

## ABSTRACT

RIZAL GIBRANI PAHLAWAN, 2021. “**Pedagogical Challenges Faced by A Junior High School Pre-service Teacher and Their Impacts on Her Beliefs: A Case Study of Indonesian Context**”. English Education Department. Faculty of Educational Sciences and Teachers’ Training. Siliwangi University. Tasikmalaya.

Pedagogical challenges are commonly faced by the pre-service teacher during teaching practice. During teaching practice, pre-service teachers usually held their own preconceived belief about teaching. The aims of this study are to identify pedagogical challenges that are faced by an EFL pre-service teacher and their impacts on her beliefs. To collect the data, this study collected a diary from one participant who teaches in junior high schools in Tasikmalaya, West Java, Indonesia. The data were analyzed using thematic analysis (Braun & Clarke, 2006). The findings from this study discovered that the participant faced some pedagogical challenges. These challenges are mainly shown in the form of disengagement of the students in the classroom. The disengagement is shown when the participant asks whether the students understood or not about the materials they just nod their heads. Also, some students did not want to do classroom assignments. In addition, the findings of this study also identified those challenges that affect the pre-service teacher’s belief. The participant’s belief is shifted from “strict teaching” into “supple”; this is shown in the changes in her teaching style, and in the way she handles her students. By knowing pedagogical challenges and their impact on the pre-service teacher’s belief, a pre-service teacher is expected to understand how to undergo that situation during the teaching process. Also, pedagogical challenges can be the main foundation in conducting teaching reflection for the pre-service teacher.

**Keywords:** Teaching practicum, Pre-service teacher, teacher’s beliefs, teacher’s reflection.