

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The importance of novice English teachers' study is indisputable because it may play an essential role in addressing the issues they face in their early years of teaching. Teaching is sometimes referred to as one of the most demanding and difficult occupations (Chandran et al., 2022). Alhamad (2018) noted novice teachers are frequently perplexed. Supervisors or school principals want them to execute the tasks of seasoned teachers from their very first day on the job. Sanam et al. (2021) stated it is difficult for a novice teacher to deal with the various minds of multiple levels in one area, and when their stress levels rise, these teachers tend to leave their jobs. It proves that novice teachers were perplexed since they were not provided with formal instructions or orientation when they attended the institute as novice teachers. They also struggled with assessing a large number of students, and this is one of the major issues that remained unaddressed regardless of the teaching experience of novice teachers.

The initial year is a difficult situation in novice English teacher study. According to Kozikoglu (2017), the variables that make the first year tough are distinct. Career change with new and demanding duties is one of these variables. Each novice teacher may have had a unique experience in their early years, but they all have basic challenges and anxieties about the job (Michel, 2013). It has been proven by a number of publications focusing on novice English teachers at different school levels, who share the same study results. Chandran et al. (2022) showed the most common obstacles experienced by novice English language teachers in Malaysian secondary schools were (1) workload, (2) instruction, (3) social status and identity, (4) classroom management, and (5) relationships with students. A similar case was also found by Amin & Rahimi (2018), with key findings about the adaptation issues of novice English teachers at different schools in Iraqi Kurdistan. It revealed that they experienced job-related obstacles somewhat more frequently than social challenges. The most common adaptation challenges were connected to (1) student relationships, (2) social status and identity, (3) supervisors (school

principals and inspectors), and (4) classroom management. Akcan (2016) found the concerns of novice English teachers at the primary, secondary, and high school levels in Turkey were mainly related to classroom management, unmotivated students, students with learning disabilities, and the application of a communicative approach in class. These studies showed the same result for classroom management challenges.

Several previous studies also looked into the difficulties that novice English teachers confront in the Indonesian context. The findings of Nurlatifah et al. (2021) revealed that novice English teachers in several junior high schools in the Garut regions of West Java have some difficulties in English teaching. First, novice English teachers have difficulty applying their knowledge in the workplace. Second, classroom management is the most difficult challenge for novice English teachers. Third, the inability to supervise the classroom resulted in pupils misbehaving in the classroom, such as daydreaming, sleeping in class, talking, using a smartphone, and so on. Fourth, in terms of psychology, novice English teachers debated whether or not to continue working as teachers. Fifth, the novice English teachers felt sad and disappointed since they were confronted with several challenges.

Hasanah (2020) investigates the experience of a novice English teacher at one of the senior high schools in Garut. There are three kinds of challenges that a novice English teacher faces during the teaching process: initial activities, core activities, and closing activities. First activities which include class preparation provide challenges in 1) establishing lesson plans, 2) preparing materials, and 3) preparing students. The obstacles to core activities are as follows: 1) students had difficulty with pronunciation; 2) students had difficulty with vocabulary; and 3) students were less engaged in studying English. The difficulty in presenting conclusions is a hurdle in concluding activities.

It has previously been observed that support is one of the key strategies for overcoming the challenges faced by novice English teachers. Alhamad (2018) explained novice teachers require assistance and support as they use their undergraduate educations and acclimate to their new professional environment. They also want aid in boosting their work performance and self-confidence so that

they can bring out the best in their pupils. Moreover, it is critical to offer a supportive atmosphere for novice teachers as they move from pre-service to in-service. Chandran et al. (2022) revealed that collegial assistance was the most frequently obtained by novice English teachers. For example, during the interview, the novice English teachers stated that they got help from their colleagues on how to organize the class, mark students' books, and adjust to the school environment. Aside from that, the participants stated that they frequently communicated their displeasure with their colleagues in order to overcome their difficulties. It can be concluded that support plays a pivotal role in conquering the difficulties encountered by novice teachers.

Although extensive research has been carried out on novice English teachers, there is a limited study on the experiences of novice English teachers at the primary level and novice English teachers at the language training center. As proposed by Chandran et al. (2022), it would be possible to analyze the data in terms of the sorts of obstacles experienced by novice English teachers based on the levels of schools where they teach. The study should specify a time frame, such as two weeks or one month, for the selected novice English teachers to record their daily struggles in a journal. The journal writing might help reinforce the conclusions from the interview by determining the frequency of the obstacles.

The prior studies concentrated on novice English teachers at the secondary and high school levels. Those studies also explored the challenges faced by novice English teachers. To date, research on novice English teachers at the primary level and in language training center has remained scarce. Therefore, there is an obvious need to continue exploring novice English teachers' challenges and the support they receive. The present study has two purposes. Firstly, it aims to discover the challenges faced by one novice English primary teacher and one novice English teacher at language training center. Secondly, the aim is also to investigate the support these novice English teachers received.

1.2 Research Question

The research questions of this study are formulated as follows:

1. what are the challenges faced by novice English teachers?
2. what kind of support do novice English teachers receive in overcoming challenges in teaching?

1.3 Objectives of the Study

This aims of the study refer to the research questions. Those following aims are:

1. to explore the challenge of novice English teachers in teaching; and
2. to examine the support novice English teachers received.

1.4 Benefits of the Study

This work adds substantial theoretical and practical value. Theoretically, this adds to the literature on novice English teacher because the limited in experience of novice English teacher at primary school and at language training center. Furthermore, this research has practical implications for both novice and experienced English teachers in terms of assisting one another in school-based teaching and learning activities. Novice teachers stand to gain valuable insights and teaching strategies through guidance and support from experienced counterparts, while experienced teachers have opportunities to enhance mentorship skills by sharing knowledge with novices. The collaborative exchange of ideas fosters a dynamic educational environment, positively impacting the overall teaching and learning experience within schools.