

## CHAPTER IV

### FINDINGS AND DISCUSSION

The results of research findings and discussion are presented in this chapter. This section presents the results of data analysis from participants' reflections to identify the metaphors used by EFL pre-service teachers in teaching during field teaching practice. Also, the results of this study are further explored in the discussion section by the researcher and discussed in connection with relevant previous research findings.

#### **4.1 Findings**

This study aims to examine the role of pre-service teachers in the form of metaphors during field teaching practice. This is expected to provide input to institutions to improve the teaching quality of pre-service teachers before they become professional teachers. In general, the findings revealed as follows. The metaphors used by pre-service teachers students during teaching practice include knowledge provider, nurturer, cooperative leader, challenger/agent of change, and innovator. The researcher used metaphors as a tool to examine pre-service teachers' images about what their role was as teachers and teaching English in the field. Researcher classified the responses “the metaphor that illustrates my role as an English teacher when the field teaching practice is like....”, into 5 themes. The category metaphor are presented in Table 4.1. This section presents the five categories from the most frequently used metaphor type to the least used.

Moreover, this study found that some participants used different metaphors in thinking about themselves as EFL pre-service teachers. It would be intriguing to explore the combinations of their metaphorical conceptualizations. Excerpts of pre-service teacher metaphors are incorporated to provide a rich picture of each their metaphorical conceptualization. These metaphors are grouped on the basis of the main ideas of the questions asked to be answered by the EFL pre-service teacher. Themes that appear then are produced and then the themes that emerge are categorized into: the metaphor used by EFL pre-service teachers to describe their role in teaching during field teaching practice and the reason why they chose such a metaphors. To see how the above findings are answered by the EFL pre-service teacher, the following theme will be presented along with answers from the reflection of the EFL pre-service teachers.

#### **4.1.1 Group and Description of Metaphors Used during Field Teaching Practice**

The categorization provided by De Guerrero and Villamil (2000) includes 9 role categories, namely; cooperative leader, knowledge provider, challenger/agent of change, nurturer, innovator, provider of tools, artist, repairer, and gym instructor. However, it was discovered that the data-derived metaphors and rationales only matched to 5 of the 9 categories. As a result, the role categories that did not match into any of De Guerrero and Villamil the data were excluded from the categorization. Therefore, as a result of research, five role categories were identified.

**Table 4.1 Role Category of Metaphors**

<b>Metaphors</b>	<b>Role Category</b>	<b>Meaning</b>
Nurturer	Plant (P1, P2) Parent (P5, P9) Farmer (P6) Plant caretaker (P14)	Fosters the potential capabilities of students, facilitates growth and development, mediates the language learning process by giving feedback and constant support.
Cooperative leader	Guidebook (P4) Facilitator (P7) Tour guide (P12)	Guides and directs students, helping them achieve goals; places herself or himself next to students, not above as an authoritarian figure; establishes an atmosphere of trust in the classroom.
Knowledge Provider	Water (P3) Light guide (P8) Compass/Adventure guide (P10)	The source and conduit of language, dispenses language knowledge to students.
Challenger/ Agent of change	Chrysalis (P15)	As a transformative agent in the students' learning process by creating challenge, bringing about change, and procuring opportunities for learning
Innovator	Homework (P11) Researcher (P13)	Keeps abreast of new methods and developments in the field and tries to implement them in the classroom.

The description of the 5 category metaphors: Knowledge Provider, Nurturer, Cooperative leader, Challenger/Agent of change, and Innovator, used by the EFL pre-service teacher during teaching practicum is firstly presented in the form of category used. Then it is followed up with representation of meaning of each metaphor and its elaboration. In general, during field teaching practice the

EFL pre-service teacher used 15 metaphors to express their role in teaching English. This indicates that EFL pre-service teacher enjoyed, learned, and experienced useful experiences throughout field teaching practice. Pre-service teacher who still expressed their negative emotion during field teaching did not fully intend to show that they did not get any benefit from it. They all basically stated that teaching practicum provided them good experiences to be a teacher. For an explanation of each category of metaphors used by the EFL pre-service teacher during the field teaching practice will be presented as follows.

#### 4.1.1.1. Nurturer

In the teacher metaphors as nurturer, six participants perceived EFL teachers as plant, parent, farmer and plant caretaker and expressed by P1, P2, P5, P6, P9 and P14.

Metaphor Regarding Their Roles	Participant
Plant	(P1, P2)
Parent	(P5)
Farmer	(P6)
Plant caretaker	(P14)

The teacher is seen as someone nourishing, affecting, and developing learners' capabilities. Perception of being nurturer also reveals that the teachers tended to have a traditional, teacher-centered point of view.

As for answers to close questions, participants show their metaphor as English teacher explaining that the highest frequency is on the theme as a nurturer. In this theme category, teacher metaphor as *plants* confirmed by P1 and P2.

*“I chose metaphors as a plant because my experience shows that students will be reluctant to teachers who teach them firmly and wisely. It doesn't always grow well, but at least there are results and efforts from us”. (P1)*

*“I chose the metaphor of watering plants because plants do a lot of good things for their surroundings with the oxygen they provide. Besides, PLP II also gave me the opportunity to share the knowledge and experience I learned in lectures and in everyday life”. (P2)*

From the answers above, there is a similarity in answering the metaphor questions that describe their role in teaching English, namely P1 and P2, by answering their metaphors as plants. Although the same, but the participants described it with a different meaning as in the first participant said that the metaphor of a teacher as a plant, because it depicts a teacher's determination during the teaching process. And the second participant chose a plant metaphor because he described a teacher as a positive contributor to his students.

In the metaphor of teachers as *parents*, this describes that the role of a teacher in a student's life is similar to a parent's role in guiding, caring, and helping his child develop. A teacher may be a friend for a student, the same teacher may be a dispassionate authority for another. However, regardless of the role that teachers play, it is of crucial importance for teachers to know themselves, their limitations, strengths, likes, and dislikes in order to be comfortable and consistent in their ways of behavior. In this category, the teacher as a parent confirmed by P5 and P9.

*“The metaphor of "teaching as doing a job as a second parent to a student" because it describes the role of a teacher who is more than just giving lessons in the classroom. Like a parent, a teacher also has a responsibility to direct, guide, and take care of the student's development beyond the academic aspect. Thus, the metaphors*

*describe the complexity of the teacher's role as more than simply transferring knowledge, but also acting as a companion in the learning process and student growth as a whole". (P5)*

*"I chose this metaphor because parent is very patient with all kinds of behavior from everyone in the house. Students or pupils have the same nature as the situation at the time of my PLP II, there are only behaviors that I sometimes don't even think of, me and other PLP friends have to super duper patience in the face of them. As parents, we have to be late and patient with all kinds of attitudes and attitudes inherent in family members, because what we give will have a big impact on student change". (P9)*

In this responses of PS 5 and 9 he described the teacher's metaphor as a parent. He realizes that a teacher must understand the individual needs of the student and create a comfortable environment for learning. Commitment to providing the best education and ensuring student progress is key in this metaphor.

Next, the metaphor of the teacher as a *farmer* in this answer was confirmed by P6. This metaphor reflects the idea that teachers are like a farmer who spreads the seed of knowledge to their students. Teachers need to have a deep understanding of the materials taught, as you mentioned in the metaphors by P6.

*"A metaphor like a farmer who spreads seeds because of the knowledge and knowledge of English that I have gained from college, I spread it to students by teaching everything I have understood during my time as an English student so that the science and knowledge that I give can be a seed that can grow into a strong plant and can produce fruit that will benefit them later". (P6)*

In this response, the participant described a teacher as an farmer, the teacher needs to plan learning, provide material, and give special attention to the student to develop their potential, so that if the teacher has given the seed of

knowledge and helped the student in developing it, this can be useful for the student much better and beneficial for the future student. The knowledge and skills taught by teachers can be regarded as "seeds" planted in the minds of students. With good care, these seeds will grow into strong plants, reflecting a deep understanding and strong skills in English. These plants can produce "fruits" in the form of improved English language skills, better academic achievements, and better opportunities in student life in the future.

And the last, the metaphor of a teacher as a *plant caretaker* is confirmed by P14. In this answer, participants tend to describe that a teacher is someone who gives attention and support to their students, not only teaching but also nurturing their students' social, emotional, and intellectual development.

*“Teaching English is not as easy as planting and caring for ornamental flowering plants, because when we plant and care for decorative flower plants we must be careful, patient and attentive in giving fertilizer (knowledge) and attract the interest of students”.*  
(P14)

The statement above reveals that teaching English requires rigour and careful planning. Like planting ornamental flowering plants that require proper location selection, selection of planting media, and special care, teaching English also requires appropriate curriculum planning, relevant material selection, and teaching strategies tailored to student needs. Teachers need to create an attractive environment and motivate students to learn English with interesting and relevant methods. This can include the use of interesting teaching materials, activities focused on student interests, and a variety of diverse teaching approaches. So, the statement describes

that teaching English is a complex process and requires the same attention as treating ornamental flowering plants. Teaching English requires planning, patience, grammatical understanding, and the ability to attract students to effective results.

#### 4.1.1.2. Cooperative leader

Metaphor Regarding Their Roles	Participant
Guidebook	(P4)
Fasilitator	(P7)
Tour guide	(P12)

Three metaphors represent a teacher as a cooperative leader. This includes guidebooks, facilitators and tour guides. Participants in this category believe that students should have primary ownership of their learning process and consider EFL teachers as mentors who provide support and guidance to help students identify programs according to their interests in achieving their goals. Therefore, if they are cooperating leaders, than they are responsible for motivating, encouraging, and inspiring their students to their potential. Besides, the tendency to see themselves as cooperating leaders, despite being superior, the teachers also acknowledged that they were jointly involved in the learning and teaching adventure with their students. However, the conceptualization does not merely mean that the teachers did not attach any responsibility to their students.

In the metaphor of the teacher *as a guidebook* in this role, the teacher is regarded as the primary source of information that provides basic knowledge to the student. Regarding the answer of close ended question, the participants show their metaphor as a guidebook and it was confirmed by P4.



*“I chose the guidebook for my metaphor, because it's like a new product, either bought or gifted, and I'm sure it'll come with a guide. Just like when I was teaching, I came bringing new things to the students and I would guide them”.* (P4)

From the above answers, participants described metaphors like a guidebook, because teachers were seen as a source of knowledge that students needed to understand the concepts, rules, and structures of learning English. It shows that teachers have an important role in providing information, knowledge, and guidance to their students. Teachers not only "give" knowledge to students, but they also guide students to learn independently, solve problems, and develop critical skills.

P7 chooses the metaphor as a *facilitator*. Like a facilitator, a teacher needs to create a learning environment that supports active interaction between students. Next, the short statement that I want to talk about the metaphor as an English teacher is as the facilitator and P7 confirms that.

*“As a facilitator, I acted as a leader who helped my students across a river of languages that might initially feel difficult or strange to them. I help them understand English concepts and embrace the cultural differences that exist in their learning so that they become better students in the future”.* (P7)

The P7 statement above describes teachers as facilities that help students develop critical thinking, communication, and self-learning skills. Teachers not only provide information, but also invite students to discuss, collaborate, and undertake further exploration in the learning process. Research results may suggest that students tend to be more successful when they have a facilitator who plays this role well, helping them reach their maximum potential in understanding

foreign languages and cultures. The role of facilitators in helping students understand English language and culture can have a long-term positive impact. Students who are well assisted by a facilitator can become better communicators, have strong language skills, and have a deeper understanding of the language that will benefit in their future careers and personal lives.

P12 chooses a metaphor as a *tour guide*. Like a tour guide, a teacher needs to create an attractive learning environment focused on exploration, so that students feel like they are exploring a new territory. Furthermore, a brief statement about a metaphor as an English teacher such as the tour guide is confirmed by P7.

*“Like a tour guide who brings tourists to learn new things, I as an English teacher help students to provide information, hints, and insights as well as introduce them to international languages so that students can slowly understand and master the language. I give directions, explanations, and experiences similar to a tour guide who helps tourists explore places of interest”.* (P12)

Based on the answers given by P12, the teacher as a tour guide in this metaphor depicts a teacher as the guide who guides students on their journey of exploration into the English-speaking world. With these metaphors, researcher can see that the role of an English teacher is complex and involves more than just the delivery of information, but also helps students understand and develop the skills necessary to communicate well in that language

#### 4.1.1.3. Knowledge Provider

Metaphors as water, light guide, and compass/adventure guide are used by P3, P8 and P10 to describe EFL teaching as a provider of knowledge.

Metaphor Regarding Their Roles	Participant
Water	(P3)
Light guide	(P8)
Compass/Adventure guide	(P10)

What seems important in language teaching is not the student himself but the design and delivery of the teacher's material. In this metaphor, language knowledge moves from the source (teacher) to the recipient (student), so the teacher as the source or medium of language knowledge in conveying language knowledge to the student, like P3's metaphor that sees himself as:

*“.....the water metaphor because I believe that with water flowing, it will bring mercy to anyone who uses it. Like water, a teacher can keep giving his knowledge wherever he is, whether it's in a very strategic location to teach or in a more inner place”. (P3)*

The role of English teacher in this metaphor is described as *water* and this has been confirmed by P3. In this case, English teacher is expected to have the same ability to adapt to different types of students, their learning styles and needs. By providing an understanding of English, teacher opens the door for students to access knowledge, opportunities, and broader communication in a more global world.

In this metaphor, the teacher as the *light guide* is the teacher of someone who helps us navigate in the darkness and gives direction to our path. Participants

use these metaphors because they describe themselves as teachers who provide the guidance, explanation, and understanding necessary for students to master language. As expressed by P8 is,

*“Like a guide of light walking in the midst of darkness to guide people to the right path. When students face complex or not very comprehensible subjects, I stand as a guide ready to help them overcome these obstacles. In my role as this light guide, I strive to be a mentor who gives direction and guidance, encourages students to explore, think critically, and broaden their understanding of English”.* (P8)

And then, in response to P10, he chose the English teacher's metaphor as the *compass/ adventure guide*. In this metaphor, participants draw teachers like a compass that helps us find directions, as well as English teachers who guide and give the necessary direction to their students to succeed in this journey. Based on the participants' answers, showing metaphors as the compass of this adventure is confirmed by P10.

*“I try to be a compass that provides direction on their journey to understand and master English. In doing so, I help students develop a deeper understanding of the context and significance of the language. Thus, in my role as an English teacher during PLP II, I strive to be the figure that leads and guides my students towards a deeper understanding and better mastery of English, as a guide in an adventure that takes his travelers to explore and appreciate the new world”.* (P10)

In the two metaphorically similar views above, the light guide and the compass guide, the language teacher as a guide tries to produce the best possible results with the right materials in guiding effective learning. An EFL teacher tries to rearrange language sentences through dynamic pedagogy and thus encourages student interest and motivation. This metaphor reflects adherence to the view of

language as a vehicle for the transmission of knowledge or ideas. This type of conceptualization shows a tendency to see knowledge as an externally determined product rather than something that is integrated into the initial knowledge of the student and constructed into a new unity. Moreover, the conceptualisation of a teacher as a scientist also shows optimism to see teaching as something simpler than a profession that requires a high level of expertise and competence.

From the above three metaphors, it can be concluded that the role of English teacher is considered important in helping students acquire understanding and skills in English. Teachers serve as a source of knowledge that guides students in the learning process, such as with the roles of water, light guide and compass.

**4.1.1.4. Challenger/Agent of change**

Metaphor Regarding Their Roles	Participant
Chrysalis	(P15)

In the challenger/agent of change category, P15 conceptualized himself as *chrysalis*. Participants see themselves as transformative agents in student learning, their role in challenging students in critical thinking. For this participant, the teacher is a window into the outside world and into the student world, when the teaching process he will go through several phases such as in understanding the various students and the classroom atmosphere and this can be as a supply for the participant when becoming a professional teacher later. In this category the metaphor as chrysalis has been confirmed by P15.

*“I chose a chrysalis as my metaphor when I was an English teacher at PLP II because as an internship teacher I can be just like a chrysalis that will always change and develop at every stage so that it will be a butterfly that shows that she has managed to go through that phase and develop perfectly. As an internship teacher at the time of PLP II where being a young teacher will be a lot of phases to go through from understanding how the student's personality, understanding the classroom atmosphere, lessons and more so that these phases can be the supply of a prospective teacher to become a true teacher later in the day”. (P15)*

The role of teachers here is to give new perspectives as well as help students think for themselves. This metaphor explains that students cannot be forced to learn English and teachers are challenged to make changes in the teaching process of students and lead students in learning something they find difficult. Teachers are the gateway and contributors to the future of students who can give the opportunity and hope that English can be learned, despite difficulties. According to P15's statement, that teachers are agents of change for students. Thus, using this metaphor, the researcher wanted to emphasize that a teacher's role in teaching English is similar to the role of chrysalis in assisting students in the process of transformation in understanding and using English.

#### **4.1.1.5. Innovator**

Regarding the metaphor of teachers as innovators, both participants conceptualized themselves as *homework* and *researchers* by P11 and P13.

<b>Metaphor Regarding Their Roles</b>	<b>Participant</b>
Homework	(P11)
Researcher	(P13)

Similar to the metaphor of cooperative leaders, the innovator metaphors emphasize mainly that EFL teachers must stay up-to-date with new methods and developments in the field in order to be able to provide an optimal language learning environment. To be teachers is like an endless homework, because teaching is a complex and continuous task. Under the metaphor of homework, as stated by P11,

*“I take a metaphor that is like an unfinished homework because it states that learning is like something that is never finished in a lifetime where you as an English teacher will never end in giving knowledge and have to know a lot of things. As now there is an independent curriculum, so teachers have to be creative in teaching with the media. How to teach it to the student and what will be achieved from his learning”.* (P11)

One of the participants, P13 chose a researcher as a metaphor for EFL teaching with an emphasis on innovation, thus differentiating it from the homework metaphor. The current understanding of teaching makes it a life-long profession with an emphasis on the need to keep up with the recent changes and developments in teaching profession. Therefore, this indicates that the teachers were open to new practices in teaching. And P13 he commented that,

*“I chose the metaphor of researchers because at PLP 2, I observed how the teaching methods of teachers are also my colleagues. After that, I combined all of them and sorted out which are good to do and I usually combined their methods while in the classroom”.* (P13)

From the P11 and P13 answer above, a teacher needs to expand knowledge in their teaching process. In other words, teaching English is a task that requires dedication, patience, and constant effort. This category of metaphor can give researcher an insight into the role of future teachers in teaching in schools.

## 4.2. Discussion

This section presents discussions related to the finding of metaphors used by pre-EFL teachers in illustrating their role in teaching during field teaching practice. This study findings are elaborated based on the theory put forward by De Guerrero and Villamil (2000), where they conceptualized nine categories of teacher role classification through metaphors. But based on the findings of this study, this research found only 5 of the 9 themes of the metaphor, namely (a) nurturer, (b) collaborative leader, (c) knowledge provider, (d) challenger/agent of change, and (e) innovator.

The first discusses the category of metaphors as a nurturer. The participants defined their role as teachers while teaching in PLP II. Based on the data from the participants, they viewed themselves as someone who nurtured, influenced, and developed the ability of the student. There were 6 students and four metaphors under this category and the metaphors such as plant, parent, farmer and plant caretaker. Nurturer is one of the most popular among other role categories (Lin, Shein, & Yang, 2012; Wan, Low, & Li, 2011). In this category of metaphors, the teacher's main role is to nourish and foster the potential capabilities of each student in a loving and nurturing learning environment; the teacher is a caring person, who adopts various roles to meet the needs of students (e.g., farmer).

The metaphors in this conceptual theme also postulate that students should be encouraged to learn and grow in their own ways at their own pace. The classroom is conceived as a garden where plants (students) grow with the help of plant caretakers (teachers). The second theme explains the participants describing



their roles in the metaphor as cooperative leaders. Similar things were found in Saban (2007), which concluded that teachers who describe themselves as leaders play an important role in creating learning environments that support collaboration and collaboration among students. They serve not only as information carriers, but also as facilitators in student learning processes that encourage students to discuss, exchange ideas, and collaborate in groups and this helps students to understand concepts better through interaction with their friends.

The importance of teachers in understanding the interests and motivations of students and combining the learning material with those interests to help students feel more motivated to learn. As cooperative leaders, teachers also need to provide emotional and academic support to students, help them overcome obstacles and challenges that they may face as well and provide the knowledge base needed in learning English. Teachers must understand the level of knowledge and individual needs of students so that they can provide appropriate material as well as teach the students English concepts, rules, and structures. Teachers can use various learning methods and strategies to help students understand English better, such as the use of audiovisual materials, interactive exercises, and more.

In the context of English education, the role of teachers as cooperative leaders is very important. They do not only teach language, but also help students to develop communication skills, understanding language concepts, and confidence in speaking and writing. By focusing on collaboration, motivation, and support, teachers can play a role that can help students their full potential in English language learning. The third theme deals with illustrations of metaphors of teachers as *knowledge providers*. The researcher interprets that teachers tend to

define themselves as information providers because the general theoretical assumptions reflected through the conceptualization of their roles are dominated by behavioral ideas in teaching, which suggest that being a teacher is seen as a mechanical transmission of knowledge to students. (Leavy, McSorley, & Bote, 2007; Saban et al. 2006).

Some conceptual metaphors related to this category are water, light guide and compass/adventure guide. Thus, the teacher sees himself as the provider of knowledge and the student only as the recipient of knowledge. Based on the findings, the participants chose this theme because they regard themselves as English teacher who guides students on their adventure to understand and master English. Teachers act as knowledge distributors because they provide the directions, strategies, and insights needed to succeed in this exploration-packed learning journey. Teacher creates an environment that supports students in their English learning adventures as well as motivates students to explore various aspects of languages and cultures.

By providing an understanding of English, teachers open the doors for students to access knowledge, opportunities, and broader communication in a more global world. The fourth theme explains the conceptualization of other metaphors of teachers *as challenger/agent of change* and the conceptual metaphor associated with this category is chrysalis. The findings describe the conceptualization of teachers as agent of change using the "chrysalis" metaphor, which refers to the process of transformation from a chrysalis to a butterfly. In this context, teachers are regarded as individuals who have an important role to play in guiding students through the process of profound change, in learning English. The

"chrysalis" metaphor describes that teachers help students through phases of change similar to metamorphosis.

Like the butterflies that emerge from the chrysalis, students also experience changes in their understanding of English and their communication skills. Teachers such as Chrysalis guide students through this process of transformation. They provide the necessary guidance, guidance and support to ensure that students experience meaningful changes in English language proficiency. Teachers not only facilitate change but also challenge students in the process. They encourage students to think critically, overcome obstacles, and face challenges in understanding and mastering English. Although relatively rarely produced, teachers as agents of change are seen as figures that transform something into something new.

It may indicate that a teacher has planned changes in a student's intellectual and academic abilities. Besides, as a challenger, a teacher challenges the process that causes changes in the professional and personal students. Therefore, he also indicates that the teacher sees himself as a provider of new perspectives (Asmali and Çelik, 2017). Using this metaphor, the researchers want to emphasize that the role of a teacher in teaching English is part of chrysalis because of its role in guiding and helping students through the process of transformation to understand the use of English, as well as helping to develop their potential in the field.

The fifth theme is the final theme and explains the illustration of the teacher's metaphor as *an innovator*. The conceptualization of teachers about their role as innovators can also show that not surprisingly, they are aware of the need

for change in the teacher profession so their practices also need to change. (Firth and Wagner, 1997). Based on the findings, researchers have concluded that an English teacher should continue to plan lessons, teach students with different levels of ability, provide feedback, and engage in various aspects of teaching such as grammar and communication. Teaching English must always be improved because new words always emerge, the meaning of words can change over time, and the requirements for effective communication in English can also change according to technological and cultural developments.

Therefore, English teachers must constantly update their knowledge to remain relevant and effective in teaching. In other words, teaching English is a task that requires dedication, patience, and constant effort. Through this metaphor, participants can make it an evaluation material to improve performance to become professional teachers. Nevertheless, all of the topics above cannot immediately be used as an illustration of the teaching process, because these themes are only a small illustration of the different opinions of each participant.