



Investigating Changes in Student Teachers' Schema during Teaching Practicum Using Metaphor

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ABSTRACT

This study addresses the scheme changes of negative and positive emotion encountered by the student teachers (STs) in the course of teaching practicum. To comprehend this problem, this study explores the use of metaphors before and toward the end of teaching practicum. To gather data, 32 STs were asked to write a reflective journal. This reflective journal is coded and analyzed thematically. This study reveals that the use of metaphors could facilitate the STs to express their emotion naturally. Before teaching practicum, STs used the following metaphors: animals, feeling, objects, and natural phenomena, while toward the end of teaching practicum, STs the following metaphors: animals, parts of the body, sport, effort, hero, feeling, objects, natural phenomena, and plants. Such metaphors revealed that the majority of STs experienced both difficulties and enjoyment in these two-time frames. STs who still expressed their negative emotion towards the end of teaching practicum did not fully intend to show that they did not get any benefits from it. They expressed such feeling to show that negative emotion led them to discover and familiarize themselves to be a teacher. This research suggests that preparation of teaching practicum, such as micro teaching class needs to regard how to: deal with students, generate and convey teaching material, develop a lesson plan, choose appropriate teaching techniques, and evaluate the lesson. This will assist STs not to feel too anxious at the start of teaching practicum.

Keywords: *metaphor, positive and negative emotion, student teachers, teaching practicum*

INTRODUCTION

This research focuses on investigating the scheme changes of positive and negative emotions of student teachers (STs) at the beginning and toward the end of teaching practicum at schools. This is mainly because there have been divergent conditions of the students' emotions. On the one hand, STs experience positive emotion and on the other hand, they also experience negative emotion. These two conditions need to be classified in order to notice what activities to be maintained and what activities need to be prepared well to avoid similar pitfalls to STs who undergo negative emotion in their teaching practicum.



Studies on the development of STs has gained tremendous attention, particularly in the field of education (Charlotte, 1979; Donald, 1967; and Virginia & Sheila, 1998). This is vital to do to prepare the STs with real and actual teaching experiences which will shape their professionalism to understand what are needed to be actual teachers in the future (Lawson, Çakmak, Gündüz, & Busher, 2015). Lawson, et al., (2015) maintain that a great teaching and learning opportunities in the teaching practicum activities will open up the STs way of thinking on how they will manage the challenges that they may face in their future teaching practices. Such way of thinking could be obtained through the use of metaphor (Lakoff and Johnson, 1980).

The use of metaphor in this research aims to gain the STs positive and negative emotions that they have experienced in the teaching and learning process (Farrel, 2016; Zhu, Rice, Li, & Zhu, 2020). Moreover, Lakoff and Johnson (1980) regarded metaphors as tools to improve teaching quality because it helps the teacher organize the content material and direct the number and flow of the content to the target learners. In addition to this, the metaphor could portray scheme changes made by the STs (Oxford, Tomlinson, Barcelos, Harrington, Lavine, Saleh, and Longhini, 1998) throughout their teaching practice. This will help the department to have good preparation and organization of the teaching practicum. As for the use of metaphor for the department, it is still considered new. For this reason, this present study will specifically investigate the EFL STs' schema changes before and toward the end of teaching practicum in form of metaphors amid pandemic Covid-19. This study is expected to provide the department with practical information in order to prepare and equip the future STs with decent teaching practicum knowledge.

RESEARCH METHODS

This research used a case study design (Creswell, 2014). It focused on analyzing the scheme changes of positive and negative emotions of student teachers (STs) at the beginning and toward the end of teaching practicum at schools. This study was conducted at the department of English education in one of the Islamic universities in Indonesia. The participants of this study were 32. These students have been prepared and trained about teaching and learning process, including developing material and English teaching methodology. These students were placed in different schools and those students who did not get schools for teaching practice they initiated a study group for teaching practicum.

The reflective journal was used to see the elaboration of the metaphors used by the STs Cohen, Manion, and Morrison, (2007) state that reflective journals were used especially in the behavioral sciences, and considered to be an effective way to obtain information about a person's feelings. In the process of analysis, the data were coded and interpreted to have a systematic conclusion (Braun & Clarke, 2006). This process will help analyze the data to identify patterns or to find themes of the collected data (Braun & Clarke, 2006).



RESULT

The findings of this research are divided into two parts: metaphors used before and toward the end of teaching practicum.

Group of Metaphors Used before Teaching Practicum

There were 4 metaphors used by the STs before teaching practicum, they were animals, feeling, objects, and natural phenomenon.

Table 1.1. Description of emotion of animal as metaphor

Metaphor Used	Representation of Meaning	Further description
Lion is ready to pounce (S9 and S10)	Ready for teaching practicum and not feeling nervous	I already have experience in teaching in the community services held by the department and this help me to deal with my teaching practicum. Theoretically we have been exposed with teaching practices in microteaching class. Such exposure will help us understand how to deal with classroom challenges.
Free tiger (S27)	freedom to express self and be creative	I am very curious and also excited to experience teaching practicum directly at school. At the same time, I also have to prepare myself both physically and mentally because I will face situations beyond my expectations in class later.
There is no cracked ivory (S25)	Excited and at the same time feeling anxious	It is very difficult for me to determine what suitable teaching technique to use. I also find it difficult to organize activities to be carried out sequentially in the teaching and learning process.
Like hornet that is missing eyes (S16)	get confused about it	

Table 2.1. Description of emotion of feeling as metaphor

Metaphor Used	Representation of Meaning	Further description
Discouraged (S2, S3, S4, S15, S23)	Not motivated, disappointment, being afraid, the school is unreachable	Self-doubt about self-competence in teaching, poor internet access hamper students to learn and understand the addressed material, representing institution when doing teaching practice is heavy burden as not having enough competence in teaching, and since it is still pandemic schools' administrators and staffs might not have warm welcome for our presence at school.

Metaphor Used	Representation of Meaning	Further description
Encouraged (S5)	Embracing any situation	As time passes by things will go and then another thing will come, Enjoying the teaching practicum and accepting it sincerely.
Overthinking (S17)	It is very hard to carry out teaching practicum throughout pandemic	No schools were opened for teaching practicum, creating study group in the village so teaching practicum can be done.
Cold sweating (S20)	How the students will respond my teaching practice	Will they be happy and enthusiastic with my teaching practice, I dwell on this and this makes me very nervous.
Presence of mind (S22)	Feeling very calm and excited	I am ready to take part in teaching and learning activities, I have started making video and lesson plan for my teaching practice, I am trying to be able to mingle with the students.
Do not know, then do not love (S30)	The school atmosphere did seem as I expected	I thought because I came to school first time teachers might be friendly with me, the students were not as naughty as I imagined.

Table 3.1. Description of emotion of object as metaphor

Metaphor Used	Representation of Meaning	Further description
Broken pen (S7)	I cannot use it optimally	Even though I have been exposed with educational practices at the department but I still have very limited knowledge. I also still have communication and awareness issues in learning.
The locked door (S13)	I have no idea about the beauty of being a teacher.	Teaching practicum has given me a clue to be able to reach a key that I will use to open the door of my mind, doing it is not an easy thing to do in the Pandemic period, where we are very limited with social activities, so it becomes a challenge for me to be able to get through it.
Broken charcoal (S18)	Broken spirit	I imagine that teaching practicum will be wonderful, but as it got closer I feel it is not going to be interesting.

Metaphor Used	Representation of Meaning	Further description
A twig (S26)	Lonely situation	I have not enough experience to do teaching practicum.
Like an empty book (S31)	I have no idea and experience about teaching practicum	I didn't know where I would carry out teaching practicum, what I would teach later, what activities I would do, and so on.
Tangled thread (S1)	Unimagined situation	The situation before teaching practicum was difficult to find a school that for face-to-face class, the school that I used for my teaching practicum only allowed to teach twice a week with very limited time.

Table 4.1. Description of emotion of natural phenomenon as metaphor

Metaphor Used	Representation of Meaning	Further description
Black cloud which covers the bright sky or like fog which covers the earth (S6)	Great fear of doing teaching practice	I am worried and afraid to do teaching practicum and how to deal with students who also worries and are nervous
As the age of corn (S8)	Do not have enough experience	before teaching practicum, I was worried if I could not teach well and stood in front of the class because I have never taught formally in school, I still have a nervous sensation when teaching students. I would not be able to handle the class well.
There is rattan, there are thorns (11)	Pleasure and pain come at the same time	I feel happy because I can pass another stage of studies, however this also caused me very stressful.
Unsalted sea (S12)	Full of confusion	Teaching practicum required class to practice however Covid-19 forced schools to close, so I initiated to form a study group in my place to practice my teaching practicum.
Like calm water (S14)	The class that I taught was very quiet.	They were very shy to express ideas and questions, but they were very enthusiastic in doing assignment. The students also respected me very much.

Metaphor Used	Representation of Meaning	Further description
Cloudy sky (S19)	Cannot do anything	People were not encouraged to go out during Covid-19, just stay at home.
Like mountains (S21)	Teaching practicum like green plants which bring calmness	I feel calm, peaceful and positive. I feel confident and believe that I can teach according to what I have learned during the lecture process. This feeling was motivated by my experiences when participating teaching practices in the class and also other types of teaching as assignments during lectures.
No pain no gain (S24, S32)	It takes a lot of efforts to be able to teach the students	I was not allowed by my parents to teach in the class because of Covid-19, but finally I can teach the students in the class. Sometimes connection did not help convey our materials, but at least students were exposed to the teaching and learning process.
The sun behind the clouds (S28)	The fear goes away	I had a fear about teaching practicum, but as I started all the fears went away. I like to teach and I use this as my early opportunity to understand the nature of being a teacher.
Big fire (S29)	Full of excitement	I feel very excited and full of passion in preparing something for my teaching practicum. I am preparing paper, markers, and the like and I can do this because I have some money from my scholarship.

Group of Metaphors Used towards the End of Teaching Practicum

There were 9 metaphors used by the STs towards the end of teaching practicum, they were animals, parts of body, sport, effort, hero, feeling, objects, natural phenomenon, and plants.

Table 5.1. Description of emotion of animal as metaphor

Metaphor Used	Representation of Meaning	Further description
Calm tiger (S12)	Feeling very emotional because of the bond that has been established throughout the	It is very happy because the students are very good and enthusiastic with my presence in the class. However, at the same time it is also very sad situation because I have to say good bye with them.

	teaching practicum	
Calm water, does not mean there is no crocodiles (S14)	Undesirable situation happened after everything seemed to work very well	Everything went well throughout the teaching practicum, there was no substantial obstacles faced. However, writing the report was very challenging because we were also busy with other assignment that also need to be submitted at the same time

Table 6.1. Description of emotion of parts of body as metaphor

Metaphor Used	Representation of Meaning	Further description
Bite finger (S5)	Encountered a number of obstacles and feeling hopeless with the result of teaching practicum	I encountered many obstacles, 2 of which were that I could only carry out my activities in the last 3 weeks or late, and the students I taught were only 6 people, while those who were instructed were 8 people. In addition, the media that I used in teaching and infrastructure were inadequate. Even though I've tried my best.
Eyes opened (S13)	University and teaching practicum provides me a good range of constructive information	Being a university student and have practiced teaching at school prompted me to be a better student. I feel like I know now how to be a teacher. I was trained by the teacher at school what I should do to handle my class. This was very valuable knowledge for me.
Eyes opened (S26)	We must fight for our insecurity, and not letting it preoccupy our self	I started to like teaching the students, I also felt that I don't need to be shy because I am a role model for the students
Arms opened (S10)	Unbelievable experience	I never expect that I would be accepted at schools with open arms. This is because I thought that I would not be welcomed by the school staffs and students. I was over the moon after experiencing this situation.

Table 7.1. Description of emotion of sport as metaphor

Metaphor Used	Representation of Meaning	Further description
Raft upstream,	Undergoing proses	I was very happy when I finished doing my

swim ashore (S25)	of teaching practicum was not easy but it was so fulfilling at the end	teaching practicum. I admitted that I felt down, anxious, afraid and stressed. However, those issues were solved when the program end
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Table 8.1. Description of emotion of effort as metaphor

Metaphor Used	Representation of Meaning	Further description
Effort never betrays results (S22)	Gaining result from persistence effort	Having completed 2 months teaching practicum had helped me to be more confident in teaching and dealing with students that before teaching practice I thought teaching was very difficult.
Roll Up Sleeves (S1)	Showing perseverance	Hard work is required in teaching practicum. I need to document our teaching activities, I also need to write reflection of what we have seen and do. I also need to cope with the demanding report that I must complete after teaching practicum, and things need to be prepared ahead of time.

Table 9.1. Description of emotion of hero as metaphor

Metaphor Used	Representation of Meaning	Further description
Teachers are unsung heroes (S20)	Satisfaction when looking at students successful with what they have learned	I thought that being a teacher was very difficult, but after undergoing it I found very fulfilling experience. In which I was very happy with what I have done in the class. Teacher needs high level of patience. Teacher also need to be well prepared with the material and media that are used for the class. Teacher also need to show great interest and enthusiasm in encouraging the students to learn better.



Table 10.1. Description of emotion of feeling as metaphor

Metaphor Used	Representation of Meaning	Further description
Silence in thousand languages (S7)	My data storage was broken and can't think of any ideas to get my teaching practicum file back, and cannot hope any better for the result	I have my laptop broken and the hard drive also damaged, so all documentations, reflections and others were lost. But thank God there was still time and I also could rewrite the missing PLP II documents in my cellphone memo while waiting for my laptop to be repaired. Whatever result I will accept it.
Face bitterness, enjoy sweetness (S19)	Mixture of sadness and happiness during teaching practicum	I both got the hardship and enjoyment of teaching practicum. Despite the challenges that I faced I learned both general and religion knowledge at school.
Happy (S27, S30, S32)	Expression of excitement after gaining supportive knowledge of how to be a teacher	I could convey the practical knowledge that I have gotten in the class. I also know how to deal with boisterous students. I could help students to be more confident. I also like the school teachers because they were very friendly

Table 11.1. Description of emotion of object as metaphor

Metaphor Used	Representation of Meaning	Further description
Door opened (S3)	Be more open-minded about the role of a teacher	I know how to deal with students, I felt that the previous teaching practice has built my confidence in doing teaching practicum.
The boat is in hand, the boat is in the water (S6)	Readiness to be a teacher	I felt like I know the needs and requirements of being a teacher after completing my teaching practicum.
Filled bottle (S17)	Gaining more experiences and being more confident to be a teacher	Previously, I had never done teaching, either in class or online, and so I have absolutely no teaching experience. With teaching practicum, I was very happy, it has provided me with a great experience. I now know how it felt to teach directly in the classroom, even though when teaching there are still so many shortcomings, but I kept noting and

Metaphor Used	Representation of Meaning	Further description
		use it for my personal evaluation after teaching.
Like an empty book (S31)	Experience will build confidence in teaching	I was nothing and know nothing before doing teaching practicum. The briefing, training, and continues assistance help me understand my job as a teacher.

Table 12.1. Description of emotion of natural phenomenon as metaphor

Metaphor Used	Representation of Meaning	Further description
Salty sea water (S2)	Students were very enthusiastic with my method that I used in teaching	I'm very excited because my students like this study group that I have set because it is something new for them. They were very honest and motivated to study, these made me more excited to teach them.
Like calm water (S4)	Obedient and supportive students	The students were very active in responding any class activities, such as listened to the instruction and answered questions. Students also appreciated their fellow students and teacher.
Stepping stone (S8)	It provides good range of knowledge to be a better person in the future	I experienced hardship and I tried to keep going then I found something beyond my expectation and it was very useful for me. This was unforgettable and will be useful for my future.
Clear skies (S9)	It was an enjoyable program which provides knowledge and experiences	Teaching practicum has provided me with knowledge, experience and pleasure. I got a lot of knowledge from the opening of teaching practicum till its closing ceremony.
Coral reef in the middle of the sea (S11)	Fighting to win the challenges and able to manage it at the end	Dealing with 4 th grade students was so hard, however my strong determination to face it led me to a pleasant journey. I finally could be able to face, adjust and get used to it.
Go climbing the top of Rinjani mountain (S18)	Showing strong determination even though to reach the school was very challenging	My school was quite far from where I live. Teaching time was also carried out during the day so I had to ride a motorbike to the location during the hot sun, not to mention that sometimes I had to get hit by rain in the middle of the road and had to try so that the learning media I brought did not get wet. It's the same as a climber who faced several challenges when he got to the top of a mountain.

Metaphor Used	Representation of Meaning	Further description
On cloud nine (S29)	Having great happiness because of useful experiences and some new knowledge in teaching	I got a lot of experiences and new knowledge, how to communicate with students, how to teach in the class, how to interact with many people like teachers and students at school, teaching techniques and much more.
The roar of the water in the cave (S31)	Experiencing both contentment and discontentment throughout the program	The roar that I interpreted as a mixture of the knowledge I gained, all the anxiety I experienced, the experiences I had, and the various kinds of joy and sadness that were so noisy inside me, they were mixed into one.

Table 13.1 Description of emotion of plant as metaphor

Metaphor Used	Representation of Meaning	Further description
Flowery (S10)	Beautiful and memorable journey	The teaching practicum provided me with many kinds of knowledge, such as how to run a class. The students that I taught were very enthusiastic with the material that I share with them. It was just amazing experience for me.
Bitter root has sweet fruit (S15)	Accepting challenges as part of learning process	It means that there were so many trials and challenges that I faced during PLP starting from time management that was not carried out properly and there was no time to rest. However, from all these challenges I gained a lot of experience that I can take as lessons that can improve my teaching skills.
A branch has braches (S16)	It provided me with many experiences	The reason I use this metaphor is because after I did teaching practicum I felt like I got a lot of experiences.
Blooming flower (S23, S28)	Starting to understand the nature of being a teacher and gaining more confidence to deal with the students	Regardless of my limited teaching experiences, the school had a great appreciation with my presence. I began to know what is a good educator. I was trained to become an educator starting from preparing lesson plans, teaching materials and how to deal with different character of the students. I also gained experience of how I can manage my



Metaphor Used	Representation of Meaning	Further description
		own shortcomings.

DISCUSSION

Metaphors could depict the real emotion experienced by someone. The analysis of personal teaching metaphors in this study will help university and academic advisors understand the STs’ progress of their teaching practicum (Bullough & Stokes, 1994). The use of metaphors could assist the STs express themselves naturally (Saban, 2006), and in fact could display individual scheme changes experienced by the STs (Zhu, Rice, Li, and Zhu, 2020). There two main themes discussed in this part: student teachers’ negative and positive emotions.

Student Teachers’ Negative Emotion

It has been accentuated by Lakoff and Johnson (1980) that to be able to evaluate both positive and negative emotion of the student teachers (STs), metaphor could be a viable option to facilitate the researcher to achieve this. The emotion which was arisen before teaching practicum were presented in the following metaphors. “Like hornet that is missing eyes” was used to show the confusion of how to deal with teaching practicum. “Discouraged” was used to show self-doubt about self-competence in teaching, being afraid to teach, and having a poor internet connection for the teaching and learning process. “Cold sweating” was used to express an apprehensive feeling about whether or not the target learners will accept the STs in the class. “Do not know, then do not love” was used to show feeling negative about being a new member at schools and how to relate with others. These all relate with (Leke-ateh, Assan, & Debeila, 2013) who stated that it is normal for STs to encounter such challenges. In fact, such challenges provoke them to be more independent and resilient to settle all the challenges faced in teaching practicum.

Being so negative could be very normal condition for STs because they have not had enough experiences to teach, notably at the start of teaching practicum. These emotions were exhibited in the following metaphors “broken pen” was used to show that even STs had had the experiences of teaching but still had insufficient knowledge to teach optimally. The “locked door” was presenting difficulties to teach amidst of Covid-19 pandemic. “Broken charcoal” was addressed to show not having a good spirit to participate in the teaching practicum program. “A twig” was used to insufficient knowledge to do teaching practicum. “Like an empty book” was used to express having no ideas about teaching practicum. “Tangled thread” was used to express the difficulties of finding practicum places during a pandemic because most of the schools only allowed the STs to teach in a very short time. According to Zhu, Rice, Li, and Zhu (2020) these difficulties which expresses through metaphors is normal to express ones’ individual schema. In similar vein, such negative emotions expressed by the STs have been also reported by Gan (2013) who stated that pre-service teachers voiced difficulties about applying the theory studied



in their coursework to their classroom practice. This is due to the notion that pre-service teachers do not use the theories they learn in training programs, and face difficulty bridging the gap between theory and practice (Percy, 2012). Having understood these signals of feeling may prompt the stakeholders to mitigate it through providing the candidates of STs with practical exercises, such as, how to deal with boisterous students and engage them with the classroom activities.

The metaphor “bite finger” literally may mean showing negative. This, however, does not do so. In other words, the challenge that the STs experience promoted positivity. The STs had tried their best to realize the teaching activities decently, it was just because of the insufficient number of target learners and the facilities for teaching which made them feel worried. This can be seen in the following excerpt “Even though I've tried my best, I still encountered many obstacles, such as 3 of which were that I could only carry out my activities in the last 3 weeks and the students I taught were only 6 people. In addition to this, the media that I used in teaching and infrastructure were inadequate”. This is in line with Moussaid and Zerhouni (2017) who state that pre-service teachers encountered various difficulties, one of which was teaching methodology. This covers lesson planning and delivery, lack of teaching experience, managing lesson pace and transitions, contextualization and modeling, and lack of pedagogical content knowledge. In support of this claim, Gökçek (2018) investigated sixty-one pre-service teachers who had enrolled in a compulsory six-hour teaching practicum and revealed the same result with this study.

What does such emotions mean to educators or stakeholders are understanding different individual needs of the students is paramount, and become extremely urgent to resolve. In reflecting the aforementioned negative emotions before teaching practicum, this indicated that STs need to be prepared with how to manage anxiety and how to deal with a new academic environment. The faculty and the department need to see this as a gap that needs to be addressed far before the teaching practicum will be held. By doing this, such negative emotion, especially at the start of teaching practicum can be eliminated.

Student Teachers' Positive Emotion

The use of metaphor “lion and free tiger” showed that STs were ready to get involved in the process of teaching practicum, as can be seen in the following excerpt “*I already have experience in teaching in the community services held by the department and this helps me to deal with my teaching practicum*”, “*Theoretically we have been exposed with teaching practices in microteaching class. Such exposure will help us understand how to deal with classroom challenges*”. These metaphors are in line with the notion that teaching practicum is a central element of teacher education programs because it provides student-teachers firsthand experience (Maphosa, Shumba, & Shumba, 2007).

Such statements revealed that the preparation process at the department had been done and seems work in alleviating the students to be ready with the teaching practicum. The process of generating concept of teaching has been understood by some of the STs. This might mean the



teaching and learning process has matched the needs of the STs, and this leads the students to be able to navigate their own planning in teaching, understanding events and making decisions (Lakoff and Johnson, 1980). With regards to this, one of STs expressed “encouraged” to show that STs will always face issues however *“as time passes by things will go and then another thing will come, enjoying the teaching practicum and accepting it sincerely”*. Another metaphor used to show readiness face teaching practicum was “presence of mind”. This meant that the ST was ready *“to take part in teaching and learning activities”*. For these, Ogonor and Badmus (2006) explained that whatever the level of anxiety STs may face, teaching practicum could assist the STs to practice the educational theories and principles to the target learners at the partnership schools.

Other positive metaphors which help students to be more confident with their teaching practicum are: “like calm water”, “like mountain”, and “big fire”. These indicate that STs could manage their anxiety as they stated *“I feel calm, peaceful and positive, I feel confident and believe that I can teach according to what I have learned during the lecture process, this feeling was motivated by my experiences when participating in teaching practices in the class and also other types of teaching like assignments during lectures”*. On top this, the STs also revealed that teaching practicum construct their teacher identity *“I feel very excited and full of passion in preparing something for my teaching practicum. I am preparing paper, markers, and the like and I can do this because I have some money from my scholarship”*. This shows that they are very enthusiastic to experience the feel of being educator. In response to this, Darling-Hammond (2006) states that teaching practice is indispensable in bridging the gap between what teachers and students learn in the program and the reality of teaching in the classroom.

Moving on toward the end of the teaching practicum, there were 16 apparent positive emotions used by the STs. Two of the metaphors used parts of the body, such as “eyes opened and arms opened”. These show that university and teaching practicum provide a good range of constructive information to be a better teacher. It also meant that STs must fight for their insecurity, and not let it preoccupy them. “Arms opened” was used to express prejudice in which what STs expected that they would not be treated well in reality they got reversed treatment. This could be seen in this excerpt *“I never expect that I would be accepted at schools with open arms. This is because I thought that I would not be welcomed by the school staff and students. I was over the moon after experiencing this situation”*. This may mean that teaching practicum exhibits different benefits, such as being accepted by the teachers and the students in the schools where the STs do their teaching practice (Richards & Crookes, 1988 as cited in Gebhard, 2009).

The metaphor “teachers are unsung heroes” was used to express full positive emotion. This indicated satisfaction when looking at target learners’ attainment with what they have learned. This can be seen in this excerpt *“I thought that being a teacher was very difficult, but after undergoing it I found it very fulfilling experience. I was very happy with what I have done in the class. The teacher needs a high level of patience. The teacher also needs to be well*



prepared with the material and media that are used for the class. The teacher also need to show great interest and enthusiasm in encouraging the students to learn better”

From the analyzed metaphors, teaching practicum also provided the STs with teaching skills, such as the skill of how to deal with boisterous students and make them more confident. For these gained skills, the STs used the following metaphors: “happy, Door opened, the boat is in hand, the boat is in the water, filled bottle, and like an empty book”. These express the excitement after gaining supportive knowledge of how to be a teacher. This could also validate that teaching practicum has helped them to be more open-minded and understand what contributes to being a good teacher. Richards & Crookes (1988, as cited in Gebhard, 2009) see such metaphor defines that teaching practicum provides more skills and knowledge for the STs to be better teachers.

The use of “natural phenomena”, such as salty seawater, like calm water, and clear skies were used to express contentment because of being able to apply appropriate teaching methods in the class, having obedient and supportive students, enjoying the program because it provided them the knowledge to be a teacher. In similar nature, the use of “flowery” was used to show that *“the teaching practicum provided me with many kinds of knowledge, such as how to run a class. The students that I taught were very enthusiastic about the material that I share with them. It was just an amazing experience for me”*. This also happened to the use “a branch has branches” which means that the ST learned and gained many experiences after teaching practicum. This provides them with cognitive, physical, and emotional capabilities into real teaching practice, therefore they could customize and modify it accordingly with the needs of learning and teaching in class (Murray & Christison, as cited in Riesky, 2013).

Other tremendous scheme changes that were noticeable after teaching practicum were most STs conveyed that teaching practicum was a process to learn and understand how to be a teacher. They were aware that issues will always come up on the surface and this was natural so they need to be embraced them. STs stated that such issues were parts of the experience to learn the art of being a teacher. For this case, STs mostly used metaphor which presents both positive and negative emotions. Such as “calm tiger” to voice their enjoyment in teaching and sadness when saying goodbye and this is very natural. This is also akin to “calm water, does not mean there are no crocodiles”. This shows that STs find it very stressful to manage different assignments given by the schools and the department, however they also enjoy the teaching and learning process at school. As stated in the following excerpt *“everything went well throughout the teaching practicum, there were no substantial obstacles faced. However, writing the report for the department was very challenging because we were also busy with other assignments at school that also need to be submitted at the same time”*. This variation arguably demonstrates the inherently complex, contradictory, and situated nature of the supervisory process during the implementation of teaching practicum (Burns, Jacobs, and Diane 2016) which need to be tackle by the department in order to avoid similar pitfall in the future teaching practicum.

Teaching practicum to some respect could expose STs with different practices of negotiation with mentor teacher at school and supervisor including their colleagues. For this



experiences they used the following metaphors “raft upstream, swim ashore was for happy and felt down, anxious, afraid and stressed; Silence in thousand languages was broken laptop and catching up with the assignment; Face bitterness, enjoy sweetness, stepping stone, and go climbing to Mount Rinjani were for hardship and enjoyment; Coral reef in the middle of the sea was for difficulties to face the 4th-grade students and strong determination help to get through, and the roar of the water in the cave was for gaining knowledge and anxious experiences”. These all reflect Donovan and Cannon (2018) who state that teaching practicum would help STs to understand the nature of effective supervisory methods, particularly within the highly situated contexts of supervisory practice and in response to the heightening demands for more effective forms of teacher education. Donovan and Cannon (2018) maintain that this always provides paradox for the STs.

Finally, the use of plants, such as “bitter root has sweet fruit” and “blooming flowers” were addressed to express good experience for teaching skills improvement, recognize how to plan a lesson, develop materials, deal with students who have a different character, and manage personal issues, and time management including personal teaching limitation. These metaphors according to Steadman and Brown (2011) could be used as the main function of teaching practicum in which to supervise STs to manage their anxiety so they can reconcile their issues.

CONCLUSION

This study aimed at finding the changes in STs’ schema for the betterment of teaching concepts in the form of metaphor. The data was obtained through the reflective journal. The result of the study revealed that 19 metaphors expressed negative emotion and 13 metaphors for positive emotion. This indicates that STs had more apprehensive emotions before teaching practicum because they felt that they were incompetent to undergo the real and actual teaching in the real class at school. In contrast to the case after teaching practicum, the STs used 12 metaphors for negative emotions and 27 metaphors for positive emotions. This indicates that the majority of STs enjoyed, learned, and experienced useful experiences throughout the teaching practicum. STs who still expressed their negative emotion towards the end of teaching practicum did not fully intend to show that they did not get any benefit from it. They all stated that teaching practicum provided them good experiences to be a teacher. For this reason, they used a metaphor that represented two meanings, such as calm tiger which showed that they encountered some problematic situations but at the same time as time passes by the experiences they got in teaching practicum helped them settle their issues.

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