

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Based on the data that has collected using interview technique, the researcher found that the novice teachers of Language Development Center face variant difficulties when teaching in English language class of Language Development Unit. The researcher took eleven people of teacher in LDC, which they were that the researcher categories as the novice teacher. The data were gathered to answer what the difficulties face by novice teacher of Language Development Unit when teaching English and the problem-solving they use to solve their problems.

1. The difficulties face by novice teacher of Language Development Unit when teaching English

The Novice teachers who became the participants for this research was from UPB (Language Development Center) teachers, the researcher considered the teachers as the novice teacher based on the data gotten from questionnaire which was made by researcher in which the questionnaire aimed to select candidate of participants who match the researcher's criteria based on the theoretical review. Based on the Table 4.1. from the 115 UPB teachers, there were about 33 people who participated in filling out the participant selection questionnaire and from these 33 people there were 12 teachers who matched the researchers' criteria to become research subjects. The following is a table of participant selection questionnaire recapitulation.

From the selected participants, many findings were found by researcher related to the difficulties of novice teachers when teaching English in the UPB English class. Researcher took four general difficulties faced by novice teachers in accordance with the theories of several experts as described in the second chapter. In the following, the researcher will discuss in detail the difficulties faced by the novice teachers that the researcher got from the results of the researcher interview.

a. Classroom Management Difficulties

1) Students Noise in Group Study

There were 8 participants who encountered this problem and 4 others did not encounter this problem. For 8 participants who encountered problems made by students when learning in groups they often encountered when they asked students to study in groups and this made it a little difficult for them when teaching in class. This is evidenced by several statements from participants as follows:

NH: *“Of course I have face that, but as much as possible I try them to stay in a conducive condition or situation, stay calm and not too noisy.”*

LAR: *“Yes, they often make a fuss.”*

MRF: *“If it is called a big fuss there is nothing, but for small fuss I often face it and it is frequent.”*

2) Students' Talking Outside the Learning Topic

Of the 12 participants, there were 10 people who encountered this difficulty. According to one participant, the students usually make a fuss when the teacher leaves the classroom for a while and other participants say that they often find students talking about something outside the learning topic and the topic revolves around things that are viral at the time or about lectures outside the classroom of their UPB. This is evidenced by several statements from participants as follows:

ASAP: *"Yes, I have faced students who speak or converse outside the topic of learning material in my class."*

Si: *"When I supervised, none of them talked outside the topic of learning, but when I left the class they sometimes talked outside the topic of learning."*

NH: *"Yes I ever face it, they can sometimes talk about the hottest topics or also about lectures outside the UPB and others."*

3) Students Mocking Each Other in the Class

There were 9 participants who encountered this difficulty from the 12 participants. Some participants stated that students sometimes mocked each other when studying but they did this with the aim of joking and other participants added that in this case, the students who often mocked were senior students because they were familiar with each other so that the mocking was normal thing for them. This is evidenced by several statements from participants as follows:

MZA: *“Yes, and most of them are sophomores, it usually happens because they have started getting to know each other and are more familiar with each other.”*

HM: *“I have face this difficult and even they made class noisy and I admonished it.”*

MRF: *“There is no excessive mocking, but if they joke lightly it is often.”*

4) Students Disrespectful Attitude

There were 5 participants who encountered this difficulty, and almost all of the participants said the disrespectful form they encountered was like a student who often came in late even though he had been warned. This is evidenced by several statements from participants as follows:

MZA: *“Yes, there are students who are rude in my class.”*

Si: *“There are some students who are not polite like coming to class late and usually I scold them.”*

RA: *“Yes, it is there the student who became rude may be like going to class even though it's too late.”*

5) Difficult in Students' Monitoring with Wrong Sitting Position

Of the 12 participants, 10 of them had no other difficulties from class management while the other 2 participants had other difficulties such as a lack of material preparation for teaching and a sitting position which sometimes made it difficult for the teacher to see all students because the

general sitting position made the students sitting behind difficult to supervise. This is evidenced by several statements from participants as follows:

Si: *“So far, my problem in class management is material preparation or the lack of material preparation for students.”*

NH: *“For me is the student sitting position that is difficult for the teacher to monitor.”*

b. Learning Method Difficulties

6) Difficult in Using Simulation, Silent Way, Jigsaw and Role-Play Method

Of the 12 participants, 4 used other methods and encountered difficulties when using them, while 8 others did not use except the regular methods such as direct method, question and answer method, simulation method and others. The other methods of the 4 participants are simulation, silent way, jigsaw and role-play. The difficulty of Simulation is the participants have not really mastered the method. The difficulty of Silent way is the method does nothing and it is feared that students cannot understand the meaning of the learning. The difficulty of Jigsaw is managing time so that it is sufficient for one discussion. And the difficulty of Role play is in motivating the students to be more expressive because they still seem shy and stiff.

This is evidenced by several statements from participants as follows:

ASAP: *“In my opinion, the methods that I am not good at are demonstrations and simulations because these methods require a lot of preparation.”*

NH: *“Role play, they get their respective roles and usually they make their own script or dialogue and the difficulty is to motivate them to be more expressive because they still seem shy. Still stiff that’s the difficulty, one of them is to make them more relax Flexible and deeper into character.”*

RA: *“What I have used is that I usually use cooperative learning such as jigsaw and the difficulty may be to manage the time so that one discussion is sufficient.”*

7) Using Inappropriate Learning Method with Learning Objectives

Of the 12 participants, there are 5 people who have encountered these difficulties. There are several things that cause it, such as students who cannot grasp the content of the lesson, or they are slow to understand the learning, the number of students who are not suitable, such as those who do not attend class and also the learning material cannot be integrated with the chosen method. This is evidenced by several statements from participants as follows:

WA: *“Yes I have felt it like when I used the grammar translate method but the learning material did not match.”*

RA: *“Yes I have face it, maybe because the conditions or the number of students do not support the learning method that has been prepared.”*

HM: *“I have ever used a learning method but the method was not in accordance with the learning objectives and learning materials, when teaching I had prepared methods and strategies to achieve the learning objectives but the students turned out to be a bit slow at this point.”*

8) Feeling Lack of Mastery for Some Method

There are a few types of learning methods that they haven't mastered. These methods are simulation, demonstration, lecture, silent way and communication language learning. This is evidenced by several statements from participants as follows:

MZA: *“In my opinion, the method that I still haven't mastered properly is the simulation method.”*

ASAP: *“In my opinion, the methods that I am not good at are demonstrations and simulations because these methods require a lot of preparation.”*

Si: *“In my opinion, the method that I don't really master is the silent way and for communication language learning I actually master it but I don't know the standard way of application in class.”*

c. Teacher and Students' Interaction Difficulties

9) Teacher And Students' Disagreements

There are those who accidentally disagree but there are also those who deliberately disagree with their students because it aims to improve

their critical thinking skills. This is evidenced by several statements from participants as follows:

MZA: *“Yes, sometimes I have disagreements with my students in class.”*

MAM: *“Yes, I often disagree with my students in order to hone their thinking skills.”*

RA: *“When it comes to disagreement, we have, but sometimes we will look for references that seem to be trusted that are more reliable so that we have a way to settle them with certain agreements or with collapsing factors, basically if fighting is never usually if it contains opinions ever.”*

10) Teachers Are Authoritarian Toward Students

There are 6 participants who have been or are often authoritarian against their students in the classroom. Some mentioned the cause because it was to discipline students in the classroom, to restore the classroom situation if it started to get out of hand, to give a deterrent effect to students who did not obey the rules, to signal the boundaries between teachers and students that should not be crossed, and to manage the class so that the class was conducive. This is evidenced by several statements from participants as follows:

Sh: *“Yes, There have been in certain cases only to make my students the class to be disciplined”*

NH: *“I am become an authoritarian when it comes to classroom management.”*

MAM: *"I've always been authoritarian about the rules in the classroom."*

11) The Inactivity of Some Students in the Class

Of the 12 participants all stated that they had passive students in their class. Most of them are passive because they are too shy to appear in class and some are deliberately passive to make a mysterious impression. And the participants also found it difficult when dealing with these passive students, such as obstruction of the teaching and learning process, unequal understanding between one student and another, and others. This is evidenced by several statements from participants as follows:

Si: *"Yes, I have a lot of passive students in class and when students do assignments or role play games, I often find it difficult and how to solve it I join active and passive students in a group or during the question and answer session, I go first to the passive student."*

MAM: *"Yes, I have passive students in class and that causes me to teach because it requires more effort to make these students actively learn in class"*

SM: *"Students who are passive like quiet, yes, there must be every time I teach me in class and it's quite difficult for me."*

d. Learning Media Difficulties

12) The Inadequate of Default Media in Some Class

Of the 12 participants, 6 said that the media provided by UPB was adequate and 6 others stated that the learning media in UPB classes were

still inadequate. An example of the lack of media in the UPB class is like there are some classes where projectors are not available. This is evidenced by several statements from participants as follows:

MRF: *“It is still lacking because in the class I teach there is no projector.”*

SM: *“Less, when it comes to learning media in class, it is actually still lacking.”*

MAM: *“For me, the learning media in UPB classes are still inadequate.”*

13) Time Consuming in Making Learning Videos

The next difficulty in the learning media section is the large amount of time spent making self-learning videos for students because the making of the video starts from determining the material, preparing the video making device, taking video then editing then uploading the video to the internet. All these things take a lot of time. This is evidenced by several statements from participants as follows:

WA: *“the difficulty is from recording video, the point is that the process of making a video and uploading it to YouTube and editing can take hours”*

14) Too Many Equipment For a Medium

For some novice teachers, they said that the media they used to use had a lot of equipment so that when novice teachers wanted to use a medium, they brought a lot of equipment to the class for the preparation of the media. This is evidenced by several statements from participants as follows:

Sh: *“One of the difficulties is carrying too many items for learning media.”*

15) Lack of Capital for Preparing the Better Media

Then it is about the difficulty of buying good media because of the lack of money to buy it. As is well known, the income of novice teachers cannot be called a lot so it takes time to save or find other income in order to prepare excellent learning media for students. This is evidenced by several statements from participants as follows:

Sh: *“Lack of capital to buy better media.”*

16) Lack of Electricity and Lag in Some Visual Media

The next one is the difficulty found when some beginner teachers want to use technology-based learning media, sometimes the power goes out so the media cannot be used. Then when using visual media there is a little lag in it. This is evidenced by several statements from participants as follows:

LAR: *“What I often encounter is that some classes do not have electricity, it is more difficult to use technology to become learning media. Then sometimes the audio visual media sometimes has some lag or damage when displaying it.”*

2. The problem solving they use to solve their difficulties when teaching English

Every difficulty has a solution or a solution to the problem. Likewise with the difficulties faced by UPB English novice teachers. With little teaching experience, novice teachers have their own ways to solve the difficulties they

encounter when teaching in class. In this research, the researcher also want to know the problem solving they use to solve their difficulties when teaching English at UPB English Class.

e. Problem Solving for Classroom Management Difficulties

17) Based on all the interview answers from the participants, there are various ways they can solve problems related to classroom management that they encounter while teaching, namely:

18) Restoring conducive conditions for the class if the class starts to get noisy by re-mentioning the learning topic being studied.

19) Using a teacher's authority or assertiveness to admonish wrong students.

20) Resolving existing problems right away in a good way so that they do not become sustainable in the future.

- 21) Prepare the material early so that when teaching there is no shortage of material.
- 22) The teacher connects the conversation discussed by the student to completion so that they can quickly return to study concentration
- 23) For student debates, the teacher only needs to take or find a midpoint between the debates between these students.
- 24) The teacher will engage them or the students are made into groups of smart and non-smart so that they can complement each other.
- 25) Provide a place such as a criticism box and suggestions to the teacher for evaluation from students.
- 26) Integrate or synchronize what students like with what is taught by the teacher.
- 27) Receive complaints gracefully.
- 28) Give advice and remind not to repeat again.
- 29) Change the sitting position into a U shape so that everything can be supervised by the teacher when teaching.
- 30) Give a special time to talk about things outside the learning topic.
- 31) Briefing students at the first meeting and making rules and agreements on classroom management and sanctions for non-compliance.

f. Problem Solving for Learning Method Difficulties

Based on all the interview answers from the participants, there are various ways they can solve their problems related to the use of learning methods they encounter when teaching, namely:

32) Reflect on past mistakes then evaluated and corrected at the next meeting.

33) Direct improvisation when teaching

34) Learn from the experiences of senior teachers

35) Have a second plan

36) Discuss with other teachers in the office during break time

37) Learn more methods that are still not mastered

38) Be more careful in preparing all things related to teaching

g. Problem Solving for Teacher and Students' Interaction Difficulties

Based on all the interview answers from the participants, there are various ways they can solve their problems related to teacher and student interactions they encounter while teaching, namely:

- 39) Communicating the problem well to the students then paying more attention to the students, if there is an error, they are asked why they made the mistake, then look for the correct method in a subtle way.
- 40) More often appoint them to speak actively in class.
- 41) Discuss more in dealing with these problems in which parts can be broken up otherwise the teacher will look for references to find solutions.
- 42) Evaluate frequently in order to improve the class for the future.
- 43) Make the classroom situation like a friend, not between lecturers and students.
- 44) Highlight the passive student and make the class pay more attention to it.
- 45) More specifically monitored than active students and usually told to advance to work on assignments or be combined with active students in order to become more active as well.
- 46) Provide a simple explanation of the learning material and use a method that is acceptable and easy for all students, both active and passive.
- 47) Be moderately authoritarian and introspective.

h. Problem Solving for Learning Media Difficulties

Based on all the interview answers from the participants, there are various ways they can solve their problems related to the use of learning media that they encounter when teaching, namely:

- 48) Provide additional media (back up)
- 49) Check and test all media that will be used before teaching.
- 50) Looking for more simple learning media that can attract students' attention when studying.
- 51) For audio media, prepare the script in advance if the students do not understand the content of the audio.
- 52) Frequently evaluate and improve at the next meeting.
- 53) Replacing with other activities.

B. Discussion

This section presents a discussion of the research findings with the related theories from experts about Novice Teachers' Difficulty in Teaching English at Language Development Unit of UIN Antasari Banjarmasin. As mentioned in the first chapter, there are two research questions that should be answered in this study. The details of the discussion present in following description:

3. The difficulties face by novice teacher of Language Development Unit when teaching English
 - i. Classroom Management Difficulties

In this field, novice teachers often encounter some difficulties when teaching where when they assign students to study in groups, the students often make the atmosphere in the classroom noisy both when discussing and outside the discussion. Then, when learning individually (not in groups), novice teachers also have difficulty teaching because some of the students are busy talking about something outside the topic of learning with their classmates. In

addition, there were students who had disrespectful attitudes, such as often arriving late even though they had been warned and this often made it difficult for novice teachers to teach. Then the novice teacher has difficulties when facing students who complain when given additional assignments in class. These difficulties are in accordance with the statement (Djamarah, 2005) which states that some of the problems that are often faced by novice teachers when teaching are lack of order in the classroom when studying in groups such as making noise, talking about things outside the topic of learning. The emergence of negative reactions in the competition between groups, for example, making the class riotous, the emergence of unsportsmanlike competition, mutually isolating each other, and humiliating. Lack of enthusiasm sense in some students, hostility and others.

There are also those that are not in accordance with the theory of the experts in this study, namely lack of unity sense, for example, the formation of certain groups within the class which can cause minor clashes within the classroom environment and Easy to react to something new in the learning environment such as the arrival of guests or observers, changes in seasons and so on (Djamarah, 2005). Researcher did not find these two difficulties in this study based on data from interviews with participants.

j. Learning Method Difficulties

In this realm, there are several difficulties encountered by novice teachers, such as the use of methods that are not in accordance with the material to be taught to students, some novice teachers still feel they lack skills in the use of learning methods and there are some novice teachers who are tied to one

method only when teaching. This is in accordance with the statement (Sabri, 2005) that selection of methods that are irrelevant to the objectives of the lesson and subject matter, Teachers are less skilled in using learning methods and the teacher is very bound to one method only.

k. Teacher and Students' Interaction Difficulties

For the difficulties in this section, there are some difficulties faced by novice teachers such as debates between teachers and students during the teaching and learning process, the teacher's authoritarian attitude towards their students, teachers who close themselves to their students, and the most often felt the difficulty is facing passive students in the classroom. This is in accordance with the statement (Sardiman, 2007) that there are certain obstacles, for example sometimes there is still an authoritarian attitude from the teacher, a closed attitude from the teacher and passive students.

Besides that, from the Expert's statement there were also things that the researcher did not find when doing this research such as difficulty in teaching because the number of students exceeded their capacity. Because from the data that the researchers got, the maximum number of students in one class that UPB novice teachers had taught was around 30 people.

l. Learning Media Difficulties

For difficulties in this field that novice teachers have encountered, they are waste of time when using instructional media when teaching, lack of money to provide learning media for some novice teachers and still lacking mastery of learning media for novice teachers. This is in accordance with the opinion

(Pratama, 2016) that limited time allocation, where a limited time allocation will limit the material being taught, thus complicating learning development efforts, Lack of funds which impact on facilities and infrastructure and opinion (Sadiman, 2009) that there are other problems or obstacles that are often faced by teachers in carrying out learning, namely the lack of use of media as a means of supporting learning activities.

4. The problem solving they use to solve their difficulties when teaching English

Based on the finding, the researcher concluded that many variation of problem-solving that is used by novice teachers when they encounter difficulties when teaching. In facing difficulties in class management, they such as giving briefings to students at the beginning of the meeting to be more disciplined when studying in class. This is in accordance with the statement (Council, 2020) that solve problems with discipline, insist on attention during the lesson (even if you must dedicate to it the whole lesson), explain your students that their poor knowledge is the result of their disorganization.

When faced with difficulties in using learning methods, novice teachers usually evaluate or reflect on the mistakes they have made and correct them in the next meeting. Then be more careful in preparing all things related to teaching. This is in accordance with the statement (Mulyasa, 2011) namely to make thorough preparations before the teacher teaches in class. And it is also said that the teacher should prepare the method in his lesson plan when the teaching day off for one week for thorough preparation.

Then the difficulty associated with teacher and student interactions is facing passive students in the classroom. Novice teachers usually highlight these passive

students so that they can be better recognized in the classroom environment such as putting them first in question and answer sessions, grouping them with active students to build their confidence in the classroom and make communication between teachers and students as comfortable as possible. This is in accordance with the statement (Khaerunnisa, 2020) that a teacher after providing an explanation of the lesson must provide more opportunities for students who are considered to be always passive to ask questions and as a teacher must be able to arouse children's self-confidence. Because self-confidence is the motivation for children to do challenges that they can.

And for the last difficulty area in this study is about difficulties in learning media. Such as learning media that cannot increase student interest in learning or make students interested, this is in line with the statement (Riyana & Susilana, 2008) that learning media must be able to generate passion for learning because there is more direct interaction between students and learning resources. Then also the novice teachers also find it difficult to prepare learning media because of limited money to make learning media that is suitable for learning materials. This is in accordance with the statement (Junal, 2020) regarding the selection of learning media, namely in production considerations which include the availability of materials, price, physical condition, convenience, and emotional impact (aesthetic, attractive, and motivating value).