

**TEACHERS' PROBLEMS IN ENGLISH CLASSROOM HINDERING
TEACHING PROCESS: EFL PRE-SERVICE TEACHERS'
OBSERVATIONAL EXPERIENCES**



RESEARCH PAPER

submitted in partial fulfillment of the requirements for the degree of Sarjana
Pendidikan at the English Education Department

By

SITI HAYATUN NUFUS

NIM: 19010106035

**FACULTY OF EDUCATION AND TEACHER TRAINING INSTITUT
AGAMA ISLAM NEGERI KENDARI**

KENDARI

2022

APPROVAL SHEET

TITLE : Teachers' Problems in English Classroom Hindering Learning

Process: EFL Pre-Service Teachers' Observational

Experiences

NAME : Siti Hayatun Nufus

SID : 19010106035

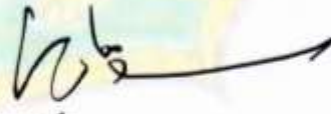
This research paper draft has been approved by the supervisors on 10th October, 2022 for research paper examination.

First Supervisor,

Second Supervisor,



Dr. Sitti Nurfaidah, S.Pd., M.Ed.
NIP: 197704172009012004



Suhartini Syukri, S.Pd.I., S.Pd., M.Pd.
NIDN: 20160102020



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI KENDARI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Sultan Qaimuddin No. 17 Kelurahan Baruga, Kendari Sulawesi Tenggara
Tel/Fax. (0401) 3193710/3193710

Email: uinkendari@yaho.co.id website: <http://uinkendari.ac.id>

LEGALIZATION SHEET

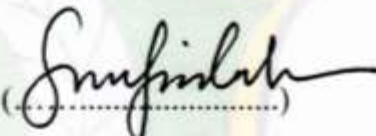
This is to certify that the research paper by Siti Hayatun Nufus, SID 1901010635, entitled "Teachers' Problems in English Classroom Hindering Teaching Process: EFL Pre-Service Teachers' Observational Experiences" has been presented in the research examination on December 28, 2022, and declared acceptable as one of the requirements for obtaining a degree (S.Pd.).

Kendari, December 28, 2022

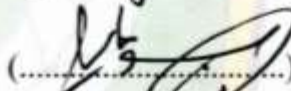
04 Jumadil Akhir 1444 H

BOARD OF EXAMINERS

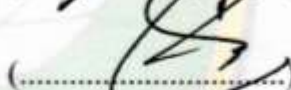
Chair : Dr. Sitti Nurfaidah, S.Pd., M.Ed.

()

Members : Suhartini Syukri, S.Pd.I., S.Pd., M.Pd.

()

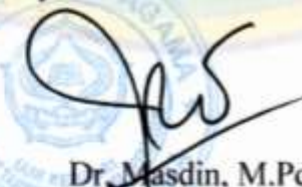
: Azwar Abidin, M.Pd.

()

: Ilfan Askul Pehala, S.Pd., M.Hum.

()

Approved by,
Dean of Faculty of Education and Teaching Training

()

Dr. Masdin, M.Pd.
NIP. 196712311999031065

Visi Program Studi Tadris Bahasa Inggris (TBI):

"Menghasilkan tenaga pendidik pada bidang Pendidikan Bahasa Inggris yang berkualitas, berkepribadian Islami, dan berwawasan transdisipliner pada tahun 2025"

DECLARATION OF AUTHORSHIP

I am Siti Hayatun Nufus SID. 19010106035, hereby declare that all the information in my research paper entitled "Teachers' Problems in English Classroom Hindering Teaching Process: EFL Pre-Service Teachers' Observational Experiences" under the supervision of Dr. Sitti Nurfaidah, S.Pd., M.Ed., and Suhartini Syukri, S.Pd.I., S.Pd., M.Pd. has been obtained and presented in accordance with the academic and ethical conduct of IAIN Kendari. To the best of my knowledge, I solemnly declare that no part of this work has been submitted here or elsewhere in a previous application for an award of a degree. All sources of knowledge used have been duly acknowledged. I also declare that this research paper is my work. For this reason, I am responsible for the research paper if there are any objections or claims from others.

Kendari, 28th Desember, 2022 M



Siti. Hayatun Nufus
SID. 19010106035

HALAMAN PERNYATAAN PERSETUJUAN PUBLIKASI TUGAS AKHIR UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademik Institut Agama Islam Negeri Kendari, saya yang bertanda tangan dibawah ini:

Nama : Siti Hayatun Nufus
NIM : 19010106035
Program Study : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Jenis Karya* : Skripsi

demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Institut Agama Islam Negeri Kendari Hak **Bebas Royalti Noneklusif (*Non-exclusive Royalty-Free Right*)** atas karya ilmiah saya yang berjudul:

**“Teachers’ Problems in English Classroom Hindering Teaching Process:
EFL Pre-Service Teachers’ Observational Experiences”**

Beserta perangkat yang ada jika (jika diperlukan). Dengan Hak bebas Royalti Noneklusif ini Institut Agama Islam Negeri Kendari berhak menyimpan, mengalih media/formatkan, mengelola dalam bentuk pangkalan data (*database*), merawat, dan mempublikasikan tugas akhir saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan sebagai pemilik Hak Cipta.

Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat : Kendari
Pada tanggal : 26 Desember 2022

Yang menyatakan



Siti Hayatun Nufus

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, all praises to Allah SWT. Thanks to all His blessing and everything given to me in completing my study and this research paper. Peace is upon our prophet Muhammad pbuh who has guided us from the darkness to the lightness era of humanity. While completing this research paper, I realized that many things could not be done without other parties' help, support, encouragement, contributions, and suggestions.

Therefore, I would like to express my deepest special thanks to everyone who has prayed for, helped, supported, encouraged, contributed, and advised me while completing this research paper, especially to my parents. These two beloved people have been the best support system in my life. Abi, umi, thank you for all the love, compassion, and patience you gave me. Thank you for always being the best support system in my life. I dedicate all my achievements in this study to my beloved big family, especially my dad and my mom. Other thanks are also delivered to:

1. Prof. Dr. Faizah Binti Awad, M.Pd., the Rector of Institut Agama Islam Negeri Kendari.
2. Dr. Masdin, M.Pd., the Dean of the Faculty of Tarbiyah and Teacher Training.
3. Sarjaniah Zur, M.Pd., the Head of English Education Department. She is a very kind and respectful person to students. She was my PLP 1 and PLP 2 supervisor during my college days. She inspired me a lot and gave me a lot

of knowledge during my lectures. She also really cares about her students. Thank you very much for all your kindness. May Allah always protect you in every step of the way.

4. Dr. Sitti Nurfaidah, S.Pd., M.Ed., a lecturer in the English Education Department and my first thesis supervisor. She is a very considerate and caring person to me. In the past, before I entered the world of lectures, I had heard and thought that supervisors always made it difficult for their students to do consultations. However, all lecturers in the English Education Department were able to break this negative opinion. She always provided full support during the lecture period, especially during the preparation of this paper. She gave the idea of this research, and she always encouraged me to constantly work on this paper. Thank you very much from the bottom of my heart. May Allah always give you health and long life.
5. Suhartini Syukri, S.Pd.I., S.Pd., M.Pd., a lecturer in English Education Department, also my second supervisor. She is one of my role models in college, always being fun and feeling like a friend to me during the teaching and learning process. Also, as my supervisor, she always by my side while making this paper and give me the idea when I find it difficult to compose my paper.
6. Prof. Dr. H. Zulkifli Musthan, M.Si, M.Pd., as my academic advisor who accompanies me at every stage of my journey in college until the end, also advises about being a number one student in every lecturer's heart. Thank you very much, Sir. May Allah bless you and always protect you from all harm full things.

7. Azwar Abidin, M.Pd., a lecturer in the English Education Department and my first examiner. He is so kind and helped me a lot in preparing this thesis. He also gave a lot of knowledge during lectures. May Allah always protected him.
8. Ilfan Askul Pehala, S.Pd, M.Hum., a lecturer in English Education Department and my thesis examiner. He is one of the most patient lecturers in our department. He is very kind, always helps me when I get in trouble, and gives directions. Thanks to him for all the suggestions in completing this paper. May Allah always protect you from all harmful things and blesses you.
9. Abdul Halim, M.A. TESOL., Dewi Atikah, M.A. TESOL., Ilfan Askul Pehala, S.Pd., M.Hum., Susanti, M.Pd., Isna Humaera, S.Ag., S.Pd., M.Pd., Anita Rezki, M.Pd., and Muhammad Kurniawan Rachman, S.Pd., M.Pd., as my great lecturers in the English Education Department, thank you for all the valuable knowledge that has been taught to me. May Allah protect you all and bless you all.
10. All lecturers and staff of IAIN Kendari, thank you for all the knowledge that has been shared.
11. Special thanks to my brother, Muhammad Ibnu Mahfidz Sabri and Muhammad Qory Ahnaf Sabri, who always cheer me up while making this paper. I hope you two are always protected by Allah wherever you are and can reach whatever your dream is later.
12. Allailah Nur Muthmainnah, Nurul Fadhillah Alza, and Ulfah Khairunnisa, my beloved best friend. Thank you so much for all the good things you gave

me while studying in this university together. For the precious days, the time to discuss everything, stay up together all night, the advice, and the direction given, especially in completing this paper. Thanks infinitely for your thoughtfulness. May our relationship always be maintained.

13. Henita Ayuningtyas, Nurhidayah, Nurzayanah, Restian, Shahifah Luthfia Zahrah, Sri Sulastri, Tessy Tohimah, Yulia Suryandari, and Wulan Sakinah, my beloved friends who were always taking care of me like their little sister and give support in every struggle of my life, especially during making this research paper, I love you guys so much. Hopefully, our hopes to graduate with cumlaude predicate can come true.
14. My beloved family, ROFTEN 42, has been my precious family since I was in high school. They always had a positive impact on me and always took care of me. Thank you all for being my friend who was always there to support, encourage, and cheer me up. I am very grateful to have you guys. May Allah bless you all and protects you wherever you are.
15. My extraordinary friends at ENGDEPT 019, I never expected to meet great people like you. Endless support is always given to me. Thank you for coming and filling a part of my life. May Allah always protect us all.
16. My tremendous family, Class B 2019, who always encourage me at the end of this study period.
17. All seniors and juniors of TBI IAIN Kendari who always help and support me in the educational process.

18. Also, my participants who have filled out the questionnaires and interviews. Without your help, this research would not have run as it should have been. May we all be given health and longevity.

Ultimately, I would like to deliver my massive thanks to all people I cannot mention one by one who have helped me. I also realize that this research paper is far from perfect. Hopefully, this research paper is helpful for the readers.

Kendari, 26th December 2022

The Researcher



Siti Hayatun Nufus

19010106035

ABSTRACT

Siti Hayatun Nufus SID 19010106035. "Teachers' Problems in English Classroom Hindering Teaching Process: EFL Pre-service Teachers' Observational Experiences" Supervised by: Dr. Sitti Nurfaidah, M.Ed., and Suhartini Syukri, S.Pd.I., S.Pd., M.Pd.

This study investigates the teachers' problems in the English classroom hindering the teaching process based on EFL Pre-service Teachers' observation during their field teaching practice program. This study adopted a descriptive qualitative method. Data was gathered through students focus group discussion (FGD) reflection and in-depth interviews. The study was conducted in the English Language Education study program. The participants of this study involved fifth-semester students who already finished their Field Teaching Practice 1. Thirteen students participated in this study by doing the focus group discussion (FGD) about their observations regarding teachers' problems in English classrooms and providing additional information regarding the teachers' problems through in-depth interviews. The collected data from students' reflections were highlighted, collated, and analyzed through coding and categorization. The research results revealed that four problems hinder teaching problems in English classrooms: students' lack of motivation to learn, classroom management, the lack of media in teaching, and teachers' low proficiency in teaching. Thus, this study implied that the problems found from research can make teachers begin to reflect on how their class has been running so far, whether it has been conducive and productive without problems or if some things still need to be fixed.

Keywords: Classroom management; EFL pre-service teacher; students' attitude and motivation to learn; teachers' problem; teachers' low proficiency in teaching; the lack of media in teaching

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
LEGALIZATION SHEET	iii
DECLARATION OF AUTHORSHIP	iv
PUBLICATION AGREEMENT	v
ACKNOWLEDGEMENT	vi
ABSTRACT	xi
TABLE OF CONTENTS	xii
LIST OF TABLES	xv
LIST OF FIGURES	xvi
LIST OF ABBREVIATIONS	xvii
CHAPTER I: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Scope of the Study	4
1.3 Research Question	4
1.4 Purpose of the Study	4
1.5 Significance of the Study	4
1.6 Definition of Key Terms	5
CHAPTER II: REVIEW OF THE LITERATURE	6
2.1.1 Teaching English as foreign Language	6
2.1.2 Teachers' Problems in EFL Classroom	7
2.1.3 Students' Lack of Attitude and Motivation to Learn	7
2.1.4 Classroom Management	10
2.1.5 The Lack of Media in Teaching English	11
2.1.6 Teachers' Low Proficiency in Teaching	14
2.2 Previous Studies	16
CHAPTER III: METHODOLOGY	19
3.1 Research Design	19
3.2 Setting and Context	19
3.3 Participant of the Study	20
3.4 Instrument of the Study	21
3.5 Data Collection	23
3.6 Data Analysis	23
CHAPTER IV: FINDING AND DISCUSSION	36
4.1 Findings	36
4.1.1 Students' Lack of Attitude and Motivation to Learn	37
4.1.2 Classroom Management	39
4.1.3 The Lack of Media in Teaching English	42
4.1.4 Teachers' Low Proficiency in Teaching	44
4.2 Discussion	48
CHAPTER V: CONCLUSION	55
5.1 Conclusion	55
5.2 Limitation	57
5.3 Pedagogical Implication	58
5.4 Recommendation	61
REFERENCES	63

APPENDICES	67
Appendix 1 : Reflective FGD Guidelines.....	61
Appendix 2 : Sample of Participants’ Reflective FGD.....	62
Appendix 3 : Interview Guidelines	63
Appendix 4 : Results of interviews from participants.....	64
Appendix 5: Research Permit	74
Appendix 6: Curriculum Vitae (CV)	75



LIST OF TABLES

Table 3.1 Demographic Profile Participants	21
Table 3.2 FGD Reflections Guidelines	22
Table 3.3 Interview Guidelines	22
Table 3.4 Theories Analysis of Closure Activity Strategies	24
Table 3.4 Example Procedure Data Analyses Conducted by Thematic.....	27



LIST OF FIGURES

Figure 4.1 Teachers Problems Diagram.....37



LIST OF ABBREVIATIONS

EFL: English Foreign Language

FGD: Focus Group Discussion

CCS: Conditional Context Question

P: Participant

