LAPORAN AKHIR PENELITIAN

**EFL PRE-SERVICE TEACHERS EXPERIENCES TOWARDS
TEACHING PRACTICE IN THE MIDST OF COVID-19 PANDEMIC**

PENGUSUL

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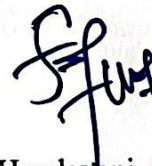|		
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ABSTRACT

The study examined the experience of six pre-service English teachers on the implementation of online learning as a result of the COVID-19 pandemic in their English Language Education Department. The aim of the study is to describe and disseminate the barriers experienced by those teaching English in schools during the pandemic. Qualitative research design has been used to further analyze the data. The study found that the challenges faced by EFL Pre-Service Teachers in Teaching Practice were lack of experience in teaching and classroom management, lack of motivation for students, boredom for online lectures, difficulty in evaluating student learning outcomes, lack of student readiness, and slow internet connectivity. The study contributes to providing an image of early pandemic online instruction interactions as a stepping stone and momentum to improve online instruction during and after the pandemic.

Keywords: EFL Pre-service Teachers, Teaching Practice, COVID-19 Pandemic.

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Teaching practice is an academic activity carried out by university students to apply pedagogical, professional, personal, and societal abilities to all facets of education that they perform in the schools, including teaching knowledge, expertise, attitudes, and behavior. This activity is one of the compulsory courses that education students must take in completing their studies. Teaching practice aims to lead pre-service teachers to learn and get experience in school settings, to make the connection between current theoretical knowledge and school practices, and to receive stronger support in the process (EC 2015, 4; Clift, Meng, & Eggerding, 1994). In this context, it enables pre-service teachers to acquire basic knowledge of teaching theories through the study and examination of experience in ways that help their actual teaching (Bobrakov, 2014).

For EFL university students, teaching practice becomes one of the best ways to get practice in teaching English before becoming a professional teacher. Playing the role as a pre-service teacher allowed them to get a practice of teaching skills and gain the role of a teacher, get the whole range of experiences in schools and receive the practical aspects of the course as distinct from theoretical studies (Nwanekezi, Okoli & Mezieobi, 2011). Besides, doing teaching practice also gives time for them to test their own teaching experiences through interactions with teachers and lecturers and, through self-reflection, implement a variety of approaches, strategies, and skills to bring about meaningful learning (Komba & Kira, 2013). It is believed that after gaining a lot of experience and knowledge during teaching practice, it might build their competence to become a professional teacher for their future life.

In the implementation of teaching practice, it contains several activities that must be carried out by pre-service teachers at school. For the first activity, they need to prepare,

develop, and organize resources for teaching and learning. It includes designing a lesson plan, developing classroom activities, and creating appropriate media to be used in the teaching process. Second, they have to work with individual pupils and will also organize and teach groups and entire classes to facilitate learning in pupils. Third, student teachers will monitor and test the work produced by the pupils. Fourth, student teachers can test and reflect on each lesson taught. Finally, they also have to familiarize him/her with school routines and activities (Handayani, 2015). From activities during teaching practice, the effectiveness teaching experience has impacted pre-service teachers in five categories: (a) understanding of pedagogical content, (b) education planning and preparation, (c) classroom management, (d) family engagement, and (e) professionalism (Lee et al., 2012)

The following activities will be very different following the school restriction decision because of the COVID-19 pandemic. The spread of COVID-19 has changed all teaching and learning activities drastically. The Indonesian government itself through a decree of the minister of education and culture has declared a circular letter No. 4 of 2020 Regarding the Implementation of Emergency Education Policy in the Spread of Corona virus disease (COVID-19) on March 24, 2020. From its letter, the government formed the decision to stop all face-to-face teaching and consequently change completely teaching and learning mode into online learning. This decision directly changed the pattern of education and teaching at school, which was initially implemented face-to-face to online / distance learning. This condition has a significant effect on pre-service teachers who will practice teaching practice at school. Indirectly, they will face new situations that challenge and test their competence in teaching practice. In fact, in doing teaching practice at school, they will not meet face-to-face with students directly, but all learning activities are carried out online. Thus, they cannot measure direct interaction with students. Besides that, they are also faced

with the challenge of being able to use the right technology as the primary medium used in online learning.

Based on the conditions above, the researcher would like to conduct a research under the title "**EFL Pre-service Teachers Experiences towards Teaching Practice in the Midst of COVID-19 Pandemic.**"

B. Research Questions

In this research, the researcher is eager to identify and investigate:

1. What is Pre-service students' experience in teaching activity during COVID-19 pandemic?

2. What is Pre-service students' experience in a non-teaching activity during the COVID-19 pandemic?

3. What are the challenges faced by Pre-service students in teaching practice during the COVID-19 pandemic?

C. Purpose of the Research

The main aims of this research are as follows:

1. To find out Pre-service students' experience in teaching activity during COVID-19 pandemic.

2. To find out Pre-service students' experience during a non-teaching activity during the COVID-19 pandemic.

3. To find out the challenges faced by Pre-service students in doing teaching practice during the COVID-19 pandemic.

D. The Significance of the Research

The results of this research are expected to contribute to both the theory and practice of teaching practice experience during the Covid-19 pandemic for EFL pre-service teachers. First, this study aims to fill in the gap in the literature that explores the experience of pre-service English teachers after the teaching practice during the pandemic of covid-19. The present study provides contributions from the perspective of pre-service teachers to the literature on online language learning in the EFL context. Second, the results of this research are expected to contribute to a pre-service teacher's awareness of the tension between theory and practice in classroom practice. Third, the results of this research can be a resource and a reference for those interested in researching the field of teacher education in the context of the online learning situation. Finally, this study may also be useful for future teacher education and training as consideration for integrating the use of technology, information, and communication in language learning and online language learning in their curriculum, since the need for technology integration in language learning is inevitable.

E. Definition of Key Terms

Pre-service Teacher

An EFL university student who is enrolled in a teacher training program to obtain a state license to teach particular grades and/or subject areas.

Teaching practice

Part of an education degree in which students perform supervised teaching at a school.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching Practice

The teaching practice is one compulsory subject taken by students' education program in the seventh semester or at the end of the semester before completing thesis. It is the final practice got by the students after getting sufficient knowledge from the previous lectures. The program is carried out by collaboration with many near-campus schools or other schools that have previous arrangements in both Indonesia and abroad. The teaching practice takes place for a period of six months or within a predetermined period.

Generally, the concept of teaching practice reflects the range of experiences that student teachers are exposed to when working in schools and classrooms (Marais & Meier, 2004). Mostly, student teachers are equipped with the experience of learning how teachers deal with the many complex tasks involved in real practice in the classroom (McGee & Fraser, 2001). In addition, Kiggundu & Nayimuli (2009) stated that teaching practice teaches student teachers to deal with different situations, such as student control and management, as well as establishing good relationships with counseling teachers or accompanying lecturers. Therefore, student teachers will be more familiar with the school environment, the school administrative, and an academic environment.

According to Ntsaluba & Chireshe (2013), the aim of teaching practice is to introduce students to the teaching profession and to prepare them for it. Student teachers observe subject teachers at work during teaching practice so as to learn about the abilities, strategies and achievements of teachers in the classroom. Through interactions with teachers and lecturers, they assess their own teaching experiences and, through self-reflection, implement a variety of approaches, strategies and skills to bring about meaningful learning (Komba &

Kira, 2013). As a consequence, the student teacher will not graduate from the Higher Education Institutions without having undergone training of teaching practice.

Furthermore, According to the teaching practicum guideline book Faculty of Teacher Training and Education, Universitas mahaputra Muhammad Yamin (2016), the objectives of teaching practice are as follows:

a. To know the condition around school.

b. To apply the teacher's skills acquired during college.

c. To gain valuable experience to be used in the real world of teaching.

d. To collaborate with the schools to establish a good standard of education

Meanwhile, from the guideline book also explain some activities in the teaching practice. The activities are as follows:

a. Orientation

At this point, pre-service teachers are provided with information, skills and guidance to ensure that students are well-prepared for teaching practice. This Orientation takes place at the university before students work at the university.

b. Observation

Pre-Service teachers have a chance to get to know the school where they have their internship. Pre-service teachers must not only understand the teaching methods, but must also understand all facets of the school, such as the house, staff, teachers, students, and the community around the school. Before teaching in the classroom, pre-service teachers must observe their mentors by teaching English as well as by observing students. Observation is performed in the first and second weeks.

c. Teaching Practicum

1) Guided Teaching Practice

After a two-week observation, pre-service teachers have to teach in the classroom. Guided Teaching Practice ensures that pre-service teachers must teach in the classroom under the guidance of mentors. At this time, pre-service teachers must have at least four guided-teaching meetings with a separate lesson plan. Reflection takes place after each meeting. In the process of reflection, mentors will know how strong their success during teaching is. The Guided Teaching Practice is in the third and second weeks.

2) Unguided Teaching Practicum

At the fifth, sixth, and seventh weeks, pre-service teachers no longer have supervision. They have a chance to have a classroom of their own. Pre-service teachers also have to teach on the basis of the syllabus and the lesson plan. At this point, pre-service teachers are qualified to be completely responsible for teaching.

d. Evaluation

After the pre-service teachers have at least four unguided teaching meetings, they will be assessed by their mentors and lecturers. In this time, they will be tested to see whether or not they succeed. All of the above practices help pre-service teachers work in the area of teaching. Before they served in teaching practicum, they would know what to do when they follow the orientation and observation.

B. Students' Challenges in Teaching Practice

There have been plentiful researches declared about pre-service teachers' challenge during teaching practice. The results of the study were varied based on the situation and

condition faced by pre-service teachers. Kabilan et.all, (2020), for example, found that there are four main challenges faced by pre-service teachers during their teaching practice. The challenges are curriculum, planning of lessons, language proficiency and cultural differences. These challenges encourage and lead to the Pre-service teachers' professional development while maintaining their identity as a future English language teacher. Meanwhile, Sali & Kecik (2018) declared other Challenges faced by pre-service teacher. They were Low learner proficiency, inadequacy of language teaching course books and school materials, providing and maintaining classroom discipline appeared to be incessant problems of the novice EFL teachers.

In addition, Macías and Sánchez (2015) also undertook research with pre-service teachers in the teaching practice. The research presents the struggles of pre-service teachers during their teaching training as well as the decisions they have taken to preserve control and coordination of the classrooms. Finally, the researchers suggested that the relationship between universities and schools be improved in the training of pre-service teachers; additionally, they introduced some adaptation of the curriculum in order to make pre-service teachers aware of the context of the school at an earlier point during their major.

Furthermore, Yulia (2019) conducted study for six Indonesian pre-service teachers' problems in teaching English to Thai primary learners. She found that there were four major problems encountered faced by pre-service teachers. First, most of pre-service teachers got difficulty in communicating with Thai primary learners caused of different language and culture, and individual learner differences. Second, the six Indonesian pre-service teachers were not confident of becoming a good primary English teacher as soon as they complete their Sarjana Degree because they got difficulty in communicating with them. Third, the six Indonesian pre-service teachers did not have enough training to deal with almost any learning problems during teaching practicum in Thailand primary schools. Fourth, the six Indonesian

pre-service teachers did not have any training programs or experiences to be an effective pre-service with primary learners.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was conducted by using descriptive qualitative. A qualitative research is a way for understanding and exploring the meaning that a person or a group of people ascribe to a social or human problem (Creswell, 2007).The objective of analysis of this research is on lived events which are experienced by human as social subjects (Denzin and Lincoln, 2008). Within this qualitative approach, it provided an in-depth description of the EFL pre-service teachers experience in doing teaching practice during COVID 19 pandemic.

B. Participants of the Research

The participants of the study were selected via purposeful sampling through which individuals are identified and selected that are especially knowledgeable about or experienced with a phenomenon of interest (Creswell, 2007). The participants of the research were all fourth grade students who all students who are carrying out practice teaching activities. The teaching practice had been started since July 2020 and lasted for six months. The total numbers were 6 students. They were scattered through teaching practice in several junior high schools in Solok city. The schools were SMP 1, SMP 3, SMP 5, and SMP Al Mumtaz.

C. Data Collection

Data of this research were collected from interviews. The researcher conducted individual interviews with six pre-service teachers virtually at the conclusion of the students-teaching experiences. All of the interviews occurred during the first month following the completion of six-months-long student-teaching practice. Each interview was recorded and transcribed for analysis.

The interviews followed a semi structured format: They proceeded in a conversational fashion but were guided by a set of questions. All participants were asked the same basic questions determined in advance and constructed using precise wording and sequencing. Moreover, the purpose of utilizing open-ended questions was to best demonstrate pre-service teachers' definitions of situations (Silverman, 2015). Follow-up questions were also employed for clarification (Rossman & Rallis, 2011). Interviews began with the topic of what was important to the student-teachers in teaching and school work. Later, they were required to discuss generally their feelings, experiences, and expectations. Each interview was approximately 40 minutes in duration, and the interview context was uniform across all interviews.

D. Data Analysis

In analyzing the data, the researcher managed the data from interview by categorizing the data based on their group such as experience in teaching practice activity during the pandemic, experience in non-teaching activity during the pandemic, and challenges face in teaching practice during the pandemic. After the data collected, then all data were transcribed to facilitate the researchers in analyzing the data. Thus, this research used the Interactive Model proposed by Miles, Huberman, & Saldaña, (2014) to analyze the data. The activities in this model were: (1) data condensation, (2) data display, and (3) drawing conclusion or verification. In the condensation process, the researchers read many times the transcriptions of participants' stories. Farrell's (2018) theoretical framework was used to create category. In data display process, the researchers displayed the organized information of pre-service teachers' experiences in the form of text. Then, researchers presented the arguments and related theories of the findings in the verification stage.

CHAPTER IV

RESEARCH FINDINGS

A. Findings

1. Students' Experience in Teaching Activity

Based on the results of the analysis of interviews conducted with 6 pre-service teachers regarding the teaching activities they did in teaching practice during the pandemic period, it shows that the overall teaching system carried out in schools is online. The medium used during the delivery of learning materials, discussions, and interactions with students are through Google classroom and WhatsApp. Some representative participant comments are presented to support the legitimacy of this interpretation as follows:

> *In the school where I do teaching practice, the media used during learning is using Google classroom. I usually create media via video, or PowerPoint and post it in Google classroom. For class discussions, students can ask questions directly on the forums on Google classroom. (Student 1)*

> *At my school, we use WhatsApp groups as a means of delivering material to students. So, I usually make a learning video related to the material to be discussed, then before sending it to students I show it to the tutor teacher to check whether the video content matches the material to be discussed after it is sent to the students. (Student 2)*

Besides that, with regard to classroom interaction and management, the majority of pre-service teachers said that class management is only done through interactions on google classrooms and WhatsApp. In its activities, before starting learning, the teacher checks student attendance, delivers learning material through media/PowerPoint on google classroom / WhatsApp followed by questions by students if they do not understand the material used. The interactions carried out with students were also very limited because only a few students gave comments or questions about the material that had been presented. The rest are just silent and without giving a response. The following two participant quotes

describe how they do interact and classroom manage with the students during teaching practice.

> *Class interaction and management is done through the WhatsApp group only Miss. After giving the material, I asked the students whether they understood it or not. For those who cannot be directly asked in the group. But it was also not that optimal because only 3 to 5 students responded. The rest is no question. All students only respond when taking absences before lecturing on WhatsApp. So interaction with students is not so significant. (Student 2)*

> *For management and interaction with students is only through WhatsApp groups. I check the attendance of students through the absences they write, give the material, and ask about the difficulties they have with the material. But sometimes I am forced to WhatsApp them personally one by one regarding the material I teach, this is because they rarely respond to the WhatApps group during online learning. (Student 4).*

Finally, with regard to learning evaluation, all pre-service teachers state that learning evaluation is also carried out online. Assignments are usually given directly through the WhatsApp group, while daily assessments or mid tests are made on Google form and distributed to students. Student 1 and 2 quotes in the following present the way they do the evaluation with students.

> *For evaluation, I use Google form miss. The students can access the test in Google classroom. And they can see their value after answering all the questions on the Google form. So, I just have to recollect from the existing results on the Google Form. (Student 1)*

> *For the daily assessment, evaluation is given via WhatsApp miss, and students are asked to send it according to the predetermined time. There are also some students who come directly to the school and take exams at school. This is because the conditions in their residence are low internet connectivity, and at my school, many students come from outside the city of Solok miss, so the internet network in their place is very difficult. (Student 2)*

2. Students' Experience in Non Teaching Activity

For the non-teaching experience during the teaching pact, 4 out of 6 pre-service teachers said that they did not do non-teaching activities at school. This is due to the condition of COVID 19 which causes students to not attend school, so the practice for non-teaching activities at school is also very minimal. This can be seen clearly from the pre-service teacher's response below.

> *There were no non-teaching activities in my school. I still come in every day to school only for online teaching and non-teaching activities such as office duties, etc. This happened because in my school there was a shift system for teachers as a way to avoid the spread of COVID outbreak. So, teachers come to school according to their teaching schedule. And I usually do discussion activities related to learning with the tutor teacher only during school. After the learning hours are over, there are no more activities at the school. So I have no experience in non-teaching activities at school. (Student 3)*

> *I don't miss many non-teaching activities. After teaching, if you are ready at 10 o'clock, you can go home, miss. And especially on Saturdays, we hold mutual cooperation activities at schools and there are meetings after that. And I had no official duties miss. (Student 5)*

On the other side, two pre-service teachers carry out non-teaching activities at their schools. The two students did teaching practice at the same school, and at that school, they were assigned to carry out official duties. This can be seen from their explanation below.

> *Besides teaching, I also had pickets at miss school. Student pickets and covid pickets. For subjects picket, I was assigned to give absent the presence of students in each teacher on their schedule. For the covid picket, I was assigned to implement the covid prevention health protocol by checking the temperature for teachers and guests who came to school. (Student 2)*

> *The non-teaching activity is just picket, miss, outside my teaching hours. If I do not have teaching hours, I have to give the student attendance list to the teachers who teach on that schedule. Apart from that, sometimes I do picket to check every guest who comes to school anticipating this Covid miss. (Student 4)*

3. **Students' Difficulties in Doing Practice Teaching during COVID-19 Pandemic.**

Based on the results of interviews with pre-service teachers, they found several problems related to teaching practices during this pandemic. The first problem is the lack of experience in teaching and classroom management. The elimination of face-to-face meetings and replaced with online classes create limitations in interacting and communicating with students directly. Moreover, the media used is not face-to-face such as "zoom" or "Google meet", it only a medium for sharing materials and assignments through WhatsApp and Google classroom. So that communication only goes one way. Even though there were responses and feedback from students, it was very limited, only a range of 3-5 students in the class who responded during the learning process. This can be illustrated by the pre-service teacher's response below.

Lack of interaction with students miss, so I do not feel the direct teaching experience was like. The problem is there is no face-to-face, and online classes are not available via zoom or other applications for face to face online. (student 1)

It is very difficult to explain the material to students because the media is limited to only power points or videos. Meanwhile, sometimes interaction is needed in explaining the material well so that it is easy for students to understand. (student 6)

The second problem is the lack of student motivation along with boredom of taking online lectures, making learning not carried out properly. During the learning process, students had very minimal responses regarding the material given. So it is not known whether they can capture the material or not.

Students did not respond to the material that the teacher gave to the WhatsApp group or Google Classroom. Even if some respond, sometimes their words are impolite. Moreover, they know that I am only a pre-service teacher so it is not appreciated, miss. They are only active when taking absences, when asked to respond to the material given, just read the chat without responding or responding to miss. (Student 4)

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Students are getting bored with this online lecture, miss, so during learning, very few students respond to the material provided. At least in one class, only 1-5 people respond, and the person is still the same miss. (Student 5)

The third problem is the difficulty of evaluating student learning outcomes. This is because many students do not collect assignments from the material given. So it is not known whether the students have understood the material or not.

when given tasks only a few of them do. There were even students who never submitted assignments once, until the homeroom teacher came to their house to see the student's condition. (student 4)

when submitting assignments, at most only half of the students in the class would collect. The rest, don't collect assignments. When I chat one by one there are people who reply, some are silent. Even if they reply, they only answer that they are bored and tired of the many tasks. So it is really difficult to do an evaluation because they have many incomplete tasks. (student 2)

The fourth problem, there are still students who are not ready to use technology for online classes. From the results of the interview, it was found that there were still students who were not familiar with Google Classroom, did not know how to log into the application, and did not know how to submit assignments online. Thus, this makes the learning process ineffective due to the inability of students to use the application.

Some of my students still not be able to use Google Classroom properly. They even could not log into the application. As a result, they just collect their homewotk into WhatsApp group. (Students 4)

My students sometimes complain about how to to submit the assignment in the Google Classrom. Using Google docs or typing in the Microsoft Word become a challenge for them. So, they could not be able to submit their task on time. (student 2)

The fifth student problem is that not all students have Smartphone that can be used to learn online. In addition, many of them only borrow their parents' Smartphone, which they

sometimes can't always use during the learning process. The pre-service explanation can be seen below.

> *There are few students in my classrooms who don't own a mobile. Their parents are unable to buy their children a mobile due to their financial status. (student 5)*

> *Some of the learners also had trouble accessing the Internet because they do not have a smartphone or other technology to be on-line in the classroom for themselves, and the use of parents' devices cannot be successful.(student 4)*

They are also constrained by signal and connectivity problems. In some schools, many students come from areas outside Solok, which sometimes do not have a good internet network.

> *In the school where I teach, many students come from outside the city of Solok. Sometimes the network where they live is bad. So when the learning process took place some of them were not online because of bad signals. Like yesterday, I chatted with students who had not submitted their assignments, I asked them what problems were there and they answered that the signal where they lived was bad. (student 2)*

> *some of my students are complaining about the unstable internet connection because they stay in distant areas*

B. Discussion

The results showed that Pre-service teachers carried out online EFL learning during the COVID-19 pandemic. The majority of pre-service teachers carry out online learning in synchronous mode, as their schools or organizations have set the guidelines and the precise timetable for online learning. From the condition, they got experience in both teaching practice and non teaching practice activity. From teaching practice activity, they used Google Classroom and WhatsApp as the main tools in online teaching. The classroom activities were also done with the interaction via WhatsApp group, and the interaction was very limited. Only two or three students gave response during the lesson and the rest of the students silent and not participate yet. From this situation, it can be inferred that the use of technology is not always helpful in gaining students' interest in study. The teachers need to think more again in the effectiveness of using technology and how to use it appropriately with the students'

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interest and condition. As stated by Huang, Wu and Chen (2012), Technology helps teachers build a positive attitude towards teaching and learning, but issues such as lack of time management, assessment effectiveness, commitment to learning by learners, and even content improvement should be considered to minimize learners' and teachers' mistakes and errors.

In addition, for non-teaching activity, pre-service teachers also did not get much experience. Even, some of them did not have non teaching activity in their school. Because of this pandemic condition, they just come to school for online teaching activity. Only two pre-service teachers did non-teaching activity in their school, and the activity was limited only for checking teacher's attendance and COVID picket. As a result, they did not get experience about doing school administration and school management.

However, many challenges emerge from pre-service teachers during teaching online. Mostly they got difficulties in having lack of experience in teaching and classroom management, lack of students' motivation during the learning process, difficulty in evaluating students' learning outcome, students' readiness in online class, connectivity and affordable of Smartphone. This is in line with Son (2018) which states relating pedagogies with technologies, designing interactive activities, enhancing formal learning, gaining students' support, and dealing with problems in the use of technology are mostly challenges in online teaching activity. Thus, the challenges faced must motivate teachers to be analytical, responsive, innovative and sensitive to complex changes. It reminds teachers to continue to explore technologies to enhance the learning of foreign languages. Teachers need to define and use applications on the basis of priorities. To pick and submit relevant applications in a timely manner, teachers require realistic training and learning to understand applications, plan events, sustain student participation, and assess student learning.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In conclusion, pre-service teachers employed Google Classroom and Whatsapps group as a medium in teaching practice online. During the practice, they got little experience in applying their knowledge in teaching because of of limited access and interaction with the students during COVID-19 pandemic.

In addition, they also got several problems during teaching online. They were lack of interaction with the students, lack of students' motivation, difficulty in evaluating students' learning outcome, students' readiness in online class, connectivity and affordable of Smartphone.

B. Suggestions

1. In the future, planning and preparation should inevitably be done for better online learning, as online learning requires more time to be well prepared and ready than face-to-face class.

2. Pre-service teachers need to be trained and prepared with sufficient expertise and skills to maximize their online learning practices.

3. To improve their digital literacy and refine their misunderstandings of online learning, students need to be familiar with online learning.

4. Student parents must also be notified to monitor and maintain their children's participation and involvement in online learning.

5. More research is encouraged to explore the practices of online EFL learning in the context of low-technology learning and the needs of teacher development in the area of technology integration in language learning.

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SURAT TUGAS
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Kepala Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP3M) Universitas Mahaputra Muhammad Yamin Solok, dengan ini menugaskan kepada:
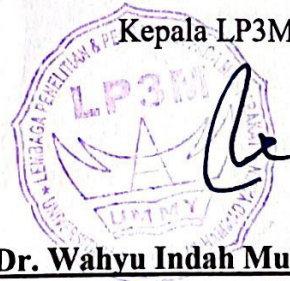
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Untuk melaksanakan kegiatan penelitian dengan judul **"EFL Pre-service Teachers Experiences towards Teaching Practice in the Midst of Covid-19 Pandemic."**

Demikian surat tugas ini dibuat untuk dapat dilaksanalan dengan baik dan penuh tanggung jawab

Solok, 4 Oktober 2021
Kepala LP3M UMMY

Dr. Wahyu Indah Mursalini, S.E., M.M
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