

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher represented the findings and discussion of this study. This part mainly discussed the study's findings related to the experiences of thirteen EFL Pre-service teachers during their field teaching practice I (PLP I) when they observed problems that hindered the teaching process in English classrooms.

4.1 Findings

This section represented the interpretation of all gathered data from the students that were from FGD and interview transcripts. It aims to reveal the students' experiences during their field teaching practice I (PLP I) when they observed problems that hindered the teaching process in the English classroom. The display data had been through data condensation to strengthen and intelligible the data. Furthermore, the data were analyzed qualitatively in thematic analysis using descriptive coding (Saldana, 2016) and then color-coding (Bianco, Gasparini, & Schettini, 2014).

This statement could be proven through various primary themes identification emerged to reveal the research findings based on the results of data analysis from participant reflections on FGD and interview transcript, namely: (1) Students lack the motivation to learn, (2). Classroom management, (3). The lack of media in teaching English, (4). Teachers' proficiency.

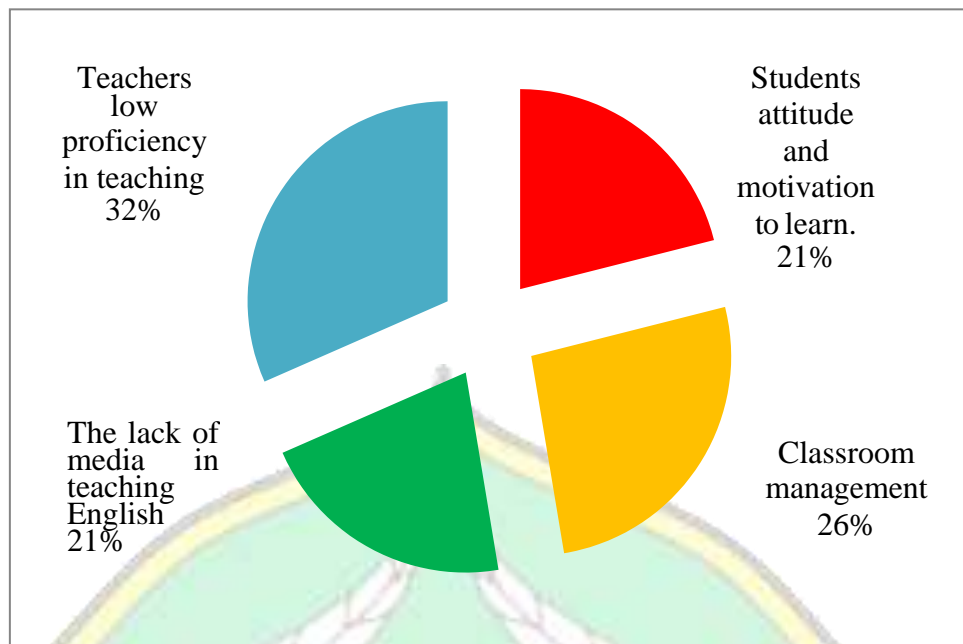


Figure 4.1 Teachers' problem diagram

The figure 4.1 presented that teachers with low skill are at the top of the observed data from EFL Pre-service teacher students in the form of FGD transcripts and interviews. As much as 32% of participants' responses indicated that teachers with poor teaching abilities were the primary source of classroom disruptions. The lack of media in teaching English and students lack motivation to learn have the same percentage 21 % in the diagram and classroom management get 26 % percentage as the problem that teachers faced in teaching English.

4.1.1. Students' Lack of Attitude and Motivation to Learn

Students' lack of attitudes and motivation to learn in this context is intended as how students behave in class, particularly during English lessons. The problem shown here is students did not have or lack the attitude and motivation to learn. When students lack the motivation to learn, they tended to lose focus in class and become noisy because they were engrossed in talking with their friends, so the

teacher is forced to explain the same material repeatedly, which caused the course to walk in a place where there was no development at all. As Participant P3US revealed in the interview.

"...Sometimes there are still some students who miss the teacher's explanation by telling many stories with their friends, so the teacher has to explain the material repeatedly, which is quite a hindrance to a teaching process..."(Interview_P3).

In addition, the lack of motivation to learn from students made them not have the same enthusiasm when entering the English class compared to other courses. This problem usually happened when students were not interested in the class they enter. In this case, in the English class, students tended to daydream during the class and did not catch anything from the teacher's explanations or quickly felt bored. As participant P1 RJ revealed in FGD reflection:

"...Students easy to feel bored in class because of the lack of motivation to learn..." (FGD_P1)

In line with that, P1 RJ also added in his follow-up interview:

"...Students who lack motivation in learning are more likely to fall asleep in class, chat a lot and play cell phones..." (Interview_P1)

In addition, the loss of motivation to learn English made students unable to focus on learning and only listened to the teacher. However, their attention was focused on other things that were more interesting to them. Sometimes the low motivation to learn caused students to choose to find new problems in class, such as disturbing their peers to pay no attention to learning. When the teacher asked again about their understanding of the material, they did not understand anything.

As Participant P10 WR revealed in the interview:

"...There are students who listen, but their attention is elsewhere; for example, suppose there is an object they are holding, they still listen to the teacher's explanation, but they do not pay attention and do not catch anything from the explanation. Then some students Keep bothering their friends if later they are asked if they do not understand; for example, the teacher asks, "Do you understand"? "Not yet," Is the answer...." (Interview_P10)

Students lacking the motivation to learn are likely to cause problems in the classroom, such as not focusing or not paying attention properly to the teacher's explanation during the learning process. In line with that, P11 MA also found the same thing from his observations. P11 MA revealed in the interview that:

"...Most of the students are less focused on learning, so sometimes the class is noisy, and the teacher finds it difficult to deal with the problem..."(FGD_P11).

Participant P11 MA also added several reasons behind the student's divided focus and what happens in class when students lose their focus in the course. He revealed that:

"...The student's focus is sometimes divided by several factors, such as the hot weather factor and maybe the students who have finished exercising and immediately go in to listen to the material. The student is disturbed..."(FGD_P11).

4.1.2. Classroom Management

Classroom management in this context refers to the way teachers organize their classes, especially in courses with many students exceeding the average number of students should be in the class, so this sometimes affected how they controlled student learning in their class.

Classes that were not too large and have to accommodate too many students exceeding the normal number of students who should be in the class tend to be disorganized and noisy. All of that can significantly disrupted the teaching and learning process. As stated by P2 AH in the FGD reflection:

"... The teacher's issue is because of the students. Most of the students in the class were talking to their friends, so the teacher could not stay focused on teaching. She had to rebuke her students who speak, so the learning process was not effective...."(FGD_P2)

In the points above, it is known that a noisy class because of students talking to each other made it difficult for the teacher to focus on explaining the material in the classroom. Because the teacher's attention could focus on the material and the state of the class, it contributed to how the teacher explained the material.

Another problem was revealed by the other participants regarding the classroom management at the school where they carried out field teaching practice 1 (PLP 1). Territorial control in the classroom became another problem teachers faced while teaching English. The number of students who exceed the number of normal students that should be in one class could make the teacher felt exhausted in managing the class, as the results of the reflection of the P4 HR in the FGD reflection:

"...There are too many students in the class, so it is hard to control each one. Because of the difficulty of controlling it, in the end, the class does not run conductively or is ineffective..." (FGD_P4)

From the expression above, it is known that classroom size that did not balance with the number of students in it could make it difficult for the teacher to control the class, so the class did not run conductively. P4 HR also added in an

interview that several parts of learning English, such as conversations where students had to talk to each other and practice it in front of the class, a teacher it tough to control students to pay attention to their friends who were speaking in front of the class. She revealed that:

"...The number of students in the class is around 22 or around 20, so it is difficult for the teacher to control each student, especially in conversational learning, which requires students to pay attention to their friends practicing in front of the class. Still, the students are even engrossed in playing in class..." (Interview_P4).

Meanwhile, another problem related to classroom management which hindered the teacher in the teaching process, was also discussed by another participant related to the task distribution part when teaching. P7HI revealed in the interview that:

"...The problem that the teacher faced when dividing the groups. In one room, there were more than 30 students, and when dividing the groups, it was not easy and even took a few minutes, so the learning process was less efficient. Also, the seating arrangement is still not good because it uses the traditional arrangement. The teacher used to use pairs and small groups, it only took a few minutes, so it reduced the learning process time and resulted in delays in the teaching process...." (Interview_P7).

From the point above, another problem that quite hindered the English classroom teaching process was when the time came for group divisions. The number of students that exceed the limit confused teachers when dividing groups, which is quite time-consuming and leaved teaching and learning time drained.

Furthermore, the teacher's poor classroom management skills impacted how students learn. The researcher found this related to the first problem mentioned earlier: students' lack of attitude and motivation to learn. Messy classroom

management made students no longer interested in learning and switch to talking about other things, making the class atmosphere noisy. As participant P10 WR mentioned in FGD reflection:

"...When the teacher explained the material, only a few students paid attention and always answered questions. In the very back row, many children like to make noise, so if the problem is the teacher's difficulty managing the class situation to keep it conducive...." (FGD_P10).

At this point, when the teacher could not manage the state of the class, some students, especially those in the back row, would talk more and create a commotion. This distracted their friends and could affect the teacher's focus in explaining material in class. This is also in line with what P13 AN felt in the class he observed; P13 AN revealed in an interview that:

"... one I notice is that the teachers find it difficult to manage their classroom properly because sometimes students always make their colony in the back row, and the teachers do not respond. It seems like the teacher did not see anything...."(Interview_P13).

From the statement above, it can be understood that the most significant obstacle teachers faced in teaching is lousy classroom management. When a teacher's classroom management is terrible, students lose attention to learning in class and have associations. This problem often happened to students in the last row who rarely got the teacher's attention.

4.1.3 The Lack of Media in Teaching English

The lack of media in teaching English in this context is a lack of media that can support teachers in presenting learning material. The lack of facilities that could

help teachers present material made the class situation monotonous and made students uninterested in learning in class. Three leading media, such as books, markers, and blackboards, were generally used in schools for learning. Meanwhile, in some schools, books that were one of the traditional media are still lacking, so teachers have to rewrite the material in the reader through the blackboard. Also, the short book gave students reasons not to do assignments, as stated by P8 HA in her observations at school. P8 HA said in FGD reflection that:

"...The problem with the facilities, especially the books at my PLP place, is that they lack books, so the teacher has to give directions and also write them on the blackboard... so they know what assignments they will give and most of the students do not pay much attention... and also have problems this facility makes them have the excuse to do not have books, so they do not do the assignments..."(FGD_P8).

In addition, P8 HA added that the lack of media in English classes made teachers must extend their explanation of material, and that drained learning time, as P8 HA said in his interview:

"...And the second problem is still about the media, namely the lack of additional facilities such as in focus so that students have to describe something more deeply and take much more time than when using media. In addition, teachers also do not take the initiative to create media that can support learning in their class..." (Interview_P8).

In line with that, the absence of other media available at school besides printed books makes students easily bored while studying, and this is again related to students' lack of motivation to learn, which is one of the reasons students quickly feel bored to learn in class because there are no media available. As participants, P5 RC and P4 HR stated in their FGD reflection:

"...The learning media available in schools are only textbooks, blackboards, and markers, while there are no infrastructure tools teachers can use to teach students, such as LCDs. So, students might also feel bored if they only use textbooks. The teacher also does not have the initiative to provide different media to engage further learning in his class..."(FGD_P5).

"...The learning media only includes books. Meanwhile, one part of the textbooks is related to conversation practices, and they must also be bored with the part of the conversation without any supporting media. Maybe it needs to be given some infocus or use videos to learn. However, in the school I observed, they only focus on textbooks. So, it is quite boring for students and hampers the teaching-learning process in class for teachers. In addition, there is no effort from the teacher to make media that can support learning in the class..."(FGD_P4).

Apart from that, the problem of lack of media can be overcome if the teacher wants to take one step forward by making media to support learning in the classroom because even though the media available in schools is very limited and still bare, the teacher can try other media for teaching because they are a teacher who must have creativity in teaching. As Participant P7 HI stated:

"...The facilities there (the school) are available starting from the LCD and audio only because the teacher does not have creativity, so, he does not take advantage of the facilities available in the class..." (Interview_P7).

However, during the participant observation period, the teachers did not have the initiative to create media to support their teaching. All participants agreed that there was no significant effort from the teachers they observed to make learning media that supported learning in their classes.

4.1.4. Teachers with Low Proficiency in Teaching

Teachers' low proficiency in teaching in this context is a lack of teachers' ability to lead their classroom, the way they prepare themselves before teaching, and how they arrange material while explaining so that students can understand it clearly and can help students acquire something after entering class. When teaching, the interaction of the teacher and students will determine how the class will run and how the teacher will explain the material later.

Some teachers in several schools still lack interaction with their students and only interact with a few who were active in the class, causing a gap between students and teachers. Also, the feeling of being differentiated by students created a relationship between teacher and student that became awkward, and class communication was not going well. As participant P6 ZA mentioned in FGD reflection:

"...When the teacher only focuses on the students who are more active in the class. For instance, the right one on the right side of the class was active, and the left one was not interested. The teacher's only focus on the right one, so it loses the role of the teacher..." (FGD_P6).

As the quote above, it is known that the teacher only pays attention to a few students during learning, especially those who are active in class. In contrast, children less involved in class become increasingly lazy to participate in learning. Unaffected, the teacher's role as guardian, director, and mentor is lost so that students' growth and developed according to their interests, potential, and talents.

P9 JH stated the same thing in his reflection FGD:

"...Teachers are still lacking in approaching students to help them interested in learning English also the teaching method that English teacher use is still messy so that many activities are missed in class such as reflection at the end of the class..." (FGD_P9).

As mentioned above, the teacher's lack of approach to students made students no longer interested in learning English. This is, of course, related to students' lack of motivation to know, which is also one of the problems that hindered the teaching process in English. In addition, teachers who were less proficient in teaching cannot choose and use appropriate teaching methods, so some parts of learning were missed.

The teacher's proficiency in teaching certainly significantly influenced how the class runs. When the teacher is not proficient in choosing methods and media so that the way they communicated with their students can cause the class to get more chaotic, learning became out of the teacher's control even though the teacher has prepared a lesson plan. As Participant P13 AN stated in the interview:

"...Probably because the teacher lacks proficiency in handling irregular classes due to the lack of preparation and ability to manage the learning flow even though there is a lesson plan, so the class is always in a hurry..."(Interview_P13).

As mentioned above, when the class got chaotic, the teacher was confused even though the teacher has prepared a lesson plan. The lesson plan is here to help the teacher lead the class, but if the teacher is not proficient enough in teaching, then the lesson plan will not really help the teacher and can even become like a time bomb that makes the teacher always rush while teaching.

However, the lack of teacher skills is not without cause. When teachers cannot build closeness with their students and establish good communication, the reason is not far from the teacher who sometimes skips class, where the more teachers rarely come to class, they will not know their students well and know what potential they can developed from these students,because every child came to class with their own potential, as told by Participant P2 AH in the interview:

"...Teachers rarely come into the classroom. So, student learning materials are also hampered. For example, during PLP, we entered one of the X classes and said it was their first meeting in English subject...." (Interview_P2).

From the data above, the presence of teachers is infrequent in English classes, even being their first meeting in class for English subjects.

The infrequency of teachers entering class was not without reason, sometimes some teachers did not join class due to sudden matters, personal interests, or meetings between teachers, which are mandatory to attend, but all of that was not a significant obstacle when the teacher could manage his time management so that he could keep in touch with his students, as told by participant P12 AA in the interview that:

"...Because the teacher had several activities to be followed, he stopped the class and only gave assignments and activities to do that way. The inability to time manages teachers themselves with their teaching and the other activities they should do outside the classroom hinders the teaching process"(Interview_P12).

When teachers could not handle classroom conditions to be more conducive, this was not far from how they carried out lesson plans and prepared themselves

before teaching time arrives. Sometimes the teacher has prepared a lesson plan, but he did not carry out what they have prepared due to the teacher's lack of preparation regarding the material and how he ran the class. Sometimes, they even skipped class. As mentioned by Participant P13 AA in the FGD reflection:

"...When the teacher makes a lesson plan, he sometimes does not run it and diverts the class as if he has just given an assignment that keeps collecting..."(FGD_P13).

Meanwhile, mastering an English teacher's English language skills, which was always a benchmark for an English teacher's teaching skills, remained in line with how the teacher prepared himself before teaching. As told by participant P9 JH in the interview:

"...The understanding of English students is still lacking even when the teacher mixes their explanation with Bahasa, and several students still cannot catch everything because of the common preparation of the teacher in understanding the material they want to serve in the classroom so they cannot explain it as clear as possible..." (FGD_P9).

As mentioned above, the lack of preparation before teaching by an English teacher impacted how his teaching skills were assessed and his students. in learning because he is still lacking here and there. Participant P6 ZA felt this too in the interview:

"...in my case, the teacher's pronunciation is not very clear, so it does not help the students either." (FGD_P6).

4. 2. Discussion

This section presented a discussion related to the teachers' Problems in the English classroom, finding hindering the teaching process based on EFL pre-service teachers' experiences during PLP 1. Among them are (a) students' attitude and motivation to learn, (b) classroom management, (c) the lack of media in teaching English, and (d) teachers who have low Proficiency in teaching. These problems are related, which will be discussed in more depth in this part.

The results of this study found that four problems could hinder the teaching process in the English classroom. The first problem was the student's attitude and motivation to learn. The finding shows that students' lack of motivation to learn is one of the problems the teacher faces, hindering the teaching process. Some of the attitudes and students' motivation to learn include loss of focus while studying, which is caused by various things such as weather, class conditions, class atmosphere, and loss of interest in learning English again.

As a result, the lack of motivation to learn from students can hinder teaching in the classroom. It starts with students falling asleep quickly in class, so they do not get anything after class. Lack of motivation to learn also makes students not interested in class and look for other activities that attract their attention more during class, such as rioting in the back row by telling stories to friends or disturbing friends who can start to focus on learning.

This can make the class noisy and less conducive, hindering the teacher's teaching process. This is in line with the research by Nguyen and Habok (2021) that when students start to lose their motivation to learn, the class comes into trouble because they would be caused so much noise and chaos, and of course, teachers are

no longer to overcome it.

The worst part about this lack of student motivation to learn is that it makes the teacher loses their focus in explaining the material and must explain the material repeatedly because students find it challenging to grasp the material, so it seems that the class is running in place without any significant progress.

This problem is in line with the findings of the previous study by Akbari (2015), who researched current challenges in teaching/learning English for EFL learners and found that one of the challenges faced by teachers when teaching English in class was the lack of student motivation in learning so that it can cause some chaos that harms the learning and teaching process.

Furthermore, the lack of motivation to learn from students is a problem that hinders the teaching process. This study also found that classroom management is another problem that could delay the teaching process, especially in English classrooms. When classroom management of a class is messy, several problems can arise.

A classroom atmosphere that is not conducive to the teacher cannot focus on their teaching, and students would lose interest in learning. Supported by findings from Rahimi and Asadollahia's study (2012), lousy classroom management makes the class atmosphere unsuitable for both parties, teachers, and students.

In addition, the results of this study show the indications found in schools by participants regarding this classroom management. Start with a classroom size that does not balance with the number of students in it, where the teacher must teach in a class where the number of students exceeds the reasonable limit for a class to contain students. Classroom size makes the teacher difficulty managing their

classes to keep them running conductively.

This is supported by research findings from Debrelli and Ishanova (2019) that a classroom size and the number of students in it affects the course of the class when the teacher is teaching because the teacher will be disoriented when they must focus on two different things at the same time namely students and the material to be explained.

After the classroom size, the following indication arises disorganized class. Several participants expressed in this study that they said the problems faced by teachers during teaching and that hindered the teaching process were cluttered and noisy classes. When the teacher explains the material in front of the class, some children start glancing at each other and admonishing or even moving their seats to be closer to their friends. Not infrequently, they even form their colonies during class time. Especially the children who are in the back seat.

The indication also showed in the research conducted by Hunter and Haydon (2019) that when class becomes irregular, the student will start messing up with their seating position, become engrossed with each other, not show attention to the explanation, and break one another's concentration.

These indications are undoubtedly alarming and can be a problem for the teacher in the teaching process. A lousy class can change the atmosphere of the course so that the teacher and students cannot focus on what they are each doing. In this case, the teacher cannot focus on the explained material, and students will quickly feel bored and uncomfortable during class hours.

Supported by the findings from Range, Sokal, and Heines's research (2012) regarding classroom management, a lousy class can negatively impact classroom

learning, creating an uncomfortable atmosphere for students and teachers to be disoriented in managing the course of learning in their class.

Meanwhile, disorganized, and noisy classes can disrupt the course of the class where the teacher cannot focus on the material being explained, so students cannot bring anything back from class. In addition, a noisy class can also result in the learning objectives having the most significant possibility of not being achieved because the teacher is no longer focused on learning and the material because they are distracted by taking care of students who are noisy and disorganized. In line with the findings from research conducted by Kane et al. (2011) that an irregular class can make learning objectives unattainable.

The following problem that this study finds is a problem that teachers face that hinders the teaching process. There is a lack of media in teaching. As we know, the media is an essential part of teaching, which can help teachers support their explanations in class, but when the support is not there, the teacher will be distressed. This is in line with the results of research conducted by Kabir (2014) that the media is one of the essential parts of learning that can support teachers in their teaching.

Some school media, such as whiteboards, textbooks, and markers, are not strong enough to help teachers explain the material. The presence of the media is not only limited to assisting the teacher in presenting the material but also to engaging the class and attracting students' attention to learning.

This is, of course, related to the first problem from the findings of this study, namely the lack of motivation to learn from students because learning that takes place without media seems monotonous and gets boring quickly. According to

Getie (2020) research, the loss of teaching media in the classroom is an external factor in students' boredom with learning.

In several schools where the participants in this study made observations, the lack of media was the most prominent and quickly noticed by some participants. Textbooks are media that are generally found in schools in some schools. In the school where participants of this study make observations are not even enough, so students must take turns when learning to use the book.

Another consequence of the lack of books as media that are generally found in school is that teachers have to extend their explanation of material because it is not only the material that must be explained but also explains the location of the exercises that students must do after class or during class later, this in addition to making it difficult teachers can also take up much time in teaching just because of media problems and the time the teacher must spend on extending the explanation of the material.

The effect of the lack of books as a primary medium in learning is continuous, with research from Zakarneh and Mahmoud (2020) stating that the lack of books as learning media in a school can affect teachers' teaching hours. They must detail the explanations in the book one by one to students rather than asking them to listen while looking at the book.

Furthermore, the problems arising from the lack of media do not only stop at the limited number of books. In some schools, textbooks are sufficient for students. Still, other supporting media, such as LCD projectors, are not enough, and this potentially can be a barrier for teachers because students will quickly get bored with teaching that is almost the same every day without anything new for them to

see and just fixated on books.

Various problems regarding the lack of media in the classroom are in line with findings from research conducted by Liu, Miller, and Jahng (2016) that the lack of learning media in the classroom can cause several cases, such as classes that become unproductive, affect student learning motivation, and can affect student learning outcomes.

The last problem related to the teachers' problem hindering the teaching process was the teachers themselves, as they had low proficiency in teaching. Sometimes teachers only interact with some students who are classified as active and ignore some of the others, even though when teachers can interact and build exemplary communication with their students, unconsciously, the teacher has been able to attract students' attention to study in class and can build productive class atmosphere.

This aligns with the research results from Carmel and Badash (2021), which suggests that good communication between teachers and students can help support students to be more enthusiastic during learning and create productive classrooms.

The other indication of teachers with low proficiency in teaching is that they cannot choose and use suitable learning methods in conducting their classes and lack creativity in developing media that can be used for teaching. When the teacher cannot pick and use an appropriate learning method, indirectly, the teacher has messed up in their class because it is very likely that when the teacher teaches with an inappropriate approach, some parts of the class activities will be skipped or not even carried out at all.

Even worst without the creativity of making the media that can help them to

support their teaching in the classroom. This is continuous with the finding of Hermans, Sloep, and Kreijns (2017) research that professional teachers should know what kind of teaching media, methods, and how to engage with their class. If not, they already messed up with the class.

The last indication of a teacher's lack of proficiency in teaching is the teacher's time management. When a teacher's time management is messy, they cannot manage the class even or adequately skip it. This can undoubtedly harm students. Besides, teachers cannot get to know their students better because face-to-face meetings rarely occur.

In addition, the teacher's bad time management makes them fail to prepare themselves before entering class to teach. As a result, sometimes the teacher cannot explain the material clearly and is easy for students to grasp, so sometimes they are considered unprofessional because they do not master English well or the material he conveyed.

The indications above regarding teachers' low proficiency in teaching are supported by the results of research conducted by Nayernia and Babayan (2019) that the lack of proficiency of a teacher can be indicated by several things, including a lack of good communication with students in class, unable to select methods which are suitable for teaching, limited creativity, and bad time management from an educator.