

## **ABSTRACT**

The importance of investigating novice English teachers' experiences cannot be overstated, as it plays a crucial role in addressing the challenges they encounter during their initial years of teaching. Past observations have highlighted support as a key strategy for overcoming the difficulties faced by novice English teachers. This study focuses on a novice English teacher at a primary school and a novice English teacher at a language training center in the Jakarta Barat area, selected based on their teaching experience of fewer than five years. The main objectives of this study are to identify the challenges confronted by novice English teachers in primary school and language training center, and to examine the support these teachers receive. The researcher employed reflective journals and interviews to collect information about various difficulties faced by novice English teachers. These challenges encompass aspects of student behavior, foreign language learning and teaching (the lack of learner proficiency in English, insufficient learner motivation and interest, and expectations from student parents), a large number of students, and other challenges (self-condition, colleague-related issues, and students' school equipment). Additionally, the study indicates that novice English teachers do receive support during their early teaching years from co-workers, perceived efficacy, and school policy.

**Keywords:** Novice English teacher, challenges, support