

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the research discoveries and discussion. This research has two questions that must be answered and explained by the researcher from the research discoveries. This chapter discusses implementation classroom instruction and the challenges of implementing classroom in teaching English that are used and experienced by teachers in teaching English at UPTD SMPN 6 BATI-BATI. The discoveries in this research are discussed based on the comes about of interviews and observations conducted by the researcher and two teachers.

#### **A. Findings**

To answer the research questions in this research, the researcher conducted interviews with two English teachers to gather data. Interviews were conducted face to face. There are two topics proposed, from these topics there are a few questions related to this research. The researcher asked these questions to the two participants. The first topic question is about how the implementation of classroom instruction in teaching English. Second, regarding the challenges of implementing instruction classroom in teaching English. These findings are discussed below:

#### **1. Implementation Classroom Instruction Teaching in English**

Based on data obtained through interviews with two English teachers at UPTD SMPN 6 BATI-BATI regarding the implementation of classroom instruction teaching in English. The researcher found that there were several the

Implementation of classroom instruction teaching in English used by the two teachers. The findings regarding the implementation of this learning are explained below:

a. Use Language is clear and Precise

Based on observation findings on October 16, 2023 in class IX B by Mrs. A with Simple present tense learning material, researcher found that the teacher used clear and appropriate language when explaining learning, making it easier for students to understand material that is difficult to understand. And based on the comes about of the interview with Ms. A, Ms. Answered is as follows:

*“I used clear and precise language when explaining complex material. can help students to better understand the material being taught.”*

Based on the results of observation made on October 18 2023 in class VIII B taught by Mr. H using Present Continuous Tense learning materials, it can be concluded that the teacher used clear and precise language in teaching. The used of clear and precise language helped students to better understand the material being taught. The teacher used clear and precise language in teaching. The language used is easy for students to understand and is not too complicated. The teacher also used language that is appropriate and appropriate to the learning context. Apart from that, the teacher also provided quite detailed and thorough explanations regarding the material being taught and based on the results of the interview with Mr. H, Mr. H answered is as follows:

*"Used clear and precise language in Present Continuous Tense learning materials so that students can easily understand the learning and the formula."*

b. Repeat Your Directions

Based on observation findings on October 16 2023 in class IX B by Mrs. A with Simple present tense learning material, researcher found that the teacher often Repeat Your Directions. Learning, so that students do not missed the lesson and supervised them so that the learning process is effective. And based on the results of interviews with Mrs. A, Mrs.'s answered. A is as followed:

*"This ensures that students don't missed important assignments and strengthens their ability to engage in the learning process effectively."*

Based on the results of observation carried out on October 18 2023 in class VIII B taught by Mr. H using Present Continuous Tense learning materials, it can be concluded that the teacher repeat directions in teaching, teacher tend to organized the teacher directions clearly, provide detailed explanation about each stage, and ensure students understand before moving on to the next step. And based on the comes about of the interview with Mr. H, Mr. He was answered as follow:

*"I always give instructions in stages and explained in detail each step required. This help students clearly understand what is expected of them."*

c. Explain The Purpose of The Task

Based on observation findings on October 16 2023 in class IX B by Mrs. The teacher began by detailing the objectives of the assignment, providing context, and explaining the steps students needed to take to complete the assignment. And based on the results of interviews with Mrs. A, Mrs.'s answered. The answered was follows:

*“Before providing the details of a task, I usually start by providing context or reasons why the task is important. This helps students understand the relevance of the assignment to the subject matter and its application in everyday life.*

Based on the results of observations carried out on October 18 2023 in class VIII B taught by Mr. H using Present Continuous Tense learning materials, it can be concluded that teachers explain their teaching tasks, teachers tend to start explaining tasks by providing a clear context. They explain the relevance of the assignment material to English learning and the real world., teacher. and based on the results of the interview with Mr. H, Mr. H's answer was as follows:

*"Before getting into the details of the assignment, I explain why the assignment is important and how it relates to overall English learning."*

d. Use an Appropriate Tone

Based on observation findings on October 16 2023 in class IX B by the teacher, researcher found that teacher used appropriate tones during learning, teachers tend to use variations in tone to emphasize important points or key information. This help students to identify more relevant information and

improves their focus during learning. and based on the results of interviewed with Mrs. A. The answered was follows:

*"I try to use a variety of tones to emphasize important points in the lesson. This can include raising my intonation for questions or lowering my tone to make a strong statement."*

Based on the results of observation carried out on October 18 2023 in class VIII B taught by Mr. H using Present Continuous Tense learning materials, it can be concluded that the teacher used an appropriate tone when teaching. The teacher also used a friendly and supportive tone. The teacher delivered instructions, explanation and feedback in a warm voice, creating a supportive environment for students, and based on the results of the interview with Mr. H, Mr. He answered was follow:

*"When giving instructions or explaining material, I try to remain calm. A calm tone helps create focus and helps students better understand the material being taught."*

e. Describe the Specifics and Provide Examples

Based on observation findings on October 16 2023 in class IX B by the teacher, researcher found that the teacher explained the material specifically and gave examples during learning, the teacher used specific and precise words when explaining. The teacher avoid using terms that can cause students to be confused. The teacher can also provide additional examples or explain in a different way. And based on the results of the interview with Mrs. A, Mrs. A answered:

*"Using specific words is key. I try to use words that are not only appropriate, but also easy for students to understand. If there are technical terms, I make sure to give clear definitions, and while giving examples, I always try to relate them to previously taught material. This helps students build connections between concepts and see continuity in their learning."*

Based on the results of observation made on 18 October 2023 in class VIII B taught by Mr. Learning using Present Continuous Tense, the teacher also presented example that were relevant to the learning context. And based on the results of the interview with Mr. H, Mr. H answer is as follows:

*"I structure explanations by including detailed steps or rules. This helps students follow the process or concept better. I provide concrete and specific examples to illustrate the concepts being taught. These examples must be relevant to students' daily lives to make it easier they relate it to real context."*

f. Break Task into Manageable Chunks

Based on observation finding on October 16 2023 in class IX B by Ms. A, researcher found that Ms. A carefully identified the type of tense to be taught. For example, simple present tense, simple past tense, and present continuous tense. after that Ms. A break tense learning tasks into manageable parts, such as explanations of basic rules, example of usage in positive, negative, and interrogative sentences, and focused exercises. And based on the results of the interview with Mrs. A, Mrs. A answered:

*"I divide the main concepts into manageable parts. For example, if students are studying a story, I may divide it into introduction, conflict, climax and resolution sections. Each section then becomes the focus of a different task."*

Based on the observation conducted on October 18, 2023 in class VIII B taught by Mr. H using Present Continuous Tense, the teacher can improve students' efficiency and understanding in learning English. And based on the results of interviews with Mr. H, Mr. H's answers are as follows:

*"By separating tasks into manageable parts, I hope to create a learning experience that is structured, efficient, and supports deep understanding for students in English subjects in junior high school."*

## **2. Challenges of Implementing Teaching In The Class**

Based on data obtained through interviews with two English teachers at UPTD SMPN 6 BATI-BATI regarding the challenges of implementing teaching in the classroom. The researcher found that there were several challenges in implementing teaching experienced by the two teachers, as well as ways to overcome these challenges. The findings regarding the implementation of this learning are explained below:

### **a. Lack of Resources**

Based on the results of observations on November 1, 2023 in class IX A by Mrs. A with cross-cultural understanding learning material, researcher found that despite the lack of resources teachers were able to overcome these obstacles creatively and innovatively, by making optimal use of existing

resources, for example with simple presentations in class. So that learning remains optimal even though there are limited resources. And based on the results of the interview with Mrs. A, Mrs. A answered:

*"Overcoming the lack of resources must require creativity and collaboration, I hope to continue to provide quality teaching despite limited resources, my solution is to utilize free online teaching materials."*

Based on the results of observation carried out on November 9 2023 in class VIII C taught by Mr. H using cultural etiquette and communication learning materials, the researcher found that the teacher described examples in everyday life to apply the concepts of cultural etiquette and communication, even with limited resources. The teachers were able to involve students in learning with small discussions, role playing, and simulations of cultural communication situations. And based on the results of the interview with Mr. H, Mr. H's answer was follows:

*"Overcoming the lack of resources requires creativity, I hope to be able to provide quality English language teaching for students amidst limited resources."*

b. Time Constraints

Based on the result of observation on November 1, 2023 in class IX A by Mrs. A with cross-cultural understanding learning material, researchers found that teachers can manage time effectively during learning so that important topics can be discussed without excessive pressure on students. And based on the results of interviews with Mrs. A, Mrs. A answered:



*"Time management is very important in maximizing learning, I only choose topics that are important for me to convey in class."*

Based on the results of observations carried out on November 9 2023 in class VIII C taught by Mr. H using cultural etiquette and communication learning materials, researchers found that the teacher used his time well by starting learning on time according to the schedule, presenting material that was relevant to learning , provides a general overview of the concept of etiquette and cultural communication in a concise and clear manner. and based on the results of the interview with Mr. H, Mr. H's answer was as follows:

*"Before I teach, at home I first prepare the material that will be studied the next day at school."*

c. Diverse Student Needs

Based on the results of observations on November 1, 2023 in class IX A by Mrs. A with cross-cultural understanding learning material, researchers found that teachers often involve students in the learning process so that students can continue to be motivated to develop their skills, and also provide direction to parents about the development of student learning at school. and based on the results of interviews with Mrs. A, Mrs. A answered:

*"communication with parents is very important for the development of the student's learning process, therefore the teacher must also be able to communicate well with parents how the student's learning progress."*

Based on the results of observations carried out on November 9 2023 in class VIII C taught by Mr. H using cultural etiquette and communication learning materials, researchers found that the teacher tried to understand each of the diverse needs of students in the class, creating variations in the delivery of material to meet students' needs. diverse, encouraging students to share their personal experiences. and based on the results of the interview with Mr. H, Mr. H's answer was as follows:

*"Apart from understanding the diverse needs of students, I also communicate with students' parents so that as a teacher I can adapt and communicate well in class with diverse students."*

d. Evaluation and Assessment

Based on the result of observation on November 1, 2023 in class IX A by Mrs. A with cross-cultural understanding learning material, researchers found that the teacher asked students what kind of assignment they wanted so they could evaluate the learning. and based on the results of interviews with Mrs. A, Mrs. A answered:

*"I first ask students what kind of tasks they master visual or audiovisual, this is done so that students can easily understand and not get bored during the assessment."*

Based on the result of observation carried out on November 9 2023 in class VIII C taught by Mr. H using cultural etiquette and communication learning materials, the researcher found that the teacher encouraged them to create personal portfolios that reflected their understanding of cultural

etiquette and communication, involving students in assessment process, using several research methods such as oral questions, written assignments, and group assignments. and based on the results of the interview with Mr. H, Mr. H's answer was as follows:

*"I have developed several assessment criteria, for example, there are students who prefer visual things, I will give them assignments with pictures, and there are students who like to listen and talk, I will give them assignments with presentations or oral assignments."*

e. Budget Constraints

Based on the result of observation on November 1 2023 in class IX A by Mrs. A with cross-cultural understanding learning materials, the researcher found that the teachers can creatively utilized existing resources and involve their students and collaborate with other teachers to create learning materials. The teachers to overcome budget constraints. And based on the results of interviews with Mrs. A, Mrs. A answered:

*"By collaborating with teachers and encouraging students to create learning materials we can overcome budget constraints."*

Based on the result of observation carried out on November 9 2023 in class VIII C taught by Mr. H using cultural etiquette and communication learning materials, the researcher found that the teachers utilized existing resources such as printed materials, simple pictures and role playing without having to incur costs, make use of freely available resources such as libraries.

And based on the results of the interview with Mr. H, Mr. H's answered was follow:

*"Creativity, efficiency and utilization of resources are solutions to overcome budget constraints."*

f. Managing Large Classrooms

Based on the result of observation on November 1 2023 in class IX A by Ms. A with cross-cultural understanding learning materials, the researcher found that the teachers encouraged their students to be more active in the learning process in large classes so that they would be more enthusiastic. And based on the results of interviews with Ms. A. Ms. A answered:

*"By making students more active in class, making them more enthusiastic about learning in large classes, with presentations, small quizzes, and drama, it can make them have an important role in the class."*

Based on the result of observation carried out on November 9 2023 in class VIII C taught by Mr. H using cultural etiquette and communication learning materials, the researcher found that the teachers organized classrooms to ensure students can see and hear clearly, provide instructions clearly and gradually. So that all students can follow the lesson well, use body language, highlight intonation so that students focus on paying attention, and also make rules in the English class with students so that when learning takes place students remain focused and comfortable in class. and based on the result of the interview with Mr. H, Mr. He was answered was follow:

*"I ask students to be active in class, through questions or other assignments, this can make them more motivated, I also ask them to make rules in this English class."*

## **B. Discussion**

Considering the data presented in the previous explanation, the researcher would analyze and interpret the findings. Then, the researcher would discuss the findings and relate them to the existing theories. The findings were discussed further below:

### **1. Implementation Classroom Instruction in Teaching English**

The researcher found that during learning the teacher remained enthusiastic when the teacher explains in class. Whereas great instruction delivery is an important part of effective lessons and an essential part of classroom management, it is a skill that is often overlooked in teacher training programs and in classrooms. In accordance with Panuju (2018) he says beneath Instruction is the process of teaching and engaging students with content. Whereas curriculum is content and an organized plan to engage students with specific knowledge and abilities, instruction is how a teacher organizes time and activities in implementing that content and plan. In the world of education, the function of communication decides the smoothness of the teaching and learning process and the achievement of activity objectives. With communication, subject teaching strategies can be created to facilitate, accelerate, and make students comfortable in reacting and learning.

Communication activities are said to be highly effective in case the objectives of these communication activities are achieved.

In the process there are times when communication cannot run effectively, causing the message sent cannot be gotten equally by the communicant. Barriers of communication disorders can also occur in the instructional communication process carried out by teachers to students. As a result, the instructions given by the teacher to students within the mixed learning cannot be understood equally by students (Yumelda 2022).

The review uncovered that differentiated instruction could motivate low-achieving students, increment students' participation, interaction, and cooperation, as well as build a better teacher-student relationship. (Mirawatiet al., 2022).

The researcher also found how school teachers used the implementation of instructions in accordance with Mirawati et al., (2022). Namely teachers use: Use clear and precise language, so that students can understand what we are talking about while giving instructions in learning and students can easily understand what we are talking about, and try not to worry when we are talking, but be more relaxed but be serious so that students don't sleepy, bored, noisy, etc. Explain specifically what you want to convey straight to the point because students don't like long-winded things besides that it will take up study hours, but when the teacher has delivered the lesson and there is still plenty of time, it can be used to play games but still in the context of learning so that students don't get bored in class while waiting for the next lesson time.

Give examples that are simple and easy for students to understand and examples from everyday life that they often do, or give examples of objects around the classroom. In English learning, "Provide Examples" are very important to help students understand and apply language rules, vocabulary and structures better. Assignments don't always have to be done alone, teachers can also divide groups in the class for students to work on in groups, to make learning easier and less time consuming, and students can get to know each other, and they can gather with friends to do something and more productive.

## **2. Challenges of Implementing Classroom Instruction in Teaching English.**

In implementing the instruction of course the teacher has challenges which the teacher in accordance with Rasmitadila (2022) he said that in implementing the instruction the teacher must have a strategy based on the ability of the students so that the class is more effective.

According to Mirtza (2018). There are several challenges experienced by teachers when implementing instructions, namely: Lack of resources, Time constraints, diverse student needs, Evaluation and assessment, Resistance to change, Budget constraints, Managing large classrooms, and Meeting Common Core standards. Overall, implementing effective instruction requires careful planning, effort, collaboration, and creativity, as well as the willingness to adjust strategies when necessary. It can be seen how there are many challenges faced by teachers when implementing instructions and there are several ways to overcome these challenges such as: Overcoming

the challenge of “Lack of Resources” in English learning can be a challenging task, but with creativity and the right approach, you can overcome this problem. Invite students to create learning content, such as notes or learning materials. Take advantage of online platforms and English learning applications that can help students learn independently in a more flexible time. Overcoming the challenge of "Diverse Student Needs" in English language learning requires an inclusive and differentiated approach. Patience, inclusivity, and collaboration with students, parents, and fellow teachers are key in overcoming the challenges of "Diverse Student Needs" in English language learning. Overcoming the challenges of "Evaluation and Assessment" in English language learning requires a careful approach to measuring student progress and ensuring that assessments align with learning objectives. Overcoming challenges in English language learning assessment requires a comprehensive and adaptive approach. Encourage collaborative learning where students learn from each other. Managing a large class in English learning can be a challenge, but with the right strategies, you can create an effective learning environment. Projectors, interactive whiteboards, or learning software can help facilitate English learning in large classes. With the right approach, you can create a learning environment that supports students' English language development in large classes.