

An Analysis of Difficulties Faced by English Education Study Program Students Seventh Semester in The Field Experience Program in Teaching during Covid-19 Pandemic

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ABSTRACT

The purpose of the research is to find out the difficulties of students seventh semester has difficult in teaching while following the practical field of experience program during Pandemic Covid-19. The research methodology of this study was a qualitative research design, and a phenomenology approach with technic data collection using purposive sampling. The total of respondent that allowed of this research is six students. The respondent are students at seventh semester in English education department that had been done the practical field of experience program during Pandemic Covid-19. The result of the research that a half of students seventh semester got difficulties in ability and stress when teaching in class. The student difficulties in teaching are teaching model, teaching material, time in teaching and stress in teaching means psychology students feel when did the practical field of experience. There were 4 of 6 students at seventh semester considered that time in teaching while did PPL program was very short and ineffective for explaining the material in class. Then, there were 3 of 6 students at seventh semester had felt afraid, shock, nervous or consume when taught at first time. The cause of the students' difficulties in teaching while doing PPL program during Pandemic Covid-19 are the lack of students at seventh in discipline students at school while learning process, they depended used application that expensive in cost internet data, they felt disappointed cause not gave the best performance in English learning process in class that they had studied while in university.

Keywords: *The Field of Experience Program, Students Difficulties in Teaching.*

INTRODUCTION

In 2021 Indonesia was faced with an outbreak of Coronavirus Disease 2019 (COVID-19), a type of disease caused by humans that emerged in Wuhan, China around December 2019. Then, the disease was changed to Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-COV2) which developed by Coronavirus Disease-2019 (COVID-19). The World Health Organization (WHO) officially announced the Coronavirus or COVID-19 as a pandemic on March 11, 2020.

According to a circular by the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 719 / P / 2020, Concerning Guidelines for Implementing Curriculum in Educational Units in Special Conditions. The purpose of implementing this curriculum is to provide

flexibility for the Education Unit to determine a curriculum that suits the learning needs of students who still refer to the national curriculum. The learning and teaching process is carried out using communication media in the form of: mobile phone, computer or electronic tablet as a media for delivery learning material that will be given to students by the teacher. The Online learning system implemented by the school makes teachers to active, creative and develops for provide materials in teaching, that are able and easy for students to understand.

At Batanghari Jambi University researcher found something, there are two types of Field Experience Practices (PPL) make by the campus/educational institution. First, (PPL 1), namely microteaching is a form of practice simulation of teaching

carried out by the campus. This is simulation during Semester 6 course, namely is Microteaching. Second, (PPL 2), namely real teaching practical is where students will immediately act and interact with students and started to apply the theoretical knowledge that they have been learned during the lecture period.

Researcher has found that difficulties that students seventh semester feel while did the field of experience program are the ability in teaching and stress in teaching. So, in ability of teaching researcher has found that students seventh semester feel stress in three common problems, namely teaching model, teaching method and timer in teaching. while they did teaching and learning process which is make a biggest part as teacher. They should prepare they own material and implementation they method in class with the short duration when teaching in class cause the online learning situation. The student seventh semester should make a simple, easy and short material to make the time appropriate and previous as much as like two hours in teaching. cause of that, stress may be occure for students seventh semester while did the field of experience program during Coronavirus Pandemic.

THE PRACTICAL FIELD OF EXPERIENCE

There are some definitions of the field of experience program. The practice field of experience is carried out by the institution, namely the university as a form of accomplishing the university's vision. At University of Batanghari Jambi, the PPL program is design to create professional and competent educational staff. The practical field of experience itself is divide into 2 parts: First, the practical field of experience (PPL 1) are Microteaching or theoretical practice.

Second, the practical field of experience (PPL 2) are Real Teaching or direct experience practice. PPL (1) Microteaching is a form of practice or simulation of teaching carry out by the campus that the lecturers as one of the assessments of students' readiness in following real the practical field of experiences later.

PPL (2) Real Teaching is where students will immediately act and interact with students and apply the theoretical knowledge they was learned during the lecture period and assessed how the achievements that students will get after practicing it directly with students during the learning and teaching process in the classroom. In this practice, an accurate assessment will be given to readiness of students in teaching and the ability of knowledge in mastering teaching materials as teacher training in schools.

DIFFICULTIES OF STUDENTS

1. The Students Ability

Instructional of Teaching Model. The definition of the teaching model according to Joyce and Weil, 2000: 13 (in Sagala, 2009: 176) is a description of the learning environment that describes: curriculum planning, courses, design of learning and learning units, learning equipment, textbooks, workbooks, multimedia programs, and study aids via computer programs. They are several types of teaching models from Sagala (2009, p.179-192), which were deemed appropriate to the use of the Curriculum in Educational Units in Special Conditions type of teaching models applied by students during the teaching process in class During the Covid-19 Pandemic are: Approach or Model of Social Interaction, Work school learning model, Individual learning model, E- Learning Model (Online Learning).

Instructional of Teaching Material. According to Julian (2020) , educational

material is divide into three main points, namely knowledge (cognitive), attitudes (affective) and skills (psychomotor). In addition, learning material is an assessment of students in the formation of skills, knowledge and attitudes that students must master in order to meet the competency standards set by the school or the minister of education. Material media that teacher most often used were learning by videos in youtube or CD / DvD that teacher created before. Then, internet, website or Google to get more and more source in learning materials.

Instructional of Time in Teaching. Teaching time is an important link for teachers to share information and knowledge with their students. The teaching time is usually use in normal learning has a duration of 1.5 - 2 hours in 2 class meetings. But after special condition on Pandemic Covid-19, the time for teaching was shorter than before. It was 45 minutes for one meeting, in one class there are two meeting so the teacher jus has 90 minutes for two meeting in class for one subject. The reason why the time was shorter cause the intervention between teacher and parents at home and the limited use of application time when teaching. According to Smith, 2000 (in) he said that an increase in the duration of learning will have the potential to increase student achievement and school success. In addition, there is a positive potential that extending the learning time is related to student motivation, education and parents.

2. The Stress in Teaching (Students Psychology)

According to Keavney & Sinclair, 1978 'Sinclair et al., 1974 (in Turney, C., Hatton, N., Laws, K., Sinclair, K. and Smith, D., 1992, p. 32). Provide a statement in the form of, Stress is experience in terms of cognitive, physiological and behavioral reactions. In addition, emotionally in the form of a physiological reaction of the body according

to Selye, 1950 (in Turney, C., Hatton, N., Laws, K., Sinclair, K. and Smith, D., 1992, p. 32), there is an alarm factor reaction stage, resistance and exhaustion stage. Then, behaviorally which is about coping reactions that are used appropriately by the body. The word Coping is all types of responses to external life pressures that function to prevent, avoid or control a person's emotional distress, according to Perlin & Schooler, 1978, p.3 (in C. Turney, N. Hatton, K.Laws, K.Sinclair, D. Smith, 1992, p. 32). This applies as a form of body defense against attacks or responses that the body does not like, with prevention or self-control intended as a form of prevention of hurting itself.

RESEARCH METHODOLOGY

According to Creswell (2007:37) once he said, Qualitative research begins with assumptions, a worldview, the possible use of theoretical lens, and the study of research problems inquiring into the meaning individuals or groups assume to social or human problem. The reason conducted qualitative research when the researcher wanted to empower individuals to share their stories, hear their voice and minimize the power relationship between a researcher and participants in the study.

In this research, the researcher use phenomenologist research because the researcher explaining the students assumptions in difficulties faced by students seventh semester while did the field oef experience program in teaching during Covid-19 Pandemic.

This study took place in Batanghari Jambi University which was located in Jl. Slamet Riyadi No.1, Sungai Putri, Dnau Tlk., Kota Jambi, Jambi 36122. The University has 2 classes in English Education Departement especially faculty of teacher training and education. There

were sixty of English education students while did the practical field of experience program teachers in the school, with detail of 16 male students and 44 female students. The class divided into two classes, namely A1 total 32 students and A2 total 28 Students. The research study was conducted at seventh semester students in English Education Department.

The data collection technique used Purposive sampling. According by Patton (2002) once he said that, Purposeful sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources. Where, researcher will picking the seventh semester students with cluster group to make it limited sources, with the best quality respondents.

The techniques of data collection for this research was interview and observation. According to Sugiono (2012:317-318), interview is an activity of two people for exchanging information and idea through the question and responses, resulting in communication and joint construction of meaning about a particular topic. The interview gave to 6 students seventh semester of English education study program. The interview contains of ten questions which have been included environmental influences and personal background question to interview the students seventh semester of English education study program.

After doing the collecting data and an analysis data. In this research, the interview data were analyzed in the transcription form of interview questions. The data of the interview collected in recording respondents" answered in Bahasa Indonesia. Then, analyzed the data qualitative to find out the students difficulties in the field of experience program in teaching during Covid-19 Pandemic, the researcher did the

descriptive form from the interview result. The Final, the researcher inferred the cause of the seventh semester students' difficulties faced in the field of experience program in teaching during Covid-19 Pandemic.

FINDINGS

Researcher focused on analyzed the difficulties experienced by seventh semester students in teaching while did the practical field of experience program during the Covid-19 Pandemic. Then, researcher had success categorized into three points including the practical field of experience that has different view from this categorized. Three points are teaching model, teaching material and time in teaching all of them is important at instructional for ability that teacher or students seventh semester must have if doing the PPL program during Pandemic Covid-19.

The results of observation was described by the PPL student when participated in the field of experience program during Pandemic Covid-19. They were felt less enthusiastic, disappointed in themselves and dissatisfied with the performance skill they did when taught during the PPL program Covid-19 Pandemic. The PPL program during Pandemic Covid-19 was considered less than optimal for students.

Furthermore, the researcher also managed to find several facts that had been reached when did observation to the respondent during the interviewed. Here are the facts:

The first fact, the researcher has been questioned about obstacles in the teaching material that PPL students got while teaching. Then, all the PPL student answered that they have no obstacle when got teaching materials. Because, they could manage to get easily used the Internet,

Google, Youtube / Video and other book sources. In other words, teaching resources are very easy to find and reach. That is why there are no obstacles in finding teaching materials. Besides, they have to choose materials that were appropriate with the teaching syllabus or not. The appropriateness of the material when it was delivered to students during the taught and learned process in online classes.

The second fact, the researcher was asked what kind of teaching model PPL students provided in school. Then, they were answered Online-Learning. It had certain to seen the situation of the Covid-19 Pandemic which does not allowed students to learned face-to-face and gathered at school. The online learning teaching model depends on the media for introducing the information. For example, such as: Zoom, Google-Classroom, Google-Met, Seesaw, Whatsapp, Telegram and Email, etc. All of the applications make it easy for teacher to convey information and provide teaching materials in online classes. However, PPL students was thought that the used of this application media could provide Miss-Communication between students and them. When delivering information there was a problemed in the internet connection between students and PPL teacher in taught process. Then, it was made students lost taught information and often asked the teacher to repeated the same material to them. Information was not conveyed smoothly and would make slow down in teach performance to continue submitting the same material in the future.

The third fact, researcher was asked about the duration of taught they got during the Covid-19 Pandemic. The teaching duration was 1 hour 30 minutes which means 30 minutes at the beginning were used as the Opened Morning of taught, attendance and asked students to attended online classes at that time. Then, 1 hour was

spent to delivered the material, provided material in the form of video/Youtube/PPT or Document links and explained additional material to students with virtual applications. The results of the observation were proved that 4 out of 6 respondents felt the taught duration was inappropriate or insufficient for them to explained material for students until understood. For this reason, the PPL student gave students the freedom to asked questions via Whatsapp or telegram about the lesson. But, only a few students responded and did not asked back about the material. So, the PPL student could not guess whether the students understood or not in the class.

Then, it is different from 2 other respondents who was said that the duration of the taught was right. During the Covid-19 Pandemic period, it was not possible for students to used virtual application media longer to learned. Cause, they were the high costed of the internet and the connected the materials provided has simple and concise. So that, the information was not wasted their time. With that, they can save on internet quota cost for studying.

The fourth fact, the researcher had been asked about the felt of PPL students when taught in class for the first time. The results of the observation was proved that 3 out of 6 respondents answered they were felt nervous, shocked and afraid when taught for the first time. They were felt afraid to meet students face to face even with online classes. They had just been nervous and shocked to meet students while taught in class. On the other hand, 3 out of 6 other respondents did not feel nervous or anything. They were assumed that they did not meet those students in person so they were a little more relaxed in class. But, the key to success from them were prepared the material first, understood the material and has more material when taught. Then, a confident character would emerge when

teach in class.

With all the facts above, the researcher can conclude it. It is true, there are obstacles in English education students when doing the field of experience program during Pandemic Covid-19. This had been seen from the resulted of observed made by researcher when interviewed respondents to these problems based on their own experiences. However, there is not only a negative side that researcher want to find but also a positive side. For example, how the respondent finally had been managed to resolve and corrected the mistook they might had done when taught and made more responsible for their lives. In addition, PPL students had also been succeeded in mastered their new abilities was the used of technology-based teaching models that required them to improvised in teaching materials. With this new ability, it can be a plus point for them when they want to work later.

CONCLUSION AND SUGGESTIONS

The research focused on the difficulties of students in the field of experienced program in taught during Pandemic Covid-19. The main point of the problem in this study is analysis the difficulty PPL program students in teaching during the Pandemic. The results of the difficulties were found to be 2 main points, namely Ability and Stress in Teaching. The Difficulty Ability section is further divide into 3 sub-themes are: Instructional Materials, Instructional Model Teaching and Instructional Time in Teaching.

Furthermore, the situation was occurred during the PPL program. A half the PPL student said that the PPL program during Pandemic Covid-19 was not effective, diffculted, and tended to be relaxed. They also cannot optimize performance in teaching. So, the knowledge and skills they learned at university were not very well

displayed. Because of that, they felt a little disappointed because they couldn't give their best performance when did the PPL program during Pandemic Covid-19.

Based on the conclusion above the researcher would like to suggesting this proposal thesis to other researcher who would like to do the research about the field of experience program in teaching especially during Pandemic Covid-19.

The first, while doing the PPL program you should prepare and have knowledge about model teaching, method in teaching and management skill in classroom. Because when doing PPL program beside you become the role model as teacher, you are a fasilitator in education too.

The second, other researcher must be able to provide the subject material are simple, detail and accurate to students. You can find many sources and document such like Youtube, Internet, Google or any source book to collecting the material while teaching. But, in one condition you have to make it short and easy to understand for students. Cause the duration while teaching in Pandemic Covid-19 is not to longer before.

The third, the PPL student should make their own model teaching in class. They can use online learning model while teaching in class. The online learning model are the method of teacher while teaching using technology in learning to share or convey material subject toward students using PPT (presentation powerpoint), video/document, link youtube/website then share to group chat or Whatsapps, telegram,etc. or you can use the apps virtual video to meet or explan of the material to students while teaching. Such like Zoom.Met or Google.Meet to communicate in learning without face to face directly in class.

The last, doing the first teach in class, other teacher such like beginner or

professional must be nervous, tired, shock or afraid to teaching in class. The feeling that you have been feeling is normal for the other. Cause, it just the emotion you have when doing something new in your life. But, do not allowed the pressure take part of you. The hardworking you put in will be a glory for yourself. Do not be panic, overthinking, less in sleeping and tired while doing the field of experience program. You have to enjoy, relax and comfortable with yourself.

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