STUDENTS’ ATTITUDE AND CHALLENGES TOWARD TEACHING PRACTICUM PROGRAMME: A CASE STUDY OF ENGLISH DEPARTMENT STUDENTS

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ABSTRACT
This paper discusses about students’ attitude and challenges toward teaching practicum programme in English Department. The present study aims to find out the attitudes and analyze the challenges of English Department student teachers in Atma Jaya University of Indonesia toward teaching practicum programme. The background of the study refers to the fact that teaching is considered a challenging task to do, particularly to new teachers, who tend to have different backgrounds, motivations, experiences, and preparation level to teach in the classroom (Bartell, 2004). The problems that arose are that studies related to Indonesian EFL student teachers’ practicum experience which are still very limited and there are five dimensions that become challenges that student teachers face in teaching practicum programme. The study will be limited to forty-two students who had just finished the teaching practicum programme in the odd semester 2018/2019. The study would be significant for lecturers, department heads, dean of college of education, and local governments. The literature would review the theories of attitude, the five dimensions of challenges, and teaching practicum programme as well as previous studies related to students attitude and challenges toward teaching practicum programme. The data of this study were collected by using a questionnaire that was developed by the researcher based on the theory of Bloom (1956), Aziz, Kulasingam, Shabudin, Kim, & Choo’s (2004), and Shahid & Hussain (2011) about student teachers’ attitude and challenges toward teaching practicum programme. This research was conducted by distributing the questionnaire to the participants in random places around the university. In terms of students’ attitude, the findings show that the majority of English Department students generally have almost positive attitude toward the programme. In terms of students’ challenges, the findings show that all of the student teachers face the five dimensions of challenges. This study also found new findings related to students’ challenges. The twelve fields of challenges become the new findings of this study related to teaching practicum programme.

Keywords: student teachers’ attitude, challenges, teaching practicum programme

INTRODUCTION
For many years, student teachers rarely have positive attitude toward teaching. Since teaching is considered as a challenging task to do, particularly to new teachers, who tend to have different backgrounds, motivations, experiences, and preparation level to teach in the classroom (Bartell, 2004). Basically, Indonesian students in Faculty of Education and Language come from different backgrounds of English proficiency. Also, many of them have a very low motivation to do teaching practice. Most of the students still have not encountered teaching practice before they undertake teaching practicum programme on their final year of study. Because not many of the student teachers in Atma Jaya Catholic University of Indonesia want to be an English teacher after they graduated, therefore, most of them have just acquired the knowledge of teaching preparation in the university.

Considering the students’ low positive attitude toward teaching, student teachers’ attitude towards teaching practicum programme is a worth-investigating issue. Sulistiyo, Mukminin, Abdurrahman, & Haryanto (2017) stated that studies related to Indonesian EFL student teachers’ practicum experience are still very limited, for instance, the attitudes and challenges that student teachers obtain in the teaching practicum programme in Atma Jaya Catholic University of Indonesia, particularly in the English Department. On the other hand, Aziz, Kulasingam, Shabudin, Kim, & Choo (2004) stated that there are five dimensions that become the challenges of undertaking teaching practicum programme, such as; supervision, environment, workload, pedagogical knowledge, and content knowledge. Whether student teachers adopt positive or negative attitudes in teaching practicum programme, it will affect the student teachers’ performances in the real classroom. Also, the challenges that the student teachers obtain will affect their confidence as a teacher in the future.

This paper attempts to find out students’ attitude toward teaching practicum programme in Atma Jaya Catholic University of Indonesia, and to analyze the challenges of teaching practicum programme applied in the English Department. This research is intended to give the answers to the two research questions: (1) What is the attitude of the student teachers toward teaching practicum programme in English Department? (2) What are the challenges of teaching practicum programme applied in English department?
The limitation of this research lies on the place, students’ batch, and numbers of students. The participants of this research will be limited to 42 students who have taken teaching practicum programme for PSL and SSL from batch 2014-2015 in English Department, Faculty of Education and Language. According to the background and the objectives of the study, the researcher looks forward that this study will give beneficial information for stakeholders such as lecturers, department heads, Dean of college of education, and local governments who need such information. Therefore, the stakeholders will improve the quality of the teaching practicum programme in the English Education Department and create strategies to help student teachers to deal with the challenges that they face in the real classroom.

**STUDENT TEACHERS’ ATTITUDE**

Attitudes are seen as students’ tendency to respond certain things, ideas, or situations, both could be positive and negative (Syukur, 2016). According to Jain (2014), there are seven models of attitude that are well-recognized, namely: expectancy-value, multiattribute measurement, vector, tripartite, ABC, cognitive-affective-conative, and technology acceptance (TAM). Each model presents different meanings in different areas of study. Concerning to the student teachers’ attitude and challenges, ABC models of attitude is used for this study. ABC model is defined as an attitude model which holds three components; cognitive, affective, and behavioral (Jain, 2014). The descriptions are presented below.

First, cognitive component. It is a part of mental process, behavior, and ability to acquire knowledge (Jain, 2014). According to Bloom (1956), cognitive domain is divided into six levels, namely; knowledge, comprehension, application, analysis, evaluation, and synthesis.

Second, affective component. It is defined as an emotional reaction (Jain, 2014) or feelings (Syukur, 2016) whether someone likes or dislikes certain object. According to Bloom (1956), there are five categories which build someone’s affective attitude, they are; receiving phenomena, responding to phenomena, valuing, organizing, and internalizing values (characterization).

Third, behavioral component. It is about how someone acts toward an event based on his belief (Andronache, Bocos, Bocos, & Macri, 2014). As student teachers, there are several behaviors that must be considered in teaching practicum, namely: observing partners’ lesson plans, assessing students’ task, providing feedback to students, participating in teaching learning schedule (Shahid & Hussain, 2011).

**CHALLENGES IN TEACHING PRACTICUM**

Since a long time, teaching practicum have been known as a teaching internship programme that is found challenging to teachers, especially student teachers. According to Aziz et al. (2004), the challenges of students who undertake teaching practicum are classified into five dimensions; supervision, environment, workload, pedagogical knowledge, and content knowledge.

**TEACHING PRACTICUM PROGRAMME**

Teaching Practicum is a mandatory subject to all English Education Department students in the Faculty of Education and Language. As student teachers, they must have had a real teaching practice experience before graduating from college. According to Yost, Sentner, Forlenza, & Bailey (2000), a teacher must be able to make the essential connections between practical experiences and their theoretical knowledge about English teaching. It is because teaching practice is about delivering the theory that the teacher understands in a different way to the students. Also, teaching practice is known as a multidimensional process, in which teacher should consider all skills that students have in a learning process such as: reading, writing, listening, and speaking (Derakhshan & Shirmohammadli, 2015). Above all, it is a priority to university teachers to assist student teachers while they practice teaching in the real classroom (Sulistiyo et al., 2017).

**REVIEW OF PREVIOUS STUDIES**

There are three studies which have been conducted related to teaching practicum programme. They are the studies from Aziz et al. (2004), Pasaka et al. (2014) and Cortés (2016).

Each study found different results. In Aziz et al. (2004), The results shows that most of the participants considered the dimensions of supervision, environment, and pedagogical knowledge as the reasons that contributed to the success of their practicum. However, the dimensions of workload and content knowledge become the reasons that limited the success of the trainee teachers’ practicum. However, the result in Pasaka et al. (2014) shows that the challenges that the students teachers face in the
programme are related to lesson preparation, classroom management, and communication breakdown. On the other hand, the result in Cortes (2016) shows that all the student teachers obtain the attitude of awareness, reflection, work, and satisfaction in their teaching practice.

There are some differences and similarities between this study and the previous studies. The differences between the first study (2004) with my study are on the participants and data collection. Besides that, the differences of the second study (2014) and the third study (2016) with my study are on the participants, data collection, and data analysis. However, the similarities between my study with the first study (2004) underlies on the data analysis. However, the second study (2014) and the third study (2016) have several things in common with my study, such as; the type of research and objectives.

**METHODOLOGY**

The methodology of this study is described based on the participants, instruments, and procedure. The description is presented below.

In terms of participants, this study was conducted to 42 English Department students of batch 2014 and 2015 from Atma Jaya Catholic University of Indonesia, who had finished teaching practicum programme for PSL (Primary School Learners) and SSL (Secondary School Learners) on the odd semester.

In order to collect the data of student teachers’ attitude and challenges, the researcher used a questionnaire which was developed based on the theory that was compiled from Bloom (1956), the study from Shahid & Hussain (2011), and Aziz et al. (2004). It contains the items related to student teachers’ attitude and challenges toward teaching practicum programme. The questionnaire was divided into close-ended and open-ended. In close-ended questionnaire, there were 15 items for the student teachers’ attitude that were divided based on 3 components of attitude; cognitive (consisting of six items), affective (consisting of five items), and behavioral (consisting of four items). However, the researcher provided five items in the questionnaire for the student teachers’ challenges. Besides that, in open-ended questionnaire the researcher asked whether there were any other challenges that the student teachers face during the teaching practicum programme.

In terms of the procedure, this study was conducted in random places around the university for once. The participants answered the questionnaire for 15 to 20 minutes. After that, they submitted the questionnaire paper to the researcher. Then, the researcher analyzed the data based on the participants’ answers on the questionnaire.

**DATA ANALYSIS**

The analysis of the data was done in two similar analysis to answer the two research questions. To answer the first research question related to student teachers’ attitude, the researcher used the first analysis. In the first analysis, the researcher calculated the mean score of subject students’ attitudes toward the teaching practicum programme from PSL and SSL. To calculate the mean score, the researcher converted the participants’ name to letters. Then the researcher converted the responses to the questionnaire to scores: Strongly Agree = 5, Agree = 4, Disagree = 2, Strongly Disagree = 1. To obtain an individual mean score, the researcher added all the scores that a subject student earned and divided the total score by the number of items in the questionnaire, which was fifteen (15). Afterwards, all individual scores were added and then divided by the number of subject students who had taken teaching practicum programme. Below is the average score assumption of the student teachers’ attitude based on likert scales:

1. The average score below 3 represented as disagreement, which means that the subject students generally had negative attitude toward teaching practicum.
2. The average score 3 and above represented as agreement, which shows that the subject students generally had positive attitude toward teaching practicum.

On the other hand, the researcher used the second analysis for the student teachers’ challenges. In the second analysis, the researcher calculated the percentage of student teachers who agreed with each challenge. Firstly, the researcher converted the participants’ name to letters. Then the researcher converted the responses to the questionnaire to scores: Strongly Agree = 5, Agree = 4, Disagree = 2, Strongly Disagree = 1. For each questionnaire item, the researcher counted the number of students who chose ‘Strongly Agree’ and ‘Agree’ and added them altogether. The total number of subject students who agreed with particular challenge was then divided by the number of all participants in order to get the average percentage. In addition to that, for the open-ended questionnaire, the data were analyzed qualitatively by examining the other challenges that PSL and SSL student teachers mentioned and...
classified the challenges based on the fields that will be divided by the researcher. The data of the open-ended questionnaire were presented in the form of table.

**FINDINGS**

This section will report the findings of the students’ attitude and challenges toward teaching practicum programme applied in Atma Jaya Catholic University. In terms of students’ attitude toward teaching practicum programme, the findings of the individuals revealed that most of the participants generally have relatively positive attitude toward teaching practicum programme. According to the data, there are 6 participants who show disagreement and have negative attitude toward teaching practicum programme. However, there are 36 participants who show agreement and have positive attitude toward teaching practicum programme.

In terms of the components of attitude, the data show that there is a little difference among the components of affective, behavioral and cognitive. The overall mean score for the affective component is 3.81 while the behavioral component is 3.75. In terms of cognitive component, the mean score is 3.47. Overall, the data of students’ attitude shows that the average mean score for the 42 participants is 3.66. Therefore, most of the student teachers in Atma Jaya Catholic University are considered to possess positive attitude toward the teaching practicum programme.

Above all the findings of student teachers’ attitude, the findings show that this study supports the theory of Bloom (1956) about Affective and Cognitive components and the theory from Shahid & Hussain (2011). The analysis of the findings related to the attitude of English student teachers in Atma Jaya Catholic University toward teaching practicum programme are almost positive. Over the three components of attitudes, many participants have the most positive attitude on affective component. However, the component that has the lowest student teachers’ positive attitude is cognitive component. The discussion below will describe the findings of this study based on the three components of attitude: cognitive, affective, and behavioral.

In terms of student teachers’ challenges, the findings of the study revealed that there are 19.04% of student teachers face challenges in supervision field, while 69.04% of student teachers found pedagogical knowledge field challenging. Besides that, there are 23.80% of student teachers face challenges in workload field, while 28.57% of student teachers face challenges in environment field. However, there are 42.85% of student teachers have challenges on content knowledge field. Overall, pedagogical knowledge field is considered to be the challenges that most participants face (69.04%), while supervision field is considered to be the challenges that least participants face during the teaching practicum programme (19.04%).

In addition to that, this research has discovered new findings related to the challenges that the student teachers face in teaching practicum programme. There are twelve (12) fields that become the other challenges that the student teachers face. The fields are presented on the table below.

<table>
<thead>
<tr>
<th>No.</th>
<th>Fields</th>
<th>Numbers of Student Teachers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>PSL</td>
<td>SSL</td>
</tr>
<tr>
<td>1</td>
<td>Classroom Management</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Materials Development</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Students’ Behaviors</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Teaching Schedule</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Teaching Aids</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Teaching Duration</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Students &amp; School Teachers Relationship</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>School Activities</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Students’ Proficiency</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Students’ Needs</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Teaching Practicum Partners</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Others</td>
<td>2</td>
<td>0</td>
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</table>

Above all the findings related to student teachers’ challenges, the findings show that this study supports the five dimensions of student teachers’ challenges toward teaching practicum programme. It shows that all the student teachers in Atma Jaya Catholic University of Indonesia face the five dimensions of challenges in their teaching practice. However, the total of student teachers who face each challenge in
the five dimensions is still below 100%. In terms of the other challenges in open-ended questionnaire, the study shows that there is similarity between the result on this study with Pasaka et al’s study (2014). Supporting the results of the study from Pasaka et al’s study (2014), the findings and discussion on this study shows that classroom management field becomes one of the challenges that the student teachers face in teaching practicum programme. Therefore, there is a tendency that classroom management becomes a new challenge, in teaching practicum programme.

CONCLUSION AND SUGGESTIONS

In relation the student teachers’ attitude, the researcher concludes that English student teachers in Atma Jaya Catholic University of Indonesia posses almost positive attitude toward teaching practicum programme, especially on the affective component. For the challenges, the researcher concludes that student teachers in Atma Jaya Catholic University of Indonesia face the five dimensions of challenges, they are: supervision, environment, workload, pedagogical knowledge, and content knowledge. Also, they face the twelve fields of challenges toward teaching practicum programme, they are: classroom management, materials development, students’ behaviors, teaching schedule, teaching aids, teaching duration, students and school teachers relationship, school activities, students’ proficiency, students’ needs, teaching practicum partners, and others.

Based on the findings and discussion on this study, there are two suggestions for different parties. For future researchers, they might investigate the student teachers’ reasons of possessing the attitudes of cognitive, affective, and behavioral. Also, they might investigate the twelve fields of challenges toward teaching practicum programme. Lastly, for the lecturer of the participants, the researcher suggests that a periodical discussion might be held during the teaching practicum programme for the student teachers. This will help the student teachers in facing the challenges that will be potentially faced in the real classroom. Also, the number of the teaching practice might be added more than eight times for each students. This will help the student teachers see the broader image of becoming a teacher and collect more experiences in facing the challenges of teaching in the real school.

REFERENCES

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## CURRICULUM VITAE

<table>
<thead>
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<th>Complete Name</th>
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<th>Education</th>
<th>Research Interests</th>
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