# PRE-SERVICE EFL TEACHERS' READINESS TO USE TECHNOLOGY IN AN ONLINE PRACTICUM: A CASE STUDY

# **THESIS**

Submitted in Partial Fulfillment of the Requirements for Gaining the Degree of Bachelor of Education in English Education Department



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## **RATIFICATION NOTE**



#### RATIFICATION NOTE

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# **DEDICATION**

In the name of Allah, Lord of the worlds, the Most Gracious, the Most Merciful, this thesis can be completed because of the support and prayers from all parties, which is actually not enough just to write their names in this thesis. I dedicate this thesis with all my heart to my parents, family, friends, and kind people around me.

# **MOTTO**

People can be right because they have been wrong because they already know what part was wrong, so they will be right. Like when we find a bad path to avoid, then take the good path.

Orang bisa benar itu karena sudah banyak salah. Karena sudah tahu bagian mana yang salah, jadinya benar. Sebagaimana saat kita menyoroti jalan yang buruk untuk dihindari, kemudian mengambil jalan yang baik.

-DR. KH. Fadlolan Musyaffa', Lc,.MA

If you can do it, I can do it too

-Hikmatus Syarifah

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The researcher realizes that this thesis is still far from perfection. The researcher needs some suggestions from readers to improve it. The researcher hopes that this thesis can be useful for readers and other researchers who will conduct research on the same topic.

Aamiin...

#### ABSTRACT

This research aimed to discover the reflective practices of EFL pre-service teachers' readiness in an online practicum, particularly their readiness to use technology in their learning. This research was qualitative research with a case study approach. This research setting was an online practicum at the Department of English Education, UIN Walisongo Semarang. The participants in this research were pre-service teachers who attended in an online practicum. The data collected through reflective practice based on Gibbs' reflective cycle theory was then analyzed using thematic analysis. The results of this research revealed that the participants did not have any significant issues with the use of technology (such as WhatsApp, Google Meet, Zoom, and Google Classroom) in the pedagogical and professional aspects since they were familiar with the technology in their study and daily life.

Keywords: Online teaching practicum, pre-service teacher, reflective practice, teacher's readiness.

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#### CHAPTER I

# INTRODUCTION

This chapter explains the research's background, reason for choosing the topic, the research question, the research objective, the research's limitations, and the significance of the research.

# 1.1 Background of the Research

Pandemic COVID-19 spreads all over the world and successfully attacks all aspects of our life, such as social, economic, and education. Education is one of the fields affected by Pandemic COVID-19, especially in teacher education. Almost two years of teaching and learning have done online. Online teaching has unprecedented barriers for teachers, forcing them to adjust to online teaching. Lockdowns in school create an entirely new situation for teachers, students, and parents (König et al., 2020). Teachers, students, and parents must also adjust to this situation. Alternative schools are the only way to keep the teaching and learning process going. Various platforms have been used to support learning activities. Preservice teachers are affected significantly by the shift from offline to online learning. Online learning requires a lot of preparation. Teachers should be prepared in three competences; pedagogical competence, professional competence, and technological competence. Teachers must adapt to online teaching, which demands them to address challenges and embrace new teaching and learning practices using a variety of technology and digital resources.

Almost two years ago (2020), learning in schools was carried out fully online. Teachers have to repeatedly design new programs to support students in the online learning process. This is because teachers have never dealt with online learning before, so they have to design a new program. This has necessitated a complete change in the pedagogical approach to teaching and learning and the implementation of a variety of new technologies (Howard et al., 2020).

School closures occurred in almost all countries starting in March 2020. Although schools have begun to reopen, they are still given restrictions, not immediately open in their entirety. Teachers confront great difficulties in adapting to online learning, maintaining communication with learners, and assisting learners in their learning and development. With the closure of this school, teachers, students, and even parents are required to be open to technological developments. As a result, digital technology

has become an important issue, especially during this pandemic.

A practicum is a study program that is designed to prepare pre-service teachers where they apply the theory that has been learned previously. Teaching practicum has an important role for pre-service teachers. It means that preservice teachers share their knowledge with students. It is a good opportunity for pre-service teachers to share the knowledge that they have learned in a teacher education program at a university (Noguera & Mccluskey, 2017).

Practicum, which is usually carried out offline for schools, is now changing online. Students and teachers utilize Internet-based learning technologies to communicate with one another and interact with course information in online learning (Downing & Dyment, 2013). The use of technology as a medium in this online learning is the media itself. Today's schools are often associated with technology therefore. ICT (Information Communication and Technology) should become more integrated into the educational curriculum, and students should be given opportunities to employ modern technology tools and digital resources to solve problems (König et al., 2020). Therefore, it is necessary to prepare pre-service teacher

students to carry out online practicum by utilizing ICT so that the learning process can take place well.

The point at which you are ready to accept or practice a new behavior is called "readiness". In other words, readiness is the competence that a person processes when they are physically and mentally ready to do something. Teacher readiness is described as the condition in which a teacher has adequate physical, social, and emotional competence or aptitude. In online teaching, physical and non-physical readiness must be prepared, but the ability to master ICT is an important aspect. Readiness to use ICT in learning means that a teacher uses technology as a medium of learning. In online practicum, pre-service teacher students are required to master ICT.

Pre-service teachers' readiness includes three aspects of competence: pedagogic competence, professional competence, and competence in using technology. There are several studies that have examined pre-service teachers' readiness in teaching practicum. The first study is on students-teachers' strategies in engaging classroom interaction in the context of the teaching practicum (Heikonen et al., 2017). In the framework of the teaching practicum, this research aims to get a better understanding of the tactics used by pre-service teachers in classroom

engagement with students. The study focuses on the cognitive, behavioral, and emotional methods that preservice teachers describe utilizing in both challenging and empowering classroom occurrences. The next is readiness in Computer Assisted Language Learning (CALL) and teaching (Park et al., 2020). This study examines pre-service teachers' readiness to use CALL in their teaching. This study indicates the importance of language teacher education in CALL and strategies for enhancing pre-service EFL teachers' knowledge and skills in CALL implementation. However, this study did not explore the readiness of pre-service teachers to teach in an online practicum. And there is little that discusses the readiness of pre-service teachers to teach in an online practicum, such as the COVID pandemic and its effects on teacher education in England: how teacher educators moved practicum learning online (Kidd et al., 2020). Unfortunately, this study focuses on the challenges that arise from school closures during the pandemic and how they impact educators. This study explores how to adapt and transfer learning to the online space. This research has not explored pre-service teachers' readiness in the use of technology. Therefore, this study is underexplored so this study must explore the readiness of pre-service teachers to teach in an online practicum,

especially their readiness to use ICT in their learning process.

Reflective practice can be used to determine pre-service teachers' readiness in an online teaching practicum. Reflective practice is important to maintain good and quality teaching and learning practices (Roberts et al., 2021). Reflective practice positively impacts on teacher education in ensuring that pre-service teachers reflect on their teaching practice. This reflective practice aims to make pre-service teachers better prepared for teaching practice, especially in online teaching practicum.

# 1.2 Reason for Choosing the Topic

Based on the research GAP, the researcher chose this topic to explore the readiness of pre-service teachers to use technology in an online teaching practicum.

# 1.3 Research Question

What is the pre-service teachers' readiness to use technology in an online practicum?

# 1.4 Research Objective

This research is supposed to explore the readiness of pre-service teachers to use technology in an online practicum.

#### 1.5 Limitation of the Research

In the background, it has been explained that the researcher's limits are the descriptive qualitative of the study on pre-service EFL teachers' readiness when teaching practicum. In this case, the researcher analyzes the reflective practice of pre-service teachers' who took an online practicum. These pre-service teachers are majoring in the English Education Department at UIN Walisongo Semarang.

Due to the limited time and access of the pre-service EFL teachers, this study only discusses the readiness of pre-service EFL teachers in an online practicum. In carrying out the reflective practice, participants may have different opinions about the teaching process, with both positive and negative impacts. Therefore, the researcher only focuses on the readiness of pre-service EFL teachers to use IT in online practicum.

# **1.6 Significance of the Research**

The researcher will highlight the benefits of this study in this section. The benefits include identifying the researcher, students, and lecturer.

#### 1.6.1 For students

The findings of this study can be used to assist students majoring in English education (especially at UIN Walisongo Semarang) in preparing for careers as professional teachers in the future. In addition, it aims to reduce errors during online teaching practicum.

## 1.6.2 For the researcher

The findings of this study will aid the researcher in understanding and providing information about pre-service teachers' readiness for an online teaching practicum.

#### 1.6.3 For lecturers

The findings of this study can be utilized to assess students' readiness for an online teaching practicum, especially their readiness of their students by employing reflective practice. Then the lecturer will provide feedback or ideas to students to ensure that the learning process works well.

#### CHAPTER II

## REVIEW OF RELATED LITERATURE

This chapter presents several theories related to this research. This theory is used as the basis for solving problems in this research. This chapter presents several main points: review of previous research, reflective practice, teacher readiness, teacher competence, and teaching practicum.

## 2.1 Review of Previous Research

Several studies have examined pre-service teachers' readiness in teaching, such as *Pre-Service teachers' open-minded thinking dispositions, readiness to learn, and attitudes about learning and behavioral difficulties in students* (Elik et al., n.d.). This study examines the readiness of pre-service teachers to be more open in their learning to students who have learning difficulties and their behavior. Emotions have an important role in this. The teacher must be able to control his emotions according to the situation. Besides that, it is also important for teachers to have learning readiness and have a more open mind when predicting something that will happen in the future. The next is a study that examines pre-service teachers' readiness in teaching gifted children in special education, such as *Students teachers in special education and their readiness* 

to work with gifted and talented children (Palak et al., 2016). This study examines the readiness of pre-service teachers to teach gifted children in special education. The purpose of this study was to determine the level and skills of pre-service teachers in teaching children in special education. The results show that teacher training is needed in teaching gifted children. In addition, subjects also need to be adjusted to the syllabus that is designed according to their needs.

Several studies have also examined teaching practicums, such as Trainee teachers' experiences of teaching practicum: issues. challenges, and new possibilities (Mtika, 2016). This study examines teaching practicum and some problems that arise in teaching practicum. This study examines the experiences of preservice teachers during teaching practicums in schools. With this experience, it can improve the quality of teaching. The results show that in teaching practicum, pre-service teachers get various experiences. Besides that, educators also need to improve the design of teaching practicum in order to improve the quality of learning. The other study is on Students-teachers' strategies in classroom interaction in the context of the teaching practicum (Heikonen et al., 2017). This study examines the strategies used by preservice teachers in interacting with students in the

classroom. Teaching practicum is a time for pre-service teachers to learn as teachers.

Previous research on online teaching readiness for example Ready, set, go! Profilling teachers' readiness for online teaching in secondary education (Howard et al., 2020). This study examines the readiness of teachers to teach online including their readiness to use technology. Learning that was originally face-to-face but changed to online learning. This study aims to understand the teachers' opinion about the learning transition, both in terms of individual readiness and institutional readiness. The results show that individual and institutional readiness needs to be considered together. Each required readiness as well as support in understanding and implementing online learning. And the next study is The investigation of attitude and readiness of information and communication technologies Pre-Service teachers toward web based learning (Ya et al., 2015). This study examines the readiness of pre-service teachers in web-based learning or online learning. The study also aims to determine the attitudes of pre-service teachers in the learning transition. Web-based learning, students can access information anywhere and anytime as long as there is internet. For web-based learning, it requires a high attitude and readiness because this will improve their skills

in teaching. The results show that the readiness of preservice teachers in this web-based learning has sufficient readiness. Not only teachers, students also have a high level of readiness. However, for attitude, pre-service teachers are below average. Judging from gender, there is no significant difference between attitude and readiness.

The transition from offline to online practicum also has its own impact on education, such as study on The Covid-19 pandemic and its effects on teacher education in England: ho teacher educators moved practicum learning online (Kidd et al., 2020). This study focuses on the challenges that arise from school closures during the pandemic, and how these impacts on educators. Learning that was initially carried out face-to-face was then required to be carried out online. Practicum that has been set must change automatically. This study explores how to adapt to learning transferred to the online. The results show how educators understand the situation and how students were assisted in advancing their professional development. Then, preservice teachers' readiness in the use of technology, such as Pre-Service teachers' readiness in Computer Assisted Language Learning (CALL) and Teaching (Park et al., 2020). This study examines the readiness of pre-service teachers in the use of CALL, besides that this study also evaluates the curriculum on CALL. And also some factors about their ability to accept and willing to use CALL in their learning. The results of the study indicate that it is important for language teacher education to implement CALL because it is a strategy to improve the knowledge and skills of preservice teachers.

Reflective practice is a tool or media to determine the readiness of pre-service teachers in teaching practice. Several studies have examined the use of reflective as a platform for determining levels of teaching readiness, including *A reflective teaching practicum as a platform for stimulating Pre-Service teachers' professional development* (Terms, 2021). This study examines the readiness of preservice teachers in teaching practice. During teaching practice, pre-service teachers use reflective practice as a platform to track their teaching progress. The results show that reflective practice can help pre-service teachers improve the quality of their teaching. Pre-service teachers are able to evaluate teaching practices that have been carried out so that they can be used as benchmarks for themselves to be better in the future.

#### 2.2 Review of Related Literature

# 2.2.1 Reflective Practice

Reflection is important for pre-service teachers as they begin to learn about how to teach. Reflection can broaden one's perspective on learning and serve as the foundation for future learning improvement decisions (Hidayat et al., 2021). It means that teachers identify problems in their teaching practice and seek alternative solutions to overcome these problems. Teachers identify problems in their classrooms and seek alternative solutions to these problems in order to improve the quality of their teaching.

Reflective practice is a method of learning from experience. Reflective practice is recognized as a basis for teachers' learning to reflect on their experience while in teacher education programs (Maharsi, 2019). The reflection is used by teachers as a basis for making decisions. In addition, reflection also provides opportunities for preservice teachers to reflect on the teaching practices that have been carried out. The use of repeated reflection will provide teachers with experience

regarding their readiness to teach. It can increase the knowledge and skills of pre-service teachers (Tlali, 2019).

Reflective practice is used by pre-service teachers to help them think about what happened, why it happened, and how they might improve their teaching (2016, 2011). The purpose of this reflective practice is to examine the teaching system that has been implemented and to make it more conscious of what it teaches. As a result of increased awareness in teaching, a teacher's awareness of classroom settings, learning and teaching methods, and classroom relations will increase.

Reflective practice in learning has some advantages; the teacher is aware of what the teacher actually does, it encourages collegial sharing as a way to improve teacher collaboration, the teacher may gain knowledge that will help him or her improve their own teaching, reflection prevents burnout and saves time when it comes to planning lessons, reflecting on one's current teaching practice is reassuring, and reflection allows one to bridge the gap between theory and practice (Naidi & Sabgini, 2020).

The use of reflection in this teaching practicum can help them enhance their teaching abilities. As a pre-service teacher, it is hoped that they can improve their teaching skills so that they can become professional teacher.

#### 2.2.2 Teacher Readiness

In education, readiness is defined as the willingness and ability of teachers and students to adapt to the new school system or learning system (Mohamed et al., 2016).

In other words, readiness refers to how well they believe they are prepared for this change and how well they believe their institution is prepared (Howard et al., 2020). This readiness needs to be considered because, by knowing its readiness, it can be seen what kind of support is needed during online learning.

Readiness is used to demonstrate a teacher's ability to express a specific part of their work, such as teaching learning. In this study, the mastery of teacher competences; pedagogical competence, professional competence, and mastery of

technology, will be indicators of this teacher readiness.

In online learning, teachers need to develop their knowledge, including digital technology, for example; video assignments, online assignment, and others. Learning from experience is important. The transition during this Pandemic COVID-19 needs to be investigated regarding the readiness of pre-service teachers to carry out online learning. This experience will have a positive impact on the school. Schools can get an idea of what is needed in online learning and prepare for future learning.

## 2.2.3 Teacher Competence

Competences are the abilities and knowledge that a teacher needs to be effective in teaching. Teachers should be proficient in a number of skills in order to optimize student learning. There are three types of competence in general; knowledge, attitude, and skills (Uztosun, 2018).

# a. Knowledge

Knowledge refers to pedagogy and professional competence. Pedagogy competence is the ability of teachers to

understand and manage learning systems. This competency teacher is expected to be able to design learning, evaluate learning, and develop the potential possessed bv students. Professional competence is the ability of teachers to master the learning materials in depth. In addition to mastering the material, in this competency, teachers are expected to be able to develop learning materials, master curriculum materials, and improve professionalism in teaching. As a teacher, these competences should be mastered.

#### b. Attitude

Attitude refers to personality competence. This personality competence is the ability of each person (personality) to reflect on his or her own personality. The personality includes being mature, authoritative, giving a good example, and having a good attitude. A teacher should have a good attitude and actions. It is because students will imitate the teacher's attitude. Attitude is the most important thing among all things. By having a good attitude, someone will be able to get to know us.

#### c. Skills

This competence refers to using technology in their teaching. In comparison to their predecessors, today's pre-service teachers are expected to be better prepared to use technology in their classrooms (Park et al., 2020). In today's era, teachers must be open about technology. Before technology developed, teachers might only use printed books as teaching materials. But now, the era is different. This is an era where technology is getting more and more sophisticated. Being open to technology is a must for a teacher. By using technology, learning will attract students' attention. Besides that, it will increase the enthusiasm of students in doing learning, especially in online learning during this Pandemic COVID-19.

Among all these competences, a teacher should master all of them. These competences will affect their teaching.

## 2.2.4 Teaching Practicum

Teacher readiness in teaching includes three competencies; pedagogic, professional, and skill in using technology. To become professional teacher, these three competencies must be mastered. And to make professional teachers can be developed through teaching practicum.

A teaching practicum is a study program that is prepared for pre-service teachers to practice the knowledge that has been learned. A teaching practicum is one of the courses in teacher education. This course should be taken by students in order to fulfill one of the requirements for graduation from the university. A teaching practicum is a means to introduce pre-service teachers to real teaching practice. Teaching practice also builds preservice teachers' ability to become professional teachers in the future, both in knowledge and teaching skills. By teaching practicum, preservice teachers already have an idea of how to teach in the classroom. From that, pre-service teachers will be able to manage the classroom and the learning system will have good quality.

In another sense, teaching practicum is one of the most important aspects of teacher training since it has the biggest impact on teacher quality (Mtika, 2016). By practicing teaching directly in school institutions, preservice teachers will gain experience in various aspects of teaching. They will know the actual date of teaching practicum. With this experience, it can be used as a reference later when they teach.

The teaching practicum at UIN Walisongo Semarang is carried out at the beginning of 7<sup>th</sup> semester after students take a microteaching course. Teaching practicum that was originally carried out directly face-to-face with schools but is now carried out online. Individual and collaborative teaching practicums are divided into two divisions. For individual assignments, students are asked to make two learning videos and one learning medium. For the next, students are assigned to collaborate with school institutions. Students are free to determine

where they teach because it is still in a pandemic situation. Students are advised to choose the school closest to where they live. In this teaching practicum, students can seek real teaching experience. They can learn how to keep the classroom atmosphere active, and so on. As a result of this teaching practicum, they have a better understanding of the teaching process.

#### CHAPTER III

#### RESEARCH METHOD

This chapter contains design of the research, setting and participants of the research, data collection and procedure of the research, and data analysis of the research.

#### 3.1 Design of the Research

This research is qualitative research. Qualitative research aims to comprehend the phenomenon of what the research subject is experiencing, such as behavior, perception, motivation, action, and so on.

This research uses a case study approach according to Robert K. Yin, which intends to describe the results of research and try to find a comprehensive description of a situation (Yin, R. K, 1984). Using this method is because the phenomenon to be studied is a case that requires an indepth descriptive study, namely to determine the readiness of pre-service teachers to teach in an online practicum, especially using technology.

A case study is effective when the researcher wants to understand a specific problem or situation in detail and where people can identify cases with a variety of information. In general, a case study is more appropriate for research related to how or why questions.

This study is interpretative because it seeks to understand the extent to which pre-service teachers of foreign languages are prepared in the sense that they are ready to teach online practicum during the Pandemic COVID-19. The components of the online practicum program's readiness focus on pedagogical competencies, professional competencies, and mastery of media technology.

#### 3.2 Setting and Participants of the Research

The setting of this research is an online practicum at the English education department of UIN Walisongo Semarang. Practicum is one of the courses that must be taken as a graduation requirement at a university, especially for teaching education. Practicum is offered in the seventh semester and students can take it after they have taken microteaching. The practicum was initially carried out offline but is now online due to Pandemic COVID-19.

The participants of this research were pre-service teachers who took an online practicum. These pre-service teachers are majoring in the English education department. Seven pre-service teachers volunteered to participate in this study, including six females and one male.

## 3.2.1 Participant Z

School level: High school level, in Islamic high school.

Class: She got 8<sup>th</sup> grades of IPS.

Teaching time duration: 12 times. In a week, she taught twice. She got full teaching schedule from the first week of PPL until the end of PPL.

Implementation of PPL: Online.

Material: Expression of asking and giving opinion, agreement, invitation, formal and informal, present continuous, and pre-position time.

## 3.2.2 Participant M

School level: Junior high school.

Class: She got 8<sup>th</sup> grades.

Teaching time duration: Three times.

Implimentation of PPL: Online.

Material: The use of can and will.

# 3.2.3 Participant F

School level: Junior high school.

Class: She got 7th grades.

Teaching time duration: Six times and in a week, she taught twice.

Implementation of PPL: Three times online and three times offline.

Material: Identity, hobby, simple present tense, and member of family.

## 3.2.4 Participant K

School level: High school level, especially in Islamic high school.

Class: She got 10<sup>th</sup> grades.

Teaching time duration: Six times.

Implementation of PPL: Online.

Material: Pronouns, congratulating and complimenting others.

# 3.2.5 Participant I

School level: Islamic Junior high school.

Class: He got 7<sup>th</sup> and 9<sup>th</sup> grades.

Teaching time duration: He taught six times and he taught in two classes.

Implementation of PPL: He taught online once then offline until the end.

Material: Agreement and disagreement expression, and procedure text.

# 3.2.6 Participant L

School level: High school level, especially in Islamic high school.

Class: She got 12<sup>th</sup> grades.

Teaching time duration: Six times.

Implementation of PPL: Online.

Material: If clause, caption, application letter, and passive voice.

#### 3.2.7 Participant R

School level: Junior high school.

Class: She got 8th grades.

Teaching time duration: Four times. She taught once a week.

Implementation of PPL: She taught three times online and once offline.

Material: Stating capability and willingness, asking and giving suggestion.

## 3.3 Data Collection and Procedure of the Research

Data collection techniques through interviews and questionnaires allowed the researcher to obtain in-depth information about the readiness of pre-service teachers in an online practicum. This method was chosen because the interview is a useful data-gathering tool in which participants' preparation could be revealed through their actions, feelings, and attitudes (Park et al., 2020). The questionnaire also aimed to collect data and find answers to questions about the readiness of pre-service teachers to teach online, especially their readiness to use technology.

The goal of this study was to get a thorough understanding of the subject. It was conducted qualitatively. Through reflective practice, data was collected. This technique aimed to reveal the readiness of EFL pre-service teachers to practice teaching in an online practicum.

Reflective practice is a method of learning from experience (Arslan, 2019). From experience, teachers can learn about their teaching methods and this will make them a professional teacher. This technique of collecting data through reflection is considered appropriate because it helps pre-service teachers learn from personal experience, especially bad experiences. With this reflection, pre-service teachers can correct their shortcomings and improve their teaching. The participants can write down how they feel when teaching an online practicum according to the prepared questions.

The data reflection was taken in August 2021. This reflection was distributed via *WhatsApp* in the form of a word document or PDF file. Before filling in the reflection data, the researcher made a questionnaire containing the willingness of honorary teachers to fill in the reflection data. Questionnaires were distributed to students majoring in English in the seventh semester who were carrying out teaching practicum. The researcher distributed

questionnaire to three classes of students majoring in English. As a result, there are seven people who are willing to fill in the reflection data. In filling out this interview, there is no element of coercion because it is related to ethics. So there is no element of coercion in filling out this reflection data.

To distribute this interview, the researcher contacted the participants personally because the responses were confidential. The researcher asked to participants to fill in the reflection.

Reflection consists of six questions according to the Gibbs Reflective Cycle (1988). These stages include the following:

- 1. Description of the situations and conditions,
- 2. Feeling about the experiences,
- 3. Evaluation of a good and bad experiences,
- 4. Analysis to understand the situation,
- 5. Conclusion about what you have learned and done in the teaching,
- 6. Action Plan about what will you do in the future if you face the same situation.

Six of the questions based on the Gibbs Reflective Cycle include:

- 1. Deskripsikan dalam 80-150 kata pelaksanaan PPL yang anda alami (Jenjang sekolah, berapa lama, jumlah jam mengajar, materi atau topik yang anda ajarkan, dll) (Describe in 80-150 words the PPL implementation you experienced (school level, how long, number of teaching hours, material or topic you taught, etc.)
- Terkait dengan kesiapan mengajar anda, bagaimanakah perasaan anda sebelum dan sesudah melaksanakan PPL di sekolah atau madrasah tersebut? Apakah anda sudah mengantisipasi situasi yang akan anda hadapi selama PPL? (80-150 kata)
  - (Regarding your readiness to teach, how did you feel before and after implementing PPL in your school or madrasah? Have you anticipated the situation that you will face during PPL? 80-150 words)
- Apa pengalaman yang baik dan kurang baik selama menjalankan PPL? Apakah kontribusi anda dalam PPL tersebut? (50-100 kata)
  - (What are the good and bad experiences while running PPL? What is your contribution to PPL? 50-100 words)
- 4. Menurut anda, alasan apa sajakah yang membuat anda menyimpulkan bahwa praktik PPL ada yang berjalan bagus dan atau kurang bagus selama anda melakukan praktik PPL?

- (In your opinion, what are the reasons that led you to conclude that there were good and or bad PPL practices while you were doing PPL? 50-100 words)
- 5. Apa yang anda pelajari dari situasi tersebut? Keterampilan apa yang harus anda persiapkan lebih baik lagi untuk menghadapi situasi di masa yang akan datang? (50-100 kata)

  (What did yan learn from the situation? What skills do
  - (What did you learn from the situation? What skills do you need to better prepare for future situations? 50-100 words)
- 6. Jika anda ingin melakukan praktik mengajar di masa yang akan datang, perubahan apa yang ingin anda lakukan? Upaya apa yang anda lakukan untuk meningkatkan keterampilan menuju pada perubahan yang anda ingin tersebut? (80-150 kata)
  - (If you wanted to practice teaching in the future, what changes would you like to make? What efforts are you making to improve your skills towards the change you want? 80-150 words)
- 7. Bagaimana anda meyakinkan diri anda untuk elakukan hal berbeda dengan lebih baik untuk praktik di masa mendatang? (50-80 kata)
  - (How do you convince yourself to different things better for future practice? 50-80 words)

Gibbs's Reflective Cycle involves description, feelings, evaluation, analysis, conclusion, and even recommending what action should be taken if you face it again in the future. In this case, participants can answer the reflection with the guidance of the Gibbs Reflective Cycle in detail, and the participants answer in the form of a description with an answer rule of 50-100 words. Then, the file sent back to the researcher.

## 3.4 Data Analysis of the Research

The main objective of this research is to explore the readiness of pre-service EFL teachers in online practicum. This study also explored the readiness of pre-service teachers to use IT in learning activities. This research adopted a qualitative research methodology by utilizing thematic analysis. This method described the existing data in detail. There are six steps in analyzing thematic data analysis; 1) identify the data (which means to read and reread the data that has been obtained and note the important points), 2) make a code (code the data or take the main points in each sentence), 3) create a theme (after being coded, turn it into themes), 4) review the themes that have been made (recheck), 5) define and give a clear name for

each existing theme, and 6) analysis means compile and produce reports (Braun V. & Clarke V., 2006). Interviews are a great method for generating insight that includes attitudes, experiences, and feelings (Park et al., 2020).

Using qualitative research methods, this research will provide the potential to find out various views and experiences. The data collected from the reflection was then analyzed based on the Gibbs Reflective Cycle. The findings of this study will be analyzed and presented based on them.

#### CHAPTER IV

#### FINDINGS AND DISCUSSION

This chapter contains the findings of the research and discussion regarding the readiness of pre-service teachers in teaching online practicum, especially in using technology in their learning.

## 4.1 Finding

Reflective practice aims to reflect on activities that have been carried out by someone. In this research, reflective practice aimed to determine the readiness of pre-service teachers in an online teaching practicum, especially their readiness to use technology in their teaching learning. And this data was obtained through reflections given by the researcher to pre-service teachers after they did an online practicum. This reflective practice was able to improve the quality and skills of pre-service teachers' teaching. Therefore, the researcher gave several questions to determine the readiness of pre-service teachers in an online teaching practicum. The questions were based on the Gibbs reflective cycle, which includes description, feelings, evaluation, analysis, conclusion, and even recommending what action should be taken if you face it again in the future. Based on the answers from the reflection data provided by participants, the following is an explanation of their readiness for the teaching practicum.

# 4.1.1 Readiness for Online Teaching Practicum Participant Z

Before PPL, I felt happy but a little restless because every day I thought about how the technical implementation of PPL would be, and I was afraid that when I taught, I would get naughty students or what I taught was not understood by the students, so I felt a little restless and afraid behind the feeling of euphoria towards PPL. But when the PPL took place and I started teaching MA children, especially class XI, I felt happy and entertained by the students, when I held a Google Meet many of them were active in question and answer, when I asked them to read the material, I presented on power point. They were enthusiastic to read it even though some did not want to read because of their lack of confident their English reading skills were not fluent, but after convincing the students they finally wanted to read the material. It's nice to be able to teach the new world directly with MA children who are fun, although there are bound to be children who are disobedient in

doing their assignments, but I always convince and invite them to study and do assignment.

#### Participant M

The previous feeling was very confused and worried what would happen if the school did not mind accepting it. I am worried that my teaching method was not in accordance with what is usually taught by the teacher, even it can make students confused an do not understand. Because I have never practiced directly before, and usually only imagine or practice teaching without students. The feeling after PPL was very happy, what I imagined before was not difficult. Get a civil servant teacher who can guide according to the existing lesson plan (RPP), always evaluate directly after the learning activity and then apply it directly to the next class. Student responses were very supportive and greatly influenced my enthusiasm for teaching.

## Participant F

I felt little pressured because when I asked the teacher for corrections related to learning materials in the form of power point, learning videos and Google assignment forms, there were any revisions, because these were adjusted to what the previous teacher had made, while I did not know it. For the next meeting, I

have anticipated all the problems I experienced before, prepared a Google form according to the teacher's wishes and prepared a network to facilitate the learning process. Before studying I prepare everything I need.

#### Participant K

The implementation of PPL provides a practical experience of being a student teacher that I really feel. Prior to the implementation of PPL, students are provided with the knowledge of the teacher during the lecture period. Even so, it is not complete if you did not practice it. As a teacher during the PPL implementation, of course I have to prepare everything for teaching such as lesson plan (RPP), the material to be taught, and the learning media used. During the implementation of the independent PPL collaboration, teaching became a challenge in itself. The challenge that I experienced was the effectiveness of students in learning activities. Some students did not answer in the presence of Google meeting, there were even 10 students who did not join. This situation became my biggest challenge in teaching during this PPL. To deal with this situation, I anticipated by sharing the material and the recording link in the WhatsApp group. Apart from that, I also welcome students to contact me personally.

## Participant I

Actually, I was not ready yet because what I got during micro teaching was only making learning videos and not teaching for real. But I think this is the best step to learn to teach in person. Before doing PPL at school, I was little afraid that I would teach something wrong or not in accordance with what the teacher was doing. But with mistakes, I can learn ore. After implementing PPL in schools, I know that teaching during pandemic is not easy and also dealing with students in learning is not as easy as it seems but I feel happy to be able to teach there.

#### Participant L

The first thing I imagine when teaching is carried out face-to-face in class and I have to prepare myself well. But in turns out that I taught online through Google Classroom where I did not have to meet face-to-face and explain directly in front of students. I only needed to make learning media such as PPT and videos then I sent the materials and assignments to Google Classroom. After completing the PPL activities, I felt that I was lacking in practicing learning because I could not meet face-to-face with students. But in this PPL activity, I can understand the teacher's duties other than

teaching in front of class. And Alhamdulillah I was able to complete this activity without any significant obstacles. All the materials have been well prepared and I felt it was sufficient in explaining the material for class XII.

### Participant R

The feeling I felt before carrying out this PPL was nervous and also confident. Nervousness is a human thing, everyone will feel nervous when they want to do something, especially something very important. I felt confident because I felt mastered the material about micro teaching that has been taught previously, regarding the teaching techniques taught previously I felt very able to apply it in the implementation of PPL this time. After PPL, what I felt the most was happy, happy because PPL's responsibilities have been carried out well. Besides that, I have also anticipated all situations that will occur during PPL, even I have changed applications twice due to several obstacles. Every day, I always think of alternative possibilities to do.

Based on the reflection data above, it can be concluded that pre-service teachers feel nervous, confused, and worried before teaching practicum begins. They can not imagine how it will be taught later because they have never been in direct contact with the teaching system. But after practice, they are happy because the reality is not as difficult as imagined. The enthusiastic response of students also adds to the enthusism of a teacher.

#### 4.1.2 Online Learning Conditions

The researcher has conducted research on the teaching readiness of pre-service teachers in online teaching practicum. This research was conducted on students who had taken a teaching practicum. This teaching practicum is carried out in the seventh semester in teacher education at UIN Walisongo Semarang. This teaching practicum enables pre-service teachers to practice teaching directly in a school. It provides a great experience for pre-service teachers.

The pandemic COVID-19 has had a tremendous impact on all aspects, including education. Education that was originally carried out face-to-face has now shifted to online. Online learning or distance learning surprised everyone, not only students but also teachers. It was a challenge for teachers to create an effective classroom atmosphere. This reflection was used to

determine the extent of the readiness of pre-service teachers in the online teaching practicum. In addition, the reflection also contained several main points, among others, to find out how they felt before and after carrying out the online teaching practicum at school/madrasa, and whether they had anticipated the situations that would be faced during the online teaching practicum, as well as good and bad experiences during the online teaching practicum.

#### Participant Z

During the PPL collaboration, I have prepared anticipatory situations, such as before teaching I will look for references from e-book and internet, so I look for teaching references not only from textbooks and worksheets but also from other media. Then I always prepare power point, videos, and also papers to accompany me in delivering learning materials, so before teaching I have prepared all the learning media that I will teach.

During PPL, there were good and bad experiences, but from bad experiences I was able to learn how to find solutions, for example when I did Google meet initially only eight children joined because of the obstruction of children from Internet quota. I understand that, but I

suggest those who are blocked by quotas to join Google meet with their friends who have quotas, so that at the next meeting more students will join Google meet than before. It's a little annoying if during the Google meet process, the signal is not good, but so that they can still understand the material that has been delivered at Google meet I sent a power point and a paper that was simple and easy to understand for them, of course I made a learning video for them.

I got good experiences when PPL, such as the teaching experience to train my mentality in the next teaching session and increase my friendship with teachers and staff at the school, and being a ceremonial officer at the independence ceremony was fun for me.

During PPL, my three friends and I always made learning videos and learning modules from class X to class XII, we sent videos and modules through our accompanying teacher, and we sent learning videos to our students.

# Participant M

The experiences were good because the knowledge I got at PPL was not only about teaching, but also understanding the character of students, how to deal with students who have learning difficulties and then

how the problems that arise during online learning take place from the teachers there. Not only interacting with students but also with teachers there, telling their experiences while teaching at school is an important experience for as a PPL student.

There was also a bad experience when I was PPL yesterday. Bad experience because I as PPL student, the staff or teachers often did not know me because I did not look like PPL, and there were also teachers who did not come to school often because they were still in online learning.

My contribution to school was teaching, helping teachers found questions for competitions, and helping when the school held certain events.

## Participant F

The good experience that I got during PPL, I was given a mentor teacher who was very helpful and paid attention to what I was doing, so I knew what was right and what was wrong. I can understand how to teach well, prepare lessons well, create efficient and organized learning, know how to use applications that are very helpful in the assessment process such as Google forms and score recaps with spreadsheets.

The bad experience I had was the response of students who were less active in learning, I have tried to provide interesting learning media but only a few students were active, then some students also did not take part in learning through Google meeting for various reasons, such as having no quota and bad signal. *Participant K* 

During the PPL implementation, I felt that I had gained a lot of experience in terms of teaching. During the implementation of independent PPL, I learned to be independent in preparing for learning, but it was also a challenge in itself so that I would not to be sleepy and lazy. Meanwhile, during the implementation of the collaborative PPL, the challenges in teaching were felt. This was because I taught directly into the classroom for four meetings. Students who were less active in learning were the biggest challenge for me. But behind that, my relationship with the school/ madrasa principal, teachers, and employees at the school as the *almameter* was getting better. I was even asked to help foster students who were about to take part in an English competition.

Participant I

Alhamdulillah, students and accompanying teachers and other teachers were good in guiding us (PPL students) at school. Students were active during face-to-face learning, although only half were accepted because the entry schedule was based on odd-even. There were a few obstacles when online learning through Google meeting because students were in the Islamic boarding school and holding limited cellphones, so I had difficulties at that time and after the odd-even face-to-face learning was held. My accompanying teacher always guided me before studying and we had a good discussion on WhatsApp.

#### Participant L

I became the coordinator in my group of PPL. My job was to control the activities from the first day to the last day of the PPL activities. My friends and I found difficulties to make practical learning videos because there were only a few students present. I had a bad experience during teaching and learning activities, namely during the Google meet meeting only four students were present and I felt that I was not being listened to because there was no response, and maybe this happened because the school was online. Where they were faces with home and school activities, so

students sometimes forget school hours. My friends and I contributed to Independence days, s ceremonial officers. In addition, we also made modules or English materials for all classes.

#### Participant R

The good experience was that I have learned a lot from the accompanying teacher regarding the preparation of a good lesson plan (RPP), how to provide evaluation assessments, and even good teaching techniques I got everything from accompanying teacher. In addition, a very good experience that also made an impression on me was meeting with 8<sup>th</sup> graders who were very active and also adorable.

The bad experience was because the school has students who are mostly from villages, any of whom have difficulty giving signals or do not have quotas, this of course hinders the online learning process, and this is a bad experience for me. My contribution to PPL this time was that I can teach three times in a row well, I also helped fulfill the 8<sup>th</sup> grade students' assessments through the Google form

#### 4.1.3 Skills in An Online Learning Using Technology

In the implementation of online learning requires more skills, especially skills in using technology. Mastery of technology must be considered again so that the learning process runs well and effectively.

### Participant Z

I learned to be more patient in dealing with situations like this and I understand that online teaching and learning activities are more difficult for both teachers and students. The teacher cannot control students directly and students do not get detailed material and explanations that students' SO understanding is reduced. What I can do to make teaching and learning activities more effective is to do a Google meet in every meeting, and I have to be more assertive with lazy students. I can use some of the rules to make students feel that learning online must also obey the rules. And I will always give an evaluation at every meeting or I will hold a question and answer or quiz directly using Google meet to find out the level of students understanding. At the end of each material, I will hold a test and for students who get the best score will get a reward.

## Participant M

Before teaching, the skill that I prepare is to study the material well. What will be done during the one hour lesson and what if the media that I use is not supportive or ineffective during the learning process, so the teacher must have a second plan if the first plan is not implemented optimally. The second skill is creative, creative in explaining so that students understand and dare to ask which parts have not been understood. In educating students, teachers not only deliver learning materials but also build an honest attitude and teach them to speak well.

## Participant F

The skill that I have to prepare better is the skill in managing the class. Class management skills are needed because with good classroom management skills, teachers can pay attention to all students, not only those who are active, and are able to invite all students to always try to be active in learning activities. The next is teaching skill, teaching skill is very important and very much needed by teachers, because with good teaching skill, students will get many benefits, such as being able to understand what is explained by the teacher. Furthermore, communication skill, communication skill is also very important for teachers because with this

skill teachers can convey information to students clearly and easily understood. By having good communication skill, the teacher will definitely be very close to the students, so students will not be afraid if they want to ask questions.

### Participant K

The skill that I prepared was training to process behavior and emotions. Of course, I still have to prepare pedagogical skills, attitudes and behaviors to become a competent teacher.

## Participant I

The skill that I have prepared is to understand the character of students, because every student has a different character. In addition, I also learned not to compare one student with another, because every student definitely needs support to learn. Then I have to be more assertive with the children who often make a fuss, it becomes a big homework that I have to finish.

## Participant L

I understood that online teaching and learning activities were more difficult for teachers and students. The skill that I have prepared again is to understand how students learn, how to deliver material in online learning, and my solution in organizing the class to be

effective is to do a Google meet at every meeting, and I have to be more assertive with lazy students. I can use some of the rules to make students feel that online learning must also obey the rules.

#### Participant R

What I learned was how to find a way for every situation, how we can continue to come up with ideas when faced with difficulties. With this, what I need to improve is quick thinking, mature readiness, and smart in doing something. Learn more, read more books, seek more experiences.

From the reflection data above, it can be concluded that a teacher must be alert and responsive in dealing with everything that happens in the classroom. Skills in teaching also need to be prioritized in teaching because with that teaching and learning process will be carried out as expected.

# 4.1.4 Efforts in Carrying Out Online Learning

Teaching certainly requires various efforts to create conducive learning atmosphere. After the planned efforts have been implemented, the teacher is able to evaluate the learning. From this evaluation, the teacher will try to improve the skills he/she has. As a teacher, the teacher does not have to worry about making changes or different things in the learning process, especially if these changes lead to changes for the better. *Participant Z* 

I will change my way of teaching to be better every day, of course I will learn about everything about education. And of course, I will prioritize students first, I will try to identify the character of each student so that I can understand what obstacles exist in each student in English lesson, then I as a foreign language teacher will make the material, I convey more interesting, simple, and easy to understand, because my job is not only to convey but to give the best for the school and students. So, before I become a teacher in a school institution, I will study first, especially in understanding the character of student aggression.

## Participant M

What I will do is prepare the material better before teaching, then look for reference books to compare the material I have. More creative in finding interesting learning media, but also easy for students to understand so that the material I provide is easy to understand. Pay

more attention to the vocabulary I write and say so that students are not confused by what I say.

### Participant F

I want to do better which I did before, both from teaching preparation, during teaching and after completion of learning. I also want to maximize the use of interesting learning media so that students are enthusiastic in learning and doing assignments. My effort to improve my teaching skills is to prepare myself better and long before teaching. My attempt to improve my communication skills is to start learning to talk to other people politely and explain things in a coherent manner.

### Participant K

To become a competent teacher candidate, there are many things that must be improved and prepared. Changes in my attitude and behavior will take precedence. This is because as a Pre-Service teacher, I will interact with various school/madrasa residents. Moreover, students will imitate me a lot as their educator. I will also improve my teaching skills and innovate according to the times. This is so that students still feel at home in the learning process and feel that learning is becoming an addiction. This is important so

that students do not feel burdened by the current developments.

### Participant I

I will create a teaching practice that is supported by an attractive platform to use so that students are interested in learning with me. I want to improve my English skills again. Maybe use the web such as *linktree* or create digital e-books on book creator to support the learning process, or you can also use discord and *quizziz* platforms during the learning process. Actually, there's a lot more I do not know and I am going to start learning more about it.

### Participant L

If in the future I become an educator and teach offline or online learning, I will prioritize students first, I will try to identify the character of each student so that I can understand what obstacles exist in each student in English lesson, then I am a foreign teacher language, I will make the material I convey simpler or easier to understand.

### Participant R

I will improve myself first, I will study more, find more variety of interesting and not boring teaching, and more often read books related to teaching. The efforts I make to improve these skills are studying, keep learning, reading more books, looking for interesting videos as teaching materials, and improving my experience and doing small lessons in my own village.

### 4.1.5 Organize Online Learning Activities

In learning, learning activities need to be arranged in a coherent and clear manner. With clear learning activities, learning will run as expected and conditional. In online learning, there are many obstacles to dealing with a different classroom atmosphere than before. A teacher must know how to manage the conditions of the class being taught, because the teacher should have mastered pedagogic competence, i.e., the competence to manage the class well, conducive and active.

### Participant Z

To keep the class active, I gave question and answer sessions during Google meeting and students were active in those sessions. Online learning is indeed related to technology related to signals and quotas. When I taught, there were only a few children who were members of Google meeting and most of the others were constrained by internet quota. At that time, I suggested that those who were blocked by quotas could

join friends who had quotas and as a result more people joined Google meeting than before. The thing that can be done to keep learning active and conducive was to use Google meeting as an online learning platform in every meeting. Besides that, I should be stricter with lazy students and here I can apply some rules so they know that online learning must also be obeyed. Providing evaluation after learning is also needed in online learning. The last one, I gave a question and answer in the form of a quiz after learning to find out the level of understanding of students and students who got the best score were entitled to a reward from me.

### Participant K

Before teaching, of course, I make a lesson plan first so that the implementation of learning takes place in a planned manner as expected. And the learning that I applied yesterday was in accordance with what I had planned. All stages were carried out and there were no obstacles, even if there were only small obstacles and did not interfere with the learning process.

Regarding effectiveness in the classroom, it is necessary to pay more attention to online learning. How the teacher is able to change the atmosphere from passive to active. Therefore, teachers need to learn about good classroom management in order to facilitate the teaching and learning process.

### Participant I

In order to manage general classroom conditions, I followed the school's rules, such as the odd-even admission schedule system. But for the class, I managed and controlled the condition of the class myself although sometimes accompanied by my accompanying teacher. The condition of the class that I held was orderly because my accompanying teacher always guided me before studying. Our communication went well and became an important point in a good learning process.

### Participant L

To manage and control classroom conditions to remain conducive during online learning, a good strategy is needed. The teacher cannot control directly and students do not get an understanding of the material and explanations in detail so that student understanding is reduced. The way that I did to make the class more effective was to do a Google meeting in every meeting and also, I have to be firm with the students. A firm attitude sometimes needs to be applied when teaching. It means that sometimes relaxed and sometimes serious.

The researcher concluded from the reflection data above that implementing online learning requires some effort. Efforts can come from teachers and their efforts to facilitate the teaching and learning process. The quality of teaching from a teacher can be improved through reading, looking for several reference sources that are relevant to the material, and always being updated with educational developments.

### 4.1.6 Utilizing the Use of Media/Platforms to Support Online Learning

Online learning or distance learning cannot be separated from technology. Along with the times, technology is getting more sophisticated. Therefore, educators must follow these developments so that the learning process can run optimally. We need several platforms to support the learning process in carrying out online learning. We may already know about some platforms, that we may not know about. As teachers, we must know how to use the platform properly and correctly. This reflection aims to determine the readiness of pre-service teachers to use various platforms to support online learning.

### Participant Z

In dealing with this online learning, I used Google meet to support my learning in every meeting. Before teaching, I prepared material in the form of PPT, learning videos, and made an English learning module. These platforms aimed to make easier for students to understand the material. Besides that, it was also to attract the attention of students to keep the spirit in learning and of course not feel bored.

### Participant F

When I PPL online, I used multiple platforms to support my learning. This platform includes PPT, learning videos, Google forms and quizzes. In each meeting I prepared learning media and before I sent it to students, I sent first to the accompanying teacher for correction. At the initial meeting, I was surprised because I got many revisions from my accompanying teacher. But at the next meeting I already anticipate to be better that yesterday.

### Participant K

I used various media to support this online leaning, including Google meeting, learning modules, and I shared a *link padlet* to attract students to stay enthusiastic in learning. And do not forget to make a

power point so that the material looks so simple and attract students' attention.

### Participant I

In this lesson, I only used Google meeting platform to support online learning. But in the future, I will learn and improve more about various platforms that can be used in online learning. Maybe a web such as *linktree*, making digital e-books, or you can also use a discord and *quizziz* platforms during the learning process. And I still have to continue to study and find out about platforms that might be interesting for students to understand the learning material.

### Participant L

In my estimation, I will teach in front of the class directly and meet with students face-to-face. But in fact, I taught online through Google classroom. And here I did not need to face-to-face and explained directly to the students. I only made learning media such as power points and video explanations about the material I taught and then I sent it to Google classroom. Not only Google classroom but I also used Google meeting to control students and made teaching and learning activities more effective.

### Participant R

Because the learning system at the school where I live for PPL still uses an online learning system, so here I taught through online applications such as zoom and Google meeting. And to improve my teaching skills, I will look for more interesting videos as teaching materials. And also, I will improve my teaching techniques and methods from before.

Based on the answer data given by participants above, they have used several platforms to support online learning. In the use of technology, they were quite mastered, but one participant wanted to learn more about using the platform. The participant wanted to try other platforms that could attract students' attention. The use of technology should be used to the maximum extent possible.

### 4.2 Discussion

A teaching practicum is a place for pre-service teachers to practice the knowledge that has been obtained during lectures and then share it with the students. Teaching practicum provides its own experience for pre-service teachers, and this experience can be used as a reference when teaching in the future.

Because of the pandemic COVID-19, learning was shifted to the internet. Several things need to be prepared for carrying out online learning, both from a teacher and other aspects related to learning.

Online teaching practicum cannot run smoothly if teachers are not able to master technology well. In addition to mastering technology, teachers must also be ready to face everything that happens in learning. When there is a problem, the teacher must be alert and responsive to find a solution.

In a teaching practicum, a teacher must meet three aspects of competence: pedagogic, professional, and skills in using technology. The readiness of pre-service teachers to use technology in learning needs more attention. This is in accordance with what was expressed by Park, that preservice teachers in the current era are expected to be more prepared to use technology in their learning (Park et al., 2020).

Previous studies have conducted research on the readiness of pre-service teachers in teaching, but in this research, teaching readiness in using technology as a learning medium has not been researched. Examples of previous research have been described by the researcher in the background sections. Meanwhile, in this research, the

researcher focuses on pre-service teachers' readiness to use technology as a learning medium. This is different from previous research, considering that learning in the current era has shifted online due to the pandemic COVID-19. Although there have been face-to-face meetings, even then it has not been completed. The results show that the current research and previous research reveal the same results: preservice teachers are ready to teach online.

It can be concluded that in this research, the researcher provides a clear description and explanation of the readiness of pre-service teachers in an online teaching practicum and also provides an overview of their readiness to use technology in their learning. Pre-service teachers start their teaching practicum by creating and designing attractive media/platforms so that students remain enthusiastic about participating in learning even though the learning is done online. Designing interesting learning also aims to make it easier for students to understand the material being taught. In designing this media/platform, it is adjusted to the needs of students so that the learning process can be followed as much as possible.

### CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher provides conclusions and suggestions. A conclusion is drawn based on the answers obtained from the reflection data regarding the readiness of pre-service teachers in online teaching practicum and their readiness to use technology to support their learning. Then, as a suggestion, this research provides some useful information for students (pre-service teachers) and researcher.

### 6.1 Conclusion

This research describes the readiness of pre-service teachers in an online teaching practicum and also describes their perceptions of the implementation of the online teaching practicum. From the reflective practice data above, it can be concluded that:

In a teaching practicum, what the teacher must prepare is not only master the material being taught but also the ability to manage the class and the ability to use technology in learning. Mastery of the material is indeed a priority in teaching, but if it is not supported by other abilities, the learning process cannot run smoothly.

This research reveals that the teaching readiness of preservice teachers includes three aspects; pedagogical, professional, and readiness to use technology in their learning. Based on the findings from the reflective practice data provided by the participants, in their teaching readiness, they stated that they were ready to practice teaching online. They have prepared various things, such as teaching materials, media, and techniques that they have to prepare for an online teaching practicum. But there are some participants who think that offline learning is more effective than online learning because it allows participants to practice teaching directly. They have made various efforts and preparations so that the learning process can run as optimally as possible. In addition, they have also arranged learning activities in the form of lesson plans so that learning runs in a structured manner. They tried to create classroom conditions to remain active and effective even though learning is done online.

Online teaching requires special skills, especially in using technology in their learning. All participants have applied the technology well. In the use of technology, the participants had no problems because they were accustomed to using technology in their daily life and also in terms of learning. And there are also participants who have a desire to develop their skills in using technology.

Participants also evaluate learning to determine student progress. They have also made various anticipations in order to overcome problems that arise during the learning process and these anticipations include; look for sources of reference material from e-books, internet, and others.

### **6.2 Suggestion**

### 5.2.1 For pre-service teachers

The researcher hopes that pre-service teachers realize that teaching requires several techniques, especially in online teaching. They must be more open in terms of technology and they have to improve their skills. Many things must be prepared before teaching, both in the pedagogical and professional aspects. It is hoped that this research can encourage pre-service teachers to maximize the strategies used in teaching.

### 5.2.2 For the next researcher

The researcher hopes that future researchers can continue to do research on anything related to online learning because learning is currently being done online. Many things need to be learned in online learning, and hopefully, this research can be an additional reference for future researchers

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### **APPENDIX**

### (1) Refleksi Kesiapan PPL mahasiswa Bahasa

Nama : Ziqma Mar'atussholehah Jurusan : Pendidikan Bahasa Inggris

 Deskripsikan dalam 80-150 kata pelaksanaan PPL yang anda alami (Jenjang sekolah, berapa lama, jumlah jam mengajar, materi/topik yang anda ajarkan, dll)

Saya melaksanakan PPL kolaborasi di MA Darul Ulum Semarang. Saya mengajar siswa kelas XI IPS. Jika di total saya mengajar 6 kali dalam tiga minggu. Dalam 6 kali pertemuan tersebut saya mengajar 2 materi. Pada jadwal mengajar saya yang pertama, saya mengajar materi Expression of Asking and Giving Opinion. Kemudian saya mengajar Expression of Invitation.

2. Terkait dengan kesiapan anda mengajar, bagaimanakah perasaan anda sebelum dan sesudah melaksanakan PPL di sekolah/madrasah tersebut? Apakah anda sudah mengantisipasi situasi yang akan anda hadapi selama PPL? (80-150 kata)

Sebelum PPL saya merasa senang namun sedikit resah karena setiap harinya saya selalu memikirkan bagaimana teknis pelaksanaan PPL dan takut apabila saat saya mengajar saya mendapat siswa yang nakal atau apa yang saya ajarkan tidak di pahami oleh siswa. Namun saat PPL

sudah berlangsung dan saya mulai mengajar anak MA terutama kelas XI saya merasa senang dan terhibur akan siswa-siswinya, saat saya adakan G-Meet banyak dari mereka yang aktif, ketika saya menyuruh mereka untuk membaca materi yang saya tempilkan di sharescreen mereka antusias walaupun ada yang tidak mau membaca karena kurang PD tetapi setelah meyakinkan siswa tersebut dia akhirnya mau membaca.

Selama PPL kolaborasi, saya sudah menyiapkan antisipasi situasi, seperti sebelum mengajar saya akan mencari referensi dari Ebook dan internet. Saya selalu menyiapkan PPT, Video, dan makalah.

## 3. Apa pengalaman yang baik dan kurang baik selama menjalankan PPL? Apakah kontribusi anda dalam PPL tersebut? (50-100 kata)

Selama PPL, ada pengalaman baik dan buruk, tetapi dari pengalaman buruk saya bisa belajar bagaimana mencari solusinya, contohnya seperti ketika saya melakukan Gmeet awalnya hanya ada 8 anak saja yang mengikuti dikarenakan terhalangnya anak akan kuota internet. Saya memaklumi akan hal itu, tetapi saya menyarankan ke mereka untuk yang terhalangi kuota agar bergabung Gmeet bersama temannya yang mempunyai kuota, alhasil ketika pertemuan Gmeet berikutnya siswa yang bergabung ke Gmeet bisa menjadi

lebih banyak dari yang sebelumnya. Jadi selama PPL saya mendapatkan pengalaman baik seperti pengalaman mengajar secara langsung dan menambah relasi dengan guru dan staf karyawan di Sekolah.

# 4. Menurut anda, alasan apa sajakah yang membuat anda menyimpulkan bahwa praktik PPL ada yang berjalan bagus dan/atau kurang bagus selama anda melakukan praktik PPL? (50-100 kata)

Menurut saya PPL di kondisi Pandemi seperti ini kurang bagus dan kurang efektif, karena banyak sejali pantangannya mulai karena kuota, sinyal, dan tentunya gru dan murid pun tidak bisa berkomunikasi secara langsung atau tatap muka, dimana komunikasi yang plaing baik adalah tatap muka, kita bisa lebih saling memahami, bisa langsung berkomunikasi secara langsung.

### 5. Apa yang anda pelajari dari situasi tersebut? Ketrampilan apa yang harus anda persiapkan lebih baik lagi untuk menghadapi situasi di masa yang akan datang? (50-100 kata)

Saya belajar untuk lebih sabar dalam mengahadapi situasi seperti ini. Guru tidak dapat mengontrol siswa secara langsung, dan siswa tidak mendapatkan materi dan penjelasan yang detail sehingga pemahaman siswa berkurang. Hal yang dapat saya lakukan agar kegiatan belajar mengajar lebih efektif adalah dengan melakukan google meet disetiap pertemuanya, dan saya harus lebih tegas terhadap siswa yang bermalas-malasan. Saya dapat menggunakan beberapa peraturan dan tentunya saya akan selalu memberi evaluasi di setiap pertemuan atau saya akan mengadakan Tanya jawab untuk mengetahui sampai mana tingkat pemahaman siswa. Tentunya di setiap akhir materi saya akan mengadakan ulangan dan untuk siswa yang mendapatkan nilai terbaik akan mendapa reward.

- 6. Jika Anda ingin melakukan praktik mengajar di masa yang akan datang, perubahan apa yang ingin anda lakukan? Upaya apa yang anda lakukan untuk meningkatkan ketrampilan menuju pada perubahan yang anda inginkan tersebut? (80-150 kata)
  - Saya akan merubah cara mengajar saya. Saya akan lebih mengutamakan siswa terlebih dahulu, mencoba mengenali karaker siswa agar dapat memahami kendala apa saja yang ada pada setiap siswa lalu saya sebagai guru bahasa asing akan membuat materi yang lebih simple.
- 7. Bagaimana anda menyakinkan diri anda untuk melakukan hal berbeda dengan lebih baik untuk praktik di masa mendatang? (50-80 kata)

Saya akan belajar dari pengalaman saya semasa PPL ini, saya harus meyakinkan diri saya sendiri dengan membaca dan belajar mengenai materi bahasa Inggris untuk semua kalangan. Selain itu, saya juga akan belajar mengenai bagaimana menjadi pengajar yang baik, dan disukai para siswa yang diajar, saya akan belajar mengenai bagaimana cara memahami pelajar dan belajar mengenai bagaimana menghadapi siswa yang nakal atau tidak taat dengan peraturan pembelajaran.

### (2) Refleksi Kesiapan PPL mahasiswa Bahasa

Nama : Mira Hanifah

Jurusan : PBI 7B

1. Deskripsikan dalam 80-150 kata pelaksanaan PPL yang anda alami (Jenjang sekolah, berapa lama, jumlah jam mengajar, materi/topik yang anda ajarkan, dll)

Saya PPL Mandiri kolaborasi di Smp Nu Al-Ma'ruf yang berada dikudus. Alasan memilih Smp tersebut karena dekat dengan rumah, dan pihak sekolah terbuka untuk menerima mahasiswa ppl. Saya mengajar sebanyak 3 kali pertemuan untuk 2 kelas. Kegiatan yang saya lakukan selama disekolah adalah menyiapkan RPP dan membuat soal untuk pengayaan, dan lain-lain. Pihak sekolah sudah menerapkan kelas offline. Materi yang saya ajarkan yaitu penggunaan Can & will.

2. Terkait dengan kesiapan anda mengajar, bagaimanakh perasaan anda sebelum dan sesudah melaksanakan PPL di sekolah/madrasah tersebut? Apakah anda sudah mengantisipasi situasi yang akan anda hadapi selama PPL? (80-150 kata)

Perasaan sebelum bingung dan khawatir, kemudian cara dalam saya mengajar tidak sesuai dengan yang biasa diajarkan oleh guru. Perasaan sesudah PPL senang. Mendapatkan guru pamong yang bisa membimbing sesuai, selalu mengevaluasi setelah kegiatan pembelajaran kemudian langsung diterapkan dikelas. Respon siswa sangat mendukung sangat mempengaruhi semangat saya dalam mengajar. Awalnya mereka hanya diam, kemudian merespon atau menanggapi saya untuk menjawab pertanyaan dan menjadikan mereka paham tentang materi.

## 3. Apa pengalaman yang baik dan kurang baik selama menjalankan PPL? Apakah kontribusi anda dalam PPL tersebut? (50-100 kata)

Pengalaman yang baik karena ilmu yang saya dapatkan ditempat PPL bukan hanya tentang mengajar, tetapi juga memahami karakter siswa, cara mengatasi siswa yang kesulitan dalam pembelajaran kemudian bagaimana masalah-masalah yang muncul selama pembelajaran daring berlangsung dari guru-guru disana. Jadi tidak hanya interaksi dengan siswa saja tetapi juga dengan guru-guru disana, menceritakan pengalaman mereka selama mengajar disekolah merupakan suatu pengalaman yang penting untuk saya sebagai mahasiswa PPL.

Pengalaman kurang baik adalah karena saya sendiri dalam PPL para staf/guru sering tidak tahu saya karena tidak terlihat seperti PPL, dan juga ada guru yang tidak sering datang kesekolah karena masih dalam pembelajaran daring. Kontribusi saya disekolah mengajar, membantu guru

- pamong untuk mencari soal untuk lomba, dan membantu jika di sekolah mengadakan acara tertentu.
- 4. Menurut anda, alasan apa sajakah yang membuat anda menyimpulkan bahwa praktik PPL ada yang berjalan bagus dan/atau kurang bagus selama anda melakukan praktik PPL? (50-100 kata) Bagus tidaknya praktek PPL tergantung dengan sistem pembelajarannya, karena menurut saya pembelajaran tatap muka lebih efektif daripada pembelajaran daring. Interaksi dengan murid secara langsung dna melihat sendiri bagaimana mereka memahami apa yang saya jelaskan, bertanya bagian mana yang terlihat sesusah menurut saya dapat disimpulkan bagaimana praktek PPL dapat berjalan bagus atau tidak. Sarana prasarana disekolah juga mendukung praktek pembelajaran berjalan bagus atau tidak. Kemudian guru-guru yang ada disekolah sangat mendukung praktek PPL.
- 5. Apa yang anda pelajari dari situasi tersebut? Ketrampilan apa yang harus anda persiapkan lebih baik lagi untuk menghadapi situasi di masa yang akan datang? (50-100 kata)

Memiliki rencana cadangan dalam perencanaan praktek PPL itu sangat baik. Kreatif dalam menjelaskan agar siswa paham dan mereka berani untuk bertanya bagian mana yang mereka belum faham. Dalam mendidik siswa tidak hanya materi pembelajaran yang kita sampaikan, tetapi juga membangun sikap jujur, baik dalam bertutur kata juga penting bagi siswa. Mengajarkan attitude adalah aspek yang perlu dimiliki seorang murid disekolah.

6. Jika Anda ingin melakukan praktik mengajar di masa yang akan datang, perubahan apa yang ingin anda lakukan? Upaya apa yang anda lakukan untuk meningkatkan ketrampilan menuju pada perubahan yang anda inginkan tersebut? (80-150 kata)

Yang akan saya lakukan adanya menyiapkan materi lebih baik lagi sebelum mengajar, kemudian mencari buku refrensi untuk mengcompare materi yang saya punya. Lebih kreatif dalam mencari media pembelajaran yang seru, tetapi juga mudah dipahami siswa jadi materi yang saya berikan mudah dimengerti. Lebih memperhatikan kosa kata yang saya tulis dan ucapkan agar siswa tidak bingung apa pesan yang sebenarnya saya sampaikan.

7. Bagaimana anda menyakinkan diri anda untuk melakukan hal berbeda dengan lebih baik untuk praktik di masa mendatang? (50-80 kata)

Praktik PPL membuat kita berkembang untuk mencari cara bagaimana cara mengajar dengan baik. Sikap yang kita gunakan di tiap kelas pasti berbeda, kemampuan setiap kelas dan setiap siswa juga berbeda. Jadi menurut saya itu bisa menjadi acuan untuk meyakinkan diri saya intuk melakukan hal lebih baik kedepannya dalam praktek pembelajaran.

### (3) Refleksi Kesiapan PPL mahasiswa Bahasa

Nama : Filza Faiqotul Himah

Jurusan : Pendidikan Bahasa Inggris

1. Deskripsikan dalam 80-150 kata pelaksanaan PPL yang anda alami (Jenjang sekolah, berapa lama, jumlah jam mengajar, materi/topik yang anda ajarkan, dll)

Saya melaksanakan PPL di jenjang sekolah menengah pertama negeri, pada tanggal 9 Agustus sampai dengan 31 Agustus. Materi yang saya ajarkan yaitu materi bab 2 Bahasa Inggris kelas 7 yang berjudul This is me. Setiap minggunya saya memberi video pembelajaran, google form sebagai tugas dan game quiz. Pada minggu pertama saya membahas materi tentang identity melalui google meet, minggu kedua saya membahas materi tentang hobi kemudian diselipkan penjelasan tentang simple present tense verbal sentence, minggu ketiga saya menjelaskan tentang member of family dan selipan penjelasan tentang simple present tense nominal sentenc, minggu ke 4 saya melaksanakan penilaian harian bab 2 melalui google form.

2. Terkait dengan kesiapan anda mengajar, bagaimanakh perasaan anda sebelum dan sesudah melaksanakan PPL di sekolah/madrasah tersebut? Apakah anda sudah mengantisipasi situasi yang akan anda hadapi selama PPL? (80-150 kata) Saya merasa sedikit tertekan karena ketika saya meminta koreksian terkait materi pembelajaran berupa PPT, Video pembelajaran dan Google form tugas kepada guru pamong banyak revisi, karena disesuaikan dengan buatan guru pamong sebelumnya, sedangkan saya belum mengetahui hal tersebut. Untuk pertemuan selanjutnya saya sudah mengantisipasi semua masalah vang sava alami sebelumnya. Sebelum pembelajaran saya menyiapkan semua yang saya butuhkan.

## 3. Apa pengalaman yang baik dan kurang baik selama menjalankan PPL? Apakah kontribusi anda dalam PPL tersebut? (50-100 kata)

Pengalaman baik yang saya dapatkan selama PPL yaitu diberikan guru pamong yang sangat membantu dan memperhatikan apa yang saya kerjakan, bisa mengerti cara mengajar yang baik, mempersiapkan pembelajaran yang baik untuk menciptakan pembelajaran yang efisien dan tertata, mengetahui bagaimana menggunakan aplikasi aplikasi yang sangat membantu dalam proses penilaian seperti google form dan merekap nilai dengan spreadsheet. Pengalaman kurang baik yang saya alami yaitu respon siswa yang kurang aktif dalam pembelajaran, saya sudah mencoba memberikan media pembelajaran yang menarik tetapi hanya sebagian siswa yang aktif, kemudian sebagian siswa juga

- tidak mengikuti pembela melalui Google Meeting karena berbagai alasan seperti tidak punya kuota, sinyal yang kurang bagus.
- 4. Menurut anda, alasan apa sajakah yang membuat anda menyimpulkan bahwa praktik PPL ada yang berjalan bagus dan/atau kurang bagus selama anda melakukan praktik PPL? (50-100 kata) Menurut saya PPL berjalan bagus ketika saya mendapatkan feedback baik dari guru pamong saya setelah melakukan pembelajaran, siswa mampu memahami penjelasan saya dengan baik dilihat dari nilai quiz dan tugas setelah pembelajaran, siswa menyukai media yang saya gunakan dilihat dari antusiasme siswa untuk segera mengerjakan quiz game yang saya buat. PPL berjalan kurang bagus ketika saya melihat siswa banyak yang pasif pada saat pembelajaran.
- 5. Apa yang anda pelajari dari situasi tersebut?

  Ketrampilan apa yang harus anda persiapkan lebih baik lagi untuk menghadapi situasi di masa yang akan datang? (50-100 kata) Ketrampilan yang harus saya persiapkan lebih baik lagi untuk menghadapi situasi di masa yang akan datang yaitu ketrampilan mengelola kelas. Ketrampilan mengelola kelas sangat dibutuhkan karena dengan ketrampilan mengelola kelas yang baik, guru dapat memperhatikan seluruh siswanya bukan hanya yang aktif

saja, serta mampu mengajak seluruh siswa untuk selalu mencoba aktif dalam kegiatan pembelajara. Selanjutnya vaitu ketrampilan mengajar, ketrampilan mengajar sangat penting dan sangat dibutuhkan bagi guru, karena dengan ketrampilan mengajar yang baik, siswa akan mendapatkan keuntungan yang banyak, seperti bisa memahami apa yang oleh Selanjutnya dijelaskan guru. ketrampilan berkomunikasi, ketrampilan berkomunikasi juga sangat penting bagi guru karena dengan adanya ketrampilan ini, guru dapan menyampaikan informasi kepada siswa dengan jelas dan mudah dimengerti. Dengan memiliki ketrampilan berkomunikasi yang baik pasti guru akan sangat dekat dengan siswa, dengan begitu siswa tidak akan takut jika ingin bertanya.

6. Jika Anda ingin melakukan praktik mengajar di masa yang akan datang, perubahan apa yang ingin anda lakukan? Upaya apa yang anda lakukan untuk meningkatkan ketrampilan menuju pada perubahan yang anda inginkan tersebut? (80-150 kata) Saya ingin melakukan yang lebih baik dari yang saya lakukan sebelumnya. Baik dari persiapan mengajar, pada saat mengajar dan selesai melakukan pembelajaran. Saya juga ingin memaksimalkan penggunaan media pembelajaran yang menarik agar siswa semangat dalam belajar dan

mengerjakan tuga. Upaya yang saya lakukan untuk meningkatkan ketrampilan mengajar yaitu mempersiapkan diri lebih baik dan jauh jauh hari sebelum mengajar. Upaya saya untuk meningkatkan ketrampilan berkomunikasi yaitu dengan mulai belajar berbicara dengan orang lain dengan sopan dan menjelaskan segala sesuatu dengan runtut.

7. Bagaimana anda menyakinkan diri anda untuk melakukan hal berbeda dengan lebih baik untuk praktik di masa mendatang? (50-80 kata) Saya yakin bahwa saya bisa melakukan hal yang berbeda dan lebih baik dari praktik sebelumnya. Dengan praktik yang telah saya lalui menurut saya, saya sudah sangat banyak belajar dan memilki bekal untuk lebih baik di masa mendatang. Saya tetap mau belajar apa yang saya tidak tahu untuk bisa menjadi lebih baik lagi.

#### (4) Refleksi Kesiapan PPL mahasiswa Bahasa

Nama : Kaffah Visa Alvionita

Jurusan : Pendidikan Bahasa Inggris

1. Deskripsikan dalam 80-150 kata pelaksanaan PPL yang anda alami (Jenjang sekolah, berapa lama, jumlah jam mengajar, materi/topik yang anda ajarkan, dll)

PPL Mandiri Kolaborasi, saya mengajar di kelas X MIPA1 MAN 2 Banjarnegara selama 4 pertemuan. Pertemuan pertama, saya mengajarkan materi "Pronouns" melalui WhatsApp group dengan membagikan video, penjelasan materi berupa voice note, dan latihan soal. Pada pertemuan kedua menyampaikan dan ketiga saya materi "Congratulating and Complimenting Others" melalui Google Meeting, membagikan modul, latihan soal, tugas praktek, dan membagikan link padlet agar pembelajaran lebih menyenangkan. Pada pertemuan keempat, saya menyampaikan materi "What's Your Plan?" melalui Google Meeting, membagikan ppt, dan latihan soal.

2. Terkait dengan kesiapan anda mengajar, bagaimanakah perasaan anda sebelum dan sesudah melaksanakan PPL di sekolah/madrasah tersebut? Apakah anda sudah mengantisipasi situasi yang akan anda hadapi selama PPL? (80-150 kata) Pelaksanaan PPL memberikan pengalaman praktek menjadi mahasiswa keguruan yang begitu terasa bagi saya. Sebagai pengajar saat masa pelaksanaan PPL, tentu saya harus mempersiapkan segala piranti untuk mengajar seperti RPP, materi yang akan diajarkan, dan media pembelajaran yang digunakan. Saat pelaksanaan PPL Mandiri Kolaborasi terasa sekali tantangan dalam mengajar. Tantangan yang saya alami yaitu keaktifan siswa dalam kegiatan pembelajaran. Beberapa siswa tidak menjawab dalam absensi Google Meeting, bahkan ada 10 siswa yang tidak bergabung. Situasi ini menjadi tantangan terbesar saya dalam mengajar selama PPL ini. Untuk menghadapi situasi ini, saya mengantisipasi dengan membagikan materi yang disampaikan di Google meeting dan link rekaman di Whatsapp group. Selain itu, saya juga mempersilahkan siswa untuk menghubungi saya secara pribadi.

### 3. Apa pengalaman yang baik dan kurang baik selama menjalankan PPL? Apakah kontribusi anda dalam PPL tersebut? (50-100 kata)

Selama pelaksanaan PPL, saya merasa mendapatkan banyak sekali pengalaman. Saat pelaksanaan PPL Mandiri Kolaborasi, tantangan dalam mengajar sebenarnya begitu terasa. Hal ini dikarenakan saya mengambil alih peran guru dalam kelas selama 4 pertemuan. Siswa yang kurang aktif

mengikuti pembelajaran menjadi tantangan terbesar bagi saya. Namun di balik itu, hubungan saya dengan kepala madrasah, guru, dan karyawan di MAN 2 Banjarnegara selaku almamater menjadi semakin baik. Bahkan, saya juga dimintai tolong untuk membina siswa yang akan ikut kompetisi bahasa Inggris.

4. Menurut anda, alasan apa sajakah yang membuat anda menyimpulkan bahwa praktik PPL ada yang berjalan bagus dan/atau kurang bagus selama anda melakukan praktik PPL?

Selama melaksanakan kegiatan PPL, saya merasa PPL ini berjalan dengan baik meski dibumbui dengan berbagai tantangan. Bagi saya selaku praktikan, PPL ini sangatlah bermanfaat sebagai bekal saya di masa yang akan datang.

5. Apa yang anda pelajari dari situasi tersebut? Ketrampilan apa yang harus anda persiapkan lebih baik lagi untuk menghadapi situasi di masa yang akan datang? (50-100 kata)

Belajar menjadi pengajar yang baik lagi berkompeten adalah hal besar yang saya pelajari. Begitu juga pendewasaan diri dengan berlatih mengolah tingkah dan emosi. Tentulah keterampilan pedagogik, sikap dan perilaku masih harus saya persiapkan untuk menjadi pengajar yang berkompeten.

6. Jika Anda ingin melakukan praktik mengajar di masa yang akan datang, perubahan apa yang ingin anda lakukan? Upaya apa yang anda lakukan untuk meningkatkan ketrampilan menuju pada perubahan yang anda inginkan tersebut? (80-150 kata)

Untuk menjadi caln pengajar yang kompeten, tentu perlu banyak hal yang dibenahi di sana-sini. Perubahan sikap dan perilaku saya terlebih dahulu akan diutamakan. Hal ini dikarenakan sebagai calon pengajar, saya akan berinteraksi dengan berbagai warga sekolah/madrasah. Terlebih, siswa akan banyak meniru saya selaku pendidik mereka. Keterampilan dalam mengajar juga akan saya tingkat dan berinovasi sesuai dengan perkembangan jaman.

7. Bagaimana anda menyakinkan diri anda untuk melakukan hal berbeda dengan lebih baik untuk praktik di masa mendatang? (50-80 kata)

Seperti yang pernah saya dapatkan selama di bangku perkuliahan, seorang guru besar pernah berkata bahwasanya hidup itu kalau tidak belajar, maka harus mengajar. Beliau meyakinkan bahwa mengajar adalah suatu hal yang amat mulia lagi besar ganjarannya. Maka, hal tersebut menjadi motivasi terbesar saya. Tentu hal tersebut harus diberangi dengan inovasi-inovasi untuk mencapainya. Sekali lagi,

pendidikan haruslah sesuatu yang bermakna namun tidak memksa.

#### (5) Refleksi Kesiapan PPL mahasiswa Bahasa

Nama : Ahmad Irsyad Hidayatulloh Jurusan : Pendidikan Bahasa Inggris

1. Deskripsikan dalam 80-150 kata pelaksanaan PPL yang anda alami (Jenjang sekolah, berapa lama, jumlah jam mengajar, materi/topik yang anda ajarkan, dll)

Saya melaksanakan PPL Mandiri Kolaborasi di MTs selama 3 minggu. Pada 3 minggu tersebut, saya diberikan kesempatan 2 kali mengajar dalam seminggu. Materi yang saya ajarkan yaitu Agreement and Disagreement Expression dan Procedure Teks.

2. Terkait dengan kesiapan anda mengajar, bagaimanakah perasaan anda sebelum dan sesudah melaksanakan PPL di sekolah/madrasah tersebut? Apakah anda sudah mengantisipasi situasi yang akan anda hadapi selama PPL? (80-150 kata)

Sebenarnya saya belum begitu siap karena bekal yang saya dapat saat micro teaching hanyalah membuat video pembelajaran dan bukan real teaching. Sebelum melakukan PPL di sekolah, saya merasa agak sedikit takut salah dalam mengajar atau tidak sesuai dengan yang guru lakukan. Akan tetapi saya sudah mengerti bahwa manusia itu belajar dari kesalahan. Jadi, tidaklah mengapa jikalau ada sedikit kesalahan untuk diperbaiki. Sesudah melaksanakan PPL

disekolah tersebut saya tahu bahwa mengajar pada masa pandemi itu tidaklah mudah dan juga menghadapi siswa dalam pemberlajaran tak semudah yang dilihat tapi saya merasa senang bisa mengajar disana. Saya sudah mengantisipasi bahwa pasti akan ada anak yang sering bertanya atau melakukan sesuatu hal untuk mencari sedikit perhatian dan itu tetaplah bentuk dari proses belajar mengajar.

# 3. Apa pengalaman yang baik dan kurang baik selama menjalankan PPL? Apakah kontribusi anda dalam PPL tersebut? (50-100 kata)

Para murid aktif saat pembelajaran tatap muka walau hanya separuh yang masuk karena jadwal masuk itu ganjil genap. Ada sedikit permasalahan saat pembelajaran daring lewat gmeet karena para murid ada di pondok dan memegang hp dibatasi jadi saya ada kesulitan pada saat itu dan setelahnya diadakannya pembelajaran tatap muka ganjil genap. Gumong saya selalu mengarahkan saya sebelum pembelajaran dan kami berdiskusi dengan baik di whatsapp.

4. Menurut anda, alasan apa sajakah yang membuat anda menyimpulkan bahwa praktik PPL ada yang berjalan

bagus dan/atau kurang bagus selama anda melakukan praktik PPL? (50-100 kata)

Komunikasi dengan guru pamong serta lancarnya proses belajar mengajar. Komunikasi dengan guru pamong menjadi poin penting menyangkut tentang bahan ajar yang akan digunakan dalam pembelajaran.

5. Apa yang anda pelajari dari situasi tersebut? Ketrampilan apa yang harus anda persiapkan lebih baik lagi untuk menghadapi situasi di masa yang akan datang? (50-100 kata)

Bahwa setiap karakter anak itu beda-beda jadi saya harus memperhatikan dengan seksama dan juga tidak membeda-bedakan yang pintar dengan yang biasa saja karena mereka semua hanya butuh dukungan untuk belajar serta bimbingan.

6. Jika Anda ingin melakukan praktik mengajar di masa yang akan datang, perubahan apa yang ingin anda lakukan? Upaya apa yang anda lakukan untuk meningkatkan ketrampilan menuju pada perubahan yang anda inginkan tersebut? (80-150 kata)

Saya akan membuat praktek mengajar dengan didukung platform yang menarik untuk digunakan sehingga para murid tertarik untuk belajar dengan saya. Saya ingin meningkatkan lagi keterampilan Bahasa Inggris saya dibarengi dengan belajar tentang platform yang menarik jika digunakan untuk pembelajaran Bahasa Inggris. Mungkin web seperti linktree atau membuat ebook digital di book creator untuk menudukung proses pembelajaran, atau bisa juga menggunakan platform discord dan quizziz saat proses pembelajaran.

### 7. Bagaimana anda menyakinkan diri anda untuk melakukan hal berbeda dengan lebih baik untuk praktik di masa mendatang? (50-80 kata)

Manusia itu belajar untuk menjadi lebih baik, semakin tua manusia harusnya menjadi semakin bijak dalam menjalani kehidupan. Dengan pernyataan tersebut saya yakinkan pada diri saya bahwa tidak mengapa jika kita berbuat kesalahan pada saat ini karena kita sedang belajar menjadi lebih baik sedikit demi sedikit setiap harinya. Jikalau praktek pembelajaran saya kurang baik pada kesempatan kali ini, saya akan usahakan memperbaikinya dimasa mendatang.

#### (6) Refleksi Kesiapan PPL mahasiswa Bahasa

Nama : Milatuzzulfa

Jurusan : Pendidikan Bahasa Inggris

1. Deskripsikan dalam 80-150 kata pelaksanaan PPL yang anda alami (Jenjang sekolah, berapa lama, jumlah jam mengajar, materi/topik yang anda ajarkan, dll)

Saya dan ketiga teman saya melaksanakan kegiatan PPL di MA Darul Ulum Semarang, saya memulai PPL dan mulai mengajar pada tanggal 9 Aguatus 2021. Saya menyampaikan 4 materi untuk kelas XII IPS sedangkan untuk kelas XII IPA hanya 3 materi. Saya menyampaikan 4 materi unutuk XII IPS yaitu If Clause, Caption, Application letter, dan Passive voice. Dan 3 materi untuk kelas XII IPA yaitu If clause, Caption, dan Application letter. Jika di total saya mengajar 6 kali dalam tiga minggu.

2. Terkait dengan kesiapan anda mengajar, bagaimanakh perasaan anda sebelum dan sesudah melaksanakan PPL di sekolah/madrasah tersebut? Apakah anda sudah mengantisipasi situasi yang akan anda hadapi selama PPL? (80-150 kata)

Saya mengajar online via Google Classroom dimana saya tidak perlu bertatap muka didepan siswa XII MA Darul Ulum. Saya hanya perlu membuat media belajar seperti PPT dan Video penjelasan materi yang saya buat dengan suara saya sendiri, lalu saya mengirim materi dan tugas tersebut ke Google classroom. Dalam kegiatan PPl ini saya dapat

memahami tugas-tugas guru selain mengajar di depan kelas. Semua materi tersiapkan dengan baik, dan saya merasa cukup dalam menjelaskan materi kelas XII.

3. Apa pengalaman yang baik dan kurang baik selama menjalankan PPL? Apakah kontribusi anda dalam PPL tersebut? (50-100 kata)

Saya menjadi coordinator di dalam group PPL saya, tugas saya mengontrol kegiatan dari hari pertama hingga hari terakhir kegiatan PPL. Saya dan teman-teman aya merasa kesusahan dalam membuat video praktik pembelajaran karena siswa yang hadir hanya sedikit. Pengalaman yang kurang baik saya dapatkan saat kegiatan belajar mengajar berlangsung yaitu saat pertemuan Google meet hanya 4 siswa yang hadir dan saya merasa tidak di dengarkan karna mereka sama sekali tidak merespon, dan mungkin hal ini terjadi karena sekolah daring. Selain itu kami juga membuat modul atau bahan mengajar bahasa inggris untuk semua kelas.

4. Menurut anda, alasan apa sajakah yang membuat anda menyimpulkan bahwa praktik PPL ada yang berjalan bagus dan/atau kurang bagus selama anda melakukan praktik PPL? (50-100 kata)

Semua materi telah saya siapkan seminggu sebelum mengajar online sehingga saya bisa mengerjakan tugas selanjutnya. Semua materi telah disampaikan sesuai dengan instruksi guru pamog, semua tugas kami selesaikan tepat waktu, kegiatan telah di selesaikan, relasi antar guru dan mahasiswa PPL baik, dan relasi dengan jurusan lain yaitu MPI pun sangat baik. Kegiatan belajar mengajar daring yang membuat PPL ini kurang sempurna, kam tidak bisa mempraktikan tugas mengajar kami di depan kelas, materi kurang sempurna di sampaikan dan dipahami, siswa kurang antusias dalam kelas, dan tugas tidak dikerjakan.

### 5. Apa yang anda pelajari dari situasi tersebut? Ketrampilan apa yang harus anda persiapkan lebih baik lagi untuk menghadapi situasi di masa yang akan datang? (50-100 kata)

Guru tidak dapat mengontrol siswa secara langsung, dan siswa tidak mendapatkan materi dan penjelasan yang detail sehingga pemahaman siswa berkurang. Hal yang dapat saya lakukan agar kegiatan belajar mengajar lebih efektif adalah dengan melakukan google meet disetiap pertemuanya, dan saya harus lebih tegas terhadap siswa yang bermalasmalasan.

6. Jika Anda ingin melakukan praktik mengajar di masa yang akan datang, perubahan apa yang ingin anda lakukan? Upaya apa yang anda lakukan untuk meningkatkan ketrampilan menuju pada perubahan yang anda inginkan tersebut? (80-150 kata)

Jika dimasa yang akan datang saya menjadi seorang pendidik dan mengajar offline ataupun online, saya akan mengutamakan siswa terlebih dahulu, saya akan mencoba mengenali karaker masing-masing siswa agar saya dapat memahami kendala apa saja yang ada pada setiap siswa dalam pelajaran bahasa inggris, lalu saya sebagai guru bahasa asing akan membuat materi yang saya sampaikan menjadi lebih simple atau mudah dimengerti.

7. Bagaimana anda menyakinkan diri anda untuk melakukan hal berbeda dengan lebih baik untuk praktik di masa mendatang? (50-80 kata)

Saya mempelajari apa yang seharusnya dilakukan oleh seorang pendidik yang profesional. sehingga saya dapat memahami kendala kendala dan solusi nya seperti apa. Lalu bisa saya aplikasikan di masa yang akan datang nanti. Dan Saya yakin dengan kemampuan diri yang saya punya, saya bisa membuat perubahan di masa yang akan datang nanti.

#### (7) Refleksi Kesiapan PPL mahasiswa Bahasa

Nama : Maisyaroh Rahmatun Nisa Jurusan : Pendidikan Bahasa Inggris

1. Deskripsikan dalam 80-150 kata pelaksanaan PPL yang anda alami (Jenjang sekolah, berapa lama, jumlah jam mengajar, materi/topik yang anda ajarkan, dll)

Saya melaksanakan PPL di SMP Negeri 4 kertek yang berlokasi di dusun tetangga saya. Saya melakukan PPL selama kurang lebih 3 minggu. Materi yang saya ajarkan mengikuti materi yang telah di ajarkan sebelumnya, karena saya mendapatkan bagian untuk mengajar siswa-siswi kelas 8, saya memulai materi dari 'Stating Capability & Willingness hingga Asking & Giving Suggestion). Sistem di sekolah PPL saya memakai online, maka dari itu, saya pun mengajar melalui aplikasi online, yakni zoom dan google meet juga WA group. Namun, ada satu kali pertemuan dimana saya mendapat kesempatan untuk mengajar murid secara online meski murid yang datang hanya sebagian karena merupakan peraturan masa pandemi, akan tetapi saya sangat senang karena dapat merasakan rasanya mengajar secara langsung.

2. Terkait dengan kesiapan anda mengajar, bagaimanakh perasaan anda sebelum dan sesudah melaksanakan PPL di sekolah/madrasah tersebut? Apakah anda sudah

### mengantisipasi situasi yang akan anda hadapi selama PPL? (80-150 kata)

Perasaan yang saya rasakan sebelum melaksanakan PPL adalah gugup dan percaya diri. Saya merasa percaya diri karena saya sudah merasa menguasai materi tentang micro teaching yang sudah di ajarkan sebelumnya, mengenai teknikteknik mengajar yang diajarkan sebelumnya saya merasa sangat bisa mengaplikasikan hal tersebut pada pelaksanaan PPL kali inni. Sesudah PPL hal yang paling saya rasakan yakni lega.

### 3. Apa pengalaman yang baik dan kurang baik selama menjalankan PPL? Apakah kontribusi anda dalam PPL tersebut? (50-100 kata)

Pengalaman baik: Saya mendapatkan banyak pelajaran dari guru pamong mengenai penyusunan RPP yang baik, cara memberikan evaluasi penilaian, bahkan teknik mengajar yang baik saya dapatkan semuanya dari guru pamong. Selain itu, pengalaman yang sangat baik yang juga membekas dalam diri saya adalah bertemu dengan siswa-siswi kelas 8 yang sangat aktif dan juga menggemaskan.

Pengalaman kurang baik: Dikarenakan sekolah tersebut siswa-siswanya kebanyakan dari dusun, banyak dari mereka yang mengalami kendala susah sinyal maupun tidak memiliki kuota, hal ini tentu menghambat jalanya pembelajaran secara

online, dan ini merupakan pengalaman yang kurang baik bagi saya. Kontribusi saya terhadap PPL kali ini yakni, saya dapat mengajar selama 3 kali berturut-turut dengan baik, saya juga membantu memenuhi penilaian siswa-siswi kelas 8 melalui google form.

4. Menurut anda, alasan apa sajakah yang membuat anda menyimpulkan bahwa praktik PPL ada yang berjalan bagus dan/atau kurang bagus selama anda melakukan praktik PPL? (50-100 kata)

Praktik PPL dapat berjalan bagus yaitu jika peserta PPL dapat memahami situasi dan kondisi yang sedang terjadi disekolah PPL, selain itu peserta PPL juga harus selalu memiliki alternatif lain jika terjadi sesuatu, dan yang paling penting peserta PPL harus menyiapkan segala sesuatu yang berkaitan dengan PPL jauh-jauh hari agar semuanya berjalan dengan baik. Sedangkan praktik PPL yang berjalan kurang bagus, menurut saya bisa terjadi karena, koordinasi antara guru pamong dan peserta PPL yang kurang baik, kesiapan peserta PPL yang kurang, dan peserta PPL yang terlalu bersantai-santai.

5. Apa yang anda pelajari dari situasi tersebut? Ketrampilan apa yang harus anda persiapkan lebih baik lagi untuk menghadapi situasi di masa yang akan datang? (50-100 kata) Yang saya pelajari adalah cara menemukan jalan untuk setiap situasi, bagaimana cara kita agar dapat terus menemukan ide ketika menghadapi kesulitan. Dengan hal tersebut yang perlu saya tingkatkan lagi adalah pemikiran yang cepat, kesiapan yang matang, juga menjadi cerdas dalam melakukan sesuatu. Belajar lebih banyak lagi, membaca buku lebih banyak lagi, mencari pengalaman lebih banyak lagi.

6. Jika Anda ingin melakukan praktik mengajar di masa yang akan datang, perubahan apa yang ingin anda lakukan? Upaya apa yang anda lakukan untuk meningkatkan ketrampilan menuju pada perubahan yang anda inginkan tersebut? (80-150 kata)

Perubahan yang akan saya lakukan dimasa mendatang ketika saya akan mengajar lagi yaitu, saya akan memperbaiki diri sendiri, saya akan lebih banyak belajar, mencari lebih banyak variasi mengajar menarik dan tidak membosankan, dan lebih sering membaca buku yang berkaitan dengan mengajar.

Upaya yang saya lakukan untuk meningkatkan ketrampilan tersebut yakni Belajar, membaca buku lebih banyak, mencari video-video yang menarik sebagi bahan ajar, dan memperbanyak pengalaman dan melakukan les kecil-kecilan di desa sendiri.

# 7. Bagaimana anda menyakinkan diri anda untuk melakukan hal berbeda dengan lebih baik untuk praktik di masa mendatang? (50-80 kata)

Sejalan dengan tujuan saya masuk ke jurusan ini, mimpi saya adalah menjadi guru bahasa inggris, oleh karena itu, saya tidak boleh menyerah hanya sampai pada praktik PPL kali ini. Saya harus berhasil, saya harus menjadi guru sejati, saya harus menjadi seorang guru yang dapat mencerdaskan muridmurid saya di masa yang akan datang. Motivasi tersebut yang akan mengingatkan dan menjadi pendorong bagi diri saya untuk meningkatkan teknik dan metode-metode mengajar saya agar lebih baik lagi daripada sebelumnya.

#### **CURRICULUM VITAE**

Personal Date Name : Hikmatus Syarifah

Place and Date of Birth : Demak, 25 January 2000

Student's Number : 1803046098

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#### **Formal Education:**

- 1. TK Mekar Teratai Gaji
- 2. SD N Gaji 02
- 3. MTs Sultan Fatah Gaji
- 4. MAN 1 Kota Semarang
- English Education Department, Faculty of Education and Teacher Training, UIN Walisongo Semarang

#### **Non-Formal Education:**

- 1. Pondok Pesantren Tanwirul Wafa Gaji
- 2. Pondok Pesantren Nurul Hidayah Penggaron
- 3. Ma'had Al-Jami'ah Walisongo
- 4. Pondok Pesantren Fadhlul Fadhlan Mijen