Pedagogical Skills Development of Pre-Service Teachers in their Teaching Practicum

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Abstract

Teaching practicum has been emphasized as a core element in teacher education for Pre-Service Teachers (PSTs) (Bonavidi, 2013; Richards & Nunan, 1990). During their practicum, PSTs experience real-classroom teaching and encounter various issues. The goal of the study is to identify and investigate the development of PSTs' pedagogical skills and challenges encountered throughout the teaching practicum. By utilizing mixed-methods research design, the data was collected through surveys, semi-structured interviews and document analysis. The participants were selected based on purposeful sampling, which resulted in three groups of participants: pre-, post-practicum PSTs and in-service teachers (ISTs). These participants were the current students and graduates from the University of Riau Kepulauan (Unrika University) in Batam, Indonesia. In addition, the practicum supervisors at the university and the classroom supervisors at local high schools were interviewed. The surveys were analyzed through descriptive statistics and the non-parametric Kruskal-Wallis test. Meanwhile, the interviews and document analysis were analyzed through deductive and inductive approach of coding to identify categories throughout the data. The findings provide thoughtful information related to the variation and gradual development of the pedagogical skills across pre-, post-practicum of PSTs and ISTs. The Kruskal-Wallis test indicated significant development of pedagogical skills across three groups, while pairwise examination indicated that significant difference was evident only from pre-practicum PSTs to ISTs. Through exploratory analysis, the means scores and interview data of pre-, post-practicum PSTs, and in-service teachers indicated an increment of major pedagogical skills comprised of PCK, classroom management, lesson planning, using resources, assessment and relationships. However, the participants also encountered various challenges that hindered the development of their pedagogical skills during the practicum. Most of these were related to students' behavior, language skills and classroom language, school facilities, and the procedure and management of the teaching practicum between university and school partners. All these aspects including the perspective to develop as an effective teacher were discussed accordingly. Thus, the overall

research attempts to contribute relevant educational implications for all stakeholders at the individual, institutional and societal level towards the improvement of English teacher education in Batam and Indonesia in general.

Keywords: teacher education, teaching practicum, pre-service teachers, pedagogical skills

Dedicated to

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Mr. Hendrik and Mrs. Ida

for their heartfelt prayers, sincere care, efforts, and enormous love.

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Introduction

Teacher education is one of the most fundamental aspects of fostering skillful and professional teachers (Bonavidi, 2013; Kuswandono, 2013; Richards & Nunan, 1990; Riyanti & Sarroub, 2016). In English teacher education, there have been dynamic changes and innovation in the educational policy around the world (Renandya & Widodo, 2016; Sharifian, 2009; Zein, 2019a). The development of teacher education is intended to enhance student teachers or pre-service teachers (PSTs) with various knowledge and skills, including pedagogical skills, which have been seen as a fundamental aspect in teaching (Graves, 2000; Richards, 2012). In order to develop those skills, course-based and experienced-based courses are conducted throughout the teacher education program. One of the experienced-based courses, the teaching practicum, is a platform for the PSTs to implement knowledge into the real classroom (Bonavidi, 2013; Gan, 2013; Richards & Nunan, 1990). Thus, the teaching practicum has been considered as a core course in preparing future teachers with necessary skills and knowledge (Richards & Nunan, 1990; Riesky, 2013).

There have been efforts in current practices of teacher education in implementing the core course of the teaching practicum to develop teaching skills. However, there have been an insignificant number of studies on teacher education in various countries in Asia (Spolsky & Sung, 2015). This has also been the case in Indonesia despite the need to strengthen English teaching skills and professionalism (Hartono, 2016). Therefore, this study aims to investigate the development of pedagogical skills of PSTs in the teaching practicum, specifically in Indonesia. Moreover, recent studies have shown a transition of the EFL paradigm in Indonesia towards the concept of English as a Lingua Franca (ELF) (Zein, 2019b). Globalization and global opportunities have intensified the use of English, and PSTs are inevitably expected to enhance their teaching skills. As a result, this study seeks to provide a better understanding of pedagogical skills development of the PSTs (Pre- and Post-Practicum) and in-service teachers throughout their teaching practicum in order to be an effective teacher contributing to English language teaching.

Literature Review

The teaching of English as an international language has continuously been developed throughout the decades. The impact of globalization has strengthened the use of English throughout the globe (Kirkpatrick & Bui, 2016; Nadalutti, 2015; Zein, 2019a). The ability to communicate in English is indeed invaluable and benefits speakers all around the world in various aspects (Goulah, 2014). The proficiency of English has been viewed as central to broadening access to economic and social growth in this global era (Burns & Richards, 2009). As a consequence, various efforts for innovation and improvement of English language teaching have been core issues (Hyland & Wong, 2013). One of the fundamental aspects is the development and enhancement of teacher education. Richards (1990) revealed that language teacher education involves different criteria compared to other fields of teacher education. Therefore, variables related to the field of language teacher education will be further explored in this section. These include various aspects of pedagogical skills and Pre-Service Teachers (PSTs) education. Within the PSTs education, practical aspects of teaching practicum will be discussed in depth. Furthermore, meticulous review of pre-service teacher education in Indonesia and the implementation of teaching practicum within the country will also be investigated as the core context of the research.

Pre-Service Teacher Education

The development of student teachers or pre-service teachers (PSTs) is one of the essential aspects within teacher education. Richards (1990) summarized teacher education as a program designed for a prospective language teacher to learn basic or theoretical knowledge, methods, and approaches to teaching. The core purpose of the teacher education is to prepare and foster a future language teacher. Throughout the program, student-teachers will be shaped by plenty of activities and ideas shared by lecturers and by studying from the courses (Johnson, 2013). Pre-service teachers should be supported with various strategies that involve theoretical aspects as well as

practical sides of managing, instructing and assessing in the classroom (Amusan, 2016; Freiberg, 2002). Both aspects will be a multifaceted progression in the PSTs lives' journey to grow and learn, in addition to the previous experience as a teacher (if any) which is also notable in the process (Richards, Li, & Tang, 1998). Hence, a wide range of research has been conducted to portray teacher education programs on nurturing new teachers. Genc (2016) argued that a teacher education program is indisputably the foundation for PSTs to be effective and professional teachers. Teacher education serves as a bridge to equip PSTs in facing challenges and the reality of the years in teaching, especially the first year of teaching (Farrell, 2015).

Nevertheless, Farrell (2015) also asserted that various issues regarding teacher education are rather complex. There are some unrecognized issues by the institution, including novice teachers who completed a teacher education program are not readily prepared for real classroom teaching. Moreover, pre-service teachers or newly recruited teachers are commonly facing difficulties in integrating all the elements of teaching even though they are given direction (e.g. teaching guidelines, mandated assessment, reporting systems) and other procedures needed (Beck & Kosnik, 2009). Beck and Kosnik (2009) found that there is a wide range of skills which teachers see as profound to their development. This is in line with the argument by Bransford, Darling-Hammond, and LePage (2005) regarding the goal of pre-service teacher education, which is to provide teachers with core ideas and broad preparation as well as an understanding of teaching and learning for their trajectory of a teaching career. That is why teacher education should carefully be prepared in order to foster effective language teachers (Richards & Nunan, 1990; Richards, 1998).

According to Bransford et al. (2005), effective teachers are teachers who understand not only the subject knowledge but also the way to teach, so students can understand and use new information and skills appropriately. In research by Carter on elementary and middle school teachers, there are some common practices used by effective teachers in their pedagogical skills (as cited in Bransford et al., 2005). The first practice is providing clear expectations or objectives

of the lesson. This practice should also be supported by a model of the previous year's assignment to assist teachers in directing their learning. Then, effective teachers practice their best to appreciate students' work by displaying or presenting the work. The teachers should be active, moving to every part of the classroom. Another criterion is integrating small group activities and avoid the traditional arrangement of desks in rows. Students are encouraged to ask questions and to discuss ideas and comments on the statements. In addition, the precise organization of the lessons and class, including the easily accessible materials will help teachers to effectively and efficiently manage time.

Undoubtedly, the effort to define an effective teacher is not a simple task. Burns and Richards (2009) defined an effective teacher as a teacher who knows and applies teaching standards based on students' needs and the nature of language development. There are complex elements which lead to successful and effective teaching. These elements are teaching skills or pedagogical skills developed through the experience and practice of teaching. The findings from the research reflect the complexity and multidimensional issues in preparing PSTs for their teaching journey. Therefore, in order to accentuate the exploration of the topics, the development of pedagogical skills towards becoming an effective teacher will be discussed.

Pedagogical Skills

The context of teaching is dynamic, and this applies to the development of effective teachers. One of the most critical aspects of teaching is the pedagogical skills of the teachers (Graves, 2000; Richards, 2012). Skills, as defined by Wallace (1991), are techniques in teaching which can reasonably be modeled and learned by behavioral terms. For example, techniques in redirecting questions or organizing group work. Meanwhile, pedagogy can be defined as the interrelationship among theories, curriculum, and instruction, as well as the way teaching can be planned and conducted by teachers (Richards & Schmidt, 2010). Teaching skills or pedagogical skills have been seen as a reflection of a language teacher's competency.

Shulman (1987) revealed several characteristics of skillful teachers. Teachers should have the capability in their content knowledge and pedagogical skills, which cover principles and strategies of classroom management and organization. Literature on teacher development also cover aspects of generic teaching skills (Richards, 1998), subject matter knowledge and pedagogy (Richards, 1998), classroom management (LePage, et al., 2005; Saphier, Gower, & Haley-Speca, 2008; Wallace, 1991), instructing strategies (Amusan, 2016; Johnson, 1999), lesson planning and other areas which are related to proficiency, communication skills, motivation skills and instruction skills (Johnson, 1999; Richards, 1998; Saphier et al., 2008). Moreover, Richards and Farrell (2011) also provided lists of skills based on teachers' use of language, monitoring student interaction, lesson structure, classroom management and type of activities.

Shulman (1987) identified generic teaching skills as an instruction which is essential for any teacher and subject. The core teaching skills comprise the selection of activities, preparation of new lessons, activities, questions, comprehension check, and opportunities for new learning items, monitoring students, feedback, reviewing and re-teaching. Also, there are basic skills specifically needed to be acquired by language teachers, i.e. directing communicative and interactive activities, facilitating communicative interaction, decision-making of proper balance between fluency and accuracy, awareness of learners' errors and appropriate treatment of error correction. Furthermore, in another research, Gower and Walters (1983) added several practical skills as parts of teaching skills, namely presenting language, controlled practice, checking, eliciting dialogues and narratives, using texts, using dialogues, and setting up communication activities.

Pedagogical skills are some of the most complex aspects in teacher education. There are more than a hundred pedagogical skills as collected through the literature (see Appendix A). However, it can be seen that pedagogical skills have several major areas (i.e., subject knowledge, lesson planning, materials or resources, classroom management, assessment, and recording of students' progress, and relationships) named under teacher action plan as suggested by Cajkler (in

Randall and Thornton, 2001). These areas will be covered in the research as part of identifying the development of pre-service teachers' pedagogical skills.

Pedagogical Content Knowledge (PCK). Pedagogical Content Knowledge (PCK) is a framework for teacher education proposed by Shulman (1987). He stated that the performance of teaching skills lies at the juncture of subject knowledge and pedagogy called Pedagogical Content Knowledge (PCK). This is related to how teachers transform their knowledge into adaptable teaching techniques which could approach students with a specific background (Graves, 2000; Richards et al., 1998). Shulman (1987) argued that the foundation of effective teaching skills should cover both subject knowledge and pedagogical knowledge of how teacher teach in the classroom. In this paradigm, the development of teaching skills is in the intersection of content and material development and the knowledge of approaching and interacting with students in real classroom teaching (Hofer & Grandgenett, 2012). Since its first introduction by Shulman, PCK has been the central indicator for developing teacher education programs. The important aspects of PCK are the interconnection among subject knowledge or the theory and application of the approach, methods and teaching technique (Randall & Thornton, 2001).

Pre-service teachers have been assisted to develop their PCK through teaching practice and planning. In the study on student teachers from multiple disciplines, Hofer and Grangenett (2012) found that those teachers improved their strength in PCK after attending coursework and practicum. Similar findings have also been stated by Astuti et al. (2017). In the study on PCK for in-service teachers of chemistry subject in Indonesia, the findings indicated that PCK is the major component that affects student learning progress, and the ability to develop PCK is a part of a teacher's competence. However, the PCK of the Pre-Service Teachers were relatively fair. Based on the components of PCK: orientation of subject course, knowledge of students' understanding, knowledge of curriculum, knowledge of strategy and knowledge of assessment, the greatest knowledge was only the knowledge of curriculum (Astuti, et al, 2017). Therefore, understanding and knowledge of the other components needs to be developed for pre-service teachers.

On the other hand, teachers also develop pedagogical reasoning and decision making. These are two aspects which set the groundwork of teaching skills and techniques related to cognitive skills of the teachers (Richards, 1998; 2012). The development of these two skills will inevitably reflect the creative thinking and problem-solving skills in which teachers implement what they understand into their performance of teaching. The idea of pedagogical reasoning was proposed by Shulman (1987). This pedagogical reasoning follows phases of preparation, representation, selection, and adapting and tailoring to student characteristics (Richards, 1998; Borg, 2006). Moreover, pedagogical reasoning skills could also cover the skills of the teacher in analyzing lesson content, identifying linguistics objectives, solving unexpected issues and giving appropriate arrangement and time management (Richards, 2012).

Furthermore, teachers are also confronted with constant changes during the teaching process. Thus, teachers have to make proper decisions in dealing with the dynamics of the teaching-learning process (Richards, 1998). In order to develop practicality in teaching, teacher educators reveal that interactive decision-making is one of the concerns that should be considered by teachers in conducting teaching (Richards, 1998; Johnson, 1999). These include major aspects of monitoring and evaluating the progress of a particular point of the lesson, adopting varieties of courses, selecting particular activities, and evaluating the result of teaching. In addition, Johnson (1999) identifies eight different categories of instructional considerations related to decision-making skills. These include student motivation and involvement, instructional management, curriculum integration, student affective needs, subject matter content, student understanding, student language skills and ability, and appropriateness of teaching strategy. Each of the decision-making elements related to this instructional management should be of teacher's consideration to cultivate student understanding, participation, and motivation.

Lesson planning. The ability to develop a lesson plan is one criterion of good teachers (Jensen, 2001; Crookes, 2003). Jensen (2001) revealed that there are many types of lesson plans, from the simplest form of a mental checklist or as complex as a detailed lesson plan with a certain

format. The necessity to use a lesson plan is due to the ease in guiding and assisting teachers in their teaching. Lesson plans are a useful note in providing details of resources, and help teachers to reflect on their teaching styles, objectives of the lesson, and serve as a tool for teaching records. There are several reasons for teachers to create a lesson plan prior to teaching. The lesson plan can serve as a road map for the particular class to be conducted. The clarity of the lesson and plan for the activities will be a great help in supporting teachers to avoid ineffective time management and classroom activities. For the novice teachers, a lesson plan is an essential teaching companion, which is also convenient for experienced teachers.

According to Jansen (2001), there are three criteria for a good lesson plan. First, the lesson plan has a sense of coherence. The flow and sequence provide a rationale for the students. The teacher should also include a transition for each activity to be run smoothly. Next, a good lesson plan offers non-monotonous activities and topics. Variety in activities can help to keep students' interest in the lesson. In addition, this also affects the consideration in setting the student-centered activities and teacher-plenary session which vary from one lesson to another. The last criteria for a good lesson plan are the flexibility of the lesson. The lesson plan is not supposed to be directed precisely in an inflexible order. Each class and student are unique with their own characteristics. This could also affect the prepared lesson plan to be adjusted based on real-time situation in the classroom. Good teachers should be able to know the time to shift from one activity to another even if this does not match the lesson plan. Crookes (2003) adds that flexibility is one of the criteria for expert teachers in developing lesson plans which are robust. The improvisation of the lesson plans is crucial and should be conducted by teachers in their teaching.

Scrivener (2005) described that planning is a 'thinking skill.' Planning helps teachers imagine the lesson before it happens. The preparation for the lesson reflects the likelihood that teachers are ready to teach. Teachers convene their critical thinking to ponder the lesson based on prediction, anticipation, sequencing, organizing and simplifying. In planning a lesson and

conducting teaching in the classroom, teachers need to integrate the lesson plan with appropriate classroom management, for example to arrange group work or conduct activities. Lesson planning has been common practice in teacher education. For pre-service teachers, lesson planning is one of the kinds of training for student teachers to prove that they have thought about the lesson and also provide chances for the advisor to comprehend PSTs' thinking plan and help to offer feedback for the lesson.

A study suggested that lesson planning skills increased through teaching practice in teacher education (Negassa & Engdasew, 2017). Choy, Wong, Lim and Chong (2013) found that pre-service teachers improved their lesson planning skills and classroom management skills throughout their third year of teaching. This finding revealed that teaching or learning to teach is a continuous process, not only done within teacher education but through experience gained in the teaching career. Richards (1998) also mentioned that an effective lesson depends on the way lesson was planned. Lesson planning is one of the major components for assessing pre-service teachers in their teacher education (Richards, 1998; Crookes, 2003). In many teacher education programs, lesson planning is one of the indicators for the pre-service teachers' development. Also, Nunan (1992) reported the significant impact of lesson planning on the lesson. A lesson plan is not created to be exactly prescribed for teaching in the classroom. Usually, teachers will need to adjust and transform the lesson plan during teaching. However, this does not mean that a lesson plan is not important. In fact, the lesson plan provides a framework and structure for interactive decisions that should be made by teachers. The interactive decisions are related to timing, affective factors, pedagogical factors, and language focus.

In a study of sixteen pre-service teachers, Richards (1998) revealed that all teachers with different teaching experiences made use of their lesson plans to some extent. Even though all student teachers use the syllabus or materials prescribed by their institution, they differ in their use of lesson plans while teaching. Less-experienced teachers follow lesson plans. Although they modify or omit activities due to time constraints, they preferred to keep an eye on the complete

lesson plan rather than a brief outline. For the experienced teachers, the findings showed greater use of the brief outline and improvisation while teaching. Richards (1998) also stressed that lesson planning should not only be used as a set of fixed procedures. The study suggested that lesson planning should be elaborated in more positive and creative ways. As the importance of lesson planning is evidence for both novice and experienced teachers, they should improve their skills in developing and improvising the lesson as they are teaching. Many teachers also emphasized that lesson planning is more valuable than the lesson plan itself. Through planning, teachers learn to determine anticipated challenges, create new activities and procedures that might be effective and needed.

Therefore, lesson planning is one of the intertwined aspects of pedagogical content knowledge of subject application skills. Lesson planning in this research covers the ability of pre-service teachers to set clear objectives, plan lessons in line with national curriculum, present new aspects of language and new content, communicate ideas, allocate time for activities, clear instructions, find interesting topics, cover four skills, adapt student's characteristics, and assign homework to students.

Classroom management. The teacher and students play important roles in classroom management (Marzano, Marzano, & Pickering, 2003; Richards & Burns, 2012). Randall and Thornton (2001) suggested that classroom management should be seen as general pedagogical skills. Richards and Nunan (1990) explicated that classroom management refers to the multifaceted aspects of procedure, technique, and efforts of the teacher in order to organize the students' movement, behavior and interaction for the effectiveness of the teaching and learning process. The teaching and learning process is predominantly affected by how teachers manage the classroom (Wright, 2012). In terms of the effectiveness of time, LePage et al. (2005) conveyed that classroom management is the key to save valuable time and create a meaningful and positive environment for teaching and learning. This management is supported by the whole range of pre-

teaching processes that is, developing a curriculum that will help guide the engagement and conducive atmosphere for learning.

Referring to the previous literature, there are various categorizations of coverage of classroom management. In Wright (2012), he suggested at least four elements are essential to classroom management, namely time, engagement, space, and participation. Some of the elements are also in line with LePage et al. (2005) who provided a more detailed description of skills, for instance, creating supportive learning communities, structuring activities, and effective use of time. Effective classroom management involves the smooth transition from one to another activity (Wajnryb, 1992). In a separate section, LePage et al. (2005) thoroughly defined the theoretical views of classroom management as to how teachers structure, maintain and enhance the learning environment to establish rules and procedures, interact with students, and create engaging activities.

Research on teacher education has claimed classroom management as one of the critical issues in teaching practicum (Kuswandono, 2013; Marzano, Marzano, & Pickering, 2003; Scrivener, 2012). The issues occur due to the dynamics and uniqueness of managing the classroom for each teacher and class settings. According to Scrivener (2012) classroom management could be both complex and simple in another way. Classroom management is complex due to the uniqueness of each particular situation in the classroom. On the other hand, classroom management can be simple, too. In practice, there are various practical techniques that can be implemented in the classroom. Scrivener (2005) mentioned that classroom management can be categorized into six categories: grouping and seating, activities, authorities, critical moments, tools and techniques, and working with people. Through teaching practices, teachers begin to apply those techniques into teaching. However, as stated by Scrivener (2012), there is no perfect or exact classroom management that would absolutely work in all occasions. The decision of managing the classroom may be just right and useful, but it sometimes can be ineffective.

Hence, classroom management has been one of the most difficult and challenging skills faced by pre-service teachers in their first year of teaching (Goh & Matthews, 2011). Ragawanti (2015) conducted a research on classroom management skills of 10 pre-service teachers who enrolled in teaching practicum at junior high schools in Salatiga, Indonesia. One of the key findings was that PSTs stated that the major problem in classroom management was managing critical moments. This area was mostly related to managing students' behavior or discipline. The other areas of classroom management problems are managing activities, techniques, grouping and seating, authority, tools, and working with people. The research implies that pre-service teachers need to be exposed more to the knowledge and practices in managing classrooms.

Similarly, Afrianto (2015) found that through teaching practice, PSTs can develop varieties of aspects of classroom management skills. He listed the development for improving classroom management skills, the skills to impart awareness of students' needs and concerns, employing a humanistic approach in dealing with student discipline, and understanding students' diverse characteristics**.** However, there were unexpectedly minor findings which showed implementation of corporal punishment occurred in the school where the PSTs teach (Afrianto, 2015). In dealing with this kind of classroom management related to discipline, Kuswandono (2013) stated that classroom management should not be about controlling students' behavior, but rather should emphasize the approach to value and respect each student through a personal approach by advocating dialogue or discussion. Recent studies have shown the change of classroom management from only focusing on behavioral punishment or intervention towards focusing on prevention through establishing the classroom community (LePage et al., 2005). This will help the enhancement of student and teacher relationships through strong mutual-respect within the classroom community.

The important of well-managed classroom management is apparent in helping the process of teaching and learning to be done successfully (Marzano, et al, 2003). In order to provide an overall view of classroom management skills, major areas of classroom management will be

covered in this research. Aspects of classroom management which are intertwined can be defined through multiple operational teaching skills, including opening and closing of the lesson, organizing pair work and activities, generating students' interest, enthusiasm during the lesson, providing equal opportunities during the class, controlling the class, encouraging critical thinking and participation, and timely feedback, seating arrangement, and classroom rules.

Assessment. As part of the teaching and learning process, assessments in language teaching have been enhanced and developed for various purposes. The critical points in assessment are what is being measured and how the assessment is to be labeled. There are three common functions of assessment; for administrative, instructional, or research purposes (Jacob et al., as cited in Cohen, 2001). However, there are some misconceptions regarding conducting assessment or tests in the classroom (Cohen, 2001). Teachers and students may have different views of assessment or the so-called 'testing.' Some students find assessment as a threat to their competencies. Conversely, some teachers are reluctant to construct tests because they feel unsatisfied with results. In these conditions, in order to create a constructive language assessment, these misconceptions should be fully transformed (Cohen, 2001). The existence of assessments should be seen as an opportunity for developing interaction between the teacher and students. The assessment is functioned to help students improve their skills. On the other hand, the criteria for the assessment and performance grade should be clear for the students (Cohen, 2001).

In Shepard et al. (2005), the implementation of assessment can be categorized into a summative and formative assessment. The former assessment is related to the assessment or test which is created to measure the achievement of students at the end of the teaching-learning process. Summative assessment has been a trend for generations to assess students as part of responsibilities to give reports and grades on student progress. However, current research has emphasized the importance of assessment during the on-going teaching and learning process known as formative assessment. This type of assessment is not conducted merely to identify students' understanding, but could also serve as a scaffolding to improve teaching and learning

instruction. To be effective, teachers should be able to use various assessment strategies and tools. These could include portfolios, observation, rubrics, and student's self-assessment during the learning process. The approach in merging both instruction and assessment task is based on rationale to conduct meaningful learning outcomes. In addition, setting clear targets for assessments could help the learner understand expectations throughout the learning process (Shepard et al., 2005). Teachers need to facilitate learning through feedback based on clear performance standards and strategies for improvement. In addition, Crookes (2013) pointed out the benefit of formative assessment which is more authentic and involves personal control of the students. For example, the use of portfolios throughout the semester as the main assessment is much more engaging than a single formal test. This authentic assessment provides relevance and applicability for the use and production of the lesson learned.

The implementation of these two kinds of assessments should be encouraged in creative ways. A good formative assessment helps students understand their progress and improve interaction between teacher and students. Meanwhile, summative assessments, which are regarded to evaluate the outcomes of learning, should be carefully administered to be integrated with teaching and learning. However, there is no reason that summative assessment should be totally avoided (Zulfikar, 2009).

Skills in assessing students' progress and accomplishments are quite complex. Hartono (2016) described that knowledge on creating effective assessment can also be enhanced through teacher development programs or training. In Afrianto (2015), the findings showed that PSTs developed their awareness of various aspects of students' work and behavior that need to be assessed. The assessments cover cognitive, affective, and psychometric aspects. However, the model of assessment from one institution to another might be dissimilar. This also evokes challenges as PSTs have to learn new type of assessments along with the new procedures and criteria. In this current study, the ability of teachers in assessing the students will be measured through their summative and formative assessment, including the following operational skills:

marking students' work, evaluating students' progress, identifying individual differences, helping students to learn, identifying individual learning differences, providing ongoing guidance, and using a variety of assessments (Cajkler in Randall and Thornton, 2001).

Social skills. Teachers are the actors who perform a social role to communicate and build a good relationship with students, teachers, administrators, and other stakeholders in the field (Crookes, 2003). The aspects of teaching skills cannot be separated from the human interpersonal communications skills that are the basic groundwork for human communication. As a teacher, communication skills have been acknowledged as one of the most influential aspects in conducting classes. Teachers should have the ability to express and speak clearly in their interaction with students. Communication skills cover the concrete and visible aspect of voice clarity, diction, and speed. Through communication skills, teachers reflect on their personality, presence, and general style as well as their ability to establish rapport (Richards, 1998). Communication also incorporates nonverbal signals which are considered culturally appropriate, for example, body language, signals of attention, concern, and support the interaction.

Classroom Language. The reason for the importance of communication is that without communication, teaching and learning would not be accomplished (Cooper,1993). Communication skills are also affected by the level of proficiency of language. For teachers, this aspect reflects the real fact of English language teaching, especially where English teachers are in a second language or foreign language context. Teachers should have better proficiency in order to teach effectively (Richards, 1998). Adequate language proficiency will help teachers to access basic teaching skills. However, in his recent study, Richards (2017) contrarily mentioned that even highly proficient English speakers have to be good in using language specific for facilitating teaching, called classroom language. Proficiency in English is necessary but not sufficient for conducting effective classroom teaching (Renandya, Hamied, & Nurkamto, 2018). In teaching L2, the essential aspect was to maximize language exposure in the classroom (Yulia, 2013). However, in teaching, teachers should develop classroom language that covers instructions,

controlling or managing the class, and explaining activities (Nation, 2003). In addition, Scrivener (2012) added that teachers should be able to use and adjust language appropriately to support learning. For example, in a class where the English level is low, the teacher can grade or adjust to a slower speed with simple vocabulary that could be understood by students. The other study emphasized that there should be improvement in the utilization of effective classroom language which can help to achieve specific goals and objectives from the class (Menon, 2017). Classroom language was seen as the linguistics requirement for the pre-service teachers to be effective teachers. The importance of the use of language specific for teaching-learning activities will help foster better interaction in the classroom.

Renandya et al. (2018) mentioned that graduates from a teacher education program in Indonesia had varied levels of proficiency and there have been no authorized data available. Zulfikar (2009) identified that many Indonesia teachers had insufficient pedagogical skills, including language skills, which in turn affect teaching in the classroom. In addition, Sakhiyya, Agustien, and Pratama (2018) also marked the low proficiency of English teacher in some parts of Indonesia. Similarly, previous study from Dardjowidjojo (2000) revealed unexpected and worrying facts that teachers in Indonesia do not have sufficient knowledge of the language they are teaching. The facts from English classrooms indicated that English teaching in the classroom has not been successful (Yuwono & Harbon, 2010). On the other hand, Hammerness et al., (2005) remarked on the importance of the teacher in understanding the development of how language develops. In the process of teaching, teachers should be able to engage students in academic language as well. Moreover, teachers are not only supposed to develop knowledge of the subject or lesson content, but also the communication skills included in carrying and facilitating discussion, presentation **s**kills and public speaking (Crookes, 2003). In fact, only a few teacher education programs offer general communication skills as part of their curriculum (Richards, 1998). Another aspect related to classroom language is the ability to facilitate the classroom's instruction using the learner's first language. In giving instructions, teachers can use

English and immediately repeat the instruction in the L1. Other times, teachers can do code switching if the words or phrases prove to be difficult for students. Scrivener (2012) emphasized that the greater the proportion of the use of English, the better the language learning, but there are some occasions when the L1 could be utilized as a simpler and more efficient means to support teaching. However, there should be a clear-cut decision for teachers to use L1 only for certain reasons, such as introducing difficult vocabulary or concepts.

Interpersonal Skills. Social skills or interpersonal skills as a specific term is an essential part of teaching, and a supportive social environment will help teachers to teach effectively (Crookes, 2003). The major interpersonal skills cover the relationship of teacher-student. In order to establish rapport for teacher-student relationships, teachers build their personal interest in students, asking for comments in classes, and in having proper manners. Practically, teachers should be able to know all students' names, ensure that students know each other's, and develop activities or group work that create a positive atmosphere. Nevertheless, there are some problems found in research regarding teacher development of social skills. Sometimes, teachers failed to develop a rapport with students due to their fear of giving opportunities to students to speak and give comments. Teachers could intentionally avoid allowing students to give comments, as they may be afraid of receiving negative comments from students.

Well-communicated teachers will help to maintain rapport with students (Crookes, 2003). Research from the Australian Institute for Teaching and School Leadership (2011) has also shown the need for social skills of teachers (as cited in Sulistiyo, 2015). As active participants in the field, teachers have to be aware of social, political, and ethical dimensions of education. Teachers are expected to be able to articulate their vision and role as a teacher. They have to be involved pro-actively in their profession which inevitably relates not only to students, but also administrators, colleagues, and other stake holders as well as regulatory requirements (Adnyani, 2015). Consequently, PSTs have to establish a good relationship with colleagues and classroom supervisors in their teacher education. Building a good relationship for teachers with their

colleagues and classroom supervisors will benefit each party and ease many difficult tasks. Nevertheless, maintenance of relationships is even harder. Peers or classroom supervisors have different expectation and characteristics. Conflict or dispute could happen due to miscommunication, differences of opinion related to teaching or personal matters.

Therefore, in relation to those problems, Crookes (2003) suggested that teachers should be more collaborative and reinforce their interpersonal skills. In order to understand comments or feedback from students, colleagues, and classroom supervisors, teachers should be able to listen and respond accordingly. For example, the feedback that teachers give can be more focused on the descriptive part, not the evaluative, and aimed at behavior change with cooperative intentions. Teachers should learn to develop sense of clarity in providing feedback to students, colleagues, and classroom supervisors. Hence, relationships among teachers with their students, colleagues, and classroom supervisors are all prominent in reflecting the social skills of teachers. Even so, research has found that there is a relationship between social skills and academic achievement of students (Marzano, et al. 2003); teacher education has put little attention into development of social skills in the program.

The Teaching Practicum

In various literature, the teaching practicum is regarded as the core course of pre-service teacher education in the university (Afrianto, 2015; Othman & Senom, 2019; Richards & Nunan, 1990; Riesky, 2013). In the teaching practicum, PSTs are assigned to teach in the real-classroom for a certain amount of time, especially during their final year of the teacher education program. The practicum served as a platform for the student-teachers to implement their knowledge and to learn directly through their teaching (Bonavidi, 2013; Gan, 2013; Richards & Nunan, 1990). Several types of research have highlighted the value of the teaching practicum for PSTs' professional development. In Smith and Lev-Ari (2005), research found that teaching practicum was considered vital for preparation before entering a teaching career. Other research argued that

the experience of PSTs during the practicum could help to guide and provide better ideas on how teacher education should be improved (Riesky, 2013). The following section provides a discussion on the implementation of teaching practicum and supervision within the practicum.

Implementation and goal of the teaching practicum. There are various aspects involved in the teaching practicum which are expected to help the teacher education program in achieving the goal of fostering future teachers. The research found that student-teachers are commonly interested in the practicality in applying their knowledge into the real classroom (Nilsson, 2009). Most of the PSTs experience for the first time on how to manage the classroom, apply their knowledge and develop teaching skills on various content in their teaching practicum. Riesky (2013) stated that teaching practicum is essential for PSTs to apply knowledge into practice, which includes gaining classroom teaching experience, learning and observing experienced teachers, and developing understanding and improving their teaching skills. Moreover, PSTs develop their capability to be able to creatively create well-informed teaching decisions through teaching practicum (Freeman, 1990).

Richards and Crookes (1988) investigated multiple skills that were expected to be developed by PSTs through their practicum. However, there is no consistent pattern of answers from the open-ended survey. Those skills are classroom management, ability to adapt the lesson, time management skills, lesson planning, awareness of teaching style, and ability to interact with students. The objectives of the practicum course reflect the nature of teaching and teacher development within the institution, which is also the portrayal of philosophy implicit to the program. A practicum which is focused on the specific skills or competencies may have different objectives from one that seeks to develop certain qualities in teachers. Generally, PSTs will be provided with a wide range of practical and theoretical frameworks as well as strategies and guidance for teaching practicum (Beck & Kosnik, 2009).

However, research on teacher education has identified various issues faced by PSTs in their teaching practicum. Common issues are related to the implementation of pedagogical

practices, classroom management and language barriers (Richards, 1990). Often, there are mismatchings between what PSTs conduct in action-teaching compared to the knowledge gathered from the course (Nilsson, 2009). Stoynoff (1999) provided five principal characteristics of a teaching practicum. These characteristics cover 1) the integration of teaching practicum into the academic program; 2) the delivery of the practicum includes a team approach of classroom supervisors, university lecturers as practicum supervisors, PSTs and administrators; the practicum provides intensive modeling and coaching; 4) the practicum incorporates extensive, systematic observation. Students are engaged in several guided observations and orientations; and 5) the practicum experience is assessed by a portfolio, which is prepared by the PSTs. The portfolio covers lesson plans, reflections, and teaching journals. Furthermore, Wang and Odell (2002) revealed three problems experienced by student teachers in the practicum: emotional and psychological stress, lack of support and conceptual struggles about teaching and learning. PSTs need to overcome the challenges in doing multiple tasks, such as managing the classroom, giving instructions, creating lesson plans, and learning at the same time. Secondly, the inadequate support in guiding PSTs for their real teaching experiences might present a degree of unpreparedness in the classroom. Lastly, the third challenge of conceptual struggle about teaching and learning might contradict PSTs' beliefs and what they learn to what they find in the practicum.

In other literature, Gebhard (2009) portrayed that a practicum commonly involves supervision, systematic observation, and gaining familiarity with a particular teaching context. In practice teaching, PSTs carry a full teaching load. Also, there are at least eight goals that teaching practicum can provide for student-teachers. These goals are practical classroom teaching experience (Richards & Crookes, 1988), implementing theories and teaching ideas from previous course work (Riesky, 2013), learning from observing experienced teachers, and improving lesson-planning skills developed skills in selecting, adapting, and developing authentic course materials. Then, the practicum is also expected to improve awareness, help PSTs to question,

articulate, and reflect on their teaching and learning philosophies. Finally, PSTs will also learn how to make informed teaching decisions through systematic observation and exploration of their own and other's teaching.

By embracing the idea of developmental perspective, PSTs in teaching practicum are involved in multiple teacher development activities in classroom teaching, journals, observation of other teachers, self-observation, and seminar discussion. Teaching a class is at the core of practicum (Gebhard, 2009; Riesky, 2013). In-class teaching provides real experience and interaction with students. Classroom teaching served as the contexts for other activities, for example, self-observation, peer observation, and discussions. Predominantly, classroom-teaching experience will also allow PSTs to understand and enhance their teaching philosophy and behaviors, as well as moral and ethical issues. In one of the activities, that is self-observation, PSTs explore their teaching by recording, listening or viewing audio or video recordings of their teaching. PSTs can identify varieties of interactions and ask themselves several questions in non-judgmental circumstances. The process is closely related to encouraging reflective practice in teaching (Burton, 2009; Richards & Farrell, 2011). Some pre-service teachers regard the teaching practicum as trial for teaching, and a means by which they can survive as teachers and cope with their goal to be teachers (Danielewicz, 2001).

Moreover, another valuable activity is the observation of other teachers or peer observation. PSTs can grasp through observing experienced teachers what and how they teach. Observing other teachers will be essential for developing a professional identity (Gebhard, 2009). On the other hand, another activity, journal writing, is also a practical activity in practicum. Journaling is a platform for PSTs to note down, articulate, and explicate their teaching beliefs and practices. The activity helps to keep a record of self-observation and any encounters or interactions in the classroom, personal thoughts, questions, and ideas. This journal can be an intrapersonal or dialogue journal, which is private or collaborative in use, respectively.

Supervision in the teaching practicum. One nature of the teaching practicum is the involvement of a supervisor or mentor for the PSTs in conducting their practicum. Commonly, there are two types of supervisors: faculty supervisor (a lecturer) and a school teacher serving as practicum advisor or classroom supervisor (Riesky, 2013). Wallace (1991) described the term of supervisors as any party who has substantial interaction with the PSTs in their practicum, by monitoring, guiding and improving the quality of teaching in a given educational context. The teaching practicum provides chances for PSTs to develop a deeper relationship with teacher educators in their journey to be future teachers (Freeman, 1990). The importance of the supervisor, especially the classroom supervisor, has been emphasized in various research studies. However, Farrell (2008) mentioned the quality of supervision has been a critical issue in the teaching practicum. The problem might occur due to the preparation and procedure of supervising.

In other literature, Stones (1984) argued that the supervisor in teacher education is rarely aware of their roles in supervising the teaching practicum. Bailey (2009) also stated that supervisors are not prepared to provide well-thought feedback and advice for the supervisees. However, the issue contradicts the ideal teacher education proposed by Richards (1990) in which PSTs participated in a closely supervised context by a skilled teacher. PSTs have the chance to develop teaching or pedagogical skills by reflecting on their teaching and mentoring from the supervisor (Riesky, 2013). In detail to the teaching practicum, Wallace (1991) explicated two different approaches in the practicum practice. Supervisors in the teaching practicum can be prescriptive in their approach. They play a role as an ‘expert’ who knows what PSTs need to do and not to do as an authoritative figure. This approach also called the top-down approach, where supervisors emphasize to confirm set practices in the practicum (Richards & Farrell, 2011). Meanwhile, there is also a collaborative approach which allows supervisors to see supervisees as their colleagues. The supervisors will focus on listening and understanding the issues in the teaching-learning process instead of judging the PSTs (Wallace, 1991; Richards & Farrell, 2011).

Supervisors who hold this approach try to develop student-teacher autonomy and reflective teaching.

Ambrosetti and Dekkers (2010) also stressed the importance of classroom supervisors as mentors in enhancing teacher opportunities to learn in the teaching context. The teaching practicum process could be beneficial to both supervisors and supervisees (PSTs). In order to be able to perform in the process, practicum advisors, mainly classroom supervisors, should provide support in the way of giving feedback, creating comfortable learning environments, explicating the job or skills, and providing instruction and training for the job. As classroom supervisors, they are performing both roles as friend and evaluator. The roles of classroom supervisors can change based on the context. If PSTs are given chances to teach, then classroom supervisors will be more likely to take on the role as evaluator. This emphasized the dynamic role of a mentor.

On the other hand, the supervisees or student teachers also have their responsibility in the teaching practicum. Even though, little research has been done related to the supervisees' role in teaching practice, Walkington (2005) considered that the supervisees' role is to be an active participant. In their teaching practicum, supervisees also engage as a professional for performing tasks as required, and working with the supervisor in developing skills. They also have to observe classroom supervisors and gradually be involved in the routine of the classroom, as well as teach lessons (Wallace, 1991). The sense of engagement in the teaching practicum is crucial. Student teachers learn how to develop lesson plans and prepare teaching materials, and at the end they will be evaluated by supervisors and classroom supervisors (Afrianto, 2015).

English Teacher Education in Indonesia

English language teaching in Indonesia has undergone various adjustments and dynamically intensified in recent years (Widodo, 2016). English serves its status as the first foreign language in Indonesia (Bonavidi, 2013; Kirkpatrick & Bui, 2016; Rahmi, 2015; Sulistiyo, 2015). In the regional context of Southeast Asian countries where Indonesia is one of the

founding members of the Association of Southeast Asian Nations (ASEAN), English has been a working language since long before the official statement, (Kirkpatrick, 2011; Zein, 2018). Likewise, English has been spoken as a common language in various aspects of human interactions beyond geographical boundaries (Kirkpatrick, 2011; Zein & Stroupe, 2017; Zein 2018).

In Indonesia, after decades of functioning within the context of EFL, the use of English in the region has now reached a new phase and is now more profound within the country. Recent studies have identified the shift of the context from EFL to English as a Lingua Franca (ELF), which reflects a broader paradigm of the importance and existence of English among the citizens (Zein, 2018). The English language is not only used as a tool to communicate with native speakers of English but also for multi-lingual speakers from different countries or even within different parts of the nation. The use of English in education, business, technology and tourism have increased the necessity to be proficient in English (Kirkpatrick & Bui, 2016). This trend in using English is reflected noticeably in the capital or urban areas (Musgrave, 2014; Renandya & Widodo, 2016). As the consequence, English status and usage has grown progressively in Indonesia (Zein, 2018). English has been a language of privilege reflecting higher status and economic value particularly in the working environment.

In the educational system, there are differences in the development of English teaching in public and private schools. More and more private schools are focusing on English language proficiency from early education. On the contrary, under the current Revised 2013 Curriculum, English is not a mandatory subject in early education in Indonesian public schools. English is only stated as a compulsory subject from junior high school. In elementary school, English is widely chosen by the school's institution to be taught as local content, even though the English subject is conducted in a very limited number of hours (Zein, 2018). These dynamic issues shaped by policy and cultural aspects are evident in the Indonesian educational system. However, regardless of the current curriculum that impedes English as the core subject in early education,

the importance of English in Indonesia has remarkably increased due to the demand and support of the government and society (Dewi, 2017; Lee et al., 2018; Zulfikar, 2009).

Issues of teacher education in Indonesia. As in common teacher education around the world, teacher education programs in Indonesia also incorporate practice teaching in both micro-teaching and teaching practicum (Kuswandono, 2013). Recent studies have been conducted on various issues of teacher preparation, including reflective teaching (Kuswandono, 2013, 2014), preparing teacher education to accommodate multilingualism (Zein, 2019a), professional identity (Afrianto, 2015; Riyanti & Sarroub, 2016), curriculum of teacher education (Sulistiyo, 2015), work-integrated learning (Bonavidi, 2013), and policy implications on teacher education (Zein, 2016).

As one focus of teacher education to foster prospective teachers, studies of the construction of professional or teacher identity have been a significant topic in the field. Riyanti and Sarroub (2016) investigated the development of PSTs' teacher identities in the teacher education program. This study focuses on the interaction among pre-service teachers of English as a foreign language in teaching their peers in a micro-teaching setting. This study served as an attempt to addresses EFL pre-service teachers' identity development, which was underexplored in Indonesia. The findings support previous research, which revealed that teacher identity is constructed as a negotiating process of multiple aspects and interrelationship with others. Afterwards, the use of multiple languages and code-switching in the micro-teaching also supports the idea that identities are reflected in language use.

In another study by Afrianto (2015), the investigation of the research was on professional identity construction through teaching practicum. The study aimed at investigating the complexities of the PSTs' journey to becoming a teacher through the processes experienced in their practicum. Specifically, this study attempted to reveal the PSTs' notion of professional English teacher and professional identity construction. The finding indicated that professional identity construction is complex and unique, and is influenced by social relationships with

supervisors, classroom supervisors, students, senior teachers, and school administrators. PSTs negotiated their understanding and meaning before they identify themselves as part of the school community through social interaction. The social relationships during teaching practicum contributed to the construction of professional identity.

In another study, Bonavidi (2013) investigated the relationship between the teaching practicum and the coursework in the English teacher education program in Indonesia using the Work-Integrated Learning (WIL) perspective. This perspective was related to how the teacher education program contextualizes the courses based on work demands. The research aimed to investigate the perceptions and views of the stakeholders in the English teacher education program which led to further analysis based on work integrated learning perspectives. The study provided a thorough interpretation of the results. The scope of teaching practicum was shaped by the support of coursework and collaboration between stakeholders, university and schools, in wider aspects including mutual bonds and commitment of partnerships to achieve teaching practicum goals.

Zein (2016) investigated the current practices of pre-service teacher education for primary school English teachers in Indonesia. The research revealed that even though English is not a compulsory subject under the national curriculum, but efforts to increase preparation for teaching English to the young learner was evident. There were elective courses related to teaching young learners. Therefore, this study tried to cater to policy recommendations for language teacher education for primary level English teachers. However, findings suggested that there was inevitably inadequacy of pre-service education. There were only two alternatives given for learning to teach English; first, the English department and second, the teacher education for the primary school program. Both were not specifically teaching knowledge and skills needed for teaching English to young learners. This study concluded that there should be a reformulation of current English department and teacher education for a primary school program. This covered the

teaching of practical provisions and techniques in English teaching as well as the exposure to young learner pedagogy.

Furthermore, Kuswandono (2014) explored the journey of pre-service teachers in becoming teachers in Indonesia, which was related to the development of professional identity. However, the study emphasized the reflective approach of the PSTs in their practicum. The investigation of pre-service teacher education provided comprehensive understanding particularly related to reflecting motivations in practicum. Through a reflective approach, the study found that the initial motivations to becoming a teacher are quite central to decision-making to remain in the profession. However, unpredictably, the study also found that most participants seemed to lack any intrinsic motivation to study teacher education. This might happen due to multiple factors such as their views, beliefs systems, and values which are influenced by social, educational or family backgrounds.

Nevertheless, being a Pre-Service Teacher (PST) during the pre-service training session has been considered one of the most important phases in the professional life of a teacher (Soviyah, 2018). The development of pre-service teachers' professional identities in the milieu of teacher education may shed light on how pre-services teachers undergo the process of becoming teachers and provide insight for teacher educators to assist in the growth of pre-service teachers (Riyanti & Sarroub, 2016). One of the main components of pre-service teacher education is the practice teaching which serves as a foreground for experiential knowledge (Wallace, 1991) of the PSTs. As written earlier, in teacher education, PSTs are not only studying theoretical knowledge from the coursework but also have the chance to experience practice teaching in the real-classroom for a certain period of time. These include micro-teaching or peer teaching and also school-based practicum, generally identified as teaching practicum (Kuswandono, 2013).

English teaching standard. Despite the importance of the English language usage that has been positively emphasized by the government (Dewi, 2017), studies found that learners in Indonesia have limited chances to practice speaking English outside their English classes at

school (Mustafa & Hamied, 2014; Sulistiyo, 2015). Another study also identified that the focus of teaching tends to be on reading and grammar rather than practical communicative skills (Sulistiyo, 2015). In addition, he also found that challenges faced by teachers are related to classroom-size and lack of study hours. Therefore, the role of English teacher, in this case, is crucial in teaching and engaging students to improve English proficiency (Sulistiyo, 2015). Another issue is related to the use of Bahasa Indonesia as L1 in English language teaching. Most English teachers in Indonesia agreed that the instruction should be in English and 50% support the use of L1 to support teaching (Yulia, 2013). Meanwhile, the findings from her study suggested that many English teachers felt that students could not understand them when they spoke English. Therefore, in the classroom, teachers used both English and translated directly to Bahasa Indonesia.

In order to develop capable teachers, the teacher education program has been conducted at numerous universities in Indonesia. There are public and private universities all across the country which offer English teacher education programs. Most universities have similar regulations and procedures under government policy and guidance of the ministry of research, technology and higher education of the Republic of Indonesia (Bonavidi, 2013). The national curriculum helps guide the operationalization of teacher education programs, but each of the institutions has their own rights to develop independent curriculum (Sulistiyo, 2015). Based on Law No. 14/2005, Section IV, item no. 8 on Teachers and Lecturers, a four-year teaching diploma or undergraduate teaching degree is required to be a teacher (Undang-Undang Guru dan Dosen [Law on Teachers and Lecturers], 2005). In addition, teachers are expected to have four competencies related to pedagogical competence, personal qualities, and social and professional competence (Sulistiyo, 2015; Adnyani, 2015, Bonavidi, 2013; Kuswandono, 2013; Hartono, 2016). The pedagogical competence based on the constitution of the Republic of Indonesia No. 14 of 2005 on teachers and lecturers, describes the ability comprised of the ability in managing

students' learning development, including understanding insight or educational base, students' understanding, and curriculum development or syllabi (Astuti et al., 2017).

Pendidikan Profesi Guru (PPG). In order to foster professional teachers with four competencies regulated in the teacher's law, innovation and adjustments have been progressively made towards the improvement of teacher education in Indonesia. The changes have resulted in a national program for developing professional teachers known as Pendidikan Profesi Guru (PPG) or Teacher Professional Education program (Widiati & Hayati, 2015). In addition to holding a bachelor degree as a pre-service teacher, the government regulated a one-year PPG or Teacher Professional Education certification program for pre-service post-graduate programs (Adnyani, 2015; Widiati & Hayati, 2015). The program was established to certify the profession as a teacher. The program has been conducted since 2010 under the Directorate General of Higher Education to fourteen universities across Indonesia. This program is designed to provide an opportunity for the pre-service teachers to develop themselves as professional teachers and obtain teacher certificates. Through the implementation of PPG, teachers are expected to improve their quality and welfare. Regarding quality as a teacher, teachers will improve their competencies during a 36-40 credits PPG program which involves a workshop course five days a week. In addition, certified teachers will be given an additional increase in remuneration as professional teachers. The prerequisite for the PSTs to take another year of teacher professional education might help the PSTs to learn deeper about the curriculum, teaching methods and pedagogy. However, at the same time, the core of the issue for teaching quality is mainly related to the teacher education program as the core for fostering teachers. Teacher education itself should be given priority for improvement in order to advance the quality of future teachers (Yusuf, 2010).

Teacher Education in University of Riau Kepulauan (Unrika University) - Batam

The researcher will identify current phenomena and conditions related to PST education in Batam. Batam is located in one of the most strategic areas in Indonesia. This metropolitan city

has advanced as an industrial, business, and tourist destination (BP Batam, 2016). As one of the fastest-growing cities in the world (Massy-Beresford, 2015), rapid growth has been affected by the fact that Batam Island is in the triangle of neighboring countries, Singapore and Malaysia. Batam is part of the Free Trade Zone (FTZ) which opens doors for easier access for foreign investments (Wong & Ng, 2009). Therefore, as a strategic island closely connected with other countries, Batam is more likely to be exposed to the use of English from Singapore and Malaysia, in which English is recognized as an official and second language respectively. The demand and necessity of the English language becomes apparent (Debrah, McGovern, & Budhwar, 2000). Correspondingly, the preparation and professional development of PSTs is inevitably notable to enhance English education.

Grounded on the transition of EFL to ELF, Batam is among the contexts where the phenomenon of English as Lingua Franca is evident. The immense exposure to English speakers from neighboring or regional countries has made the proficiency of English in Batam worthwhile. Therefore, the importance of teaching and learning English is one aspect which needs to be emphasized. There have been universities in the area which offer English Language teacher education. However, recent studies in this area, especially for teaching practicum, are still under researched. Currently, there are five universities in Batam based on statistics from the Ministry of Research, Technology and Higher Education of the Republic of Indonesia (2018). However, only a few have the English teacher education program, including the University of Riau Archipelago, herein after referred to as Unrika University. In Batam, Unrika University was the first university to initiate an English language teacher education program in 2006. The program has been administered through the same regulation, policy and guidance under the Ministry of Research, Technology and Higher Education of the Republic of Indonesia (Bonavidi, 2013). The courses in the teacher education program has been designed to meet the goal to foster professional English teachers in multiple aspects (see Appendix V). This also happens to be the case of the teaching practicum course. Therefore, the teaching practicum in Unrika University represents similar

practice of teacher education programs in Indonesia. With the accumulative number of graduates from English teacher education program over the years, such research focused on the teaching practicum of PST education in Batam has not yet been available. Therefore, this study has been initiated to explore the development of PSTs' pedagogical skills throughout their teaching practicum.

The teaching practicum known as the field experience program or *PPL (Program Pengalaman Lapangan)* in Bahasa Indonesian, is one of the compulsory courses in teacher education. The field experience program is conducted in the 7th semester during the final year of the undergraduate program. Students of the program are required to have a minimum of 118 out of 148 credits as the requirement to enroll in teaching practicum. PSTs enrolled for one semester (about 14 classes) for the teaching practicum. PSTs are assigned to teach in different levels of junior or senior high school across Batam Island. From the early years of establishment until today, hundreds of students have already graduated the program and entered a career in teaching or another professional field. In the university, a supervisor was assigned to each PST for guiding and providing consultation individually or in a group at a convenient time. There was no regular class set up for discussion. However, there was a general meeting for the orientation of the teaching practicum prior to apprenticeship in the schools. PSTs conducted their practicum at secondary school levels, predominantly in senior high schools. English teachers of the high schools were the PSTs' classroom supervisors during the practicum. They introduced and guided the teaching practicum in the classroom during the practicum period.

Conclusion

Teacher education is a complex area of education where multiple aspects interact together as part of the dynamic nature of the program. Learning to teach within the teacher education context is not a finite process for a teacher (Johnson, 2009). Teacher education provides chances for PSTs to understand their identity and beliefs as teachers. In addition, prospective teachers will

learn to reflect on knowledge of teaching and learning. Learning to teach is not a singular event, but an ongoing development which is affected by complex interrelationships among knowledge, experiences, and interactions with students and classroom life. Research on teacher education shows interests of many researchers on exploring the teaching practice, namely teaching practicum as the core of the program in the PSTs journey to be a prospective teacher. There are some major topics related to the teaching practicum including professional development, reflective approach, work-integrated learning, motivation, PST's beliefs and general investigation of the effectiveness of the teaching practicum within the teacher's education.

In Indonesia, research on teacher education has started to attract more attention among academia in recent years. Nevertheless, apparently, there is hardly been research on teaching practicum in Batam despite the status as a metropolitan city connected to the neighboring countries of Singapore and Malaysia, where English has been the major language. Considering the globalization and strategic growth of Batam area with exposure to English as Lingua Franca (ELF), there is an exaggerated demand of the development of English language teaching as well. There is a need for fostering effective and skillful teachers who can play important roles in improving English language teaching through their teacher education. Thus, this study investigated and thoroughly explored the current practices of the PSTs in developing their pedagogical skills throughout their teaching practicum. Additionally, the practicum supervisor and classroom supervisors were interviewed for their perspectives towards the practicum program within teacher education.

Statement of the Problem

Issues in teacher education vary in research. Different parts of components in teacher education are inevitably intertwined. Studies found that teaching practicum has been a significant aspect regarded in the journey to becoming a teacher (Richards, 1998; Kuswandono, 2017; Lee et al., 2018). There are various aspects that affect outcome for pre-service teachers in their teacher education, especially in teaching practicum. There might be issues on the duration of teaching,

students' level or proficiency, material, classroom size, discipline, and supervision from the host teacher and supervisor (Richards, 1998). Curriculum and teacher education policy from the government are also parts of the issues in the field (Sulistiyo, 2015; Zein, 2017). Likewise, the old rooted-approach of teacher-centeredness has also hindered the development of teaching and learning (Zulfikar, 2009). The challenges of PSTs tend to be dissimilar from one case to another in teaching practicum experience.

Most PSTs encounter classroom teaching for the first time and develop their pedagogical skills in teaching practicum. However, there are issues that teaching experience in practicum seems to be far from expectations and descriptions learned during courses at university (Hudson, Nguyen, & Hudson, 2008). In fact, there are still essential shortcomings for pre-service teacher education in fostering effective teachers (Raihani & Sumintomo, 2010). Hitherto, several studies have been conducted to explore teacher education of four-year undergraduate programs which incorporated school-based teaching practice or practicum (Afrianto, 2015; Adnyani, 2015; Bonavidi, 2013; Kuswandono, 2013). Nevertheless, there are still inadequate numbers of studies conducted with respect to the development of PSTs' pedagogical skills throughout teaching practicum that might influence the development of being effective teachers.

Purpose of the Study

There should be emphasis on the study of the teacher education program in fostering prospective teachers. Focusing on the teaching practicum, which has been considered as a bridge to enter a career, this study aims to explore the development of pedagogical skills of the PSTs throughout the teaching practicum. The complex aspects of pedagogical skills and teaching practicum have challenged researchers to seek thorough investigation on current teacher education. This study intends to clarify the progress of pre-service teachers in major teaching skills and whether the program helps them to be effective teachers. In addition, challenges in the development of pedagogical skills will also be investigated. Related to the context of the study, this study will enhance existing research; broaden perspectives on teaching practicum in Batam

and, Indonesia in general. At the end, the results may offer a constructive recommendation to enhance teaching practicum in a way that meets the needs of current development of English teacher education.

Significance of the Study

As current studies in the field of teacher education focusing on the teaching practicum are considerably insufficient, this study will provide benefits to various stakeholders of English language teacher education in Indonesia. This study will provide insights and ideas for student teachers or pre-service teachers, university lecturers, school teachers and administrators or coordinators for the development of the teaching practicum program in the university. Pre-Service Teachers (PSTs) will most likely gain more awareness and understanding about their own development of pedagogical skills through the teaching practicum experience, determine their expectations and clarify particular experiences which can help them to be effective teachers. For university lecturers who act as supervisors in teaching practicum, the exploration of the PSTs' pedagogical skills development will help acquire in-depth understanding of the current practice in the teaching practicum program. Also, supervisors will be able to determine aspects that need to be improved and provide better supervision for future PSTs.

Meanwhile, for school teachers or classroom supervisors, this research will be an advantage in seeing how the roles of classroom supervisors could improve the development of the PSTs' pedagogical skills in their own classroom. This research will also help to provide suggestions and feedback for the current practices of teaching practicum for each of the stakeholders. Furthermore, for the administrators or coordinators of the program, this research will provide an overall view of teaching practicum, and strengths and weaknesses of the current teaching practicum. Also, a suggestion for the partnership and coordination of future practicum programs will also be a part of the benefits of the research.

Research Questions

Based on the literature, the researcher conducted the study to explore the development of pedagogical skills of the PSTs throughout their teaching practicum. Here are the questions that have been formulated:

1) To what extent do pedagogical skills of the pre-service teachers (PSTs) develop throughout the teaching practicum?
    - What aspects of pedagogical skills have been developed throughout the teaching practicum?
    - Does the teaching practicum provide an actual opportunity for developing teaching skills needed to be an effective teacher?
2) What challenges do participants encounter in developing their teaching skills during the teaching practicum?

Methodology

Utilizing mixed-methods research design, this study was primarily qualitative in nature. The study seeks to develop an understanding of current phenomenon in the field (Creswell, 2009). The data was drawn from cross-sectional studies, which portray different samples at one or more points in time (Cohen, Manion, & Morrison, 2007). Both qualitative and quantitative data were based on participants' development and experiences encountered throughout the teaching practicum in pre-service teacher education in Indonesia. Several considerations have been taken into account in order to provide better understanding and a vivid picture of the phenomenon, and participants' meanings. These include time-constraints, instrumentations, context of the research and participants' availability.

Multiple instruments were employed to provide details and thorough data collection by triangulating from various participants (Sulistiyo, 2015; Cohen, et al, 2007). Survey, interviews and document analysis were conducted in this study. These instruments had their own specific purposes aiming to fulfill the research questions and objectives of the research. At the same time,

these instruments were inevitably interrelated and intertwined to provide broader possibilities towards the interpretation and understanding of the phenomenon. The interview was commonly used in the previous literature to acquire participants' experience in teacher education (Afrianto, 2015; Hartono, 2016; Kuswandono, 2013). In addition to exploring pedagogical skills, this present study considered major aspects of operational teaching skills from Cajkler (found in Randall & Thornton, 2001) as the tool for descriptive statistics.

Data Collection

Procedures. The procedure of asking for the permission to collect data was done by obtaining agreement to conduct research from the Institutional Review Board (IRB) of Soka University, and followed by asking permission from Unrika University to conduct research. The procedure was initiated by writing a permission letter to the Head of the English Language Teacher Education Program at the Unrika University, Batam (see Appendix B). As a response, the university granted permission to provide access for the research (see Appendix C). Shortly after obtaining the permission, a pilot study was conducted by asking participants' consent (see Appendix D). Afterwards, the instrument of an online questionnaire and interviews were employed to the research participants. Prior to any data collection, informed consent was introduced to participants. A total number of 79 respondents voluntarily participated in the survey during the data collection period from mid-February to mid-March 2019. The questionnaire was in the online form distributed through Google Forms, however, the process of filling out the survey was set in two different sessions for pre- and post-practicum. Therefore, the survey was conducted with the presence of the researcher, which was helpful to provide necessary assistance for the respondents, such as giving verbal instructions and clarifying the meaning of the items in the questionnaire. For the in-service teachers, the online questionnaire was filled out before the interview, excluding two in-service teachers who filled out the questionnaire at a convenient time. All ten respondents were willing to participate for the short-interviews.

Pilot Study. A pilot study was conducted to determine the clarity of the online questionnaire which was utilized in the data collection with Pre-Service Teachers in the English Teacher Education program in Indonesia. Prior to the pilot study, each participant was asked to complete an informed consent (Appendix D). Five Pre-Service Teachers were selected based on the recommendation from the Head of the English Language Teacher Education program at Unrika University. The pilot study was conducted in one-on-one session after office hours of weekdays and on weekends. Sessions lasted 30-40 minutes. Within the pilot session, several aspects noted related to the understanding of the instructions; items in the questionnaire; any ambiguity, grammatical or technical mistakes; formatting and sequence of the questions; and length of the questionnaire completion time. The participants could provide feedback by filling in the section of the online questionnaire or verbally at mutually confirmed times and locations. The feedback from the participants served as a guide to increase reliability, validity, and practicability of the questionnaire items (Cohen, et al, 2007).

Responses drawn from the pilot study were mostly positive. None of the PSTs felt overwhelmed by filling out the questionnaire. They understood most of the instructions and the items of the questionnaire. However, there was a minor comment on the use of particular terms in the questionnaire. The comments were related to the definition of specific terms: supervisor, and classroom supervisor. To provide a clear understanding of the terms ‘classroom supervisor’ and ‘practicum supervisor’ were followed by the Indonesian translations *‘guru pamong’* and *‘dosen pembimbing’* respectively. One of the respondents wrote, “Most of the questions are clear enough, only a little bit [*sic*] number of questions are too broad.” Responding to this particular issue, minor changes were made in the instructions of the survey. Hence, additional explanations for particular items in the questionnaire were given by the researcher in the classroom during the actual survey. The questionnaire was delivered in English and details of the instruction in the survey were also given verbally in Bahasa Indonesia. Lastly, the pilot study helped the researcher

to determine the approximate length for completing the questionnaire. The duration of the survey was extended from 20 minutes to approximately 40 minutes.

Participants

The context of this study was purposely selected in order to build an understanding of the issue of English teacher education, specifically the teaching practicum for Pre-Service Teachers (PSTs) in Indonesia. The study focused on only one university which offers English teacher education, that is University of Riau Kepulauan (Unrika) located in Batam Island, Indonesia. The data of a total 92 participants was collected. These participants comprised a group of pre-practicum and post-practicum PSTs, in-service teachers, practicum teachers and classroom supervisors. The main participants were the group of Pre- and Post-Practicum PSTs and a group of in-service teachers (ISTs) – graduates of the English teacher education program who have already served as teachers for several years.

Pre-service teachers (PSTs). These participants were students of Unrika University who were studying in the undergraduate program majoring in English Teacher Education. There were two groups of Pre-Service Teachers (PSTs). The first group was the 6th semester students who were preparing for the Teaching Practicum (Pre-Practicum). The second group was the 8th semester PSTs who had just finished their practicum (Post-Practicum). They were invited to take part in surveys and interviews. The participation in this study was on a voluntary basis. Out of 49 pre-practicum participants in their 6th semester, 30 of them responded to the online questionnaire. More than 70 percent of them were ages 20-25 years old and 70 percent did not have any teaching experience. As a follow up data collection, 14 PSTs responded to their agreement to be interviewed. However, only ten were able to set their schedule for the interview and three PSTs did not respond to the final inquiry. On the other hand, out of 71 post-practicum in the 8th semester, 37 of them participated in the survey and ten of them went through the interview (see

Table 1). The majority of the post-practicum PSTs were 20-25 years old with less than a year teaching experience (see Appendix S).

In-service teachers (IST). The participants in this group were graduates of the English language Teacher Education program and had been working as English teachers for several years in the teaching field. They were contacted by email or mobile communication based on the recommendation from the head of English teacher education at the university. The data was collected from twelve respondents for the surveys. Ten interviews were conducted on participants who were teaching junior high school and senior high school teachers in different parts of Batam (see Table 1). Eight out of 12 participants were 20-25 years old. The majority of them had teaching experience of less than a year and 3-5 years (see Appendix S). During the survey, they were asked to respond based on current teaching skills they felt, except for item 44, the relationships with the classroom supervisor during the practicum.

Practicum supervisors. Practicum supervisors were university lecturers who were responsible for supervising and guiding the Pre-Service Teachers (PSTs) prior to or during the practicum program. The selection of the supervisor was based on the discussion and recommendation from the Head of the English Language Teacher Education Program at Unrika University. They were invited to voluntarily participate in the interview. There were six supervisors interviews in total (see Table 1).

Classroom Supervisors. Classroom supervisors were the hosts or classroom teachers who teach English and were responsible for the class where the PSTs conduct their practicum. The contact and recommendations of the prospective participants were obtained from the Head of the English Teacher Education program or administration of Unrika University. The interview data were collected from seven classroom supervisors, and exceeded the initial target number of five teachers (see Table 1). One teacher was teaching in junior high school and the rest were from senior high school. Three out of seven participants taught English in public schools while the rest worked at private schools.

Table 1

Data collection of Survey and Interview

Group of Participants	Number of Participants	
	Survey	Interview
Pre-Practicum (PSTs)	30	10
Post-Practicum (PSTs)	37	10
In-Service Teachers	12	10
Practicum Supervisors	-	6
Classroom Supervisors	-	7
	N = 79	N = 43

Instrumentation

Survey. This study employed one quantitative datum from an online survey questionnaire through Google Forms. The format of the survey was closed-ended to enable the analysis of comparison, and semi-structured questionnaire which provided options for respondents to comment based on their ideas (Cohen et al., 2007). The survey was conducted in order to provide an initial picture of development of pre-service teachers throughout teaching practicum. The questionnaire was comprised of four sections. The first section was comprised of 45 items of closed-ended questionnaires, which was divided into six sub-sections of pedagogical skills as shown in Table 2. There were six sub-categories of teaching skills: subject knowledge, subject application and planning, material and using resources, class management, and assessment and recording of students' progress, and relationships (see Appendix E). The items of the questionnaire were mainly adapted from the previous literature 'Individual Action Plan on Teaching Practice' by Cajkler (found in Randall & Thornton, 2001). The individual action plan was developed by Wasyl Cajkler as part of an initial review to check pre-service teachers' strengths and areas for development. However, several adjustments were made based on the

literature (Crookes, 2003; Darling-Hammond & Bransford, 2005; Griffiths, 2008; Richards, 1998; Richards & Farrell, 2011; Richards & Lockhart, 1996; Senior, 2006; Wallace, 1991) and in order to adapt to current practices in Indonesia (Adnyani, 2015; Sulistiyo, 2015). The adaptation of the individual action plan into a closed-ended questionnaire was due to the relevancy and comprehensiveness of the action plan. Those items most suitably addressed operational teaching skills. In order to provide a clear degree of participant's responses, four-point Likert-scales were employed for each item of the closed-ended questionnaire. The ranges extended from 'not at all confident', 'slightly confident', 'moderately confident', to 'very confident'.

Table 2

Distribution of Items in Section I – Pedagogical Skills

Sub-section	No. of items
Subject knowledge	2
Subject application and lesson planning	12
Materials and using resources	5
Classroom management	15
Assessment and recording of students' progress	7
Relationships	4

Next, Section II was a semi-structured questionnaire, consisting of five question items. The first item was related to guidance and supervision from practicum advisors and classroom supervisors. Therefore, only post-practicum PSTs and in-service teachers (ISTs) had to respond to the first item comprised of five sub-closed-ended items with a space to write additional comments. The other items inquired on: 1) challenges found in teaching practicum, 2) teaching skills that respondents expected to develop, 3) skills they feel most confident about, 4) effectiveness of teaching practicum for developing pedagogical skills towards their teaching, and

5) respondents' comments for any aspects they feel should be included in teacher education to prepare them to be effective teachers. Third section was demographic information covering inquiries on biographical data, including name, age, gender, TOEFL ITP score, and years of teaching experience (if applicable). Fourth section was the last part prepared for participants to write contact information if willing to participate in the interview. The questionnaire was used in order to obtain insights from three groups of participants; Pre-Service Teachers (PSTs) of pre-practicum and post-practicum and a group of in-service teachers.

Semi-structured interviews. This study employed a semi-structured interview due to the flexibility and possibility to elaborate further on questions regarding topics during the interview (Afrianto, 2015; Creswell, 2009). The interview was used as an instrument to seek the meaning and understanding of the phenomenon of teaching practicum. Each interview included six to nine open-ended questions as protocols and lasted 15 minutes to 40 minutes. This study seeks to incorporate a comparable and adequate number of interviewees to generate an in-depth understanding of the phenomenon. Previous research employed two to ten interviews as in Sulistiyo (2015), Afrianto (2015), Bonavidi (2013), Nur'aini, Affini and Setyorini (2019), and Kuswandono (2013). In this study, there are 43 interviewees comprised of five groups of participants: ten from pre-, post-practicum PSTs and in-service teachers respectively, six practicum supervisors, and seven classroom supervisors.

Most of the interviews were conducted individually. However, for some reasons related to time-constraints and participants' preference, five small-group interviews were conducted as an alternative. Next, all of the interviews were audio-recorded and transcribed. The interview was conducted in English. Most of the interviewees found it convenient to be interviewed in English. However, eleven of the 43 interviews were conducted in Bahasa Indonesia and the transcriptions were translated to English accordingly. To assure efficiency, not all information given by participants was translated into English, only relevant responses were translated. As such, the interview audio was reviewed back and forth for several times.

Interview for pre-service teachers (pre-practicum and post-practicum). The pre-practicum PSTs were asked about their preparation of teaching practicum and expectation of teaching practicum for pedagogical skills development (See Appendix F). There were also questions asking if teaching practicum can help develop teaching skills, such as classroom management skills and lesson planning skills. There were two items related to the definition of an effective teacher and participants' opinion on becoming an effective teacher through teaching practicum. On the other hand, for the post-practicum, the interview recalled their preparation prior to the teaching practicum in terms of courses which support practicum. Similar to the pre-practicum, the interview also asked the same aspects about their development of pedagogical skills, but this time with a different point of view – after experiencing the practicum. The interview also explored the challenges in developing pedagogical skills within teaching practicum. In addition, perspectives on being effective teachers and suggestions for improvement of teaching practicum were on the questions list (See Appendix G).

Interview for in-service teachers. In-Service Teachers were asked to share their teaching skills development throughout the teaching practicum. Similar to the interview questions for the Pre-Service Teachers (PSTs), questions on challenges of developing pedagogical skills and the definition of an effective teacher were also asked. Additionally, there were questions exploring particular teaching practicum experiences that were useful for teaching (See Appendix H).

Interview for practicum supervisors. The interviews for practicum supervisors were mainly to identify their main roles in teaching practicum and their views toward the implementation of teaching practicum. They were also interviewed to express and explicate their perspectives on the PSTs' tasks and challenges in developing their pedagogical skills (See Appendix I). The interviews were held on campus during office hours of the supervisors, at the time they felt convenient to be interviewed.

Interview for classroom supervisors. The interview enquired about the main roles as a classroom supervisor and their views related to tasks of PSTs in their teaching practicum.

Moreover, classroom supervisors were asked about challenges that might hinder development of PSTs' teaching skills in their schools (See Appendix J). Lastly, the interviewees were asked to give suggestions or feedback on teaching practicum. The interviews were conducted individually in seven different secondary schools during office hours of classroom teachers.

Document analysis. Documents served as a ready-made qualitative data source which can help to uncover meaning, develop understanding, and perspectives (Merriam & Tisdell, 2016). The documents were comprised of teaching practicum guidelines and excerpts of a student's report for the practicum. Documents were obtained from the Head of the English Language Teacher Education Program. Document analysis served to support findings and data analysis regarding goals, objectives, and procedures of teaching practicum at Unrika University.

Ethical Considerations

In conducting research involving human subjects, a preliminary explanation of the general nature of the investigation was introduced to protect research participants and promote the integrity of the research (Creswell, 2009; Locke, Spirduso, & Silverman, 2007). Prior to any data collection, each participant was given time to fill out an informed consent form (see Appendix K, L, M, N, O, P, Q and R). The researcher clarified the objectives and procedures of research, and concern to protect participants' confidentiality and anonymity through the informed consent forms. The participants signed the consent forms if they were willing to participate in this study. Once they signed the consent form, participants proceeded with the surveys or interviews. In the case of the online questionnaire, participants were first introduced to the informed consent section with options regarding agreement to participate in the study. Data collected from surveys and interviews were transcribed subsequently and personal information was removed. Pseudonyms were used instead of participants' names to ensure anonymity. Participation in this research was on a voluntary basis; each participant would be able to withdraw from the research

at any time to no disadvantage. Moreover, access to the data collected would be kept securely in a locked office and would only be accessible by the researcher and co-researcher.

Data Analysis

Both quantitative and qualitative methods of analyzing data were employed in this study. The study involved explaining and interpreting participants' data through the qualitative data. The researcher analyzed and noted patterns, and investigated categories or themes through the coding process. Meanwhile, descriptive statistics were used in describing quantitative data collected throughout the study.

Analysis of the survey. In analyzing the questionnaire, descriptive statistics were primarily used in order to provide a portrayal of current phenomenon (Cohen et al., 2007). The closed-ended questionnaire was comprised of items of pedagogical skills which had only been used previously as self-evaluation. Therefore, the items were analyzed descriptively to review pre-service teachers' strengths and areas for improvement. This study managed to obtain 79 survey responses from three different groups. The responses were inputted into a Microsoft Excel spreadsheet. Then, the data went through the analysis process by using statistical software, Statistical Package for the Social Sciences (SPSS) to generate information from three different groups of participants. In order to examine significant difference, the non-parametric test of independent samples Kruskal-Wallis test was employed. The use of the non-parametric test was due to small and unequal sizes of participants. In looking at the *p* value for the pairwise examination, Bonferroni correction was adjusted to the *p* value .05 by three groups of participants (.05/3 = .0166). However, the non-parametric test was only a pre-analysis test because the main analysis for the survey was based on descriptive statistics. This analysis was conducted through means score and standard deviation in order to provide detailed information regarding distributions of the data (Wibowo, 2012). Tables were presented as a reference to show the mean (*M*) and standard deviation (*SD*) based on items of questionnaires. This data helped to indicate

the range of development of pedagogical skills of the pre- and post-practicum PSTs and in-service teachers based on descriptive analysis. Semi-structured questionnaire items in the second and third sections of the questionnaire were presented in both tables and texts to show the frequency or patterns of responses from the participants. Demographic items were carefully presented only if the information was needed.

Analysis of the semi-structured interviews. The analyzing process was started by transcribing all interview audio recordings. The process relied on content analysis by reading through all of the data in order to generate a general sense of information, categorizing, comparing, and concluding the meaning from the text (Cohen et al., 2007). The content analysis in this research was developed through the deductive approach. The use of the deductive approach was to harmonize with the concept of the study and its relevancy to research goals (Saldaña, 2013). In this study, analysis primarily utilized the deductive approach to draw categories related to pedagogical skills of PSTs in teaching practicum. In order to assist the coding process, a table was designed consisting of columns for initial categories, sub-categories, and spaces for relevant comments from the transcription. The initial categories were derived from the interviews' questions. The categories included seven initial main categories: the preparation for the teaching practicum, expectations for teaching practicum, teaching skills developed, definitions of an effective teacher, effectiveness of teaching practicum, challenges, and suggestions for the preparation of teaching practicum, and responsibilities. As the transcriptions were read and analyzed, new sub-categories were added along with comments from participants. In addition, new categories, which did not fit predetermined categories, were added accordingly. Furthermore, transcriptions were inductively analyzed by reading the entire transcription back and forth to compare and determine final categories for results.

The final categories were determined after adjusting minor changes from the initial categories (see Appendix U). The final categories included six out of seven initial categories. There were no major changes to the lists; however, three categories from initial lists were defined

as one category under ‘defining the teaching practicum progress’ which covered expectations for the teaching practicum, teaching skills developed and responsibilities in teaching practicum. Then, sub-categories were also adjusted and added based on comparison and relevancy of deductive and inductive analysis. Final categories were selected in order to provide a thorough description of pedagogical skills development in teaching practicum based on the main research questions.

Document Analysis. Document entries were comprised of teaching practicum guidelines and excerpts from teaching practicum reports. These documents were analyzed through the coding process to find patterns and relevant information. Following the same procedures as interviews, the coding process was conducted deductively and inductively. The deductive approach was to find information regarding goals, objectives, procedures, and roles of each participant in the teaching practicum. The use of documents also helped to check and ensure the relevancy of data from other instruments to what was stated in written form.

Delimitations

Pedagogical skills are one of the most complex aspects in teacher education. There are more than a hundred lists of pedagogical skills as collected through the literature (see Appendix A). The present study considered major aspects of operational teaching skills from Cajkler (found in Randall & Thornton, 2001) as core pedagogical skills needed to be an effective teacher. The criteria of pedagogical skills covered in the action plan were comprised of six categories: subject knowledge, subject application and planning, materials and using resources, classroom management, assessment, and relationships. However, this study did not merely focus on one specific aspect of these categories, but rather, explored several areas of pedagogical skills to generate an overall view of current practice in the teacher education. Broader aspects which might also affect PSTs’ pedagogical skills, including motivation, beliefs, confidence, language anxiety, and professional identity are not part of this research. Nevertheless, the issue of age differences of the PSTs and schools’ students, type and location of schools, whether in rural or

urban areas, might have various impacts on the teaching practicum experience. However, backgrounds of participants for PSTs and supervisors were not analyzed in detail. The backgrounds of teacher educators (classroom supervisors and practicum supervisors) were also not taken into consideration in the study. Therefore, further studies on those excluded factors in teacher education are encouraged.

Results

As alternatives to provide details on pedagogical skills development of pre-service teachers during their teaching practicum, mixed-methods research was conducted. Both qualitative and quantitative data were incorporated to investigate research questions. Findings from the survey are introduced first, followed by interviews and document analyses.

Survey

In this study, a total number of 79 respondents voluntarily participated in the survey. They were 30 pre-practicum PSTs, 37 post-practicum PSTs and 12 in-service teachers who took part in the survey during the data collection period from mid-February to mid-March 2019. They responded to the online questionnaire comprised of closed-ended and semi-structured questionnaires.

Closed-ended questionnaire. In order to highlight the response toward each item of the questionnaire, results of the questionnaire were examined by employing a non-parametric test to identify significant differences and then through exploratory data analysis of means and standard deviation. Initial data analysis, the Kruskal-Wallis test was utilized to investigate significant differences among the three groups of participants. The non-parametric Kruskal-Wallis test was selected due to unequal sizes of the three groups, pre-practicum (N = 30), post-practicum PSTs (N = 37), and ISTs (N = 12). The test was employed to check significant differences among average scores of pre-, post-practicum PSTs, and ISTs for six sub-sections in the closed-ended questionnaire. An alpha level of .05 was used for measuring statistical significance. The overall

data showed there was a significant difference in the overall test for the participants ($p < .05$). Additionally, a follow up pairwise examination with the Bonferroni adjustment of .016 (.05/3 = .0166) indicated the difference among each of the groups in detail. There was no significant difference between pre- and post-practicum PSTs ($p = .108$). There was no significant difference between post-practicum PSTs and ISTs ($p = .124$). The only significant difference was indicated from pre-practicum PSTs to ISTs ($p < .01$). These results suggested that the overall items of pedagogical skills have improved for the overall groups of participants throughout the teaching practicum, even though details of comparison between two pairs of groups did not show any significant difference. Therefore, further analysis was explored descriptively through raw means (M) and standard deviation (SD). The overview of participants' teaching skills was represented based on six sub-categories of the four-point Likert scale questionnaire, and was comprised of subject knowledge, subject application and lesson planning, teaching materials and using resources, classroom management, assessment and recording of students' progress, and relationships with students and colleagues.

Subject knowledge. Table 3 below shows the mean (*M*) of the pre-service teachers (PSTs) both pre- and post-practicum and also in-service teachers responding to items related to subject knowledge. Item 1 was about level of confidence that participants felt related to knowledge of teaching subject or content. The table presents level of confidence across three different groups; pre-practicum ($M = 2.87$, $SD = .73$), post-practicum ($M = 2.95$, $SD = .70$) and in-service teachers ($M = 2.95$, $SD = .83$). This reflected that there was minor development in participants' skills towards understanding the subject or content of the English course. The stagnancy of the post-practicum and in-service teachers might reflect lack of teaching experience of both participants. Meanwhile, item 2 which asked about the ability to understand the national curriculum of English language teaching in Indonesia also showed an increase in confidence among pre-practicum ($M = 2.73$, $SD = .74$), post-practicum ($M = 2.92$, $SD = .64$) and up to in-service teachers ($M = 2.97$, $SD = .90$). These numbers indicated that pre-service teachers have improved their understanding of

national curriculum of English language teaching in Indonesia throughout their teaching and they further developed skills during several years of teaching experience. For both items, the teaching practicum has shown a positive impact toward the development of pre-service teachers in subject knowledge. However, interesting findings from the standard deviation among those three groups show the greater variation among in-service teachers compared to pre- and post-practicum. The phenomenon might reflect the dynamics that the in-service teachers found in their real teaching in relation to the curriculum or the subject content that they were involved in.

Table 3

Subject Knowledge

Item	Group of Respondents								
	PSTs (Pre-Practicum)			PSTs (Post-Practicum)			In-Service Teachers		
	N	*M*	*SD*	*N*	*M*	*SD*	*N*	*M*	*SD*
SK_1	30	2.87	.73	37	2.95	.70	12	3.17	.83
SK_2	30	2.73	.74	37	2.92	.64	12	3.08	.90

Note. SK: Subject Knowledge.

Subject application and lesson planning. Table 4 presents responses on 12 items of subject application and lesson planning categories. The first item, the ability to set clear objectives for the lesson indicated positive trends from the mean of pre-practicum (*M* = 2.87, *SD* = .63), post-practicum (*M* = 3.03, *SD* =.63) and in-service teachers (*M* = 3.42, *SD* =.67). The pre-service teachers have slightly improved before and after teaching practicum in setting objective for classes. Then, item 2 was the ability to plan lessons in line with national curriculum. There was slightly a small number of improvements from pre-practicum (*M* = 2.80, *SD* = .55) to post-practicum (*M* = 2.86, *SD* = .79), but there was a noticeable growth after teaching for some years as in-service teachers (*M* = 3.33, *SD* =.65). Following that item, item 3 asked about the ability to present a new aspect of language, pointed out small improvements from pre-practicum

(*M* = 2.50, *SD* = .68) to post-practicum (*M* = 3.00, *SD* = .71) on confidence to present a new aspect of language in the classroom, such as grammar or vocabulary. The table presents a slight increase after teaching for some years for the in-service teachers (*M* = 3.17, *SD* = .58). Then, the mean for item 4, the ability to present new content showed an increase of approximately .10 for each group of participants. There was an improvement in their abilities to teach wide-ranging of topics especially after teaching at schools, in-service teachers (*M* = 3.25, *SD* = .75). Afterwards, results for Item 5 about the ability to communicate teacher's ideas clearly to students, reflected similar growth as previous items. The trends are positive, even though the growth was not substantial from pre-practicum (*M* = 2.97, *SD* = .67) towards post-practicum (*M* = 3.08, *SD* = .68) compared to means of in-service teachers (*M* = 3.75, *SD* = .45). This tendency was evident for item 6 in allocating designated time for activities in a lesson. Means of pre-practicum (*M* = 2.90, *SD* = .76) increased after the practicum (*M* = 3.08, *SD* = .68) and further rose by .34 point after several years of teaching experience. For item 7, the ability to elicit questions related to the subject in the target language, a steady growth can be seen from the table. The pre-practicum (*M* = 2.90, *SD* = .71) went up to post-practicum (*M* = 3.23, *SD* = .69) and finally reached higher means for in-service teachers (*M* = 3.42, *SD* = .67). Next, for item 8, the ability to provide clear instructions, the increase of the mean is not statistically significant. However, the difference between the mean indicated greater improvement from pre-practicum (*M* =2.83, *SD* = .70) to post-practicum (*M* = 3.11, *SD* = .67) compared to the post-practicum (*M* = 3.11, *SD* = .67) to in-service teachers (*M* = 3.25, *SD* =.75). Furthermore, the response for item 9 which asked about the ability to identify potentially interesting topics, showed a noticeable development in participants' performance from pre-practicum (*M* = 2.73, *SD* =.64) towards post-practicum (*M* =3.05, *SD* = .70) and gained more confident as in-service teachers (*M* = 3.50, *SD* = .52). The following item 10, the ability to cover learning of four skills (Listening, Speaking, Reading, and Writing) did not show significant increase. The first two groups; pre- and post-practicum showed an increase of .30 compared to .20 points from post-practicum to in-service teachers. In-service

teachers did not seem to have considerate progress in confidence regarding teaching four-skills. Next, for item 11 which asked about the ability to adapt to students' characteristics,' most of the participants had high confidence in understanding students characteristics. All of the means from pre-practicum (M = 3.10, SD =.84), post-practicum (M = 3.11, SD = .77), and in-service teachers (3.75, SD = .45). The very small (.01) increase of pre-practicum toward post-practicum indicated that pre-service teachers' might already have gained the skills in adapting to student characteristics prior to their practicum.

Table 4

Subject Application and Lesson Planning

	Group of Respondents								
	PSTs (Pre-Practicum)			PSTs (Post-Practicum)			In-Service Teachers		
Item	*N*	*M*	*SD*	*N*	*M*	*SD*	*N*	*M*	*SD*
SA_LP_1	30	2.87	.63	37	3.03	.65	12	3.42	.67
SA_LP_2	30	2.80	.55	37	2.86	.79	12	3.33	.65
SA_LP_3	30	2.50	.68	37	3.00	.71	12	3.17	.58
SA_LP_4	30	2.90	.61	37	3.00	.67	12	3.25	.75
SA_LP_5	30	2.97	.67	37	3.08	.68	12	3.75	.45
SA_LP_6	30	2.90	.76	37	3.08	.68	12	3.42	.51
SA_LP_7	30	2.90	.71	37	3.23	.69	12	3.42	.67
SA_LP_8	30	2.83	.70	37	3.11	.67	12	3.25	.75
SA_LP_9	30	2.73	.64	37	3.05	.70	12	3.50	.52
SA_LP_10	30	2.67	.80	37	2.97	.64	12	3.17	.72
SA_LP_11	30	3.10	.84	37	3.11	.77	12	3.75	.45
SA_LP_12	30	3.20	.81	37	3.10	.66	12	3.58	.51

Note. SA_LP = Subject Application and Lesson Planning.

Lastly, responses to item 12, the ability to assign homework appropriately to students, were unique compared to previous items. The pre-practicum (*M* = 3.20, *SD* = .81) responded with very high confidence in assigning homework. However, the mean decreased toward post-practicum (*M* = 3.10, *SD* = .66), but gradually showed significant development as in-service teachers (*M* = 3.58, *SD* =.51). The finding for Item 12 might reflect difficulty faced in real teaching related to the assignment of appropriate homework to students. The pre-practicum PSTs might have perception and confidence, but post-practicum PSTs may experience real class with unexpected challenges. Throughout the items in the sub-section subject application and lesson planning, the standard deviation of responses across the three groups was scattered with a pattern of more discrepancies from the pre-practicum towards the post-practicum, and later, in-service teachers. This could mean that the experiences of teaching for most participants reinforced a certain level of shared teaching skills.

Teaching materials and using resources. Table 5 presents the mean of the participants from three different groups. The mean for the first item asked about the ability to create appropriate materials, indicated the insignificant growth from pre-practicum (*M* = 2.80, *SD*= .76) to post-practicum (*M* = 2.94, *SD*=.66), but these skills develop further to higher level as in-service teachers (*M* = 3.42, *SD*= .51). Then, the next item asked about the ability to use visual aids other than boards and presentation slides, was developed from the pre-practicum (*M* = 2.87, *SD*= .68), post-practicum (*M* = 3.13, *SD*=.67*)* and in-service teachers (*M* = 3.33, *SD*= .78) in a slight constant progress. Afterwards, item 3 asked to design authentic material, showed greater improvement from pre-practicum (*M* = 2.53, *SD* = .68*)* to post-practicum (*M* = 2.86, *SD* = .71) and rose slightly towards in-service teachers (*M* = 2.92, *SD* = . 90). The development of teachers in creating authentic material progressed positively, even though the level was the lowest compared to other items. Item 4, the ability to adapt textbooks or other reference books, showed considerably persistent escalation from pre-practicum (*M* = 3.10, *SD* = .61), post-practicum (*M* = 3.24, *SD* = .64*)* and in-service teachers (*M* = 3.33, *SD* = .65). The participants developed their

skills in adapting textbooks throughout the practicum and were able to keep a positive trend. The final item for this category, the ability to use technology (ICT) to assist learning (e.g., presentation slides), was the only item which indicated a reverse trend compared to other items. The level of confidence in using technology decreased throughout the three different terms, pre-practicum PSTs (M = 3.20, SD = .81), post-practicum PSTs (M = 3.13, SD =.79) and finally in-service teachers (M = 3.00, SD = 1.04). This indicated support and use of technology within the real-classroom might be challenging for participants. As shown in the standard deviation, there is variation across these five items. However, the highest variation was for in-service teachers (SD = 1.04) which might reflect diverse experience among participants for access and ability to use technology in classrooms.

Table 5

Teaching Materials and Using Resources

	Group of Respondents								
	PSTs (Pre-Practicum)			PSTs (Post-Practicum)			In-Service Teachers		
Item	*N*	*M*	*SD*	*N*	*M*	*SD*	*N*	*M*	*SD*
TM_UR_1	30	2.80	.76	37	2.94	.66	12	3.42	.51
TM_UR_2	30	2.87	.68	37	3.13	.67	12	3.33	.78
TM_UR_3	30	2.53	.68	37	2.86	.71	12	2.92	.90
TM_UR_4	30	3.10	.61	37	3.24	.64	12	3.33	.65
TM_UR_5	30	3.20	.81	37	3.13	.79	12	3.00	1.04

Note. TM_UR = Teaching Materials and Using Resources.

Classroom Management. The mean for 15-items of classroom management are shown in the Table 6. The first item was on ability to start the lesson on-time and showed a considerate increase for three groups of participants from pre-practicum (M = 2.97, SD = .89*)* to post-

practicum (*M* = 3.22, *SD* =. 71) and further reaches in-service teachers (*M* = 3.67, *SD* = .65). The positive tendency has also been evidence for item 2 which asked on the ability to organize pair work properly. The level of confidence in organizing pair work increased even though there was no significance indicated by mean of pre-practicum (*M* = 2.83, *SD* = .83*)* towards post-practicum (*M* = 2.97, *SD* = .76). However, the level rose even further for the group of in-service teachers (*M* = 3.25, *SD* = 75). Next for item 3, the ability to organize cooperative group work properly, patterns follow similar trends, except for pre-practicum (*M* = 3.00, *SD* = .64) which had already shown a moderate level of confidence in organizing group work. The level rises slightly for post-practicum (*M* = 3.05, *SD* =.70) and improved further for in-service teachers (*M* = 3.25, *SD* = .75). Then, item 4, asks about the ability to generate student interest and enthusiasm during lessons showed that participants before the practicum (*M* = 2.83, *SD* = .79) improved their skills in generating student interest after practicum (*M* = 3.05, *SD* = .61). The trend went up for the group of in-service teachers (*M* = 3.50, *SD* = .52).

Item 5, regarding the ability to give appropriate and genuine praise, presents interesting facts with regard to the increase in their mean which rose moderately, about 0.3 points from pre-practicum (*M* = 2.73, *SD* = .58) to post-practicum (*M* = 3.11, *SD* =.61) and in-service teachers (*M* = 3.33, *SD* = .65). This was true as well for item 6 asking about confidence in providing equal opportunities for learners during class activities. Development of skills in providing equal opportunities for learners rose before (*M* = 2.86, *SD* = .69) and after practicum (*M* = 3.11, *SD* = .57). Progress soared to as high as *M* = 3.42 (*SD* = .51) for in-service teachers. The next item 7, asked about ability to control the class for the entire lesson and showed constant improvement of pre-service teachers which is low compared to the first two groups; pre-practicum (*M* = 2.87, *SD* = .82) to post-practicum (*M* = 3.05, *SD* = .74). The ability grew further for in-service teachers (*M* = 3.25, *SD* =.75). On item 8, the mean of pre-practicum (*M* = 3.00, *SD* = .79) showed modest confidence in ending the lesson on time. This rose slightly for post-practicum (*M* = 3.16, *SD* =.69) and in-service teachers (*M* = 3.25, *SD* = .87).

Table 6

Classroom Management

	Group of Respondents								
	PSTs (Pre-Practicum)			PSTs (Post-Practicum)			In-Service Teachers		
Item	*N*	*M*	*SD*	*N*	*M*	*SD*	*N*	*M*	*SD*
CM_1	30	2.97	.89	37	3.22	.71	12	3.67	.65
CM_2	30	2.83	.83	37	2.97	.76	12	3.25	.75
CM_3	30	3.00	.64	37	3.05	.66	12	3.25	.75
CM_4	30	2.83	.79	37	3.05	.70	12	3.50	.52
CM_5	30	2.73	.58	37	3.11	.61	12	3.33	.65
CM_6	29	2.86	.69	37	3.11	.57	12	3.42	.51
CM_7	30	2.87	.82	37	3.05	.74	12	3.25	.75
CM_8	30	3.00	.79	37	3.16	.69	12	3.25	.87
CM_9	30	2.73	.78	37	2.95	.70	12	3.17	.58
CM_10	30	3.03	.61	37	3.16	.65	12	3.33	.78
CM_11	30	3.13	.73	37	3.03	.55	12	3.50	.52
CM_12	30	2.80	.66	37	3.00	.67	12	3.08	.67
CM_13	30	2.87	.57	37	3.03	.69	12	3.33	.89
CM_14	30	2.70	.75	37	2.98	.69	12	3.33	.78
CM_15	30	3.20	.71	37	3.30	.70	12	3.58	.67

Note. CM = Classroom Management

In item 9, 'I am able to encourage my students to use critical thinking skills' indicated a low level of confidence before teaching practicum (M = 2.73, SD = .78). However, the ability is higher after the practicum (M = 2.95, SD = .70) and finally teaching as in-service teachers (M = 3.17, SD = .58). Item 10, regarding the ability to encourage student participation seemed to be viewed with a moderate level of confidence by the pre-practicum (M = 3.03, SD = .61), post-practicum (M =

3.16, *SD* = .65) and in-service teachers (*M* = 3.33, *SD* = 78). There were no significant changes, but the trend was still positive. On the other hand, item 11, the ability to give timely feedback to students about their learning was also asked about and this presented a unique fact. In giving feedback, pre-practicum (*M* = 3.13, *SD* = .73) have slightly higher confidence compared to post-practicum (*M* = 3.03, *SD* =.55), which means there are some reasons that hinder development in giving feedback. However, through working experience, in-service teachers (*M* = 3.50, *SD* = .52) can increase their skills and confidence to provide feedback to students.

After that, item 12 about the ability to maintain sequence of the activities indicated little progress from pre-practicum (*M* = 2.80, *SD* = .66) to post-practicum (*M* = 3.00, *SD* = .67), and also in-service teachers (*M* = 3.08, *SD* = .67) with smaller increases. The following item 13, about the ability to organize seating arrangements represented the mean in an escalating trend from pre-practicum (*M* = 2.87, *SD* = .57), post-practicum (*M* = 3.03, *SD* =.69) and in-service teachers (*M* = 3.33, *SD* = .89). The progress was also similar to item 14, the ability to deal with different class sizes' which has grown from pre-practicum (*M* = 2.70, *SD* = .75) to post-practicum (*M* = 2.98, *SD* = .69) and goes up to teaching practicum (*M* = 3.33, *SD* =.78). Lastly, item 15, about the ability to introduce classroom rules, presented the highest level of confidence among other classroom management items. The mean of Pre-practicum (*M* = 3.20, *SD* =.71) has already shown a moderate level of confidence and then improved towards post-practicum (*M* = 3.30, *SD* = .70). Then, the mean of in-service teachers (3.58, *SD* =.67) indicated this item as the highest ability among other skills in classroom management. This section has the greatest number of items which represents the complexities of classroom management. Overall data shows an increase in participant skills in managing classrooms. Regarding the discrepancies of the variation, the standard deviation did not show any common tendency for each group. The variation might be caused by various factors and experience involved in teaching practicum.

***Assessment and recording students' progress*.** Table 7 shows results from the questionnaire on assessment and recording student progress. Item 1 on the ability to mark student

work properly indicated that post-practicum (*M* = 3.28, *SD* = .61) has greater ability compare to pre-practicum (*M* = 2.90, *SD* = .65). The ability in marking students' work clearly improved in in-service teachers (*M* = 3.27, *SD* = .67). Next, a positive tendency for item 2 on the ability to evaluate student progress was evident from pre-practicum (*M* = 3.03, *SD* = .61) to post-practicum (*M* = 3.21, *SD* = .63) and reached the highest level among in-service teachers (*M* = 3.42, *SD* = .51). Item 3, on the ability to identify individual learning differences showed slight improvement from post-practicum (*M* =3.07, *SD* = .60) to in-service teachers (*M* = 3.58, *SD* = .67).

Table 7

Assessment and Recording Students' Progress

	Group of Respondents								
	PSTs (Pre-Practicum)			PSTs (Post-Practicum)			In-Service Teachers		
Item	*N*	*M*	*SD*	*N*	*M*	*SD*	*N*	*M*	*SD*
A_RS_1	30	2.90	.61	37	3.27	.65	12	3.50	.67
A_RS_2	30	3.03	.61	37	3.21	.63	12	3.42	.51
A_RS_3	30	2.97	.76	37	3.07	.60	12	3.58	.67
A_RS_4	30	3.17	.75	37	3.40	.50	12	3.92	.29
A_RS_5	30	3.17	.70	37	3.13	.63	12	3.58	.51
A_RS_6	30	3.00	.45	37	3.05	.53	12	3.50	.67
A_RS_7	30	2.77	.63	37	3.05	.62	12	3.08	.79

Note. A_RS = Assessment and Recording Students' Progress.

For item 4 on the ability to help students learn, both pre-service teachers' groups; pre-practicum (*M* = 3.17, *SD* = .75) and post-practicum (*M* = 3.40, *SD* = .50) show progressive confidence in their abilities to help students. The final group of in-service teachers (*M* = 3.92, *SD* =.29) has almost reached strong confidence in topics. Item 5 on the ability to check student understanding

presents unlike the mean for which pre-practicum (*M* = 3.17, *SD* =.70) showed higher confidence rather than post-practicum (*M* = 3.13, *SD* = .63), but the trend finally reaches a higher level of mean for in-service teachers (*M* = 3.58, *SD* = .51). Then, item 6 on the ability to provide ongoing guidance on student progress was a complex item where slight improvement was indicated by post-practicum (*M* = 3.05, *SD* = .53) from pre-practicum (*M* = 3.00, *SD* = .45). Nevertheless, in-service teachers (*M* = 3.50, *SD* =.67) showed greater improvement than post-practicum. Finally, item 7 on ability to use a variety of assessment strategies, on the contrary showed a considerate increase from pre-practicum (*M* = 2.77, *SD* = .63) to post-practicum (*M* = 3.05, *SD* = .62) rather than in-service teachers (*M* = 3.08, *SD* = .79). The majority of items in this section showed positive trends of participants in developing skills in assessing and recording student progress. Similarly, standard deviation among all items in this category was varied and one interesting part is Item 4 for the response from in-service teachers. The variation dropped to its lowest (*SD* = .29) which means that the ISTs have developed their skills in helping student learning and obtaining akin development throughout their teaching as real teachers.

***Relationships with students and colleagues*.** Table 8 presents the means of participant responses toward their skills and abilities to build relationships with students and colleagues. The first item was the ability to get along well with students, and showed a slight increase from pre-practicum (*M* = 3.10, *SD* = .71) to post-practicum (*M* = 3.16, *SD* = .65) and developed even further for in-service teachers (*M* = 3.42, *SD* = .67). Next, item 2 which asked about the ability to listen to student responses in class also presented slightly similar results. The pre-practicum (*M* = 3.20, *SD* = .71) rose up to post-practicum (*M* = 3.38, *SD* = .64), slightly improved (*M* = 3.42, *SD* = .67) as in-service teachers. Afterwards, item 3 which asked about the ability to get along well with the supervising teacher (*Guru Pamong)*, was the item with the highest growth from pre-practicum (*M* = 3.00, *SD* = .64), post-practicum (*M* = 3.35, *SD* = .59) and finally in-service teachers (*M* = 3.75, *SD* = .62).

Table 8

Relationships with Students and Colleagues in teaching

	Group of Respondents								
	PSTs (Pre-Practicum)			PSTs (Post-Practicum)			In-Service Teachers		
Item	*N*	*M*	*SD*	*N*	*M*	*SD*	*N*	*M*	*SD*
RS_C_1	30	3.10	.71	37	3.16	.65	12	3.42	.67
RS_C_2	30	3.20	.71	37	3.38	.64	12	3.42	.67
RS_C_3	30	3.00	.64	37	3.35	.59	12	3.75	.62
RS_C_4	30	3.10	.61	37	3.35	.63	12	3.58	.90

Note. RS_C = Relationships with Students and Colleagues in teaching.

Lastly, item 4, on the ability to get along well with colleagues or partners in teaching also showed constant growth in relationships with partners in teaching. Pre-practicum (M = 3.10, SD = .61) rose after the practicum (M = 3.35, SD = .63) and further developed for in-service teachers (M = 3.58, SD = .90). All of the responses show moderate confidence in relationships with students and colleagues. Variation in responses is apparent; however, between post-practicum and in-service teachers, the table shows a slight increase which means more variation was evident only after the teacher experiences teaching in the real context as an English teacher.

Semi-structured questionnaire. Semi-structured questionnaire items were comprised of five questions in the second section of the questionnaire. The first item was filled in only by post-practicum PSTs and in-service teachers related to the supervision from practicum supervisor and classroom supervisor. Then items 2-5 were open for pre-, post-practicum PSTs and ISTs. In the semi-structured questionnaire, some items include comments from respondents. The results are presented in the description below based on themes; supervision, challenges in developing pedagogical skills throughout the teaching practicum, expected skills to be developed, confidence in pedagogical skills, effectiveness of the teaching practicum, and suggestion for better preparation to be an effective teacher throughout teaching practicum.

Supervision and procedure for the teaching practicum. Semi-structured questionnaire Item 1 inquired of both post-practicum PSTs (n = 30) and in-service teachers (n = 37) on aspects of opportunities to conduct classroom observation before teaching practicum, assistance and guidance for teaching practicum from the practicum supervisor and classroom supervisor, and challenges in developing pedagogical skills in teaching practicum. Table 9 indicates that most participants (30 out of 49 respondents) stated their frequency of seeking guidance from the practicum supervisor as once per week. The remaining 11 respondents responded with different ranges from three times a week to never seeking any guidance from the supervisor. Eight respondents opted not to response to this item. In general, the results were surprising as the frequency of the meeting between practicum supervisors and practicum students in the university varied among the PSTs.

Table 9

Guidance from the Practicum Supervisor

Frequency	Number of Responses
Once per week	30
Never	3
Twice a month	3
Seldom	2
3 times per week	2
One time	1
No response	8

Afterward, the opportunity for PSTs to observe the classroom was asked about. The results indicated that more than half (25 out of 49 participants) had the opportunity to observe the classroom before they took turns to teach the class. Meanwhile, half of the respondents did not

have any chance to see and observe the classrooms. Seven participants did not state their responses. This data show that almost half of pre-service teachers in the teaching practicum did not have enough preparation regarding the demographics of the students in the class, classroom facilities and environment, and how the classroom teacher teaches students.

Next, the respondents commented on the number of observations conducted by the classroom supervisor to observe PST teaching skills in their teaching practicum. The findings showed that the majority of respondents (26 out of 49) had their classroom supervisors monitor and observe every class. However, five out of 49 respondents revealed that there was no observation from the classroom supervisor in the class. Other responses ranged from twice, once, every class for the first month, and three times and four times during the whole teaching practicum. There were seven respondents who did not respond to the item. This led to questions related to pre-teaching preparation and post-teaching meetings during practicum. Table 10 shows relatively comparable amount of guidance provided by the classroom supervisors. Nevertheless, three out of 49 respondents did not have pre- and post- teaching guidance from their classroom supervisors. The procedure in how classroom supervisors approach teaching practicum and supporting practicum teachers might differ from school to school.

Table 10

Pre- and Post-Teaching Guidance from the Classroom Supervisor

Response	No. of Responses (Pre-Teaching)	No. of Responses (Post-Teaching)
Yes	40	39
No	3	3
No Response	6	7

Note. Pre-teaching = Preparation and discussion on the lesson plan before the class; Post-teaching = Guidance and feedback after the class.

The last part of Item 1 revealed challenges that might hinder pedagogical skills development in teaching practicum. Table 11 presents a summary list of problems faced in teaching practicum. In this context, language proficiency which was an internal factor of respondents was found to be the biggest challenge for them in improving English teaching, followed by external factors related to school facilities, classroom size, supervision, and teaching hours. Only one response for both aspects related to confidence and managing time in the work place. This noteworthy result could be discussed and compared with other instruments in this study.

Table 11

Challenges in Developing Pedagogical Skills in the Teaching Practicum

Challenges	Frequency count
Language proficiency	11
School facilities	8
Class-size	7
Supervision	7
Teaching hours	6
Confidence	1
Time management with working place	1

For Item 2 and 3 of the semi-structured questionnaires, results showed several major skills they wished to develop in teaching practicum and skills they felt most confident about. Skills they wished to develop were predominantly classroom management and lesson planning; meanwhile, pedagogical content knowledge (PCK) was also mentioned as the skill they wished to develop more. In addition, Item 3 added skills they felt most confident about in their teaching. Classroom management was chosen as the skill about which they felt most confident, followed by

lesson planning, and PCK. This presented an indication that PSTs were struggling with PCK as the least confident aspect in their teaching. Several respondents also wrote their comments in the space given, mentioning that if PSTs have a lot of PCK, and the PST would have more confidence to teach students. They also stated that PCK is a basic skill as a teacher, and they were developing their skills to teach better. However, the detailed reasons were not given by each respondent, so this result may vary at a personal level.

Effectiveness of the teaching practicum. Next, all of the respondents also voiced their views on effectiveness of the teaching practicum for developing pedagogical skills towards a teaching career. Most of the respondents, 54 percent (43 out of 79) considered teaching practicum as moderately effective. There were quite high numbers of participants who valued teaching practicum as highly effective. Then, the rest of respondents, nine of them thought the practicum was a little effective and two participants responded as not effective. However, six respondents did not respond to the item. In short, respondents had felt the real impact of teaching practicum toward their future teaching.

For the final question, in item 5, respondents provided several comments about aspects that should be included in the practicum program to further prepare them to be effective teachers. The responses varied from 30 statements submitted. However, the majority of respondents reported that pre-service teachers should be trained with creativity and skills to manage classes and implement activities. Responses related to confidence and mental preparation for teaching were also mentioned. Then, supervision should be made more interesting and engaging. As per the lesson plan, some participants looked for strategies for creating lesson plans in simpler ways. Also, one respondent hoped that aspects regarding handling special needs students should be taught at the university. Another respondent mentioned the importance of guidance from other teachers, including *Musyawarah Guru Mata Pelajaran* (discussion group for course-teacher) should be improved.

Summary of results from the survey. The overall data from surveys provided a construct of current teaching skills of participants. All items under the subject knowledge section showed positive changes from the pre-, post-practicum and in-service teachers. This indicated that the pre-service teachers (PSTs) have developed themselves in understanding the subject content of English teaching and also the national curriculum of the course. Meanwhile, for the items related to subject application and lesson planning, positive results shown in the mean were evident. However, the mean of both groups, from pre-practicum to post-practicum, rose only a few points. This was also the case for teaching materials and abilities in using resources. While most of the mean increased, the ability in the use of technology in the classroom dropped. In this case, there might be the difficulties in getting access to using the necessary devices, such as speakers for listening practice. Furthermore, most items of the questionnaire related to classroom management that reflected all items have slightly developed right after the teaching practicum.

The section of assessment and recording student progress has also shown a majority of growth throughout the mean. There was only one case where post-practicum seemed to lose their confidence slightly. The last sections were on relationships with students and colleagues in teaching. All of the items showed an improvement in their skills after teaching practicum. In general, growth of pre-service teachers was evident in all items of pedagogical skills covered in the questionnaire despite various range of differences in the participant mean scores and variations in standard deviation. On the other hand, results from the semi-structured questionnaire helped provide a bigger picture of the current practice even further on teaching skills, challenges and expectations that PSTs wish to develop. In addition, issues related to the procedure of the teaching practicum, including the role of practicum supervisor, classroom supervisor, pre-teaching observation, and the effectiveness of the teaching practicum were also inquired about.

Interviews

Pre-practicum, post-practicum of PSTs, in-service teachers (IST), practicum supervisors and classroom supervisors were interviewed. To protect participant confidentiality, each of the groups were coded and numbered randomly as Pre-P for Pre-practicum students, Post-P for Post-Practicum students, IST for in-service teachers, PS for practicum supervisor, and CS for classroom supervisor. There were 43 interviews in total. 30 of the interviewees were PSTs and ISTs (see Appendix T). The interviewees responded to the semi-structured interview questions related to their perspectives and experiences in the teaching practicum. The presentation of results shows an interrelationship among the first three groups of Pre-P, Post-P and IST on how their teaching skills developed throughout teaching practicum. In addition, supplementary data were obtained through interviews with practicum supervisors and classroom supervisors.

The data was analyzed through content analysis processes to find common themes within interviews. Based on the analysis, themes that emerged included defining teaching practicum progress, the preparation for teaching practicum, challenges in teaching practicum, the role of teaching practicum in fostering effective teachers, and suggestions for preparation of teaching practicum. Additional comments also occurred and are presented in this results section.

Defining the teaching practicum progress. Participants from three different groups commented and described various views on the concept, expectations, and skills they have developed throughout teaching practicum. In addition, the views of the teaching practicum from practicum supervisors and classroom supervisors are also presented.

Pre-practicum participants' views. Pre-practicum participants expressed their views and expectations for their future journey in teaching practicum. Among the major aspects expected by pre-practicum participants to develop were classroom management, lesson planning, relationships with teachers and students, assessing and recording student progress, language skills (speaking and reading), manner as a teacher, and confidence. Eight out of ten pre-practicum participants articulated that teaching practicum could help improve their skills in classroom management. Pre-

Practicum 1 says, “The teaching practicum can help to develop my management skills and my teaching practice for myself and my future.” Pre-Practicum 2 elaborated the rationale that the teaching practicum can help develop management skills by implementing or practicing knowledge from campus into real experience in the classroom. Pre-Practicum 3 added that the chance to develop classroom management skills were widely open and participants would be able to practice their teaching in the real classroom. Pre-Practicum Group 1 of four participants believed that teaching practicum could improve practical skills in managing classrooms, including the clarity of voice as a teacher. However, one participant doubted about the development of teaching skills due to uncertainty of which aspects of skills she needs to focus on as the practicum would be her first teaching experience.

Six out of ten participants expected that the teaching practicum could improve their lesson planning skills. Pre-Practicum Group 1 of four participants said that they were preparing to apply their knowledge of creating lesson plans and that teaching practicum provided a platform for their practices. Afterwards, the importance of building good relationships among teacher-teacher and teacher-students were mentioned in the interview. Pre-Practicum 4 insisted that there would be a lot of work in the practicum; the participants consider practicum as actual work. Consequently, PSTs had to maintain good relationships with other teachers and students. Maintaining good relationships could be developed by creating a good atmosphere and so, students would be interested in the subject. Moreover, pre-practicum participants expected to be good teachers by knowing how to assess and understand student problems. Pre-Practicum 2 explicated that the teaching practicum could help PSTs to understand student problems and manage the class. By experiencing this teaching practicum, they wished to develop a foundation of manner and attitude as a teacher. Then, two out of ten pre-practicum participants stated that the teaching practicum would be beneficial for them to improve their own English language skills, especially in speaking and reading. These aspects were not explicitly mentioned by other pre-practicum participants. However, the participants of Pre-Practicum Group 1 acknowledged that

their language skills, including knowledge of grammar was insufficient. In addition, participants also mentioned that they were going to focus on gaining experience and developing confidence and a strong mentality through the practicum.

Post-Practicum participants' views. Responding to the same topics, post-practicum participants were able to reflect on their completion of the teaching practicum in their previous semester. Teaching aspects which were developed by the participants throughout the teaching practicum included classroom management, lesson planning, relationships, assessing students and teaching administration. Nine out of ten post-practicum participants claimed that they could develop their classroom management skills. These included the ability to handle students and manage activities in the classroom. One participant revealed that practicum was more challenging even though they had studied theoretical aspects of managing classroom. Student behavior was among the major concerns in their teaching practicum. Afterwards, several participants responded that they developed lesson planning skills. Post-Practicum 1 claimed that he had received an abundance of information ranging from syllabi, latest syllabi, characteristics of the curriculum, and teaching-learning processes in the classroom. The process of setting objectives, and designing and preparing materials were among the skills that PSTs developed throughout their three-month practicum. Post-practicum participants also asserted that the opportunity to conduct teaching practicum created a new environment for them. They had to adapt to and be part of the community in the school. Through this, they developed skills to communicate and build good relationships with students, other teachers and the principal. Next, the post-practicum PSTs revealed that through teaching practicum, they had the chance to be involved in the process of assessing and recording student progress. Several post-practicum PSTs had to create a test for checking student progress. There was one participant who had to create a test for reading and writing as assigned by the school. The other participant had to create five different tests for one semester due to a different system (block-system) in his school. Then, according to pre-practicum participants' expectations, post-practicum participants also built a sense of embodying a teacher's

manner. These led their views in seeing the teaching practicum as a rehearsal to be a real teacher, as quoted here:

> I think, I want to be a teacher in the future, so I need rehearsal for being a teacher in the future, so from the teaching practicum, you learn how to manage the classroom, how to manage the students, how we communicate with other teachers, the principal, or social life in the school. So, teaching practicum is like rehearsal for me to be a real teacher. (Post-Practicum Group 2, personal information, March 8, 2019)

Several participants stated that they had to come to school even though they had no English class on that day. So that condition provided a chance for the PSTs to become part of the school, not an outsider. In some cases, unforeseen phenomenon was revealed. The school teachers asked PSTs to do additional tasks such as teaching other classes, taking care of the elementary school, and cleaning the library.

ISTs participants' views. The interview of ISTs participants reflected their expectations and outcomes throughout teaching practicum. Responses to whether they accomplished their expectation towards the teaching practicum were interesting. Three of ten participants agreed that the teaching practicum met their expectations. Expectations were related to classroom management, objectives for being a good teacher, improvement of lesson plans, and interaction students. Some participants revealed their chance to deal with classroom size and also meet senior high school students. One participant felt grateful that the school warmly welcomed her as a practicum teacher. Another participant stated that the teaching practicum helped him make significant progress toward his understanding and skills in teaching. Some participants did not explicitly state to what degree teaching practicum met their expectations. They expressed that they could improve, if not much, to a certain degree, and expand their teaching skills. Three other participants claimed that the practicum was not enough. They mentioned that they had found a lot of problem with the student behavior and in adapting to changes in real classroom conditions. The teaching practicum was complex as one participant conveyed this opinion:

> It met my expectation. Actually, the most important thing that I want to learn during my practicum is how to make lesson plan according to Curriculum 2013, which is used by government schools in Indonesia. And also teaching experience like how to manage the classroom with big class-size and also meet real senior high schools students because it's really different when you teach […]. (IST 9, personal information, March 1, 2019)

Furthermore, on reflecting on teaching skills that the ISTs have developed in teaching practicum, participants mentioned the main areas of teaching skills: teaching methods (Pedagogical Content Knowledge), classroom management, and lesson planning. Through the practicum they could improve teaching methods and apply their knowledge in helping students to learn English. Most participants generally sensed the development of their skills in managing classrooms. This was reflected through their ability to manage student behavior, especially with regard to bad students. The participant was unaware and confused about disciplining misbehaved students and was used to asking such students to see the principal. However, the participant finally could be stricter, even though he stated unpredicted comments in order to discipline the students. The participant applied physical punishment, such as push-ups, asked the misbehaved students to sweep the floor or other physical activity for some time and the asked them back to the class. As he experienced, he believed punishment made bad students sit quietly and diminished their distraction of other students.

Several other comments mentioned that participants improved their confidence in managing classrooms, while others expressed that their classroom management skills were developed with the support from classroom supervisors. PSTs should further develop skills through other teaching experiences. Next, the majority of participants also asserted that teaching practicum helped them develop lesson planning skills. Varieties of task in preparing lesson plans, included daily, monthly, and yearly plans. The participants felt more comfortable in creating lesson plans after teaching for two months in the practicum class. Only one participant voiced that the degree of skills developed through the practicum was not enough. This happened due to

the participant's expectation to see the development of the students. So, only a three-semester practicum was too short. The participants suggested that they should further develop skills through other teaching experience apart from the practicum.

Practicum supervisors' views on the teaching practicum. The practicum supervisors asserted several main tasks of the PSTs in their teaching practicum and also the improvement of the teaching skills throughout the program. The main tasks for the pre-service teachers (PSTs) were inevitably to practice teaching; however, there was no unanimity from supervisors' responses. Two main concerns for practicum supervisors were creating lesson plans and a teaching practicum report at the end of the course. Practicum Supervisor 4 stated the PSTs need to accomplish and finish their lesson plans based on the current curriculum, "I don't know exactly how many lesson plans that they need to accomplish. So, the task, will be, how to say, accomplish the lesson based on the curriculum." In addition, there is one requirement to be completed at the end of teaching practicum which is the teaching practicum report, as stated by Supervisor 2, "From our university, of course, we assigned them to complete a report at the end of the teaching practice. But, at school, it depends on the teachers." Afterward, the practicum supervisors also observed the improvement of the PSTs throughout the teaching practicum. All of the six practicum supervisors provided multiple responses. Nonetheless, they all agreed that there had been improvement in PSTs' teaching skills. Supervisor 1 stated the importance of the teaching practicum in developing PSTs' teaching style, "The PSTs experienced significant improvement. They have their own styles how to transfer the knowledge. This is why without any practice or practicum, I think they do not know how to transfer the knowledge." Then, other practicum supervisors commented on the improvement of understanding the curriculum, regulations, and developing social skills in school. On the other hand, there might be some restrictions or limitation that the PSTs could not possibly conduct, such as creating monthly or mid-semester tests for the practicum. As Supervisor 3 claimed, some school partners did not allow the PSTs to create the test, "You know, there are some schools who does not allow them

[PSTs] to make the questions because they are still doubtful of them." By doing the teaching practicum, PSTs have to follow rules or school regulations. Some participants also indicated social skills as skills that PSTs developed in teaching practicum. As they are teaching for one semester, PSTs are not merely a guest, but already are a part of the school. The other interesting comments were on the improvement of the PSTs' confidence in teaching practicum. Even though this study does not include aspect of confidence as research focus, this noteworthy fact was revealed by some participants as essential within the practicum. Practicum Supervisor 4 mentioned that the PSTs were shy and not confident in their micro-teaching, but after conducting the practicum, they could gradually strengthen their self-confidence. Despite some aspects of teaching skills, self-confidence development during teaching practicum was also believed to be the foundation to be a real teacher.

Classroom supervisors' views on teaching practicum. In line with practicum supervisors, classroom supervisors also pointed out their views related to tasks and roles of teaching practicum in improving the PSTs' pedagogical skills. The first and foremost tasks to be done by teachers were preparation for teaching or lesson planning. Classroom supervisors agreed that PSTs have to prepare all paper work before class, which is comprised of lesson planning, materials and resources including textbooks, media and other teaching administrative work. In addition, as the PSTs started their teaching, they should be able to reach the target of the class. For example, Classroom Supervisor 1 stated,

> I just need the PSTs to reach the target of teaching plan because we are here in education. We have target, for example, this month we have to reach this topic or level, next month we have to read this topic. (Classroom Supervisor 1, personal information, February 26, 2019)

One classroom supervisor also mentioned that PSTs need to learn about the school before they embark on the teaching practicum at the assigned school. The information could be related to number of students and teachers, the school vision, mission, and certainly administrative related

information. Furthermore, when asked about whether the teaching practicum improved teaching skills of the PSTs, all classroom supervisors commented that teaching practicum helped PSTs in developing teaching skills. However, improvement could be seen variably due to several reasons: first, the teaching practicum lasted only for a short-period of time, one-semester or three months. Secondly, one classroom supervisor stated whether students improved depended on the character of the students. In general, the PSTs improved through their experiences and capabilities in creating lesson plans and managing the classroom. At first, PSTs may have thought there was too much work; however, they could complete it. Besides, English skills were improved progressively as they had to speak English every day in the classroom. Related to classroom management, Classroom Supervisor 3 commented,

> I did not see it's perfect. I just see it's quite good. I think. Sometimes, if they are PSTs, so they hesitate to say something to the students, hesitate to order or to do something or not to do something, because I just a practicum teacher, I am not your English teacher. I just did what I can do. I just play my role. (Classroom Supervisor 3, personal information, March 12, 2019)

Out of the context of teaching skills, this comment was interesting in that the PSTs might also limit themselves based on their position or status. Lastly, the teaching practicum was also said to have developed social skills related to the relationship with students as well as language skills. The chance to interact closely and talk with students in English is among the factors which helped develop a sense of teacher-students relationship and language skills. The last aspect related to the development of PSTs was about self-confidence in teaching. Supervisor 7 emphasized the development of PSTs which is not only related to knowledge or skills, but also confidence. The interviewee emphasized self-confidence as the most important aspect a teacher should develop, as stated here,

> […] There was increment of the teaching or the way of teaching. As I said to you, the first thing is self-confidence. Sometimes, you know what, the PSTs come and they are still

> nervous, and the students asked them, and they couldn't speak or they don't understand […] the most important thing is self-confident in facing the students in the classroom, even though you make mistakes, you are not feeling such a guilty or dumb, so you can keep on moving in teaching. (Classroom Supervisor 7, personal communication, March 15, 2019)

These responses were similar to the other groups of practicum supervisors. Although the focus of this study is not related to factors outside pedagogical skills such as confidence, these findings present thought-provoking aspects that PSTs should develop throughout teaching practicum.

Preparation towards the teaching practicum. Before entering teaching practicum, preparation through a variety of courses were crucial aspects for pre-service teachers (PSTs). Participants of (pre- and post-practicum PSTs) and ISTs responded regarding their preparation prior to their teaching practicum at school. Based on interview questions related to courses enrolled in, in the teacher education program, participants described several courses they found helpful in the teaching practicum. The responses varied across several main courses available in English teacher education at the Unrika University. The courses were both course work on and off campus.

***Micro-teaching*.** Micro-teaching was the course with the most number of responses. Nine out of ten pre-practicum PSTs mentioned micro-teaching as the course they were taking prior to their teaching practicum. During the interview, pre-practicum participants were still in the beginning of their 6th semester. Therefore, those responses were their perspectives on micro-teaching, which was largely regarded as a useful course before they embarked on practicum. As stated by Pre-Practicum 2, "I'm taking it this semester, micro-teaching, but the class has not begun yet." Pre-Practicum 4 also indicated that this course could prepare PSTs for being an effective teacher in the practicum, as stated "Actually for this semester there is a subject that called as micro-teaching. From that, basically we learn how to prepare ourselves to be a great teacher in the practicum later." Pre-Practicum Group 2 described micro-teaching as a basic preparation for the

teaching practicum. Their responses were, “The course related to the teaching practicum is micro-teaching. There, we learn how to teach in the classroom, to create a good atmosphere, handle students’ behavior for those who are very active and also quiet.” On the other hand, all ten participants in post-practicum acknowledged micro-teaching was a required one semester course in conducting teaching practicum. Nine out of ten participants of post-practicum responded that micro-teaching was a useful course for the preparation of the teaching practicum. Comments from individual interviews of Post-Practicum 1, Post-Practicum 8 and a group interview of Post-Practicum Group 1 and Group 2 stated that the first course related to the teaching practicum was micro-teaching. This course has helped them to obtain knowledge about teaching practice and to create lesson plans. Post-Practicum 7 also mentioned that micro-teaching offered theoretical aspects of which the participant had previously experienced while teaching at a school. Based on these five responses, it is worth noting that micro-teaching was the course devoted to introducing general ideas on how to teach and design a lesson. Nevertheless, one participant was not very satisfied with the experience of attending the micro-teaching course. Post-Practicum 2 revealed, “At the college we had 'micro-teaching'. So, I think we need more than that because in the micro-teaching, our students were also our friends. They are kind to us, if we made a mistake, they just *haha* [laugh], it doesn’t look like *a real life* right.” This comment reflects the irrelevancy of the course which was set to be an artificial environment compared to a real classroom in teaching practicum.

For in-service teachers (IST), five out of ten participants mentioned several aspects related to the implementation of the micro-teaching course. IST 1 stated the status of micro-teaching as a requirement course that PSTs have to pass before entering teaching practicum. If only the PST passed the course, then they could proceed to conduct his or her practicum. IST 3 slightly stressed the importance of fully understanding the course due to the fact that the teaching practicum had a higher level of complexity compared to micro-teaching. The participant noted that few schools complained about the ability and performance of PSTs from the university. In another

interview, IST 5 who graduated in 2014 experienced the micro-teaching course which was conducted in Indonesian. That made a tough time for him to prepare for the teaching practicum in English. However, most participants who graduated within the last two years experienced their micro-teaching in English. In addition, IST 8 expressed comments regarding the difference of micro-teaching and teaching practicum. Micro-teaching was a special subject for PSTs to experience the concept of teaching, but the fact was that both micro-teaching and the teaching practicum were unalike. The idea suggests that enrollment in the micro-teaching course seemed to be inadequate for real practice in teaching practicum.

Curriculum and material development. Three out of ten pre-practicum participants responded that curriculum and material development was the course which was useful for practicum. Pre-Practicum 4 stated that the course focused on designing syllabi, curriculum and lesson plans. The participant also mentioned that time dedicated to the course was not enough, as reflected in the interview, “So, we learn about the syllabus, curriculum, and lesson plan all in the same time just in one semester. I think it's not enough.” As Pre-Practicum 4 explained, the course was conducted for only one semester in the 5th semester. There seemed to be a lot of aspects PSTs had to take in just one semester. Then, the Pre-Practicum Group 1 of four participants indicated that they had studied how to create lesson plans and syllabi in their curriculum and material development course. So, participants were prepared for knowledge which they could apply in future teaching practice. Another group interview, Pre-Practicum Group 2 of two participants made similar comments. The curriculum and material development course were important because they learned to create materials for the classroom. This knowledge was useful for their teaching practice both in micro-teaching and also teaching practicum.

For post-practicum participants, five out of ten participants responded on the curriculum material development course that provided them knowledge needed for teaching practicum. Post-Practicum 1 mentioned considerable aspects taught in the course, “We learned how to assess, we learned how to analyze student's needs, about the environment, and the principle of the educational

institution." These aspects were indeed broader than responses from pre-practicum participants. Assessing students and analyzing student needs were definitely crucial in developing materials and keeping track of student progress. For Post-Practicum 2, the participant described that the university had already provided courses for lesson planning and teaching materials. Then, understanding the environment of the educational institution was undeniably crucial in designing relevant lessons. The other interview of Post-Practicum Group 2 of three participants also mentioned curriculum and material development among courses that helped them in teaching practicum. The remaining participants responded that several other courses they enrolled in prior to their teaching practicum. On the other hand, comments from in-service teachers (IST) did not appear to provide any detailed information about the curriculum and material development course. The only response related to the course was from IST 7. The participant mentioned that the course had helped them to understand how to make lesson plans and timing for lessons. This comment reflected the participant's application of lesson planning into teaching in the classroom with more practical skills in setting timing for lessons.

Other related courses. Despite the indications of two major courses – micro-teaching and curriculum and material development, that were considered influential towards the teaching practicum, there were several minor courses that were also noted explicitly by several participants in the research. These included Teaching Profession (*Profesi Kependidikan*), Student Development, TEFL (Teaching English as a Foreign Language), Speaking and Reading class, and Research Methodology. Regarding Teaching Profession (*Profesi Kependidikan*), four out of ten post-practicum participants stated the course helped them understand various aspects of the teaching field. Post-Practicum 1 stated Teaching Profession as a course to learn about the current conduct of teacher as profession. In addition, Post-Practicum Group 2 said, "We learn about code of ethics for teacher and teacher organization in Indonesia." This course was particularly essential in terms of giving background knowledge about situations and environments for PSTs in their practicum. The course was conducted in Bahasa Indonesia and offered a teacher education

program. Therefore, participants could understand the ethics and professionalism of teachers in Indonesia. Student Development Course (*Perkembangan Peserta Didik*) was another course conducted in Bahasa Indonesia. Post-Practicum Group 2 of three participants recalled that they studied Student Development Course in their early years of the program. The course provided cognitive and psychometrics theories related to student behavior. The participants were introduced to the idea of teaching different levels of students. However, remaining participants from Pre-Practicum, Post-Practicum and In-service teachers (ISTs) did not provide any details related to the course. Moreover, Post-Practicum Group 2 also mentioned TEFL as the course which helped them prepare for teaching practicum. The course objective was to introduce PSTs to current teaching strategies and methods as well as preparation of teaching, such as lesson planning and syllabi. Other than those courses, there was also other course work – Speaking, Reading and Research Methodology mentioned by several participants. Speaking and Reading were considered to be useful by Pre-Practicum 3 in the interview. The participant stated both the Speaking and Reading classes were important courses for developing teaching knowledge in English. Next, an unanticipated comment from Pre-Practicum 4 indicated the usefulness of Research Methodology which might help in teaching practicum. The participant described that the first two class meetings were about knowledge of student character, and audio or visual types of learning. However, the participant was not sure about the whole course as the time for the interview was at the beginning of the academic year. Apart from the courses held in the university, Unrika University also conducted one course on a field project called as KKN *(Kuliah Kerja Nyata)* and one new teaching activity which was coordinated by the English Department Student Association (EDSA) of Unrika University. Recently, as stated by Supervisor 3 and 6, the EDSA held the English teaching project in a small orphanage fortnightly and every PST could voluntarily participate to teach those children. There, the university hoped the PSTs could experience teaching long before their teaching practicum in the 7th semester. However, as this might be a new agenda, there were no

comments from the PSTs regarding this new activity from EDSA. In the EDSA's activity, PSTs were encouraged to join the event about twice a week to go to orphanages or [*rumah singgah*].

***Practicum Orientation*.** There was an additional session held at the university just before the teaching practicum. This session was called Practicum Orientation (*Pembekalan)* which was held by university lecturers. Four out of ten post-practicum participants recognized the practicum orientation as part of their journey towards practicum. Post-Practicum 2 revealed that the orientation discussed various strategies in the classroom, as stated below:

> "To be honest, what I remembered is how to behave in that school, and then how to conduct [*sic*] the student briefly because we're dealing with human being right? They have different characteristics, just how to be aware to handle if we met, maybe kind of students who has bad or good behaviors. (Post-Practicum 2, personal communication, February 19, 2019)

However, the participant commented that the number of meetings for the orientation was not enough. The orientation was held once and lasted two hours. The participant believed that the university might assume that they had enough preparation for practicum. The other group of Pre-Practicum Group 2 also voiced dissatisfaction that the orientation was held only once. They felt the orientation was not enough for PSTs.

Throughout the interviews, several participants mentioned they forgot and had no idea about teaching practicum. Pre-Practicum 1 and Pre-Practicum 2 had no idea about related courses that they were taking toward practicum. Then, Post-Practicum 1 pointed, "Most of the lectures helped me a lot to prepare my practicum program." Those responses were unique and reflect current practices in teaching practicum in general. However, there might be chances for other courses to emerge that were not mentioned in the interviews.

Challenges in the teaching practicum. One of the most dominant themes that emerged was problems and challenges encountered by pre-service teachers during teaching practicum. The challenges were comprised of nine main categories within teaching practicum implementation

started from PCK, managing classrooms, curriculum standards and lesson planning, PST language skills, student proficiency, social skills or relationships, procedures of teaching practicum, partnerships with schools, supervision, and PST circumstances.

Pedagogical content knowledge (PCK). Acting as a real teacher, PSTs were said to encounter difficulties on how to apply knowledge or how to teach students equally because the abilities of students varied. A practicum supervisor stated that the subject application was the most challenging for them. This condition was evident since most of the PSTs were novice teachers and had not yet experienced teaching. Supervisor 3 pointed out that experience in teaching practicum made the PSTs encounter the real classroom and students. They have to be able to transfer their knowledge into teaching. However, only a few responses indicated challenges related to subject application or PCK. Post-practicum participants stated that they have to figure out solutions to overcome problems in the classroom, they have to think about how to teach students. Likewise, the PSTs also faced the problem in adapting to student characteristics. One of the PSTs stated that this problem was the source of other challenges in the classroom. Pre-Practicum 4 stated a description of the teaching practicum along with possible challenges,

> "Teaching practicum… What I saw is we need to prepare […] what we are going to teach, and then what is our strategies to teach, and just putting our way of how we are going to teach the subject later on, and then […] to deliver the subject correctly, because you cannot teach a wrong way or away from the subject." (Pre-Practicum 4, personal communication, March 7, 2019)

Curriculum standards and lesson planning. Some participants commented on the national curriculum which was found to be problematic. One participant surprisingly expressed his struggle in adapting the curriculum standard, as quoted:

> This is the problem in Indonesia, I think, because curriculum always change right, every year I think! When I got the practicum, it's continuously changed, it says Kurikulum 2013 terbaru (*Revised 2013 Curriculum)*. That's the problem! So, when I created lesson

> plan and show that to my supervisor in the university, he said this was wrong, however, classroom supervisor said it was correct. Each of them had different idea. (IST6, personal information, March 1, 2019)

This reality was also claimed by other interviewees as related to lesson planning taught at the university. The PSTs learned how to create lesson plans on campus, but in practice, lesson plans at the school were different from what they had studied. Several classroom supervisors also added that the PSTs faced challenges in managing their time for designing lesson plans and materials. Classroom Supervisor 3 revealed that sometimes the PSTs hardly managed time to finish creating materials corresponding to students at certain times. Besides the curriculum from the government, one participant revealed the school system was different from other public schools. The system was called 'block-system,' which requires teachers to create five official evaluations for students every 21 days,

> The block system means there will be 22-days effective learning hours for the students and in the 22-days, only 21-days for the teaching-learning process, and the last one is for the final block test. It means, for the students basically in another school, there will be one official test, but in this school, there will be five official tests. It means the teacher should construct five official test questions too, […] we have to prepare or design all of the materials in a month, 21 days. (Post-Practicum 1, personal interview, February 17, 2019)

Classroom management. Among the biggest challenges that the PSTs encountered was classroom management related to student behavior and classroom environment. Several PSTs taught in schools and experienced conditions where the school students seemed to look down on the PST who taught in their English class. They had good English and were very vocal. They even questioned the background of the practicum teacher, and where the PST did her study. However, the PST could finally gain trust from the students by careful preparation before the class. This was an exceptional encounter for a practicum class compared to other participants.

The majority of participants in post-practicum and in-service teaching encountered difficulties in implementing lesson plans due to student bad behavior in the classroom. One participant admitted that current students were different from the past. Students had multiple skills, and so their needs and styles in learning might be dissimilar. Other PSTs mentioned their students' behavior was really bad. Even though there were few students in the class, they were naughty, frequently skipped classes, slept or played games in class. The vivid picture of inappropriate behavior in the classroom was related by one of the participants,

> When I came to class, I saw not all students in the class. I have to call them in the canteen, I have to call them in the second floor of that class, and so, you can imagine a lot of challenges during my teaching practicum. WOW, sometimes the class was so dirty, full of cigarettes […] what is this?? (Post-Practicum Group 1, personal information, February 19, 2019)

These conditions were coherent with practicum and classroom supervisors' reflections. The PSTs faced different characters and learning styles of students. A classroom supervisor explained that high school students were in their adolescent period, so they were mostly active and talkative. Another classroom supervisor explained that the PSTs faced challenges in controlling student behavior including noise control and dealing with students who did not complete their tasks or homework. Furthermore, both groups of supervisors also revealed that class size was a challenge for PSTs in teaching practicum. Most classes, especially in public schools, were quite big at around 40-48 students in one class, while in contrast, private schools had classes with as few as 3-10 students. The last aspect related to classroom management encountered by one participant was a special needs student in his class during practicum. That was a big challenge for the PST which indicated a need for special discussion or topic on how to handle special needs students.

PST language skills. Some pre-practicum PSTs acknowledged their language skills were insufficient, especially in grammar. So, they will prepare and study before class to cope with their

grammar comprehension. Moreover, one in-service teacher stated that this was the major issue for the PSTs. Not all students had enough English language skills needed for teaching. There were several PSTs who were unable to communicate in English even though they were in the English teaching program. The majority of PSTs did not provide any comments regarding their English skills. However, through interacting during interviews, the researcher observed the level of confidence of participants' use of English which varied from a serious lack of English proficiency to advanced accuracy and fluency. This is in line with results from the practicum supervisor which indicated concerns about the PSTs' language skills. PSTs should have a good level of English, as defined by Practicum Supervisor 2,

> Yes, English proficiency. If they already have good English, they can cooperate or can teach well, but, if the level does not meet the standard of the school, that's the problem. Maybe their [PSTs'] level only for primary school, but we have to assign them or the regulation of the university make them to teach in level of junior high school at last. (Practicum Supervisor 2, personal communication, February 11, 2019)

The similar sense of a lack of adequate English proficiency was also stressed by classroom supervisors. Several of the participants commented that the PSTs should improve their English skills because they would be English teachers.

Student English proficiency. On the other hand, several participants of PSTs and ISTs encountered students with very low levels of English proficiency. This condition made the students shy and afraid to speak English. However, this condition was not too distressing; instead, the PST approached teaching with creative ideas by innovating games or other interactive activities in English. This challenge created a chance for PSTs to develop valuable skills in teaching. However, based on responses from several practicum and classroom supervisors, the low proficiency of students led to the use of Bahasa Indonesia alongside English in the English class. Even though the use of students' first language could help learning, unexpectedly some PSTs used Bahasa Indonesia most of the time. This phenomenon could be seen as a challenge in

that both practicum teacher and students may lack English proficiency. In addition, this specific phenomenon was reported by classroom supervisors to occur more likely in public rather than private schools. However, the PSTs and ISTs' experiences exposed that the same condition also occurs in some private schools. To add to this issue, low proficiency could also be affected by low motivation as stated by Classroom Supervisor 4. Supervisors who were teaching in public junior high schools commented that only about ten percent of students were interested in English. This condition might require serious attention to the development of English teaching.

Relationships. The results showed interesting points related to relationships in teaching. In this context, the relationship problem is related to teacher-teacher and teacher-student relationships. In-Service Teacher 5 encountered a problem interacting with another teacher in the school. The problem happened because the teacher disrespected the PSTs as new teachers. Likewise, other in-service teachers also claimed that one of his colleagues scolded him because he was late and judged that he was not disciplined. These are problems that could lead to disharmony and lack of success in the PSTs' future teaching. Therefore, PSTs and teachers should establish better communication as they were in one community. The communication problem was also stated by a classroom supervisor. There was a sense of poor communication related to the role of the PSTs whether in daily teaching or team teaching with the school teacher. Meanwhile, for the relationships with students, challenges were stated by post-practicum participants that is, to build trust and gain respect from students even though she was a practicum teacher. Other post-practicum participants also commented on the challenges they had in establishing cooperative support from students during the teaching process.

Procedure of the teaching practicum. The procedure of implementing the teaching practicum was comprised of pre-observation, teaching hours, and schedule of the practicum. Results from the interviews indicated lack of opportunities to conduct pre-teaching observation. Nine out of ten post-practicum participants asserted that the observation was insufficient, some of the PSTs did not have any observation prior to their teaching practice. The coordination of the

practicum programs among schools and the university was said to be the cause of poor management. The observation in the classroom was noted to be important, as one participant stated she only had one meeting with the principal of the school, and when she entered the class, she felt shocked about the classroom situation vividly described here,

> Just in headmaster office, not in the class. There was no light, no electricity. So, when my lecturer was doing supervision for my teaching practicum, there was rain, dark and in the class there was no ventilation, so you can imagine how dark the class was, I had to shout, have to manage the students but can't see them. (Post-Practicum Group 1, personal information, February 19, 2019)

The next challenges were related to teaching hours or allocation for the practicum. The interviews indicated certain levels of flexibility and lenient rules or procedures in assigning teaching tasks for the PSTs. One participant claimed that the campus had already regulated that PSTs should teach only one English class. However, in reality, he taught four different classes because the school had unspecified problems and needed practicum students to give support. This was also the case for some other participants. For some participants, this assignment of teaching allocation made them very busy. On the other hand, several participants taught to a very small class with less than ten students. This condition made some PSTs feel dissatisfaction for the practicum experience. Furthermore, there was no consensus on a fixed schedule for the PSTs to be in school. Some PSTs had to go to school on weekdays and others only needed to go two or three times per week. There were also variations in number of hours to stay in schools. In some cases, the PSTs had to stay from 6.45 a.m. to 4.00 p.m. following school regulations regardless of their teaching schedules. Even though the experience of teaching practicum was also regarded as being part of the school community, several PSTs felt there were too many tasks to do. For example, sometimes the PSTs might be requested to do tasks unrelated to teaching English, such as cleaning the library or other such tasks, as presented by one post-practicum participant,

> I have experienced gone back home at 7.00 p.m. and came to school on Sunday. It's more than practicum. At that time, the school was going to be accredited. So, we need to provide and prepare for the facilities to be completed. […] They also asked us to design the career tree, until 8.00 p.m. on the Sunday […] This made me trauma. (Post-Practicum Group 2, personal communication, March 8, 2019)

University and schools' partnership. The partnership between university and schools was crucial and believed to present challenges for conducting well-organized teaching practicum. The challenges derived from the communication and understanding of regulations for university and schools. The foremost idea was to build mutual communication and cooperation among all parties in the teaching practicum process. The PSTs suggested that the university should communicate more thoroughly with the schools in order to understand goals and procedures of the teaching practicum. IST 8 recalled "There was a miscommunication between school and the university. The supervisor should actually come twice to the school, but in actual practicum only once." He further suggested that the university has to be active in establishing the partnership. Furthermore, as the PSTs taught at various school partners, they experienced numerous conditions at the school partners. That was obvious when several school partners were unprepared and did not provide enough support for PSTs' teaching experience. Therefore, the university should select carefully the school for teaching practicum partnerships. As indicated by most interviewees, school facilities were a common problem faced in their teaching practicum. Schools they visited were not as convenient as they thought. Some schools did not have adequate facilities to support the teaching and learning process as shown in the excerpt,

> I expected that Batam is a big city. I expect, when I entered a school, the facility is complete. But what I found was in that school, for the *infocus,* just 1 unit available for senior high school and junior high school. So, if you were late, you don't get the *infocus*, and in the class, there is no air conditioner, no fan, so the classroom is really hot. (Post-Practicum Group 2, personal information, March 8, 2019)

In addition, some of the PSTs also mentioned that they had to bring their own speakers and laptops for supporting listening activities due to the lack of infrastructure in the school. However, there were still interviewees who had also expressed that the school facilities during their practicum were good and complete. In addition, there were also comments related to the distance of schools and PSTs' residences. The challenges, though, were not critical for several PSTs, who mentioned that they had to leave their homes very early and take long rides for over an hour to the schools. Next, there was also a problem related to the types of school: vocational or general high schools and private or public schools. The characteristics of students in both categories were different in class size, previous educational background, personality, motivation, and English proficiency. PSTs had to prepare and be able to adapt to the characteristics of students in the participating schools. Some private schools have placement tests before entering the schools. That created a difference in student English proficiency compared to their counterparts in most public schools. Likewise, a practicum supervisor also added that each school had different management and regulations for the practicum teachers. In some cases, the schools had set high standards for the goals and they pushed the PSTs to use all English in the classes, which might be quite challenging for some PSTs.

Supervision. One of the challenges voiced in the interviews was the supervision from practicum supervisor and classroom supervisor. There was no consensus regarding the rules and procedures of assisting the PSTs in teaching practicum. However, two main tasks emerged. The first was to supervise or provide necessary guidance for the PSTs, and the second was to supervise, meaning they had to go to the school to evaluate students. In current teacher education at Unrika University, classroom meetings were not scheduled regularly. The practicum supervisors held the meeting if the PSTs needed help or advice. Some of the PSTs contacted the PSTs directly for appointments to meet and ask for feedback. One practicum supervisor also mentioned that she created a group in social media (WhatApps), so that all of her students could discuss and contact her via the group. This was seen as useful by the supervisor that the other

PSTs could also be informed of challenges or problems faced by their friends through informal mobile communication. Then, the second role was to conduct supervision at schools for the PSTs' evaluation. Likewise, there was no clear procedure for classroom supervisors on how frequent they should join the class to supervise the practicum participants. Most classroom supervisors only came twice, on the first day and the supervision day of the practicum. Some participants commented that classroom supervisors had helped them when they needed advice, but some of them were not really concerned about their teaching development. When asked about suggestions for supervision, one participant replied,

> Hmm, I think the collaboration between school and campus, there should be supervision. It was said that the practicum supervisor will always come to or monitor the practicum at least once a month, but in fact, the supervisor only came once on the supervision day only to take scores. So, that's only *wacana* 'verbal expression.'(Post-Practicum Group 2, personal communication, March 8, 2019)

PSTs' circumstances. There were several challenges related to PSTs circumstances voiced by the participants. Time management, working status of PSTs and confidence are among the challenges encountered by the PSTs. As a matter of primary importance, a participant from post-practicum PST and IST voiced that their challenge was to manage time. The biggest challenge for them was to wake up early in the morning. IST 6 said, "My only challenge was to wake up in the morning, that's it!" Post-Practicum 6 also mentioned that due to the school hours that started at 6.45 a.m., the participant was late and so was not given permission to teach that day. That was a difficult situation for the PSTs. Most of the PSTs in teacher education are workers. So, when the PSTs entered the 7th semester, in some cases, they had to ask for a long period of job leave or give up their jobs due to the teaching practicum. However, several alternatives were available on whether the workers should postpone teaching practice or negotiate with the schools. Encountering this problem, most of the PSTs and practicum supervisors could negotiate and adjust to a more flexible schedule for the teaching practicum. For example, the

working PSTs needed to come to school for English classes instead of coming every day to school. For some PSTs, challenges which they faced were mainly related to their confidence. As stated by Practicum Supervisor 1, the PSTs were nervous because the lecturer supervised them and they had to do their best to pass the course as a requirement for the program. This condition was also mentioned by the Classroom Supervisor 7, “Most of them are novice and don’t have experience, they may get very nervous.”

Effective teacher. In order to cope with sub-research questions related to the development of PSTs to be effective teachers, participants were asked about their views on their explanation of being an effective teacher.

Perspective of an effective teacher. All participants answered and gave insight to the definition of an effective teacher, with the exception of one post-practicum participant who was reluctant to answer the questions, and he chose not to answer. Several remarkable categories emerged. Most participants viewed an effective teacher as a teacher who had the knowledge and ability to understand student characteristics and needs. One of the participants stated clearly here,

> Effective teacher means a teacher who can give effective materials for the students, some things that they really need. It means, of course, the effective teacher should follow the order from the government, and from the school's principal and from the system of the school but they still, the objective of the teaching process, the teacher should know and the teacher should get it. So, the effective teacher like this means the teacher who can give an effective teaching-learning process for the students and materials that the students really need. (Post-Practicum 1, personal information, February 17, 2019)

The second criterion of being an effective teacher as voiced by participants was the skills in controlling the class. Effective teachers were able to control and make the class conducive to learning while promoting active interaction simultaneously. Next, an effective teacher should be able to develop good relationships with students and other teachers. The capability to position teacher’s self to get along well with students in a friendly manner was reported to be important.

The other criteria of an effective teacher were to set goals for students. Teachers should be able to set a goal for the students to accomplish tasks in a certain period of the learning process. In addition, teachers also should be able to achieve the goals he or she has set. Then, time management was said to be an essential part of being an effective teacher. An effective teacher could manage and use time well, would not waste time would and focus on getting things done. Several participants voiced their emphasis on the importance of motivating students and remembering that teachers should educate, not just teach students. By motivating students, teachers can create an atmosphere where students can enjoy their learning. One participant stated the necessity to educate students in a more holistic way; the focus of teaching was not merely the delivery of lessons. This was also explicated by one in-service teacher who defined an effective teacher as one who can develop student potential, “The effective teacher can see the student's potential because every student has different characteristics, different potential. So, the teacher should increase, develop and also advise the students with their own potential.” In addition, one participant stressed that an effective teacher of English had to know English well. The teacher should be able to make language learning enjoyable, so students are not afraid to speak English. Lastly, another participant also mentioned that evaluating whether a teacher is effective can be reflected in student learning outcomes. By monitoring student progress, a teacher should be able to realize how he or she has been doing and improve skills accordingly.

Teaching practicum role in developing effective teachers. All three group of participants voiced their views and experiences related to the teaching practicum. Pre-practicum participants commented on how the practicum helped them to become effective teachers. Most were positive toward their practicum. They anticipated growth and improvement in their classroom management, lesson planning, communication and relationships, and reflections as teachers. They also viewed the practicum as a trial for their real teaching jobs. Two groups of participants who had experienced teaching practicum exposed fascinating facts regarding the role of teaching practicum in helping them to be effective teachers. Post-practicum participants revealed the

teaching practicum as helpful for them in building themselves as effective teachers. However, the degree of effectiveness of the teaching practicum varied across participants, from slightly to absolutely confident about establishing participants as good teachers. Those participants mentioned their opportunities to manage real classrooms, design lesson plans, build student-teacher relationships, and understand student characteristics throughout the teaching practicum. Their invaluable progress helped established confidence and practical steps toward being better teachers. However, one post-practicum participant could not experience a full three-month practicum due to her job outside school. So, she taught eight classes in total and could not grasp a sense of developing and practicing her teaching skills more in order to be an effective teacher. Furthermore, interviewees of in-service teachers revealed degrees of inconsistency towards their views of the teaching practicum's role in developing teachers to be effective. Three ISTs to a certain extent believed the practicum had helped them to be effective teachers. Other ISTs expressed their views that the teaching practicum might only help minimally to be effective teachers. Some mentioned that the teaching practicum was only the starting point. They were all still learning. The emphasis here was that teaching practicum itself was not enough and some students in the program were said they were not aiming to be teachers. Therefore, for some PSTs, the practicum was only a part of courses required to obtain their degrees. Despite this condition, the ISTs also revealed that the foundation to be effective teachers that they learned throughout the practicum, included skills to understanding student character, psychology and moods. The teaching practicum helped develop participants to be more attractive as teachers and to be more creative in class.

Suggestion for the preparation of teaching practicum. Across interviews from three different groups of PSTs and in-service teachers, as well as supervisors from universities and schools, there were various suggestions and comments on current teaching practicum implementation.

Suggestion from PSTs and ISTs. Several pre-practicum students stated that they should prepare for the mental aspects of confidence and seeking advice from supervisors or lecturers. A post-practicum participant claimed that micro-teaching was considered inadequate for preparation and suggested that there should be another type of course for teaching simulation before the teaching practicum. As experienced by IST 2, support and guidance from practicum supervisors should be enhanced and expanded, not only on the day of the supervision in schools. Related to partnership among university and schools, post-practicum PSTs proposed that there should be a survey or more thorough investigation to determine qualifications of partner schools conducting practicum. Several in-service teachers also emphasized the importance of both parties to develop active and mutual communication. ISTs suggested that for the future practicum teacher, they have to be more prepared in every aspect for courses on campus, in so far as listening to teachers, asking questions, respecting supervisors, and working together with students.

***Suggestion from practicum supervisors*.** Practicum supervisors suggested that the importance of teaching should also be stressed in educating students, not only with regard to their teaching, but also relative to their cognitive development. Supervisor 1 and 2 commented that the importance of teaching was found not only inside the classroom, but also related to giving students examples of appropriate manners and behavior. Supervisor 1 stated that the PSTs have to practice to overcome problems with self-confidence. Furthermore, practicum supervisors stressed the necessity of PSTs to master English proficiency as their selling point. A supervisor recognized several PSTs who used students' first language or Bahasa Indonesia in giving instruction. Lastly, regarding partnerships with schools, Practicum Supervisor 4 stated, there are actually so many things to be improved, but one of them is the level of school for conducting the teaching practicum. Not every PSTs wished to teach at junior or senior high schools, but the program could only assign PSTs to conduct practicum at that level. There were some PSTs who might have wanted to teach young learner or primary school students but who could not accomplish that due to the regulations of the teacher education program.

Suggestion from classroom supervisors. Suggestions from classroom supervisors were first addressed to the PSTs. The PSTs were advised to prepare themselves in all aspects of teaching,

> The PSTs have to prepare themselves, such as they have to prepare their knowledge about how to teach the students, especially for vocational high school. […] The second one, they have to be diligent to ask their supervising teacher in order to do what they have done in their practicum. Next, discipline is very important. […] So, they have to do what majority of teachers are doing. (Classroom Supervisor 5, personal communication, March 15, 2019)

Classroom Supervisor 2 pointed out that in order for the PSTs or teachers in the schools to receive mutual benefits, goals and objectives of teaching practicum should be clearly stated from the beginning. Intensive classroom observations for at least one chapter of the teaching should be observed and evaluated daily at the end of class observations. And the teacher and pre-service teacher should be a good teaching team. Classroom supervisor 7 also stressed that PSTs do not need to worry about making mistakes.

Summary of the results from the interviews. The interview section which covers five groups of participants from pre-service teachers (pre- and post-practicum, in-service teachers), practicum supervisors, and classroom supervisors have provided invaluable data in this study. The participants' comments, explanations, and perspectives were categorized into five main themes. The first is the views of the current teaching practicum, expectations and accomplishments in developing teaching skills. Each participant had different expectations and experienced various situations in the teaching practicum. The second is the preparation for teaching practicum. There were several essential courses including micro-teaching and curriculum and materials development mentioned by participants. Next, results show fascinating facts about the challenges in the teaching practicum. Multi-dimensions and complexities of challenges are related to core teaching skills and to the procedures and partnerships among

universities and schools. In addition, personal circumstances such as the level of confidence of PSTs were also crucial. Afterward, results also presented how teaching practicum provided a role in developing PSTs to be effective teachers. Lastly, suggestions were expressed by all participants throughout the interviews. At last, these emergent themes will be scrutinized in the discussions section.

Document Analyses

In order to supplement the current data from questionnaires and interview results, document analyses were conducted. Based on teaching practicum guidelines and student practicum reports, coding was conducted by looking at themes related to backgrounds and goals, roles of participants, and procedures of teaching practicum. The teaching practicum was a culmination of teacher education conducted in reference to the *National Law No. 14 Year 2005* and *Government Decree No. 19 Year 2005 on Standard of National Education,* which stated the goal to develop teachers with four competencies: pedagogical, personal, professional and social competence. Specifically, the goals of the practicum are to develop professional teachers through training in schools. Therefore, PSTs should be able to observe the environment and administrative, academic, and socio-psychological aspects of the schools, master basic teaching and learning skills, develop teacher professionalism, develop personal and social aspects in the schools, and reflect on educational value throughout the teaching practicum. All of these aimed at the development of teacher character through sets of knowledge, skills, value, and attitude needed for the profession in the education field. Furthermore, the ongoing progress of the practicum could also help to improve and strengthen partnerships among the universities and schools.

There are several supporting components in the program which were comprised of the teaching practicum unit, university coordinator, dean of the faculty, and the principal at the school. The guidelines also listed details of participants' roles in the teaching practicum, including the PSTs, practicum supervisor, and classroom supervisor. Based on the teaching

practicum guidelines, the main tasks of a classroom supervisor are to: 1) work together with principal and/or university lecturer in planning practicum programs for pre-service teachers; 2) provide examples and models for the PSTs, 3) observe PST performance and follow with supervision or evaluation; 4) provide specific advice for particular matters regarding syllabi, lesson plans, and curricular activities in order to improve student performance; 5) evaluate the performance of PSTS in completing tasks of administrative and curricular works. At the end of the process, classroom supervisors have to submit reports of the teaching practicum to the principal and also practicum supervisor. For the practicum supervisor, the roles includes: 1) providing guidance during the practicum program either on campuses or at schools; 2) conducting supervision, providing advice, consulting for the supervisees; 3) working with the classroom supervisor in giving instruction for practicum program in supervision. Lastly, for the PSTs as supervisees, there were several roles as stated in the guidelines modules: 1) prepare themselves in subject knowledge and mentality for the practicum, 2) conduct all tasks given from classroom supervisors; 3) follow all rules at school; 4) follow ethics from Unrika University and schools; 5) be a hub for practicum supervisors and classroom supervisors in deciding the day of supervision or evaluation; 6) promote and introduce campus activities.

The teaching practicum guidelines also provide details regarding the schedule of the teaching practicum. The teaching practicum is designed for three months (12 weeks). At the beginning of the practicum, the classroom supervisor should at least provide one model class for PSTs to observe. For the first and second weeks of the program, PSTs enter the class and have a chance to observe. Then the third through fifth weeks PSTs teach under controlled guidance from classroom supervisors. Next, the PSTs start teaching independently in the sixth and seventh weeks. During teaching under the guidance from the classroom supervisors to teaching independently, PSTs should learn and establish the capability to teach and prepare for the teaching practice evaluation. Classroom supervisors should maintain their presence and observe classes while PSTs teach independently. Afterward, teaching practice evaluations will be

conducted within the eighth to tenth weeks. During this period, PSTs should be able to manage classes and teach without any support from classroom supervisors. Then the PSTs have to set a schedule for both classroom supervisors and practicum supervisors to evaluate their teaching. Lastly, in weeks 11 and 12, PSTs will be withdrawn from the schools. However, detailed schedules for each participants vary and are subject to change due to other factors or adjustments in teaching practicum. Furthermore, the performance of the PSTs is evaluated by the practicum supervisors and classroom supervisors. The evaluation was mostly conducted on supervision day, a day designated for both supervisors to come to the classes where PSTs teach. The criteria of the evaluation is based on the Practice Teaching Sheet and is comprised of four main categories of teaching practice: lesson planning or cognitive aspects, teaching procedures or psychomotor aspects, personality, and lastly, social competence.

Discussion

The aim of this study was to investigate the development of pedagogical skills of pre-service teachers (PSTs) throughout their teaching practicum at Unrika University in Indonesia. The results and interpretations from the data gathered through surveys, interviews, and document analyses is discussed in more detail in this section, as well as comparisons to previous existing literature. The discussion is organized and scrutinized based on two main themes: the development of PSTs' pedagogical skills and challenges experienced by the participants throughout the teaching practicum.

Pedagogical Skills Development in The Teaching Practicum

In order to address the first research question i.e., to investigate the extent of pedagogical skills development of pre-service teachers in their teaching practicum, the discussion was based on results of the surveys and changes in participants' views from groups of pre-, post-practicum PSTs, and in-service teachers (ISTs). The pre-analysis Kruskal-Wallis test indicated a significant difference ($p < .05$) for the overall groups of pre-, post-practicum PSTs, and ISTs. Specifically,

significant growth was only apparent from the pre-practicum PSTs to ISTs ($p < .01$). Even though the other two pairs of groups (pre- to post-practicum PSTs and Post-practicum to ISTs) did not show any significant differences, pedagogical skills development across all items slowly but surely improved throughout teaching practicum. This is also in agreement with previous studies in which teaching practicum helped student teachers develop necessary skills fundamental to teachers (Bonavidi, 2013; Richards, 2012).

Aspects of pedagogical skills development. The results of the survey showed that the mean scores of pedagogical skills from the questionnaire gradually improved throughout the teaching practicum across three groups of participants (pre-, post-practicum PSTs, and in-service teachers). However, patterns of pedagogical development vary for each item in the survey. Looking closely at the results of each item within the survey, there was more interesting information to be discussed. For the sub-section of subject knowledge, there was an indication that the understanding of the national curriculum was more developed than content knowledge. In line with this study, Astuti, et al, (2017) also found that understanding of the curriculum was the highest subject knowledge developed by the PSTs in Indonesia. On the other hand, for the item of teaching content, several PSTs responded in interviews that their knowledge, especially in speaking, reading and grammar was insufficient. Further to this matter, participants expected that the experience in the teaching practicum could help them improve their English skills and grammar. This is important in accordance with Richards (1998) statements that teachers should have better language skills and proficiency in order to teach. In turn, findings further indicated that in-service teachers who had experienced teaching longer than PSTs developed their understanding of teaching content or knowledge and understanding of the national curriculum.

Afterward, Sub-Section II showed that most pre-practicum PSTs were not so confident ($M = < 3.00$) in their subject application and lesson planning. After completion of the practicum, the development of subject application and lesson planning skills of the PSTs indicated slight improvement. Post-practicum PSTs revealed that they developed the ability to create lesson plans

based on Curriculum 2013, stipulated by national policy in Indonesia. One post-practicum participant claimed that he had received an abundance of information regarding the syllabi, the latest syllabi, characteristics of the curriculum, and the teaching-learning process in the classroom. The process of setting objectives and designing and preparing materials were among the skills that PSTs seemed to develop throughout one-semester teaching practicum. Interviews also indicated the development of knowledge in preparing lesson plans, which was comprised of daily, monthly, and yearly plans. Previous studies also suggested that lesson planning skills developed throughout the experience of teaching practicum (Negassa & Engdasew, 2017). In addition, PSTs also seemed to improve in their abilities to ask questions about the subject in the target language. This seemed to be due to the experience of PSTs practicing teaching English as regular tasks in the practicum. Teaching skills seemed to further develop as they worked as real teachers. Moreover, the higher scores for in-service teachers compared with pre- to post-practicum PSTs were also noticeable in the survey. This result is in agreement with Choy, Wong, Lim & Chong's (2013) study which stated that beginner teachers improved their lesson planning skills within their first three years of teaching. Two items related to the ability to communicate ideas clearly to students and ability to adapt to the student characteristics stood as the strongest skills in this category. Richards (1998) mentioned the ability to adapt to student characteristics as one of the core pedagogical skills that teachers should develop**.** The implementation of teaching practicum in this study showed that pre-service teachers have developed skills in understanding student characteristics. In addition, Borg (2006), also stated that understanding students was a characteristic of a skilled teacher. By understanding and being aware of student characteristics, the PSTs learn to develop decision skills making when creating lesson plans.

In addition to lesson planning, PSTs also seemed to develop skills in preparing teaching materials. The results of the questionnaire indicated positive trends of PST skills in creating materials, using visual aids, designing authentic materials and adapting textbooks. This development is in line with Gebhard's (2009) findings which showed that experience in teaching

practicum provided invaluable opportunities to apply theory into practice, including designing lesson plans and creating teaching materials. However, there was an intriguing finding related to the use of technology in facilitate learning. The trend of confidence dropped from the pre-practicum towards the post-practicum and also in-service teachers despite the average mean which was still moderately confident. This was a prevailing condition which was mentioned regularly by participants in interviews. The condition was then explained by PSTs in the interviews. The interview revealed that some schools lacked sufficient technological devices to support learning, such as projectors and audio-visual devices. Some PSTs mentioned their difficulties in teaching listening because there was no equipment such as speakers or monitors in classrooms. Therefore, they had to bring their own speakers and laptops to conduct activities. This finding should not be astonishing, as Hartono (2016) mentioned that access to technology may not be available in every teaching context. Thus, PSTs developed their skills in creating materials, designing authentic materials, creating lesson plans and implementing teaching style; some were struggling with skills in incorporating technological devices into their teaching.

Furthermore, most post-practicum PSTs and ISTs in this study generally claimed the development of their skills in managing the classroom throughout their practicum. Regarding the sub-section of classroom management in the survey, the mean showed a positive and steady improvement throughout three groups of PSTs and ISTs. The interviews for post-practicum revealed that nine out of ten interviewees were able to develop classroom management skills, especially in managing classroom activities and handling student behaviors. The degree of improvement from pre-practicum to post-practicum PSTs was also evident in terms of dealing with class size even though there was only trivial improvement. The PSTs might have been teaching in different class sizes ranging from three to forty-five students. Therefore, the improvement of these aspects might reflect those variations across post-practicum PSTs and ISTs. However, skills in dealing with class size should be continuously improved as the findings from

Sulistiyo (2015) revealed the class size as the factor for success in language teaching in Indonesia.

Next, an interesting finding was the introduction of school rules which was considered the strongest skill throughout three groups of pre-, post-practicum and in-service teachers. Teaching practicum was indicated as the course that helped develop management skills. The course at the university on implementation of knowledge into real teaching helped PSTs develop practical skills in managing classrooms including the clarity of instruction and teacher's voice. Despite all classroom management skills in the survey, skills in giving timely feedback was unexpectedly decreased from pre-practicum to post-practicum, and then seemed to increase for the IST group. As a new teacher, the practice of providing feedback on student learning is not an easy task. The aspect was also described in previous literature as one of the major concerns in developing an interactive classroom (Johnson 1999; Richards, 1998). The PSTs might not be able to improve their skills entirely, but the process and teaching experience reflected by the ISTs might further develop their skills. Some PSTs also reinforced the improvement in handling student behavior which was a major concern in their teaching practicum. Most PSTs were able to develop a more inclusive approach by providing creative activities, and trying to look for topics of interest to students. This approach is in-line with the suggestion from Goh and Matthews (2011) in managing student behavior by designing and applying teaching strategies that could lead to positive learning environments.

Next, there also appeared to be a growth in terms of assessment and recording student progress throughout teaching practicum. The PSTs built their confidence by helping students learn and understanding student problems. However, PSTs' skills in applying a variety of assessment strategies were limited. This seemed to be expected as Supervisor 3 claimed several school partners did not allow PSTs to create tests as classroom supervisors might doubt the PSTs' ability to do so. However, in their practice as practicum teachers in the schools, several PSTs were given authority to create reading and writing tests as well as whole English tests for classes.

The experience and trust from classroom supervisors were also deemed to be important in providing wider chances for developing PSTs' skills. Furthermore, this was evident in that in-service teachers developed a stronger sense of confidence in their assessment skills. Their skills appeared to develop even though progress was slow. These findings correspond with a previous study that claimed that assessment was a complex skill (Afrianto, 2015). Teachers should develop awareness of various aspects of student learning that need to be assessed, including cognitive, affective, and psychometric aspects. These assessment skills could further be developed and enhanced through teacher development programs or trainings as PSTs shift to be a teacher (Hartono, 2016).

The pre-practicum PSTs had claimed that they were moderately confident in establishing good relationships in the teaching practicum. This was further developed as the Post-Practicum PSTs completed their teaching practicum. Some post-practicum PSTs and ISTs actually acknowledged that through teaching practicum they could adapt and be part of the school community. They developed communication with students, classroom supervisors, other teachers and principals. This real experience harmonizes well with the condition described by Crookes (2003) that teachers are the actors who play a social role in communicating and building a good relationship with students, teachers, and other stakeholders in the school. Teaching practicum provides the PSTs a rehearsal to be future teachers. However, survey results revealed the ability to get along well with students as the lowest mean in this section. This circumstance was also commented about in interviews by several PSTs and ISTs. They mentioned that some students displayed uncooperative behavior. The students were not paying attention and did not follow the practicum teachers' instructions. This condition reflected the necessity to develop better social skills to develop teacher-student relationships. Meanwhile, the highest mean was the relationship with the classroom supervisor. This was a good sign that PSTs could build good relations and receive feedback from the classroom supervisor. The dynamics of the relationships among PSTs and other parties – students, classroom supervisors, and other teachers in the school – would

benefit the rapport of the PSTs (Crookes, 2003). In addition, Adnyani (2013) also emphasized that pro-active participation among stake holders will help benefits each and ease difficult tasks.

The experience in teaching practicum has given rise to various benefits to PSTs in their preparation to be teachers. Some PSTs viewed teaching practicum as practice or rehearsal to be a real teacher, which was described by one PST,

> I think, I want to be a teacher in the future, so I need rehearsal for being a teacher in the future, so from the teaching practicum, you learned how to manage the classroom, how to manage the students, how we communicate with other teachers, the principal, or social life in the school. So, teaching practicum is like rehearsal for me to be a real teacher. (Post-Practicum Group 2, personal information, March 8, 2019)

The teaching practicum which was described as a platform to implement knowledge into real classroom teaching (Bonavidi, 2013; Richards & Nunan, 1990; Gan, 2013), has provided invaluable lessons for future teachers. The experienced-based course, valued as one of the core courses in teacher education, should be regarded distinctly from regular courses at the university. The requirement for PSTs to actually practice teaching skills will be one of their first experiences in teaching and in other conditions could be a factor when the student teacher decides whether to continue the path to being a teacher or choosing another career path. Despite their final decisions, the variation of improvements made throughout teaching practicum reflected that PST pedagogical skills gradually developed, including major skills of pedagogical content knowledge (PCK), lesson planning and materials development, classroom management, assessment, and social skills.

Actual opportunities for PSTs to be effective teachers. There were various views from participants related to effective teachers and implementation of teaching practicum in fostering effective teachers. Most PSTs and ISTs regarded effective teachers as those who had the knowledge and ability to understand student characteristics and who could conduct effective teaching based on materials that students really needed. This finding was in line with Burns and

Richards (2009) who defined an effective teacher as a teacher who knows and applies teaching standards based on student needs and the nature of language development. There are complex elements which lead to successful and effective teaching. These elements are teaching or pedagogical skills developed through experience and practicing teaching. Other participants defined an effective teacher as one who can get along well with students, is able to achieve goals of the lessons, is able to create an atmosphere conducive to learning, and specifically, is proficient in English. The depiction of an effective teacher had been consistent with efforts PSTs and ISTs made in their teaching practicum. Their experiences in encountering real teaching along with its challenges have helped PSTs to widen their perspectives on being effective teachers. Participants mentioned opportunities to manage real classrooms, design lesson plans, build student-teacher relationships, and understand student characteristics throughout teaching practicum. The invaluable teaching practicum experience appeared to establish confidence and practical steps toward being better teachers. In comparison to Genc's (2016) study, which mentioned teaching practicum as the foundation to being an effective and professional teacher, three ISTs in this study expressed that teaching practicum helped them to be effective teachers. Some believed that teaching practicum was their starting point in their teaching journey. However, in some cases, participants of the practicum did not have a fruitful experience in their teaching practicum. This was possibly due to limited teaching hours, school facilities, and student behavior. Therefore, in reference to the previous study, this study coincides that there is an issue that teaching experience in practicum seems to be far from expectations (Hudson, Nguyen, & Hudson, 2008). In short, teaching practicum experience has opened a new path for most PSTs, even though each PST encountered unique and different accomplishments in developing their teaching skills. This was a starting point in their development of being effective teachers.

Challenges in the Teaching Practicum

This section discusses the second research question which inquired as to major challenges that pre-service teachers (PSTs) encountered in developing their teaching skills throughout teaching practicum. While there might be complex rather than single problems which can hinder the development of the PST pedagogical skills, this study found several categories of challenges from multiple data collection across five different groups.

Pedagogical content knowledge (PCK). The first challenge in teaching practicum is the core aspect of PCK, that is, how to apply knowledge into teaching or subject applications. The indication of challenges was voiced by practicum supervisors, who mentioned that subject application was one of the most challenging aspects for PSTs. The PSTs encountered problems in teaching students equally, adapting to the student characteristics, and allocating time for lesson activities. Post-practicum participants stated that they had to figure out solutions to overcome problems in the classroom. This was also reflected in the semi-structured questionnaire, where PSTs mentioned PCK as the skills they felt least confidence about. They were aware of the PCK as one of the basic teaching skills, and therefore, they would like to practice and develop their skills throughout the teaching experience. The interest of practicability to develop skills by applying knowledge into real teaching is commonly found in teaching practice (Nilsson, 2009). However, no further comments related to PCK emerged in remaining interviews with PSTs and ISTs. Due to its complexity as the interconnection among subject knowledge or theory and application of the approach, methods and teaching techniques, there was a possibility that the PSTs might understand and discuss PCK overlapping with other teaching skills.

Curriculum standard and lesson planning. The issue of the curriculum seemed to be quite problematic and interrelated with dynamics of government regulations on innovating teacher education. The PSTs found difficulties in adapting what they had been studying at the university to teaching practicum at schools. The participants expressed the struggle was due to the implementation of revised curriculum. The curriculum, which is previously known as Curriculum

2013, was revised in 2016 to Revised 2013 Curriculum, but revisions made had not been introduced properly to PSTs. However, each new administration of the government revises current curriculum. The fact that every new administration introduces new ideas requires a thorough socialization across the educational field including teacher education to support the PSTs in understanding the curriculum prior to the practicum. The problem is not about changes in curriculum, but improvement of teacher quality. The government has initiated innovation to support graduates of PSTs to take another year of the PPG or Teacher Professional Education Program before being legally eligible to be professional teachers. However, the initiative seems to neglect the need for improvement within pre-service teacher education itself. As the result, preparation within pre-service teacher education still does not guarantee being an effective teacher because even though the PSTs graduated from the university, they are not yet recognized legally as professional teachers (Afrianto, 2015).

This led to the problem in designing class lesson plans. The PSTs had to learn new things to get used to curriculum and lesson planning standards under the guidance of classroom supervisors. The confusion and misunderstanding between PSTs and supervisors regarding implementation of curriculum was also voiced by several PSTs. However, challenges for this could possibly be minimalized through a course or orientation prior to teaching practicum.

PSTs also faced difficulties in managing time to create and finish lesson plans for classes. This might be due to familiarity of PSTs with current curriculum which was quite low. Further to this matter, PSTs were prepared through courses such as micro-teaching, curriculum and materials development, as well as practicum orientation; however, facts indicated that the courses were not adequate for PSTs. Therefore, there should be an effort to introduce current curriculum and more practical lesson plans during course work at the university. In line with this, Goh and Matthews (2011) also advised that course work at the university should be designed in line with real teaching circumstances. Nevertheless, PSTs as new teachers commonly found that theories they had studied at the university were not the same as the practice they had in real classrooms.

The introduction of the latest curriculum to PSTs might not guarantee that PSTs employ the same lesson plans. Each PST will encounter different criteria in lesson plans assigned by classroom supervisors at schools. Therefore, this problem suggests the support from both university lecturers and classroom supervisors helps equip PSTs with sufficient knowledge and guidance for them to apply curriculum in their lesson plans. This in turn might affect development of PST lesson planning skills as well as hinder chances to teach effectively.

Classroom management. One of the wide-ranging aspects of pedagogical skills, classroom management, was found to be the main challenge throughout teaching practicum as shown in surveys and interviews. Challenges in classroom management were mostly related to student behavior and dealing with classroom size. The majority of PSTs and ISTs who experienced teaching practicum voiced these issues. Student behavior related to misbehavior and disobedience of school rules were apparent and made it hard for PSTs to handle and conduct teaching in classrooms. This interview with PSTs and ISTs exposed that some students skipped classes, made loud noises in the classroom, played games in class and did not keep the classroom environment clean. These must be tough moments for inexperienced teachers. These circumstances concurred with Riesky (2013) who exposed that conditions of classroom management were largely from by student behavior. Too many times participants in his study needed to spend time dealing with student behavior. Similarly, a study on classroom management conducted by Ragawanti (2015) identified that a major problem in the classroom is related to student behavior or discipline. However, the approach toward handling student misbehavior could be dissimilar from one teacher to another. Some PSTs had a very good approach to creating a friendly atmosphere and interaction with students through creating activities and establishing stronger teacher-student relationships. On the other hand, one PSTs expressed that he applied types of physical punishment, such as push-ups, sweeping floors or other physical activity, which he himself found could at least calm down noisy or misbehaving students from being a class disruption. This matches the findings from Afrianto (2015) which also identified similar practices

in other parts of Indonesia using corporal punishment in managing student behavior. However, the punishment system does not seem to attract any support from previous studies as a good approach towards classroom management. Kuswandono (2013) and Afrianto (2015) emphasized the key to handle student behavior is to value and respect each student through a personal approach. Employing a humanistic and inclusive approach in dealing with student discipline and understand student diverse characteristics were expected to be ideal practices.

Results also indicated common issues of dealing with class size. The current study revealed the imbalanced class size as small as three students or as big as forty-five students in the practicum class. Different class sizes may contribute to different levels of PST development in classroom management skills. This finding coincided with the findings from Marcellino (2008) that class sizes of forty students was predominant in Indonesia. As later supported by the classroom supervisor, the dynamics of this issue mostly happened due to different types of schools at which the PSTs taught, whether public or private. Most public-school classes were said to have more students compared to private school classes which, some PSTs commented, had only three to seven students. This in turn influenced the way PSTs developed their teaching skills. Some PSTs expressed that they did not have a good experience in handling too big or too small class sizes. These two major challenges in classroom management suggest that the reality of classroom teaching might be totally distinct from what they had heard or studied theoretically.

Language skills. The next challenge was the language skill of both PSTs and school students. There were only a few comments from PSTs acknowledging their low level of language skills, especially grammar and speaking. The Pre- and Post-Practicum tended to comment on other issues in teaching practicum rather than awareness of their English skills. This seemed to be intriguing in the interaction throughout interviews; varied levels of fluency and accuracy of PSTs in English were noticeable. Comments on language skills of PSTs mostly came from practicum supervisors and classroom supervisors. This finding was in agreement with previous studies which identify low proficiency language skills of English teachers in Indonesia (Sakhiyya,

Agustien, and Pratama, 2018; Zulfikar, 2009). The improvement of English skills of PSTs is crucial even more in light of their aim to teach the language. This was also addressed by Othman and Senom (2019) who mentioned that teachers should have higher proficiency in order to teach effectively.

Classroom language. Through the investigation of results, PSTs and ISTs faced difficulties due not only to their proficiency levels but also due to their lack of classroom language. The condition was problematic because some PSTs revealed they had insufficient English skills to teach. However, proficiency was not the only reason that PSTs could not provide good instruction and effective teaching (Renandya et al., 2018). Throughout the program, PSTs were not prepared with necessary and specific classroom language that could help them with better instruction in the classroom. Most of the course preparation focused on general teaching without consideration of differences in student levels and knowledge. Future research could deepen investigation on classroom language. It was also suggested by Menon (2017) that there should be improvement in the utilization of classroom language for accomplishing successful English classes.

The lack of proficiency might be due to the fact that English is taught only for approximately two to three hours per week (four sessions each for 35-45 minutes). Further explanation from classroom supervisors mentioned that low levels of English proficiency might be impacted by low motivation in which approximately ten percent of school students were interested in English. These findings were consistent with Sulistiyo (2015) who found that many teachers lacked study hours and had low motivation as challenges in teaching which affected both teacher and students. Consequently, the findings revealed that some pre-service teachers assisted the teaching using the L1 of *Bahasa Indonesia* alongside English. The use of L1 in the L2 classroom is quite common for some PST at several schools in Batam. This was said to most likely occur in public rather than private schools; however, further exploration through interviews with PSTs uncovered that this happened in some private schools as well. The use of Bahasa by

teachers had to be an option because most PSTs found difficulties in teaching due to low levels in student English proficiency. This matches with Riesky (2013) who mentioned that the lack of student proficiency was one of the findings in English teaching in Indonesia. In this study, this condition led PSTs to the use of Bahasa Indonesia alongside English in their teaching. However, due to the incapability of some PSTs to utilize English and Indonesian concurrently, there were some conditions under which Bahasa Indonesia was used most of the time. Scrivener (2015) emphasized that the use of L1 should be carefully utilized to support L2 learning but not to overuse L1. This was in line with comments from Yulia (2013) which noted that the essential aspect was to maximize language exposure in the classroom.

Relationships. In the teaching practicum PSTs experienced challenges in building good social skills with students, colleagues, and classroom supervisors. Most important was the challenge that PSTs had in teacher-students relationships. Some PSTs found a tough time in gaining trust from students in order to create a positive atmosphere. Establishing a cooperative teaching and learning environment was one of the major challenges for PSTs. The previous literature suggested that teachers should be more collaborative and reinforce their interpersonal skills (Crookes, 2003). Research showed social skills as essential part of teaching (Bonavidi, 2013), and a supportive social environment will help teachers to teach effectively (Crookes, 2003). The findings noted the need to reinforce better teacher-student relationships in order to support the teaching-learning process. Furthermore, the relationship of teacher-teacher was a challenge for several PSTs, even though teacher-teacher relationships were indeed a crucial aspect of working together as one community. The fact that PSTs are novice teachers might be a drawback to how school teachers viewed them. The problem could lead to disharmony and may not provide room for PSTs to grow. In addition, poor communication between the PST and the classroom supervisor was also evident in teaching practicum. Classroom supervisors should provide better assistance and guidance toward development of pre-service teachers. Hitherto, teacher education has put little attention on development of this social skill in the program

(Marzano, et al. 2003). This was also seen in the preparation of teaching practicum; there was no course focusing on this area of social skills. The social skills could then possibly be addressed in course preparation before teaching practicum. Therefore, this study suggests support for facilitating the PSTs in this challenge which should be provided by university lecturers and classroom supervisors.

Procedures of the teaching practicum. Procedures of teaching practicum are a complicated aspect that seemed to have hindered the success of teaching practicum. Problems related to opportunities to conduct pre-teaching observations, poor coordination and management regarding tasks and roles of each party, mainly practicum supervisors, classroom supervisors, and PSTs were noticeable. This condition also affected poor communication and management for the partnership between universities and schools. Even though data from the document analysis provided a clear description and details on tasks and roles of practicum participants, the practice did not happen to follow the rules. Another major finding was that teaching hours assigned to PSTs. There was no consensus for teaching hours from schools, even though PSTs were told to take only one class or one level for practicum. Some PSTs had to voluntarily teach few classes and mostly with different levels of students, which meant they had to teach far beyond their teaching hours set by the university. The overwhelming tasks given, including non-teaching tasks, were a nightmare for PSTs. This does not seem to be relevant in comparison with Gebhard (2009) who noted that teaching practicum involves systematic observation, supervision, and gaining familiarity with a particular teaching context where PSTs carry a full teaching load. The current study reveals far more unsystematic procedures of the teaching practicum course and its implementation. However, other studies investigated similar findings that communication and coordination lead to confusion on the part of PSTs. PSTs had to clarify the roles and responsibilities of schools and universities (Faridah, Bernard, & Arismunandar, 2017). In relation to school partners, one of the unpredicted findings exposed that the PSTs experienced unforeseen circumstances related to school facilities. Classrooms were also hot and had no fan or air

conditioners which hampered the atmosphere for the teaching-learning process. Moreover, necessary facilities for supporting teaching, such as projector and audio-video devices were not available in some school partners. Therefore, PSTs could not develop their skills in using mediating tools. This is similar to Riyanti (2017) findings that PSTs found schools with limited facilities. Therefore, with regard to challenges rooted in partnerships between universities and schools, PSTs voiced strong suggestions that preparation and selection of school partners should be carefully planned.

Supervision. The importance of supervision processes has been voiced in research related to teaching practicum. In this study, the progress of supervision facilitated by the role of practicum supervisors and classroom supervisors was not organized and conducted accordingly. The findings exposed improper guidance and supervision for several PSTs. Some of them found that their practicum and classroom supervisors were not providing enough feedback and support for their teaching practicum. This was in contrast to Wallace (1991) in defining supervisors who have substantial roles in monitoring, guiding and improving the quality of PST teaching skills. There was no regular or fixed schedule from the university for the consultation meeting for practicum supervisors and PSTs. For most practicum supervisors, meetings were set only if students needed to ask for guidance or feedback. In addition, the use of social media was also becoming more popular instead of face-to-face communication. However, PSTs might not have adequate consultation, which should be available for development of skills in mobile communication. On the other hand, supervision at schools was also a major problem in current practicum.

For practicum supervisors, guidelines described supervision session at schools as conducted at least three times, but in most cases, they only had one or two occurences of supervision sessions. Likewise, most classroom supervisors only visited the class twice, and they did not provide any model class as suggested in guidelines for teaching practicum. This was not in line with the document of teaching practicum guidelines. In the document, procedures in

teaching practicum were clear and followed a step-by-step process. The practicum started from the observation phase, guided teaching practice and then independent teaching. The first three phases lasted approximately two months (roughly 14 meetings or a half-semester). During these phases, classroom supervisors had very important roles in becoming teaching models, guiding and monitoring PSTs in taking turns to teach full-English classes. Therefore, findings from interviews provided support that supervisors in teacher education are rarely aware of their roles in supervising teaching practicum (Stones, 1984). Bailey (2009) also revealed that supervisors were not prepared to provide well-thought feedback and advice for supervisees.

The transition from EFL to ELF

Even though this research did not intently investigate the dynamic of English as a Lingua Franca (ELF) in Batam, there were still interesting findings reflected by participants in interviews. Most participants were not aware of the paradigm of ELF that has been happening in Indonesia as part of the international community, especially in the ASEAN context (Zein & Stroupe, 2017). The recent literature from Zein (2019) also suggested that the EFL status still remains prevalent in Indonesia. There has been no relevant information on how the current practice in both universities and schools tries to accommodate the use of English in the nationwide and regional context which brings a fundamental change toward English as Lingua Franca. Most participants including the practicum supervisors or teacher educators still think in the paradigm of English as a foreign language. This indicated a gap among teachers and researchers within the area of English teaching in Indonesia. Therefore, as teacher educators are not aware of the transformation, PSTs also have no idea about English in the pluricentric or lingua franca approach. This reflected the strong concept of English as a Foreign Language (EFL) as still strongly grounded in the English teaching context However, several practicum supervisors and classroom supervisors agreed that the use of English has intensified because Batam is located near Singapore and Malaysia. This has affected the development of socio-economics Batam as

well as the necessity of English as one of the languages to communicate with speakers of other languages. Despite low awareness of ELF among university teachers, school teachers and student teachers in Batam, there is general consensus that there is a need to enhance English language teaching in a globalized era.

Summary of the Discussion

The teaching practicum has been indicated to provide a positive influence towards development of prospective teachers. Each of the post-PSTs and ISTs experienced ranges of development which were unique to their particular circumstances faced during teaching practicum. The fact that PSTs had to teach in real classrooms has yielded invaluable lessons which cannot be offered solely through coursework at the university. Through the opportunity to meet new communities consisting of students, classroom teachers, principals and other school teachers, PSTs are broadened in their teaching journeys. Most PSTs developed skills in pedagogical content knowledge (PCK), lesson planning and material development, classroom management, assessment and social skills. This aspect represented the opportunity provided by practicum to establish a foundation towards being effective teachers. However, there is an indication that actual teaching practice in classrooms seems more constructive than practicum experience. The ISTs could improve teaching skills better than PSTs, which was reasonable due to many challenges faced in teaching practicum. In fact, PSTs might have to start everything from the beginning because teaching practicum was their first teaching experience. They started to grow, but their progress may be slower than that of ISTs. In developing pedagogical skills, PSTs encountered multifaceted challenges in teaching practicum. The categories of challenges or problems also tended to be dissimilar from one PST to another. The factors in PST teaching skills, classroom language, school partners, supervision, student behavior, and practicum procedures are among the core aspects that hinder PSTs' success in teaching practicum. Therefore, challenges were needed to be addressed by all parties in order to improve teaching

practicum quality and outcomes. The overall discussion provides a stimulating argument for future coordination of teaching practicum among PSTs, universities, and school partners in order to be planned and well organized. As suggested by Richards and Nunan (1990), careful and well-organized preparation in fostering language teachers should be of utmost importance.

Limitations

This study was carefully designed to increase the reliability and validity of results by means of triangulating data from multiple groups of participants and instruments. However, the researcher is aware of several constraints within the study. As the study focused on phenomenological events of teaching practicum of Pre-Service Teachers (PSTs), it would be ideal to have a longitudinal study carried out for investigating one group of participants throughout their pre-, during, and post-practicum periods. However, due to time constraints in data collection, researchers opted to seek an alternative; data was collected from multiple groups of Pre-service Teachers of English teacher education; pre-practicum PSTs, post-practicum PSTs, and a group of in-service teachers who were graduates of the program who had been teaching for several years. Therefore, the findings of pedagogical skills development were drawn from different groups rather than looking at one particular group of participants. In addition, as the research was conducted only in one setting at Unrika University in Batam Island with a slightly moderate number of participants, results may not be generalized to reflect the whole development of PST pedagogical skills in teaching practicum in different parts of Indonesia. The findings from Batam Island might to a certain degree vary from other parts of Indonesia due to geographical and sociocultural aspects of its unique settings. In this study, there have been attempts to contact several interviewees through mobile communication (WhatsApp) for confirming several questions. This was done in order to clarify understanding of participants. However, the process of clarifying and confirming the data could have been done for all interview transcriptions to ensure the accuracy of the data. This process may require additional time, but would be a worthwhile step for data verification.

Educational Implications

The results and discussions of the current study provide important insights in the field of teacher education, especially in Indonesia. The investigation of current practices in teaching practicum could impart multidimensional contributions for all stakeholders ranging from individual, institutional, and societal levels.

Individual Level

The current study provides educational implications for stakeholders in teacher education including pre- and post-practicum pre-service teachers (PSTs), in-service teachers (ISTs), practicum supervisors, and classroom supervisors. The pre-practicum PSTs in the teacher education could benefit from this study through suggestions, advice, and recommendations from previous participants in teaching practicum as well as practicum and classroom supervisors. The study suggests that pre-practicum PSTs should be more prepared in their capabilities in utilizing classroom language. PSTs need to learn how to present and give instructions in English, and be familiar with content in classrooms. They should be aware of the age gap between students at junior or senior high schools and the language that could help support the teaching-learning processes. Pre-practicum PSTs could find resources available in coursework or by asking lecturers or even from searching the internet to help them prepare. Then, pre-practicum PSTs could be better prepared contextually and mentally before participating in practicum. This study could also hold good implications as the pre-practicum could learn about the importance of reflecting on their teaching experiences. They could see their improvement along the way toward their completion of teaching practicum.

For the post-practicum PSTs and ISTs, they could reflect on their development in teaching practicum and address necessary aspects in order to do better in real teaching. All the challenges that they encountered should be invaluable experience whether they were satisfied or not with the practicum. As discussed, the PSTs and ISTs faced problems related to designing

lesson plans, managing student behavior, classroom language and building good relationships in school communities. They should be able to discuss with their lecturers or senior teachers for advice and feedback. The teacher development programs including PPG or teacher professional education, workshops, and other English communities or associations such as TEFLIN (Teachers of English as a Foreign Language in Indonesia) could be a platform to expand horizons and improve teaching expertise. Finally, experience in teaching practicum should not be exclusive for their development. One post-practicum participant also suggested that they could be given chances to share knowledge with upcoming practicum students. Both post-practicum PSTs and ISTs should be able to reflect and take one step further not only for their own development, but for sharing their knowledge and providing a scaffold for juniors. Even so, this can further help students to connect and may possibly be essential for them to be in a network that can give PSTs chances in their teaching careers.

This study also highlighted important points on how practicum supervisors could improve their contribution as teacher educators throughout teaching practicum. The findings showed that the roles of the practicum supervisor are to guide and provide feedback for the PST development as future teachers. However, the study indicated that practicum supervisors have to be more proactive and innovative in taking on their roles of guiding PSTs. They have to do their duty to observe classes and provide comprehensive feedback. Routine, face-to-face consultations one-on-one or with a few students have to be conducted throughout practicum rather than through unscheduled meetings or discussions via mobile communication. Meanwhile, classroom supervisors should highlight several important roles as mentor for PST development. This study served as a plea for classroom supervisors to understand how their roles are crucial in sharing practical knowledge and skills with future teachers. Practicum should not be a reason for classroom supervisors to hand over all their tasks as classroom teachers to new, inexperienced teachers. The study suggests that classroom supervisors have to conduct their tasks more professionally following teaching practicum guidelines. Classroom supervisors have to provide

pre-teaching observations for PSTs as teaching models before PSTs begin to take over teaching. Classroom supervisors have to facilitate and conduct regular pre- and post-teaching meeting during the whole one-semester teaching practicum. This then could help classroom supervisors to build strong and deeper connections with PSTs as mentors and mentees. After all, both practicum supervisors and classroom supervisors have to carefully review their roles based on teaching practicum guidelines and implement them accordingly. They also need to develop skills and knowledge on how to be a good teacher educator who can provide good mentoring to pre-service teachers. They could try to form a discussion forum among supervisors to share and seek creative and practical pedagogy to support student teachers.

Institutional Level: University and School Partners' Administrators

Based on findings, several basic issues have to be addressed by the university in preparing PSTs for their teaching practicum journey. Current curriculum and courses were not sufficient in equipping PSTs with necessary skills to enter the classroom. The major areas related to classroom management, lesson planning, curriculum, and classroom language are among the skills needed to be taught before teaching practicum. In addition, regulation support for a consultation schedule during teaching practicum was also lacking. The university should provide a regular schedule for practicum supervisors to conduct meeting with PSTs. This could help both practicum supervisors and PSTs keep up-to-date on progress of practicum in the field. On the other hand, school partners have to trust in PSTs as teachers and give them chances to conduct assessment of school students as part of teaching tasks. The school partners also need to set clear tasks and procedure for PSTs, as well as allocate teaching hour for each PST based on teaching practicum guidelines. They should not take for granted the availability of PSTs and ask them to do unrelated tasks at schools.

This study has revealed the importance of communication between the university and the school partner in developing a well-organized partnership. Both parties should take one-step

further to re-evaluate their partnerships and communication, which was seen to be inadequate for current practices. The university administrator as the first party to propose the partnerships for teaching practicum should re-examine and review current partnerships. Further decisions should be taken into consideration related to the requirement and selection of school partners to conduct practicum. Subsequently, management and procedures of the teaching practicum program should be clear to both sides, the university and school partners. For the school partners, aspects of the readiness and availability of all core components in supporting teaching and learning should be prepared well. These include the central figure of classroom supervisors as well as proper facilities and infrastructure for teaching and learning. After all, trust and mutual communication are central in ensuring the quality of teaching practicum.

Societal Level: Policymakers

The impact of regulations and guidelines from policymakers for teacher education in Indonesia is inevitable. This is also the case in terms of preparing prospective English teachers throughout teaching practicum. The current study found that teaching practicum as one of the core courses has been positively acknowledged based on guidelines from the Ministry of Research, Technology and Higher Education of the Republic of Indonesia. However, the extent of implementation and effectiveness of the program should be regularly monitored and evaluated. At the same time, curriculum developers for secondary schools should provide detailed and practical information regarding current curriculum for PSTs. The study highlighted the confusion of PSTs in designing lesson plans in line with the current Revised 2013 Curriculum. Therefore, the policymakers should maintain their presence and support related to latest updates in curriculum and observing implementation of teaching practicum in the field. Policymakers should first evaluate teaching practicum and observe preparation courses for teaching practicum. Then, they should regulate or add new courses which are more relevant for equipping students with necessary skills in teaching practicum, including classroom language and classroom management

skills. Additional support instead of PPG, which is only for graduates of the program, should be formulated. Regular seminars or workshops for curriculum updates and practical teaching methods for PSTs should be provided even before they enter teaching practicum. This should also be the case for teacher educators of practicum supervisors and classroom supervisors.

Recommendations

This present study has provided various recommendations for future researchers. This study took the alternative procedure to collect data from three different groups of participants (pre-, post-practicum PSTs, and ISTs). Therefore, a future longitudinal study which could afford researching one group of participants throughout their pre-, during, and post-practicum might be worth conducting. Due to time constraints, this study could only employ surveys, interviews, and documentation as the data collection method. However, there are still other instruments such as observations and reflective journals that the researcher suggests to be employed in order to enrich data collection. Pedagogical skills which are comprised of operational teaching skills could be observed through the PST action in their teaching. Meanwhile, reflective journals could further enhance data through deeper and more meaningful thoughts of participants.

In this study, the researcher looked at major aspects of pedagogical skills as one intertwined aspect which PSTs developed. However, each sub-category could also be further explored in order to provide deeper understanding and investigation to improve teacher education. The interesting findings related to major pedagogical skills such as classroom management and lesson planning could be explored specifically in relation to current findings. Furthermore, as the study was conducted in Batam Island which is located in a strategic location and more likely to be exposed to the use of English as a Lingua Franca (ELF), further research is suggested to investigate current perceptions and actions of PSTs toward the ELF paradigm. In addition, emergent interest among applied linguists regarding classroom language and use of L1 in supporting English language teaching in the ELF context would be valuable as further

investigation. An initiative to explore the practice of L1 to scaffold English teaching classrooms in Batam or other parts of Indonesia is encouraged.

There were other variables within the study which were not explored thoroughly including the aspects of age differences of PSTs and school students, school levels, types, principles, and locations in urban versus rural areas. The school context offers unique environments for PSTs' in their practicum that can generate completely different experiences in developing teaching skills. Therefore, these variables might be considered in future research to enhance the current study. It would be interesting for multiple research studies to take a look at teaching practicum in teacher education from different points of view.

Conclusion

This study on the pedagogical skills of PSTs in their teaching practicum aimed to fill the gap among limited studies in the field. Through utilizing mixed-methods research designed from multiple groups of teaching practicum, the research investigated the extent of pedagogical skills development and challenges in teaching practicum. Pre-analysis showed that improvement from pre- to post-practicum participants was not significant; the only significant improvement was indicated from the pre-practicum to ISTs. This finding provides initial reflections on current teaching practicum experiences in which PSTs encountered various problems and unique circumstances. The descriptive statistics, the mean scores and analyses of interviews revealed that there was gradual and consistent development of PST pedagogical skills throughout the teaching practicum. Most of the participants viewed teaching practicum as an important of their teacher education in preparing them to be teachers. Results and interpretations of the data also suggested that patterns of pedagogical skills development varied across sub-sections and items in surveys. This was further explained through the interview data. The overall discussion reflected that the participants (PSTs and ISTs) have experienced unique and distinctive growth and challenges in their practicum within a particular school. The development of their teaching skills mostly related to their classroom management skills, lesson planning skills, pedagogical content knowledge and

their capabilities in establishing good relationships with students, classroom supervisors and other school teachers. This study also provides insight to the opportunities for PSTs to develop themselves to be effective teachers through their teaching practicum. Furthermore, there were various challenges encountered by PSTs throughout their teaching practicum. These were comprised of student behavior, pre-service teacher classroom language, school facilities, procedures of practicum, and school partners as well as supervision from classroom supervisors and practicum supervisors. Proper management and coordination for the teaching practicum should be highlighted as a major problem in the current teaching practicum. Communication among participants of the practicum, universities and schools should be refined and enhanced. The teaching practicum is indeed complex despite its essential role in fostering effective teachers. However, through the present study, the researcher expected to offer relevant information and updates on the current development of teaching practicum. Finally, the findings of this study helped to provide pedagogical implications toward all stakeholders – PSTs, supervisors, university coordinators as well as policymakers in improving the implementation of teaching practicum, especially in Batam and Indonesia in general.

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Appendix A

Categories of Pedagogical Skills

Main Category*	Sub-category	No.	Element of teaching skills
A. Generic Teaching Skills	Preparation before the teaching (Richards, 1998; Richards & Lockhart, 1996)	1	selecting learning activities (Richards, 1998)
		2	preparing students for new learning (Richards, 1998)
		3	presenting learning activities (Richards, 1998)
		4	presenting new content/skills (Richards & Lockhart, 1996; Richards, 1998)
		5	presenting new language (Richards & Farrell, 20
		6	Presenting tasks (Richards, 1998; Richards & Farrell, 2011)
	Monitor learning (Richards & Lockhart, 1996; Richards & Farrell, 2005; Senior, 2006; Richards, 1998)	8	checking students' understanding (Richards, 1998; Richards & Farrell, 2011)
		9	reviewing, checking previous work (and re-teaching, if necessary) (Richards, 1998)
		10	giving feedback (Richards, 1998)
		11	judgment of proper balance between fluency and accuracy (Richards, 1998)
		12	awareness of learners' errors (Richards, 1998)
		13	appropriate treatments of errors (Richards, 1998)
		14	Feedback techniques (Richards & Farrell, 2011)
		15	establishing attention (Richards, 1998)
		16	pointing out the error and asking the students to self-correct (Richards & Lockhart, 1996)
		17	utilizing effective strategies to open a lesson (Richards & Farrell, 2005)
		18	using group activities in a lesson (Richards & Farrell, 2005)
		19	providing independent student practice (Richards & Lockhart, 1996)
		20	use analogies, metaphors, examples, demonstrations, explanations (Richards, 1998)
		21	creating meaningful statements (Senior, 2006)
B. Classroom Management	Course procedure (routines) (Wallace, 1991; Richards & Farrell, 2011; Darling-Hammond & Bransford, 2005)	22	checking attendance (Wallace, 1991)
		23	Maintaining order of the activities (Richards & Farrell, 2011)
		24	Lesson opening and closure (Richards & Farrell, 2011)
		25	modes of teaching, organizing, managing, and arranging (Richards, 1998)
		26	controlled practice (Richards, 1998)
	Space management (Darling-Hammond & Bransford, 2005)	27	Seating arrangements (Richards & Farrell, 2011)
		28	Physical setting: getting organized: seating, books, blackboard (Darling-Hammond &Bransford, 2005)
	Classroom interaction & community (Wallace, 1991; Richards & Farrell, 2011; Richards, 1998)	29	Student-to-student talk (Richards & Farrell, 2011)
		30	employ humanistic approach in dealing with student discipline (Afrianto, 2015)
		31	dividing up the class: choral/individuals/teams (Wallace, 1991)
		32	dividing up the class: pair & Group work (Wallace, 1991)
		33	Organization of pairs / groups (Richards & Farrell, 2011)
		34	organize learning groups (Richards, 1998)
		35	organizing group work (Wallace, 1991; Richards & Farrell, 2011))
		36	Organizing practice (Richards & Farrell, 2011)
		37	Pair and group activities (Richards & Farrell, 2011)
		38	Whole-class activities (Richards & Farrell, 2011
	Discipline (Rules) (Richards, 1998; Wallace, 1991; Crookes, 2003; Darling-Hammond & Bransford, 2005)	39	warning and giving advice (Richards, 1998)
		40	control and discipline (Wallace, 1991)
		41	the use of 'rules' and how they are presented (Wallace, 1991)
		42	Introducing classroom rules and routines (Crookes, 2003; Richards, 1998)
		43	clear expectation about learning, tasks (Crookes, 2003)
		44	tactical ignoring of some behavior (Crookes, 2003)
		45	reminding or restating classroom rules(Crookes, 2003)
		46	encouraging students wherever possible. (Crookes, 2003)
		47	developing and maintaining a climate of respect. (Crookes, 2003)
		48	developing behavior agreements with a student. (Crookes, 2003)
	Time management (Richards, 1998; Richards & Farrell, 2011; Darling-Hammond & Bransford, 2005)	49	allots time within a lesson (Richards, 1998)
		50	Time on task (Richards & Farrell, 2011)
		51	The links and transitions between activities (Richards & Farrell, 2011)
		52	Transitions between activities (Richards & Farrell, 2011)
C. Communication skills	Voice (Richards, 1998)	53	ability to establish/ maintain rapport (Richards, 1998)
		54	Voice: audibility, ability to project, modulation (Richards, 1998)
		55	voice: clarity, speed, diction (Richards, 1998)
	Language proficiency (Richards, 1998)	56	requesting, ordering, and giving rules (Richards, 1998)
		57	establishing attention (Richards, 1998)
		58	giving and refusing permission (Richards, 1998)
		59	giving reasons and explaining (Richards, 1998)
		60	giving instructions (Richards, 1998)
	Non-verbal language (Richards & Farrell, 2011)	61	Use of gestures and eye contact (Richards & Farrell, 2011)
		62	Use of instructional language (Richards & Farrell, 2011)
	Questioning skills (Richards, 1998; Wallace, 1991; Richards & Farrell, 2005)	63	questioning skills (Richards, 1998)
		64	redirecting questions (Wallace, 1991)
		65	using effective questioning techniques (Richards & Farrell, 2005)
		66	variation in questioning (Wallace, 1991)
	Communication activities (Richards, 1998; Richards & Lockhart, 1996)	67	eliciting dialogues and narrative (Richards, 1998)
		68	using dialogues (Richards, 1998)
		69	setting up communication activities (Richards, 1998)
		70	organization and facilitation of communicative interaction (Richards, 1998)
		71	Communicative functions in classroom interaction (Richards & Lockhart, 1996)

Categories of Pedagogical Skills

Main Category	Sub-category	No.	Element of teaching skills
D. Lesson Planning	Lesson Planning (Richards, 1998; Wallace, 1991; Senior, 2006; Richards & Farrell, 2011; Johnson, 1996)	72	introducing different stages of the lesson (Wallace, 1991)
		73	ending the lesson (Wallace, 1991)
		74	identifying potentially engaging topics, themes and issues (Senior, 2006)
		75	Number of questions the student teacher asks (Richards & Farrell, 2011)
		76	Setting homework (Wallace, 1991)
		77	The way the lesson opens, develops, and closes (Richards & Farrell, 2011)
		78	Explanations of lesson procedures (Richards & Farrell, 2011)
		79	adapting the textbook to match the class (Richards & Farrell, 2005)
		80	curriculum integration (Johnson, 1996)
		81	planning and managing (Richards & Farrell, 2005)
	Material Design (Richards & Farrell, 2005; Senior; 1996; Richards & Farrell, 2005)	82	using classroom aids and resources (e.g. video) (Richards & Farrell, 2005)
		83	Use of the textbook (Richards & Farrell, 2011)
		84	Use of visual aids (Wallace, 1991; Richards & Farrell, 2011)
		85	understanding curriculum and materials (Richards & Farrell, 2005)
		86	use of authentic materials (Senior, 1996)
	The use of technology (Richards & Farrell, 2011)	87	Use of technology (Richards & Farrell, 2011)
		88	use of audio-visual media
E. Assessment	Assessment (Darling-Hammod & Bransford, 2005; Richards & Lockhart, 1996; Richards, 1998; Griffith, 2008)	89	the use of feedback, portfolio, observation, rubrics and self-assessment (Darling-Hammond & Bransford, 2005)
		90	assessing student learning (Richards & Lockhart, 1996)
		91	Repeating & Asking students what they said (Richards & Lockhart, 1996; Richards, 1998)
		92	asking another students to correct the error [Error-correction by peer-assessment] (Richards & Lockhart, 1996)
		93	provides ongoing guidance on students' progress (Griffiths, 2008)
		94	guiding student practice (and checking for understanding) (Richards & Lockhart, 1996)
		95	reinforces students' answers (Richards, 1998)
F. Pedagogical content knowledge (Darling-Hammond & Bransford, 2005; Richards, 1998)	Instructional choices & Decision making (Johnson, 1999; Richards & Farrell, 2005; Darling-Hammond, 2005)	94	knowledge of how to teach diverse learners ((Richards & Farrell, 2005; Darling-Hammond & Bransford, 2005)
		95	to know how to initiate change in one's own classroom and monitor the effects of change (Richards, 1998)
		96	understanding of how to manage classroom activities (Darling-Hammond & Bransford, 2005)
		97	Explanations of vocabulary and grammar (Richards & Farrell, 2011)
		98	make instructional choices (Richards & Farrell, 2005)
		99	understanding the kinds of decision making that occur during lessons (Richards & Farrell, 2005)
		100	to learn how to plan and evaluate a language course (Richards & Farrell, 2005)
		101	understanding of how to manage classroom activities (Darling-Hammond & Bransford, 2005)
		102	adapting and tailoring to students' characteristics (Richards, 1998)
	Teacher-student relationship (Richards, 1998; Richards & Farrell, 2005; Griffith, 2008; Crookes, 2003; Senior; 2006)	103	reviewing our own theories and principles of language teaching (Richards & Farrell, 2005)
		104	know when to intervene (Shulman, 2000)
		105	understanding of learners (Richards & Farrell, 2005)
		106	helps students identify current strategies and learning style (Griffith, 2008)
		107	showing personal interest in the students (Crookes, 2003; Senior, 2006)
		108	asking for comments on the classes (Crookes, 2003)

*(*adapted from multiple literature in teacher education.)*

Appendix B

Permission Letter to Unrika University in Indonesia

31st January 2019

Ms. Dewi Yana, M.Pd.
The Head of the English Teacher Education Program
Universitas Kepulauan Riau (UNRIKA)
Batam – Indonesia

Subject: Asking for Consent to Conduct Research at UNRIKA

Dear Ms. Dewiyana

As a graduate student in the International Language Department (ILE): TESOL Master's Program at Soka University, I am conducting research as part of the requirements for my master's thesis. I am writing to seek your permission to conduct the proposed research entitled "Pedagogical Skills Development of Pre-Service Teachers in their Teaching Practicum" in your institution. Specifically, the study will investigate the extent to which the Pre-Service Teachers' (PSTs) pedagogical skills develop throughout their teaching practicum. My institution has approved my research plan through our internal institutional research ethics review system.

As my research focuses on teacher education of the Pre-Service Teachers, I would like to invite multiple groups of participants in your institution. Pre-service teachers who are currently at the sixth (6th) (Pre-Practicum) and eight (8th) (Post-Practicum) semester of English Teacher Education Program and several university lecturers who serve as supervisors of teaching practicum will be invited to participate in this research. I would also like to ask your permission to gain access for the contact of several school teachers (supervising teachers) and graduates of the program (in-service teachers) who have been teaching in schools as part of participants in this study. Aside from the participants, I would also appreciate your permission if I could gain access to your course's syllabus and or sample of students' report of teaching practicum for the analysis of the study.

Based on the methodology, participants will be requested to schedule survey and interviews during their most convenient time between February to March 2019. The procedures and purposes of my research will be explained and informed consent will be obtained prior to the participation. Taking part in this study will be completely voluntary, and participants will be welcome to discontinue their participation at any time. If you have any questions or concerns about my research proposal, please feel free to contact me by email at e17m3252@soka-u.jp.

Your approval to conduct this research will be greatly appreciated. Thank you for considering my request, and I look forward to hearing from you in the near future.

Sincerely,

Hidayat Polim
Soka University
e17m3252@soka-u.jp
+81-050-6872-4588
1-236, Tangi-machi, Hachioji, Tokyo, Japan, 192-8577

Appendix C

Permission Letter from Unrika University

UNIVERSITAS RIAU KEPULAUAN (UNRIKA)
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)
1. Pendidikan Biologi (S-1) : Akreditasi "B" BAN-PT No. 1122/SK/BAN-PT/Akred/S/X/2015
2. Pendidikan Matematika (S-1) : Akreditasi "B" BAN-PT No. 972/SK/BAN-PT/Akred/S/IX/2015
3. Pendidikan Bahasa Inggris (S-1) : Akreditasi "B" BAN-PT No. 0163/SK/BAN-PT/Akred/S/IV/2016
4. Pendidikan Sejarah (S-1) : Akreditasi "B" BAN-PT No. 972/SK/BAN-PT/Akred/S/IX/2015
5. Bimbingan Konseling (S-1) : Akreditasi "C" BAN-PT No. 118/SK/BAN-PT/Akred/S/III/2015
Jl. Batu Aji Baru No. 99 Kec. Batu Aji - Kota Batam Kepri, Indonesia
Telp. (0778) 394 388 Fax : (0778) 391 868, website: fkip.unrika.ac.id

1st February 2019

Hidayat Polim
Soka University
e17m3252@soka-u.jp
1-236, Tangi-machi, Hachioji, Tokyo,
Japan, 192-8577

RE: Letter of Consent to Conduct Research Entitled "A Study of Pre-Service Teachers' Pedagogical Skills Development through their Teaching Practicum in Indonesia"

Dear Mr. Hidayat Polim

We refer to your letter dated 31 January 2019 about the matter above,
I have read the information regarding this research study on the Pre-Service Teachers' Pedagogical Skills, and consent to be involved in this study.We are pleased to inform that you are welcome to conduct the research at Universitas Riau Kepulauan (UNRIKA).

The arrangement for the survey and interview can be further discussed during your visit to the university in February 2019.

If you have any questions, feel free to contact myself.

Sincerely,

Dewi Yana, M.Pd.
The Head of the English Teacher Education Program
Universitas Kepulauan Riau (UNRIKA)
Batam – Indonesia
Telp: +6281372561878
Email: alifdewi1982@gmail.com

Appendix D

Informed Consent for Research Participation

Pre-Service Teachers

(Pilot Study of Questionnaire)

Title of the research: Pedagogical Skills Development of Pre-Service Teachers in their Teaching Practicum
Principal Investigator: Hidayat Polim
Co-Investigator: Richmond Stroupe

1. Objectives of the study:

This study aims to explore the development of pedagogical skills of the Pre-Service Teachers (PSTs) in their teaching practicum in the teacher education in Indonesia. In order to meet the objectives, the study seeks to explore data from three different groups of participants (pre- and post-practicum of pre-service teachers and in-service teachers) in their development of pedagogical skills. In addition, the study also aims to identify challenges that encountered by the Pre-Service Teachers in developing pedagogical skills through their teaching practicum.

2. Releasing study results:

Results of the pilot study will be included in the research component of the Master's thesis as a part of university's graduation requirement and potentially be published in the academic journals and presented at international conferences.

3. Data collection method:

The pilot study will be conducted at a mutually convenient time and location. There will be a space for the respondents to add their own opinion regarding the questions. This survey will take approximately 20 minutes to be completed. Several aspects will be noted related to: the understanding of the instructions; items in the questionnaire; any ambiguity, grammatical and or technical mistakes; formatting and sequence of the questions; and length of the questionnaire completion time.

4. Selection of participants:

A sample of approximately five pre-service teachers of the English Teacher Education Program will be selected to participate. These participants can be of any gender, age, educational background, and teaching experience.

5. Anticipated risks:

There are no potential risks of physical or mental impact nor pain for the participants in this study.

6. Benefits of the research to the participants:

- Opportunities for current students to reflect on and to contribute to the evaluation and improvement of the teaching practicum program.
- Opportunities to provide detailed expectation for the teaching practicum program.
- Development of a framework to identify and respond to the needs of English teacher education, particularly in Indonesia.

7. Protecting personal information:

- All information collected in this study will be kept strictly confidential and anonymous.
- Data collected through this study will only be accessed by the principal investigator, Hidayat Polim.
- Data will be anonymized in an un-linkable manner prior to any analysis.
- All the data will be stored on a password-protected computer and in a secure location in a locked office at Soka University.
- All data files will be deleted or destroyed on or prior to December 30, 2020.

8. Participation in the research:

- Participation in this study is voluntary.
- You will not be disadvantaged by choosing not to participate in the study. The decision to or not to participate in this study will not affect your course grade.
- You will be able to withdraw from the research anytime without being disadvantaged.
- You will receive a copy of this informed consent form.

9. Contact information

Hidayat Polim, email: e17m3252@soka-u.jp
Richmond Stroupe, email: richmond@soka.ac.jp
Soka University,
1-236 Tangi-machi, Hachioji, Tokyo, Japan, 192-8577
Tel. +81-042-698-1995

I have read the explanation written by the investigators. I sufficiently understood about the objectives of the study, research design, procedures and methods of protecting personal information. By signing below, I agree to participate in this research.

*Required

Do you wish to continue with this study? *

○ Yes Skip to question 1.

○ No Skip to “End of the Study.”

Appendix E

Questionnaire

Description: This survey is conducted by a Master student of Soka University to investigate the extent of pedagogical skills' development of the pre-service teachers and in-service teachers throughout their teaching practicum. This survey will take about 20 minutes. Your answers to the questions are much appreciated and will be kept confidential and anonymous. There is no 'right' or 'wrong' answers. Please give your answers sincerely based on your personal opinion.

SECTION 1: PEDAGOGICAL SKILLS IN TEACHING PRACTICUM (PPL)

Please indicate to what level you feel confident on the pedagogical skills [prior to/after] your teaching practicum experience by giving a tick (√) to one of the options!

No.	PEDAGOGICAL SKILLS	Not confident	Slightly confident	Moderately confident	Very confident
	A. Subject Knowledge				
1.	I am knowledgeable of the teaching subject or content.				
2.	I am able to understand the national curriculum of English language teaching in Indonesia.				
	B. Subject Application and Lesson Planning				
3.	I am able to set clear objectives for the lesson.				
4.	I am able to plan the lessons in line with the national curriculum.				
5.	I am able to present a new aspect of language.				
6.	I am able to present new content.				
7.	I am able to communicate my ideas clearly to the students.				
8.	I am able to allocate designated time for the activities in a lesson.				
9.	I am able to ask questions about the subject in the target language.				
10.	I am able to provide clear instructions.				
11.	I am able to identify potentially interesting topics.				
12.	I am able to cover the learning for four skills (Listening, Speaking, Reading, Writing).				
13.	I am able to adapt to the students' characteristics.				
14.	I am able to assign homework appropriately to students.				
	C. Teaching Materials and Using Resources				
15.	I am able to create appropriate materials.				
16.	I am able to use visual aids other than boards and presentation slides.				
17.	I am able to design authentic materials.				
18.	I am able to adapt textbooks or other reference books.				
19.	I am able to use technology (ICT) to assist learning (e.g. presentation slides).				

No.	PEDAGOGICAL SKILLS	Not confident	Slightly confident	Moderately confident	Very confident
	D. Classroom Management				
20.	I am able to start the lesson on-time.				
21.	I am able to organize pair work properly.				
22.	I am able to organize cooperative group work properly.				
23.	I am able to generate students' interest and enthusiasm during the lesson.				
24.	I am able to give appropriate and genuine praise.				
25.	I am able to provide equal opportunities for learners during the class activities.				
26.	I am able to control the class for the whole lesson.				
27.	I am able to end the lesson on-time.				
28.	I am able to encourage my students to use critical thinking skills.				
29.	I am able to encourage students' participation.				
30.	I am able to give timely feedback to students about their learning.				
31.	I am able to maintain the sequence of the activities.				
32.	I am able to organize the seating arrangement.				
33.	I am able to deal with different class sizes.				
34.	I am able to introduce classroom rules.				
	E. Assessment and Recording of Students' Progress				
35.	I am able to mark students' work properly.				
36.	I am able to evaluate students' progress.				
37.	I am able to identify individual learning differences.				
38.	I am able to help students to learn.				
39.	I am able to check students' understanding.				
40.	I am able to provide ongoing guidance on students' progress.				
41.	I am able to use a variety of assessment strategies.				
	F. Relationships with Students and Colleagues in teaching				
42.	I am able to get along well with the students.				
43.	I am able to listen to students' responses in the class.				
44.	I am able to get along well with the supervising teacher (Guru Pamong).				
45.	I am able to get along well with colleagues or partners in teaching.				

SECTION 2: SEMI-STRUCTURED QUESTIONNAIRE

Please kindly choose the relevant option and response briefly to the following questions!

1) a. How often did you seek guidance or discuss the practicum with your Advisor (*Dosen Pembimbing*) at the university?

Never once per week Other: _____

b. Did you have the opportunity to observe the classroom prior to teaching practicum?

Yes, number of observation: _____times No

c. How often did the Supervising Teacher (*Guru Pamong*) observe your teaching practicum class?

Never Every single class Other: _____

d. Did you discuss the lesson plan with the Supervising Teacher (*Guru Pamong*) before the class?

Yes No

Comment: .....

e. Did you receive guidance and feedback under the supervising teacher *(Guru Pamong)* after the teaching?

Yes

No

Comment: .....

f. What are challenges that you found in developing pedagogical skills in the Teaching Practicum? Tick one or more relevant items and describe them briefly!

- ☐ Language proficiency
- ☐ Teaching hours
- ☐ School facilities
- ☐ Class size
- ☐ Supervision from the advisor (Dosen Pembimbing PPL)/supervising teacher (Guru Pamong)
- ☐ Others: _____

Please specify briefly:

.....

2) Which skills do you wish to develop more in the teaching practicum?

- ☐ Classroom management
- ☐ Pedagogical content knowledge
- ☐ Lesson Planning
- ☐ Others: _____

Please specify briefly:

.....

3) Which skills do you feel most confident about?

- ☐ Classroom management
- ☐ Pedagogical content knowledge
- ☐ Lesson Planning
- ☐ Others: _____

Please specify briefly:

.....

4) How effective is/was the teaching practicum for the development pedagogical skills towards your teaching career? Why do you think so?
 Not effective Slightly effective Moderately effective Highly effective

Please specify briefly:

.....

5) Please briefly describe any aspects that you feel should have been included in the program, to better prepare you to be an effective teacher!
Please specify briefly:
.....
.....

SECTION 3: DEMOGRAPHIC INFORMATION

Please tick (√) and fill the blank with the appropriate information!

1. Name : _____
2. Gender: [ ] Female [ ] Male
3. Age: [ ] 20-25 [ ] 26-30 [ ] 31-35 [ ] 36-40 [ ] > 40
4. TOEFL ITP score:
   [ ] N/A [ ] < 459 [ ] 460-542 [ ] 543-626 [ ] >627
5. Years of teaching experience:

[ ] n/a
[ ] Less than a year, _____ months
[ ] 1-2 years
[ ] 3-5 years
[ ] more than 5 years, _____ Years

SECTION 4: INTERVIEW (VOLUNTARY)

- Are you willing to participate in a follow up interview?
  - Yes, Please provide an email address or contact number where you can be contacted:

Mobile or Email:

 No

.

~End of Survey~

Thank you very much for your participation in this survey.
Good luck for your future teaching journey!

Note: The questionnaire was delivered online through Google Forms.

Appendix F

Semi-Structure Interview Questions for Pre-Service Teachers (Pre-Practicum)

1) Are you enrolled in any course related to preparation of the teaching practicum? What are they? (Bonavidi, 2013)
2) What aspect of teaching skills do you expect to develop through the teaching practicum? (Bonavidi, 2013)
3) Will the teaching practicum help you to develop your classroom management skills? In what ways? (Sulistiyo, 2015; Adnyani, 2015)
4) Will the teaching practicum help you to develop lesson planning skills? How? (Sulistiyo, 2015; Adnyani, 2015)
5) What is your definition of an effective teacher? (Sulistiyo, 2015)
6) Do you think the teaching practicum will help you to be an effective teacher? Why so? (Sulistiyo, 2015)

Appendix G

Semi-Structure Interview Questions for Pre-Service Teachers (Post-Practicum)

1) Were you enrolled in any course that supported your teaching practicum? How did the course support your practicum? (Bonavidi, 2013)
2) What did you expect to learn in the teaching practicum? (Afrianto, 2015)
3) Do you think your teaching skills have improved throughout the teaching practicum? In what ways? (Sulistiyo, 2015)
4) Did the teaching practicum help you develop your classroom management skills? In what ways? (Sulistiyo, 2015; Adnyani, 2015)
5) Did the teaching practicum help you develop lesson planning skills? How? (Sulistiyo, 2015; Adnyani, 2015)
6) What were some challenges that you faced during the teaching practicum? (Kuswandono, 2017)
7) What is your definition of effective teacher? (Sulistiyo, 2015)
8) Was the teaching practicum experience helpful for you to be an effective teacher? Why so? (Sulistiyo, 2015)
9) Do you have any suggestions for the improvement of the teaching practicum? Please kindly share! (Sulistiyo, 2015)

Appendix H

Semi-Structure Interview Questions for In-service Teachers

1) Did your experience in teaching practicum meet your expectation? What did you wish to learn in the teaching practicum that you could not accomplish yet? (Bonavidi, 2015)
2) Did the teaching practicum help you develop your classroom management skills? In what ways? (Sulistiyo, 2015; Adnyani, 2015)
3) Did the teaching practicum help you develop lesson planning skills? How? (Sulistiyo, 2015; Adnyani, 2015)
4) What were challenges that you faced during the teaching practicum? (Kuswandono, 2017)
5) What is your definition of an effective teacher? (Sulistiyo, 2015)
6) Did the teaching practicum help you to be an effective teacher? Why so? (Sulistiyo, 2015)
7) Were there any particular experiences during the teaching practicum that you found most useful in your current teaching? (Kuswandono, 2013)
8) Are there any recommendations for the improvement of teaching practicum program? Please kindly share! (Sulistiyo, 2015)

Appendix I

Interview Questions for Practicum Supervisor (University Lecturer)

[Introductory questions]

1) What are your main responsibilities as a supervisor in the teaching practicum? (Afrianto, 2015)

[on PSTs development in teaching practicum]

2) What are the tasks that Pre-Service Teachers (PSTs) need to complete in their teaching practicum? (Bonavidi, 2013)
3) Do you think the PSTs have improved their teaching skills throughout the teaching practicum? Why? (Sulistiyo, 2015)
4) What are some challenges or factors for the Pre-Service Teachers in developing their teaching skills in the teaching practicum? (Sulistiyo, 2015)
5) **In what ways does the coursework help to prepare PSTs for the practicum?** (Bonavidi, 2013)
6) How do you evaluate the Pre-Service Teachers? What criteria are used? (Kuswandono, 2013)

[Suggestion & additional comments]

7) Do you have any suggestion for the PSTs in preparation to teaching practicum program?
8) Is there any area that you feel need to be improved in teacher education programs in your institution!

Appendix J

Interview Questions for Supervising Teacher

[Introductory questions]

1) What are your main roles as a Supervising Teacher? (Afrianto, 2015)

[on PSTs development in teaching practicum]

2) What are the tasks that Pre-Service Teachers (PSTs) need to complete and perform in the teaching practicum? (Bonavidi, 2013)
3) Did you provide any feedback and or evaluate the PSTs' teaching? In what form? (Adnyani, 2015)
4) Do you think the Pre-Service Teachers have improved their teaching skills throughout the teaching practicum? Why? (Sulistiyo, 2015)
5) What are some challenges or factors that affected the development of PSTs' teaching skills in the practicum? (Sulistiyo, 2015)

[Suggestion & additional comments]

6) Do you have any suggestions for the PSTs in preparation for their teaching practicum in your institution? (Sulistiyo, 2015)

Appendix K

Informed Consent for Research Participation of Pre-Service Teachers (Pre-Practicum)

(Questionnaire)

Title of the research: Pedagogical Skills Development of Pre-Service Teachers in their Teaching Practicum
Principal Investigator: Hidayat Polim
Co-Investigator: Richmond Stroupe

1. Objectives of the study:

This study aims to explore the development of pedagogical skills of the Pre-Service Teachers (PSTs) in their teaching practicum in the teacher education in Indonesia. In order to meet the objectives, the study seeks to explore data from three different groups of participants (pre- and post-practicum of pre-service teachers and in-service teachers) in their development of pedagogical skills. In addition, the study also aims to identify challenges that encountered by the Pre-Service Teachers in developing pedagogical skills through their teaching practicum.

2. Releasing study results:

Results of the questionnaires will be included in the research component of the Master's thesis as a part of university's graduation requirement and potentially be published in the academic journals and presented at international conferences.

3. Data collection method:

Questionnaire will be distributed at mutually confirmed time and location. This questionnaire ranges from closed-ended to open-ended questions will be administered to participants of the research. There will be a space for the respondents to add their own opinion regarding the open-ended questions. This survey will take approximately 20 minutes to be completed. The data will be descriptively analyzed using coding and descriptive statistics.

4. Selection of participants:

A self-selected sample of pre-practicum student teachers who are currently studying in the English Teacher Education Program in Indonesia. These participants can be of any gender, age, educational background, and teaching experience.

5. Anticipated risks:

There are no potential risks of physical or mental impact nor pain for the participants in this study. The questionnaire does not request any sensitive, personal information.

6. Benefits of the research to the participants:

- Opportunities for current students to reflect on and to contribute to the evaluation and improvement of the teaching practicum program.
- Opportunities to provide detailed expectation for the teaching practicum program.
- Development of a framework to identify and respond to the needs of English teacher education, particularly in Indonesia.

7. Protecting personal information:

- All information collected in this study will be kept strictly confidential and anonymous.
- Data collected through this study will only be accessed by the principal investigator, Hidayat Polim.
- Data will be anonymized in an unlinkable manner prior to any analysis.
- All the data will be stored on a password-protected computer and in a secure location in a locked office at Soka University.
- All data files will be deleted or destroyed on or prior to December 30, 2020.

8. Participation in the research:

- Participation in this study is voluntary.
- You will not be disadvantaged by choosing not to participate in the study. The decision to or not to participate in this study will not affect your course grade.
- You will be able to withdraw from the research anytime without being disadvantaged.
- You will receive a copy of this informed consent form.

9. Contact information

Hidayat Polim, email: e17m3252@soka-u.jp
Richmond Stroupe, email: richmond@soka.ac.jp
Soka University,
1-236 Tangi-machi, Hachioji, Tokyo, Japan, 192-8577
Tel. +81-042-698-1995

I have read the explanation written by the investigators. I sufficiently understood about the objectives of the study, research design, procedures and methods of protecting personal information. By signing below, I agree to participate in this research.

*Required

Do you wish to continue with this study? *

Mark only one.

○ Yes Skip to question 1.

○ No Skip to “End of the Study.”

Appendix L

Informed Consent for Research Participation of Pre-Service Teachers (Post-Practicum)

(Questionnaire)

Title of the research: Pedagogical Skills Development of Pre-Service Teachers in their Teaching Practicum
Principal Investigator: Hidayat Polim
Co-Investigator: Richmond Stroupe

1. Objectives of the study:

This study aims to explore the development of pedagogical skills of the Pre-Service Teachers (PSTs) in their teaching practicum in the teacher education in Indonesia. In order to meet the objectives, the study seeks to explore data from three different groups of participants (pre- and post-practicum of pre-service teachers and in-service teachers) in their development of pedagogical skills. In addition, the study also aims to identify challenges that encountered by the Pre-Service Teachers in developing pedagogical skills through their teaching practicum.

2. Releasing study results:

Results of the questionnaires will be included in the research component of the Master's thesis as a part of university's graduation requirement and potentially be published in the academic journals and presented at international conferences.

3. Data collection method:

Questionnaire will be distributed at mutually confirmed time and location. This questionnaire ranges from closed-ended to open-ended questions will be administered to participants of the research. There will be a space for the respondents to add their own opinion regarding the open-ended questions. This survey will take approximately 20 minutes to be completed. The data will be descriptively analyzed using coding and descriptive statistics.

4. Selection of participants:

A self-selected sample of post-practicum student teachers who are currently studying in the English Teacher Education Program in Indonesia. These participants can be of any gender, age, educational background, and teaching experience.

5. Anticipated risks:

There are no potential risks of physical or mental impact nor pain for the participants in this study. The questionnaire does not request any sensitive, personal information.

6. Benefits of the research to the participants:

- Opportunities for current students to reflect on and to contribute to the evaluation and improvement of the teaching practicum program.
- Opportunities to provide detailed expectation for the teaching practicum program.
- Development of a framework to identify and respond to the needs of English teacher education, particularly in Indonesia.

7. Protecting personal information:

- All information collected in this study will be kept strictly confidential and anonymous.
- Data collected through this study will only be accessed by the principal investigator, Hidayat Polim.
- Data will be anonymized in an unlinkable manner prior to any analysis.
- All the data will be stored on a password-protected computer and in a secure location in a locked office at Soka University.
- All data files will be deleted or destroyed on or prior to December 30, 2020.

8. Participation in the research:

- Participation in this study is voluntary.
- You will not be disadvantaged by choosing not to participate in the study. The decision to or not to participate in this study will not affect your course grade.
- You will be able to withdraw from the research anytime without being disadvantaged.
- You will receive a copy of this informed consent form.

9. Contact information

Hidayat Polim, email: e17m3252@soka-u.jp
Richmond Stroupe, email: richmond@soka.ac.jp
Soka University,
1-236 Tangi-machi, Hachioji, Tokyo, JAPAN, 192-8577
Tel. +81-042-698-1995

I have read the explanation written by the investigators. I sufficiently understood about the objectives of the study, research design, procedures and methods of protecting personal information. By signing below, I agree to participate in this research.

*Required

Do you wish to continue with this study? *

Mark only one.

○ Yes Skip to question 1.

○ No Skip to “End of the Study.”

Appendix M

Informed Consent for Research Participation for In-Service Teachers

(Questionnaire)

Title of the research: Pedagogical Skills Development of Pre-Service Teachers in their Teaching Practicum

Principal Investigator: Hidayat Polim
Co-Investigator: Richmond Stroupe

1. Objectives of the study:

This study aims to explore the development of pedagogical skills of the Pre-Service Teachers (PSTs) in their teaching practicum in the teacher education in Indonesia. In order to meet the objectives, the study seeks to explore data from three different groups of participants (pre- and post-practicum of pre-service teachers and in-service teachers) in their development of pedagogical skills. In addition, the study also aims to identify challenges that encountered by the Pre-Service Teachers in developing pedagogical skills through their teaching practicum.

2. Releasing study results:

Results of the questionnaires will be included in the research component of the Master's thesis as a part of university's graduation requirement and potentially be published in the academic journals and presented at international conferences.

3. Data collection method:

Questionnaire will be distributed at mutually confirmed time and location. This questionnaire ranges from closed-ended to open-ended questions will be administered to participants of the research. There will be a space for the respondents to add their own opinion regarding the open-ended questions. This survey will take approximately 20 minutes to be completed. The data will be descriptively analyzed using coding and descriptive statistics.

4. Selection of participants:

A self-selected sample of in-service teachers who were used to study in the English Teacher Education Program in Indonesia. These participants can be of any gender, age, educational background, and teaching experience.

5. Anticipated risks:

There are no potential risks of physical or mental impact nor pain for the participants in this study. The questionnaire does not request any sensitive, personal information.

6. Benefits of the research to the participants:

- Opportunities for graduates of the program to reflect on and to contribute to the evaluation and improvement of the teaching practicum program.
- Opportunities to provide detailed expectation for the teaching practicum program.

- Development of a framework to identify and respond to the needs of English teacher education, particularly in Indonesia.

7. Protecting personal information:

- All information collected in this study will be kept strictly confidential and anonymous.
- Data collected through this study will only be accessed by the principal investigator, Hidayat Polim.
- Data will be anonymized in an unlinkable manner prior to any analysis.
- All the data will be stored on a password-protected computer and in a secure location in a locked office at Soka University.
- All data files will be deleted or destroyed on or prior to December 30, 2020.

8. Participation in the research:

- Participation in this study is voluntary.
- You will not be disadvantaged by choosing not to participate in the study. The decision to or not to participate in this study will not affect your course grade.
- You will be able to withdraw from the research anytime without being disadvantaged.
- You will receive a copy of this informed consent form.

9. Contact information

Hidayat Polim, email: e17m3252@soka-u.jp
Richmond Stroupe, email: richmond@soka.ac.jp
Soka University,
1-236 Tangi-machi, Hachioji, Tokyo, Japan, 192-8577
Tel. +81-042-698-1995

I have read the explanation written by the investigators. I sufficiently understood about the objectives of the study, research design, procedures and methods of protecting personal information. By signing below, I agree to participate in this research.

*Required

Do you wish to continue with this study? *

Mark only one.

○ Yes Skip to question 1.

○ No Skip to “End of the Study.”

Appendix N

Informed Consent for Research Participation for Pre-Service Teachers (Pre-Practicum)

(Interview)

Title of the research: Pedagogical Skills Development of Pre-Service Teachers in their Teaching Practicum
Principal Investigator: Hidayat Polim
Co-Investigator: Richmond Stroupe

1. Objectives of the study:

This study aims to explore the development of pedagogical skills of the Pre-Service Teachers (PSTs) in their teaching practicum in the teacher education in Indonesia. In order to meet the objectives, the study seeks to explore data from three different groups of participants (pre- and post-practicum of pre-service teachers and in-service teachers) in their development of pedagogical skills. In addition, the study also aims to identify challenges that encountered by the Pre-Service Teachers in developing pedagogical skills through their teaching practicum.

2. Releasing study results:

Results of the interviews will be included in the research component of the Master's thesis as a part of university's graduation requirement and potentially be published in the academic journals and presented at international conferences.

3. Data collection method:

Semi-structured interviews will be conducted individually or in small group at the mutually confirmed time and location. The interview will include open-ended questions and will take approximately 20 minutes. Additional time may be needed depending upon the length of participant responses. The interviews will be audio-recorded and transcribed.

4. Selection of participants:

A self-selected sample of pre-practicum student teachers who are currently studying in the English Teacher Education Program in Indonesia. These participants can be of any gender, age, educational background, and teaching experience.

5. Anticipated risks:

There are no potential risks of physical or mental impact nor pain for the participants in this study. The interview does not request any sensitive, personal information.

6. Benefits of the research to the participants:

- Opportunities for current students to reflect on and to contribute to the evaluation and improvement of the teaching practicum program.
- Opportunities to provide detailed expectation for the teaching practicum program.
- Development of a framework to identify and respond to the needs of English teacher education, particularly in Indonesia.

7. Protecting personal information:

- All information collected in this study will be kept strictly confidential and anonymous.
- Data collected through this study will only be accessed by the principal investigator, Hidayat Polim.
- Data will be anonymized in an unlinkable manner prior to any analysis.
- All the data will be stored on a password-protected computer and in a secure location in a locked office at Soka University.
- All data files will be deleted or destroyed on or prior to December 30, 2020.

8. Participation in the research:

- Participation in this study is voluntary.
- You will not be disadvantaged by choosing not to participate in the study. The decision to or not to participate in this study will not affect your course grade.
- You will be able to withdraw from the research anytime without being disadvantaged.
- You will receive a copy of this informed consent form.

9. Contact information

Hidayat Polim, email: e17m3252@soka-u.jp
Richmond Stroupe, email: richmond@soka.ac.jp
Soka University,
1-236 Tangi-machi, Hachioji, Tokyo, JAPAN, 192-8577
Tel. +81-042-698-1995

I have read the explanation written by the investigators. I sufficiently understood about the objectives of the study, research design, procedures and methods of protecting personal information. By signing below, I agree to participate in this research.

Participant Signature: **Date:**

_____ _____

Investigator Signature: **Date:**

_____ _____

Appendix O

Informed Consent for Research Participation for Pre-Service Teachers (Post-Practicum)

(Interview)

Title of the research: Pedagogical Skills Development of Pre-Service Teachers in their Teaching Practicum

Principal Investigator: Hidayat Polim
Co-Investigator: Richmond Stroupe

1. Objectives of the study:

This study aims to explore the development of pedagogical skills of the Pre-Service Teachers (PSTs) in their teaching practicum in the teacher education in Indonesia. In order to meet the objectives, the study seeks to explore data from three different groups of participants (pre- and post-practicum of pre-service teachers and in-service teachers) in their development of pedagogical skills. In addition, the study also aims to identify challenges that encountered by the Pre-Service Teachers in developing pedagogical skills through their teaching practicum.

2. Releasing study results:

Results of the interviews will be included in the research component of the Master's thesis as a part of university's graduation requirement and potentially be published in the academic journals and presented at international conferences.

3. Data collection method:

Semi-structured interviews will be conducted individually or in small group at the mutually confirmed time and location. The interview will include open-ended questions and will take approximately 20 minutes. Additional time may be needed depending upon the length of participant responses. The interviews will be audio-recorded and transcribed.

4. Selection of participants:

A self-selected sample of post-practicum student teachers who are currently studying in the English Teacher Education Program in Indonesia. These participants can be of any gender, age, educational background, and teaching experience.

5. Anticipated risks:

There are no potential risks of physical or mental impact nor pain for the participants in this study. The interview does not request any sensitive, personal information.

6. Benefits of the research to the participants:

- Opportunities for current students to reflect on and to contribute to the evaluation and improvement of the teaching practicum program.
- Opportunities to provide detailed expectation for the teaching practicum program.

- Development of a framework to identify and respond to the needs of English teacher education, particularly in Indonesia.

7. Protecting personal information:

- All information collected in this study will be kept strictly confidential and anonymous.
- Data collected through this study will only be accessed by the principal investigator, Hidayat Polim.
- Data will be anonymized in an unlinkable manner prior to any analysis.
- All the data will be stored on a password-protected computer and in a secure location in a locked office at Soka University.
- All data files will be deleted or destroyed on or prior to December 30, 2020.

8. Participation in the research:

- Participation in this study is voluntary.
- You will not be disadvantaged by choosing not to participate in the study. The decision to or not to participate in this study will not affect your course grade.
- You will be able to withdraw from the research anytime without being disadvantaged.
- You will receive a copy of this informed consent form.

9. Contact information

Hidayat Polim, email: e17m3252@soka-u.jp
Richmond Stroupe, email: richmond@soka.ac.jp
Soka University,
1-236 Tangi-machi, Hachioji, Tokyo, JAPAN, 192-8577
Tel. +81-042-698-1995

I have read the explanation written by the investigators. I sufficiently understood about the objectives of the study, research design, procedures and methods of protecting personal information. By signing below, I agree to participate in this research.

Participant Signature: **Date:**

_____ **_____**

Investigator Signature: **Date:**

_____ _____

Appendix P

Informed Consent for Research Participation for In-Service Teachers

(Interview)

Title of the research: Pedagogical Skills Development of Pre-Service Teachers in their Teaching Practicum
Principal Investigator: Hidayat Polim
Co-Investigator: Richmond Stroupe

1. Objectives of the study:

This study aims to explore the development of pedagogical skills of the Pre-Service Teachers (PSTs) in their teaching practicum in the teacher education in Indonesia. In order to meet the objectives, the study seeks to explore data from three different groups of participants (pre- and post-practicum of pre-service teachers and in-service teachers) in their development of pedagogical skills. In addition, the study also aims to identify challenges that encountered by the Pre-Service Teachers in developing pedagogical skills through their teaching practicum.

2. Releasing study results:

Results of the interviews will be included in the research component of the Master's thesis as a part of university's graduation requirement and potentially be published in the academic journals and presented at international conferences.

3. Data collection method:

Semi-structured interviews will be conducted individually or in small group at the mutually confirmed time and location. The interview will include open-ended questions and will take approximately 20 minutes. Additional time may be needed depending upon the length of participant responses. The interviews will be audio-recorded and transcribed.

4. Selection of participants:

A self-selected sample of in-service teachers who are graduates of the English Teacher Education Program in Indonesia. Participants who are currently teaching at for one or two years will be invited to participate as respondents in the interview. These participants can be of any gender, age, educational background, and teaching experience.

5. Anticipated risks:

There are no potential risks of physical or mental impact nor pain for the participants in this study. The interview does not request any sensitive, personal information.

6. Benefits of the research to the participants:

- Opportunities for graduates of the program to reflect on and to contribute to the evaluation and improvement of the teaching practicum program.
- Opportunities to provide detailed expectation for the teaching practicum program.

- Development of a framework to identify and respond to the needs of English teacher education, particularly in Indonesia.

7. Protecting personal information:

- All information collected in this study will be kept strictly confidential and anonymous.
- Data collected through this study will only be accessed by the principal investigator, Hidayat Polim.
- Data will be anonymized in an unlinkable manner prior to any analysis.
- All the data will be stored on a password-protected computer and in a secure location in a locked office at Soka University.
- All data files will be deleted or destroyed on or prior to December 30, 2020.

8. Participation in the research:

- Participation in this study is voluntary.
- You will not be disadvantaged by choosing not to participate in the study.
- You will be able to withdraw from the research anytime without being disadvantaged.
- You will receive a copy of this informed consent form.

9. Contact information

Hidayat Polim, email: e17m3252@soka-u.jp
Richmond Stroupe, email: richmond@soka.ac.jp
Soka University,
1-236 Tangi-machi, Hachioji, Tokyo, JAPAN, 192-8577
Tel. +81-042-698-1995

I have read the explanation written by the investigators. I sufficiently understood about the objectives of the study, research design, procedures and methods of protecting personal information. By signing below, I agree to participate in this research.

Participant Signature: **Date:**

_____ _____

Investigator Signature: **Date:**

_____ _____

Appendix Q

Informed Consent for Research Participation for Practicum Supervisor

(Interview)

Title of the research: Pedagogical Skills Development of Pre-Service Teachers in their Teaching Practicum
Principal Investigator: Hidayat Polim
Co-Investigator: Richmond Stroupe

1. Objectives of the study:

This study aims to explore the development of pedagogical skills of the Pre-Service Teachers (PSTs) in their teaching practicum in the teacher education in Indonesia. In order to meet the objectives, the study seeks to explore data from three different groups of participants (pre- and post-practicum of pre-service teachers and in-service teachers) in their development of pedagogical skills. In addition, the study also aims to identify challenges that encountered by the Pre-Service Teachers in developing pedagogical skills through their teaching practicum. Hence, supervisors and supervising teachers will also be recruited on a voluntary basis for interviews.

2. Releasing study results:

Results of the interviews will be included in the research component of the Master's thesis as a part of university's graduation requirement and potentially be published in the academic journals and presented at international conferences.

3. Data collection method:

Semi-structured interviews will be conducted individually or in small group at the mutually confirmed time and location. The interview will include open-ended questions and will take approximately 20 minutes. Additional time may be needed depending upon the length of participant responses. The interviews will be audio-recorded and transcribed.

4. Selection of participants:

A self-selected sample of current lecturers who are serving as supervisors at the English Teacher Education Program in Indonesia. These participants can be of any gender, age, educational background, and teaching experience.

5. Anticipated risks:

There are no potential risks of physical or mental impact nor pain for the participants in this study. The interview does not request any sensitive, personal information.

6. Benefits of the research to the participants:

- Opportunities for supervisors of the program to provide detailed explanation and reflection to the Teaching Practicum Program and to contribute for the evaluation and improvement of the program.

- Development of a framework to identify and respond to the needs of English teacher education, particularly in Indonesia.

7. Protecting personal information:

- All information collected in this study will be kept strictly confidential and anonymous.
- Data collected through this study will only be accessed by the principal investigator, Hidayat Polim.
- Data will be anonymized in an unlinkable manner prior to any analysis.
- All the data will be stored on a password-protected computer and in a secure location in a locked office at Soka University.
- All data files will be deleted or destroyed on or prior to December 30, 2020.

8. Participation in the research:

- Participation in this study is voluntary.
- You will not be disadvantaged by choosing not to participate in the study.
- You will be able to withdraw from the research anytime without being disadvantaged.
- You will receive a copy of this informed consent form.

9. Contact information

Hidayat Polim, email: e17m3252@soka-u.jp
Richmond Stroupe, email: richmond@soka.ac.jp
Soka University,
1-236 Tangi-machi, Hachioji, Tokyo, JAPAN, 192-8577
Tel. +81-042-698-1995

I have read the explanation written by the investigators. I sufficiently understood about the objectives of the study, research design, procedures and methods of protecting personal information. By signing below, I agree to participate in this research.

Participant Signature: **Date:**

_____ _____

Investigator Signature: **Date:**

_____ _____

Appendix R

Informed Consent for Research Participation

Supervising Teacher

(Interview)

Title of the research: Pedagogical Skills Development of Pre-Service Teachers in their Teaching Practicum
Principal Investigator: Hidayat Polim
Co-Investigator: Richmond Stroupe

1. Objectives of the study:

This study aims to explore the development of pedagogical skills of the Pre-Service Teachers (PSTs) in their teaching practicum in the teacher education in Indonesia. In order to meet the objectives, the study seeks to explore data from three different groups of participants (pre- and post-practicum of pre-service teachers and in-service teachers) in their development of pedagogical skills. In addition, the study also aims to identify challenges that encountered by the Pre-Service Teachers in developing pedagogical skills through their teaching practicum. Hence, supervisors and supervising teachers will also be recruited on a voluntary basis for interviews.

2. Releasing study results:

Results of the interviews will be included in the research component of the Master's thesis as a part of university's graduation requirement and potentially be published in the academic journals and presented at international conferences.

3. Data collection method:

Semi-structured interviews will be conducted individually or in small group at the mutually confirmed time and location. The interview will include open-ended questions and will take approximately 20 minutes. Additional time may be needed depending upon the length of participant responses. The interviews will be audio-recorded and transcribed.

4. Selection of participants:

A self-selected sample of supervising teachers or host teachers from different schools where the Pre-Service Teachers (PSTs) conduct their practicum. These participants can be of any gender, age, educational background, and teaching experience.

5. Anticipated risks:

There are no potential risks of physical or mental impact nor pain for the participants in this study. The interview does not request any sensitive, personal information.

6. Benefits of the research to the participants:

- Opportunities for supervising teachers of the teaching practicum to provide detailed explanation and reflection to the Teaching Practicum Program and to contribute for the evaluation and improvement of the future program.

- Development of a framework to identify and respond to the needs of English teacher education, particularly in Indonesia.

7. Protecting personal information:

- All information collected in this study will be kept strictly confidential and anonymous.
- Data collected through this study will only be accessed by the principal investigator, Hidayat Polim.
- Data will be anonymized in an unlinkable manner prior to any analysis.
- All the data will be stored on a password-protected computer and in a secure location in a locked office at Soka University.
- All data files will be deleted or destroyed on or prior to December 30, 2020.

8. Participation in the research:

- Participation in this study is voluntary.
- You will not be disadvantaged by choosing not to participate in the study.
- You will be able to withdraw from the research anytime without being disadvantaged.
- You will receive a copy of this informed consent form.

9. Contact information

Hidayat Polim, email: e17m3252@soka-u.jp
Richmond Stroupe, email: richmond@soka.ac.jp
Soka University,
1-236 Tangi-machi, Hachioji, Tokyo, JAPAN, 192-8577
Tel. +81-042-698-1995

I have read the explanation written by the investigators. I sufficiently understood about the objectives of the study, research design, procedures and methods of protecting personal information. By signing below, I agree to participate in this research.

Participant Signature: **Date:**

_____ _____

Investigator Signature: **Date:**

_____ _____

Appendix S

Background Information for Respondents of the Survey

(Pre-Service Teachers and In-Service Teachers)

Age of Participants

Age	Pre-Practicum (PSTs) (N = 30)	Post-Practicum (PSTs) (N = 37)	ISTs (N = 12)
20-25	23	32	8
26-20	1	4	4
26-30	1	1	-
N/A	5	-	-

Year of Teaching Experience

Year of Teaching	Pre-Practicum (PSTs) (N = 30)	Post-Practicum (PSTs) (N = 37)	ISTs (N =12)
1-2 years	4	7	2
3-5 years	2	6	4
Less than a year	3	16	5
N/A	21	8	1

Appendix T

Background Information for Interviewees

(Pre-Service Teachers and In-Service Teachers)

Background information for Interviewees from PSTs and ISTs

Participant	School status	Teaching experience	Status
Pre-P 1	N/A	1-2 years	working
Pre-P 2	N/A	N/A	working
Pre-P 3	N/A	N/A	full-time student
Pre-P 4	N/A	1-2 years	working
Pre-P 5	N/A	N/A	working
Pre-P 6	N/A	Less than a year	working
Pre-P 7	N/A	N/A	working
Pre-P 8	N/A	3-5 Years	working
Pre-P 9	N/A	N/A	working
Pre-P 10	N/A	N/A	working
Post-P 1	private	Less than a year	working
Post-P 2	private	Less than a year	working
Post-P 3	private	N/A	working
Post-P 4	public	Less than a year	full-time student
Post-P 5	private	Less than a year	working
Post-P 6	private	Less than a year	working
Post-P 7	private	3-5 years	working
Post-P 8	private	Less than a year	working
Post-P 9	private	3-5 years	full-time student
Post-P 10	private	N/A	working
IST 1	private	3-5 years	full-time student
IST 2	public	1-2 years	working
IST 3	public	Less than a year	full-time student
IST 4	public	3-5 years	working
IST 5	private	None	working
IST 6	private	Less than a year	working
IST 7	private	Less than a year	working
IST 8	private	Less than a year	working
IST 9	private	3-5 years	working
IST 10	private	Less than a year	working

Note. Pre-P = Pre-practicum PSTs; Post-P = Post-Practicum PSTs; IST = In-service teacher; Status = working status during the teaching practicum

Appendix U

Summary of Categories for Interview Results

Initial Main Categories	Final Categories	Sub-categories
1. Preparation to the teaching practicum	Preparation to the teaching practicum	- micro-teaching - curriculum and material development - other related courses
2. Expectation for the teaching practicum	Defining the teaching practicum progress	- pre-practicum participants' views. - post-practicum participants' views - ISTs participants' views - Practicum supervisors' views - Classroom supervisors' view
3. Teaching skills developed, definition of an effective teacher		
4. Responsibilities		
5. Effectiveness of the teaching practicum	Effective teacher	- Perspective of an effective teacher - The teaching practicum role in developing effective teachers.
6. Challenges in the teaching practicum	Challenges in the teaching Practicum	- PCK - Curriculum standard and lesson planning - Classroom management - PST's language skills - Students' English Proficiency - Relationships - Procedure of the teaching practicum - University and schools' partnerships - Supervision - PSTs' circumstances
7. Suggestion for the preparation of the teaching practicum	Suggestion for the preparation of the teaching practicum	- Suggestion from PSTs and ISTs - Suggestion from practicum supervisors - Suggestion from classroom supervisors

Appendix V

List of English Teacher Education Courses in Unrika University

SEMESTER 1	Credit	SEMESTER 4	Credit
1. Religion	2	1. Management for Education	2
2. Bahasa Indonesia	2	2. Introduction to Literature	3
3. Citizenship	3	3. Phonology	3
4. Basic Natural Sciences	2	4. Grammar IV	3
5. Grammar I	3	5. Speaking IV	3
6. Speaking I	3	6. Reading IV	3
7. Reading I	3	7. Writing IV	3
8. Writing I	3	8. Listening IV	3
SEMESTER 2		SEMESTER 5	
1. Introduction to Education	2	1. Curriculum and Material Development	3
2. Teacher Profession	2	2. Cross Culture Understanding	2
3. Student Development	2	3. Statistics for Education	2
4. Grammar II	3	4. Morphology	3
5. Speaking II	3	5. TEFL	3
6. Reading II	3	6. Language Testing	3
7. Writing II	3	7. Syntax	2
8. Listening II	3	8. English Teaching Media	2
		9. Prose	3
SEMESTER 3		SEMESTER 6	
1. Introduction to Linguistics	3	1. Research Methodology	3
2. Pronunciation Practice	3	2. Micro-teaching	3
3. Grammar III	3	3. Translation	2
4. Speaking III	3	4. Entrepreneurship	2
5. Reading III	3	5. Sociolinguistics	2
6. Writing III	3	6. Semantics and Pragmatics	2
7. Listening III	3	7. Drama	2
		8. Business English Correspondence	2
		9. Discourse Analysis	3

SEMESTER 7	Credit
1. Psycholinguistics	2
2. Seminar on Language Teaching	3
3. PPL/Teaching Practicum	4
4. English for Tourism	3
5. English for Hotel	2
6. English for Young Learners	3
7. Multimedia Computer	2
SEMESTER 8	
1. Thesis Proposal	2
2. Thesis	4
Total credit points	158
Required credit points	148