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Abstract

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EFL teachers are not only expected to be professional in term of teaching abilities, characteristcs, and skills (Guskey, 2003), but also in classroom management which is an indicator for better teaching and learning (Marzano & Marzano, 2003). Such characteristics need to be demonstrated by every pre-service EFL teacher who wishes to create interesting, enjoyable, and knowledgeable classroom experiences.

Teaching ability is the main element of teaching which requires sufficient theories and appropriate practices. Theory and practice in English Language Teaching (ELT) has to be balanced by EFL teachers, because theory entails practices or vice versa. In other words, theory accomplishes what will be performed in practice. Teaching English as a foreign language requires theory and practice.

Xiao-yan (2006) stresses the importance of combining theory and practice simultaneously. However, EFL teachers may find that there is a gap between theory and practice aside from their integration. According to Peercy (2012), the gap between theory and practice is still questionable; that is, it is not clear that teachers do use theories in teaching, or that practices might be theories for some teachers.

It is noted that the gap between theory and practice is clearly seen from Teaching Practicum (TP). In the context of TP, pre-service EFL teachers are overwhelmed with theories, knowledge, exercises or tasks and researches. The teachers are asked to develop their abilities by accomplishing homework and projects. The theories are in form of reading and analyzing texts, presenting and discussing a topic, planning and doing projects, summarizing and concluding pages. Teacher educators have to ensure that the theories gained by pre-service EFL teachers are sufficient. To do this, "teachers are to help diverse learners to become competent and skilled, understand what they are doing, and communicate effectively" (Ball & Cohen, 1999, p. 3). This kind of theory is implemented by preparing related materials, explaining what is meant by the theory, and asking pre-service teachers to present their topics. The practice-based theory requires specific setting (Higgs, 2011). This implies that teaching theory does not only have to be learned, discussed, and evaluated, but also has to be performed in a practice. In addition, the practice is implemented either in the classroom or in a school. As for a microteaching, it is performed in the classroom, and for TP, it is conducted in a school.

Teaching and Teaching Practice (TP)

Before going further in the discussion of TP, it is necessary to define the concept of teaching is defined. Teaching is a set of procedures undertaken by a teacher to enable learners to get valuable output (Feiman-Nemser & Buchmann, 1986), to plan, analyze, comprehend, and act (Ball & Forzani, 2009), and, to allow learners analyze materials and experience achievement (Cohen et al., 2007). The goal of teaching is to ensure the learners know what they do not know and comprehend what they already know deeply. Teaching develops knowledge that learners have and brings them to a situation in which they try to find out any possible solution for the topic discussed and presented. To do that, great teaching is one choice for every teacher, including pre-service EFL teachers.

All EFL teachers, particularly those who begin teaching, hope that their teaching can be great. Great teaching should enhance learners' knowledge or understanding. There are six components of teaching, namely "pedagogical content knowledge, quality of instruction, classroom climate, classroom management, teacher beliefs, and professional behavior" (Coe, Aloisi, Higgins, & Elliot, 2014). It pointed out that, pre-service EFL teachers need to have various sources of information before entering the classroom. The sources can be taken and adapted from books, journals, news, and the internet. The more sources and materials they prepare, the better their teaching will be. The importance of pedagogical content knowledge for teaching is revealed in a study by Ball, Thames and Phelp (2008) who stated that "the continuing appeal of the notion of pedagogical content knowledge is that it bridges content knowledge and the practice of teaching" (p. 389). Pedagogical content knowledge also acts as a medium between what teachers have and what they should do in practice (Niess, 2005).

Moreover, a number of studies stress the importance of quality of instruction for teachers (Husband, 2013; Elmore, 2005; Schmoker, 2006). Another component, classroom climate, is advantageous for learners in learning process (Bucholz & Sheffler, 2009; Falsario, Muyong, & Nuevaespaña, 2014; Garbarino et al., 1992; Hannah, 2013). Good classroom climate develops learners' motivation (Korb, 2012). They have more opportunities to be active and succeed in classroom interaction. This depends on teachers' abilities in managing their classroom. Good classroom management results in effective classroom climate because it directs the classroom to a better teaching and learning process (Brophy, 1986). Teachers in practice are not only expected to undertake teaching process, but also to ensure that each teaching element is organized (Rosas & West, 2009) EFL teachers beliefs influence their pre-service teaching experiences teacher beliefs are influential for pre-service EFL teachers to undertake successful teaching process (Zheng, 2009) and enhance their thought about a better way of preparing and taking the preparation into action (Pajares, 1992). In addition, their professional development affects the school environment and improvements will result in more effective teaching and learning (Kyriakides, Creemers, & Antoniou, 2009). Pre-service EFL teachers are expected to master the six components of teaching during their TP.

TP, is an academic activity in which pre-service EFL teachers put teaching theory into practice. In Indonesian context, TP is one amongst many curricular activities that must be undertaken by every pre-service teacher including EFL teachers under Teacher Training Faculty. As a compulsory course, TP is conducted by the end of final semester or after all courses are successfully completed. On the other hand, the pre-service EFL teachers are entitled to take TP as a course if they pass the examination of all courses., a specific objective of TP is to enhance pre-service teachers' "knowledge, value, character, good behavior" for their successful future teaching (Hamalik, 2009).

Teaching English in Rural Schools

Schools selected for TP are either urban or rural schools. McCracken and Barcinas (1991) found some differences between urban and rural schools. They concluded that "urban schools were larger, had more teachers, administrators, and support staff, and offered more courses and extracurricular activities." On the other hand, rural schools, which are located outside towns or cities, are smaller in size and lack of teachers (Monk, 2007). Some grades such as prekindergarten, kindergarten, elementary schools, and high school are combined in one leading school (McLaughlin, Huberman, & Hawkins, 1997). Even though rural schools are relatively distant from cities in which educational centers are located (Johnson & Strange, 2007), stakeholders, teachers, learners, and communities around the schools keep focusing on developing their schools by maintaining good relationship each other (Barley & Beesley, 2007; Barley & Brigham, 2008). It can be said that teaching and learning process in a rural school is interesting and challenging for learners and teachers due to its limitation, area, facility, and atmosphere.

More obstacles are faced by teachers teaching in a rural school. Monk (2007) states that classroom atmosphere of teaching in a rural school is distinctive. In the context of EFL classroom, the lack of information and communication technology (ICT) has become a problem for EFL teachers who expect to use advancing technology such as slide projector, laptop, video conference, language laboratory, and the internet (Mishra, 2015). EFL teachers need a perfect plan before teaching and they also have to use multiple strategies to teach English to the EFL learners (Barrow & Burchet, 2000). The lack of knowledge among learners in a rural school motivates the teachers to concern with learners' knowledge improvement. English, for many learners in a rural school, is still considered as a complicated course to learn because most learners do not have sufficient background of English which is different from their L1 (Behraam, Ul-Hasan, Perveen, & Nadeem, 2015). Moreover, EFL teachers in a rural school find some difficulties in implementing English subject under its curriculum (Sadek, 2002).

A number of studies reported that EFL learners in a rural school lacked in English skills such as reading and vocabulary (Asraf & Ahmad, 2003), writing (Dwivedi & Chakravarty, 2015), speaking (Bilal, Rehman, Rashid, Adnan, & Abbas, 2013), listening (Gomathi, 2014), pronunciation (Dharmaraja & Selvi, 2011), and grammar (Maros, Hua, & Salehuddin, 2007). For pre-service EFL teachers, learners' problems in a rural school have become their tasks. The teachers have to figure out ways of reducing the problems and improving the learners' skills during TP. To do this, the pre-service teachers need plan their lesson plan, prepare materials, manage classroom, deliver teaching, and become more competent towards duties (Danielson, 2007). These teaching components were used in interviewing pre-service EFL teachers during the present study.

The Study

The following research question that guided the study was: "What are the obstacles of teaching English in rural schools as experienced by pre-service EFL teachers in Indonesia?"

In this study, the researcher tried to find out several obstacles faced by pre-service EFL teachers during the teaching practicum. The obstacles of the pre-service EFL teachers' lived experiences were classroom management, learning materials or resources, teaching aids or media, teaching methods, learners' English skills, choice of language use, slow internet connectivity, learners' motivation, evaluation technique, and parents' support. The researcher was interested in finding out and analyzing the obstacles as they were commonly experienced by both pre-service of in-service EFL teachers who taught English in rural schools in an

Indonesian context. Furthermore, it is necessary for stakeholders or teachers to know the obstacles as future teaching and learning process can be implemented properly and smoothly.

Method

This study was conducted by using descriptive qualitative. Descriptive qualitative as "narrative is understood as a spoken or written text giving an account of an event/action or series of events/actions, chronologically connected" (Czarniawska, 2004, p. 17). Denzin and Lincoln (2000) state that in descriptive qualitative research, the objective of analysis is on lived events which are experienced by human as social subjects. They also added that this type of research design is experienced in a natural setting and is used to describe social events and phenomenon as holistic description.

From the above definitions of descriptive and qualitative design, it can be summed up that descriptive qualitative research attempts to explain and describe what a participant experiences throughout their life story. In line with that, this current study described several obstacles, as experienced by pre-service EFL teachers during their teaching practicum in rural schools in Indonesia.

Participants

Purposive sampling technique was employed to select the participants. Purposive sampling is a technique of sampling in which, "particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices," (Maxwell, 1997, p. 87)). Seventeen pre-service EFL teachers in a public institute in Kerinci, Indonesia were selected as the participants of the current study. The participants were purposively selected from several rural schools in Kerinci region during the annual Teaching Practicum Program (TPP). There were seventeen pre-service EFL teachers who were assigned to teach in the rural schools. Before the teaching practicum began, the researcher asked sought their permission to participate in the study. All 17 pre-service EFL teachers agreed to participate.

TPP was held from February until April or about three months during which the present study was conducted. Each participant was considered to be informative, appropriate, and purposeful because they were teaching in some rural schools. TPP was officially administered and monitored by the dean of teacher training faculty. It is also managed by Institutional Review Board (IRB) which consists of committee members who work with regular monitoring and observation in the classrooms. In this case, teaching and learning in rural schools were important issues for every teacher, particularly pre-service teachers. The issue was necessary to help improving various aspects of classroom environments. Additionally, based on the researcher's pre-research observation and interview, it was found that the participants ensured that their teaching practicum in the rural school was interesting, unique, and challenging.

Data Collection

The researcher used three methods in collecting the data for this study namely, interview, observation, and fieldnotes. Semi-structured interviews were employed to ask each participants the following question: What obstacles do you face in teaching practicum in a rural school? The interview consisted of three rounds. The first round of interviews was conducted at the end of February or the first month of the TPP. A further round was conducted in the second month or at the end of March. The last interview was conducted at the end of April. The reasons for this were twofold. Firstly, the researcher attended some classes in which the

pre-service EFL teachers taught, observed the teaching and learning process, and took some important notes related to the obstacles faced in the school. This was done each month before each round of interview was employed at the end of each month. Secondly, the researcher aimed to see whether each participant found some solutions of the obstacles themselves and implemented the new solutions for further lessons. The interviews each lasted for about 30-45 minutes and the results were transcribed verbatim.

The researcher also conducted some observation when the pre-service EFL teachers delivered their lessons. The observation is beneficial for the researcher who expects to capture teaching and learning process as what it is and to help the teachers improve their teaching quality (Zaare, 2013). To do this, some questions noticed and described during the observation were related to:

- *How is the interaction between the teacher and the learners during the lesson?*
- *What methods or strategies are used?*
- *What are factors influencing teaching and learning process?*

The researcher directly observed each participant and took some important notes when the lesson was delivered. The participants were briefed before the observation and the interviews began. So, they prepared in their mind for what they needed to do and to say and it helped achieve the goal of the current study.

Analysis

In analyzing the data, the researcher followed several steps. First, the researcher managed the data from the interviews and the observations by categorizing the data based on their group such as teachers' control over the classroom, teachers' difficulties in finding teaching materials or resources, teaching aids or media, teaching methods, learners' English skills, choice of language use, slow internet connectivity, learners' motivation, evaluation technique, and parents' support. Second, the researcher divided excerpts based on the categories and described them based on the utterances. Third, the researcher analyzed the utterances deeply and carefully in order to meet deep understandings of the data. Fourth, the researcher summed up a conclusion of the analysis.

Findings

The findings and discussion of the present study consist of two parts, obstacles and discussion, and future recommendations. Each part presents the results of research findings and it is followed by discussion. As for the discussion, more references related to the obstacles of teaching English were presented and explained to build up the ideas as found during the study. The last part, future recommendations, describes several recommended ideas resulted from the analysis between study findings and previous studies as related references.

Obstacles

The obstacles of teaching English in rural schools in Indonesia varied in terms of teachers' control over the classroom, teachers' difficulties in finding learning materials or resources, teaching aids or media, teaching methods, learners' English skills, choice of language use, slow internet connectivity, learners' motivation, evaluation technique, and parents' support. The obstacles were determined based on the result of interview as conducted

with seventeen pre-service EFL teachers who attended a TPP in some rural schools. The results of observation were presented to accompany the interview results. In addition, the results were also analyzed and discussed by using appropriate references or previous studies.

To protect the identities of the pre-service EFL teachers as the participants whose names weren't allowed to be mentioned, the researcher used the term 'participant' and abbreviated each participant by code 'P.' Therefore, seventeen participants were coded P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, and P17.

Teachers' Control over the Classroom

One of the obstacles faced by the pre-service EFL teachers who were attending TPP was how they managed their own classroom before, during, and after the lesson. Classroom management is much related to how a teacher builds a successful interaction with the learners. Two EFL teacher participants emphasized control over learners. They believed in the effect of bad control over the classroom they faced during their teaching practice. Noise is one of the effect when a teacher fails to manage the classroom. P1 stated:

> *Well...it is so hard for me to manage my classroom and....particularly to manage the learners. I do not think they find me good at teaching English to them. They make noises in every classroom meeting.*

Controlling over the learners in an EFL classroom is a common obstacle for pre-service EFL teacher. Some of the pre-service teachers weren't confident with their performance in the classroom because they didn't meet learners' goals. Noises of the learners proved that teaching and learning process wasn't properly accomplished.

In line with P1 and P2, another participant (P4) has the same experience in managing the classroom. Failure to gain control over the learners has resulted in frustrating classroom atmosphere. The number of learners in the classroom isn't a matter when most learners allow themselves to chat with other learners. As P4 stated:

> *My class is not so large, but to control the learners has become a big deal for me. Most learners do not respect me as their English teacher. They keep talking to the others when I begin teaching. The atmosphere is really frustrating.*

It is pointed out that comprehensive theory isn't always followed by better practice. This is what happened to the participant (P7) during a classroom meeting. P7 assumed that teaching process was similar to what has been learned and discussed in the campus for several years. Teachers' understanding on foot of of teaching in a rural school should be questioned, because inability in planning, administering, and finishing steps of teaching will result in non-achievement of teaching objectives. Moreover, a teacher has to be more adaptable when classroom atmosphere is not as expected and should suddenly jump to another plan. According to the pre-service EFL teacher:

> *I was thinking that teaching was easy. However, I did not know how to start, how to manage the learners, and how to end the lesson under some condition in my class. It happened when I entered the classroom. Seemingly, the learners did not have better knowledge on English. It pushed me to change what I planned.*

P12 found a different reality between teaching practice in the campus and in the rural school. Microteaching as a mini teaching practice didn't really help P12 in teaching the learners. Such practice didn't cover some eventualities as may occur in the school. As a result, the pre-service EFL teacher (P12) couldn't use full English in the EFL class. To avoid the unexpected and succeed in teaching, games are a better option and acceptable to learners. According to P12:

> *Microteaching held in the college was different from teaching practice in a school which is far from the city. Controlling and managing the learners were more difficult to do. They felt bored when I used English and they told me that they did not understand anything about English. So....all plans failed. I followed what they expected and . . . what I did was asking them to play a simple English game until the end of classroom meeting.*

Every in-service or pre-service teacher needs full attention from their learners during a lesson. However, a pre-service EFL teacher (P15) was worried when the learners didn't focus on the lesson. It is a hard task for a pre-service teacher to manage the learners intensively ask them to follow all instructions prepared. This might be challenging because P15 never knew whether the learners understood what the teacher explained. As stated by P15:

> *Teaching English in this rural school is challenging. Why? It is because many things are beyond my imagination. I cannot deliver the lesson well because learners do not pay attention to me. They just keep silent when I ask them a question, but they keep talking when I deliver the lesson. I think they are used to doing this and no teacher can even stop them.*

Based on the observation conducted by the researcher to the pre-service EFL teachers, it is pointed out that the pre-service teachers' capabilities in managing their classrooms varied in terms of classroom atmosphere, learners' response, and the pre-service teachers' preparation. The atmosphere of classrooms influenced the teachers' teaching management. The learners who made noises prompted the teachers to find out a particular way of controlling over the learners. Some learners didn't respond their EFL teachers enthusiastically and they did not try to follow their teachers' instructions. Some teachers considered it as an obstacle to their delivery of the teaching plans. Not all teachers were ready with their teaching plans. Those who didn't prepare well for any lesson were unable to control over the learners from the beginning of the lesson. Implementing different approaches of teaching and planning teaching well enabled them to undertake their classroom management appropriately.

Teachers' Difficulties in Finding Learning Materials or Resources

The pre-service EFL teacher (P3) focused on updated learning materials for the learners. The use of the same handbooks or handouts for many years doesn't allow the learners to gain new or up-to-date information which is appropriate for their learning development. Availability of new learning materials will be very useful for both teachers and learners as each of them acknowledges current issues and innovation in English learning. One reason for this is because the teachers are reluctant to look for new learning materials. Another reason is due to unavailability and willingness to utilize authentic materials which are usually updated and new. P3 didn't rely on the similar handbooks but was pointless as many teachers used the books. P3 said:

> *I think that one of the obstacles of teaching in this rural school was unavailability of up-to-date materials for learning. Several handbooks that I used for teaching were also used by English teachers years ago. We know that present days are different from old days. Every learner needs to be informed with new and updated knowledge. English is not a national language, it is internationally used. The more updated the materials are, the cleverer the learners will be.*

It is still necessary to define the term "better English books" as mentioned by the pre-service EFL teacher (P5). Based on given definition given in the following interview, it can be summarized that the term is concerned with the use of contexts in the materials and the materials which contain communication strategy as a learning goal. The use of contexts on learning materials allows the learners to learn English naturally. P5 found it hard to each teacher grammar-based lesson to the learners because it is believed that learning grammatical rules won't enhance learners' communicative competence which is mainly needed for daily English skills. Natural contexts and communicative approach are inseparable elements of better learning materials. According to P5:

> *Better English books were not provided by the schools. What I mean by better books was books that contained contextual and communicative contents. Some books were textual and they books were concerned with how to understand grammatical rules. This is what we need to avoid if we want our learners to be good at English. I can say that such books are old-fashioned.*

There are two types of materials that can be used in EFL courses. Printed materials are resources which are printed and compiled in a variety of forms such as books, newspapers, magazines, brochures, and handouts. Digital materials are those which can only be found in a digital media such as computer, laptop, and mobile phone. These materials include digital books, online journals, online news, and other online materials provided in the internet. The eighth participant (P8) expected that learning resources utilized in the school were both printed and digital materials. However, it was not the reality as other English teachers use only printed materials. The following is an opinion as expressed by P8:

> *It is not surprising to me when the learners only used printed materials for their learning. I knew that the printed books were used for couple years, but no one was aware of that. It was my task to follow all the rules in the school and teach English as expected. Yet, I still do not understand why the teachers and the learners enjoyed using the books.*

Another form of learning materials in the school was learner worksheets. It is not new anymore as it has been used for couple years by English teachers. Even though some other English teachers keep using the worksheet in teaching English, the pre-service EFL teacher as the tenth participant (P10) insists on using up-to-date resources and materials with natural contexts. P10 is completely positive that updated and contextual learning materials will increase learners' motivation and interest to study English. The pre-service EFL teacher (P10) commented:

> *I was given student worksheets as teaching materials. I was happy at first, but then . . . I found it difficult to teach with the worksheets. It wasn't interesting and the contents were boring. I felt bored with the worksheets. The latest learning materials should be updated and contextual. The learners didn't know*

anything about the texts in the worksheets because they never experienced it in their environment. That is why the learners weren't interested when I began teaching English using the worksheets.

The sixteenth participant (P16) believes that a professional English teacher never relies on a single book. Relying on one material prevents an EFL teacher from becoming knowledgeable. No material contains entire information needed for English learning. One learning materials support other materials which have some weaknesses. A teacher can find useful information that isn't available in a book. As a pre-service EFL teacher, it is compulsory to follow other EFL teachers' instructions not to use other learning materials. P16 expressed an experience:

I was given one handbook only when I planned to enter the classroom. I wasn't brave enough to use other learning resources because the teachers in the school never asked me to do so. I was really stressed to use the book because it didn't meet the EFL learners' goals in learning English faster and effectively.

In line with the above challenge, another participant (P17) found that materials with natural contexts might be helpful for learners to learn English easily and in a better way. Such contextual materials should be provided in several learning materials. According to P17:

The school environment has pushed me to believe in and use limited learning resources. I always think that various materials will be more convenient and useful. After teaching for two weeks, I was sure that the learners needed contextual learning materials. They didn't understand any contexts in the given materials.

The results of observation show that the pre-service EFL teachers had some difficulties in finding learning materials or resources that were updated, contextual, and communicative in the school in which they attended TPP. Several teachers kept using the books as provided by the school, while the others went on with their creative ways of thinking. Providing updated, contextual, and communicative materials was deemed as a creative way. They surfed some websites containing required learning materials, and download some related files. The files were then compiled as learning materials. The learners were interested in the EFL lessons which used such materials.

Teaching Aids or Media

The first participant (P1) emphasized on availability of teaching media for English teachers. Every school is a place in which teaching media are utilized. This suggests that some classroom activities can only be conducted with the use of the media such as a projector, a laptop or a computer, a recorder or an audio player, and so on. However, it is pointed out that an activity such as listening comprehension will be useless and unsuccessful when a teacher doesn't utilize an audio player to play a conversation or a dialogue. The use of teaching media is to ensure that the learners have a great chance to listen and to watch a native speaker's language skill performance and to motivate learners' enthusiasm in learning English as a foreign language. The following is what P1 said:

I was thinking that every school provided teaching media for their teachers. It was wrong. The school didn't provide any kind of teaching media for their

*teachers, including me. English isn't our language. We will always need some
media when we deliver the materials. It will be more comprehensible.*

Due to a limited chance of getting teaching media in teaching English, a brilliant idea of a pre-service EFL teacher (P3) is to prepare for required media and bring it to the classroom. P3 is a teacher who always relies on teaching aids during the lesson. This is advantageous that the teacher (P3) gains learners' motivation to indulge themselves in every English lesson and the teacher will be able to show native speaking of English to the learners. As stated by the teacher (P3):

*Hmmm . . . the problem is I prepared some teaching aids in my house and
brought them to the classroom. But, it is okay for me. I never want to teach
English without some aids which can encourage me as the teacher to teach and
the learners to learn. I can see the result that more and more learners were
motivated to learn.*

As experienced by the third participant (P3), another pre-service EFL teacher (P6) used a projector as teaching media. As a result, the learners were enthusiastic to enter the English class and pay full attention to the lesson. P6 expressed:

*Teaching media have been challenging during my teaching practice. I couldn't
get any needed media in the classroom. I was responsible for giving the best
lesson for my learners. Well, I . . . mmmm . . . delivered the lesson by using
useful media such as the slides. When I did that, the learners paid more attention
and they kept focusing on it. Hmmm....I think I succeeded.*

The unavailability of teaching media in a school will demotivate a teacher from delivering a better lesson. This is what happened to the pre-service EFL teacher (P11) when the English class was about to commence. Also, the teacher wasn't able to afford for any teaching media. Consequently, P11 kept using a handbook as a learning resource though a teaching aid was much needed. P11 gave an opinion, as follows:

*The classroom environment was so simple. There was no media for teaching
and learning. So, I, as the teacher, was sometimes desperate to face this
problem. I only used a handbook given to me when I entered the classroom for
the first time.*

Another similar challenge was also experienced by the pre-service EFL teacher (P13). P13 didn't have any idea where to get teaching media and learning resources. A creative way that P13 did was surfing on some resources from the internet and preparing the files as English learning materials. Such belief on the use of online materials is logical as the internet provides millions of interesting resources for English learning. P13 stated:

*This is what I want to say about the challenge. Learning and teaching materials
such as books and media for teaching and learning weren't really available. So,
I compiled some materials that I printed from the internet and used them in the
classroom.*

As observed by the researcher, the pre-service EFL teachers hoped that the school provided teaching media for every teacher. However, they didn't get what they expected as the school

didn't have such media. To solve it, some pre-service EFL teacher brought the media themselves and used the media as needed. Their learners were highly motivated to attend the EFL lessons because they believed that visual aids which were colourful increased their ways of coming up with ideas.

Teaching Methods

Teaching steps consist of planning, administering, and giving feedback. A teacher plans a lesson by writing a lesson plan. The lesson plan should include teaching and learning objectives, steps of delivery, evaluation techniques, media and materials, and teaching methods. However, such plans change when the teacher begins teaching. The pre-service EFL teacher (P4) wasn't able to implement the method that was prepared as classroom atmosphere was different from that stated in the teaching method. P4 was really responsive to face such situation and P4 suddenly used another method that was more appropriate to the learning atmosphere. As expressed by P4:

> *Before I began teaching, I prepared the lesson plan, the materials, and the methods that I was going to use. When I was about to teach, everything changed. I cancelled some prepared plans and . . . mmm . . . I tried another method after I found different situation in the classroom. I admitted that what I prepared won't always match with what I will see in the classroom.*

A challenge in teaching English also emerges when EFL learners don't understand how to undertake a learning method. The ninth participant (P9) was hopeless at learning situation which was incompatible with the method. In this case, an intensive need analysis is needed as a way of finding out what the learners need and the method such learning situation prefers. According to P9:

> *I have a problem with the appropriate way of teaching the learners. The learners in English class can't follow my instructions when I use a method such as Jigsaw learning. They seem to have no idea about what they should do to succeed the method.*

Some English teachers consider themselves as traditional EFL teachers who implement traditional methods during an English lesson. A pre-service EFL teacher (P10) recognized that the EFL learners were interested in the use of traditional method of teaching such as audio-lingual method. More specifically, the learners didn't expect any complicated teaching methods. Drill and practice weren't regarded as a problem to the learners because they were able to memorize some formula and write some examples based on the formula. P10 has an opinion:

> *It will always be a great idea when an English teacher has different teaching strategy in different meeting. Yet, I don't think it will come true when I teach in this school. The only best strategy to use is presentation and drill and....and practice. Formula comes first and then . . . followed by examples and some exercises. I think I am a traditional teacher.*

Many EFL learners have always been fascinated by games for learning. This isn't forno reason, because learning games motivate the learners to indulge in the lesson and eventually they will

be adjusted by the way English is used. A participant (P12) found that the EFL learners paid full attention to the lesson due to the learning games. As stated by P12:

> *Teaching the learners in my class is always challenging. I want to say that I really love games for learning. The learners also love it and try to join it as I hope. They don't focus on the lesson if it isn't about any game.*

For the pre-service EFL teacher (P14), the EFL learners don't have any fundamental knowledge on teaching and learning methods. The EFL teacher has to ensure that the learners keep learning the methods by giving them some opportunities in every meeting. The opinion expressed by P14 is:

> *I know that more and more learners need some adaptation with new ways of teaching. I believe someday they will be able to follow all methods I plan. They just need more time to adjust themselves to any method.*

Some EFL learners have high understanding toward each method, but some others are lack of such understanding. As experienced by the pre-service EFL teacher (P17), some learners attended the class by following all the activities intensively. However, some others expected that they weren't learning English and ignored the teaching delivery. It seems normal in most EFL classes, but the EFL teacher is highly expected to solve such challenge. P17 stated:

> *Teaching method . . . teaching techniques . . . I don't care if they don't know anything about the techniques. Some of them looked happy and they enjoyed the techniques. The others, they keep silent . . . don't say anything . . . and . . . confused.*

The researcher found that teaching method was the main ingredient of every EFL lesson. Each pre-service EFL teacher entered the classroom with different teaching methods or strategies. However, a problem appeared to most pre-service EFL teachers. They didn't know what teaching method they should apply for a particular skill. This shows that they delivered the lesson implementing a method they knew or they were familiar with. They didn't recognize that one teaching method for one skill shouldn't be used for another skill.

Learners' English Skills

EFL learners in a school of a rural are might deem English as a language uttered by both international people and people in a big city only. Most learners in a rural school don't believe that they will be able to speak English in the future. Some of them are motivated to speak good English, while some others are despaired due to its difficulty. As experienced by a pre-service EFL teacher (P2), most learners didn't show their good performance in any English lesson. P2 changed the lesson plan and modified teaching method as to balance the lesson and the learners' performance. The following is P2's commented:

> *Some learners were good at English, but more and more learners found English as a very difficult lesson if compared with other lessons. I was asked to teach English in three classes and I couldn't find learners capable in English. Of course, it discouraged me from implementing all plans. I did believe that it was careless to follow the lesson plan when the learners weren't ready for that.*

Need analysis is always paramount to ensure that the learners have a variety of ideas, different abilities, and comparable performances. The results of such need analysis can be directly used for writing and administering a lesson plan, select teaching media, and to discover an appropriate teaching method for English lessons. It can also anticipate what has been planned and what the atmosphere will be. The pre-service EFL teacher (P4) explained:

> *In many occasions, I ask a ridiculous question to the learners. "What do you want to learn in English?" and they give many answers. I do this because each time I teach an English skill, not more than five learners can catch the point.*

A worse experience occurred when the pre-service EFL teacher (P8) conducted some English lessons. The learners' skills in listening, speaking, writing, and reading were lower than what was lower than expected by the teacher. The teacher need to work hard to change the real classroom situation. As P8 stated:

> *Most learners aren't able to listen, speak, write, and read English properly. Speaking is probably exciting, but it is still a hard task to guide them. They have a serious problem to connect one word with another word and build a simple sentence.*

Many learners around the world like to listen to songs, and the learners in which the pre-service EFL teacher (P9) became a teacher are no exception. P9 supported the learners' interest by allowing them to enjoy some popular English songs and showing them how real English words were uttered. Unfortunately, the learners preferred oral tasks than written tasks as they failed to accomplish a written task based on the song lyrics. P9 described:

> *I bring my laptop and play some English songs loudly. They look so enjoyable to listen to it until the end. The problem emerges when they are asked to fill in the blanks of deleted word which are so simple. Do they really love the lyrics or just enjoy the cool music? I don't know.*

Writing skill doesn't only require an EFL learner to have a number of vocabulary, but also to be skillful in using the words to build a grammatical sentence. P13 as the pre-service EFL teacher argued that the learners' lack of writing skill is influenced by their insufficient understanding in writing. P13 argued:

> *Writing is difficult and will always be difficult for most learners. They don't have enough knowledge to write a grammatical sentence.*

Based on the results of the observation, English skills as performed by most learners were still low. Some learners were good at English, but the others were lack of the English skills. Interests toward the English skills were listening to English songs and retelling stories after watching an English conversation video. The learners considered that listening to the songs allowed them to listen to the real pronunciation of English and to be entertained. Watching English videos enabled them to watch how native speakers interacted in English naturally.

Choice of Language Use

Using English as the classroom language is really challenging for most pre-service EFL teachers who were trained to speak good English in their campus. Such option can't be achieved

smoothly by a pre-service EFL teacher (P4). The reason is because the learners' focus was decreasing as full English was delivered. As a solution, two languages, English and Indonesian, have to be combined as long as the learners understand the English lesson. P4 commented:

> *I was worried about using English in my English class. My learners didn't seem to pay attention to my speech when I used full English. That was why I preferred to mixed English and Indonesian.*

Learners' interest and ability aren't balanced as they are interested in full English class, but they are incapable to organize it. As a pre-service EFL teacher, P8 was aware of the learners' interest in English language. Unfortunately, they weren't able to communicate in English as expected. As stated by P8:

> *Using English or using Indonesian, I mix both languages to make my learners understand my words. Using the only English isn't favourite for them. They like it, but don't know it.*

A pre-service EFL teacher (P8) proved that noise was caused by learners' boredom toward the use of English during the EFL lesson. P8 expressed an opinion: *We should be careful to use full English in the classroom. I was shocked when learners stared at me and the rest of them just made some noise.* Another pre-service EFL teacher (P9) preferred to use Indonesian than English in the EFL class. P9 said: *A problem in the classroom is what language I have to use. Indonesian looks more enjoyable for many learners. Yet, English has become a big trouble for them.*

Teaching English to EFL learners isn't always easy to do. One of the bad effects of using English is that learners' boredom might influence any English lesson. Some learners criticized the teachers' use of English. P14 as a pre-service EFL teacher couldn't understand the learners' choice between English and Indonesian. As stated by P14:

> *When I utter a sentence, learners repeat it without any request. I was thinking that they were eager to do that. In fact, they felt bored and wanted me to stop saying that.*

English is a non-native language for the learners in the school. A need analysis needs to be undertaken in order to find out whether EFL classes are fulfilled with English, Indonesian, or English and Indonesian as a delivery language. Moreover, a pre-service EFL teacher (P17) used a particular technique to introduce English skills to the learners. According to P17:

> *Even though the learners don't want English in the classroom, I keep motivating them to listen, speak, read, and write in English. I finally asked them about what they like. They like fifty percent English and fifty percent Indonesian.*

As observed by the researcher, code mixing and code switching were appropriate for the learners who weren't able to follow their teachers' full English. Some pre-service EFL teachers used full English in the EFL lesson. It caused learners' boredom and laziness to attend the class as expected. Those who mixed the language between English and Indonesian proved that their learners became more interested in the EFL lesson. The use of Indonesian as a language choice has promoted the translation of the English words as uttered earlier.

Slow Internet Connectivity

Nowadays, the need of the internet for education is increasing as learning resources can be browsed and some school activities can be conducted online. As for EFL classes, the internet provides a variety of resources that are useful for learners to learn English naturally. Therefore, one pre-service EFL teacher (P3) considered that printed learning resources should be accompanied by online learning resources due to various choices offered by the online materials. Such online materials allow the learners to use English in a real world activity. All of which can be accessed when the internet is well connected. As the teacher, P3 argued:

> *The internet was a big problem for teaching English. It doesn't mean that printed books or materials aren't needed, but one way of introducing the EFL learners to the real world in which English is used. We need the internet if we want to do that. Bad internet signals won't help us.*

Another effect of slow internet connection is that the EFL teachers won't be able to access a variety of learning materials from the internet. Moreover, P6 as the pre-service EFL teacher was worried with boredom that might come on surface. According to P6:

> *Bad internet signal has a bad effect on updated and completed learning materials. The internet has millions of materials that we can surf and download. I feel bored due to the outdated materials.*

Comprehensive materials for teaching and learning are kinds of materials that cover most real-world activities and promote communicative competence as its goal. Many pre-service EFL teachers including P10 expected that the internet was provided with better connection. The reason is because most comprehensive materials are available on websites in the internet. As stated by P10:

> *I want to confess that we won't be able to find comprehensive teaching materials without any better internet connection. The handbooks of English I have been using aren't suitable enough for the learners.*

The power of the internet for learning is no longer in question. The EFL learners who are able to access the internet will be offered with more learning activities such as online reading, online conversations, and online games. They will experience some activities as if they are in a real English community. Above all, the online activities need to be supported by good internet connection. The pre-service EFL teacher (P13) commented:

> *As for the challenge, worse signals of the internet might affect on global knowledge of English. They don't have to learn any content within the book only. Many things are offered in the internet.*

As the pre-service EFL teacher, P15 has learned the advantages of authentic materials provided in the internet. The authentic materials, as the name implies, are kinds of products such as audio files or written files which are designed for daily needs in native-speaking countries. Movies, documentary, newspapers, magazines, and so on are some examples of the authentic materials. The materials are genuine, natural, contextual, and communicative that such materials enable EFL learners to learn English like native speakers do. To access such materials, the internet connection should be better. P15 expressed an opinion:

> *Internet...yes...the internet isn't so good here in this area. That is why I encounter problems and difficulties in browsing authentic materials. We know that authentic materials fit learners' needs.*

Due to poor internet signals, more learning materials from the internet can't be easily accessed. The pre-service EFL teacher (P17) believed that the internet supported EFL learning. Once the internet for learning is acquired, various fascinating activities can be undertaken. P17 said:

> *Let's talk about global English. To get it, we need good internet signals. I couldn't believe why the learners here can survive without the internet. It has unlimited materials.*

The researcher's observation on the internet connectivity revealed that the connectivity was low that it didn't allow the pre-service EFL teachers to browse and download learning materials. Some pre-service EFL teachers moved to an area with better internet signals to connect to the internet. Some of them didn't do anything toward the problem.

Learners' Motivation

More learners consider English classes are difficult to follow. It can be seen from their ignorance and lack of attention during the English lesson. As a pre-service EFL teacher, P5 found that the learners were unable to speak in English and they were demotivated due to the difficulty of English. P5 commented:

> *My first meeting in an English class wasn't really exciting. Most of the learners weren't interested in attending the English class as I started to say "Hello, how are you all?" Unfortunately, they didn't care to what I said and many of them never focused on the delivery until the end of the meeting.*

Motivating the learners in the early minutes of an English lesson is paramount for the learners to keep learning English. Some learners are motivated due to the importance of English for the future. However, some others aren't motivated. According to P10, a pre-service EFL teacher who used to motivate the learners:

> *I usually begin the English lesson my motivating my learners. I said "English is important. It is used in international communication. We can find a job easily if we have an English skill." Internal motivation is far superior to the external one. Lack of attention shows they aren't motivated.*

A unique challenge as experienced by a pre-service EFL teacher (P11) is that the teacher's voice quality motivates the learners to pay good attention to the English lesson. In fact, the learners don't like English lessons. P11 stated: *It is my job as the teacher to motivate those who are making noise and lazy every time. They are afraid of my big voice, but they don't respect English.*

The use of humor is a great solution for the learners who have low ability and lack of motivation in learning English. Humor entertains the learners' mind and direct them to the lesson simultaneously. P14 as the pre-service EFL teacher believed in the use of humor in the EFL lessons. P14 expressed an opinion:

> *The learners look motivated to attend the classroom which is full of humor. Maybe I can do this all the time or maybe not. Humor can be good for their time and . . . mmm . . . it can be useless as well.*

Learners' lack of motivation can be influenced by either internal problem or external problem. The internal problem include lack of interest and bad talent. As a pre-service EFL teacher, P15 summed up that external problem such as inappropriate teaching methods also affected learners' motivation to learn English. So, it is compulsory for every EFL teacher to choose an appropriate method when a lesson is planned. According to P15:

> *Every English teacher wants their learners to be happy when they are learning English. That expectation doesn't always meet a better fact. They aren't happy. Perhaps, my techniques are traditional.*

Based on the observation in the classroom, the pre-service EFL teachers faced most learners with low motivation to learn English. The learners' reasons were English wasn't their language and it wasn't easy to learn by them. It was found that the pre-service EFL teachers tried to increase the learners' motivation by applying some learning games, using some visual aids, and listening to English songs. Such strategies were successful to improve their motivation even though more other learners were still lack of motivation.

Evaluation Techniques

TPP enables the pre-service EFL teachers to compare between theories and practices. Every teacher has to plan an evaluation technique in a lesson plan. P2 as a pre-service EFL teacher was aware that the evaluation plan changed as supported by the classroom atmosphere. It i pointed out that a test shouldn't be administered if the learners' understanding hasn't yet reach the lesson objectives. P2 commented:

> *I never imagined that the teaching steps as stated in my lesson plan weren't fulfilled. The learners told me that they couldn't understand the lesson and I decided not to give any test for them. I think it was weird, but learners' need should be followed.*

Each test needs to be valid and reliable. A test will be rejected or deemed as to its high difficulty level. P7 stated:

> *I was a bit shocked when some of the learners grumbled that they didn't like my test items which were painful for them. They wanted items which were exactly like the examples.*

Test items can be sometimes painful for some learners. P9 as a pre-service EFL teacher ensured that the test items followed the lesson and the learning materials. According to P9:

> *Many obstacles. A challenging part is the way to test and . . . to evaluate their understanding. To tell the truth, all questions I presented were the easiest ones. Unfortunately, nobody got good score. It is challenging, isn't it?*

One of the problem of the learners is doing homework in the school. Homework is an exercise that is supposed to enhance the learners' understanding toward a lesson. The pre-service EFL teacher (P13) refused to ask the learners to do homework. As stated by P13:

> *I sometimes hate to give exercises or homework for the learners. The homework is like the exercises, because they keep doing their homework in the classroom. The effect is all their work remains the same.*

Based on the results of the motivation, the pre-service EFL teachers prepared some evaluation techniques as stated in their lesson plans. Some of them found it difficult to apply the techniques as the learners' comprehension toward the lesson was low. As the consequence, the teachers cancelled some evaluation and tried another way to evaluate the learners' achievement. Some pre-service EFL teachers who forced themselves to use some evaluation techniques found that their learners' scores were lower.

Parents' Support

Both teachers and learners' parents should have a good relationship as long as the learners attend the school. It is supposed to be a way of controlling over the learners either in the school or in their environment. An opposite situation occurred to a pre-service EFL teacher (P1) who never met up with the learners' parents during TPP. A tangible effect of this is the EFL teachers aren't able to inform the parents about their learners' learning or character development in the school, particularly in EFL classes. According to P1:

> *Parents have to know any activity their children do at home or in the school. Parents didn't try to meet up with the teachers to ask about their children and the learners didn't intend to introduce their parents to the teachers in the school. We, as the teachers, couldn't suggest them to control and protect their children.*

Some unexpected moments might happen to the learners in the school. When it comes true, the teachers are those whom the parents ask for responsibility. Most parents as experienced by a pre-service EFL teacher (P5) blamed the teachers for a problem the learner faced though the parents didn't have any idea about their children's behavior in the school. So, the parents are to get in touch with the teachers who control over the learners around the school environment. P5 argued:

> *Learners in a rural area don't aim to let their parents know their activities at school. When their children faced a problem here at school, they condemned the school and the teachers for what happened. This school must ask all parents to...mmm...at least talk about and discuss their children's activities at school sometimes.*

A pre-service EFL teacher (P7) was sure that most parents didn't care to know about their children's laziness. However, it wasn't an easy task for the teacher to let the parents know what the learners' did in the school. As expressed by P7:

> *I never meet any parent who visit this school. That is a problem for them and for this school. Look, most learners are lazy and never do their homework at home. Their parents don't have any control over their children at home.*

The same experience also occurred as a pre-service EFL teacher (P16) found that the learners caused some problems in EFL classes. The need for parents' contact was still high. P16 has an opinion:

> *When I find some learners who are lazy, troublesome, and naughty, I feel need to contact their parents. However, some of them don't have any phone contact. It forces me to meet up with them, but it isn't that easy to do it.*

As observed for sometimes in the school, most of the learners' parents didn't have any contact with the teachers. Some of the parents met up with the teachers to ask about their children in the school.

Discussion

This present study aimed to find out and describe the obstacles as experienced by the pre-service EFL teachers who attended TPP in some rural schools in Indonesia. The results show that the obstacles faced during TPP were related to classroom management, learning materials or resources, teaching aids or media, teaching methods, learners' English skills, choice of language use, slow internet connectivity, learners' motivation, evaluation technique, and parents' support. Regarding the challenge on classroom management, this study reveals that the pre-service EFL teachers faced some difficulties in controlling over the learners in the classroom. The factors that influenced such challenge were due to noises produced by the learners during the lesson, learners' boredom that emerged from the beginning of the lesson, unexpected chats among learners and learners' lack of attention and respect toward the teacher. Moreover, some pre-service EFL teachers couldn't acknowledge the way of how to start the lesson, how to keep the class under control, and how to end the lesson. The pre-service EFL teacher believed that what they learned from a microteaching was much different from what they experienced in TPP. Consequently, they were stressed due to the problems related to the classroom management. In line with that, the researchers (Merç & Subaşi, 2015) who conducted a study on pre-service teachers' obstacles in a teaching practicum also found similar factors which influenced the classroom management. It revealed that learners' noises, laziness, lack of interest, unexpected chat, lack of respect and attention caused a problem toward the pre-service teachers' classroom management. The research by Akin and Yildirim (2016) is more concerned with determining strategies of keeping up successful classroom management rather than finding out causes of the obstacles. In the study, they summed up that successful classroom management can achieved by promoting time management, behavior management, and relationship management which rely on practical procedures of teaching. Interestingly, EFL teachers can minimize their stress or anxiety about classroom atmosphere by setting up good plans and control over time effectively (Aydin, 2016). In addition, the pre-service EFL teachers have to try various ways including setting up teaching procedures, asking the learners to follow the instructions as planned, and expand communicative interaction between the teacher and the learners during the lesson (Emmer & Stough, 2001).

The results of this study indicate that the pre-service EFL teachers faced some obstacles in terms of learning materials and learning resources including unavailability of updated learning resources, grammar-based learning resources, and unavailability of contextual and communicative learning materials. More pre-service EFL teachers browsed materials or download available materials from the internet. Availability of updated or authentic materials has become a comprehensive issue among the EFL teachers who put their concern with introducing real world to their EFL learners. Cunningsworth (1984) points out that selection of learning materials should reflect on natural contexts within with English is used and the

materials have to be balanced with learners' "age, level of education, social attitudes, the intellectual ability and level of emotional maturity" (p. 71). Similarly, Kalin (2004) also stresses on the importance of teachers' and learners' attributes such as basic knowledge, age, achievement, intelligence, and participation. This implies that learning materials should to be selected based on the need of learners and this also indicates that real-world learning materials are paramount compared to those which focus on grammar-based learning resources. However, a problem that appears in selecting learning materials is suitability of the materials for learners with either high or low knowledge as it must be a difficult task for a teacher to design and compile the materials that are suitable for both categories of learners. In this case, needs analysis is highly acceptable to ensure that the learners obtain fair teaching and learning treatment, and that the materials fit with learners' knowledge. Brown (1995) defines that needs analysis "serves as the basis for developing tests, materials, teaching activities, and evaluation strategies, as well as for reevaluating the precision accuracy of the original needs assessment" (p. 35). It proves that determining learners' background knowledge and needs before starting a lesson is an effective solution which enables the pre-service EFL teachers to create suitable learning materials for their learners.

As for learning aids or media, the study shows that unavailability of proper aids or media was a more serious challenge for most pre-service EFL teachers teaching in rural schools. Integration of technology as teaching and learning media hasn't been widely used in many rural schools. The absence of such technological instructional media might cause learners to be left behind and to be away from comprehensive and disseminated information. As a solution for the challenge, the study by Becho, Sullivan, and Bhattacharya (2017) indicates that nowadays, media for teaching and learning have adopted the use of advanced technology precisely designed for an instruction. The use of such technology as teaching and learning media enables teachers to disseminate information in terms of knowledge and results of various studies. This present study also reveals that some pre-service EFL teachers chose to prepare for their own teaching and learning aids before they began delivering instructions. This is in line with the researcher (Kalin, 2004) who believes that teachers have outstanding capability in planning and selecting proper teaching and learning materials and media, and utilizing them appropriately in order to achieve learning objectives. In doing this, EFL teachers have to be knowledgeable about utilizing technological instructional media, and introducing English through the media to EFL learners with low ability in using English (Becho, Sullivan, & Bhattacharya, 2017). The pre-service EFL teachers need to develop their understanding on the use of such media as many teachers find it troublesome to face the development of the technology for media of instruction (Justus, 2017).

Regarding the obstacles in terms of delivery of instruction, this current study shows that the pre-service EFL teachers got difficulty in implementing a method of teaching and assessing the learners as prepared in a lesson plan. They were mostly pushed to replace their plans and demotivated as the theories they learned weren't similar to those in the field of teaching practicum. These problems didn't allow the pre-service EFL teachers to manage their EFL classrooms properly. Moreover, the use of English as the language of instruction couldn't be successfully fulfilled as the learners had low ability in English. Teachers' language has an effect on learners' thoughts that can be used as a tool for communication in different classroom situations (Rau, 2016). The obstacles are in line with the findings of a study by Gan (2013) which revealed that English teachers attending a teaching practicum were faced with several obstacles in terms of how theories and practices of teaching methods were relevant, what language they should use in the EFL classrooms, and how they controlled over the learners. The gap between theory and practice as viewed by the pre-service EFL teachers is influenced by learners' background knowledge on teaching concept, microteaching, and field of teaching practicum (Cheng, Tang, & Cheng, 2010). The results of this study also reveal that the EFL

learners were lack of motivation to learn English and follow the lessons. Learners' lack of motivation, interest, and attention demotivate the pre-service EFL teachers (Han, & Mahzoun, 2017). This also causes the pre-service EFL teachers to modify their strategies in order to achieve goals. Similarly, research findings of Yunus, Hashim, and Mahamod (2010) show that pre-service teachers used a variety of teaching methods suitable with the learners' motivation, interest and behavior.

This present study shows that most parents were unsupportive of their children's efforts. Families' situations in rural areas were different from those in urban areas in that they tended to rely on teachers' responsibility to educate their children, and their social and economic levels discouraged them to pay full attention to their children. In line with that, the study by Teixeira de Melo & Alarcão (2017) reveals that those who interact with the learners and their families need to analyze some factors that influence the learners to behave in a specific way and the families to face their children as learners.

Future Recommendations

Regarding the findings and discussion of this study, some recommendations were proposed. First, it is highly recommended that pre-service EFL teachers need to be trained appropriately during pre-teaching lessons. This is to anticipate the pre-service EFL teachers' lack of knowledge and understanding toward how to write a good lesson plan, how to start a lesson, how to interact with the learners, how to evaluate the lesson, and how to give feedback to the learners. To support this, mentoring system has to be revised in a way that each mentor is trained and informed them about the importance of intensive and communicative mentoring toward the pre-service EFL teachers. The mentors are expected to guide the pre-service EFL teachers and disseminate all concepts of teaching without any exception. They should also interact with the pre-service EFL teachers, perform effective teaching models, and control over the pre-service teachers eagerly (Hudson, Nguyen, & Hudson, 2008).

It is also recommended that every school including that in rural areas needs to be provided with teaching aids and media such as projector, laptop, language laboratory, and the others. Unavailability of sufficient media will discourage teachers' motivation and creativity to deliver instruction. It can prevent the classroom from becoming interactive and communicative, and the learners from being engaged in an active learning. Another recommendation that should be taken into account is that the internet signals in rural school areas need to be improved. Such bad signals affect the availability of updated materials, authentic materials, and the absence of pedagogical interaction with online sources. It should be noted that one way of learning English is by exploring the world in which English is used a natural communication tool.

Limitations

This study has some limitations in terms of participants, length of time, and number of researcher. As for participants, there were only seventeen pre-service EFL teachers took a part in the study. It can be suggested that further study on this topic should ask more participants to collect more data. Another limitation is that the length of time as determined for TPP is shorter than similar program offered in other countries. A three-month teaching practicum isn't sufficient for both pre-service EFL teachers to develop their teaching conception and ability and for the researcher to evaluate the achievement. In addition, one researcher worked very intensively to prepare, conduct, analyze, and present the research report. More researchers will enable each researcher to work on a study based on their given tasks.

Conclusion

Based on the focus of this current study, it is concluded that there are many kinds of obstacles experienced by the pre-service EFL teachers teaching English in rural schools. The first challenge is classroom management which proves that it isn't an easy task for teachers to manage their classrooms and control over their learners as highlighted in a lesson plan. Managing EFL classrooms is influenced by learners' noises, chats, and lack of attention. Teachers' lack of knowledge on teaching strategies also affects the way they treat the learners until the end of the lesson. As for the second challenge, it is pointed out that every school has to provide complete materials or resources for both teachers and learners. The EFL materials can be handbooks, updated books or articles, and authentic materials. Moreover, the absence of the use of advanced technology as teaching media in the rural schools is a main factor of low motivation and enthusiasm. Unavailability of updated learning materials and technological instructional media has a bad impact on successful teaching and learning.

The next challenge is that lack of understanding and insufficient background knowledge are the factors that disturb the pre-service EFL teachers to implement a teaching method. Selection of teaching method is also influenced by English skills and abilities that the learners perform. Prepared and expected teaching method can be replaced or modified when the classroom atmosphere isn't suitable with the lesson plan. Similarly, evaluation technique such as a test has to be designed based on learners' understanding and comprehension toward the lesson materials. Insisting on implementing a method discourages learners' motivation, interest, and attention. As a part of the challenge, language chosen by the pre-service EFL teacher as an instructing language decreases learners' enthusiasm to keep attending an EFL lesson as they are unable to understand any meaning of the language.

Regarding other obstacles, internet connectivity and parents' support, it should be noted that slow internet connectivity doesn't allow the pre-service EFL teachers to browse or download updated files which can help learners to enter the real world of English. Online materials offered in the internet increased learners' attention as the materials are comprehensive, updated, and full of choices. For the last obstacle, parents' full attention helps the pre-service EFL teachers to control over their learners. Learners can be more successful in their English learning when they are supported by both school environment and family members. To do this, stakeholders, teachers, learners, and family members have to work together to focus on learners' achievement in their learning.

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