EFL PRE-SERVICE TEACHERS' EXPERIENCES DOING PRACTICUM DURING COVID-19 PANDEMIC

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Abstract: This study aims to identify the experiences of EFL pre-service teachers doing practicum during the COVID-19 pandemic. Six participants in this case study. They were the eighth-semester students of English education study program at Tanjungpura University. They have spent three years studying in the English department and have finished micro-teaching and Introduction to School Field (PLP) II course. Data from this study were collected using semi-structured interviews and document analysis. The data were analyzed based on Miles and Huberman's model, including data reduction, and the gained data were displayed and concluded. The result showed that EFL pre-service teachers admitted that although it is easy to use the online system, they sometimes have problems in terms of internet connection and electronic devices. External factor, such as lack of motivation during the teaching practicum, hindered the pre-service teachers. Pre-service teachers can overcome their problems by having preparation before teaching practice and using various learning strategies to stimulate the students, such as games, icebreakers, or quizzes. The EFL pre-service teachers also consulted with their supervisors and in-service teachers to solve their problems during teaching practicum progress.

Keywords: *COVID-19, experience, pre-service teachers, teaching practicum.*

INTRODUCTION

The issue of the Coronavirus (COVID-19) pandemic has received considerable critical attention. To slow down and avoid its spread, many countries were implementing strict protocols, such as total lock-downs or social distancing rules, although some countries chose complete immunity (Bozkut & Sharma, 2020). McCarthy (2020) also stated that coronavirus pandemic's consequences had severely impacted the global education system. In several other countries, universities and schools were temporarily locked down in an ongoing partial or full closure.

However, because education is a necessary thing that cannot be separated from human life, all countries, especially Indonesia, are looking for solutions to keep

education going even during this pandemic. Nevertheless, it has become the most significant challenge. Indonesia becomes one of the countries with a fast spread of the virus. All face-to-face activities and public places are restricted, including the education sector, such as schools and universities. Many local schools and universities have developed online research, teaching, and learning protocols as a critical solution to the usual face-to-face teaching approach (Nasri et al., 2020). Online learning takes several electronic devices such as smartphones, computers, or laptops. In this case, both teachers and students must have good skills in mastering this technology.

The pandemic changed the way of teaching and learning progress. One of the obstacles also limits the pre-service teachers who are supposed to have direct practical experiences in the field of education which is teaching practicum. The teaching practicum offers an authentic link between the pre-service teachers and the school environment, such as classroom management, pedagogy, assisting teachers in developing lesson plans, learning media, teaching materials, and evaluation tools. However, because of this COVID-19 pandemic, pre-service teachers' experiences are likely different from the previous years. All teaching and learning activities have been changed to an online system, including some school administration activities.

Based on the researcher's experiences and observation when the researcher was also in practice as an EFL pre-service teacher, some of the EFL pre-service teachers felt that they were not ready enough and had no idea to face the overall changes in this new learning system including external factors such as electronic devices and online learning media used in teaching practice. They felt that the online system of teaching practicum was very different from what they expected, especially EFL pre-service teachers from Tanjungpura University. To get the teaching practicum experiences, EFL pre-service teachers need to complete two phases. The first one is micro-teaching and the second one is PLP II (*Introduction to School Field* II). A micro-teaching stage is where pre-service teachers are learning about teaching programs and theories. Therefore, in PLP II, the pre-service teachers will apply what they have learned during micro-teaching. The scope of work that needs to be done by the EFL pre-service teachers is all tasks that include teacher duties, both academic and administrative charges, analyzing curriculum, preparing lesson plans, classroom management, and even assessing and evaluating learning.

Unfortunately, in 2020, PLP II activities were different from previous years. Due to the COVID-19 pandemic, which has changed teaching activities to the online system, the practical experiences obtained will also utilize with the technology used. As a result, the EFL pre-service teachers get a different experience from previous years of PLP. On the other hand, some of them also understand the online system's benefits while practicing their teaching. They can develop their skills and abilities in using technology. However, it was still different from what they expected to get more experience in the school field.

Several recent studies have examined how the COVID-19 pandemic affects teaching and learning. There is still little research exploring the English teaching practicum of pre-service teachers. Most of the research focus was to explore the preparedness of students or in-service teachers in undergoing online teaching and learning system. For example, the research results of Ogbonnaya *et al.* (2020) explore the preparation of pre-service teachers at a Ghanaian University for online learning. It showed that the pre-service teachers were technologically aware, and most of the time they used electronic devices for online study. Online learning also boosts pre-service

teachers' motivation to learn. On the other hand, poor internet connections, data bills, inconsistent power supply, lack of suitable devices, failure to manage their time correctly, and family disruptions were some of the issues faced by the pre-service teachers during their online learning process.

Furthermore, a good summary of the classification of this topic has been provided in Bubb and Jones's work (2020). Their research explored students' perceptions, parents or careers, and teachers about learning experiences during COVID-19. During the surface area of the COVID-19 lockdown procedure in April 2020, the participants were gathered through parallel online surveys. It was concluded that adaptation occurred very efficiently, and students and parents received the home school well. Otherwise, Lestiyanawati and Widyantoro (2020) assume six main problems of online learning faced by teachers in Indonesia and the teachers' strategies to face the problem. The results showed that six problems that are faced were: the teachers' disability in accessing technology, school facilities in supporting e-learning, the difficulties in explaining the material, students' limitation in accessing the internet, students' economically disadvantaged family background, and parents' support system. Three teacher teaching strategies were applied: online chat only, video conferencing, and online chat and video conferences combined in online teaching and learning processes.

Based on the above reviews of previous research, there has been little discussion on pre-service teacher performance during the COVID-19 pandemic situation, especially for the EFL pre-service teachers. Therefore, this research aimed to fulfill this gap. This presents an overview of the experiences of EFL pre-service students from Tanjungpura University. Specifically, a case study was conducted to explore the experience of EFL pre-service teachers after they finished the practicum during COVID-19. The researcher also investigated some strengths and challenges the EFL pre-service teachers faced and their strategies while doing an online practicum system.

METHODOLOGY
Subjects
The participants of this present study were the eighth-semester students of the English education study program who have had three years of experience learning English in the English department and have completed micro-teaching and PLP II subjects. To deeply understand the experiences, six participants recruited. In this case, the participants were purposively selected to narrow the criteria (Sugiyono, 2019). The researcher initially looked for the eight-semester students of EFL pre-service teachers from the English Education Department of Tangjungpura University who had completed their PLP II activities and got 6 participants who were willing to participate in this research. Each of them had been placed in six different school levels for their teaching practicum. Three participants had their teaching practicum in junior high schools, and the other three had their teaching practicum in high school. To maintain the confidentiality of the research participants, they were named using the initials: BT, AL, LN, EL, YL, and AY.

Design and Procedure
A case study is carried out intensively, in detail, and in-depth on a particular phenomenon with a narrow scope to get to know more about their experiences, benefits they get, what they see as the challenges, and the strategies they used while teaching practicum during COVID-19. A case study can explain the uniqueness of the case. In

a qualitative case study, the questions may address a description of the case and the themes of studying it (Creswell, 2014). Thomas (2021) holds the view that a case study provides a detailed picture with several perspectives and sources of information and even allows for the use of a variety of data collection methods, including interviews, observations, diaries, and statistics. It means that the case study can find the uniqueness in the topic and explain the experience of teaching practicum of EFL pre-service teachers.

Data Collection and Data Analysis

The data was collected by using semi-structured interviews and document evidence. The questions in the interview were developed from the questions of research divided into four focuses, namely experience, benefits, challenges, and strategies. To strengthen the interview session, the document shreds of evidence from the participants in their reports of PLP II teaching practicum experience were documented. They created the reports after finishing their PLP II practicum. These reports included teaching experience, obstacles, and solutions during practicum, also the documentation of their teaching practicum.

The question items were developed based on the research question for the interview session. The interview questions were created based on 5W + 1H to obtain further in-depth information about their experiences. Then, the researcher made an appointment to schedule the interview with the participant, chose an online application for the interview session (because it is still due to the COVID-19 pandemic), and asked their permission to record the interview session using a voice record. In the interview session, the participant was asked according to the prepared questions and during that time the researcher developed several questions according to the participant's answers and recorded the details of their answers. After the interview, the participants were asked to collect their report on PLP II and whether the participants were willing to be contacted again if there were any missed questions.

The analyzes included the initial processing of data and the detection of various experiences. According to Sugiyono (2017), data analysis in qualitative research is carried out when data collection takes place, and after completing data collection in the research. Because the researcher uses case study research, the data analysis was based on the Miles and Huberman model. Miles and Huberman (as cited in Sugiyono, 2017) present data reduction, data display, and conclusion drawing in data analysis activities.

In data reduction, the results of the interview and participants' PLP II reports that can provide the information about the study and relevant to the topic were checked. According to Miles and Huberman (1994), data reduction involves choosing, summarizing, analyzing, and processing data from written field records or interview transcripts. In the data reduction results, the participants' experiences have been selected according to the purpose of the research. For data display, the results were categorized by the research purpose, experiences, benefits, challenges, and strategies. These data were presented descriptively. Finally, those data were concluded to meet the purpose of the study.

FINDINGS AND DISCUSSION
Findings
    The interview session was conducted through Google Meet and WhatsApp video-call. According to the interview results, all the participants answered that this online teaching practicum is not as they expected. They prefer to teach in face-to-face classroom where there will be more interaction with the students. Additional data from documentary evidence in the form of their PLP II activity reports were also used to support the results that have been found. The data that have been obtained were then grouped into several themes in these findings to answer the questions and objectives of this research.

Pre-Service Teachers' Experience
    From the interview result, most of the participants said that they were satisfied with the results and their scores after the PLP II was done. However, some of them said that the teaching practicum did not meet their expectations. While in the interview session, most of the participants said that doing online teaching practice was not effective. AL said in her interview that what makes the online teaching practicum not effective is because of the lack of chemistry and direct interaction between the teachers and students.
    I think doing this online learning practice has both advantages and disadvantages at the same time. The advantage of this online practice is that it shows that a teacher must be creative to use the technology to support the teaching and learning activity following the times and in various conditions. The weakness is the lack of chemistry and direct interaction between teachers and students. The reason is that the connections created will be alive if the teaching practice were done directly. (AL)
    Other participants also explicitly said they refer to the face-to-face meeting because it is communicative, and the teacher can interact with the students. One of the reasons was said by AY. She said that she could not implement the knowledge of classroom management or some face-to-face activities that she has learned from campus in the actual situations.
    We have done the simulation of teaching in micro-teaching online during pandemic. However, we have learnt about how to do the classroom management or some face-to-face activities, but we cannot implement the knowledge in the real situation. Moreover, what have we done in micro-teaching is totally different from the actual teaching practice. (AY)
    As shown in the interview answer above, it can be concluded that the participants felt that doing teaching practice during this pandemic was utterly different from what they had imagined before. In addition, these EFL pre-service teachers conducted online teaching and learning for the first time since online learning was implemented during the pandemic. Previously, teaching practice was carried out in schools with a face-to-face system and classroom activities in real-life situations.

Benefits of Teaching Practicum
    The benefits of participants as pre-service teachers in carrying out online teaching practicum, of course, cannot be separated from electronic equipment, online applications, and internet networks. Therefore, the researcher classified several results into the benefits that have been found below.

Teaching Skill Development

While talking about gaining new skill of teaching, interestingly BT gave a different answer to the question of the interview, "In what aspect do you think that the challenges improve your skill in teaching?"

I do not gain new skills. Instead, I feel that I have developed and distributed the skills and knowledge that I have learned during college. we, as teacher training students, have already learned how to teach, from this teaching I practice my skills. Especially in socialization skill, it was widely distributed. (BT).

BT even said in the interview session that there was a moment when she spoke in front of the school representatives and other pre-service teachers. It also trained her in public speaking, which was very memorable for her. Overall, when the pre-service teachers had problems with their practicum, some of them consulted with their in-service teachers, and other participants said they were looking for the solution independently.

Some participants felt that they gained new skills in teaching, such as how they find ways to gain students' enthusiasm and how to deliver the material, so the students did not feel bored. The participants used a quiz or a simple question and answer session before starting the teaching activity.

The Ability to Use ICT

For the benefit of online teaching practicum, the participants answered that they were getting used to using ICT media in teaching practicum activities. They have no trouble using these applications and applying the teaching techniques they learned in college.

Moving on to the answer to the interview. The researcher then asked about the online applications and electronic equipment used as the tools they used to conduct their teaching practicum. The participants used the same online application such as google classroom and google meet. Those two applications are also commonly used among the in-service teachers and students since online learning during the pandemic, some of the participants also used WhatsApp and PowerPoint. Furthermore, another participant, BT, said that she used a website created by the school where she carried out teaching practicum.

I just used the school's website application. It has included the program to make the learning material, PowerPoint, and even video conference. I also can set the schedule to deliver the teaching material or test for the students, and I can give the score there too. That was practical. (BT)

However, in this regard, BT also stated that it took her some time to adapt to the school's website. Nevertheless, using a specific website like that is easier because the features are also complete.

Challenges of Teaching Practicum

There are some common challenges that pre-service teachers faced in the report they wrote. Table 1 below shows an overview of the participants' problems while doing the teaching practicum. This overview is based on the analysis of each document evidence submitted by the participants. It is apparent from the table that the biggest problem faced by the participants was making lesson plans. All of them wrote that they had difficulty making lesson plans. The majority also wrote that they have problems in teaching and learning activities and some of them are in the guidance process.

Table 1. Document evidences: individual report of PLP II

Participant's Name	Problems
LN	Lesson Plan, Teaching Performance, Guidance Process
AY	Lesson Plan, Teaching Performance, Guidance Process
BT	Lesson Plan, Teaching Performance, Guidance Process
YL	Lesson Plan, Teaching Performance
EL	Lesson Plan, Teaching Performance
AL	Lesson Plan, Teaching Performance

Moreover, pre-service teachers face some difficulties during teaching practice. For the use of the online application, they rarely found difficulties to use it. Furthermore, they sometimes have to deal with the internet connection. There are some significant challenges below.

Making a Lesson Plan
The majority of the participants stated that the lesson plan used in school is different from what was taught in college. They also have difficulty determining the learning method used.

When I was in college, I was taught to make a full lesson plan and in offline form. However, when PLP II SMP Negeri 3 Sungai Raya, the lesson plans are made in the form of a single sheet so I have to summarize and trim the lesson plans that I have made with the help of the in-service teacher. In addition, the lesson plan format designed for online learning makes me have to plan carefully about the steps of learning and the right approach. (AY, The individual report of PLP II)

All of the participants stated the same thing in their report that the lesson plans they made during online learning were very different from what they had previously learned. They also made a lesson plan for the first time in the form of online learning. Furthermore, another reported problem was the difficulty of determining the appropriate method and application for the online class.

Difficulties in determining what learning methods and models are appropriate to be implemented in students during online learning, the number of meetings so that all materials can be covered and still achieve the competency indicators, also the learning media that can make students play an active role in the learning process. (YL, The individual report of PLP II)

Lack of Motivation
The researcher then asked the participants about their challenges in the interview session about what they have faced during teaching practicum and how they solved them. The major problem that the pre-service teachers face was the lack of students' enthusiasm during the online learning activity. Some of the participants, which are LN, BT, and EL need to handle more than 5 classes according to the question "May I know, how many classes did you teach during your teaching practice?"

At that time, I handle seven classes at the same time. The schedule for English class for 7th grade students is only once a week. So I have to teach more than 150 students at that time. It was once a week and was not efficient at all. sometimes, not all of them participate in the class. There were even less than 100 students attending the class at that time. And the google meeting just last for 45 minutes. (LN)

Compared to my other friends, they only handle 2 or 3 classes, but I was responsible for 10 classes. Grades 10th and 12th. I can teach 2 to 3 classes a day. (BT)

I handled 7 classes, they were 7th grade students of junior high school. (EL)

In LN's experience, the lesson schedule set by the school where she was doing teaching practicum at that time made the learning ineffective. The students in 7 classes were combined at one time and only handled by a teacher in the online meeting. Therefore, this problem may also be related to the difficulties faced by YL and BT.

The difficulty is the result of test of students are not really satisfied me. during the teaching and learning process, after I delivered the material, the students said that they have understand it. but, when I have the test, the results are totally not good. (YL)

The same challenge was also faced by BT, where the students seemed to have understood the material, but their test result was poor. At the same time, most of the other participants are concerned about how to deliver the material to the students. In general, therefore, it seems that the participants can manage the technical problem or devices such as the internet connection.

Pre-Service Teachers' Teaching Performance

The next section of the reports was the concerns of pre-service teachers' teaching performance. The majority of them write that they faced a less conducive classroom atmosphere and low student enthusiasm for learning. Some of them felt that students tended to be quiet and passive during the class.

I find it difficult to liven up the classroom atmosphere because of the lack of interaction between students and teachers during the online learning process, students also lack a sense of responsibility for the tasks that have been given. (EL, The individual report of PLP II)

Several other pre-service teachers also wrote the same way from the result above. They found it challenging to motivate students and make online teaching and learning activities less boring. This may be related to the learning method used in their lesson plan. Because that was the first time, they had to do the online system of teaching activity, the pre-service teachers were still trying to figure out how to make online classes work well.

Lack of Devices for Online Learning

Another reported problem was stated by AY through the question, "Is there any problem with the devices you use to teach online learning?"

There was no problem with my devices or signal. But the problem came from the students' devices. Sometimes their devices are not really compatible to use many applications to learn. So some of them just use WhatsApp. (AY)

AY added that the school was still classified as an area with low remote accessibility where the students still have difficulty accessing the internet with compatible devices. AY also said that after she uploaded the material or assignment in google classroom, she would upload them again on WhatsApp and ensure that all students had access to the assignment or learning material. She even personally contacted the students who rarely followed the lessons and asked about the reasons why they did not take part in the learning activity.

Strategies of Pre-Service Teachers

The results of the question items below are to present the pre-service teachers' strategies while doing the teaching practicum. For the students' enthusiasts, all of the pre-service teachers answer that often their students were excited about the learning activity, and almost every time the pre-service teachers gave some ice breaking or quiz to the students. Moreover, only half of the pre-service teachers used specific academic applications while doing the teaching practicum.

Delivering Teaching Material

In the final part of the interview section, the strategies and memorable experiences that the pre-service teachers got during their teaching practicum were asked. The response to the question "What kind of strategies do you use while delivering the teaching material?" was quite varied among the participants.

> *I can ask about their daily life first and then relate the experiences they told me into the material. In learning, do not forget to include jokes and some fun activities such as quizzes and questions and answers so that they become more active and become closer with us as their teachers.* (AL)

> *I gave them the flexible way to learn English with me, and if there are students who do not complete the test or task I sometimes said they can do remedial and repeat the test again.* (AY)

> *I gave them some games or quiz using Kahoot application.* (YL)

> *The strategy I use in online teaching was sometimes I gave them ice breaking before starting the teaching and learning process, so they will feel more enthusiastic in following the lesson.* (EL)

Other responses to this question, BT and LN said that because they handled more than 5 classes, they did not have much time to prepare quizzes or icebreaking during the learning activity. Furthermore, there were some positive memorable experiences the pre-service teachers got during teaching practicum, while YL said there was a student that have a problem with her study.

> *So at that time there was one student who didn't do the test, I asked her why she didn't do it. then she said that she never did the tasks because no one cared about her. I do not know if she was an attention seeker or what, but she said she forgot and maybe she had other things to do so she forgot to do her assignments. And even other teachers didn't even care about her, so she just ignored it too. Then after that she apologized and said she would do all of the assignments and promised that she would never neglect her school tasks again.* (YL)

This view surfaced mainly in relation to the online learning pressure, where the student did not focus on doing her duty as a student. Another factor could be a lack of motivation where the teacher also did not interact with students directly.

Strategies of Making Lesson Plan

In the final part of the report, the participants wrote their way to solve the problems they faced. For the lesson plan, almost all participants wrote that they solved the

problem by discussing it with their in-service teacher or supervisor. In addition, they also searched the knowledge about making online learning lesson plans by themselves.

I dig more about the references and literature of the learning method and models that used in online classes and learn how to use existing learning media, as well as carry out analysis using the academic calendar and try to estimate how many meetings that can be suitable for each basic learning competencies. (YL, the individual report of PLP II)

The statement above shows that one of the participants, YL, did not really rely on guidance only. Even she said in the interview session that she prepared herself before teaching by watching the online teaching method on Youtube and learning from online learning platforms. She did some research by reading some of the teachers' experiences doing their teaching activities during the pandemic.

Teaching Performance

Furthermore, the explanation about how the pre-service teachers solved their problems during the teaching performance was represented by EL:

I prepare myself optimally both in mental, mastery materials, methods and approaches that are in accordance with the material taught before starting the lesson. Stimulate students by uplifting and student motivation. If it still does not work, I do personal approach, for example by pointing directly the students. (EL, The individual report of PLP II)

This statement was echoed by the other participant which is BT. She stated that she always gave feedbacks to students during the learning process.

Feedback from the tutor teacher every time the performance ends is very helpful for the practitioner in dealing with problems that occur in the process appearance or in teaching and learning activities. Besides, to overcome problems such as lack of communication with students, I did self-reflection on the first appearance, and tried to fix the mistakes in the first appearance. In tackling communication problems, I tried to follow include light conversations related to things that students are currently enjoying, regarding linking the learning material with what is currently going on or what become a trend to attract student participation in the teaching and learning process. (BT, The individual report of PLP II)

While other participants did not write that they were aware of the self-reflection, BT paid attention to this. She can find out the extent of the things she needs to improve during her teaching practice process. Furthermore, talking to the students about the things they are interested in before going directly to the lesson, of course, will make the students' attention diverted to us completely. Thus, they will start to be aware of teachers' existence, and if it starts with a good atmosphere, then the learning process will go well.

The Guidance Process

The last step was the guidance process between the pre-service teachers with their supervisor lecturer and in-service teachers to help them during teaching practicum. Half of the participants felt that there were no obstacles in their guidance process. Meanwhile, others felt they still faced the problems, but they were not so difficult or affected their teaching practicum. Some of them said they only had problems with their tutoring schedule with their lecturer or in-service teacher. There also had minor problems such as misunderstanding or miscommunication.

For example, LN stated in her individual report:
In the guidance process, either with the in-service teacher or lecturer PLP II supervisor, the practitioner does not find any big problems, only some misunderstandings occurred during the tutoring process with the in-service teacher because of the difference in the format of the lesson plans that the practitioner knows and understands lesson plan format requested by the school. (LN, The individual report of PLP II)

Talking about this, LN also said in her interview section that she felt a little bit pressured because of her in-service teacher personality. The in-service teacher was not consistent with his words and gave her many tasks but did not explain the detail or format of the task. Even there was a moment when LN felt so confused because of her misunderstanding with the in-service teacher. However, at the end of the interview, she said this problem was solved since she continued to do whatever the in-service teacher ordered and kept in touch with him during the teaching practicum.

Discussion

The results of this study have shown EFL pre-service teachers' experiences during teaching practicum during the COVID-19 pandemic. This research agrees with the previous study conducted by McCarthy (2020) who stated pandemic COVID-19 had changed the education system. In Indonesia, teaching and learning activities use the face-to-face method and are immediately converted into online learning in less than a year. The school and students were taught to adapt to this situation, including the pre-service teachers. They have to do their teaching practice for the first time in the form of online learning. Therefore, the participants told their experiences during teaching practicum where they found some problems and challenges, and how they dealt with those things during the practicum.

Pre-service teachers' experiences can be connected to the work of Ogbonnaya et al. (2020), where the pre-service teachers are aware of technology, but not all of them are ready for it. Since online learning has been implemented, both teachers and students have started using online applications for teaching and learning activities. For example, Google Classroom and Zoom Meeting are the commonly used applications, followed by WhatsApp and other learning platforms.

Based on the results, even a school made their own websites so that teachers or students do not have to download many applications on their gadgets. Regardless of how easy to use the online system, EFL pre-service teachers still have difficulties such as the internet network, which is often interrupted, or devices from inadequate students.

In addition, other factors become limitations along with the complex networks and unqualified devices for both teachers and students. There were also external factors like lack of motivation and compatible devices. These results further support the work of Lestiyanawati and Widyantoro (2020), where problems were found in the teaching practicum of pre-service teachers. One of them is the difficulty in conveying the material. The pre-service teachers felt they had given the material with a clear explanation, and the students felt they had understood the material. Nevertheless, the results of the students' tests were disappointing.

Some pre-service teachers directly asked the students about their problems; some may improve their teaching methods so that students more easily absorb the material. As indicated in the findings, the pre-service teachers use ice-breaking, warm-up conversations, and quizzes on the online platforms to attract the students' enthusiasm.

Thus far, the results have argued about the experiences, challenges, and strategies of pre-service teachers have done during their teaching practicum. Dhull and Sakshi (2017) hold the view that online learning has its own advantages and disadvantages. Indeed, both teachers and students can provide and access learning materials anywhere from online learning. It also makes them become technology literate.

On the other hand, online learning also affects the students' motivation, and low remote accessibility was a common concern among the pre-service teachers. Therefore, pre-service teachers must be aware of their teaching practice; they must see many examples of how to manage an excellent online classroom so that students do not feel bored in learning and the material can be absorbed well.

In addition, asking and discussing with experienced people is also important to know the right steps to solve teaching and learning activities problems. This is what pre-service teachers did to learn to develop their potential to become real teachers. Although both pre-service teachers and in-service teachers are still adapting to the situation of online teaching and learning systems, at least they can help each other deliver the material of learning to the students.

CONCLUSION AND SUGGESTIONS

This research described the first experience of EFL pre-service teachers doing practicum during the COVID-19 pandemic. The learning system that was face-to-face was changed to an online system. This situation made them have to be able to adapt. Some of the problems faced included the unstable internet network, low remote accessibility, devices that are not yet qualified, and even external factors such as a lack of students' motivation to study.

EFL Pre-service teachers can overcome their problems by having preparation before practicum, making several learning strategies to stimulate the students (using games, icebreakers, or quizzes), and consulting with their supervisors and in-service teachers.

The in-service teachers are the ones who interact directly with students. The researcher suggests that in-service teachers can develop more varied online learning activities. In addition to keeping students motivated and willing to learn, they will bond more with their teachers even if they do not do face-to-face classroom activities.

Finally, it is suggested that EFL pre-service teachers prepare themselves before doing the teaching practicum. The preparation that can be done is to learn a lot about how to teach following the online learning system and understand the students' situation. EFL pre-service teachers can make a small observation to get to know the students' character that will be taught. They can also use more variations of learning applications but still pay attention to students' abilities in accessing learning materials.

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