL).
- b. To consider the result for further study.

1.7 Definition of the Key Terms

To make of the title and avoid misunderstanding and misinterpretation, it is necessary to define the operational definition of the terms composed in this study:

1. Challenges:

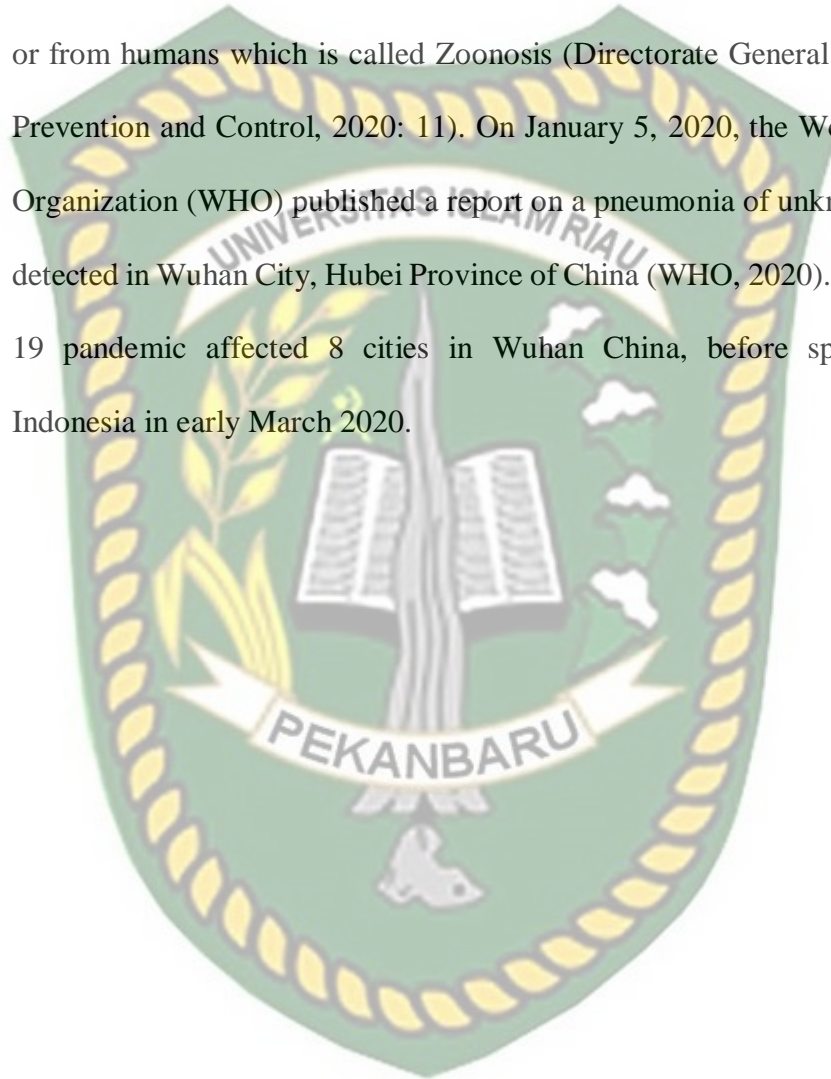
According to Collins Dictionary (2008) challenge is something new and difficult which requires great effort and determination. So, the challenge in this study means the difficulties which are faced by students in field experience practice (PPL).

2. Field Experience Practice (PPL):

Field Experience Practice PPL is one of the activities intra-curricular academic activities that include teaching exercises and assignments other than education in a guided, directed, and integrated manner to meet the requirements formation of professionals in education.

3. Covid-19

The Covid-19 pandemic is a type of disease that has just attacked humans. Coronavirus is a disease that can be transmitted either from animals or from humans which is called Zoonosis (Directorate General of Disease Prevention and Control, 2020: 11). On January 5, 2020, the World Health Organization (WHO) published a report on a pneumonia of unknown cause detected in Wuhan City, Hubei Province of China (WHO, 2020). The covid-19 pandemic affected 8 cities in Wuhan China, before spreading to Indonesia in early March 2020.



CHAPTER II

REVIEW OF THE LITERATURE

2.1 Relevance Theories

2.1.1 Definition of Learning

According to Rusman (2016) Learning is a system which consists of various components that are interconnected with one another. Learning is a system consisting of several components that are interconnected with each other and these components of learning include: objectives, materials, methods, and evaluation. Learning is a relationship between students and educators that is useful for obtaining learning and teaching experiences in a variety of ways.

2.1.1.1 Online Learning

Online learning is learning that utilizing digital technology such as the internet network as accessibility, connectivity and flexibility to enable different types of interactions learning (Moore et al., 2011). Online learning was created as a way to connect teachers and students in a virtual classroom without having to be physically present in the same room. Online learning can be done with virtual classes, namely learning experiences in a synchronous or asynchronous environment using various tools such as laptops and smartphones with internet access.

Meanwhile, according to Kuntarto (2017) Online learning is learning that can bring together students and teachers to carry out learning interactions

through the internet network by requiring devices in the form of smartphones, computers, and so on. So, we can say online learning is learning that can bring students and teachers together to carry out learning activities through the internet network moreover, teachers can give the materials, assessments, and assignments to students online without having face to face in a classroom.

2.1.1.2 Offline Learning

According to Kamus Besar Bahasa Indonesia, meaning the word offline comes from the acronym “outside the network”, which means disconnected from the computer network (offline) (Malyana, 2020). Offline learning can be done by learning through books or direct meeting. As for The types of offline learning activities are: activities to watch the news as a source of learning, students collect assignments in the form of documents, where offline learning is not take advantage of the internet, computers, and other media. In other words face-to-face is required in implementation offline learning. In implementing offline learning teachers can provide a stimulus learning materials (Suhendro, 2020).

"Offline learning can be interpreted as a form of learning that is not at all in condition connected to the network or the internet” (Mukminah et al., 2021:324). System offline learning means learning with using media such as television and radio. So, we can say offline learning is learning that is done without being connected to a network or internet, usually learning is done using books, watching the news as a source of learning, or direct learning.

2.1.1.3 Blended Learning

Blended learning is the incorporation of aspects of electronic formats such as web-based learning, video streaming, synchronous and asynchronous audio communication with traditional “face to face” learning face” (Sjukur, 2013). The purpose of blended learning is to provide a learning experience that most effective and efficient (Idris, 2018). According to Husamah (2014) as cited in Wahyuni & Etfita (2018) Blended Learning is basically a combination of learning excellence that is done face to face and virtually.

The introduction of blended learning initiatives is part of these innovations but its uptake, especially in the developing world faces challenges for it to be an effective innovation in teaching and learning. Blended learning facilitates improved learning outcomes, access flexibility, a sense of community, the effective use of resources, and student satisfaction (Eryilmaz, 2015). Blended Learning is a combination of the characteristics of traditional learning and electronic learning environments (Wahyuni, 2018).

Based on the expert above, blended learning is a learning process that combines the benefits of a face-to-face environment and e-learning, and introduces blended learning initiatives in developing countries to face challenges for it to be an effective innovation in the teaching and learning process, so students can facilitate the improvement of learning outcomes, access e-learning, and more.

2.1.2 Field Experience Practice (PPL)

Field Experience Practice or teaching practice, often called *Praktek Pengalaman Lapangan (PPL)* is an important component towards becoming a teacher that provides student-teachers's experiences in the actual teaching and learning environment (Ranjan, 2013). Field Experience Practice Program (PPL) is an educational program organized to prepare undergraduate education graduates to master full teacher competence by National Education Standards (SPN) to gain recognition as professional educators like other researcher said (Borg et al., 2018).

Barry and King as cited in Shalihah (2019:8) said "Teaching practice provides the opportunity to apply the principles of teaching and learning that have been studied during the course work." PLP is a stage in the process of preparing professional teachers at the undergraduate level of education, in the form of assigning students to implement learning outcomes (Seufert et al., 2019) through observing the learning process in schools/educational institutions, training to develop guided learning and learning tools (Silverman, 2016), and accompanied by reflective action under guidance and supervision. Supervisory lecturers and tutors in stages. According to Yuliani (2018:82) said "Student success in running Field Experience Program (PPL) is influenced by many factors. These factors can be derived from self (internal) or from outside student self (external), for Field Experience Program (PPL) a blend of theoretical and practical abilities".

During the field experience practice, the student-teachers are given the chance to teach based on their capability before they really get into the real world of the teaching profession itself. They additionally recognize the value of teaching practice and they perceive it as the important aspect of their preparation for the teaching profession since it provides for the important interface between student hood and membership of the profession (Ranjan, 2013). According to Fagbulu (1984) as cited in Endeley (2014:148) also states that “Teaching practice is also a kind of apprenticeship stage during which the students are sent out to schools as a media to gain their practical and professional experience by translating all the educational theories they have acquired or learnt during training into practice”. “It is a practical teaching activity by which the student-teachers are given an opportunity in actual school situations to demonstrate and improve their training in pedagogical skill over a period of time” Salawu & Adeoye as cited in (Endeley, 2014:148).

2.1.3 Covid-19

On January 5, 2020, the World Health Organization (WHO) published a report on a pneumonia of unknown cause detected in Wuhan City, Hubei Province of China (WHO, 2020). Analysis of lower respiratory tract samples isolated from affected cases implicated a novel coronavirus as the causative agent in this illness (WHO, 2020). This illness is being compared with other global coronavirus-related outbreaks such as severe acute respiratory syndrome (SARS) and Middle East respiratory syndrome, which affected approximately

8000 and 2400 people worldwide, respectively. Signs and symptoms of COVID-19 have thus far been described as fever, cough, myalgia, fatigue, sputum production, headache, hemoptysis, and diarrhea (Huang et al., 2020)

The World Health Organization (WHO) declared on March 11 for a novel virus caused by the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) as a pandemic. The outbreak started as a cluster of pneumonia cases in late December 2019 in Wuhan, Hubei Province, China it has now reached the scale of more than 12 million confirmed cases in 188 countries worldwide (Dong et al., 2020)

The Minister of Education and Culture, Nadiem Anwar Makarim, then issued Circular No. 4 of 2020 concerning the Implementation of Education in Emergency Coronavirus (Covid-19), one of which emphasizes that online (distance) learning is used to provide meaningful learning experiences for students without sacrificing time not to study. Also, this distance learning provides students with an understanding of the importance of maintaining health during this pandemic. Not only that, but all activities are carried out from home in order to prevent the Covid-19 from spreading.

The Ministry of Education, Culture, Research, and Technology then issued Circular Letter Number B/420/525/DISDIK/2021 dated 17 September 2021 concerning Adjustment of Learning Policies in the 2021/2022 Academic Year and Circular Number 4 of 2021 concerning Implementation of Limited Face-to-Face Learning starting October 1, 2021. This limited face-to-face

learning activity is held in accordance with applicable regulations in accordance with established health protocols.

2.1.4 Definition of Challenges

Meaning of “challenges” in English Dictionary (the situation of being faced with) something that needs mental or physical effort in order to be done successfully and therefore tests a person’s ability, finding a solution to this problem is one of the greatest challenges faced by scientists today (Cambridge Dictionary). Meaning of “challenge” is a calling into question (a challenge to an assertion) (Webster’s New World Dictionary; 1974 as cited in Badriah (2019). The challenge is an activity carried out with mental and physical efforts in order to be able to do something successfully that aims or is determined to improve the ability to overcome problems.

According to Islam et al. (2015), there are many challenges faced by academics regarding the use and success of e-learning in an academic environment. Current discussion around the challenges in this area can be divided into five categories: learning styles and culture, pedagogical e-learning, technology, technical training, and time management challenges. “Three challenges have been under spotlight of undergoing practicum, namely pedagogy and knowledge preparedness and autonomy and workload, psychological and leadership aspects” (Shalawati & Hadijah, 2018:117). According to Roozenburg (1995) cited in Saeed et al. (2016), the problem is a

feeling of dissatisfaction in a particular situation. The students' attitudes towards procedures and in learning common languages are also important, the students' negative perceptions can damage the whole of learning program. There is a contextual relationship between the problem of English teachers and the students.

According to Josoh (2011) cited in Al-Momani (2016:46) "Study at Malaysia demonstrated that students faced several challenges some of which are personal and related to students themselves, others are related to education mean". According to Kidzildag (2009) cited in Badriah (2019) The challenge in teaching English divided into three categories, they are (1) institutional challenges (2) instructional challenges (3) socio-economic challenges. On the other hand, Ur (1995, p. 121) cited in Yusuf & Zuraini (2016) There are some problems in teaching speaking such as being scared of making mistakes, shyness, some dominating learners in the group, the learners find it hard to find motives to speak and they more natural to express themselves in their native language. Based on some previous opinions above, it can be concluded that challenges are problems or difficulties that will be faced by the teachers or students in learning English as a foreign language.

2.1.5 Kinds of Challenges or Problem

There are many things are needed by prospective teachers to become a good teacher because prospective teachers need to know what they need to do

before beginning teaching practice in the classroom. Not only that, but prospective teachers require a variety of skills in order to be effective educators. Therefore, as prospective teachers, we should be aware of what we require. According to Bartell (2005:16-17) argued that new teachers have special needs that come from their beginner status.

They must be familiar with their own school and district procedures. They must learn how to manage their classroom and take care corresponding notes. They need help with psychological adjustment related to work demands and pressures. They have a variety of needs, including access to the internet, knowledge of curriculum and teaching, and the ability to know what to teach and how to teach it effectively to their students. They need to learn the norms and their professional practice. They must be able to comprehend and relate to the life and culture represented in their class. They must be able to manage the politics of the school where they work as well as the larger factors that influence the profession.

Table 2. 1 New Teachers needs addressed in Education Program (Bartell: 2005)

Category	Example
Procedural	Familiarity with school and district procedures and expectations for personnel
Managerial	Classroom management strategies; time management; setting up the classroom; getting materials and supplies; scheduling; taking attendance; grading practices; keep records
Psychological	Managing stress, gaining self-confidence, handing challenges and disappointments, transitioning from student to teacher role, attending to physical and emotional well-being

Instructional	Grade-level curriculum standards and expectations; lesson planning; instructional resources; assessing student progress and using results to shape instruction; using a variety of instructional practices; adapting instruction to meet individual student needs
Professional	Teaching norms and practices; appropriate boundaries and relationships between faculty and students; legal issues; the role of professional organizations; professional development opportunities
Cultural	Developing rapport with students and parents; understanding and appreciating environment; using community resources; valuing diversity; developing cultural proficiency
Political	Getting to know colleagues; contributing to extracurricular program; building relationships with colleagues, staff, and administrators; understanding the broader context of teaching and reform efforts

2.2 Relevance Studies

The following are some previous research topic related to the title of this research, namely:

1. Research have done by Samsuar, Syarifah Farissi Hamama, Syarifah Fadiya Hallaby (2019) (Samsuar et al., 2019), with the title “Analisis Kesulitan yang Dihadapi Mahasiswa FKIP Biologi Universitas Abulyatama selama Pelaksanaan PPL pada Aspek Masalah Pribadi” with the finding: based on the data, this research was conducted to analyze the difficulties encountered by the prospective teacher of Biology FKIP Universitas Abulyatama during the Teaching Training Program at Personal issues. This research was a descriptive research with quantitative approach. Data collection in this study were obtained by questionnaires in the form of

Likert scale. The result showed that lack of creativity was the main difficulties faced by the biology prospective teacher (67%; medium). On the other hand, being far from spouse, children and household related problems were the least encountered difficulties (28%; low) during the Teaching Training Program.

2. Research have done by R. A. TRI RATU UTAMI (2020) (Utami, 2020), with the title “AN ANALYSIS OF STUDENTS' CHALLENGES IN MICRO TEACHING CLASS: PHENOMENA AT ENGLISH LANGUAGE EDUCATION OF FKIP UIR” with the finding: based on the data, this study aims to find out what is faced by prospective teacher students and what they do in facing challenges. To obtain information from prospective teachers, the researcher applied a descriptive qualitative method in investigating the demographic data of student challenges in the micro teaching class. Based on the results of the percentage of student challenges in the micro teaching class, namely the procedural category as much as 49%, the managerial category 63%, the psychological category 46%, the learning category 54%, and the professional category 57%. This shows that prospective teachers at the Islamic University of Riau in particular face challenges in planning in advance the content of the material as well as difficulties in controlling the course of discussion and clarifying problems or student opinions.

3. Research have done by Amirul Mukminin, Akaat Hasjiandito, Ghanis Putra Widhanarto (2020) (Mukminin et al., 2020), with the title “Practical Analysis of Field Experiences: Studies on Prospective Early Childhood Education Teachers” with the finding: based on the data, this research aims to determine student performance in implementing PPL in the PGPAUD Study Program and determine the inhibiting and supporting factors of implementation PPL of PGPAUD students. This research was conducted based on a quantitative line of thought. Even so, technically, qualitative methods cannot be abandoned, especially concerning the importance of the study results' versatility. The subjects of this study were school principals and tutors of partner schools in Central Java Province. Data will be collected in two ways, namely a questionnaire in the form of a subject's self-response to statements made based on the PPL implementation assessment module's indicators. The implementation of learning can be described as 12.8% of respondents believe that students are in an outstanding category, 49.8% of respondents think that students are in a suitable type. There are 37.4% of respondents who say that they are not right. Inhibiting factors for PPL implementation for PGPAUD students include the practitioner's ability to establish a social relationship with the school community. Meanwhile, the factors that support the implementation of PPL for PGPAUD students include the location of PPL places that are close to the campus, the majority of PGPAUD lecturers are still young, online assessment and monitoring systems, good relations between partner

schools and PGPAUD majors, internship programs 1 and 2 and field observations of subjects. PPL is designed jointly between the PGPAUD department and partner schools, so that it will run effectively.

4. Research have done by Agustiana Saif (2021) (Saif, 2021), with the title “Analisis Kemampuan Mahasiswa Dalam Melaksanakan Praktik Pengalaman Lapangan Pada Masa Covid-19” with the finding: based on the data, this research is motivated by the inability of Education students physics who carried out PPL during the covid-19 period in developing all knowledge about education that he owns directly school environment. This inability to apply pedagogic competence which is a mandatory competency that must be possessed by a teacher. The purpose of this study is to analyze the ability of Physics Education PPL students in applying pedagogical competence to Covid-19 period for the 2019/2020 school year.

2.3 Operational Concept

The operational concept is a concrete explanation for a theoretical concept that can be used as a reference in research and is simple to implement in the field. To avoid misunderstandings in this research, the theoretical concepts must be operationalized as a benchmark in this study.

In relation to the problem under study, this research deals with the categories of new teacher need addressed in education program design by Bartell (2005) uses as instrument or tool for data collection. The category

questionnaire consists of twenty five questions divided into five parts. The list is as follow:

1. Part A enlist 5 questions are related to procedural categories.
2. Part B enlist 5 questions are related to managerial categories.
3. Part C enlist 5 questions are related to psychological categories.
4. Part D enlist 5 questions are related to instructional categories.
5. Part E enlist 5 questions are related to professional categories.

The first category is procedural that pre service teacher must know because there are procedural procedures in their own districts and schools so this is one of the important things that pre-service teachers or new teachers should be aware of.

The second category that pre service teachers need to know is managerial. Setting up the classroom, time management, obtaining materials and supplies, taking attendance, grading practices, and keeping records are all skills that students must learn.

Pre service teacher need helps with psychological adjustment related to work pressures and demands. Some things that include this psychological category such as managing stress, handling challenges and disappointment, gaining self-confidence, attending to physical and emotional well-being.

The next category is instructional. Instructional categories include things like grade level curriculum standards and expectations, lesson plans, using a variety of instructional approaches, instructional materials, assessing students' progress, and using the results to shape instruction. To know how to

best teach the students and knowing what to teach, pre service teacher has many needs on the internet in the fields of curriculum and teaching.

The last category is professional. Teaching norms and practices, the function of professional organizations, acceptable limits, and professional development opportunities are all topics that pre-service teachers should be aware of in this category. As a result, pre-service teachers should be aware of this category and prepare themselves before going to direct school and dealing with reality in the field.

2.4 Assumption

Assumption of this study is to know about the challenges that were faced by the students in seventh semester students of English Language Education of FKIP UIR in field experience practice (PPL). In this study, the researcher assumes that the most challenges that faced by the students in field experience practice (PPL) is managerial problem.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Based on the research title that has been chosen, the researcher used descriptive qualitative methods. According Creswell (2014) says that qualitative research is exploratory, and researchers use it to investigate a topic when the variables and theoretical basis are unknown. The purpose of this research was to test the research question to know what are the challenges that students facing and what are the students doing in the face of their challenges in the field experience practice (PPL) as stated in chapter one.

3.2 Population and Sample of the Research

3.2.1 Population

The population of this research was the seventh semester students of English Language Education of FKIP UIR semester academic 2021/2022 who have already taken the field experience practice (PPL).

Table 3. 1 The Total Population of the Seventh Semester at English Language Education of FKIP UIR

No	Classes	Total
1	7A	33
2	7B	37

3	7C	39
4	7D	40
Total		149

3.2.2 Sample

The researcher decided to conduct this research using a random sampling technique. The sampling of the members of the population are carried out randomly without looking at the strata in the population. The researcher took 20 students randomly as sample in this study. According to Arikunto (2002) cited in Rifansah (2020) If the population is 100 or less, it is better to take the whole population as the sample, if the population is more than 100 respondents, the researcher can take 10-15 % or 20-25 % or more than 25% of the population based on the capability of a researcher.

Table 3. 2 The Total Sample of the Seventh Semester at English Language Education of FKIP UIR

No	Class	Total
1	7A	5
2	7B	5
3	7C	5
4	7D	5
Total		20

3.3 Location and Time of the Research

This research was conducted at English Language Education of FKIP UIR the location on Jl. Kaharuddin Nasution Km.11 Simpang Tiga, Bukit Raya, Marpoyan Damai, Pekanbaru. The study began in February 2022 until March 2022.

3.4 Instrument of the Research

The research instrument is the important thing of the research. To collect the data in this research, the researcher used questionnaires and interviews as instruments.

3.4.1 Questionnaire

According to Sugiyono (2013) questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer. In this research the questionnaire have 5 indicators, namely procedural, managerial, psychological, instruction, and professional. The questionnaire consists of 25 close-ended items that will ask the students. In this questionnaire, the students at English Language Education of FKIP UIR were asked to choose of five available answers alternative. The students score was numbered by in the following classification 5,4,3,2, and 1. The researcher determine the instrument is a questionnaire adapted from Bartell (2005). The classification of the questionnaire are shown in the table is below:

Table 3. 3 The Blue Print of Questionnaire of the seventh semester students at English language education of FKIP UIR by Bartell (2005)

No	Indicator	Item	Number of item	Total
1.	Procedural	1. Familiarity with school and class procedures and expectations for personnel	1-5	5
2.	Managerial	2. Classroom management strategies	6-10	5
3.	Psychological	3. Student engagement and behaviors	11-15	5
4.	Instructional	4. Allotments of time to instructional activities	16-20	5
5.	Professional	5. Teacher interaction with students, lecturers, and professional development opportunities	21-25	5
Total				25 Questions

Table 3. 4 The Questionnaire of the seventh semester students at English language education of FKIP UIR by Bartell (2005)

No	Statement	SA	AG	NT	DA	SD
Procedural						
1	I have difficulty adapting to the classroom environment in field experience practice during covid-19					
2	I have trouble getting students' attention in field experience practice during covid-19					
3	I have difficulty in giving references or marks at the beginning of learning for					

	students of field experience practice during covid-19					
4	I have difficulty in making connections between the material during covid-19					
5	I have difficulty in making the lesson sync between online and offline during covid-19					
Managerial						
6	I have difficulty in planning in advance the contents of the material that will be given to students in field experience practice during covid-19					
7	I have difficulty in explaining the clearly by giving examples, and giving questions to students to find out their understanding of the material presented in field experience practice during covid-19					
8	I have difficulty in asking questions clearly and concisely using simple words so that they are easily understood by students in field experience practice during covid-19					

9	I have difficulty using a series of strategies in teaching in the classroom in field experience practice during covid-19					
10	I have difficulty in controlling the course of the discussion and clarifying students' problems or opinions so that misunderstandings occur in field experience practice during covid-19					
Psychological						
11	I have difficulty in creating and maintaining comfortable classroom conditions for students in field experience practice during covid-19					
12	I have difficulty in using a range of strategies to focus students who does not want to engage in class assignments in field experience practice during covid-19					
13	I have difficulty in giving verbal reinforcement (with words) and non-verbal (with expressions, movement, touches, activities and fun symbols or objects) to					

	students in field experience practice during covid-19					
14	I have difficulty in showing warmth and sensitivity to the needs of students in small groups and individuals in field experience practice during covid-19					
15	I have difficulty in giving advice and motivation to students in field experience practice during covid-19					
Instructional						
16	I have difficulty using variations in sound, concentration, silence, making eye contact and changing positions in teaching in field experience practice during covid-19					
17	I have difficulty in using various models and methods to avoid the boredom and boredom of students in field experience practice during covid-19					
18	I have difficulty in applying various tools and materials in teaching in field experience practice during covid-19					

19	I have difficulty asking questions that can change the level of student knowledge from knowledge questions to analysis questions and use tracking questions in field experience practice during covid-19					
20	I have difficulty in directing students to be able to answer the questions given in field experience practice during covid-19					
Professional						
21	I have difficulty directing students to work together in field experience practice during covid-19					
22	I have difficulty instilling a sense of responsibility to students in field experience practice during covid-19					
23	I have difficulty teaching students the values of life norms in field experience practice during covid-19					
24	I have difficulty explaining in making students understand the function of the positions in					

	the group in field experience practice during covid-19					
25	I have difficulty explaining to students about the goals and tasks that will be carried out during covid-19					

Source: Adapted from Bartell (2005)

Sugiyono (2016) suggests that a questionnaire or questionnaire is a data collection technique that is carried out by giving a set of questions or written author's statements to the respondent to answer, the answers provided are adjusted to a Likert scale. Likert scale have agreement levels between strongly disagree (SD) to strongly agree (SA). The following is the Likert scale students' responds of the questionnaire form in the table.

Table 3. 5 Students' Responds of the Questionnaire

No	Respond	Scale
1	Strongly agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Strongly disagree	1

3.4.2 Interview

An interview is an interactive activity between two or more people to obtain the desired information or data. In this interviews, it consist of 7 questions based on 5 indicators and what they do in dealing with their challenges. The researcher took 5 students to do the interview. The researcher

then uses open-ended questions for the interview because the researcher wants to know the difficulties that face by seventh semester students in-field experience and how they deal with their challenges. The following is a list of interview form in the table.

Table 3. 6 The Blue Print of Interview of the seventh semester students at English language education of FKIP UIR by Bartell (2005)

No	Questions
1	What are your perceptions on the class procedure and expectations for the field experience personnel?
2	In your opinion, what do you think about classroom and time management strategies?
3	What do you feel during teaching practice in filed experience?
4	From your point of view, what your opinions on grade-level curriculum standards and expectations in field experience?
5	What do you think about the teaching norms and practices in field experience?
6	Based on questions one to five above, what number that is your difficulty in the field experience?
7	What do you think that you can do to overcome the challenges in field experience practice?

3.5 Data Collection Technique

3.5.1 Questionnaire

To data collection in this research, first, the researcher asked permission from the head of English Language Education of FKIP UIR to do the research. Second, the researcher will be chosen 20 students and asked for their agreement to give out questionnaire links. Third, the researcher worked with questionnaire that shared by Google form and the questionnaire was collected through an internet survey. Fourth, the researcher made a schedule with the students to

conduct the questionnaire. Fifth, after collecting the data, the researcher analyzed it.

3.5.2 Interview

In this research, to collecting an interview:

1. The researcher ask permission to conduct interviews.
2. The researcher had chosen 5 students and asked for their agreement to give out interviews.
3. The researcher made a schedule with the students to conduct the interviews.
4. Interviews were conducted by using zoom meeting and recorded.
5. The researcher collecting the data, the researcher will analyzed it.

3.6 Data Analysis Technique

To analyze the data there are several steps that the researcher conducted in this research. First, the researcher highlighted the problems that the students faced in field experience practice (PPL). Second, the researcher classified the data according to the subthemes in the students' questionnaire and interview. The questions were prepared regarding the research questions of the study. The researcher uses open-ended types of interviews were applied to determine the questions to better understand and analyses the interviewers' reflection. The questions of interview were design based on Bartell categories of new teacher needs addressed in educational programs; they are procedural, managerial,

psychological, instructional, and professional. After the researcher collecting the data, the researcher analyzed the data. The researcher will make conclusions from the results of the analysis.

From the questionnaire use the following formula of Likert scale:

$T \times P_n$

Description:

T: The total number of respondents who voted

P_n: Likert scale score numbers selection

Total score = the sum of the results of each TxP_n

Maximum score = number of respondents x highest Likert score

Minimum score = number of respondents x lowest Likert score

Indeks (%) = $(\text{Total score} / \text{Maximum score}) \times 100$

Moreover, rating interval in this research categorized as follows:

Strongly Disagree: 0% - 19.99%

Disagree: 20% - 39.99%

Neutral: 40% - 59.99%

Agree: 60% - 79.99%

Strongly Agree: 80% - 100%

(Pranatawijaya et al., 2019)

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Description

In this chapter describing data and discussion that has been collected from the respondent. This chapter describes the indicators that have been explained in the previous chapter. The instrument that is used in this research is questionnaires and interviews. The aims of the instruments are to describe each indicator in this study, but the interviews had additional information for the researcher to analyzing students' challenges in field experience practice.

Based on students' questionnaires and interviews. In this research, the questionnaires by Bartell, it consisted of 5 indicators were distributed to 20 students. Interviews it consisted of 7 questions based on 5 indicators and what the students do with their challenges in field experience practice were distributed to 5 students. The questionnaires and interviews show that students undergone had various characteristics and they had different choice on challenges in field experience practice.

To see the description of the 5 indicators more details the researcher has presented it as below:

4.1.1 Procedural Category

Table 4. 1 Procedural Category

No	Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Difficulty adapting in the classroom	0	0	6	30	8	40	5	25	1	5	20	100
2	Trouble getting students' attention	2	10	3	15	6	30	8	40	1	5	20	100
3	Difficulty in giving references	0	0	9	45	8	40	3	15	0	0	20	100
4	Difficulty in making connections material	0	0	3	15	8	40	9	45	0	0	20	100
5	Difficulty in making the lesson sync between online and offline	1	5	8	40	5	25	5	25	1	5	20	100
Total		3		29		35		30		3		100	
Average			3		29		35		30		3		100

4.1.1.1 Difficulty adapting in the classroom

For prospective teachers, they will be faced with field experience practice (PPL) in semester 7. Students will practice directly becoming a teacher. In this situation, the prospective teachers will teach students in the classroom. Prospective teachers will teach in schools that have partnered

with UIR, they still experienced the process of adaptation in the classroom because the situation that occurred during microteaching class will be different from the field experience practice (PPL). They must be able to adapt themselves as teachers in the practice of field experience. Based on the table data above, 59% of them felt that they have difficulty in adapting in class.

4.1.1.2 Trouble getting students' attention

In teaching at the school, it would be difficult for prospective teachers when teaching if they were unable to get attention from students, especially in this situation. Submission of boring materials made students reluctant to pay attention to the materials that teachers will convey. Therefore, preparing all aspects before teaching in the classroom was very important, especially in getting the students' attention. If the prospective teachers had been able to get the attention of the students, then the delivery of the material was easier to do by prospective teachers. But, based on the table above, about 57% of prospective teachers felt that they did not face difficulties in getting the students' attention.

4.1.1.3 Difficulty in giving references

Aside from being able to adjust to the classroom environment and gain students' attention, the prospective teacher must also be able to provide students with material references. It will be difficult for the prospective teacher to educate in the classroom if they have not prepared many

references on the material to be taught. Meanwhile, based on the table above, 66% of the prospective teachers agreed that they have difficulty in giving references to the students.

4.1.1.4 Difficulty in making connections material

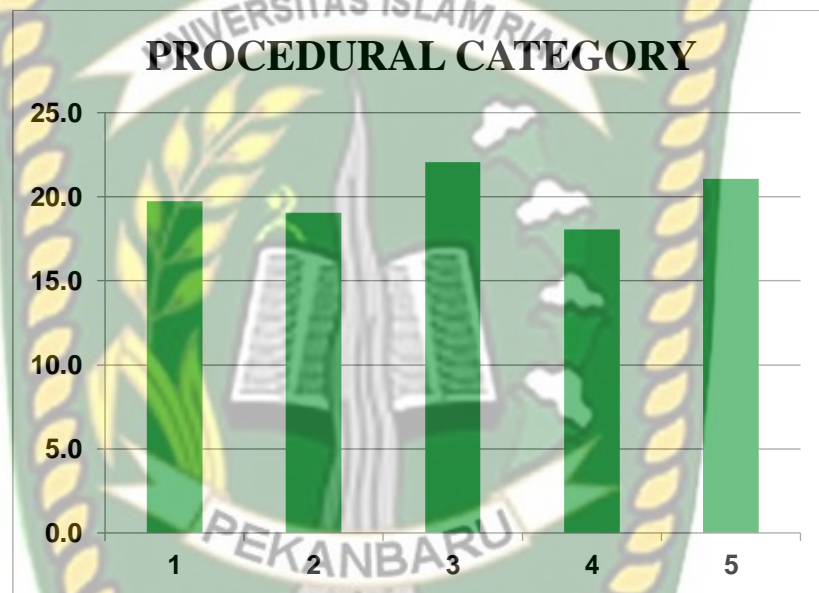
Before beginning to teach in the classroom, prospective teachers must first understand and properly prepare materials. However, if they are unable to build material links between the material and the students, it will be difficult for students to comprehend the information that the prospective teacher will provide. Making connecting material served as a bridge for future teachers to communicate their material in the classroom. As can be seen from the chart above, a major issue that prospective teachers experienced, which accounted for 54% was no difficulty in putting up connection materials.

4.1.1.5 Difficulty in making the lesson sync between online and offline

Before teaching in the classroom, prospective teachers had learned how to make a lesson plans. In the previous item had explained about finding the reference materials. However, this is also remained problem for some prospective teachers who do not understand how to create a good lesson plans well. When prospective teachers find the difficulties in making a lesson plan, it will have an impact on their performance in teaching in field experience practice. It suggested that 63% of prospective teachers had difficulties in creating the lesson, it will affect their performance in field

experience practice. So, it can be concluded that the prospective teachers faced difficulties in field experience practice.

Diagram 4. 1 The Percentage of Students' Challenges in Field Experience (PPL) During Covid-19 in Procedural Category



4.1.2 Managerial Category

Table 4. 2 Managerial Category

No	Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
6	Difficulty in planning advance the contents of the material	0	0	8	40	7	35	5	25	0	0	20	100

7	Difficulty in explaining the material	2	10	1	5	6	30	11	55	0	0	20	100
8	Difficulty in asking questions	1	5	3	15	7	35	9	45	0	0	20	100
9	Difficulty in using series of strategies	1	5	7	35	8	40	4	20	0	0	20	100
10	Difficulty in controlling the course	1	5	5	25	6	30	8	40	0	0	20	100
Total		5	5	24		34		37		0		100	
Average			5		24		34		37		0		100

4.1.2.1 Difficulty in planning advance the contents of the material

The most important items in the managerial category were planning and creating lessons. Before completing a material that will be given to students, prospective teachers must first be able to prepare the contents of the material that will be taught in the class. Therefore, when teaching in the classroom, clear and thorough material content planning was able to make it easier for prospective teachers to deliver to students. This was the basis of planning learning, thus it had to be done properly and thoroughly. Based on table 4.2 above, 63% had difficulty in planning in advance the contents of the material that will be given to students.

4.1.2.2 Difficulty in explaining the material

After planning the contents of the learning material, the prospective teachers must be able to explain or convey the material to students. Students will be able to absorb more material if good material is submitted. When

the material is delivered well, it is easier for the prospective teachers to get students to focus on learning. According to table 4.2, 54 % of prospective teachers had sufficient ability in delivering material in the classroom through the use of easily accepted examples and the ability to ask questions that allowed students to enhance their understanding of the material being taught.

4.1.2.3 Difficulty in asking questions

When prospective teachers deliver material in class, they must also ask questions related to the material to determine whether or not their students understood the material. In order to accomplish so, the prospective teacher must be able to select questions that are appropriate for their students' abilities. Students will not be afraid to answer the questions given by prospective teachers if the correct questions are chosen. One of the difficulties faced by prospective teachers in field experience (PPL) was asking questions effectively and using simple terms so that students could easily understand the material delivered, with a percentage of 56% have not difficulties in asking the question based on table 4.2 above.

4.1.2.4 Difficulty in using series of strategies

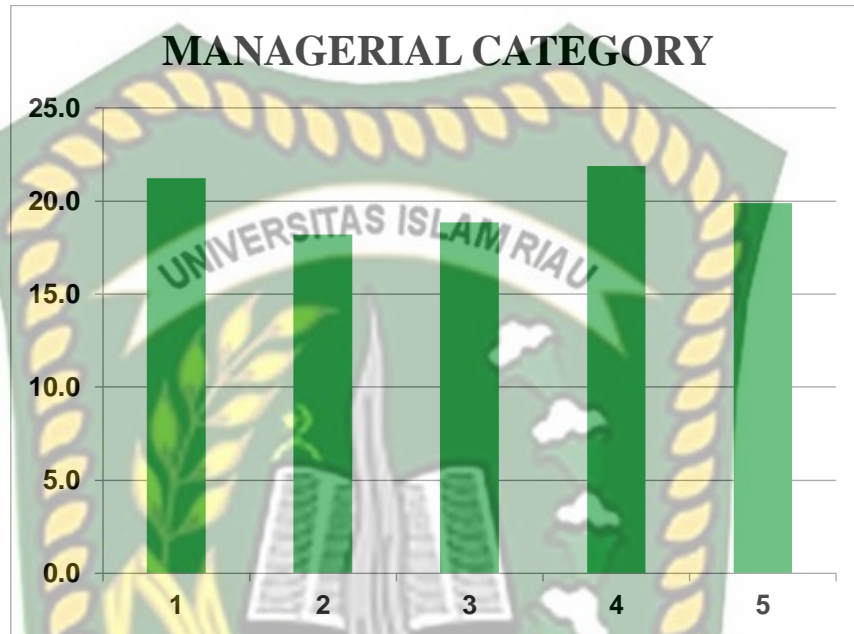
There were various learning strategies that prospective teachers may apply in the classroom during the teaching process. It will be easier for prospective teachers to offer material that will be taught to students if they choose the proper strategy. Choosing the wrong strategy will make it harder

for prospective teachers to convey the material in class. Based on table 4.2, about 65% of them still had difficulty using various strategies in field experience (PPL) because they didn't truly understand what strategies were appropriate for the students in their class's personalities, making it difficult for them to deliver material in class.

4.1.2.5 Difficulty in controlling the course

When teaching in the classroom, the prospective teacher must be able to control the course in addition to delivering the material and selecting the appropriate strategy. This can be challenging during the first field experience (PPL) for prospective teachers. Controlling the course can be overcome when teaching in class if the prospective teacher was able to choose the right materials and strategies. Furthermore, difficulties in controlling the course of the discussion and clarifying problems or opinions of students so that there was no misunderstanding about the material given by prospective teachers reached a percentage of 59 % in table 4.2. As a result, it is reasonable to conclude that the majority of prospective teachers have difficulties in the managerial category.

Diagram 4. 2 The Percentage of Students' Challenges in Field Experience (PPL) During Covid-19 in Managerial Category



4.1.3 Psychological Category

Table 4. 3 Psychological Category

No	Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
11	Difficulty in creating and maintaining comfortable classroom conditions	0	0	5	25	10	50	5	25	0	0	20	100
12	Difficulty in using range of strategies to focus students	1	5	11	55	4	20	4	20	0	0	20	100

	who does not want to engage in class assignment												
13	Difficulty in giving verbal reinforcement and non-verbal	0	0	3	15	8	40	9	45	0	0	20	100
14	Difficulty in showing warmth and sensitivity	1	5	2	10	7	35	10	50	0	0	20	100
15	Difficulty in giving advice and motivation	0	0	3	15	3	15	13	65	0	0	20	100
	Total	2		24		32		41		0		100	
	Average		2		24		32		41		0		100

4.1.3.1 Difficulty in creating and maintaining comfortable classroom conditions

As previously stated, prospective teachers who practice field experience (PPL) are teaching students directly in the classroom. So that prospective teachers must be able to create and maintain comfortable classroom conditions for all students. Giving subject matter will be easier if the classrooms are in comfortable conditions. Psychological categories are shown in table 4.3. About 60% of prospective teachers have difficulties creating and maintaining comfortable classroom conditions for their students.

4.1.3.2 Difficulty in using range of strategies to focus students who does not want to engage in class assignments

Even if the classroom atmosphere was comfortable, a prospective teacher must be able to control student behavior. The habit of students who struggled to focus or became easily bored while studying in class became a challenge that prospective teachers must face. This is a normal occurrence in the classroom during the teaching and learning process. Therefore, prospective teachers must be able to control classroom conditions so that student behavior is reduced during the learning process. There was an interesting fact that appeared in this table of finding, (69%) prospective teachers agree had difficulty in using a series of strategies to reduce students' behavior that disturbed their friends and did not want to be involved in-class assignments, but some prospective teachers were able to do that point.

4.1.3.3 Difficulty in giving verbal reinforcement and non-verbal

After the prospective teacher has delivered the material, the material must be reinforced so that students remember more about the material being taught. Prospective teachers can reinforce the form of verbal reinforcement, such as body movements, symbols, and so on. This is also an important factor to support the delivery of material very well. About 54% of prospective teachers were able to provide students with both verbal and

non-verbal reinforcement (with expressions, movements, touches, activities, and fun symbols or objects).

4.1.3.4 Difficulty in showing warmth and sensitivity

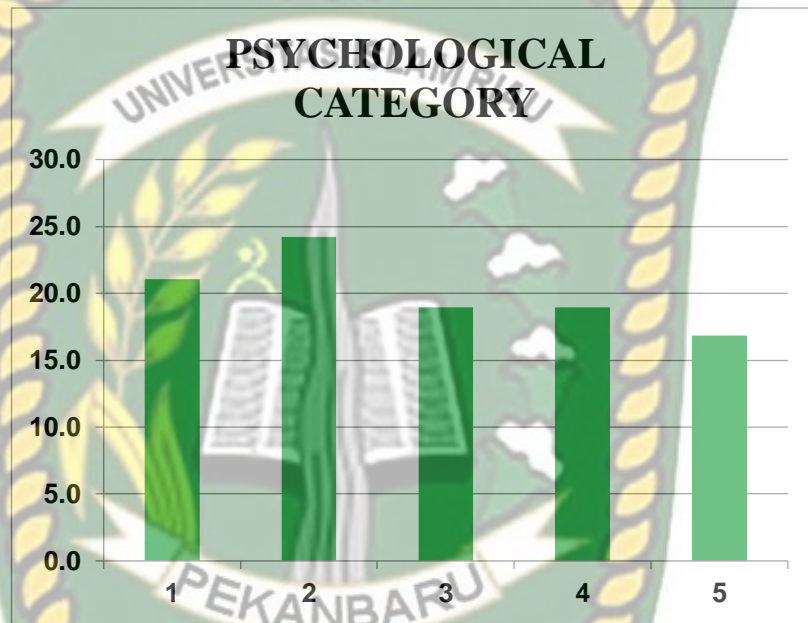
Prospective teachers not only be able to teach in a classroom setting, but they must also be able to provide warmth and sensitivity to their students' needs. If there are sick students, the teacher must act, as well as other students' conditions. While at school, the teacher also served as a guardian for the students. Therefore, prospective teachers must also learn about students' warmth and sensitivity in the classroom. They were able to show warmth and sensitivity to the needs of students in small groups and individuals, more than half of prospective teachers 54 % were able to demonstrate this to students in teaching in the field experience (PPL).

4.1.3.5 Difficulty in giving advice and motivation

Every day the conditions in the classroom will be different, but the prospective teachers must be able to teach in all of conditions. When the learning process is completed, a prospective teacher must be able to offer students guidance and motivation. Suggestions and motivations can be in the form of suggestions about the material just learned or motivation to study harder. Prospective teachers will face these conditions, thus providing advice and motivation is also important. Based on the table 4.3, 49% prospective teachers were able to provide advice and motivation to

students, and they provided motivation through their personal experiences in order to motivate students.

Diagram 4. 3 The Percentage of Students' Challenges in Field Experience (PPL) During Covid-19 in Psychological Category



4.1.4 Instructional Category

Table 4. 4 Instructional Category

No	Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
16	Difficulty in using variations	1	5	3	15	8	40	8	40	0	0	20	100
17	Difficulty in using various	0	0	7	35	8	40	5	25	0	0	20	100

	models and methods												
18	Difficulty in applying various tools and materials	1	5	4	20	7	35	8	40	0	0	20	100
19	Difficulty in asking questions	0	0	6	30	9	45	5	25	0	0	20	100
20	Difficulty in directing students to be able to answer the questions	0	0	3	15	9	45	8	40	0	0	20	100
	Total	2		23		41		34		0		100	
	Average		2		23		41		34		0		100

4.1.4.1 Difficulty in using variations

Prospective teachers must be able to understand different class conditions and different atmospheres on a daily basis. The use of sound variations as well as other factors such as the usage of media in teaching and learning was also important. When a teacher wanted to make a little joke in class, for example, the tone of voice used would be different than when the teacher was presenting the material. Based on table 4.4 more than half of the prospective teachers 57 % were able to use sound, concentration, silence, eye contact, and changing positions in teaching in the field experience (PPL).

4.1.4.2 Difficulty in using various models and methods

Prospective teachers have several models and learning methods to choose from when teaching in the classroom due to the variety of models and learning methods available. However, the variety of learning models and methods can make it difficult for prospective teachers to decide which models to use and which methods to apply in the classroom. This was certainly a serious consideration for prospective teachers. Even 62 % of prospective teachers have difficulty to apply various models and methods to keep students from becoming bored.

4.1.4.3 Difficulty in applying various tools and materials

In English, there were a variety of learning materials that had to be taught in class. One example is "Text procedure" which is the material that deals with how to make or do something. The material that was usually used was about how to make food or drinks and operate something such as a laptop, TV, HP, etc. This certainly required practice. Because there are so many tools and materials that may be used on this material, sometimes it might be difficult for a prospective teacher to decide what food or drink to make. Based on table 4.4, 58 % of prospective teachers had difficulties in applying various tools and materials in teaching.

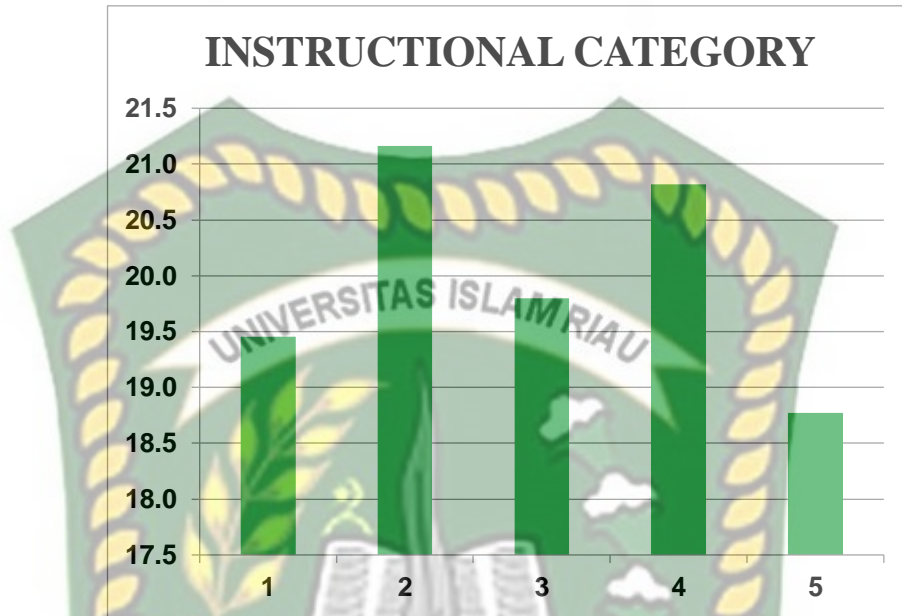
4.1.4.4 Difficulty in asking questions

Asking questions to find out to what extent students' ability to understand the material being taught is also important. This can be done by prospective teachers by giving questions that can arouse students' memories or knowledge about the material. This method will be very helpful in stimulating students' memories of previously taught material. Based on table 4.4, 61 % of prospective teachers have difficulties in asking questions that would change the students' knowledge level from knowledge to analysis and use tracking questions.

4.1.4.5 Difficulty in directing students to be able to answer the questions

Stimulating student knowledge by giving questions about the material being taught was a very effective way for prospective teachers. However, difficult to direct students to the question's purpose. That will be one of the difficulties for prospective teachers. They must be able to direct their students so that they can understand the question asked by prospective teachers. Based on table 4.4, 55% of prospective teachers have not difficulty directing students to be able to analyze the questions that were presented by the prospective teacher.

Diagram 4. 4 The Percentage of Students' Challenges in Field Experience (PPL) During Covid-19 in Instructional Category



4.1.5 Professional Category

Table 4. 5 Professional Category

No	Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
21	Difficulty directing students to work together	0	0	5	25	5	25	10	50	0	0	20	100
22	Difficulty instilling a sense of responsibility	0	0	5	25	10	50	5	25	0	0	20	100

23	Difficulty teaching students the values of life norms	0	0	4	20	9	45	7	35	0	0	20	100
24	Difficulty explaining in making students understand the function of the positions in the group	1	5	3	15	10	50	6	30	0	0	20	100
25	Difficulty explaining to students about the goals and tasks that will be carried out	0	0	4	20	5	25	10	50	1	5	20	100
Total		1		21		39		38		1		100	
Average			1		21		39		38		1		100

4.1.5.1 Difficulty directing students to work together

In the classroom, there were various students with various personalities and characters. Some students like to hang out, some were closed, some were very focused when studying, and various other characters. This also related to the ability of the students, some were smart, while others struggled to understand the instruction. It sometimes made it difficult for prospective teachers to direct students so that they were able to work together. The table above revealed a professional category of the 20 prospective teachers, 55 % of prospective teachers were able to direct students to work together.

4.1.5.2 Difficulty instilling a sense of responsibility

Significant differences in students' skills in a small group make it difficult for the students to work together. Instilling a sense of responsibility in students is one of the challenges that prospective teachers face when teaching in the classroom. It was often difficult for students in a group to work together due to the stark differences in their abilities. This also affected the sense of responsibility possessed by students. Therefore, prospective teachers must be able to train themselves to be able to make students feel responsible for the group and themselves. Based on table 4.5, 60% of prospective teachers have difficulty instilling responsibility in their students'.

4.1.5.3 Difficulty teaching students the values of life norms

Aside from instilling a sense of responsibility, teaching norm values was also very important in the classroom. As a good teacher candidate, a prospective teacher must be able to teach students more than just academic values. In addition, prospective teachers must be able to establish norm values in their students. Because we must be capable of understanding the values of the prevalent norms in social life. Based on table 4.5, 57 percent of prospective teachers have difficulty teaching the students the values of life norms.

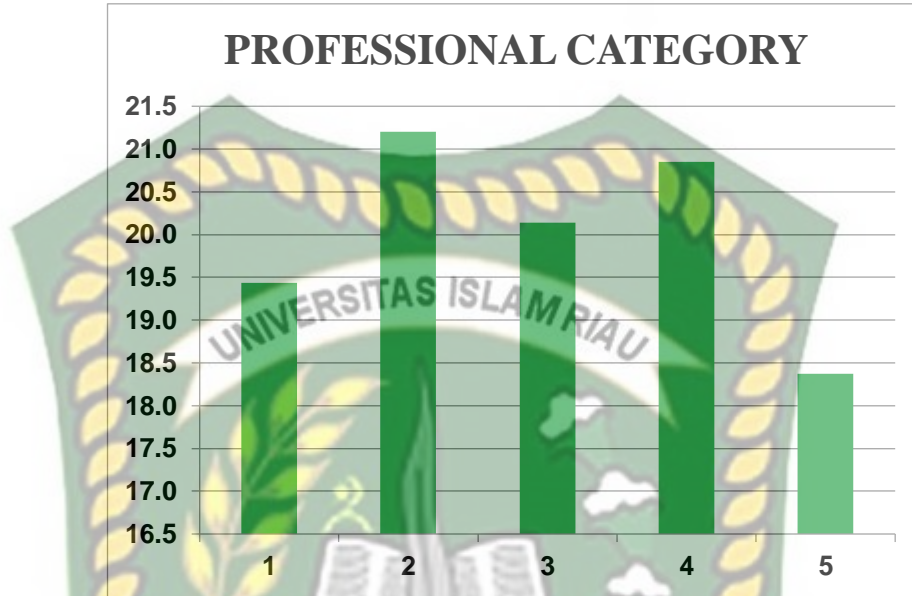
4.1.5.4 Difficulty explaining in making students understand the function of the positions in the group

When students are required to study in groups in the classroom, positions such as chairperson, secretary, and others must be filled. Before choosing these, the prospective teacher must be able to explain the components and roles of each of these positions. This must be done for students to understand their group assignments. Based on table 5.5, 59% of prospective teachers were able to explain and make students understand the function of the position in the group.

4.1.5.5 Difficulty explaining to students about the goals and tasks that will be carried out

The prospective teacher must be able to explain the goals and tasks of each group after explaining the positions and tasks of each position in a group. By knowing the objectives and assignments that will be given by the prospective teacher, then students can be given assignments that they must complete in groups with a sense of responsibility. Based on table 4.5, 52% of the prospective teachers were able to explain to students about the goals and tasks that were carried out.

Diagram 4. 5 The Percentage of Students' Challenges in Field Experience (PPL) During Covid-19 in Professional Category



4.2 Data Analysis

In this research, the questionnaire and interviews were distributed to 20 students. There were two instruments that were done by students. The questionnaires which consist of 5 indicators design by Bartell. The interviews consist of 7 questions based on 5 indicators and what the students did with their challenges in field experience practice were distributed to 5 students. The recapitulation of all students' challenges in field experience practice, the category based on the interpretation data in chapter 3.

Table 4. 6 The Recapitulation of all students' challenges in field experience (PPL) during covid-19

No	Indicators	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
		%	%	%	%	%
1	Procedural	3	29	35	30	3

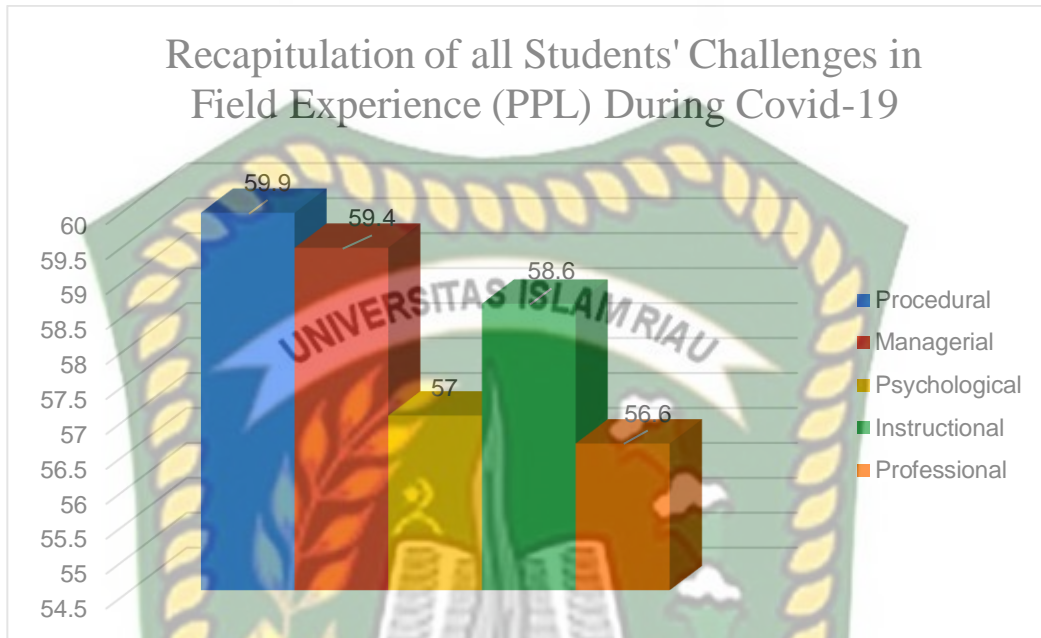
2	Managerial	5	24	34	37	0
3	Psychological	2	24	32	41	0
4	Instructional	2	23	41	34	0
5	Professional	1	21	39	38	1
Total		13	121	181	180	4
Average		3	24	36	36	1

Table 4. 7 The Recapitulation of all students' challenges in field experience (PPL) during covid-19

No	Indicators	Strongly Agree	Agree	Total
		%	%	%
1	Procedural	3	29	59,8%
2	Managerial	5	24	59,4%
3	Psychological	2	24	57,0%
4	Instructional	2	23	58,6%
5	Professional	1	21	56,6%

Table 4.6 showed that prospective teachers dominantly faced difficulties in procedural category. It indicated that prospective teachers at Universitas Islam Riau mainly faced difficulties in procedural category is giving references and creating the lesson.

Diagram 4. 6 The Recapitulation of all Students' Challenges in Field Experience (PPL) During Covid-19



4.2.1 The results of qualitative data that the researcher produced with 5 selected students

The purpose of this part was to discover the challenges that prospective teachers face during field experience. In this section, various explanations have been used to answer research questions about challenges in field experience. This findings was developed from the result of interviews with prospective teachers. Below is a transcript of the result of the interviews with the prospective teachers.

Table 1. Procedural Category

Question 1: What are you perceptions on the class procedure and expectation for the field experience personnel?

Code	Answer
AL	<p>My perception of the procedures in the classroom that as a teacher must prepare everything before teaching. Such as learning materials, learning tools and set strategies on how to make students pay attention and understand the material easily. Then for students, when the teacher enters the class, sit down immediately and the class leader prepares to start learning, hope for teachers who teach, are able to make students obey the rules and can become good teachers. Not only teaching material, but also being able to understand the different character of students.</p>
AY	<p>In my opinion, classroom procedures are very helpful for the learning process in the classroom. And I hope that with the field experience these personnel can improve the quality of education.</p>
A	<p>I think it's very important to understand and learn, because later we will manage many students in the classroom that we will teach and how we share knowledge to them.</p>
E	<p>So for my perception on the class procedure is we have to prepare all of the things that before we get into the class, for example, like from our lesson plan and our material that we will deliver to the students and the things that we have to ready, what kind of conditions that inside of the class, such as if students are annoyed, or sometimes they're not paying attention, so we have to make some procedure to make sure that students get into it from our own</p>

instructions while we ask a teacher and for my expectations for the field experience personal is I can do, the class procedure that I made and after I made the class procedure on it, and I tried to practice it in front of the class, and I'll make sure that the class procedure that I've made run well. I will do that kind of class procedure perfectly, a maximal way.

F I think as long as I teach in class, from a class procedure point of view it is very good and disciplined in carrying out teaching and learning activities. But in my expectations experienced were very much different.

Table 2 Managerial Category

Question 2: In your opinion, what do you think about classroom and time management strategies?

Code	Answer
AL	In my opinion the class is a place to give and receive knowledge that is done by teachers and students in it. A place as an educational institution to provide information to each other about the material being taught. Then, so that the material can be received well, it is necessary to have the right time strategy for learning. Time management strategy is how the teacher or instructor is able to

manage the time as well as possible so that the material can be made as simple as possible and easily understood by students.

AY In my opinion, time management strategies are needed in the learning process by a teacher so that the learning process in the classroom runs appropriately and effectively. And for class mastery is also very important, considering we are required to know the condition of the class.

A Based on my experience when I was doing (PPL), we must be good at managing the time so that when we teach we are coordinated, when we have to learn when to play with the students.

E In my opinion about a classroom is the class is a place for students course a teacher while delivering the material and the students inside of it for the teacher who give the material and also the students get paying attention while the teacher teach them and for time management strategies, I think are the way that teacher cannot just time management strategies, but the decision if it's the time it's not conducive, so yeah, the teacher has to prepare on it.

F In my opinion, time management and classroom management are very important when teaching in the classroom because if time management and class management work well during the learning process, a very good learning process will be created.

Table 3. Psychological Category

Question 3: What do you feel during the teaching practice in field experience?

Code	Answer
AL	What I feel is that I have learned a lot of new knowledge during my teaching practice at school. When teaching how can I give the material to completion in a fairly short time and make teaching materials that must make it easier for students to understand it. Then master the material well and be able to answer student questions while teaching.
AY	What I feel is that I feel that this field teaching practice is very helpful to improve my teaching skills directly in the classroom.
A	At the first time I was nervous and feel scared, but over time the nervousness went away. When I get used it I fell happy when I get used the teaching.
E	What do I feel during teaching practice in the field experience I feel this is the first time that I teach in front of the class actually as a teacher and that paying attention on me and of course I have to prepare are all of the materials that that I have to teach in front of them.
F	I am very nervous, and lack self-confidence because I am not used to speaking in front of the class so that it makes it difficult for me to regulate my emotional feelings.

Table 4. Instructional Category

Question 4: From your point of view, what your opinions on grade-level curriculum standards and expectations in field experience?

Code	Answer
AL	<p>My point of view is that the standard curriculum in the classroom is appropriate and meets the criteria for gaining knowledge and is able to shape the character of students into exemplary students and can respect those around them. The hope is for teachers who have experience teaching in the field, to be able to teach according to the current curriculum, then be able to master the material and understand the character of students how they understand the material.</p>
AY	<p>I think the standard grade-level curriculum can help teachers in carrying out learning tasks in the classroom so that it remains conducive. And I hope that this field experience will continue so that prospective teachers can know firsthand the teaching process that must be passed.</p>
A	<p>In my opinion, the curriculum is in accordance with the goals and mission in learning and does not burden the students. In line with the goals of the vision and mission and in the same direction with students.</p>

- E For my opinion, grade level curriculum standards is for gaining knowledge and for this curriculum standards is to make the criteria of students to gaining knowledge so with this curriculum standards, maybe it's make the teacher easy to give him instructions for example, and to make students get through wanted properly and for my expectations in the field experience based from the curriculum standards being made, for my expectations of curriculum standards is maybe after made this kind of curriculum standards in may some students more know and more makes the students after they know what occurred to us after the curriculum standard, it's being, and students be able to notice or to get the knowledge from the teacher who get the curriculum standard based from the grade level.
- F In my opinion, the standard curriculum in the classroom is appropriate and meets the criteria for increasing knowledge.
-

Table 5: Professional Category

Question 5: What do you think about the teaching norms and practices in field experience?

Code	Answer
AL	<p>In my opinion, the norms that exist in the world of education are very important because they will be a guide for teachers and students in learning. Because norms are rules that must be obeyed. So when teaching directly to the field, not only preparing materials for teaching but following the rules at school as well. For example, in dressing, then in speaking the language and having to be on time when teaching hours arrive.</p>
AY	<p>Good norms and ethics must be possessed by a prospective teacher and this field experience will teach how a teacher behaves, be kind with the students, fellow teachers, staff and principals.</p>
A	<p>That is very useful so we know how to teaches us how to be a good guide and polite.</p>
E	<p>For me, the teaching norms is it's a must for teacher while they are teaching to the students or for their, well teacher if they show the norms to the students such as the authority on it, I think the students will give lots of respect and more, more getting attention while teacher teach or give or deliver the material to the students.</p>
F	<p>I think that teaching norms in teaching are very important to be applied in teaching classroom because if we meet face to face with students we will show various kinds of our expressions and teaching procedures so that the teaching process runs more conductive.</p>

Table 6

Question 6: Based on questions one to five above, what number that is your difficulty in the field experience?

Code	Answer
AL	<p>I think question number 2. Because I have never had any teaching experience at school before. So when I went to the field, I was immediately assigned to be a real teacher. So when I entered the class I didn't know how to make students comfortable and happy to be taught by me. Then, I also had difficulty in managing time, several times I was not complete in giving the material so that it had to be continued at the next meeting. Having a short time makes it difficult for me to convey material briefly and easily understood by students.</p>
AY	<p>I think the problem with my field experience is the mastery of timing. Due to covid-19, which requires 1 hour of lessons for only 20 minutes.</p>
A	<p>I think that's number two</p>
E	<p>For me, it's number two, about the classroom and time management strategies. Because this is the first time that I've been a teacher it's being bother can while I have to manage the time, I have to prepare the material and if it's, the class is not conducive, so I have to make sure that I have lots of plans on it. So that must fear and maybe the</p>

way that I manage the time it's completely good enough while I'm teach in front of the class.

F I do not think there is anything difficult. It is just that me, I need to learn more to teach better in the future in teaching process.

Table 7

Question 7: What do you think that you can do to overcome the challenges in field experience practice?

Code	Answer
AL	My way of dealing with it is by continuing to learn, and continuing to pay attention to senior teachers who already have a lot of experience in teaching. Then always ask for opinions on what is a good teaching strategy and continue to practice this teaching experience. Next, try to always learn new things.
AY	In my opinion, mastery of class and time must be possessed by a prospective teacher so that learning conditions in the classroom are can be safe and under control the teacher.
A	When I faced the challenges I sharing with other friends who will get the solution from other friends, for example for the first time when I was do teaching I feel nervous and scared so to overcome the challenges I try to practice the material and practice to be a good teacher with my friends who do the PPL too.

E To overcome the challenge in filled experience practices in students actually, well not all the students know all, not all students clever, smarts just they all clever actually comprehension is different. Difference while they take or to understand, while the teacher deliver the material is different. Sometimes while I'm teaching. The students still doesn't know how to how to understand about the material that are guide to them before but I'll make sure that they have to know the material or the knowledge that I give to them. The challenges is, is from the students.

F I think that in my future I have to study harder and master the material that I will teach in class, so that my confidence will grow bigger than before.

4.3 Discussion

To find out the qualitative data from the collected data, the researcher uses a word generator to find out which problems are common with each indicator in this study.

4.1.1 Procedural Category



Figure 4.1 1

From students' respond and measured by word cloud generator show that the problem in procedural category such as [procedure], [classroom], [material].

4.1.2 Managerial Category



Figure 4.1 2

From the word cloud result, the most dominant issue found in this managerial category are [time], [management], [classroom], [teacher].

What this means is that the time invested in field experience practice in

4.1.4 Instructional Category



Figure 4.1 4

The most common problem in this kind of teaching is that teacher's expectations do not match reality because the learning process in this pandemic tends to be ineffective and students lack enthusiasm for learning. The result show about the most common challenges in this item are [classroom], [criteria], [experience].

4.1.5 Professional Category



Figure 4.1 5

From the word cloud results, the most dominant issue found in this professional category such as [teaching], [norms], [students].

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The researcher had analyzed questions from the research question in chapter 1 that were most challenges that were faced by the students in the seventh semester of English Language Education of FKIP UIR and what the students do in dealing with their challenges in field experience practice (PPL). To analyze the data, the researcher used descriptive qualitative method by using questionnaires and interviews as instruments. However, some conclusions can be drawn based on the result of this study:

By looking at the result of students' challenges in field experience, it showed that prospective teachers at English Language Education of FKIP UIR dominantly faced difficulties in **procedural category**. It could be seen from all of students; responses on questionnaires and interviews. Procedurals category as much as 59,8%, Managerial category 59,4%, Psychological category 57,0%, Instructional category 58,6%, and Professional category 56,6%. This shown that prospective teachers at Universitas Islam Riau especially faced challenges in adapting the classroom in field experience as well as difficulties in getting students attention, giving references, and creating the lesson. These result had answered the first question in the research presented in the first chapter.

The result of students' interview show that more than half of prospective teachers who had difficulty in the managerial category. There were also a small number of them found difficulties in controlling their classroom, nervousness when teaching in field experience practice.

Most of the prospective teachers examined their mistakes when practicing field experience and corrected their mistakes in various ways, ranging from giving highlight to their mistakes, prepare before do the teaching, and asking with friends who same do the field experience. These results had answered the second question in the research presented in the first chapter.

5.2 Suggestion

Based on the research finding above, the researcher would like to give some suggestions are offered for the peoples with concern about challenges in field experience practice (PPL) with hope that this suggestion can be seriously applied by the seventh semester students at English Language Education of FKIP UIR.

5.2.1 Suggestion for English Lectures/Teachers

The suggestion for English teachers is the teachers should apply any new media that can facilitate the students to be good students' teacher. It should match with students' characteristics or knowledge. The teachers are better to present kinds of challenges in field experience practice. It will help the students in applying the categories when they study alone. All of items on every category should be

informed to the prospective teacher. It is useful for students in using the varieties of categories such as procedural, managerial, psychological, instructional and professional.

5.2.2 Suggestion for Prospective Teachers

The suggestion for prospective teachers is they should find the right methods and strategies in this pandemic situation so that they can overlook boredom and let students truly understand the material. The prospective teachers should create learning materials that are as interesting as possible. Even though if the prospective teacher cannot monitor the students one by one, prospective teachers should be able to manage the classroom.

5.2.3 Suggestion for The Next Researchers

The researcher expect that this research can provide a reference for readers who want to in-depth explore about students' challenges in field experience in the future. However, this research is expected to provide useful information about the problems faced by students in field experience practice and if other researchers want to conduct research similar to this study.

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