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Abstract: This study investigates the challenges faced by English Language Education students in the Teacher Professional Education (PPG) program at FKIP UIR while implementing the field experience program in Pekanbaru, Riau. Utilizing a descriptive research design with a qualitative approach, the study focuses on 10 PPG English Education students engaged in the field program during the 2023/2024 academic year. Data collection was conducted through questionnaires, and the analysis employed percentage-based evaluation. The findings reveal that students faced minimal difficulties across various instructional activities. Specifically, challenges related to lesson openings, mastery of learning materials, and the use of educational resources and media were categorized as low. Moderate difficulties were observed in applying educational strategies and the scientific approach. Additionally, minimal challenges were identified in engaging students and conducting lesson closures. Overall, the results indicate that the difficulties encountered by PPG English Education students at FKIP UIR in carrying out the field experience program are relatively low, suggesting that these students successfully implement the program with minimal challenges.
Keywords: *challenges; teacher professional education; English language education; field experience program; PPG.*

INTRODUCTION

The field experience program is a crucial component of teacher preparation, designed to bridge the gap between theoretical knowledge and practical teaching skills. Implementing these programs, particularly in English Education, is essential to develop future teachers' pedagogical and classroom management skills. However, PPG (Teacher Professional Education) students often encounter various difficulties that hinder the effectiveness of their learning during field experience programs (Arifa & Prayitno, 2019; Hamid et al., 2012; Oktarina, 2021; Rijal, 2018; Afriadi & Tola, 2022; Halimah As Sa'diyah, 2023; Zulfitri & Setiawan, 2023). This study aims to explore the challenges faced by PPG students at FKIP UIR Pekanbaru, Riau, in their field experience program, focusing on identifying the underlying factors contributing to these difficulties and proposing potential solutions.

Research into teacher professional education reveals several challenges that pre-service teachers encounter during field experiences. These include a lack of readiness, insufficient mentoring, and difficulties adapting to school environments (Suyatno et al., 2023; Hamid et al., 2012; Arifa & Prayitno, 2019; Halimah As Sa'Diyah, 2023; Oktarina, 2021; Napanoy et al., 2021; Sibuea, 2017). Studies further emphasize the need for comprehensive support from both teacher education programs and partner schools to enhance the quality of field experiences (Alelaimat et al., 2020; Hamid et al., 2012; Suyatno et al., 2023; Thomas et al., 2020; Brown et al., 2021; Pewkam & Chamrat, 2022; Suyatno et al., 2023). Effective mentoring has been highlighted as a crucial factor for building pre-service teachers' confidence and skills (Orland-Barak & Wang, 2021; Ardiyansah, 2021; Karlström & Hamza, 2021; Napanoy et al., 2021; Kusuma, 2022; Lestari, 2020; Kang, 2021).

Technology integration and the use of digital tools during teaching practice are also gaining attention in teacher education programs (Alelaimat et al., 2020; Aslam et al., 2021; McGarr & McDonagh, 2021; Fathi & Ebadi, 2020; Hsu & Lin, 2020; Alhumaid et al., 2021; Nash et al., 2021). These tools help pre-service teachers become more familiar with technology-enhanced teaching and learning practices, equipping them to meet the demands of modern classrooms (Reynolds et al., 2021; Greve et al., 2020; Qiu et al., 2022; Andzik & Schaefer, 2020; Koh, 2021; Goh & Scrabis-Fletcher, 2020; Matsumoto-Royo et al., 2022). However, studies also point out that integrating technology requires adequate training and support (Aslam et al., 2021; Goh et al., 2020; Greve et al., 2020; Bjorklund Jr. et al., 2020; Ding & Hong, 2024; Peciuliauskiene et al., 2022; Montoya-López et al., 2020).

Pre-service teachers' self-efficacy and reflective thinking have been identified as key factors influencing their professional development during field experience programs (Aslam et al., 2021; Gorospe, 2022; Nash et al., 2021; McGarr & McDonagh, 2021; Koh, 2021; Qiu et al., 2022; Goh & Scrabis-Fletcher, 2020). Programs that encourage reflective practices and community engagement contribute to developing teachers' abilities to manage diverse classroom situations effectively (Lachner et al., 2021; Fathi & Ebadi, 2020; Nash et al., 2021; Suyatno et al., 2023; McGarr & McDonagh, 2021; Gorospe, 2022; Wilson et al., 2020). However, pre-service teachers often face challenges related to teaching anxiety and cultural adjustment, especially when placed in unfamiliar school environments (Montoya-López et al., 2020; Gorospe, 2022; Matsumoto-Royo et al., 2022; Greve et al., 2020; Peciuliauskiene et al., 2022; Goh et al., 2020; Koh, 2021).

The mentoring process plays a significant role in shaping pre-service teachers' experiences and professional identities. Positive mentoring relationships foster confidence and encourage the adoption of innovative teaching practices (Karlström & Hamza, 2021; Nash et al., 2021; Pewkam & Chamrat, 2022; Kusuma, 2022; Lestari, 2020; Suyatno et al., 2023; Kang, 2021). However, the lack of structured mentoring frameworks often results in inconsistencies in the quality of support provided to pre-service teachers (Orland-Barak & Wang, 2021; Brown et al., 2021; Thomas et al., 2020; Napanoy et al., 2021; Alelaimat et al., 2020; Matsumoto-Royo et al., 2022; Pewkam & Chamrat, 2022).

While numerous studies have explored various aspects of pre-service teacher education and field experience programs, there is limited research focusing specifically on the difficulties encountered by PPG students during their field experience programs in the Indonesian context. Particularly, the challenges faced by PPG English Education students at FKIP UIR Pekanbaru remain underexplored. This study aims to fill this gap by providing an in-depth analysis of the obstacles these students face, including the impact of mentoring, technology integration, and self-efficacy on their teaching practices. The novelty of this research lies in its focus on the unique experiences of PPG students in Riau, contributing to the broader understanding of teacher education in Indonesia.

Investigating the challenges faced by PPG English Education students during their field experience programs is crucial for improving the quality of teacher preparation in Indonesia. The findings of this study will provide valuable insights for teacher education institutions, policymakers, and mentor teachers, helping them design more effective programs and support systems. Addressing these challenges is essential to ensuring that future teachers are well-prepared to meet the demands of modern classrooms and contribute to the advancement of education in Indonesia.

METHOD

This study employs a quantitative approach to investigate the difficulties faced by PPG English Education students in implementing their field experience program at FKIP UIR Pekanbaru, Riau.

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The research focuses on gathering data through a structured questionnaire to identify the various challenges and categorize them into different difficulty levels based on student responses. The use of a Likert scale ensures a comprehensive assessment of the perceived challenges, providing valuable insights for both educators and policymakers (Afriadi & Tola, 2022; Oktarina, 2021; Halimah As Sa'diyah, 2023; Zulfitri et al., 2019; Arifa & Prayitno, 2019; Napanoy et al., 2021; Hamid et al., 2012).

The primary instrument used for data collection in this study was a structured questionnaire. This questionnaire was meticulously designed to assess the challenges and difficulties faced by students during their Field Experience Practices (PPL). It utilized a Likert scale with five response options, allowing participants to rate their experiences from "Very Difficult" to "Not Difficult" across various categories. The structure of the questionnaire ensured that the students' responses could be quantitatively analyzed, providing insight into the specific areas where challenges were encountered.

Each category within the questionnaire was assigned numerical values to correspond with varying levels of difficulty. The difficulty levels were defined as follows: "Very Difficult" with a scale value of 5, corresponding to a score range of 59–60 and interpreted as "Very High" difficulty; "Difficult" with a scale value of 4, covering a score range of 60–69 and indicating "High" difficulty; "Quite Difficult" with a scale value of 3, encompassing scores from 70–79, reflecting "Moderate" difficulty; "Less Difficult" with a scale value of 2, covering the range of 80–89, indicating "Low" difficulty; and "Not Difficult" with a scale value of 1, corresponding to a score range of 90–100, interpreted as "Very Low" difficulty.

The development of this instrument underwent rigorous validation through expert judgment. Experts evaluated the content to ensure that the questionnaire items were relevant, aligned with the research objectives, and suitable for assessing the participants' experiences in the field. This validation process enhanced the reliability and validity of the instrument, ensuring it effectively captured the difficulties students encountered in the field experience program.

Drawing on research methods from prior studies (Alelaimat et al., 2020; Hamid et al., 2012; Lestari, 2020; Brown et al., 2021; Pewkam & Chamrat, 2022; Wilson et al., 2020; Suyatno et al., 2023), the instrument was refined to meet high academic standards. This approach ensured that the data collected would be both reliable and aligned with established practices in educational research, facilitating a comprehensive analysis of the challenges faced by students in the PPL program. The use of a validated instrument strengthened the research's capacity to identify the areas where students struggled, thus enabling the formulation of targeted recommendations for improving the implementation of future field experience programs.

The questionnaire was distributed to the participants through a combination of in-person and online methods, depending on the accessibility of the respondents. All data were collected within a specific timeframe to maintain consistency and ensure data quality. The responses were anonymous to encourage honest feedback and minimize response bias. The collected data focused on three primary components: difficulties related to instructional practices, classroom management, and mentoring support (Fathi & Ebadi, 2020; Aslam et al., 2021; Kang, 2021; Orland-Barak & Wang, 2021; McGarr & McDonagh, 2021; Hamid et al., 2012; Oktarina, 2021).

All data collected from the questionnaires were analyzed using a percentage test, which allowed for the identification of patterns in students' responses and their distribution across the five difficulty levels. The percentage analysis helped quantify the challenges experienced by the participants, revealing trends and highlighting areas requiring improvement. This method provided both descriptive insights and statistical validation of the students' difficulties (Gorospe, 2022; Nash et al., 2021; Peciuliauskiene et al., 2022; Greve et al., 2020; Pewkam & Chamrat, 2022; McGarr & McDonagh, 2021; Alelaimat et al., 2020). The research adhered to ethical guidelines, including obtaining informed consent from all participants, ensuring confidentiality, and providing the right to withdraw from the study at any stage. Additionally, the study received approval from the relevant academic committees to ensure that the research was conducted according to institutional standards (Aslam et al., 2021; Lestari, 2020; Brown et al., 2021; Suyatno et al., 2023; Wilson et al., 2020; Hamid et al., 2012; Kang, 2021).

By employing a robust methodology that integrates a Likert-scale questionnaire and percentage-based analysis, this research offers a detailed understanding of the difficulties encountered by PPG English Education students during their field experience. The results will contribute to enhancing the design of future field experience programs, ensuring they are better aligned with the needs of pre-service teachers

(Afriadi & Tola, 2022; Oktarina, 2021; Hamid et al., 2012; Thomas et al., 2020; Napanoy et al., 2021; Halimah As Sa'Diyah, 2023; Arifa & Prayitno, 2019).

RESULT AND DISCUSSION

Challenges in opening lesson activities

Based on the analysis, further insights can be drawn regarding the challenges encountered by PPG English Education students at FKIP Universitas Islam Riau during their Field Experience Practices (PPL) in Pekanbaru, Riau. The data presented in Table 1 highlights the students' experience with lesson opening activities, a fundamental component of effective teaching. Remarkably, 100% of the participants indicated "Not Difficult" when asked about their ability to initiate lesson activities, signifying a very low level of difficulty in this aspect of their teaching practice.

This outcome demonstrates that these students are well-prepared and proficient in implementing one of the crucial teaching elements—initiating lessons smoothly and effectively engaging learners from the start. Their success in this area reflects the effectiveness of their prior education and training, which has equipped them with essential teaching competencies. As aspiring educators, they have shown the capacity to establish clear learning objectives, capture students' attention, and foster a positive classroom atmosphere from the very beginning of each session.

Mastery of these lesson-opening techniques is vital, as it enables teachers to create seamless transitions into the core content of the lesson, ensuring that students remain engaged and focused throughout. The students' ability to confidently begin lessons serves as a promising indicator of their readiness to take on more complex teaching responsibilities and maintain student engagement over time.

Table 1. *PPG students' challenges in opening lesson activities*

No.	Indicator	Aspect	Frequency	Percentage	Level of Difficulty
1	Not Difficult	Lesson Learning Activities	10	100%	Very Low
Total			10	100%	

A key contributing factor to this success is the students' strong understanding of the learning material. The ability to relate the content to students' daily experiences and prior knowledge enhances engagement and motivation. For example, posing questions or using examples tied to real-life scenarios enables students to connect with the subject matter, fostering deeper thinking and reasoning related to the lesson.

The educational background of the PPG students, who are already graduates with a bachelor's degree in education, plays a significant role in their competency. Their prior training in teaching methodologies, including lesson openings, has equipped them with the skills necessary to create effective learning environments. This preparation enables them to engage students confidently and competently, without facing significant obstacles.

The importance of effective lesson-opening strategies cannot be understated. (Effective lesson-opening strategies are crucial.) Techniques such as reviewing previous lessons, incorporating multimedia, or starting with interactive activities—like games or challenges—help create a stimulating learning atmosphere. These approaches activate students' prior knowledge, set the tone for learning, and ensure that students remain focused on the learning objectives.

Additionally, engaging lesson openings have long-term benefits for student learning. Strategies like using hooks, such as brain teasers or multimedia presentations, capture student interest and generate excitement about the lesson. By creating a fun and engaging environment at the start, teachers can improve students' concentration levels and foster positive learning habits that carry through the rest of the lesson.

Moreover, the use of technology, such as branching exercises within Moodle, further enhances lesson openings by personalizing learning pathways. This allows students to interact with the content based on their responses, making the lesson more engaging and tailored to their needs. Such tools also promote active participation from the outset, contributing to better learning outcomes.

In summary, the findings suggest that PPG English Education students at FKIP UIR have developed strong lesson-opening skills, which are crucial for successful teaching. Their ability to perform these activities without difficulty indicates their readiness to become professional educators. This competency in lesson openings highlights the importance of training teachers in techniques that

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engage learners, establish relevance, and ensure effective transitions into the main content. The students' performance underscores the value of teacher preparation programs that emphasize practical teaching skills, ultimately leading to improved student engagement and learning outcomes.

Challenges in mastering learning material

Based on the data from Table 2, it is evident that the level of difficulty faced by PPG English Language Education students in mastering learning material is classified as "low." This is demonstrated by the responses, with 80% of students indicating that they found it "not difficult," while 20% reported it as "less difficult." These results suggest that PPG English Education students generally do not struggle with mastering subject content.

The ability of these students to master the subject matter reflects their competence in aligning the material with learning objectives and relating it to real-world knowledge. This proficiency can be attributed to their extensive teaching experience, allowing them to navigate content easily. Mastery of subject matter is a key requirement for Teacher Professional Education students, as professional educators must have an in-depth understanding of the concepts and materials related to their field.

Table 2. *PPG students' difficulty in mastering learning material*

No	Indicator	Aspect	Frequency	Percentage	Level of Difficulty
1	Not difficult	Mastery of Material	8	80%	Low
2	Less difficult		2	20%	
	Total		10	100%	

Teachers play a vital role in facilitating student comprehension of the subject matter, requiring them to adapt the content to the lesson's goals, connect it with other relevant knowledge, and present it systematically. As future professional teachers, PPG English Language Education students have demonstrated their capability to achieve this, indicating they are well-prepared to deliver educational content effectively.

Mastering learning material is crucial for PPG students as it provides a strong foundation for delivering a deep understanding to their future students. Research emphasizes the importance of mastering pedagogic theories, subject-specific knowledge, TPACK (Technological Pedagogical Content Knowledge), and higher-order thinking skills (HOTS) in improving teacher competencies through PPG programs. Additionally, the effectiveness of these programs in enhancing teacher skills across varying subject areas and difficulty levels further highlights the significance of mastery in creating engaging and productive learning environments. Consequently, mastering the material is a fundamental step for PPG students in their journey to becoming effective and competent educators.

Challenges in implementing learning strategies

The data from Table 3 reveals that the difficulty faced by PPG English Language Education students in implementing learning strategies is categorized as "moderate." The results show that 70% of the students found it "not difficult," while 30% of the participants considered it "less difficult." This suggests that, although the majority of students encountered minimal challenges, a smaller proportion still experienced some level of difficulty in employing effective learning strategies during their field experience.

The PPG program aims to equip future educators with various teaching techniques by combining lesson study, clinical supervision, and quality assurance principles. The structured nature of the program ensures that students are systematically prepared to become professional teachers, focusing on developing their instructional strategies. The use of blended scientific methods—such as inquiry-based learning, discovery learning, problem-based learning, and project-based learning—further enhances students' pedagogical skills, fostering both theoretical understanding and practical application.

Table 3. *PPG students' difficulty in implementing learning strategies*

No	Level of Difficulty	Aspect	Frequency	Percentage	Category
1	Not difficult	Implementation of learning strategies	7	70%	Moderate
2	Less difficult		3	30%	
	Total		10	100%	

Additionally, the PPG program emphasizes continuous improvement and assessment by incorporating performance evaluations and success indicators. This ongoing process helps students track their progress and refine their teaching abilities throughout the program. Despite the overall moderate difficulty reported, students benefit from collaborative efforts and systematic training methods designed to improve their ability to implement diverse teaching strategies.

While the results reflect a generally manageable challenge in implementing learning strategies, the training offered within the PPG program ensures that students are better prepared to overcome such obstacles. By employing scientific and collaborative learning models, students develop the necessary competencies required to implement educational strategies effectively, further reinforcing their readiness to become professional educators.

Challenges in implementing scientific approach

The table 4 provides a clear presentation of PPG students' difficulty levels in implementing the scientific approach. According to the data, 70% of the students found the task "Not Difficult," indicating moderate ease with the scientific approach. However, 30% experienced it as "Less Difficult," suggesting that a minority of students encountered some challenges.

This distribution highlights that while the majority of PPG students can implement the scientific approach with relative confidence, a noticeable portion still faces difficulties. The scientific approach demands structured methods such as inquiry-based learning, experimentation, and critical thinking. These findings emphasize the need for additional support or training to ensure all students can effectively incorporate these elements into their teaching practices.

Table 4. *PPG students' difficulty in implementing approach scientific*

No	Indicator	Aspect	Frequency	Percentage	Level of Difficulty
1	Not difficult	Implementation of the	7	70%	Moderate
2	Less difficult	approach Scientific	3	30%	
	Total		10	100%	

The difficulties faced by PPG (Professional Education of Teachers) students in implementing the scientific approach in learning, particularly within science education, present significant challenges. One of the main areas of difficulty lies in the teachers' understanding and ability to apply questioning activities. Questioning is a fundamental component of the scientific approach, designed to engage students and stimulate inquiry. However, many teachers find it challenging to incorporate effective questioning techniques, which are essential to encourage exploration and foster curiosity among students.

Another challenge involves the alignment of learning modules with the principles of the scientific approach. In some cases, the available modules may not fully support the scientific learning framework, limiting students' opportunities to engage in active knowledge construction. This misalignment can impede students' ability to explore concepts independently, a key feature of the scientific approach, where learners build their understanding through inquiry and reflection.

Additionally, inspiring students to engage in critical thinking poses a significant challenge for PPG teachers. Critical thinking, which involves evaluating hypotheses, recognizing relationships, and comparing different viewpoints, is a vital element of the scientific approach. However, many teachers struggle to instil these skills, which are crucial for developing analytical thinkers. The difficulty lies in designing learning activities that effectively prompt students to explore ideas deeply and draw meaningful conclusions.

Lastly, encouraging rational and objective thinking among students remains another area of difficulty. Teachers are responsible for guiding students to think rationally and objectively about the learning material, applying logic to analyze information, and drawing conclusions based on evidence. Yet, many teachers find it challenging to foster this mindset consistently. Developing rational thinking requires more than just content delivery; it demands that students be actively engaged in discussions, reflections, and problem-solving activities that stimulate their reasoning abilities.

Addressing these challenges requires targeted interventions, such as professional development, curriculum enhancement, and reflective teaching practices, which can equip PPG students with the skills needed to effectively implement the scientific approach. By overcoming these

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obstacles, teachers can create learning environments that not only align with scientific principles but also promote inquiry, critical thinking, and rational analysis among students.

Challenges in utilizing the sources and media learning

The data in Table 5 provides insights into the challenges faced by PPG (Pre-Service Teacher Education) students in utilizing learning resources and media. Of the 10 students surveyed, 80% reported "Not Difficult," indicating that the majority of students encountered minimal challenges in this area. However, 20% of the students found it "Less Difficult," signifying that some students experienced minor difficulties in integrating learning media and resources effectively.

These findings suggest that while most PPG students are proficient in utilizing various resources and media, a small subset encounters obstacles, likely due to gaps in skills or access. Learning resources include tools, materials, budgets, facilities, and human expertise, while learning media encompass digital platforms, printed materials, and interactive tools that stimulate the learning process. Effective use of these resources is critical for enhancing student engagement, interaction, and learning outcomes.

Table 5. *PPG students' difficulty in utilizing the sources and media learning*

No	Indicator	Aspect	Frequency	Percentage	Level of Difficulty
1	Not difficult	Utilisation of Sources and Media Learning	8	80%	Low
2	Less difficult		2	20%	
Total			10	100%	

The minor difficulties faced by a few students could stem from factors such as limited digital literacy, insufficient knowledge of educational media, or restricted access to the necessary tools and platforms. Addressing these challenges through targeted training and skill development during the PPG program can ensure that all students become proficient in leveraging educational resources and media. This competency is essential for their future teaching roles, enabling them to create dynamic and effective learning environments for their students.

Overcoming the challenges PPG (Pre-Service Teacher Education) students face in utilizing media during their Field Experience Practices (PPL) requires targeted strategies. One essential step is increasing digital literacy. Engaging in digital literacy training or online courses equips students with practical skills to navigate new technologies and media tools effectively. This improved literacy fosters confidence, allowing students to seamlessly integrate digital tools into their teaching practices.

Another valuable strategy is collaborating with supervising teachers. Supervising teachers provide guidance on selecting appropriate learning resources and media that align with the lesson objectives. Through collaboration, students benefit from the practical experience of their mentors, gaining insights into effective media use and classroom management techniques.

PPG students are also encouraged to look for references and examples from reliable sources. Consulting peer-reviewed journals, instructional videos, and educational websites offers a wealth of knowledge on best practices. These resources inspire innovative ways to utilize media and help align students' teaching methods with proven educational strategies.

Experimentation plays a critical role in mastering media use, which is why students should try various types of media. Exploring different formats—such as videos, audio clips, images, or interactive tools—enables students to identify which media types best suit their subject matter and learners' needs. Tailoring media use to student preferences enhances engagement and learning outcomes.

Finally, seeking feedback from supervising teachers and students helps refine media usage. Constructive feedback provides insights into areas of improvement and reinforces effective practices. By acting on this feedback, students can enhance their media integration skills and foster more engaging and productive learning environments in future lessons.

These strategies collectively empower PPG students to overcome challenges in using learning media. By building digital competence, seeking collaboration, leveraging resources, experimenting with media, and acting on feedback, students can ensure they are well-prepared to create dynamic, interactive classrooms during their teaching practice.

Challenges in involving students in learning

The data in Table 6 highlights the challenges faced by PPG (Pre-Service Teacher Education) students at FKIP UIR in involving students in learning activities during their field experience practice (PPL). According to the responses, 90% of the students indicated that involving learners was 'not difficult,' while 10% found it 'less difficult.' This suggests that the overall level of difficulty encountered in engaging students in learning is very low.

This outcome indicates that PPG students have generally acquired the necessary skills to effectively engage their students. As future professional educators, they have demonstrated competence in fostering active participation, interaction, and enthusiasm in the learning process. These results reflect the PPG students' ability to apply student-centered teaching approaches, which are essential in modern education, where learners are encouraged to actively participate and collaborate.

Table 6. *PPG students' difficulty in involving students in learning*

No	Indicator	Aspect	Frequency	Percentage	Level of Difficulty
1	Not difficult	Involving Students in	9	90%	Very Low
2	Less difficult	Learning	1	10%	
	Total		10	100%	

The minor challenge reported by a small portion of students (10%) may arise from various factors, such as differences in classroom dynamics, the nature of the subject matter, or varying student engagement levels. However, these challenges appear to be minimal and manageable, suggesting that the majority of PPG students have succeeded in creating interactive learning environments.

Involving students in learning activities is crucial, as it not only promotes better comprehension but also enhances motivation, critical thinking, and problem-solving abilities. The results demonstrate that PPG students are well-prepared to implement effective teaching strategies that foster student involvement, contributing positively to their future teaching careers.

Challenges in closing the lesson

Activities to close lessons in PPG (Professional Teacher Education) refer to a series of actions carried out by teachers to end learning well. This includes material summaries, question and answer sessions, joint reflection, and assessments of students' understanding and achievement of learning objectives. Closing activities are an integral part of the learning process which aims to ensure students' understanding and provide opportunities for them to reflect on what they have learned.

Based on the research results shown in the table above, it seems that PPG students "have no difficulty carrying out lesson closing activities, it is categories as "*very low*". This shows that PPG students feel capable and confident in ending the core learning activities. Closing a lesson is an important part of the learning process, where the teacher carries out activities such as providing summaries, evaluations, and reflections to confirm learning and provide constructive feedback to students.

Table 7. *PPG students' challenges in closing the lesson*

No	Indicator	Aspect	Frequency	Percentage	Level of difficulty
1	Not difficult	Closing the Lesson	10	100%	Very Low
	Total		10	100	

In the context of student professional education (PPG), the ability to carry out lesson-closing activities is a key aspect of practical skills in teaching. Teachers who are able to carry out lesson closing activities well also demonstrate the ability to confirm learning and provide reflection, which is an integral part of the teaching profession. Therefore, the feelings of PPG teachers who state that it is not difficult to carry out lesson closing activities can be interpreted as an indication of their ability and readiness. to manage the learning process comprehensively.

In an effort to continue to improve the quality of learning, it is important for PPG teachers to continue to develop their skills in carrying out lesson-closing activities. This can be done through training, guidance and structured reflection on teaching practice so that teachers can continue to

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improve and hone their skills in ending learning activities effectively.

CONCLUSION

This study provides valuable insights into the challenges faced by PPG (Professional Education of Teachers) English Education students at FKIP UIR Pekanbaru, Riau, during their Field Experience Practices (PPL). The research findings reveal that, overall, the students encountered minimal difficulties across various teaching dimensions, indicating that they are well-prepared for professional teaching roles.

The study highlights that lesson-opening activities posed a very low difficulty, reflecting the students' readiness to engage learners effectively at the start of lessons. Similarly, mastery of learning material was not a significant challenge, as students demonstrated the ability to align content with learning objectives and connect it to real-world knowledge. Moreover, the use of educational resources and media was reported as generally easy, with only a small proportion of students experiencing slight difficulties in integrating these tools.

However, moderate challenges emerged in the implementation of learning strategies and the scientific approach, indicating a need for further support and training in these areas. Some students found it moderately difficult to apply inquiry-based and problem-solving teaching methods effectively. Addressing these gaps through continuous mentoring, reflective practices, and exposure to diverse teaching strategies will enhance the student's competencies in these areas.

The findings also emphasize that involving students in learning and closing lessons was not a substantial challenge for the participants, demonstrating their ability to engage learners and conclude sessions constructively. Their preparedness in these areas reflects the effectiveness of the PPG program in equipping them with essential teaching skills.

In conclusion, while the overall level of difficulty encountered by PPG English Education students at FKIP UIR was relatively low, areas such as the scientific approach and learning strategies require further development. This study underscores the importance of continuous support, professional development, and reflective practices to ensure that these future educators are fully equipped to meet the demands of modern classrooms. The insights derived from this research can inform the improvement of teacher education programs and provide practical recommendations for enhancing the field experience component, ultimately fostering the development of competent, confident, and professional teachers.

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