

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents: (1) research findings, and (2) discussion.

4.1 Research Findings

There were some findings in this chapter. The writer's finding showed the teacher's challenges in teaching TOEFL test preparation at SMAN SUMSEL. The data gained from interview was analyzed using thematic analysis. with one of English teacher in the school.

In-depth interview through telephone recording was done by using Indonesian language, as it was more comfortable between the interviewer and interviewee. The writer used the initial name for participant involved. There was one participant in this study: W.N. All the data obtained from interviews of the participant involved in this study.

From the results of this study, related to the perception faced by the teacher, the writer categorized into some themes, and codes below.

Table4.1: Themes and codes for Teachers' Challenges in Teaching TOEFL Test Preparation at SMAN SUMSEL.

| Themes | Codes |
|---|---|
| Different level of students' language proficiency | a. Not all students' language skill are good, but students are required to communicate in English. |
| Students lack of vocabulary and basic grammar mastery | a. students have limited vocabulary and less mastered grammar. b. Teachers have difficulty teaching students who have limited vocabulary, so teachers must have tricks when teaching |
| Students fatigue and class timing | a. Students are tired with the exercises given by the teacher, so students are less focused when studying. b. The duration of study greatly affects the concentration of students. |
| Students lack of enthusiasm | a. students do not respond when the teacher asks questions. b. Students feel embarrassed and afraid when the teacher asks them to express their ideas. So that teachers have difficulty teaching students who are less active while learning |
| Class size and time limitation | a. There are too many students in one class so that the class conditions are not conducive b. The teacher must have a strategy when teaching TOEFL material because of the limited study schedule |

The themes and codes gained from the qualitative data as list in table 4.1.1 was described in order to know the teacher challenges in Teaching TOEFL Test Preparation at SMAN SUMSEL. It was found five information about teachers' challenges in Teaching TOEFL Test Preparation, they were Different level of language proficiency, Students lack of vocabulary and basic grammar mastery, students fatigue and class timing, students lack of enthusiasm, class size and time limitation. The descriptions were as follows:

4.1.1 Different level of language proficiency

The first teachers' challenges in teaching TOEFL test preparation at SMAN SUMSEL in this study was about Different level of language proficiency. In teaching the TOEFL, to find out the students' abilities, the teacher must do a pretest before starting the TOEFL test preparation learning. Then, the teacher must prepare a teaching strategy that can be addressed to all students. Especially during the learning process, teachers and students are required to use English. However, students' different levels of language proficiency can be a serious obstacle faced by teachers in the classroom. Those with better language skills will be more participative than their peers. Therefore, teachers have difficulty when teaching students who have different abilities. The teacher gives additional time to students who do not understand the material being taught by meeting the teacher at the end of the lesson for consultation. As stated by:

-“Their language skills are not all good, but they are required to communicate in English, so I give extra time to students to meet me at the end of class for those who do not understand the material I teach.”(WN)

The different levels of language proficiency of students become difficulties for teachers when teaching TOEFL test preparation. Especially when in class teachers and students are required to use English. Teachers should also have strategies for teaching students with different language skills.

4.1.2 Students Lack of Vocabulary and Basic Grammar Mastery

The second teachers' challenges in teaching TOEFL test preparation at SMAN SUMSEL in this study was about Students Lack of Vocabulary and Basic Grammar Mastery. Vocabulary is the most basic skill in learning English. Those who wish to take the TOEFL test must have prior knowledge of English. Unfortunately, some students still have to struggle with basic vocabulary and grammar in English. This situation prevents teachers from training students for the TOEFL test. Especially when teaching teachers must use English. Therefore, it is difficult for them to understand the TOEFL material. During class, they have to divide the time to translate vocabulary and then discuss the TOEFL material. For this reason, it is very difficult for the class to understand the next steps of TOEFL preparation.

-“Yes, of course. I found students whose vocabulary was limited and whose grammar was not mastered. Therefore, it is difficult for them to

understand the TOEFL material. For comparison, about 5 to 10 percent of students who experience this lack of mastery.”(WN)

From the statement above, mastery of language and vocabulary is the most important thing when learning English. however, some students still lacked mastery of English vocabulary. Therefore, students find it very difficult to understand the TOEFL material given by the teacher.

4.1.3 Students Fatigue and Class Timing

The third teachers' challenges in teaching TOEFL test preparation at SMAN SUMSEL in this study was about Students fatigue and class timing. Study time greatly affects the concentration of student learning. Moreover, besides they have to do general English material exercises, students also have to do TOEFL exercises. As a result, the students feel tired with all the exercises they do. While in class, students can no longer focus on preparing for exams. They lack focus, lack of concentration, and of course less motivated. Teachers must find ways to engage students and bring their focus back into the classroom with a simple but fun teaching approach.

-“Yes, of course. They are quite tired with the exercises they do. Because they are required to pass with good grades. In addition, they find it very difficult to concentrate during discussions.”(WN)

Study time is something that greatly affects the concentration of student learning. Students always feel tired with the exercises they do, so that sometimes students feel less focused when studying or discussing.

4.1.4 Students Lack of Enthusiasm

The fourth teachers' challenges in teaching TOEFL test preparation at SMAN SUMSEL in this study was about Students lack of enthusiasm. Student attitudes affect teachers. Their responses in class determine what the teacher might do next. For some teachers, a lack of student interest, such as silence or anxiety, can be an obstacle in teaching the TOEFL. Student silence may be quite challenging as the teacher wonders whether the student understands or not. Therefore, the teacher must have a strategy to attract students to be involved and want to interact actively in the TOEFL learning process

-“ Yes. There were some students who felt embarrassed and scared when I asked them to share their ideas, because the process of absorbing knowledge is a little longer than others.”(WN)

Students' lack of interest in learning, such as being quiet or anxious when asked to express ideas, can be an obstacle in learning to prepare for the TOEFL test. So that teachers must have their own strategies to teach students who often feel silent and anxious.

4.1.5 Class Size and Time Limitation

The fourth teachers' challenges in teaching TOEFL test preparation at SMAN SUMSEL in this study was about Class size and time limitation. Another challenge arises because of the classroom size of the TOEFL program. The number of students in the class determines whether or not the learning process is conducive. If there are many students in one class, then

the learning process will not take place in a conducive manner. Therefore, teachers find it difficult to accommodate all of them in one class. As a result, most teachers find it impossible to keep students busy with TOEFL questions or increase their scores gradually. This has significantly reduced the teacher's time to teach TOEFL material. In addition, the TOEFL schedule is only held once a week. Therefore, teachers must have a strategy in teaching the TOEFL which has a time limit.

- *"I think it's more conducive if there are fewer students. The average is 25 students per class and there is only 1 time a week in one meeting."*

(WN)

The number of students in one class makes the learning process not conducive. Therefore, teachers must have a strategy in teaching TOEFL material with limited time.

4.2 Discussion

In this part, the researcher discusses about the Teachers' Challenges in Teaching TOEFL Test Preparation at SMAN SUMSEL. After analyzing the data by using a thematic analysis the researcher found that the teachers have various challenges in the TOEFL preparation class—different level of students' language proficiency, students' lack of vocabulary and basic grammar mastery, students' fatigue and class timing, students' lack of enthusiasm, and class size and time limitation.

The first challenges was there was Different level of language proficiency. Based on these findings, it can be concluded that language skills

and proficiency can lead to an imbalanced state in students TOEFL preparation class. Teachers need to think more about dealing with students who have different language abilities. Some of them are cooperative while the rest need more explanation and motivation from the teachers. Teachers are required to teach using English, students who have weaknesses in language proficiency, they will not quite understand the material taught by the teacher. Therefore, teachers must have their own tricks when teaching, such as providing additional time for students who do not understand the material being taught by meeting the teacher at the end of the lesson for consultation. According to Al-Rawashdesh (2009) holds the view that a proper knowledge of English and a massive vocabulary will help when studying English proficiency test preparation. It means that the students should have had a basic knowledge of English before they started to study the test preparation. However, this may lead to inconsistencies in research. This is supported by (Akmal, Risdaneva, Habiburrahim, & sari, 2020) doing the same research with the title “The English teachers’ challenges in TOEFL preparation for senior high school studentss” a different level of the students' language proficiency can become a serious obstacle faced by the teacher in the classroom. It is safe to say that the disparity between students attending the TOEFL preparation classes is one of the main causes of the unbalanced interaction in the classroom.

The second was students lack of vocabulary and basic grammar mastery. In the learning process, the teacher finds students whose vocabulary

is limited and whose grammar is not mastered. Therefore they are difficult to understand the TOEFL material. There are about 5 to 10 percent of students who experience this lack of mastery. The teacher teaches using full English in the classroom. Therefore it is difficult for teachers to teach students who do not understand what the teacher is teaching. In addition, when students do not know the vocabulary, they only focus on interpreting each word. It is better for students to at least understand basic English language skills before taking TOEFL preparation because students who lack some kind of vocabulary and grammar skills will have difficulty understanding the later stages of TOEFL. Regarding this issue, a study by Yamada (2018) assumes that metacognitive vocabulary learning strategies can help students prepare for language tests, such as the TOEFL. Some students believe that metacognitive strategies such as learning additional vocabulary beyond what has been taught in class can be effective for improving their test-taking strategies.

The third challenge was students' fatigue and class timing. Incorrect study time can have a serious impact on both teachers and students in the teaching and learning process. When in class, student interaction is also very less. Because it is more teacher-centered. Some students who do not understand prefer to ask friends who are more familiar with the material. It is stated that time is considered as one of the ethical aspects before the TOEFL preparation program (Alderson & Hamp-Lyons, 1996; Erfani, 2012). They say that time pressure can make classes very boring or detract from important

points that teachers want to teach. In addition, they are quite tired with the exercises they do. Because they are required to pass with good grades. When this happens a teacher has little opportunity to get students' attention to focus on the material. They don't even want to be actively involved in class. Therefore, before coming to class, teachers should prepare fun methods such as using games and icebreakers to increase student participation in class. In addition, the longer the duration of study, the more tired their eyes and minds will be. When this happens, a teacher has little opportunity to get students' attention to focus on the material. They don't even want to be actively involved in class. Therefore, before coming to class, teachers should prepare fun methods such as using games and icebreakers to increase student participation in class. This result is supported by (Akmal, Risdaneva, Habiburrahim, & Sari, 2020) Time is a serious problem because students cannot focus on exam preparation. They lack focus, lack of concentration and of course lack of focus. So the teacher must find a way to engage students and bring back.

The fourth challenge was students' lack of enthusiasm. During the learning process, there were some students who felt embarrassed and afraid when the teacher asked students to convey their ideas. Lack of enthusiasm in education is when students do not have the enthusiasm to learn, so students cannot complete their assignments properly. Students' enthusiasm can be seen from their non-verbal behavior who does not show interest during learning (Wijanarko, Eskasasnanda, Kurniawan, 2020). The thing that causes them not

to dare to convey their ideas is because they do not understand the questions given by the teacher because they do not understand the material. According to Wicaksono (2013), when students are enthusiastic about learning, they tend to do something that can express their enthusiasm. This is what sometimes causes noise in the classroom. To make students actively involved, teachers must motivate them that they must have good TOEFL scores which can be used to get scholarships later. This is different from Roza (2019) findings, students who take TOEFL preparation classes just to get an English proficiency test certificate immediately. While in this findings say that students take the TOEFL preparation class to get a predetermined score as a condition for taking the national exam.

The last challenges was Class size and time limitation. Class size matters in the TOEFL class. In the TOEFL preparation class, overcrowded classes are often cited as a challenge faced by an English teacher (Emery, 2012). As a result, the teacher considers a crowded class to be ineffective. Teachers also don't have enough time to make sure all students have the same pace and understanding of the material. Given the broad appeal to the TOEFL, what Kim (2010) found is relevant to this study, where effective and communicative language teaching in exam preparation classes is likely to be influenced by class size. The smaller the class becomes, the more positive the marks on students, including seating arrangements. Having many students in one class requires teachers to have good classroom management to handle all students from different backgrounds and personalities. The teacher assumes

that the number of students has a very important impact on the effectiveness of TOEFL classroom learning because it will be difficult to ensure that all students can have the same understanding in understanding the material. Bahanshal (2013) also agrees that English teachers believe that a class that is too large is a major obstacle to well-organized English learning. These findings are same as the results of research by Roza (2019) doing the same research with the title “The Challenges and Strategies in Teaching TOEFL and IELTS Test Preparation” the limited time for the test preparation also caused problems in the test preparation.

After discussing the findings of this study, it can be concluded that this study found that the challenges faced by teachers emerged from the students' frame of mind, classroom conditions and teachers. On the other hand, although in this study, the difficulties experienced by teachers when teaching TOEFL preparation classes mainly came from students, namely their limited English vocabulary but they were required to learn to use full English.