Between Hope And Reality: An Experience Note Of Novice Student-Teacher Of Indonesian Language And Literature In One Private University In Indonesia

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Abstract: This research aimed to describe student's phenomena in a study program of Indonesian language and literature in one Private University in Palembang through their experience when they had teaching practice in placement school. There were two research questions in this research: a) what were novice teachers' hopes during their teaching practice in placement school? and b) how were their experience in the placement school? This study was based on the new experience model theoretical framework from Meryl Reis Louis (Louis, 1980). The novice students' experiences were gotten through demographic profile and in-depth interview. There were 7 participants involved in this study. Based on the interview, there were three levels of experiences that they felt. They were change, contras, and surprise. It could be concluded what students' hopes were different from what they got in the school. This study might give contribution to those who are involved in the implementation of prospective student teachers' internships.

Index Terms:change, contrast, experience, hope, reality, surprise

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1 INTRODUCTION

To face the global era in the education, the role of teacher training and education faculty *(FKIP)* is demanded to be active in the improvement of graduates' competences in order to compete in global era and can meet the needs of market. The ministry of education and culture set a goal of fulfillment 707.324 teachers of government employees can be reached in the next 7 years. This number can be less from the target to get 988 teachers. The less of the teachers' numbers are in all school levels started from *TK, SLB, SD, SMP, SMA* and also *SMK*. To get this target, the university in particular private university has a faculty of teacher training and education to prepare graduates being able to compete in that formation. In *FKIP*, a novice teacher get knowledge not only from university but also getting experience to prepare themselves to be a future teacher. One of courses that can complete student's experience actually through teaching practice. This program give an opportunity to those student-teacher to get to know about teaching as an actual before they come to that field. Teaching practice teaches a student-teacher about how they comprehend four main competences as a professional teacher such as pedagogical competence, behavioral competence, professional competence, and social competence.

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Before getting to teaching practice, student teacher should have microteaching course and *PPL* debriefing, so students have already prepared themselves both material and mental. However, there is always obstacle happened in the field. Student-teachers in the teaching process especially in the class management at school still have problems because there is lack of experience in the field and preparation before teaching practice. Meanwhile, in fact, students have been provided with a variety of early preparations before carrying out good practice material and other readiness, the practitioner still gets obstacles in managing the class so that the experience gained in teaching practice cannot be maximally obtained. Improving the quality of PPL is one of the steps that can be taken to improve the quality of graduates. In this regard, in order for PPL to be of quality, it is necessary to have improvements and guidance as needed according to the problems in the field, one of which is the ability to manage the class [14]. The research about novice teachers' experiences has already done by researchers in overseas such as a research was done by [13], [9], [16], [17], [18], [1], [2], [6], [7], [5]. However in Indonesia, the research of novice teachers' experiences still limit. Researchers only found research on the obstacles faced by State University PPL students but for research on the expectations and experiences of PPL students especially for *PPL* students from Private Universities the researchers have not found yet. On contrary with explanation above, this research aims to find out the hopes and reality that students feel through experience when they implement *PPL* in placement schools. By knowing the hopes and reality of their experiences, we can find out what things they get and what obstacles they face in implementing *PPL* and later those who have relationships can provide solutions or improvements to improve the quality of prospective teachers.

2 LITERATURE REVIEW

This study is based on a theoretical framework of new experience models from Meryl Reis Louis [4]. This model for understanding the process by which newcomers deal with entry experiences and socialization, we must first understand that experience. Louis identified several key features of the experience of newcomers and outlined a model for

understanding the processes of overcoming newcomers, or making sense that is change, contrast, and surprise are the main features of the experience. [10] calls this experience as academic shock. [9] study of idealism versus realism discusses the expectations and challenges of beginner teachers in Zimbabwe found that novice teachers face a dilemma whose main source comes from a mismatch between their expectations about the teaching profession and the contextual reality that teachers get at school. Stress, frustration, and demotivation hit the novice teacher who then influenced them to stay or not at the school. This research is in line with [13] that a novice teacher enters their school will get their first experience in school, the hope is that novice teachers can adjust to school, but these expectations cannot be fulfilled so it will cause stress, frustration, and finally leave their profession. In his research, it is found that in the process of socializing beginner teachers it depends on individual input and organizational input. Individual inputs include past experience and classroom management, while organizational input includes cultural assumptions, teaching assignments, coworkers, policies and procedures, and principals. [16] in his research offered steps taken in pressuring student teachers not to leave the teaching profession by conducting closer cooperation from schools and training institutions, more intensive and realistic internships, appropriate supervision and assistance, and a greater emphasis is placed on reflection. According to [16], many things cause teacher students to quit school, namely the teaching profession is too demanding, the teaching profession is not in accordance with the expectations/ expectations that are wrong, and the last thing is the preparation of students who are inadequate so they experience shock/shock when teaching. [15] in his study found that novice teachers experienced a "real surprise" against the demands of their profession and when the beginner teacher faced the demands of actual teaching, this belief could quickly turn into a feeling of despair to overcome the problem so an induction and mentoring program is needed for early novice teachers. Regarding the initial perception of a teacher [14] identifies eight problems that are most often faced by novice teachers, namely class discipline, motivating students, dealing with individual individual differences, assessing student work, relationships with parents, insufficient classwork and / or materials teaching and equipment that is inadequate, and handles the problems of each student. The transition between teacher training to first teaching work can be dramatic and traumatic. [14] calls it "shock reality". This concept is used to show the collapse of missionary ideals formed during teacher training by the rough and rough reality of everyday class life. [1] gets some experiences faced by novice teachers ranging from unpreparedness to instruction differentiation, inability to manage classes, unrealistic expectations, disappointments, lack of administrative support, lack of readiness, and lack of mentoring from mentors. [2] gets the emotional experience of teacher students there are positive emotions (excitement, and pride in themselves and others) and negative emotions such as excitement, excitement, and pride in themselves and others. In his research, it is proven that more negative emotions arose than positive emotions. Student teachers show that they may feel frustrated or irritated in their school placement, but they have an understanding that they are emotionally covered up in the school environment. [7] Various negative emotions ('demoralizing', 'confusing', 'falling self-confidence', 'feeling inadequate', 'panic attacks', 'tears flood')

are also expressed by many trainees, or other aspects for example, lack of support from mentors, mentors and tutors to assess their teaching, and ways provided by some of their tutors and mentors with 'feedback', or other concerns such as workload and student discipline. To overcome this problem so that induction tutors need to take into account emotional states when assessing the needs of trainees and novice teachers, and must have appropriate strategies for both responding to this and to maintain participant confidence and self-efficacy, each of which has been linked to retention and teaching effective. [6] describes past, potential or actual relationships with various people have become the center of the life experiences of the trainees. These include: (1) relationships with children and young people; (2) relationships with teachers (self-owned) teachers, past and present; (3) relationships with teachers as colleagues at school; and (4) other social relations, including those with family members and peers. [12] in her research stated it was found that there was a lack of monitoring from field supervisors. The activeness of students in communicating with supervisors is not going well, so monitoring of each supervisor to school is also not going well. The real situation is that students rarely even communicate with a supervisor. With these conditions, it is also almost for consultation. In addition to this problem, monitoring to schools from supervisors is also almost never, so supervisors and tutors meet only when students are practicing exams. But there were several supervisors who took the time to monitor PPL students at school, so not all of them were supervisors, but the majority was in fact like that. [5] found a "protective" factor from male beginner teachers in America if they faced stress or major difficulties in teaching, these factors came from family/society, from their own self, and from the school environment itself. Ideally, the implementation of teaching practices in the field provides an introduction to prospective teacher students to get to know the realm of teacher training before they actually dive in, so students must really carry out all PPL activities well, but in the field there are differences between expectations and experiences they faced the implementation of PPL at the placement school. For this reason, this study will answer two questions, which later answers to this research can provide improvement for the implementation of the next PPL. These two questions are a) what are the expectations of PPL students when they implement PPL in placement schools? And b) what experiences do they experience when they are in placement school?

3 METHODS

Phenomenological approach [3] describes the general meaning of a number of individuals on various life experiences related to concepts or phenomena. The researcher focuses on describing what is common to all participants when they experience a phenomenon. The purpose of phenomenological research is to reduce individual experiences of phenomena to become descriptions of essence or universal essence. The researcher must identify and collect phenomena (participant experience) and then develop a combined description of the essence of that experience for all those individuals. The description consists of "what" they experience and "how" they experience it. Transcendental or psychological phenomenological approaches focus on descriptions of the experiences of participants. [8] focuses on one of Husserl's concepts namely epoche (confinement) that researchers

exclude their experience, as far as possible, to obtain a fresh (new) perspective on the phenomenon being studied. Transcendental means "everything that is understood fresh (new), as if for the first time". This procedure is illustrated by [8] as follows: identifying phenomena to be observed, confining probabilistic experiences, and collecting data from participants [11] [12] [15] [19] [20].   The researcher then analyzes the data and reduces information into important statements or quotes and combines these statements into themes. Next, researchers develop textural descriptions of participant experiences, structural descriptions of their experiences, and combinations of textural and structural description to convey the overall essence of the experience. The research subjects were 7th semester students of the Indonesian Language and Literature Education Study Program in one of the private universities in the city of Palembang, South Sumatra Province, Indonesia. Overall, the number of teacher students is 10 people, but one student cannot attend because of giving birth, and two more people are not willing to take part in this study.   Data retrieval is done by in-depth interviews, using the interview protocol that has been provided. At the time before data collection, the researcher gave a form of willingness to be a participant. Participants read it carefully and signed the form which indicated that participants had known things related to their participation in this study. Before the interview begins, participants are allowed to read the description of the question, this serves to help participants recall the experiences they experienced so that when the interview took place, participants could answer the questions smoothly. The interview took place in accordance with the interview protocol and questions developed according to the participants' answers with the duration of the participant interview approximately 60 minutes. Retrieving recorded data (audiovisual) using mobile phones. After completing the interview, the researcher and the participant played back the results of the interview and asked the participants for permission for the researcher to use the data obtained, playback of the results of this interview so that the data obtained was in accordance with the participants' wishes to be used by the researcher.

4   Results

The participants in this study were seven students teacher in the Indonesian Language and Literature Education Study Program in one of the private universities in Palembang, all of them were female because there is no male student in their class. At the time of the internship, they were placed in two different schools namely one private school and one state school in the city of Palembang.

4.1 Changes

Change is defined as the difference between old and new arrangements from individuals. With new jobs, individuals experience changes in roles and often in professional identity, from students to teachers, for example. The more differences between old and new settings, the more individuals have to deal with it. For example, a novice teacher may have students taught in a setting where there is a lot of guidance and care from both teachers who work together and college advisors. Now these teachers are in a more isolated environment because the support received as a student teacher no longer exists, major changes are experienced from the old setting to the new. The findings at the level of this change found two

sub-themes namely previously taught, now must teach and morals change for the better. The following were the findings from the results of interviews with teacher students.

4. 1. 1 Once taught, now I have to teach

Based on the results of the interviews, it was found changes experienced by student teacher, here are the changes they feel. Rina: "The change that I feel when I become a student teacher who used to be a student now has to teach. I feel that time is running so fast, yesterday I was sitting as a student, now I have to share knowledge, I cannot describe my feeling when I was still being student". Yanti: "Changes from a student to a teacher, which must be learned a lot to convey something to students because it must be truly understood by students, so it is not arbitrary. Since being a student is more fun because when you gather with friends while you gather with students, you gather but share in the direction of the lesson, but if students are sharing it in a personal direction ". Dian: "The first experience of student teacher practicum is nervous, because it is a new environment, it has not yet adapted. When I was being a student teacher practicum, I was so nervous because I was usually being taught but now I teach". Sinta: "Being a teacher is burdened, because we are usually given material, now we have to teach, so we must prepare the material, master the material". Based on the data above, it was found that the changes felt by student teachers are that they feel the changes they have initially received in the lecture material or in other words that they get lessons in college, after they are in school they have to change their position which is giving students lessons. The feelings faced by students in student teacher practicum when they teach are burdened with the material to be taught, considering that if they teach they must really understand the material that will be taught to students.

4.1.2 Morals are better

In addition to changes from a student now a teacher, another change felt by one of the prospective teacher students is a change in morals to be better than before. The following is the statement from one of the students. Yanti: The changes that I feel, I get a new environment that is a change in morals and behavior, I am being more mature, more guarded way of talking, both to students and to the teacher Based on what the prospective student teacher said above, it was found that the changes she experienced are better moral changes, she experiences more mature behavior changes, is able to maintain attitudes and words and behave well with students and teachers in the placement school.

4.2 Contrast

Contrast is associated with the process of releasing old roles. Every individual who enters a new setting brings experience from previous settings. Contrast will arise when experiences from the past cannot be related to current experience. The more contrast, the greater the tension in the experience of newcomers. For example, a beginner teacher might be a student from a college where resources are abundant; now teachers are in poor school districts where resources are few and far away. Contrast represents the subjective difference between new and old settings where newcomers characterize and determine new situations. The findings at this contrast level found eight sub-themes namely good students, it turns out that the private schools are good and smart, microteaching

vs teaching, lesson plan on campus vs lesson plan in schools, mentor teachers are out of expectations, supervising lecturer never come to visit, being a teacher is a challenge, it is not easy. The following are the findings from the results of interviews with teacher students.

4.2.1 Good Students
Rina: "What I think before student teacher practicum is far different from what I feel in the field during the students teacher practicum. In my mind, at that time the students will rebel because their age is not too far away, they think that I am an older brother. But what I think is inversely proportional to the reality, it turns out they are really welcome, they demand that I become a full teacher, even they do not want to finish my class soon." Yanti: "I am afraid with my thought that I feel in the past if there is a student teacher practicum, the students are extraordinary, not polite, but apparently not, if we can control those students he will not be insolent to us and put out harsh words." Based on the data above, it is found that student teacher practicum's thinking on student behavior is very different from what they originally thought before student teacher practicum. They think that the students they are going to teach later do not accept them well, the students are naughty, or the students are rebel. What their thought is apparently reversed with reality. The students they faced turn out to welcome their arrival and not behave as they imagined.

4.2.2 It turns out that the Private Schools are good and smart
Sinta: "At first, I think that private students are not really smart, but it is not correct. The fact is the teacher is less active." Eka: "When student teacher practicum, students are noisy, but social students are good, active. I think that private students are naughty, they do not obey, and the fact is not like that." It is generally known that private schools are where students filtered out of public schools, so the predicate that is inherent in private schools namely private school students are less intelligent, but this reality is inversely proportional to the thinking of two PPL students placed in private schools. They get a contrasting experience that students who attend private schools are good and intelligent students. This can be seen in the statement above.

4.2.3 Microteaching Vs Teaching
Rina: "When microteaching class, we teach our own classmates so we are equally understandable, but when teaching in class we are demanded to be smarter, there are even students who asked me question that I cannot answer, so I have to change the topic of the speech. They are smarter than me. " Yanti: "When microteaching, we are more relaxed to convey something but when teaching we must prepare learning Media. At night, we must consider how to deliver material to students in the next day." Susi: "When microteaching time, there are only our friends being the students in the class, meanwhile in high school, the students are numerous, the students in the class are vary, some get bad mood, so there must be extra handling, that is the challenge." Dian: "Microteaching and teaching at school are different. When teaching at school, we must master the material, be active, be good at talking, and be smarter than students." Based on the data above, it is found student teacher practicum experience in microteaching class and teaching at school have a significant difference, so they have

to prepare extra energy to deal with students at school. During microteaching, a student teacher practicum only face a few classmates with only a few people on the other hand they face more than 30 students who have various behaviors at school. In addition, when microteaching classmates who used to be students are mutually understanding or understandable, whereas when teaching in schools students teacher practicum must really master the materials.

4.2.4 Lesson plan on Campus vs. lesson plan at School
Rina: "Lesson plan in school is more complicated than what is taught on campus, preparation for teaching must be more detailed". Yanti: "Teaching preparation has difficulties or not. Making lesson plans has a difference, we are included from the school to take part in seminars to make K13 curriculum. Meanwhile, we are taught on campus too but there are a few differences. In school, it is more difficult, it is difficult to insert basic competence more than the existing provisions ". Mela: "Lesson plan is different from what it is already taught on campus, school plans are more complex". Regarding the making of the learning implementation plan has a difference between what it is taught on campus with lesson plan they study in the school. Based on interview data, their experience is that the lesson plan they get in school is more difficult and more complex compared to those taught on campus so they have to learn more in making the lesson plan.

4.2.5 Mentor teachers are out of expectation
Rina: "Sometimes, mentor teachers are kind. I want to study to get knowledge but the mentor teachers release me, just release. I want the mentor teachers teach me how to make lesson plan, how to teach in the class. But he answers, just do what you like, what you think is good, it will be good for me too. My mentor teachers are kind but I get jealous with him, we are three in group but my mentor teacher's priority is only to one person, but the person do not convey what the mentor teach to us. I hope the mentor can be fair." Yanti: "I watch the mentor teacher teach for the first time, it is out of my expectation. For example the teacher does not use learning media. I think the teacher is modern; the way they teach is still conventional. " Dian: "The reception of the mentor is first revealed, but after we approach it by bringing food, the teacher is welcome us for a long time. Teachers are impressed by using us, for example to make lesson plans we have to make one semester even though we should only make our lesson plans during the students teacher practicum." The experiences of student teacher practicum with their mentor teachers are vary. Their hopes that when they are student teacher practicum, they get good things from mentor teachers, but it turns out what they face is beyond their expectations. Starting from the mentor teacher who let them teach by themselves, the teacher do not provide a good way of teaching, even the impression of using the student teacher practicum.

4.2.6 Supervising Lecturers Never Come to Visit
Rina: "Supervising lecturer from the beginning releases us to school, after that they never control us at all. Our desire is that supervising lecturer comes once a week to control us like other universities, such as UNSRIs' students who are always controlled by their supervising lecturers. While we are not in control so we are confused. What is more when I was tested yesterday the supervising lecturers did not attend at all." Susi:

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"The problem faced was that the supervising lecturer was not accompanying, there was no guidance from the supervising lecturer, just ask through whatsapp." The task of a supervising lecturer is supposed to assist and provide motivation to students, besides that supervising lecturer is also a companion for students in facing all problems faced by students when they are in the field. However, the expectation of the presence of the supervising lecturer in the field did not seem to be well implemented. It could be seen from two student teachers practicum statements that describe their experience with their supervising lecturers that their supervising lecturers do not accompany them and control them as long as they do the teaching practice.

4.2.7 Being a teacher is a challenge, it is not easy
Rina: "Being a teacher is a challenge, the challenge when meeting smarter students, preparation of material must be more mature." Yanti: "The teacher's profession is a challenge. At first I think being a teacher is easy. The teacher only delivers the material. After that giving question, submitting, finishing, and going home. It is not like that actually. Being a teacher means that you really have to think about how to deliver material to students, the students understand, if students do not understand, it means we do not succeed. " Mela: "Being a teacher is a challenge, we must be able to master the material, master the class, activate students who are lazy, being teacher is not as easy as I imagined." After carrying out direct teaching practices in schools, the students teacher practicum feel how difficult it is to become a teacher, even they say that being a teacher is a challenge, this can be seen from the results of interviews with students teacher practicum, three students say that being a teacher is a challenge, being a teacher is not as easy as imagined.

4.3 Suprise
The third feature of the experience is surprise, which represents the difference between individual anticipation and subsequent experience in new settings. The subject that is surprisingly possible is work, organization, or yourself. Louis described a number of forms of surprises that often appear during the meeting stage and require adaptation to parts of newcomers. The first form of surprise occurs when expectations that are aware of the work are not met in the new work experience of the newcomer. The second form of surprise occurs when expectations (both conscious and unconscious) about you are not fulfilled. The third form of surprise arises when expectations of work that is not realized are not met or when work features are not anticipated. The fourth form of surprise arises from the difficulty in accurately forecasting internal reactions to certain new experiences. The fifth and final form of surprises comes from cultural assumptions made by newcomers. Surprise results from the failure of cultural assumptions that newcomers bring from previous arrangements to serve as operating guides in new settings. The findings at this surprise level found six sub-themes namely student teacher versus native teacher, variation in disciplining students with patrol one of them, student teacher practicum is tiring and boring, discrimination, teaching is fun, but not with the environment, do not want doing student teacher practicum anymore. Here are the findings from the results of interviews with teacher students.

4.3.1 Students teacher versus native teacher
Dian: "The students are good, there are also some who do not want to study because they think that we are only student teachers." Mela: "The students have not been able to accept us in the first place, do not respect us, they can only accept us after a long time." Susi: "At the first time I teach, I feel so nervous, I worry that children will not be afraid of me (student teachers), because maybe in their minds we are in the same age. I do not want to continue the *PPL*, they do not respect us, because of public schools. They only respect with their own teacher. When there are their teachers, they are silent, when I am teaching, they are noisy." Being a *PPL* student is an experience that cannot be forgotten, because when you first come, you have to make adjustments. It takes time to be accepted as their teacher, this is conveyed by *PPL* students that when they become *PPL* teachers there the experience they felt is that students do not respect them as teachers, students assume that *PPL* students are not their teachers.

4.3.2   Variation in disciplining students
Yanti: "Class discipline, at first they are super noisy. The tactic that I do by giving them understanding to appreciate, share, insert new games into the material. After they are given games, they focus on the lesson, there is no reason to leave the class for unclear reasons and re-enter the class for a long time. Activate students by mentioning their names, so that they actively ask questions, must memorize the names and characteristics of students. " Dian: "To get around children who do not want to learn by calling their names to answer questions, have them asking questions, or come forward, to be active in class." It needs extra energy to make students discipline. Based on the results of the interview, it is found that being discipline, students must memorize names and must patrol the class. If the name is mentioned, the student will ask questions or want to answer questions from the teacher. Likewise, if the *PPL* teacher just keeps quiet in front of the class, the students who are sitting in the back will be noisy and bother the course.

4.3.3 Student teacher practicum is tiring and boring
Yanti: "The outline is that there are happy and bored. It is a pleasure to have lots of friends, understand students, before actually coming to the real teaching. Gain learning experience and teaching methods from the teacher. The boring thing is only that activity, for example the activity of going to the library, making a letter of borrowing a library book, (empty time activity)." Sinta: "Tired of not being used to going out in the morning, I usually have class in the afternoon." Dian: "The feeling of student teacher practicum is generally tiring, it is said to be tiring because we have to do everything, good teaching, picketing, doing everything. We are mentally tired of being ignored. *PPL* is not happy. Waiting 40 days is too long to pass, the funds run out, the energy runs out, the mind runs out. After the *PPL*, we feel free." On the other hand, the experience felt by *PPL* students is a tedious and tiring activity. They feel bored when they have to fill empty time with the same activities every day while tiring that they have to do everything in school.

4.3.4 Discrimination
Rina: "For the other teachers at the school, I hope to get a friendly and kind teacher but in reality the morning teacher and the afternoon teacher are different. The morning teacher

is sinister, anyway. Our vice principal treatment is differentiated between Tridinanti University students and Sriwijaya University students. The teacher vilified us (Tridinanti University students), for example we are insolent towards the teacher, we are not friendly, never admonished the teachers. Even though we are not like that. The teachers also say that the *UTP* students are looking away from the teacher. We feel that we have never done that. Vice principal does not like us. In essence, we teach happily but the environmental conditions that make us uncomfortable. " Susi: "There is a lot of discrimination in the school, vice principal compares us with *UNSRIs'* students, when we arrive, they do not welcome us well, and their reaction is totally different when Sriwijaya University came, they are greeted with enthusiasm. They are loved, cared, and they often visit the *UNSRI's* basecamp. It is on the other hand with us (*UTPs'* students), we are seldom visited even we have been there for a long time." Dian: "The story from our seniors who had done the student teacher practicum, I feel down with their stories. The feeling when student teacher practicum is not happy, but also boredom. The boredom is that being ignored by the teachers, we feel insulted. I often have a problem with the mother of the foundation there, I am a new person who do not know who the mother is, she says she does not know you are with me, I feel humiliated. The principal is also hard to find, he does not want us. If we wanted to have his signature, he would say that he was busy; in fact he is not that busy. The treatment of the teachers is really bad; they underestimated, ignored, and also compared us with other universities. Based on the experience of students teacher practicum, the fact is that they get unpleasant treatment from the teacher there, compared with other universities. When they are student teachers practicum, it turns out that they get student teachers practicum friends from other universities both from state universities and private universities. Based on their experience, some teachers and even principals do things that are less enjoyable for them, namely comparing them to other universities, especially from state universities. They also receive different treatment.

4.3.5 Teaching is fun, but not with the environment
Rina: "In essence, we are happy to teach but the environment that makes us uncomfortable. The impression after student teacher practicum is happy but we are sad with unfriendly that make us depressed. " Dian: "When teaching, there is no problem, only the teaching environment is as problem." Teaching is basically a fun thing, but based on the results of interviews, there is experience that when they teach they enjoy and feel happy, but for them the teaching environment such as the teachers there are less friendly so it makes them to be uncomfortable and depressed.

4.3.6 Do not want to do teaching practicum anymore
Susi: "At first time I teach, I feel so nervous and worry that students will not be afraid of me (*PPL* teachers), because maybe in their minds we are in the same age. I do not want to continue the student teacher practicum; they do not respect us, because of public schools. They only respect with their own teacher. When there are their teachers, they are silent, when I teach, they are noisy." Dian: "The feeling of student teacher practicum is generally tiring, it is said to be tiring because we have to do everything, good teaching, picketing, and everything. We are mentally tired of being ignored.

Student teacher practicum is not fun. Waiting 40 days is too long to pass, the funds run out; the energy runs out, the mind runs out. After student teacher practicum, we feel free." Sinta: "Just feeling at financial, lots of expenses, I have to give snacks, and to prepare a gift for the August 17 race. I am tired of being used to going out in the morning; I usually go to college in the afternoon. After student teacher practicum, I am sad because I have to separate with the students. It is better to go to college than having student teacher practicum. " Based on the three results of the interview above, it is found that the students are depressed and do not want to teach anymore. There is a number of things that make them depressed, namely the students who are naughty and noisy, feel tired of the routines they have to face, or the school environment that is less friendly.

5 DISCUSSION
By using Louis's theory that there were three levels of experience for newcomers, namely change, contrast, and surprise. For changes there were two sub-themes that were obtained, namely the first change from a student to become a teacher, the change where being a student, we only got material from the lecturer, while when being a teacher, the student must learn to prepare material and memorize material that would be delivered to students. And the second change was better moral change, the change is only experienced by one of the seven prospective teacher students, the students feel a change towards a better direction, both his morals, attitudes, and words. Findings at the level of contrast found what differences were thought by students with the field experience they got, eight sub-themes namely 1) Good students, 2) It turns out that the private schools are good and smart students, 3) Microteaching VS teaching in schools, 4) RPP on campus VS RPP in school, 5) Tutor teachers are out of expectation, 6) Field advisors never come to visit, 7) Being a teacher is a challenge, not easy. And the findings at the Surprise level found five sub-themes namely 1) PPL teacher VS native teacher, 2) Discipline one of them by patrolling, 3) PPL tiring and boring, 4) Discrimination, 5) Teaching is fun, but not with the environment, 6) Do not want PPL (teaching) anymore. Based on previous research that the first experience of teaching for beginner teachers was one of the most difficult and critical periods [14], at the time of PPL this was the foundation for prospective teachers to be able to develop their skills and abilities in preparation for teaching later. The findings of this study got the same thing that student teachers got a mismatch between their expectations and the actual conditions that caused stress and frustration, [18] mentions this teacher student experience with "real surprises". At the time of this PPL there were also prospective teachers who were discouraged and decided not to become teachers. This was due to inappropriate expectations that cause stress, frustration, and eventually leave the teaching profession [13], [16]. If it was seen from the experience they felt when they were PPL, they were unprepared to face naughty students and face the preparation of learning media, the unpreparedness of student teachers to face their work was also found in the research of [1]. In addition, their hopes for tutors who were able to give them guidance turned out to be incompatible with reality, the tutor teachers they faced were incompetent, just let go, and some even seemed ignorant. Likewise with field supervisors sent by the Faculties to assist them when the PPL was also out of the expectations of students, their field

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supervisors did not carry out routine controls so that students did not get good assistance and could not convey the problems they face in school. In her research, [12] found the same thing that the guiding lecturer did not monitor the school so there was no communication at all with the student teacher. It was in line with the condition of the school environment, other teachers seem unfriendly so that PPL students did not feel comfortable and cause negative emotions in the form of annoyance, anger, sadness, and others [2], [7]. For this reason, through this research, it could have direct implications for the relevant parties for later certain treatment to improve, both for the institution in this case FKIP and the Placement School, as well as for tutors and field facilitators to be given more quality training. The weakness in this study was that the participants used were limited to one university, if researchers use participants from all private universities in the city of Palembang, it was possible that the phenomenon that arises regarding the expectations and experiences of teacher students could be clearly illustrated.

6 CONCLUSION
Based on the finding, it can be concluded that what student's thought when they are being student teacher in the school placement is actually very different with the real condition so the students get some self-adjustment problems. This research gives recommendation to those who involved in the teaching practice program i.e., teachers, principal. The results of this study can produce recommendations for the parties involved in the PPL program, namely, teachers and principals, tutors, field supervisors, teacher training and education sciences. For teachers and principals, they should provide guidance and provide closeness to students so as to make the school environment healthy and not make them depressed, give welcoming and friendly service considering that students are still in the introduction stage so mistakes can often occur, but the mistakes they do not used as a continuous punishment by making them afraid and feeling depressed, their mistakes should be a valuable lesson for them. For the tutor teacher, it must really be a tutor for PPL students, really giving direction and evaluation for PPL students. Tutor teachers are a source of guidance for them. Students need support and direction correctly from tutor teachers, not just by letting them go. Tutor teachers should set an example of being a professional teacher so students can apply and develop what they get in teaching. Field Facilitators should provide periodic assistance to students, build relationships that are close to students so students want to share their feelings and experiences. So that students have the confidence to face the problems they have, they do not feel alone in making decisions. For FKIP, PPL program organizers to truly provide good provisions for students. Provide improvement and development of innovation in teaching so that they are ready to face the various things they will find in the field later. And for the next researcher, this research can be used as the basis for further research that can anticipate and provide solutions to the difficulties faced by PPL students. Future research can make them become qualified teachers.

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