

Appendices 1:FGD (Focus Group Discussion) guidliness

No	Question
1.	What are teachers' problems in the English classroom that might hinder learning?



Appendices 2: FGD reflections from Participants

1. What are the problems faced by the English teachers in their classrooms that might hinder the English teaching process?

Name	Raw data	First open coding	The next open coding	Selective coding	Theme
P1 RJ	From me, from a number of classes that I observed, eee.. for the problems the teacher faced, maybe from... what... maybe from the students' motivation to learn English, it seemed like it was lacking because like what was said earlier...like..in class it's like getting bored so in the end the enthusiasm for learning is lacking..that's it.	From me, it's from several classes that I observed, eee..for the problems the teacher is facing, maybe from..what..maybe from The motivation of the students to learn English seems to be lacking because like what was said earlier it's like..it's like..in class it seems bored so in the end the enthusiasm for learning is lacking..that's it.	I. It's easy for students to feel bored in class because they lack motivation to learn.	I. Student's attitude and motivation to learn	I. Student's attitude and motivation to learn
P2 AH	For me, maybe the teacher issue is because of the students... most of the students in the class, they were talking to their friends, so the teacher is.. cannot stay focused in teaching, so she has to... she has to reprimand her students who spoke, so eeee... the learning process was not effective. I think that's from me.	For me, maybe the teacher issue is because of the students... most of the students in the class, they were talking to their friend, so the teacher cannot stay focused in teaching, so she has to... she had to rebuke her students who speak, so the learning process was not effective. I think that's from me.	I. Overcrowded classroom make teachers cannot stay focused on their explanation of the material because students keep talking to each other.	I. Classroom management	II. Classroom management
P3 US	The teacher's problem is not much different from that of the students. They are also limited with the media because even though SMAN 1 Kendari is a favorite high school, like I said, the LCD projector is not that good. So like one of the barriers eee for teachers and students is a media or LCD.	The teacher's problem is not much different from that of the students. They also were limited with media because even though SMAN 1 Kendari is a favorite high school but like I said. The LCD projector is lacking like one of the barriers eee for teachers and students is a media or LCD.	I. Teachers are dealing with the lack of media inschool, in this case the LCD is not enough for each teacher who teach English	I. The lack of media in teaching English	III. The lack of media in teaching English

Appendices 3: Interviews' guidliness

No	Questions
1.	What kind of teacher'sProblem might hinder the learning process? Make it more specific to the teacher'sProblem.
2.	How do the teachers you observe in class react when students are not motivated to learn, so they talk a lot or are bored easily in class?
3.	In terms of what you say that teachers cannot control their classrooms.
4.	Is there any effort from the teacher you observed to make a learning media in his/her classroom?
5.	Have you ever asked for a teachers' lesson plan sheet that you observed and saw how it was implemented in the classroom? Does the teacher run the class according to the lesson plan that has been prepared?
6.	Are there any new variations in teaching English from the teachers you observed?
7.	In the class, you observe how the teacher organizes seating arrangements in his/her class. For example, they use U letter seating arrangement or use pair work.

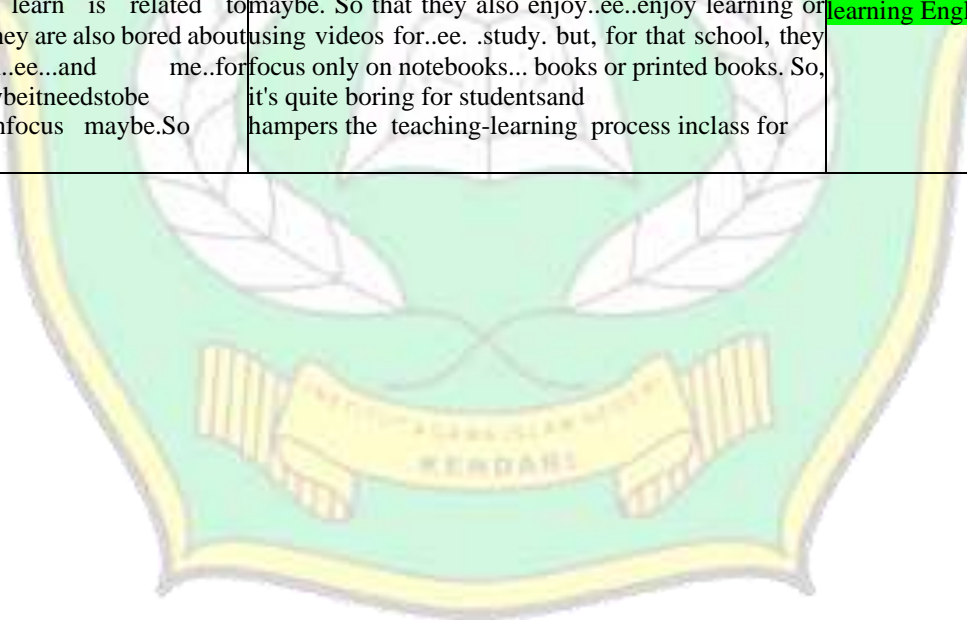
Appendices 4: Results of interviews from participants

1. What kind of teachers' problem might hinder the learning process? Make it more specific to the teacher's problem.

Name	Raw data	First open coding	The next open coding	Selective coding	Theme
P1 RJ	In my opinion, such as the lack of student motivation to learn in a subject in the classroom, of course, if students lack motivation to learn, students will not be enthusiastic in the learning process.	In my opinion, the lack of student motivation to learn in a subject in the classroom, of course, if students lack motivation to learn, students will not be enthusiastic in the learning process.	I. Lack of motivation to learn makes students have low enthusiasm to learn and because of that the teaching and learning process will not go smoothly	I. Students attitude and motivation to learn.	I. Students attitude and motivation to learn.
P2 AH	The teacher rarely enters the classroom. So, student learning materials are also hampered. For example, during PLP, we entered a class X and said that it was their first meeting in English subject.	The teacher rarely comes into the classroom. So, student learning materials are also hampered. For example, during PLP, we entered a class X and said that it was their first meeting in English subject.	I. Teachers who rarely come to teach in class become a problem that hinders the process of	I. Teachers low proficiency in teaching	IV. teachers low proficiency in teaching.

			teaching English.		
P3 US	While doing PLP 1 and entering the class and making observations I never saw the teacher complained or the teacher spoke about their problems that might hinder the teaching process but what I sometimes there are still some students who miss the teacher's explanation by telling a lot of stories behind their backs with their friends so the teacher has to explain the material over and over again so that it is enough to hinder the teaching process.	While doing PLP 1 and entering the class and making observations I never saw the teacher complained or the teacher spoke about their problems that might hinder the teaching process but what I see is that sometimes there are still some students who miss the teacher's explanation by telling a lot of stories behind their backs with their friends so the teacher has to explain the material over and over again so that it is enough to hinder the teaching process.	I. Students who have lack of motivation to learn and keep teaching with their friends sometimes don't catch the material tightly so the teacher should repeat their explanation again and again in every class this one might hindering the teaching process	I. Students attitude and motivation to learn.	I. Students attitude and motivation to learn.

P4	<p>In my opinion, for me...for students at SMPN 15 Kendari...the problem is the teacher's barriers or obstacles in teaching in that class, because there are too many students in the class, so it's difficult to control each student. What's more, students are different...their understanding is different, the way of knowing learning is also different, but because it's difficult to control, in the end the class doesn't run conductively or is ineffective. Ee...and that too...in my opinion the media too. Um...learning media only covers...ee...covers books. While the book also...ee...what they learn is related to conversations, while they are also bored about the conversation...ee...and me...for other media it's not...maybe it needs to be given...um...pro. yaainfocus maybe. So that they also enjoy...ee...enjoy learning or using videos for...ee. study. but, for that school, they focus only on notebooks... books or printed books. So, it's quite boring for students and hampers the teaching-learning process in class for</p>	<p>In my opinion, for me...for students at SMPN 15 Kendari...the problem is the teacher's barriers or obstacles in teaching in that class, because there are too many students in the class, so it's difficult to control each student. What's more, students are different their understanding is different, the way of knowing learning is also different, but because it's difficult to control, in the end the class doesn't run conductively or is ineffective. And the media too. learning media only textbook. While the book also what they learn is related to conversations, while they are also bored about the conversation...ee...and me...for other media it's not...maybe it needs to be given...um...pro. yaainfocus maybe. So that they also enjoy...ee...enjoy learning or using videos for...ee. study. but, for that school, they focus only on notebooks... books or printed books. So, it's quite boring for students and hampers the teaching-learning process in class for</p>	<p>III. Overcrowded classrooms make teachers' get really hard to control the class so the class is not really effective anymore</p> <p>IV. The lack of media use in the classroom makes students feel bored learning English</p>	<p>I. Classroom management</p> <p>I. The lack of media in teaching English</p>	<p>IV. Classroom management</p> <p>V. The lack of media in teaching English</p>
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	that they also enjoy..ee..enjoy learning or using videos for..ee. .study. but, for that school, they focus only on notebooks... books or printed books. So, it's quite boring for students and hampers the teaching-learning process in class for teachers..that's all from me.	teachers..that's all from me..			
P6 ZA	The problem is when the teacher only has their attention to the students who are more like active in the class. For example, the right one.. the right side of the class was active, and the left one didn't,, was not interested in the class. The teacher's only focus on the right on, so it loses the role of the teacher. He should have encouraged more students who were still lacking, those who were already able to just stay guided, but those who were unable to do so needed more attention. And for me, the teacher...the pronunciation isn't very clear, so it doesn't help the studentseither.	The problem is when the teacher only has their attention to the students who are more like active in the class. For example, the right one.. the right side of the class was active, and the left one didn't,, was not interested in the class. The teacher's only focus on the right on, so it loses the role of the teacher. He should have encouraged more students who were still lacking, those who were already able to just stay guided, but those who were unable to do so needed more attention. And for me, the teacher...the pronunciation isn't very clear, so it doesn't help the studentseither	III. Teachers' lose his/her role as a student advisor because it only focuses on some students.	I. Teachers' low proficiency in teaching	IV Teachers' low proficiency in teaching

2. **How do the teachers you observe in class react when there are students who don't have the motivation to learn so they talk a lot or get bored easily in class?**

Name	Raw data	First open coding	The next open coding	Selective coding	Theme
AN 13	<p>they didn't really interest with the learning process, you know even if it's a short time. In the class most of them just come to find the answer to the assignment they got from the previous class, even sometimes they don't do their assignment and do another assignment from another subject. But also I think this is because the teachers really rarely come out with the motivation to encourage students to learn like giving motivational words or making their classes more interestingfor example give a warm up or whatever that can make students feel more interested in learning.</p>	<p>interest with the learning process, you know even if it's a short time. In the class most of them just come to find the answer to the assignment they got from the previous class, even sometimes they don't do their assignment and do another assignment from another subject. But also I think this is because the teachers really rarely come out with the motivation to encourage students to learn like giving motivational words or making their classes more interestingfor example give a warm up or whatever that can make students feel more interested in learning.</p>	<p>really interested in the class and get bored really easily, and the way the teacher responds to it is just nothing. Teachers really rarely come out with the motivational word or something that can encourage students to learn.</p>	<p>motivation to learn.</p>	<p>motivation to learn.</p>

3. In terms of what you say that teachers cannot control their classroom?

Name	Raw data	First open coding	The next open coding	Selective coding	Theme
P10 WR	<p>What I have observed is that the teacher is not really able to engage student attention like for example, if you say this you have to focus if you ask later it's like an example of a question that leads in a direction like a question but it's made like a game the students don't seem interested, so it's like the teacher was not able to control the class situation like that.</p>	<p>What I have observed is that the teacher is not really able to engage student attention like for example, if you say this you have to focus if you ask later it's like an example of a question that leads in a direction like a question but it's made like a game the students don't seem interested, so it's like the teacher was not able to control the class situation like that.</p>	<p>I. Teachers still cannot organize the class and the students as well as they still cannot control the situation in the class so as not to feel bored.</p>	<p>I. Classroom management</p>	<p>I. Classroom management</p>

4. Is there any effort from the teacher that you observe to make a learning media in his/her classroom?

Name	Raw data	First open coding	The next open coding	Selective coding	Theme
P8	From what I have observed, teachers use textbooks as media and do not make special media for related subjects for example in procedure text part,only explains how to arrange sentences so that they become coherent, they are not give some example by video or print out text maybe, so that students can better understand how to write procedure texts.	From what I have observed, teachers use textbooks as media and do not make special media for related subjects for example in procedure text part,only explains how to arrange sentences so that they become coherent, they are not give some example by video or print out text maybe, so that students can better understand how to write procedure texts.	I. The teacher only uses textbooks in teaching without trying to make some teaching media to support the teaching and learning process.	I. The lack of media in Teaching English	III. The lack of media in Teaching English

5. **Have you ever asked for a teacher's lesson plan sheet that you observed and saw how it was implemented in the classroom? Does the teacher run the class according to the lesson plan that has been prepared?**

Name	Raw data	First open coding	The next open coding	Selective coding	Theme
P9	After doing the observation I think the teacher that I observed is not really implementing the lesson plan in the class, for example the material about greeting and introduction, the teacher just tells students to introduce themselves, just that without doing anything like warm up first or something like that.	I've asked for the teacher's lesson plan sheet and the implementation was approximately the same, only the teacher explain in more detail because many students didn't understand, so he discussed the previous material again to increase students' understanding so that students can adjust to the material in the lesson plan.	I. The lesson plan that the teacher prepared is sufficient in classroom but sometimes the teacher adds some more explanation for a student that is still really hard to catch the material such as connecting the material with some lesson from the last meeting.	I. Teachers' low proficiency in Teaching	I V Teachers' Low proficiency in teaching


6. Are there any new variations in teaching English from the teachers you observed?

Name	Raw data	First open coding	The next open coding	Selective coding	Theme
P3	Based on my observations, the teaching process carried out by the teacher was more or less the same as what I got at high school. It is still very traditional, in fact it is almost the same as teaching Indonesian language subjects and has no variations in it so that the class seems boring and the students also don't really get the impression of learning English because the class atmosphere is so ordinary.	Based on my observations, the teaching process carried out by the teacher was more or less the same as what I got at high school. It is still very traditional, in fact it is almost the same as teaching Indonesian language subjects and has no variations in it so that the class seems boring and the students also don't really get the impression of learning English because the class atmosphere is so ordinary.	I. The way of teaching in class is still the same as usual or still in the traditional way.	I. Teachers' low proficiency in Teaching	I V Teachers' Low proficiency in teaching

7. In the class you observe how the teacher organizes seating arrangements in his/her class? For example they use U letter seating arrangement or use pair work.

Name	Raw data	First open coding	The next open coding	Selective coding	Theme
P7	In my opinion, the seating arrangement is still not good because it still uses the traditional arrangement. Ohh, the teacher has used pairs and small group but it takes a few minutes to make, so it reduces time of the learning process.	In my opinion, the seating arrangement is still not good because it still uses the traditional arrangement. Ohh, the teacher has used pairs and small group but it takes a few minutes to make, so it reduces time of the learning process.	I. The teacher is still not skilled enough in arranging the seating arrangement in the classroom.	I. Classroom management	II. Classroom management

Appendix 5. Research Permit

**PEMERINTAH PROVINSI SULAWESI TENGGARA**
BADAN PENELITIAN DAN PENGEMBANGAN
Jl. Mayjend S. Parman No. 03 Kendari 93121
Website : balitbang.sulawesitenggara.prov.go.id Email: badan.litbang.sultra01@gmail.com

Kendari, 26 Oktober 2022

Nomor : 070/3753/2022
Sifat :
Lampiran :
Perihal : IZIN PENELITIAN

Kepada
Yth. Rektor IAIN
Di -
KENDARI

Berdasarkan Surat Dekan FATIK IAIN Kendari Nomor : 4092/In.23/FTIK/TL.00/10/2022 tanggal 14 Oktober 2022 perihal tersebut diatas, Mahasiswa dibawah ini :

Nama : SITI HAYATUN NUFUS
NIM : 19010106035
Prog. Studi : Tadris Bahasa Inggris
Pekerjaan : Mahasiswa
Lokasi Penelitian : IAIN Kendari

Bermaksud untuk Melakukan Penelitian/Pengambilan Data di Daerah/Sesuai Lokasi diatas, dalam rangka penyusunan KTI/Skripsi/Tesis/Disertasi, dengan judul :

" TEACHER'S PROBLEMS IN ENGLISH CLASSROOM HINDERING TEACHING PROCESS : EFL PRESERVICE TEACHER'S OBSERVATIONAL EXPERIENCES"


Yang akan dilaksanakan dari tanggal : 26 Oktober 2022 sampai selesai

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. senantiasa menjaga keamanan dan ketertiban serta mentaati perundang-undangan yang berlaku.
2. Tidak mengadakan kegiatan lain yang berlawanan dengan rencana semula.
3. Dalam setiap kegiatan difasilitasi agar pihak Peneliti senantiasa koordinasi dengan Pemerintah setempat.
4. Wajib menghormati adat istiadat yang berlaku di daerah setempat.
5. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Gubernur Sulawesi Tenggara Cq. Kepala Badan Penelitian dan Pengembangan Provinsi Sulawesi Tenggara.
6. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

Demikian surat izin Penelitian diberikan untuk digunakan sebagaimana mestinya.

an. GUBERNUR SULAWESI TENGGARA
KEPALA BADAN PENELITIAN & PENGEMBANGAN
PROV. SULAWESI TENGGARA


Dra. Hj. FAMA, M.Si
Pembina UMMA Medya, Ckt. IV/II
Np. 19660306 198603 2 016

DAFTAR LAMPIRAN

1. Gubernur Sulawesi Tenggara (sebagai laporan di Kendari).
2. Dekan FATIK IAIN di Kendari).
3. Ketua Prodi Tadris Bahasa Inggris FATIK IAIN di Kendari.
4. Mahasiswa yang bersangkutan.

Appendix 6. Curriculum Vitae (CV)



CURRICULUM VITAE

PERSONAL DATA

1. Name : Siti Hayatun Nufus
2. Place/Date of Birth : Lakomea, 02th June 2002
3. Gender : Female
4. Status : Student
5. Religion : Islam
6. Phone Number : 082260604363
7. Address : Ds. Lakomea, Kec. Rarowatu, Kab. Bombana, Prov. Sulawesi Tenggara.
8. E-mail : hayatunsiha@gmail.com

PARENTAL DATA

1. Name of Parents
 - a. Name of Father : Sabri, SE.
 - b. Name of Mother : Masni
2. Name of Brothers : 1. Muhammad Ibnu Mahfidz
2. Muhammad Qory Ahnaf

EDUCATIONAL BACKGROUND

1. SD : SDN 93 BOMBANA
2. SMP : SMPN 06 BOMBANA
3. SMA : PONPES UMMUSHABRI KENDARI
4. College : Institut Agama Islam Negeri (IAIN) Kendari

Kendari, 26th December 2022

The Writer

Siti Hayatun Nufus

NIM: 19010106035