

CHAPTER V

CONCLUSION

As final, this chapter presented the point of the research. It discussed some items, mainly the study's conclusion, limitations, and pedagogical implications.

5.1 Conclusion

This present study investigates the problems that hinder teachers from teaching English in English classes from the point of view of pre-service teachers from their observations at schools in the field teaching practice program 1. This study reported that four problems hinder teachers during teaching: students' lack of motivation to learn, classroom management, the lack of teaching media, and teachers' low proficiency in teaching.

This study found that several factors can cause students to lack motivation to study in class, such as the weather, the atmosphere created in the classroom, and a loss of interest in learning English, which can be a barrier for teachers in the classroom. As a result, when students no longer have the motivation to study, the class becomes not conducive because students will mess around with lots of conversations with their themes, not paying attention to the teacher falling asleep and other activities. Hence, the teacher must explain the material he is repeatedly carrying, which is, of course, a very obstructive—teaching process in class.

Furthermore, it was found that another problem that hindered the course of teaching in class was class management which was still not good. Overcrowded classes cause this because the number of students exceeds the limit, making the class atmosphere noisy and challenging to manage. A noisy class can disrupt

student and teacher focus during teaching.

When the teacher is teaching, he must focus not only his attention on the material he is explaining but also on his students so that the material he explains can be conveyed clearly to his students, besides that the class is disorganized can also make the teacher confused during teaching so that this indeed becomes a barrier to teaching in class.

This study also revealed two other problems that hinder teachers during teaching: the lack of media that can support teachers during teaching and the teacher's lack of Proficiency. The media can help the teacher convey the material in class, but the teacher will face difficulties when that support is absent. In contrast, teaching, such as the difficulty attracting students' attention during class and extending the explanation period during class, can be a barrier for the teacher.

Besides, teachers with insufficient teaching proficiency will find it challenging to handle the class. Several factors have been found to cause teachers to sometimes lack Proficiency in teaching, including the lack of teacher-student interaction, the lack of teacher preparation before entering class, and the teacher's poor time management. This has an impact on teachers who do not have much knowledge about their students.

Hence, they cannot build good communication with their students, know the class atmosphere and how to set it up, and master material that is not qualified during the explanation, so it cannot help students during learning. Of course, some of these things can hinder the teaching process in the classroom.

5.2 Limitation

There were research limitations that needed to be acknowledged. This limitation was in the form of deficiencies or weaknesses in this study. Through a lengthy process, some of these limitations can be reviewed from several aspects. In this study, researchers only found four themes, which means researchers did not get sufficient in-depth information about the problems faced by teachers during teaching, which hindered the teaching process during class.

Furthermore, the data collection process only goes through two instruments: FGD reflection in the form of transcripts. These transcripts were produced from the results of Pre-service teacher-student discussions through Zoom. Interviews as a follow-up effort to verify data. It cannot be a guarantee regarding the data taken because sometimes the participants' answers do not settle with the data from the FGD.

In addition, the use of Zoom as a place to conduct interviews as well as FGD (Focus Group Discussion) discussions is a limitation of this research because sometimes network disturbances from participants when giving their statements and researchers while searching and exploring data can influence the quality of the data obtained. This network problem can be quite a serious problem for researchers, it is likely that some of the answers from participants will not be recorded clearly so that some data can be said to be flawed and not qualified.

In addition, from more than 40 data regarding teacher problems in teaching, the researcher only took 13 data that were relevant to the purpose of writing this study because some participants still did not understand the problems that were a barrier for teachers in teaching in the classroom, this means that the data the

researchers explored still not too broad in scope so that it can only produce four themes.

This research needs to investigate further to find other problems that might hinder teachers during their classroom teaching. Besides that, the data collection instrument might be expanded again with the number of participants.

5.3 Pedagogical implication

The findings of this study have implications for the teaching and learning process of English as a foreign language in schools. Pedagogically, the teacher or lecturer, especially the teacher, can use reading and seeing the problems in this study as a reference for them studying their class. In addition, 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 there are still some things that need fixing.

Apart from that, the teacher can also start organizing and designing teaching methods and how to apply them in class. The three external problems encountered from the results of this study that can hinder the teaching process can be taken by the teacher as a reference for finding solutions if one or two of these problems occur in their class.

Then from that, two problems that impede the teaching process in the classroom from the findings of this study require joint efforts with the school to solve them, namely the handling of messy classroom management caused by overflowing students in class and exceeding the standard content limit in a class and the lack of media -Basic media to support teachers in teaching such as textbooks

and LCD projectors. This finding can appeal to the school to take part in dealing with the problem.

Other officials in the school must participate in solving this problem and cannot be fully assigned to the teachers who teach. Regarding the limitations of basic media in teaching such as books and LCD projectors, it can be a shared responsibility with the school, in this case the school. Apart from that, LCD projectors, of course, are very crucial because they can help teachers as an alternative media for teachers.

Furthermore, most of the results of reflection and interviews with participants regarding their observations show that teachers with deficiencies in proficiency are the main problem that hinders the teaching process. Teachers with less proficiency can cause breakdowns in class communication, find it challenging to manage the class so that it is sometimes not conducive, have poor time management, also do not have sufficient preparation before entering class. Hence, they are unable to help their students in learning.

Through the results of this study teachers can begin to reflect on whether they have built good communication with students at school or not, because with good communication between students and students it will be a little helper for the teacher in managing and maintaining the conduciveness of the class. Because good communication with students can create a feeling of mutual understanding between students and teachers so that teachers do not have to expend excess energy in managing the flow of learning in the classroom.

Through the results of the elaboration of the findings in this study it can also be seen that teachers with poor teaching proficiencies can also sometimes find it

very difficult to manage classes that are not conducive, this problem comes from the teacher's poor class organizing abilities, from several aspects described regarding how the class is not conducive, the teacher can start to be classified as conducive or not and can start concocting and reflecting on the right solution for this non-conducive class problem.

Meanwhile, the dominant data from this study indicate that teachers with a low level of proficiency in teaching are a source of problems that can become a barrier for teachers in teaching. Through the results of this study teachers can begin to reflect on whether they have good time management, because in some cases this research shows that sometimes teachers do not have good time management so that some classes neglect their study schedules and rarely even attend due to the teacher's agenda colliding with the schedule. teach him.

In fact, as a teacher, you must always think about and consider the teaching and learning process in the classroom because through it the teacher can directly monitor the progress of their students in learning. Improper time management is also closely related to the teacher's lack of preparation before entering teaching which is also one of the problems found from the results of this study.

Teachers with insufficient preparation before teaching can bring less than excellent performance such as the teacher's lack of mastery of the material to be delivered so that his performance in teaching is not good and students cannot grasp any of the material he explains. Through the results of this research, of course the teacher can use it to reflect on whether they have one or two of these indications to fix the mistake as soon as possible.

5.4 Recommendation for Further Studies

The findings of this study indicate that four main problems become obstacles for teachers in teaching in class: students' lack of motivation to learn, class management, the lack of media in teaching, and teachers' low Proficiency in teaching. However, the results did not explore the existing data because the researchers only took some data from the FGD transcripts and participant interviews.

The instruments used are still limited and prone to errors during the data collection period. The data obtained is still not diverse enough because the data taken is data from observations of pre-service teacher students during the field teaching practice period. Besides, some participants still do not understand the teacher's problem, so the researcher suggests further research.

Again, the problems that hinder teaching in this class with a more varied instrument and a more in- depth research period after finding some understanding of the teacher's problems through this research.

In addition, the research time is not too long, so the results of the data obtained are not too extensive. The data obtained was not too extensive because some participants did not understand the concept of this study. The researcher suggests that future researchers who wish to conduct research with the same focus should estimate a sufficiently long research time so that they have sufficient time to explain further about the research objectives and the problems raised in the research are clear so that when collecting data, the data obtained can include many variables related to the research problem being carried out and is not limited.

Other than that, the researcher recommends further research to explore more

about one of the dominant data being the answers from research participants regarding the problems faced by teachers in English classes, namely the lack of teacher proficiency in teaching. This can be an interesting research topic to explore for researchers who want to research with the same research theme as this research.

