

## The exploration of pre-service efl teachers' challenges in field practicum

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### Abstrak

This study investigates the challenges that six pre-service EFL teachers of a Bachelor of Education (Sarjana Pendidikan) program experienced in conducting field practicum. This study employs a qualitative research design, with a phenomenological approach. Data was gathered through in-depth interviews. The interview data was then scrutinized and codified, respective to emergent themes through thematic analysis procedures (Merriam, 1988 in Emilia, 2007, p. 84). The findings showed that the pre-service teachers experienced challenges related to lesson preparation, classroom management, and communication breakdown within their field practicum. The study concludes with a recommendation and justification for teacher preparation programs to provide pre-service teachers with: robust theoretical frameworks in order to design instruction; practical experience in classroom management; profound knowledge of English language; and activities that develop strong confidence in teaching. In addition, teacher preparation programs are endorsed to formally inform mentor teachers regarding their roles and responsibility in the practicum.