

PERCEPTIONS OF COOPERATING TEACHERS ON PRE-SERVICE TEACHERS' MENTORING IN TEACHING PRACTICUM: EMPIRICAL EVIDENCE FROM INITIAL TEACHER EDUCATION

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Received 29 March 2024; Received in revised form 11 May 2024; Accepted 2 June 2024

ABSTRACT

Although research on cooperating teachers mentoring pre-service teachers provides important findings in teacher education, there are few studies exploring cooperating teachers' perceptions of mentoring pre-service teachers in Indonesian teacher education. Grounded in narrative inquiry design, this research reports on cooperating teachers' perceptions of mentoring their pre-service teachers during teaching practicum. Two cooperating teachers voluntarily agreed to participate in this study. Data were derived from semi-structured interviews focusing on exploring critical incidents while they were mentoring pre-service teachers. The data were analysed qualitatively using thematic analysis. Findings revealed that pre-service teachers faced difficulties in using English to teach students. However, they benefited from applying strategies and media in their teaching. In terms of mentoring aspects, pre-service teachers were often unprepared with lesson plans, although their communication during teaching practicum was good. To better understand teaching material, pre-service teachers need to enhance their abilities. In addition, pre-service teachers have a limitation in reviewing material and assigning homework, and they struggled to manage class time effectively, leaving insufficient time to review material. This study implied that identifying the challenges faced by pre-service teachers during teaching practicum, as perceived by cooperating teachers, can inform the design of mentoring programs.

Keywords: perception, cooperating teachers, mentoring, pre-service teacher, and teaching practicum

INTRODUCTION

Teacher mentoring in teaching practicum is a crucial aspect that significantly contributes to learning how to teach (Le, 2013). In teacher education and preparation programs, both mentoring and teaching practicums are essential platforms for supporting pre-service teachers with experience in learning to teach (Aydın & Ahmet, 2019; Vo et al., 2018). Mentoring is an educational process that provides teacher candidates the opportunity to develop personally and professionally through reflection (Walkington, 2005). It offers pre-service teachers' rich preparation and teaching experience during their practicums. Mentoring encompasses teaching and extends to imparting knowledge and skills related to technical, organizational, career, and personal issues (Clawson, 1996). A cooperating teacher is a classroom teacher who guides or mentors a pre-service teacher, providing them with practical teaching experience (Clarke, Triggs, & Nielsen, 2014). Mentoring pre-service teachers involves more than just guiding them in teaching specific subjects and skills; it is linked to student learning outcomes within practicum classes, making mentoring a challenging and complex task (Tomlinson, 1995).

Drawing on three conceptual definitions in this study, mentoring is summarized as a professional relationship where an experienced individual (the mentor) provides guidance, support, and advice to a less experienced person (the mentee) to help them develop their skills, knowledge, and career. A cooperating teacher is an experienced educator who supervises and supports a student teacher during their teaching practicum or internship, offering guidance, feedback, and mentorship to help the student teacher develop

their teaching skills. A teaching practicum is a period of supervised teaching experience where pre-service teachers gain practical classroom experience under the guidance of a cooperating teacher or mentor, typically occurring during a teacher education program and providing hands-on training in real classroom settings. Previous research on cooperating teachers' mentoring of pre-service teachers in teaching practicum programs has provided important findings. For example, Izadinia (2016) revealed that pre-service teachers experienced changes in their teacher identity during their first placement, growing in confidence and developing a clearer vision of the teacher they wanted to become. Pedagogically, the study highlighted that mentoring teachers play a crucial role in education, offering new insights to pre-service teachers on preparing reflectively and becoming ready as new teachers. Orsdemir and Yildirim (2020) indicated that mentoring practices provide a growth-oriented educational environment as perceived by student teachers during their practicums. Kaka (2019) showed that mentoring positively impacts cooperating teachers' perceptions, with pre-service teachers having a beneficial effect on student learning.

Despite the extensive research on cooperating teachers' mentoring as a facilitator for supporting pre-service teachers in conducting teaching practicums, there is little empirical evidence exploring how cooperating teachers perceive pre-service teachers' ability to apply reflective practices during practicums. To fill this gap, the present study investigates cooperating teachers' perceptions of mentoring pre-service teachers during teaching practicums. The study addresses three research questions: What are cooperating teachers' perceptions about the challenges of mentoring pre-service teachers in teaching practicum? What are cooperating teachers' perceptions related to the mentoring aspect of teaching practicum? How do cooperating teachers perceive pre-service teachers' reflective practices in teaching practicum? The objectives of this research are: to investigate cooperating teachers' perceptions of the challenges in mentoring pre-service teachers during teaching practicum, to examine cooperating teachers' perceptions of the mentoring aspects in teaching practicum, and to explore cooperating teachers' perceptions of mentoring pre-service teachers' reflective practices in teaching practicum.

Prior research on mentoring (Forde et al., 2006) revealed that mentoring is a recurrent theme within the literature on initial teacher education. Current discourses on a 'knowledge society' emphasize the importance of lifelong learning and school improvement, highlighting the link between achievement and quality teaching and learning. Mentoring is an educational process that provides teacher candidates with the opportunity to develop personally and professionally through reflection (Walkington, 2005). Lucas (2001:25) identified two aspects of mentoring: 'natural' and 'planned.' Natural mentoring occurs through friendship, collegiality, teaching, and counseling, while planned mentoring occurs through structured programs where mentors and participants are selected and matched with purpose and intention through a formal process.

A cooperating teacher is a classroom teacher who guides or mentors a pre-service teacher, helping them gain practical teaching experience (Clarke, Triggs, & Nielsen, 2014). Jacobi (1991) argued that guidance in the educational setting involves three major roles of cooperating teachers: personal support, role modeling, and professional development. Teaching practicum is conducted at the end of teacher education programs. Nguyen (2014:47) argued that it is an important stage in the process of teacher training, providing teacher-students with the opportunity to engage with the real world of their profession, thereby reinforcing, expanding, and improving what they have learned in pedagogical institutions. Freeman (2001:72) described teacher education as "the sum of experiences and activities through which individuals learn to be language teachers." Altman (1985:85) defined perception as the way stimuli are selected and organized by a person, which influences their interpretation or description of meaning. Perception thus determines individuals' viewpoints, shaping how they interpret situations based on their knowledge.

METHOD

Research Design

Grounded in qualitative approach with biographical narrative design, this study captured cooperating teachers lived experiences while they were engaging in student teachers mentoring during the teaching practicum. The biographical narrative design was chosen for this study because it offers a rich and nuanced approach to understanding the cooperating teachers' lived experiences during student teacher mentoring. By focusing on biographical narratives, researchers can delve deeply into the personal stories, perspectives, and contexts that shape the cooperating teachers' mentoring practices. This design allows for a holistic exploration of the cooperating teachers' backgrounds, experiences, beliefs, and values, providing valuable insights into the complexities of the mentoring relationship.

Through biographical narratives, cooperating teachers can share their unique journeys in education, including pivotal moments, challenges, successes, and lessons learned. This approach fosters a deeper understanding of how their personal and professional experiences influence their interactions with student teachers and their approach to mentoring. By capturing the richness and depth of these narratives, researchers can gain valuable insights into the multifaceted nature of student teacher mentoring and uncover underlying themes, patterns, and perspectives that may not emerge through other research methods.

A qualitative approach was chosen over quantitative methods for several reasons. First, qualitative research allows for a more in-depth exploration of complex phenomena such as the mentoring process. It enables researchers to capture the subjective experiences, meanings, and interpretations of the participants in their own words, providing a deeper understanding of the phenomenon under study. In the context of student teacher mentoring, qualitative methods are well-suited to uncovering the multifaceted nature of the mentoring relationship and the contextual factors that shape it.

Second, qualitative research is particularly well-suited to exploring the diversity and complexity of human experiences. In the case of cooperating teachers, their mentoring practices are influenced by a wide range of personal, professional, and contextual factors that may not be easily quantifiable. Qualitative methods allow researchers to capture this complexity and provide rich, detailed descriptions of the cooperating teachers' lived experiences. Overall, the biographical narrative design offers a robust framework for capturing the cooperating teachers' lived experiences during student teacher mentoring, while a qualitative approach provides the flexibility and depth needed to explore the complexities of the mentoring relationship in depth.

The writers proposed the research question in this study was to what extent that cooperating teachers feel (perception) when they were mentoring pre-service teachers during teach the student in the classroom. Biographical design has gained popularity among social science researchers in recent years with an emphasis on qualitative study designs such as oral history, life history, life story, narrative biography or oral biography (Liamputtong, 2009). Biography is progressively being recognized as having a significant bearing on the practice of teachers (Knowles ,1992).

Participants

Out of five cooperating teachers in teaching practicum, two cooperating teachers participated on the voluntary basis in this study. They were Mr S (male teacher) and Mrs A (female teacher), the demographical participants can be seen in table 1. The demographical of participants of this research was showed in the following the table:

Table 1 Demographical of Participants:

<i>No</i>	<i>Name</i>	<i>Gender</i>	<i>Age</i>	<i>Experiences</i>	
				<i>Mentoring</i>	<i>Teaching</i>
1.	Mr. S	Male	36 years old	10 years	17 Years
2.	Mrs. A	Female	48 years old	5 years	20 Years

Therefore, teaching and mentoring experiences years also provided richness the data given by teachers as participant in this study. Then, the English teacher perceptions will be explored deeply on mentoring pre-service teachers' during teaching practicum program.

Data Collection and Analysis

Semi-structured interview was adopted to explore cooperating teachers experiences on mentoring pre-service teacher in teaching practicum program especially for preparing teacher candidate to be professional teacher in the future. Barkhuizen et.al (2014:17) argued that in semi-structured interviews researchers use interview guides as resources to direct the interviews, but at the same time the questions are usually open-ended to allow participants to elaborate and researchers to pursue developing theme The interview questions were developed based on the research objectives, existing literature on mentoring in teacher education, and consultation with experts in the field. They aimed to elicit cooperating teachers' perceptions, experiences, and insights regarding pre-service teacher mentoring during teaching practicum. Questions were open-ended to allow for detailed responses and exploration of various aspects of the mentoring process.

Piloting or Refining: Before the main data collection phase, the interview questions were piloted with a small group of cooperating teachers to assess their clarity, relevance, and effectiveness in eliciting the desired information. Feedback from the pilot interviews was used to refine the wording and structure of the questions to ensure they were clear and comprehensible to participants. Prior to conducting the interviews, rapport was established with the participating cooperating teachers to create a comfortable and trusting environment. This may have involved initial contact via email or phone to introduce the study, explain its purpose, and establish mutual consent for participation. During the interviews, the interviewer likely engaged in friendly conversation, active listening, and respectful communication to build rapport and put participants at ease. The rationale for conducting two interviews with each participant may include:

Two interviews allowed for a more in-depth exploration of cooperating teachers' perceptions and experiences over time. The first interview may have focused on gathering general information and initial impressions, while the second interview provided an opportunity to delve deeper into specific themes or issues that emerged. The second interview may have served as a follow-up to clarify points raised in the first interview or to explore any new insights or developments since the initial interview. Conducting two interviews enabled the development of a stronger rapport and relationship between the interviewer and the participants, which may have encouraged more candid and reflective responses. The specific focus of each interview may have been determined based on the research objectives and the evolving understanding of the cooperating teachers' experiences. The first interview may have focused on gathering background information, perceptions of mentoring practices, and initial impressions of pre-service teacher performance. The second interview may have delved deeper into specific challenges, successes, or areas of improvement identified in the first interview, as well as reflections on the overall mentoring experience.

Overall, the semi-structured interviews were conducted thoughtfully and systematically to gather rich qualitative data on cooperating teachers' perceptions of pre-service teacher mentoring in teaching practicum, with careful attention to rapport-building, question development, and interview structure. In this research, the first interview focused on participants' personal history and feelings about mentoring

experiences. The focus of second interview is the participants' perceptions about pre-service teachers' reflective practice in teaching practicum. The participants answered the interview protocols in Bahasa Indonesia since the felt comfortably shared mentoring experience in their native language. The interview lasted 30 – 50 minutes for each participant from April to June 2019. The collected data were all transcribed and some Indonesian data were mediated into English. Member checks were also done several times in order to ensure the accuracy of the data as well as to avoid misinterpretation. Following Braun and Calrke (2006) the data were coded and thematize by enacting the following steps: familiarizing the data, generating initial codes, searching for themes, reviewing of themes, naming of themes, and producing the report.

RESULTS AND DISCUSSION

Behavioristic Learning Theory

Behavioristic learning theory is a theory initiated by Gage and Berliner about behavior change as a result of experience This theory developed into a school of learning psychology that influenced the direction of development of education and learning theory and practice known as the behavioristic school (Iswadi, 2014). Behavioristic theory with its stimulus-response relationship model considers learners who learn as the government redesign the learning strategy to be carried out. Until finally the government decided to hold limited face-to-face learning for areas that are already in green areas and other requirements. The findings will be presented from two English teachers who teach students at grades VIII and IX and as cooperating teacher who is mentoring pre-service teachers in teaching practicum. The interview questions were written in Indonesian and English form in order to avoid misunderstanding and misinterpretation. The interview consists of 16 questions which categorize into three themes related to research questions. Below are the details about the interview findings about cooperating teacher's perception on mentoring pre-service teachers toward their reflective practice in teaching;

Theme 1: Cooperating Teachers' experiences on pre-service teachers' mentoring.

a. "I am very happy being a cooperating teacher"

In this research, the writer asked cooperating teachers' experiences on mentoring pre-service teachers in teaching and learning, the writer asked how long the teachers have been as mentoring teacher.

Excerpt 1

Ok thank you for the time, Actually I am glad you come here to ask my experience especially in teaching and learning. I have been 17 years experiences in teaching and learning". (Mr S / interview / 5 April, 2019)

"In this school is not every year I have chance to be cooperating teacher. So, there is opportunity to take a part because there are some English teachers. Then, we give rolling time to make the teachers as mentor for pre-service teachers. So far I am here already five times as cooperating teacher." (Mrs A / interview / 5 April, 2019)

In excerpt 1, Participants 1 and 2 expressed that teachers should be skilled in mentoring pre-service teachers in classroom learning because mentoring is key to successfully preparing pre-service teachers to become new educators. Clawson (1996) argued that mentoring goes beyond teaching to include imparting knowledge and skills related to technical, organizational, career, and personal issues. This implies that if teachers have mentoring skills that provide teacher candidates with teaching experiences, skills, technical knowledge, and strategies, it can make teaching and learning more effective.

The findings suggest that effective mentoring should address various aspects of teaching, including pedagogical skills, technical know-how, organizational strategies, and personal development. Teacher

education programs and mentoring initiatives should adopt a comprehensive approach to support pre-service teachers in their journey toward becoming competent educators. By recognizing the multifaceted nature of mentoring, teacher educators and cooperating teachers can tailor their support to meet the diverse needs of pre-service teachers. This may involve providing opportunities for experiential learning, skill-building workshops, mentorship on classroom management, and guidance on career advancement. A robust mentoring process that addresses both teaching skills and personal development can contribute to more effective teaching and learning experiences in the classroom. Pre-service teachers who receive comprehensive support are likely to be better equipped to meet the demands of the profession and positively impact student outcomes.

However, the perspectives presented by Participants 1 and 2 represent only a subset of the broader population of educators and mentors. Their views may not necessarily reflect the opinions of all cooperating teachers or teacher educators. Therefore, caution should be exercised in generalizing the findings to other contexts. Participants' responses may be influenced by social desirability bias, leading them to present mentoring in a positive light. It's essential to critically evaluate the data and consider alternative viewpoints to ensure a balanced understanding of the mentoring process. The findings may be influenced by the specific context in which the research was conducted, such as the institutional culture, educational policies, and the nature of the mentoring relationship. These contextual factors can shape participants' perceptions and experiences, limiting the generalizability of the findings to other settings.

b. “Being a cooperating teacher gives me much of benefits for my career”

All of participants also argued about the beneficial of cooperating teachers mentoring pre-service teachers based on participant 1 and 2:

Excerpt 2

“I am very grateful because I am helped by them especially in English teaching, beside that I teach and all of my students here. I share my experiences and I speak English with them. It is the chance or my opportunity to practice my English with them. Because I never practice except with English teacher.” (Mr. S/interview/10 April 2019)

“I know there are still new I am sure they are gotten nervous, but so far the students are felt happy with them. Then, there are still fresh, they are making new innovation in teaching and they also welcome to the students.” (Mrs A/interview/ 12 April 2019)

The excerpt 2 of participant 1 argued that the beneficial of cooperating teachers on mentoring pre-service teachers is his opportunity to more practice to speak English with them during teaching practicum. Meanwhile, participant 2, she was helped by pre-service teachers because they are making new innovation in teaching. So, students feel happy with them in learning. The cooperating teacher's practices as mentor and classroom behaviors were one of the most beneficial parts for pre-eservice teachers who have teaching experience as they learned firstly from the importance of reinforce good classroom management, lesson planning, rapport with students, content knowledge, and establishing policies and procedures (Glenn, 2006). So that cooperating teachers mentoring is very important for providing pre-service teachers during teaching practicum. Unfortunately, there are some problems in mentoring process. It is proven by interview below the difficulties of pre-service teachers mentoring:

Excerpt 3

“Actually, I want to speak English every time but some of my students don’t really understand and then I speak English and after that I speak Bahasa Indonesia to make easy and make clear for them.” (Mr S/interview/ 25 April 2019)

“So, because they are still new especially teachers’ candidate of UNWIR, they are still having courses. So, there is not full time for them to have time in the school. At the time, when we need their help to teach students they are not here.” (Mrs A/ interview/ 30 April 2019)

Excerpt 3 reported that there are difficulties in pre-service teachers mentoring. In mentoring process, it must be faced some problems such as language problem and time management during teaching practicum. From participant 1 expressed that there is a problem in language when he has mentoring ore-service teachers while participant 2 said that there is a problem of pre-service teachers when they manage the time during teaching practicum. As stated in Harmer (2002:2), challenges are making the correct connections, understanding the foreign language between the form and the meaning of words.

Theme 2: The Condition (Mentoring Aspects)

In terms of pre-service teachers mentoring, there are most common aspects on mentoring that teachers usually confront in their mentoring. The participant expressed that the important aspects of pre-service teachers mentoring involves.

a. Preparing lesson plan

Preparing lesson plan is one of important aspect in teaching and learning while there are some problems or challenges during teaching practicum especially when cooperating teachers have to mentoring pre-service teachers for example pre-service teachers are have not prepare lesson plan before they teach the students.

Excerpt 4

“For the first time I hope them (pre-service teachers) to prepare all of the material that they teach to my students. They make the material preparation like RPP (lesson plan) and there are so many targets especially for the material that taught in the classroom.” (Mr S/ interview / 5 May 2019)

“The first is the most important their preparation to entry the school program. Because, usually the time was given by school committee to entry the school most of the pre-service teachers said “Sorry, Miss, the lesson plan has not finish or they said later to be collected. Although, we are hope that when pre-service teachers come to the class the lesson plan was finished.” (Mrs S / interview / 10 May, 2019)

Excerpt 4 reported that participant 1 and 2 has similar answer related to mentoring aspects is preparation of lesson plan in teaching and learning. Jensen (2001) argued that lesson planning reaffirms quality in teaching and learning achievements because all teaching and sub-matter components are included in a plan and its implementation enables student teachers to learn. Preparing lesson plan is important when teachers teach the students in teaching-learning to be effective. Therefore, preparation is really provided of pre-service teachers to be success in teaching-learning.

b. Communication

Communication is to build the interaction between students and pre-service teachers or pre-service teachers and teachers. Although, there are interview data from teacher's perception on mentoring pre-service teachers involves communication.

Excerpt 5

"For the first time, the problem in language. I'm sure not all the pre-service teachers speak English, they speak English as they want but unfortunately all the students don't understand. So, I hope you must speak English sometime you may speak Bahasa Indonesia to make easy for them. So, English teacher have to use bilingual language in teaching it is ok." (Mr S / interview / May 15, 2019)

"There is communication but sometimes pre-service teachers feel urgently for example "Sorry, Miss I have a test. Whether, for far away we are already their schedule to teach. But unfortunately, there is missing time so there are cannot to teach." (Mrs A / interview / May 15, 2019)

From excerpt 5 concluded that communication also take important part to support pre-service teachers build the interaction with students and cooperating teachers' in teaching and learning. According to Kenneth (2007) teaching and learning process will not have a place without communication. So, from data interview participants it can concluded that participant 1 expressed the aspect in mentoring is communication but there is a problem when cooperating teachers do mentor to pre-service teachers especially language to communicate in mentoring process. Then, participant 2 said that there is miss communication between teachers and pre-service teachers so it can make mentoring process not effective.

Theme 3: Reflective Practices

a. Reflection before lesson

Making lesson plan. In first part of reflection before lesson is making lesson plan. There is some perception from teachers who is mentoring pre-service teachers in teaching practicum.

Excerpt 6

"This is for pre-service teachers, I hope to them to make lesson plan the better than before. I hope they make the material that is related to teaching in the classroom. Then, I hope them. The material its simple and flexible. They can search on the internet and they can use English book and all of the media that is useful for them in teaching and learning English in the classroom." (Mr S/ interview / May 20, 2019)

Excerpt 6 reported that lesson planning is one of the components to provides teachers in teaching and learning. Kammanee (2001) argued that writing a lesson plan involves integrating content, adopting methods of teaching, stating material, and planning assessment. Furthermore, as teacher candidate they have to engage their ability in making or designing lesson plan it must be appropriate with grade, ability and students understanding in learning.

Understanding teaching material. As a teacher, the teacher candidate should prepare teaching material well like preparing lesson plans, classroom management. If we prepare the class well the class atmosphere will be chaotic and will be difficult to manage. The following data gives evidence of perception of high school junior teachers as cooperating teachers when they are mentoring pre-service teacher in giving material:

Excerpt 7

“For the first time very hard for them but I support them to understand before them teach in the classroom. Then, to make easy and understanding the lesson. I hope them to study and read, re-read the material before going to classroom.” (Mr. S/ interview/ May 25, 2019)

“They need to engage their ability in teaching while they are able to do it but there is not habitually for them.” (Mrs. S / interview / May 20, 2019)

From excerpt 7 interview above explained the teachers should prepare the material before they teach the students. Participant 1 told that he gives suggestion to pre-service teachers to read and re-read the material before they teach the students. Then, participant 2 said that pre-service teachers already engage their ability in teaching but they have to more practice in teaching as well as routine activities. Marzano & Pikering (2003: 13) argued that teachers establish class rules and routines (such as handing back papers and taking attendance) to keep the class activities running smoothly with as little disruption and loss of time as possible.

b. Reflection During Lesson

Classroom Management. In teaching and learning, classroom management also take important factors to provide pre-service teachers ability especially their reflective practice in teaching. This is teacher’s perception on pre-service teachers in manage the class:

Excerpt 8

“I think it is nice teacher candidate or pre-service teachers until all of my students are enthusiast and they didn’t want to loss or left by them. I think they are all miss pre-service teachers. I know they are very kind to my students and my students feel very comfortable especially in learning English.” (Mr S/ interview / May 30, 2019)

Excerpt 8 reported that pre-service teachers are able to manage the class so students feel comfortable in learning English. Doyle & Wolff, et.al (2006) argued that the effectively classroom management related to the event of awareness in teaching involves repeated event monitoring, recognition of who and what needs attention, and knowledge about how to act and react in teaching and learning proses. From this statement, as pre-service teachers’ we have ability or skill to manage class and good time management to get good outcomes as well as real teacher.

Applying Strategies in teaching. Then, the aspect of reflection during lesson is applying strategy in teaching. This applying strategy has a benefit to engage students’ interest in learning by appropriate or suitable strategy given by pre-service teachers during teaching practicum. The teachers’ perceptions on pre-service teachers applying the strategies in teaching:

Excerpt 9

“When I teach with my students in the classroom especially English lesson. I give them step by step from easy up to medium and they enjoy and understand. We use the English media like picture and the others or the simple one for them. The purpose is all my students are understood.” (Mr S / interview / May 30, 2019)

“Yeah, there is strategy in teaching, one or two pre-service teachers apply the game in teaching.” (Mrs. A/ interview / May 30, 2019)

From excerpt 9 participant 1 expressed that pre-service teachers applying strategies in teaching like a game to make teaching and learning more interest and easily learning. Farrell (2003:30) argued that lesson plan can be defined as “a unit in which it is sequence of correlated with lesson around and it will be covered during a lesson. So, from both interview data from participant 1 and 2 it can conclude as cooperating teachers has to guide the pre-service teachers to create or make a good lesson plan as follow classroom situation and material in learning.

c. Reflection After Lesson

Reviewing the material. In reviewing the material, pre-service teachers have an ability or skill to engage the students understanding that given by preservice teachers.

Excerpt 10

“In the classroom when we have taught the material. Pre-service teachers give the students reflection such as; “do you understand? ”, What do you get from our activity just now?” I hope you get the new material and I hope you practice in daily conversation. Then, the last time pre-service teachers are given the assignment or homework it is for reflection.” (Mr S / interview / June 5, 2019)

“There is not reflection because the time is not enough only (2x45 minutes for one course), so there is lack of time and lack of time management.” (Mrs. A / interview / June 5, 2019)

Excerpt 10 of participant 1 expressed that pre-service teachers has to review the material by asking them “their understanding or do practice after the lesson was finished to gain the students memorize especially vocabulary. While, participant 2 said that pre-service teacher is not reviewing the material because there is not enough time to give reflection. Reflection after lesson is summative, retrospective and constructive because it is similar with Schon’s reflection on action the purpose is to evaluate the lessons for a deeper understanding of classroom situation, to help teachers review the roles in teaching learning process and to justify the classroom decision (Farrell, 2015’ Griffith, 2000; Schon’s, 1983).

Giving Assignment or Homework. The last activity on teaching is giving assignment or homework to students. This teachers’ perception on pre-service teachers’ reflective in giving assignment:

Excerpt 11

“I ask them by relax and before the closing, I give them some questions about quiz or infotainment. The last thing I ask them about the material do you understand what we are study together here?”, Ok if you are understand I give you the question before I left the class or I will give you assignment have to do at your home.” (Mr. S / interview / June 10, 2019)

“For their reflection in giving material and giving assignment the pre-service teachers are able to do but for the end there is a bel. So, there is not finish yet.” (Mrs. A / interview / June 10, 2019)

From excerpt 11, it was shown that Participant 1 reflects before assigning homework to students. Participant 2 noted that while pre-service teachers can give assignments, they often can't finish them due to time constraints. According to Farrell et al. (2015), reflection after a lesson is summative, retrospective, and constructive, aligning with Schon's reflection-on-action concept. This type of reflection helps teachers evaluate lessons for a deeper understanding of classroom dynamics, review their teaching roles, and justify their classroom decisions.

In this section, the writer discusses the final findings from exploring cooperating teachers' perceptions of mentoring pre-service teachers during teaching practicums, based on interviews with two English teachers. The findings revealed three key themes: 1) Cooperating teachers found mentoring beneficial because pre-service teachers introduced innovative teaching strategies and media to engage students. Clawson (1996) noted that mentoring encompasses not only teaching but also imparting technical, organizational, and personal skills. However, challenges included language barriers, as students struggled to understand explanations in English (Participant 1), and time management issues during teaching practicums (Participant 2); 2) Both participants emphasized the importance of pre-service teachers preparing thoroughly before teaching. Effective communication was also highlighted as crucial for building rapport with students and supporting the teaching and learning process; 3) Both participants agreed that pre-service teachers must prepare lesson plans in advance. Participant 1 noted initial difficulties in understanding the material, but pre-service teachers improved over time. Participant 2 mentioned that pre-service teachers were generally good at delivering material but needed to enhance their teaching abilities; 4) Participants observed that pre-service teachers made appropriate lesson plans and managed the classroom well, making the learning process enjoyable for students; 5) Both participants reported that pre-service teachers applied teaching strategies effectively, such as using games and pictures as teaching aids. Participant 1 mentioned that pre-service teachers reviewed material with students before class ended, often using quizzes to reinforce learning. All participants agreed that pre-service teachers assigned homework to ensure students understood the material.

The study highlights that understanding the challenges faced by pre-service teachers, as perceived by cooperating teachers, can inform the design of mentoring programs. For instance, if cooperating teachers express concerns about classroom management, mentoring programs could incorporate specific training in this area. By addressing these identified challenges, mentoring programs can be tailored to enhance pre-service teacher preparation. Curriculum development initiatives can also benefit from these findings. If cooperating teachers identify strengths in lesson planning but weaknesses in differentiation strategies, teacher education programs can focus on improving these areas through targeted coursework and practical experiences. Cooperating teachers' perceptions can also inform instructional strategies within teacher education programs. For example, if they note strengths in technology integration but weaknesses in classroom management, teacher educators can provide more hands-on experiences and simulations to develop classroom management skills while leveraging pre-service teachers' strengths in technology. By addressing these practical implications and conducting further research, teacher education programs can improve the quality of pre-service teacher preparation and support the professional development of cooperating teachers, ultimately leading to better teaching and learning outcomes in schools.

CONCLUSION

Drawing on research findings, three conclusions were addressed for this study as recommendations for policymakers, curriculum developers, cooperating teachers, teacher educators, and student teachers actively engaged in teaching practicum within initial teacher education. Firstly, pre-service teachers face challenges in using language, especially English, in teaching students. They also struggle with classroom management and time management during their teaching practicum. This indicates that pre-service teachers have difficulties with language use, as well as managing the classroom and time effectively. However, they benefit during the teaching practicum by being introduced to innovative teaching strategies and interesting media. Secondly, the mentoring aspects for pre-service teachers involve preparing lesson plans and communication. The research found that pre-service teachers were only fair in preparing lesson plans, often not preparing them well in advance. On the other hand, pre-service teachers were good at using communication to engage students' interest in learning. Thirdly, in terms of reflective practice, pre-service teachers were proficient in making lesson plans, understanding teaching material, and applying strategies,

but they were fair in reviewing material and assigning homework during their teaching practicum. From these findings, the research implies that identifying the challenges faced by pre-service teachers during teaching practicum, as perceived by cooperating teachers, can inform the design of mentoring programs. For example, if cooperating teachers express concerns about pre-service teachers lacking classroom management skills, mentoring programs could incorporate specific training or support in this area. Tailoring mentoring programs to address specific challenges identified in the research can enhance the effectiveness of pre-service teacher preparation. For curriculum development initiatives, the strengths and weaknesses identified in pre-service teachers' performance during teaching practicum can guide the development of teacher education programs. For instance, if cooperating teachers highlight a strength in lesson planning but a weakness in differentiation strategies, teacher education programs can emphasize coursework and practical experiences focused on enhancing differentiation skills. Cooperating teachers' perceptions of pre-service teachers' strengths and weaknesses can inform instructional strategies within teacher education programs. For example, if cooperating teachers note a strength in technology integration but a weakness in classroom management, teacher educators can incorporate more hands-on experiences and simulations to develop classroom management skills while continuing to leverage pre-service teachers' existing strengths in technology. By addressing these practical implications and conducting further research in these areas, teacher education programs can enhance the quality of pre-service teacher preparation and support the professional development of cooperating teachers, ultimately leading to improved teaching and learning outcomes in schools.

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