

ABSTRACT

Syipa, Dewi Nurul (2025), Exploring Pre-Service Teachers' Strategies to Build an Interactive Learning Environment in the Classroom during Teaching Practicum: A Case Study at One of the Junior High Schools in Bandung.

The development of technology, particularly the widespread use of smartphones among junior high school students, presents new challenges to the learning process. One significant challenge observed in the classroom is students' excessive use of smartphones, which can hinder interaction during English learning. This is a critical issue because interaction plays a central role in language acquisition. This study, however, aims to explore the strategies employed by pre-service teachers to build an interactive learning environment and the challenges they encounter when implementing these strategies.

This research employs a qualitative approach with a case study design. Data are collected through four instruments, including indirect observation, document analysis, interviews, and questionnaires. Two pre-service teachers participate in the study, each teaching different classes at the same grade level and location, specifically ninth-grade junior high school students.

The findings reveal that pre-service teachers implement various strategies to foster interactive learning environments during their teaching practicum. The most frequently employed strategies include questioning, groupwork, and the integration of digital tools and visual media. Questioning, particularly through open-ended questions, is used regularly to encourage students to think critically and share personal ideas. Groupwork activities, such as discussions and collaborative tasks, are consistently implemented to promote peer interaction and active participation. Additionally, pre-service teachers integrate digital tools and visual media, which enhance engagement and support student-centered learning. Some strategies, including information gap, jigsaw, problem-solving, and buzz groups, are applied less frequently, indicating potential areas for expanding activity variation. Furthermore, pre-service teachers encounter several challenges in implementing these strategies, such as classroom management issues, low student motivation, personal constraints, and instructional or technical limitations. These challenges highlight the complexities of building interactive classrooms and underscore the need for comprehensive support systems within teacher education programs.

In conclusion, the findings indicate that pre-service teachers employ various strategies to build an interactive learning environment during their teaching practicum. However, they also face several challenges that affect the effectiveness of those strategies. Therefore, it is essential for pre-service teachers to continuously develop and adapt their teaching approaches to create a more interactive and engaging classroom environment.

Keywords: interactive learning environment, pre-service teacher, teaching strategies, challenges, teaching practicum