

**CHALLENGES FACED BY ENGLISH EDUCATION STUDENTS DURING
TEACHING PRACTICUM (PLP) 1-3**

THESIS

By:

Nafila Dzakira

NIM 372021015



**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG**

April 2025

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TEACHING PRACTICUM 1-3**

THESIS

**Present to
Universitas Muhammadiyah Palembang
In Partial Fulfillment of the Requirements
For the Degree of Sarjana in English Language Education**

**By:
NAFILA DZAKIRA
372021015**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITAS
MUHAMMADIYAH PALEMBANG
APRIL 2025**

This is written by Nafila Dzakira and has been certified to be examined.

Palembang, 30 April 2025

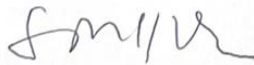
Advisor I,

A handwritten signature in black ink, appearing to read 'Rini Susanti', with a horizontal line drawn underneath.

Rini Susanti, S.Pd., M.A., Ph.D.

Palembang, 30 April 2025

Advisor II,

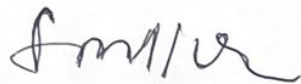
A handwritten signature in black ink, appearing to read 'Sherly Marliasari', written in a cursive style.

Sherly Marliasari, S.Pd., M.Pd.

This is to certify that the Sarjana thesis of Nafila Dzakira has been approved by the Board of examiners as the requirement for the Sarjana Degree in English Language Education.



Rini Susanti, S.Pd., M.A., Ph.D (Chairperson)



Sherly Marliasari, S.Pd., M.Pd.. (Member)



Asti Gumartifa, S.Pd., M. Pd. (Member)

Acknowledged by
The Head of
English Education Study Programs,



Asti Gumartifa, S.Pd., M. Pd.

Approved by
The Dean of FKIP UMP



Prof. Dr. Indawan Syahri, M.Pd

SURAT PERNYATAAN KEASLIAN KARYA

Saya yang bertanda tangan dibawah ini:

Nama : Nafila Dzakira
NIM : 372021015
Program Studi : Pendidikan Bahasa Inggris
Telp/Hp : 081367669019

Menyatakan bahwa skripsi berjudul:

"Challenges Faced by English Education Students During Teaching Practicum 1-3"

Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

Palembang, April 2025

Mahasiswa,



Nafila Dzakira

NIM. 372021015

MOTTO AND DEDICATION

Motto:

"Semua Jatuh bangunmu hal yang biasa, angan dan pertanyaan waktu yang menjawabnya, berikan tenggat waktu bersedihla secukupnya, rayakan perasaanmu sebagai manusia."

Baskara Putra- Hindia

Dedication:

I would like to dedicate this thesis for people who always be special in my heart and who always there for me, they are:

1. My first love and role model, **Mr. Fery Mulyadi** and My heavenly door, **Mrs. Hermawati**. Thank you for all the sacrifices and sincere love that has been given. He did not have time to experience college education, but they were able to always provide the best, tirelessly pray and provide attention and support so that the author was able to achieve a Bachelor's degree. May Mr. and Mamak be healthy, live long, and be happy always.
2. My beloved younger siblings, **Wafiq Azizah** and **Aisyah Putri Naklah**. Proud of her for the rest of my life. She is my best friend and always reliable and to **Muhammad Syahrul Mubarak** someone whose presence gives meaning to every step of my struggle, thank you for your endless support, understanding, and the faith you instilled when I began to doubt myself.
3. The honorable my advisors, **Mrs. Rini Susanti, S.Pd., M.A., Ph.D.** and **Mrs. Sherly Marliasari, S.Pd., M.Pd.** Thank you for your guidance and advice in completing this thesis.
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ABSTRACT

Dzakira, Nafila 2025. *Challenges Faced by English Education Students During Teaching Practicum 1-3. This thesis by English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang. Advisor (1) Mrs. Rini Susanti, S.Pd., M.A., Ph.D. (2) Mrs. Sherly Marliasari, S.Pd., M.Pd.*

Keywords: *teaching practicum; pre-service teachers; classroom management; teacher education; PLP 1-3*

This research discusses *the challenges faced by English Education students during the Professional Training Program (PLP) stages 1 to 3* at Universitas Muhammadiyah Palembang. PLP is an important stage in the education process of prospective teachers, which aims to connect the theory learned on campus with the real experience of teaching in the classroom. Using an explanatory sequential mixed-methods design, data were collected from 21 seventh-semester students through questionnaires containing both close- and open-ended items. Quantitative findings revealed that the most frequently encountered challenges included limited preparation time, classroom management difficulties, and insufficient supervisory guidance. From the qualitative analysis, this study found several other challenges experienced by students, such as emotional stress, lack of confidence when teaching, difficulty managing a class of students with different abilities, and lack of coordination between the campus and the school where they practice. The findings suggest that PLP students need more guidance, better preparation before going into the field, and better time management training. This study contributes to the lack of research on the implementation of PLP in Indonesia, by presenting the direct voice of students as a basis for

workable suggestions. To improve the teaching practice experience, teacher education programs are advised to provide structured support systems, good training for mentors, and access to learning resources that are appropriate to field conditions. It is hoped that the findings will help design a more effective and responsive PLP program, so that student teachers are better prepared to face the realities of the classroom and shape their professional identity as educators.

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Last but not least, I would like to thank my family, my wonderful and beloved parents, my mother, Hermawati and my father Fery Mulyadi, my

younger sisters, Wafiq Azizah and Aisyah Putri Naklah. Thank you for your love and support in completing this thesis.

The researcher realizes that this thesis is far from being perfect. There are still many weaknesses that need to be improved in this thesis. The researcher accepts any kind of criticism, comments, suggestion, and advice. The researcher accepts that this thesis could give a contribution for the readers and beneficial for the English teaching and learning process.

Palembang, April 2025

The Researcher,

A handwritten signature in black ink, appearing to read 'Nafila Dzakira', with a stylized flourish at the end.

Nafila Dzakira

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CHAPTER 1

INTRODUCTION

This chapter presents: (A) background of the research, (B) formulation of the research, (C) objective of the research, and (D) significance of the research.

A. Background of the Research

Teaching practice allows pre-service teachers to apply the theory they have learnt in the classroom to a real teaching situation. In the English Education department, this programme is known as Teaching Practicum or often called *Pengenalan Lapangan Persekolahan* (PLP-Introduction to School Field). PLP 1-3, as part of the education curriculum, is a critical stage in the development of pre-service teacher abilities. However, despite its importance, they face various challenges during the Teaching Practicum (Anjun, et al, 2023 p. 53)

The School Field Introduction (PLP) is an important part of the education process for prospective teachers in Indonesia. Through this program, students not only learn theory in the classroom, but also go directly to schools to practice teaching. That way, they can begin to understand what it is like to be a real teacher, learning how to organize a class, deliver material, and face students directly. In addition, PLP also helps students to be more confident and start shaping their identity as a teacher.

The PPL programme integrates theoretical and practical factors by providing real experience of the learning process in schools for prospective Pre-service Teachers. The PPL programme ensures that prospective teachers not only have knowledge, but also have attitudes and skills that support the mastery of pedagogical competence, personality competence, social competence, and professional competence as a whole (PPL Guide Compilation Team, 2015).

At Universitas Muhammadiyah Palembang, the Faculty of Teacher Training and Education (FKIP) runs a PLP program as part of the curriculum for English Education students. Therefore, it is very important to understand the obstacles they face, so that in the future this PLP program can be improved and be a useful experience and support their development as prospective teachers.

Despite its structured design, many pre-service teachers encounter significant challenges throughout the practicum. Previous studies have reported difficulties in classroom management, emotional stress, insufficient preparation time, and limited mentorship support (Yunus et al., 2010; Mudra, 2018). These obstacles often affect students' confidence, teaching effectiveness, and professional identity development.

Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang (FKIP UM Palembang) as one of the *Lembaga Pendidikan Tenaga Kependidikan* (LPTK-Educational Institution for Education Personnel) that is bound by these provisions in providing education. FKIP Universitas Muhammadiyah Palembang has designed and established the program. According to Siroj et al, (2019) in Guidebook for Implementing the School Field Introduction Program, “introduction to the School Field (PLP) as a form of learning for students in each study program” (p.2). In the curriculum of each study program at FKIP UM Palembang, three types of PLP programs have been established, namely:

1. PLP 1 which aims to provide initial experience at school for prospective teacher students in the context of forming and strengthening the identity of educators.
2. PLP 2 which is oriented towards providing real experience at school in compiling and developing learning tools together with subject teachers.
3. PLP 3 which is oriented to train prospective teachers to apply learning tools in teaching practice in the classroom guided by

subject teachers in accordance with the prospective teacher student's study program.

Some of the things that want to be seen more deeply are challenges in managing the class, mental readiness when teaching, and support from the mentor. By knowing these problems, it is hoped that the results of this study can help campuses or educational institutions in improving the PLP system to be more effective and support the needs of students who are practicing teaching.

Researcher believes that exploring the challenges faced by English Education students during teaching practicum is essential to improve the quality of future educators. With all considerations, the researcher has a strong interest in conducting this research, especially in understanding the real teaching experience from Practicum 1 to Practicum 3. This research is focused on English Education students of Universitas Muhammadiyah Palembang. The title of this research is “**Challenges Faced by English Education Students During Teaching Practicum 1-3**”.

B. Formulation of the Reserach

According to the problems above, the purpose pf this study:

1. What are the challenges faced by pre-service English education study program students in PLP 1-3?

C. Objective of the Research

The researcher would like to compose the objectives of the research as follow:

1. To find out the most challenging aspects faced by English Education students during Teaching Practicum 1–3.
2. To find out the causes of the challenges experienced by English Education students during their teaching practicum.

D. Significance of the Research

The results of this study are expected to be useful both

theoretically and practically:

1. For the Researcher Herself

This study provides an opportunity for the researcher to gain deeper insights into the challenges faced by pre-service English Education Study program students during their practicum. By analyzing these challenges, the researcher can develop critical thinking, problem-solving skills, and a broader understanding of teacher training practices.

2. For Pre-Service Teachers

The results can help pre-service teachers better understand and support them during their PLP by addressing common challenges and offering practical solutions.

3. For Other Researchers

The study will serve as a reference for future research, offering data on teaching practicum challenges that can be built upon in further studies.

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