

THE EMOTIONAL EXPERIENCES OF ENGLISH STUDENT TEACHERS' PRACTICUM IN LEARNING TO TEACH DURING COVID-19 PANDEMIC

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ABSTRAK

Penelitian ini mengeksplorasi pengalaman emosional empat siswa guru bahasa Inggris dalam belajar mengajar bahasa Inggris pada program praktik mengajar selama pandemi COVID-19 di Sekolah Menengah Pertama dan Sekolah Menengah Kejuruan dengan mengadopsi inkuiri naratif sebagai metodologi penelitian. Berdasarkan wawancara semi struktural, peneliti menemukan bahwa empat partisipan memiliki pengalaman yang memunculkan emosi positif dan negatif (bingung, sedih, kesal, gembira, dan sebagainya) dalam mengajar bahasa Inggris secara virtual melalui sistem pembelajaran online. Selain itu, peran pembimbing praktikum dan pembimbing juga memunculkan berbagai emosi positif dan negatif (bersyukur, gembira, senang, mengeluh, dan sebagainya) yang akibatnya berdampak pada kinerja mengajar mereka. Namun dalam praktik mengajar, tantangan yang paling banyak dialami oleh guru bahasa Inggris prajabatan adalah kurangnya minat dan motivasi siswa dalam belajar bahasa Inggris, kurangnya peran pembimbing dan pengawas praktikum dalam membantu guru bahasa Inggris prajabatan belajar mengajar bahasa Inggris di sekolah, program pengajaran, dan koneksi internet yang buruk.

Kata Kunci: Pandemi COVID-19, Pengalaman emosi, Mahasiswa guru Bahasa Inggris, PLP

ABSTRACT

This present study explores emotional experiences of four English student teachers in learning to teach English at the program of teaching practicum during the COVID-19 pandemic in Junior High School and Vocational High School with adopting narrative inquiry as research methodology. Based on the semi-structural interview, the researcher found that four participants have experiences that emerged positive and negative emotion (confused, down, sad, upset, excited, and so on) in teaching English virtually through online learning system. Furthermore, the role of the practicum-mentors and supervisors also emerged various positive and negative emotions (grateful, joyful, happy, complained, and so on) which consequently impacted on their teaching performance. However in teaching practicum, the most challenges experienced by pre-service English teachers are students lack of interest and motivation in learning English, lack of practicum-mentors' and supervisor's role and supports in helping the pre-service English teachers learn to teach English at the teaching program, and poor internet connection.

Keywords: COVID-19 pandemic; Emotional experience; English student teachers; Program of teaching of teaching practicum

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