

**INVESTIGATING *LESSONS LEARNED* BY IN-SERVICE ENGLISH TEACHERS  
DURING TEACHING PRACTICUM: A STUDY AT TEACHER PROFESSION  
EDUCATION PROGRAM OF SRIWIJAYA UNIVERSITY**

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**FACULTY OF TEACHING TRAINING AND EDUCATION**

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**A THESIS**

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## DECLARATION

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Certify that the thesis entitled "Investigating *Lessons Learned* by In-Service English Teachers During Teaching Practicum: A Study at Teacher Profession Education Program of Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Indralaya, 29 Juli 2021

The Undersigned,



Putri Nabillah

## **THESIS DEDICATIONS**

This thesis is dedicated to:

My lovely parents, grandparents, brothers, and my family who contributed everything and support me.

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**Investigating Lessons Learned by In-Service English Teachers During  
Teaching Practicum: A Study At Teacher Profession Education Program Of  
Sriwijaya University**

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**ABSTRACT**

This thesis aims to describe the lessons learned by in-service English teachers during teaching practicum of Teacher Profession Education Program at Sriwijaya University. The participants of this study are 54 in-service English teachers of Teacher Profession Education Program at Sriwijaya University. For the sample of the study, there are 24 English student-teachers. The data were collected by written interview online in the form of Google form. There are 10 questions answered by the participants. The data were analyzed using thematic analysis. Based on the results of the analysis obtained the fact that teaching practicum contributes lessons learned for the in-service English teachers. Teaching practicum was give teaching experience, learning development, and new abilities for the student-teachers. The participants also said that they got guidance from the supervisors and teacher-mentors. Furthermore, the student-teachers also agree if teaching practicum can make them become professional teachers.

**Keywords: Lessons learned, Teaching Practicum, In-service teachers, PPG**

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## CHAPTER I

### INTRODUCTION

This chapter introduces the background, the problem, the objective, and the significance of the study.

#### **1.1 Background of the study**

Teaching practicum is an important component of teacher training to expose student-teachers to actual classroom experience to equip them with the required pedagogical skills (Mangope, Otukile-Mongwaketse, Dinama, & Kuyini, 2018). Teaching practicum is a basic part of any teacher education curriculum. This is a great opportunity for student-teachers to apply the theories they have learned in the real classroom setting (Ulla, 2016). Teaching practicum is very influential in efforts towards the development of competent and professional teachers (Nkambule & Mukeredzi, 2017). Teaching practicum is a lesson that aims to make the student teachers put his/her previously obtained knowledge and skills into practice and improve them and gain competencies and sufficiency concerning the teaching profession (Surucu, Unal, & Yildirim, 2017). In other words, teaching practicum is a chance for student teachers to practice the theories that they have learned to the actual class, and it also can help the student teachers develop their knowledge and skill to become a professional teachers.

Teaching practicum affects the quality of teachers. Hence, teaching practicum is one of the most important components of teacher education (Sulistiyo, Mukminin, Abdurrahman, & Haryanto, 2017). Field experiences and the teaching practicum constitute essential parts of teacher education programs (Becker, Waldis, & Staub, 2019). Because during teaching practicum, a student-teacher is learn how to teach properly before actually getting into the real world of the teaching profession (Msangya, Mkoma, & Yihuan, 2016). Practical applications in teacher training

programs have strategic importance because theoretical knowledge can only implement via an application. Practical applications allow the candidates to know the profession they are preparing for and provide a chance for them to meet the real world (Töre, 2020). Arslan (2018) investigated the effects of teaching Practicum on EFL pre-service teachers' concerns and found that Practicum provides student-teachers with a base for awareness on teaching-related issues in authentic contexts. The other result reported by Jin, Foley, and Cooley (2020) in their paper about an international teaching practicum between Chinese teachers and students with Australian pre-service teachers and said that international teaching practicum was a beneficial and valuable experience for the participants' Chinese teachers and students. Sezer (2017) found that candidate teachers expressed they were very excited, enjoy, and happy in the teaching practice process. They also found the opportunity to be beneficial for the students and practiced what they learned.

The different results are also found in Töre (2020) in his article about students, lecturers, and practical teachers in practical teaching course. It was found that there was low communication and collaboration between the professors and the student teachers during teaching practicum. The applications within the scope of the course were inadequate. Thi, Anh, Pang, & Wah (2018) also reported that teaching practicum did not provide student teachers with good chances to develop their teaching skills. The teaching practicum becomes ineffective because the university and the high schools got loose cooperation and insufficient support. Research from Adu-Yeboah & Kwaah (2018) found their research about lessons from the on-campus practical experience. Suppose the practical experience allows the teacher trainees to develop their knowledge and practice of pedagogical skills such as the writing of lesson plans, statement of appropriate lesson objectives, lesson delivery, the timing of activities, and teaching and learning resources. Kambaru (2016) found that teaching practicum helps the student teachers learn and gained a better understanding of students' ways of learning English, instructional knowledge, English knowledge, the importance of communication, and collegiality. Riyanti (2020) states that student

teachers perceive reflection as a good practice because it will allow them to look back on what they did during teaching practicum.

From the explanation above, teaching practicum has provided the lesson learned for student teachers. Lesson learned come from the word "Lesson" and "Learned," according to the Oxford dictionary 8<sup>th</sup> edition, a lesson means something that is intending to learn or an experience, especially an unpleasant one, that somebody can learn from so that it does not happen again in the future. Learned means knowing because someone has studied or developed by training or experience such as skill and knowledge. In other words, a lesson learned is something that someone got from his/her experience. It can be in a positive way which can take advantage of and should be repeated or replicated. It also can be negative, which is someone can learn from it and should be avoided or does not happen again.

Lessons learned was a guidelines, tips, or checklists of what went right or wrong in a particular event (Stewart, 1997 as cited in (Weber, Aha, & Becerra-Fernandez, 2001). According to Dinçay & Gülten (2019) from their study about student teachers' reflection on their teaching practicum, there are three themes of student teachers' learning outcomes: pedagogical strategies, developing professional identity, and developing positive feelings. Azkiyah & Mukminin (2017) found that student teachers did not yet practice the classroom factors of the dynamic model. Robinson & Foran (2017), from their research about lessons learned from an international student teacher practicum and revealed that student teachers experienced both professional and personal growth while also experiencing some unanticipated conflict and angst. Sinem (2016), from his/her study about pre-service and in-service teachers of the English language, found that pre-service teachers need more practice opportunities to become language teacher. Whereas, in-service teachers need to improve and update their theoretical knowledge based on developments in the field.

Lesson learned is something that is always related to experience. Student teachers' experience during teaching practicum gives them lessons learned that they should repeat or avoided. This study will be focusing on the lesson learned from the

teaching process, especially the teaching practicum from in-service teachers who join *Pendidikan Profesi Guru* (PPG). The teacher Profession Education Program (PPG) is organized to prepare non-educational undergraduate and undergraduate education graduates who have talents and interests in becoming a teacher to fully master teacher competencies under national education standards to obtain a professional educator certificate in early childhood education (RISETDIKTI, 2018). There are two kinds of student teachers, the first is a pre-service teacher, and the second is an in-service teacher. It is essential to see the lesson learned from the in-service teacher because they already have the teaching experienced before rather than the pre-service teacher. We also can see the differences of in-service teachers before joining PPG and after join PPG when doing teaching practicum.

The participants of this study are In-Service Teachers from Teacher Profession Education Program (*Program Pendidikan Profesi Guru*) in Sriwijaya University. According to The decision letter from the Ministry of Research, Technology and Higher Education number 280/M/KPT/2017 states that there are 45 Universities in Indonesia appointed as organizers of the pre-service teacher profession program (*Program PPG Pra Jabatan*). Only 10 Universities were chosen as organizers of the In-Service teacher profession program (*Program PPG Dalam Jabatan*), and one of the universities is Sriwijaya University. Sriwijaya University was appointed as the one and only University in South Sumatra Province with a Teacher Profession Education Program (*Program Pendidikan Profesi Guru*) for Pre-service and In-Service in 2017. Sriwijaya University has become the most comprehensive university that has held a PPG program compared to other universities in South Sumatra. Because of the prior experience in the PPG program, makes the Teacher Profession Education Program (*Program Pendidikan Profesi Guru*) in Sriwijaya University chosen as the place to conduct this study.

## **1.2 The problem of the study**

The problem of the study is: What was the lessons learned by the in-service English teachers of the Teacher Profession Education Program (*Program Pendidikan Profesi Guru*) during teaching practicum at Sriwijaya University?

## **1.3 The objective of the study**

This study was described the lessons learned by the in-service English teachers of the Teacher Profession Education Program (*Program Pendidikan Profesi Guru*) during teaching practicum at Sriwijaya University.

## **1.4 The significance**

This study is hoped to help the student teachers see the lesson learned from their teaching practicum experience so that they can improve and develop their knowledge, performance, communication, and skills in their teaching and learning activities. This study is also hoped to provide the future students who want to join PPG with the benefits of teaching practicum and future researcher to do similar research because there are few studies discuss about in-service teachers during teaching practicum.

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