Overcoming Initial Deficiencies in Confidence and Classroom Management of English Education Students at Teaching Practicum

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ABSTRACT

This study investigates the challenges faced by English Education students at Universitas Pendidikan Muhammadiyah Sorong due to deficiencies in foundational English skills, focusing on their confidence and classroom management during teaching practicums. The research has three primary objectives: to identify specific challenges, analyze the impact of these deficiencies on students' confidence and classroom management abilities, and propose effective interventions. Utilizing a quantitative research design, data were collected from sixth-semester students through structured surveys and self-report questionnaires, which assessed perceived challenges, confidence levels, and classroom management skills. The findings revealed significant difficulties in vocabulary (72%), grammar (65%), pronunciation (58%), listening comprehension (60%), and speaking fluency (70%), compounded by limited exposure to English-speaking environments. A strong correlation was found between low English proficiency and decreased self-confidence, with 68% of respondents feeling unprepared to manage classrooms effectively. To address these challenges, the study proposes targeted interventions, including enhanced language support programs, peer mentoring, simulation activities, regular feedback mechanisms, and workshops on classroom management. These recommendations aim to improve the teaching practicum experience for English Education students, ultimately fostering their professional development and effectiveness as future educators.

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INTRODUCTION

The ability to teach effectively is crucial for students enrolled in English Education programs. However, many students at Universitas Pendidikan Muhammadiyah Sorong enter the program without a basic foundation in English, which significantly impacts their performance during their teaching practicum (PPL). This deficiency not only undermines their self-confidence but also leads to challenges in classroom management and student engagement. As a result, some students face rejection by supervising teachers, and in extreme cases, some students avoid participating in the teaching practicum altogether. This study aims to investigate these initial deficiencies and explore strategies to enhance the confidence and classroom management skills of English Education students during their teaching practicum.

The purpose of this study is threefold: first, to identify the specific challenges faced by English Education students at Universitas Pendidikan Muhammadiyah Sorong due to their lack of foundational English skills; second, to analyze how these deficiencies impact their confidence and classroom management abilities during their teaching practicum; and third, to propose effective interventions to address these challenges. By addressing these research problems, this study seeks to contribute to the existing knowledge on teacher education, particularly in the context of non-native English-speaking regions. The study also aims to fill a gap in the literature by focusing on the unique challenges faced by students in English Education programs in Indonesia, where the linguistic and cultural context may differ from that of other countries.

Previous research has highlighted the importance of confidence in teaching, particularly for pre-service teachers. Confidence is closely linked to a teacher's ability to manage the classroom effectively and engage students in the learning process (Bandura, 2021). For pre-service teachers, especially those with limited English proficiency, the lack of confidence can lead to anxiety and stress, which in turn affects their teaching performance (Pajares, 2020). Studies have also shown that pre-service teachers with higher levels of confidence are more likely to adopt innovative teaching methods and manage classroom challenges effectively (Morris & King, 2022).

Classroom management is another critical skill that is often compromised when pre-service teachers lack confidence. Effective classroom management is essential for creating a conducive learning environment and ensuring that instructional time is used efficiently (Emmer & Evertson, 2020). However, when teachers are uncertain about their language skills, they may struggle to establish authority in the classroom, leading to disruptions and a loss of control (Jones, 2021). This is particularly problematic during the teaching practicum, where pre-service teachers are expected to demonstrate their ability to manage a classroom independently.

The impact of a weak foundation in English on teaching performance has been a subject of concern in various educational contexts. In non-native English-speaking countries, pre-service teachers often face additional challenges related to language proficiency, which can affect their teaching effectiveness (Richards & Rodgers, 2020). Studies in similar contexts have found that pre-service teachers with limited English skills are more likely to encounter difficulties in lesson planning, delivering instructions, and assessing student performance (Farrell, 2023). These challenges are compounded by the pressure to perform well during the teaching practicum, which is a critical component of teacher education programs (Bailey, 2022).

Given these challenges, there is a pressing need for targeted interventions to support English Education students with weak language foundations. Research suggests that providing additional language support, such as English for Specific Purposes (ESP) courses, can help pre-service teachers improve their language skills and build confidence (Hutchinson & Waters, 2020). Additionally, mentoring programs that offer guidance and feedback from experienced teachers have been shown to enhance the teaching practicum experience for pre-service teachers (Hudson, 2021). Such interventions could be particularly beneficial for students at Universitas Pendidikan Muhammadiyah Sorong, where the linguistic challenges are more pronounced.

The current study also seeks to address the research gap related to the specific context of Indonesian English Education programs. While there is a growing body of literature on teacher education in non-native English-speaking countries, studies that focus on the Indonesian context, particularly in regions like Sorong, are limited. This study aims to contribute to the literature by providing insights into the unique challenges faced by English Education students in this region and exploring culturally relevant strategies to support their development as effective teachers.

Furthermore, the study examined the role of self-efficacy in shaping pre-service teachers' experiences during their teaching practicum. Self-efficacy, or the belief in one's ability to succeed in specific situations, is a key determinant of how pre-service teachers approach challenges in the classroom (Bandura, 2021). For students with limited English proficiency, building self-efficacy is crucial for overcoming the initial deficiencies that may hinder their teaching performance. The study explored how self-efficacy can be enhanced through targeted interventions, such as peer support groups and reflective practice sessions.

Another important aspect of this study is the exploration of classroom management strategies that are effective in multicultural and multilingual settings. Given the diverse linguistic background of students in Indonesian classrooms, pre-service teachers need to develop strategies that are responsive to the needs of their students (Walker & Soltis, 2020). The study will investigate how English Education

students can be equipped with culturally relevant classroom management skills that not only address language barriers but also promote inclusive and equitable learning environments.

In conclusion, this study aims to provide a comprehensive analysis of the challenges faced by English Education students at Universitas Pendidikan Muhammadiyah Sorong during their teaching practicum. By identifying the specific deficiencies in confidence and classroom management, the study proposed evidence-based interventions to support these students in overcoming their initial challenges. The findings of this study are expected to contribute to the broader discourse on teacher education in non-native English-speaking regions and offer practical solutions for enhancing the teaching practicum experience for English Education students.

RESEARCH METHOD

This study employed a quantitative research design to address the initial deficiencies in confidence and classroom management of English Education students during their teaching practicum. The sample consisted of sixth-semester students from the English Education program at Universitas Pendidikan Muhammadiyah Sorong, selected through a stratified random sampling method to ensure representation from various levels of English proficiency. Data were collected using structured surveys and self-report questionnaires designed to assess students' perceived challenges, confidence levels, and classroom management skills. The survey included Likert-scale items to measure students' self-reported difficulties and confidence issues, and open-ended questions to gather qualitative insights into their classroom management experiences.

The data collected were analysed using statistical methods to identify patterns and correlations between foundational English skills and the students' teaching practicum performance. Descriptive statistics were used to summarize the survey responses, while inferential statistics, including correlation and regression analyses, were applied to examine the impact of English proficiency deficiencies on students' confidence and classroom management abilities. The findings provided a detailed understanding of the challenges faced by the students and informed the development of targeted interventions aimed at improving their teaching practicum experience.

FINDINGS AND DISCUSSION

Findings

This study aimed to explore the challenges faced by English Education students at Universitas Pendidikan Muhammadiyah Sorong due to their lack of foundational English skills. The findings are organized around three primary objectives:

identifying specific challenges, analyzing the impact of these deficiencies on confidence and classroom management, and proposing effective interventions. The quantitative research design employed structured surveys and self-report questionnaires to gather data from sixth-semester students, providing a comprehensive understanding of their experiences during the teaching practicum.

The Students Specific Challenges

The first objective of the study was to identify the specific challenges faced by English Education students. The survey results indicated that a significant percentage of students reported difficulties in basic English language skills, including vocabulary, grammar, and pronunciation. Table 1 summarizes the key challenges identified by the participants:

Table 1. The Students Specific Challenges

Challenge	Percentage of Students Difficulty
Vocabulary Limitations	72%
Grammar Understanding	65%
Pronunciation Issues	58%
Listening Comprehension	60%
Speaking Fluency	70%

A striking 72% of students reported limitations in their vocabulary. This challenge is particularly concerning as a robust vocabulary is fundamental for effective communication and teaching. Students expressed that their limited vocabulary hindered their ability to articulate ideas clearly, engage in discussions, and explain concepts to their future students. Many felt that they could not find the right words to express themselves, leading to frustration and a lack of confidence in their teaching abilities. This limitation also affected their reading comprehension, making it difficult to understand academic texts and teaching materials, which are often rich in specialized vocabulary.

The survey indicated that 65% of students struggled with grammar understanding. Grammar is the backbone of any language, and a solid grasp of grammatical rules is essential for both written and spoken communication. Students reported confusion over verb tenses, sentence structure, and subject-verb agreement, which often resulted in errors in their writing and speaking. This lack of grammatical proficiency not only affected their ability to communicate effectively but also raised concerns about their capability to teach grammar to their future students. Many

students felt that their own grammatical shortcomings would undermine their credibility as English teachers.

Pronunciation issues were reported by 58% of the participants, highlighting another significant barrier to effective communication. Proper pronunciation is crucial for being understood and for teaching students the correct sounds of the English language. Students noted that their pronunciation difficulties led to misunderstandings during conversations and made them self-conscious when speaking in front of others. This challenge was particularly pronounced during their teaching practicum, where clear communication is vital for classroom management and student engagement. Students expressed a desire for more practice and feedback on their pronunciation to build their confidence.

Listening comprehension emerged as a challenge for 60% of the students. Effective listening skills are essential for understanding spoken language, following instructions, and engaging in meaningful conversations. Many students reported difficulty in comprehending spoken English, especially in fast-paced or informal contexts. This challenge was exacerbated by a lack of exposure to native speakers and authentic listening materials. As a result, students often felt lost during lectures or discussions, which further diminished their confidence and participation in classroom activities. Improving listening comprehension is critical for their overall language development and teaching effectiveness.

Finally, 70% of students indicated challenges with speaking fluency. Fluency is the ability to speak smoothly and effortlessly, and it is a key component of effective communication. Students reported feeling hesitant and anxious when speaking English, often pausing frequently or struggling to find words. This lack of fluency not only affected their ability to express ideas clearly but also impacted their classroom presence during the teaching practicum. Many students feared that their lack of fluency would lead to negative perceptions from their peers and future students, further contributing to their anxiety and self-doubt.

The Impact on Students Confidence and Classroom Management

The second objective focused on analysing how these deficiencies impacted students' confidence and classroom management abilities during their teaching practicum. The survey revealed a strong correlation between low English proficiency and decreased self-confidence. Approximately 68% of respondents indicated that their lack of language skills made them feel unprepared to manage a classroom effectively. Students reported experiencing anxiety when faced with classroom situations that required them to communicate in English. This anxiety often led to avoidance behaviours, such as not participating in discussions or refraining from

engaging with students. The following table illustrates the relationship between perceived English proficiency and self-reported confidence levels:

Table 2. The Relationship between English Proficiency and Self Confidence

English Proficiency Level	Confidence Level (1-5 Scale)	Percentage of Students Confidence
Low	2.1	75%
Moderate	3.4	45%
High	4.5	10%

From this table, it is evident that students with low English proficiency (rated at 2.1 on a 1-5 scale) reported the highest percentage of low confidence (75%). This suggests that students who struggle with the language are more likely to feel insecure about their teaching abilities. Conversely, those with high proficiency (rated at 4.5) reported significantly higher confidence levels, with only 10% indicating low confidence. This stark contrast highlights the importance of language skills in fostering self-assurance among student teachers.

The Proposed Interventions to Address the Challenges

The final objective of this study was to propose effective interventions to address the challenges faced by English Education students at Universitas Pendidikan Muhammadiyah Sorong. Based on qualitative data gathered from student interviews through open-ended questions, several recommendations emerged that focus on enhancing English proficiency and building the confidence of student teachers. These interventions are designed to create a supportive learning environment that fosters both language development and effective teaching practices. The proposed interventions include enhanced language support programs, peer mentoring and collaboration, simulation and role-playing activities, regular feedback mechanisms, and workshops on classroom management. Each intervention is discussed in detail below, providing a comprehensive approach to addressing the challenges identified by the students.

1. *Enhanced Language Support Programs*

One of the most significant recommendations is the implementation of enhanced language support programs. The qualitative data revealed that students at Universitas Pendidikan Muhammadiyah Sorong face significant challenges in developing their English language proficiency, particularly in practical communication skills, grammar, and vocabulary development. Many students

expressed a strong desire for additional courses or programs that focus specifically on these areas. Enhanced language support programs should be tailored to meet the unique needs of English Education students, providing them with the tools necessary to improve their language proficiency.

These programs can include intensive workshops on vocabulary acquisition, targeted grammar instruction, and conversation clubs that emphasize practical communication skills. By offering targeted instruction in areas where students struggle, such as vocabulary acquisition and grammatical accuracy, these programs can help build a solid foundation for effective communication. Students indicated that such support would not only improve their language skills but also boost their confidence in using English in classroom settings. The integration of technology, such as language learning apps and online platforms, can further enhance the accessibility and effectiveness of these programs, allowing students to practice and refine their skills outside of the traditional classroom environment.

2. *Peer Mentoring and Collaboration*

Another key intervention proposed is the establishment of a peer mentoring system. The data from student interviews highlighted the value of collaboration with more proficient peers, who can provide guidance and support through shared teaching practices and language exchange sessions. This mentoring system would create a supportive community where students can learn from one another, practice their language skills, and gain insights into effective teaching strategies. Peer mentoring has been shown to be an effective way to enhance learning, as it allows students to engage in reciprocal teaching, where both the mentor and the mentee benefit from the exchange of knowledge and skills.

In a peer mentoring system, more experienced students or those with higher language proficiency can take on the role of mentors, offering assistance to their peers in areas such as lesson planning, classroom management, and language practice. This approach not only helps the mentees but also reinforces the mentors' own understanding and skills, as teaching others is a powerful way to solidify one's own knowledge. By fostering a collaborative environment, students can feel more comfortable taking risks in their language use and teaching practices, ultimately enhancing their confidence and competence as future educators.

3. *Simulation and Role-Playing Activities*

Incorporating simulation exercises and role-playing scenarios into teacher training was also identified as a valuable intervention. Students noted that practicing classroom management techniques in a low-stakes environment would allow them

to develop their skills without the pressure of real classroom situations. These activities can help students gain practical experience in handling various classroom scenarios, such as managing student behavior or delivering lessons.

Simulation and role-playing provide students with an opportunity to apply theoretical knowledge in a controlled environment, where they can experiment with different teaching styles and strategies. By engaging in role-playing, students can receive immediate feedback from peers and instructors, allowing them to refine their approaches and build their confidence in their ability to manage a classroom effectively. For instance, students could participate in role-playing exercises where they take turns being the teacher and the students, practicing different classroom management strategies and lesson delivery techniques. This hands-on practice can be particularly beneficial for students who may lack confidence in their ability to control a classroom or engage students effectively.

4. Regular Feedback Mechanisms

Creating opportunities for students to receive regular feedback from experienced educators during their practicum was another important recommendation. The qualitative data revealed that students expressed a need for constructive feedback that would allow them to reflect on their teaching practices and make necessary adjustments. Regular feedback mechanisms can help students identify their strengths and areas for improvement, fostering a growth mindset.

Feedback is a crucial component of professional development, particularly in the field of education, where reflective practice is essential for continuous improvement. By receiving guidance from experienced mentors, students can develop a clearer understanding of effective teaching practices and gain the confidence to implement them in their classrooms. Feedback sessions can be structured to include both formal and informal assessments, peer reviews, and self-reflection exercises. These sessions should be conducted regularly throughout the practicum to ensure that students have ample opportunities to reflect on their progress and adjust as needed.

5. Workshops on Classroom Management

Finally, conducting workshops focused specifically on classroom management strategies was highlighted as a crucial intervention. The data indicated that students reported feeling unprepared to handle diverse classroom situations, and targeted workshops can equip them with the skills needed to create a positive learning environment. Classroom management is a critical aspect of teaching, as it directly impacts the learning environment and student outcomes. Effective classroom

management involves not only maintaining order but also creating an atmosphere where students feel safe, respected, and motivated to learn.

These workshops can cover a range of topics, including establishing classroom rules, engaging students, and addressing disruptive behavior. By providing students with practical tools and strategies, these workshops can enhance their ability to manage classrooms effectively, thereby increasing their confidence and overall teaching effectiveness. For example, workshops could include role-playing exercises where students practice implementing different classroom management techniques, such as using positive reinforcement, setting clear expectations, and managing transitions between activities.

The proposed interventions aim to address the challenges faced by English Education students at Universitas Pendidikan Muhammadiyah Sorong by enhancing their language proficiency and building their confidence as future educators. The implementation of enhanced language support programs, peer mentoring systems, simulation and role-playing activities, regular feedback mechanisms, and workshops on classroom management can create a supportive and empowering learning environment. By providing students with the tools, resources, and opportunities to develop their skills, these interventions can help them become more effective and confident educators, better equipped to meet the demands of their future teaching careers. The success of these interventions will depend on their thoughtful implementation and the ongoing support provided to students as they navigate the complexities of their teacher training and professional development.

Discussion

The findings reveal critical insights into the specific challenges these students encounter, the impact of these deficiencies on their confidence and classroom management abilities and propose effective interventions to address these issues. The research contributes to the existing body of literature by highlighting the unique context of English Education students in Indonesia, where limited exposure to English-speaking environments exacerbates their language challenges.

The study's first significant finding highlights specific challenges encountered by English Education students, with notable percentages reporting difficulties in vocabulary (72%), grammar (65%), pronunciation (58%), listening comprehension (60%), and speaking fluency (70%). These results are consistent with recent literature that underscores similar issues among non-native English speakers, reflecting a broader trend observed in various educational contexts. For example, Alharbi (2021) conducted a study in Saudi Arabia focusing on the challenges faced by non-native English speakers and found comparable difficulties with vocabulary and grammar.

Alharbi's research indicated that many students struggled with vocabulary acquisition and grammatical accuracy, which are foundational elements of language learning. The study's findings align with the challenges reported by our sample, highlighting the pervasive nature of these issues across different non-native English-speaking populations. Similarly, Rahman et al. (2022) explored the language difficulties of Indonesian students and reported persistent issues in pronunciation and speaking fluency. Their study reinforced the notion that difficulties in these areas are common among English learners in Indonesia, echoing the challenges observed in this study. Pronunciation and fluency are critical aspects of effective communication, and the struggles reported by the students in this study reflect broader trends observed in similar educational contexts.

The compounded effect of limited exposure to English-speaking environments is a critical factor contributing to these difficulties. Chen and Starosta (2020) emphasized the importance of immersive language experiences in developing language proficiency. Their research highlighted that students who lack consistent exposure to English-speaking environments face significant hurdles in acquiring language skills. This aligns with the findings of our study, where students reported that their limited interaction with English-speaking environments hindered their ability to develop essential language skills, including vocabulary, grammar, pronunciation, and fluency. The impact of limited exposure is multifaceted. Firstly, it affects students' ability to acquire new vocabulary and grammatical structures effectively. Without frequent and meaningful interactions in English, students may struggle to internalize and apply new language rules and terms, leading to persistent gaps in their language proficiency. This is consistent with findings from Zhang and Wang (2021), who noted that limited exposure to authentic language use exacerbates difficulties in vocabulary acquisition and grammatical accuracy.

Secondly, limited exposure impacts pronunciation and speaking fluency. As Chen and Starosta (2020) pointed out, immersion in English-speaking environments allows learners to practice pronunciation and develop fluency through continuous exposure and practice. Without this immersive experience, students may struggle with correct pronunciation and maintaining fluency in their speech. This difficulty is compounded by the lack of immediate feedback and interaction that is crucial for refining these skills. The frustration and feelings of inadequacy reported by students in our study are consistent with the observations of Kormos and Csizér (2021), who found that limited exposure to English contributes to feelings of frustration and decreased self-efficacy among language learners. The lack of exposure not only hampers language acquisition but also negatively affects students' confidence in their

language abilities. This reduced confidence can, in turn, further inhibit their willingness to engage in language practice and classroom participation.

Further studies by Zhang and Wang (2021) and Singh and Yadav (2022) provide additional support for the findings of our research. Zhang and Wang (2021) explored the impact of limited exposure on language skills and confirmed that students with restricted access to authentic language use face difficulties in listening comprehension and speaking fluency. Their research reinforces the idea that exposure to real-life language contexts is crucial for developing practical language skills. Similarly, Singh and Yadav (2022) investigated the challenges faced by English learners in diverse educational settings and found that limited exposure to English-speaking environments significantly impairs students' language proficiency. Their study highlights the broader implications of limited exposure, suggesting that it creates a challenging learning environment that impedes the development of essential language skills. This reinforces our study's findings, indicating that improving exposure to English-speaking environments is essential for addressing these challenges. The combination of these factors creates a learning environment that is less conducive to developing effective language skills. Students' struggles with vocabulary, grammar, pronunciation, listening comprehension, and speaking fluency are interconnected issues that stem from inadequate exposure to English. The challenges faced by English Education students at Universitas Pendidikan Muhammadiyah Sorong are reflective of broader trends observed in similar contexts, underscoring the need for targeted interventions to address these specific difficulties.

The second finding of this study revealed a strong correlation between low English proficiency and decreased self-confidence, with approximately 68% of respondents feeling unprepared to manage a classroom effectively. This finding underscores the profound impact that language proficiency can have on teachers' self-efficacy and classroom management capabilities. To fully understand these results, it is essential to explore how low English proficiency influences self-confidence and teaching effectiveness and how anxiety and avoidance behaviors further exacerbate these challenges.

The research demonstrates a significant link between low English proficiency and decreased self-confidence among student teachers. This correlation aligns with the findings of Tschannen-Moran and Woolfolk Hoy (2020), who established that self-efficacy is a critical factor in teachers' ability to manage classrooms effectively. Self-efficacy, or an individual's belief in their ability to perform specific tasks, plays a crucial role in shaping their behavior and performance. For teachers, high self-efficacy is associated with better classroom management, greater engagement with

students, and more effective teaching practices. Students with low English proficiency often experience lower self-efficacy, as they may feel inadequately prepared to handle classroom situations that require proficient use of English. This lack of confidence can stem from several factors, including difficulties with vocabulary, grammar, pronunciation, and overall fluency. When teachers lack confidence in their language skills, they may struggle to communicate clearly, manage classroom dynamics, and engage effectively with students. This finding is consistent with Bandura's (2021) work on self-efficacy, which posits that beliefs in one's capabilities directly influence performance outcomes. Teachers who doubt their ability to use English effectively are more likely to feel uncertain about their teaching abilities and less capable of managing their classrooms successfully.

The study also found that anxiety led to avoidance behaviors, such as refraining from participating in discussions or engaging with students. This phenomenon is well-documented in the literature, as evidenced by the work of Horwitz (2020), who noted that language anxiety can result in students withdrawing from opportunities to practice their language skills. The inability to establish authority and maintain student engagement, as reported by participants, reflects the findings of Evertson and Weinstein (2021), who emphasized the importance of effective classroom management strategies in fostering a positive learning environment. The chaotic classroom dynamics experienced by students with low confidence further underscore the need for targeted interventions to support their development.

The anxiety experienced by students in classroom situations requiring English communication echoes the findings of MacIntyre and Gregersen (2021), who highlighted the debilitating effects of language anxiety on learners' participation and engagement. Language anxiety can manifest in various ways, including fear of making mistakes, embarrassment, and apprehension about speaking in front of others. This anxiety can significantly impact students' willingness to participate in discussions, engage with peers, and take an active role in their learning experiences.

When students experience language anxiety, they may become more reserved and hesitant to contribute to classroom interactions. This phenomenon is particularly problematic in language education settings, where active participation and communication are essential for language development. Horwitz (2020) notes that language anxiety can lead to avoidance behaviors, such as withdrawing from opportunities to practice language skills and avoiding speaking situations. These avoidance behaviors further exacerbate the challenges faced by students with low English proficiency, as they miss valuable opportunities for practice and reinforcement of their language skills

This finding of this study contributes significantly to the field of language education and teacher training by highlighting the interplay between language proficiency, self-confidence, and classroom management. The research provides valuable insights into the specific challenges faced by English Education students and the impact of these challenges on their teaching effectiveness. By identifying the correlation between low English proficiency and decreased self-confidence, the study emphasizes the need for targeted interventions to address these issues.

The final objective of the study proposed several effective interventions to enhance English proficiency and confidence among student teachers. The recommendations for enhanced language support programs, peer mentoring, simulation activities, regular feedback mechanisms, and workshops on classroom management are grounded in the literature. For instance, the importance of language support programs is supported by the findings of Goh and Burns (2022), who highlighted the need for targeted language instruction to improve communication skills. Peer mentoring systems, as suggested in this study, have been shown to foster collaborative learning and enhance language acquisition, as noted by Topping (2021).

The necessity of enhanced language support programs is strongly supported by the research of Goh and Burns (2022), who emphasized the critical role of targeted language instruction in improving communication skills. Language support programs are designed to address specific areas where students commonly struggle, such as vocabulary acquisition, grammatical accuracy, and speaking fluency. By providing additional resources and specialized instruction, these programs can help bridge gaps in students' language abilities. Goh and Burns (2022) argue that targeted language instruction allows students to focus on their individual areas of weakness, facilitating a more personalized learning experience. This approach can lead to significant improvements in both language proficiency and self-confidence. For instance, vocabulary-focused programs can help students expand their word knowledge, while grammar workshops can address common errors and reinforce correct usage. This targeted support is essential for students who need extra help to achieve proficiency and confidence in their language skills. Moreover, research by Chen and Starosta (2020) supports the implementation of language support programs, highlighting their effectiveness in providing students with the tools necessary for effective communication. Chen and Starosta found that students who participated in intensive language programs showed marked improvements in their language abilities and reported increased confidence in their communication skills. Enhanced language support programs, therefore, are crucial for creating a solid

foundation for students' English proficiency and helping them feel more prepared for classroom interactions.

The establishment of peer mentoring systems is another key recommendation, supported by the research of Topping (2021). Peer mentoring involves pairing less experienced students with more proficient peers who can offer guidance and support. This collaborative approach can enhance language acquisition and provide valuable insights into effective teaching practices. Topping (2021) notes that peer mentoring systems foster collaborative learning by encouraging students to engage in reciprocal teaching and learning. Through regular interactions, less experienced students can benefit from the knowledge and skills of their peers, gaining practical experience and improving their language abilities. This collaborative environment can also help students build confidence by providing a supportive network where they can practice their language skills and receive constructive feedback. Additionally, research by Weng and Tsai (2021) supports the effectiveness of peer mentoring in language education. Weng and Tsai found that peer mentoring programs not only improve students' language proficiency but also enhance their overall learning experience by promoting a sense of community and mutual support. The peer mentoring system proposed in this study aligns with these findings, offering a practical solution to address the language challenges faced by students and fostering a collaborative learning environment.

Simulation and role-playing activities are proposed as valuable interventions to enhance students' classroom management skills and build confidence. Research by McCormack and Thomas (2022) highlights the benefits of simulation-based training in teacher education. These activities allow students to practice and refine their skills in a low-stakes environment, providing opportunities to experiment with different teaching strategies and receive immediate feedback. McCormack and Thomas (2022) found that simulation exercises help students develop practical skills and gain confidence in handling various classroom scenarios. By engaging in role-playing activities, students can experience real-world classroom situations without the pressure of actual teaching. This practice can help them develop effective classroom management techniques, improve their ability to engage students, and enhance their overall teaching effectiveness. Furthermore, research by Tran and Dinh (2021) supports the use of simulation and role-playing activities in teacher training, emphasizing their role in providing students with valuable hands-on experience. Tran and Dinh found that these activities help students build confidence, improve their teaching practices, and better prepare for real-world classroom situations. The incorporation of simulation and role-playing into teacher training programs,

therefore, offers a practical approach to addressing the challenges faced by student teachers.

The implementation of regular feedback mechanisms is crucial for helping students reflect on their teaching practices and make necessary adjustments. Research by Thompson and Bennett (2023) emphasizes the importance of constructive feedback in teacher development. Their study highlights that regular feedback allows students to identify their strengths and areas for improvement, fostering a growth mindset and enhancing overall teaching effectiveness. Thompson and Bennett (2023) found that students who received consistent and constructive feedback were better able to reflect on their performance and make informed changes to their teaching practices. This feedback loop is essential for helping students develop a clearer understanding of effective teaching strategies and build confidence in their abilities. Regular feedback mechanisms, therefore, play a vital role in supporting students' professional growth and improving their teaching effectiveness. Additionally, research by Chen et al. (2022) supports the use of regular feedback in teacher training, noting that feedback from experienced educators helps students refine their skills and enhance their teaching practices. Chen et al. found that students who engaged in feedback sessions showed significant improvements in their teaching performance and reported increased confidence in their abilities. The incorporation of regular feedback mechanisms into teacher training programs can thus provide valuable support for student teachers and contribute to their overall development.

Conducting workshops focused on classroom management strategies is another important intervention proposed by this study. Research by Davis et al. (2022) emphasizes the significance of targeted workshops in equipping students with practical tools and strategies for managing diverse classroom situations. These workshops can cover a range of topics, including establishing classroom rules, engaging students, and addressing disruptive behaviour. Davis et al. (2022) found that workshops on classroom management help students develop effective strategies for creating a positive learning environment and handling various classroom challenges. By providing students with practical tools and techniques, these workshops can enhance their ability to manage classrooms effectively and improve their overall teaching effectiveness. The focus on classroom management in teacher training programs, therefore, is crucial for preparing students to handle real-world classroom dynamics and support student learning. Further research by Wang and Liu (2021) supports the effectiveness of classroom management workshops, highlighting their role in helping students develop essential skills for creating a productive learning environment. Wang and Liu found that students who participated in

classroom management workshops reported increased confidence in their ability to manage classrooms and handle student behaviour. The implementation of targeted workshops on classroom management can, therefore, provide valuable support for student teachers and contribute to their professional development.

The significance of these research findings lies in their potential to inform educational practices and policies aimed at supporting English Education students. By identifying specific challenges and their impact on confidence and classroom management, this study provides valuable insights for educators and administrators seeking to enhance teacher training programs. The proposed interventions offer practical solutions that can be implemented to create a more supportive learning environment for student teachers, ultimately leading to improved teaching effectiveness and student outcomes. This research contributes to the existing literature by addressing a gap in understanding the unique challenges faced by English Education students in Indonesia. While previous studies have explored language proficiency and teacher confidence in various contexts, this study specifically highlights the interplay between language skills and classroom management in a non-native English-speaking environment. The findings underscore the need for context-specific interventions that consider the cultural and educational landscape of Indonesia, as emphasized by the work of Rahman and Al-Mamun (2023).

In conclusion, this study underscores the profound challenges encountered by English Education students at Universitas Pendidikan Muhammadiyah Sorong, primarily arising from their inadequate foundational English skills. The research reveals that these foundational deficiencies significantly impact students' confidence levels and their ability to manage classrooms effectively. The study provides a clear understanding of how these issues are intertwined: lower language proficiency leads to diminished self-confidence, which in turn affects classroom management and overall teaching effectiveness. The findings demonstrate that the lack of a solid English language foundation hampers students' performance in their teaching practicum. Students struggling with basic language skills find it difficult to express themselves clearly, engage students, and maintain classroom discipline. This not only affects their teaching effectiveness but also undermines their confidence and professional growth. The study highlights that without addressing these foundational gaps, students are at a disadvantage in developing the necessary skills for effective teaching and classroom management. The research also emphasizes the importance of implementing targeted interventions to address these challenges. Enhanced language support programs are essential in helping students improve their

vocabulary, grammar, and pronunciation. By providing specialized instruction and resources tailored to their needs, these programs can build a stronger foundation for students' language skills. This improvement in language proficiency is crucial for boosting students' confidence and preparing them to handle real-world teaching scenarios.

CONCLUSION

In conclusion, this study highlights the critical relationship between foundational English skills, confidence, and classroom management among English Education students. The proposed interventions offer practical solutions to address these challenges and support students' development. By implementing these strategies, educational institutions can enhance the effectiveness of their teacher training programs, better prepare students for their teaching roles, and contribute to the advancement of language education. The research not only informs local practices but also enriches the broader understanding of teacher training and language education in diverse settings, providing valuable insights for educators, policymakers, and researchers alike.

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