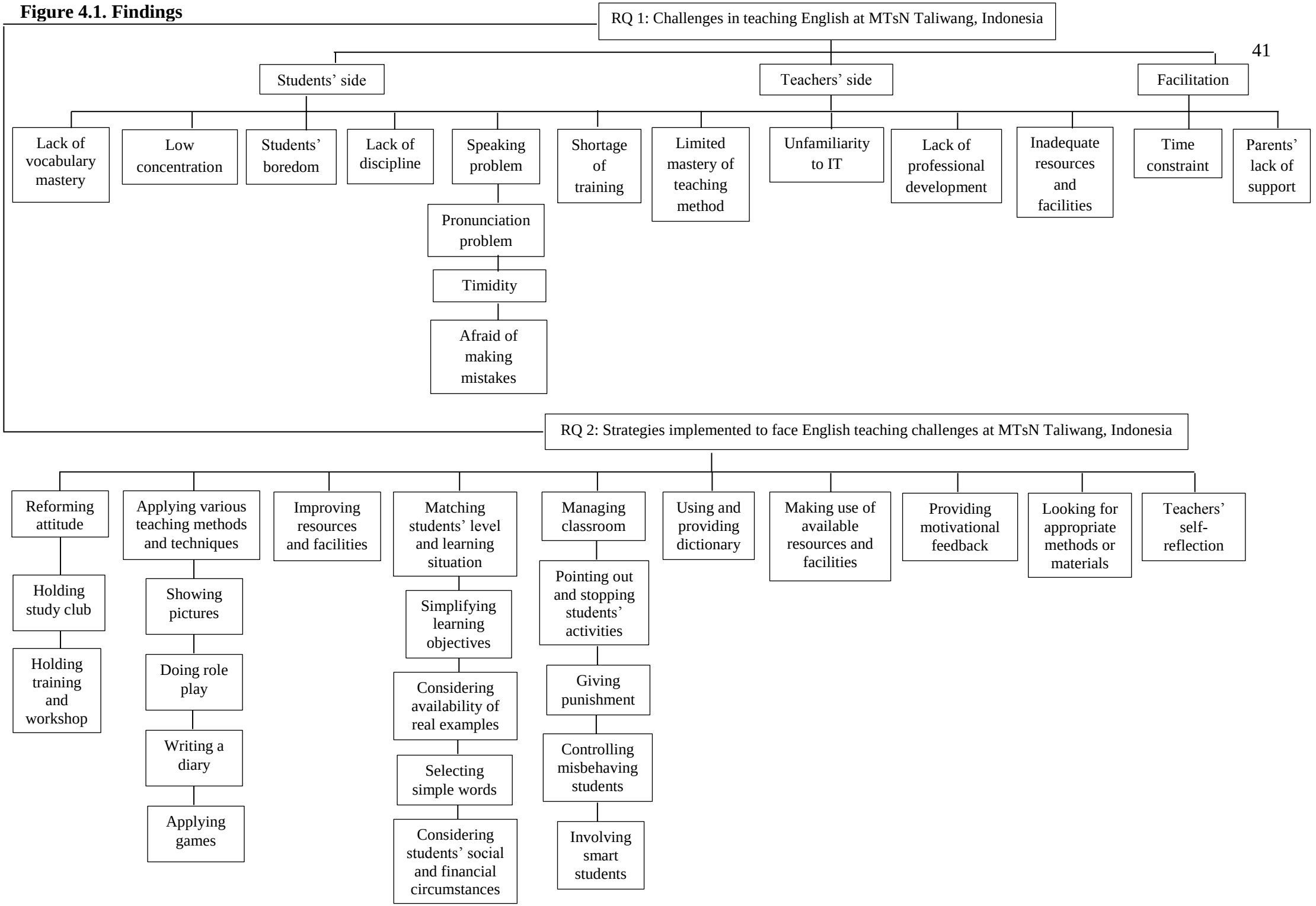
Figure 4.1. Findings



Chapter Four

Research Findings and Discussion

This chapter presents and discusses the findings and discussion of the study. This study is conducted in order to answer two research questions. The research questions concern with the challenges faced by the teachers in teaching English at MTsN Taliwang, Indonesia and the strategies implemented by the teachers in facing English teaching challenges at MTsN Taliwang, Indonesia.

The challenges in teaching English faced by the teachers at MTsN Taliwang, Indonesia

This part reports the kinds of challenges in teaching English faced by the teachers at MTsN Taliwang, Indonesia. The challenges found are varied in which the challenges are related to the students, the teachers, and the facilities. There were four participants in this study. P1 represents the first participant, P2 represents the second participant, P3 represents the third participant, and P4 represents the fourth participant.

Students' side. Students' lack of English competences becomes challenges for teachers in teaching English. These competences are lack of vocabulary mastery, low concentration, lack of discipline, students' boredom, and speaking problem.

Students' lack of vocabulary mastery. Two participants argued that one of the challenges in teaching English in classroom is students' lack of vocabulary

mastery. Such difficulty hinders them in understanding the subject. It was argued by P1, as follows.

> "…when I asked "what is this?", some students might understand and answer me correctly, but some students might have lack of vocabulary mastery which makes them do not participate in classroom" (P1.13).

Similarly, P4 stated in the following excerpt,

> "…both school and teachers here are ready to teach and facilitate learning process, but students' lack of vocabulary mastery frequently stops us to achieve teaching and learning goals" (P4.8).

With regard to this issue, Hasan (2016) stated that one of the most challenging tasks that students encountered is mastering vocabulary. Further, Maruyama (1996) as cited by Hoa and Mai (2016) pointed out one of three reasons why students have lack of vocabulary mastery: "students believed that they did not need to know words because they were not common, even rarely used in their daily lives, therefore, they have no motivation to learn the words" (p. 155). This is also strengthened by Khan (2011) who said that students do not understand the purpose of learning English in which they can be demotivated to practice and understand English.

In addition, the lack of vocabulary mastery causes reading issue in teaching English. P3 asserted that reading is the most difficult part to be taught due to the lack of vocabulary mastery.

> "Since students are required to do more reading practices, then it becomes the most difficult part in teaching English. Students do not understand what they read. When I ask them what is within the text, they cannot answer. Therefore, when I want to teach reading, I provide the list of vocabulary" (P3.18).

This finding corresponds to the finding of Chung (2016) who stated that EFL students are limited by their knowledge of grammar and vocabulary of the target language and have to struggle to comprehend the content.

Students' low concentration. Students' low concentration in classroom causes challenges in comprehending knowledge transferred by the teacher. This corresponds to the statement of P1 who said that when she was "the lesson, sometimes students do not concentrate, therefore teaching goal is not achieved one hundred percent" (P1.23).

This finding corresponds to Khajloo's (2013) finding that students do not concentrate in learning English, otherwise, they will do their best and get good scores.

Students' lack of discipline. Discipline issue was linked to the students' classification. In MTsN Taliwang, Indonesia, the students are divided into five groups that belong to class A, B, C, D, and E. Such classification is based on the students' score of examination. For students whose score is lower than 75 will be sent to class A, B, C, and D. In contrast, students with score 75 or higher than that will be in class E. P1 commended in the following excerpt,

> "I think there is no discipline problem in class E since they are a group of intelligent students. However, this problem is often encountered in other classes. Some of them misbehave and are undisciplined in which such behaviors bother learning process" (P1.39).

This finding corresponds to the research of Copland, Garton, and Burns (2014) in which they found that discipline problems were related to "the age and sex of students, differentiation which deals with different intelligence of students and have individual needs, parental attitudes, inexperience, not sharing the learners' first language, and keeping the students motivated" (p. 746).

Students' boredom. P2 argued that some of her students get bored in studying English when she teaches a certain topic of the subject. It is because some of her students have already studied that in their primary schools and private courses. She described it as follows.

> "I once experienced that some of my students in the classroom got bored of studying the topic of 'Introduction'. It was because they have learned that topic in their primary schools. Those schools were SDN 9 Taliwang and SDN 1 Taliwang" (P2.39).

With regard to this issue, Ajibola (2010) and Khajloo (2013) indicated that these students have higher academic level than others and when they listen to repetitive low-level content for them, they find it unattractive and boring.

Speaking problem. The comments about getting students to speak were stated by two participants. P3 and P4 similarly stated that making students speak

is quite difficult. Each of them mentioned students' problems in speaking performance.

Pronunciation problem. P3 put forward as follows.

"Most of students commit errors in pronouncing words" (P3.19).

This corresponds to Mukattash (1983) who found that most inaccuracies done regarding the pronunciation, morphology, syntax, and spelling. This is also strengthened by Khan (2011) who stated that "specific problem connected to pronunciation, stress, and intonation become problem for students" (p. 72).

Timidity. Students are timid in performing their speaking skill. P3 argued in the following excerpt.

"…when I ask my students to retell what they have written in their diary and speak in front of their classmates, they get timid" (P3.36).

This was also reinforced by P4 who said as follows.

"Students' speaking skill is not improved since most of students are timid" (P4.17).

This is similar as the research finding of Copland, Garton, and Burns (2014) that many children are timid in front of their classmates, particularly in speaking a foreign language since it can be face-threatening.

Afraid of making mistakes. Another thing is that most of students are afraid of making mistakes, especially in pronouncing or spelling incorrect words. P4 stated as follows.

> "There is no improvement in students' speaking skill because they are mostly afraid of making mistakes" (P4.18).

This finding goes hand in hand with the statement of P2 in which there are some students who have studied English outside the school which can make other students are afraid. Fatiloro (2015) said that students can have fearful attitude to speak in front of their classmates, particularly when it comes to the presence of a competitive student in the classroom.

Teachers' side. Challenges in teaching English are also faced because of teachers' limited teaching knowledge and development. English teaching challenges from teachers' perspectives including shortage of training, limited mastery of teaching methods, unfamiliarity to IT, and lack of professional development.

Shortage of teachers' training. The most common comments were about the shortage of trainings experienced by all participants. They were all in agreement that English teaching training is in dire need. P1 said that if she may conclude, "her English teaching training experience is insufficient" (P1.24).

It was also argued by P3 in the following excerpt.

> "Although I have joined a number of training, it is still not enough" (P3.8).

Most of teachers in poor or rural area find themselves teaching English without sufficient English training (Copland, Garton, & Burns, 2014). Meanwhile, P2 showed dissatisfaction with herself in which she asserted as follows.

> "Perhaps I am the one who does not develop myself through joining training and updating English teaching innovation in education" (P2.15).

> "I sometimes feel unconfident in what and how I teach" (P1.25).

These are corresponding with the study done by Emery (2012) that English teaching process tends to be challenging when it comes to the teachers' teaching qualification, language proficiency level, and training since these points can cause teachers' confidence.

On the other hand, P4 and P3 explained that the change of the curriculum nowadays highly demands training on how to implement it.

> "Let me use a metaphor of motorcycles. Let's say someone has already got used to ride a scooter, but he is asked to ride a standard motorcycle. Of course he needs to learn to adjust. Likewise, the teachers have got used to *Kurikulum Tingkat Satuan Pendidikan* (School-Based Curriculum), then we are asked to teach based on K13 (Curriculum of 2013). Since it changes, it is necessary to conduct training that is related to how to administer the newest curriculum" (P4.27).

> "…the recent curriculum has many aspects that should be considered and it more focuses on the teaching tools. That is why it requires training related to its implementation" (P3.10).

Furthermore, the limited knowledge of K13 implementation becomes a problem for these participants.

> "The complicated parts of K13 are the administration and the scoring system" (P2.35).

> "…the most difficult part in K13 is the scoring system. There are too many aspects that should be scored, such as assessing students' behavior, assessing teaching peer and so on" (P3.12).

These findings are reinforced by Butler (2005) and Littlewood (2007) who argued that teachers may get only basic preparation in the supportive theory and practical applications, they may then struggle for embodying teaching methods effectively. English teachers require "professional development to teach content effectively to students who are learning academic English since at the same time they are trying to meet content standards" (Ajibola, 2010, p. 98).

Limited mastery of teaching methods. Applying various teaching methods is tough for P1 and P2.

> "Although I prepare anything before teaching, shortcoming is always there, such as teaching methods that are not varied" (P1.26).

> "My teaching method is monotonous. I do not have certain teaching method to stimulate students' motivation other than giving them advices orally. I enter the class, I teach, I close the class by giving them suggestion to join study club. That is all" (P2.23).

Implementing appropriate teaching methods and techniques is difficult because the teachers do not merely think of how to transfer four language skills, but also how to remain students' motivation and enthusiasm in learning and practicing English (Ansari, 2012).

Unfamiliarity to IT.

One participant admitted that she does not involve electronic devices when she is teaching in the classroom. P2 stated in the following excerpt.

> "…to be honest, I have no idea how to use electronic devices, such as LCD projector, laptop, online stuff, and so on" (P2.12).

This finding is related to Conley's (2010) finding which showed that teachers often struggle with an inadequate knowledge of specific technology, technology-supported pedagogy, and technology-related-classroom management.

Teacher's lack of professional development.

Developing English teaching ability really depends on the teacher's motivation. It was only P2 who reflected her teaching ability during interview. She admitted it as follows.

> "…perhaps, I do not try to develop and enrich myself with training, innovation, and invention in English language teaching" (P2.15).

Further, she described the difficulty she faced in teaching songs to students.

> "In K13, there is a topic about songs. I sometimes do not teach this topic because I do not know how to sing" (P2.24).

She did not even try to discuss her difficulty with the other English teachers either.

> "I do not discuss and ask for help from the other English teachers" (P2.27).

Another thing is that regarding teacher's unfamiliarity to IT, the same participant (P2) previously asserted that she does not try to take online TOEFL test because she feels reluctant.

> "The thing is, although there is a Wi-Fi in this school, I am reluctant to learn things about technology" (P2.32).

Facilities issue. In facilities issue, it covers not only about the things concern with facilities provided and time devoted, but also the support facilitated by students' parents to learn English.

Parents' lack of support. Two participants concluded that students' motivation is dependent on their parents' support. P1 elaborated her experience in which she once caught a student who did not bring any books to school due to

forgetfulness, while the other students intentionally left their books in the desk of the classroom. This participant believed that such things would not have happened if students' parents supervised and controlled their children's learning at home. Meanwhile, P4 made a comparison between the motivation of students' parents who live in Taliwang city and the students' parents who live in the rural areas of Taliwang, Indonesia. He elaborated that the motivation of the parents who live in the city is high. They let their children master English by having a private course in their home or send them to English courses. On the other hand, the parents who live in rural areas only expect knowledge from school where their children study.

The finding above is in line with the previous research of Copland, Garton, and Burns (2014) that students do not have any ideas on the purpose of learning English, "an attitude which may be exacerbated by their parents" (p. 747). Moreover, students in remote areas struggle to understand why they should learn English "since they have little contact with speakers of the language" (p. 741).

Inadequate resources and facilities. The four participants mentioned the main problem regarding facility is inadequate resources, such as books, particularly the English books which are based on K13.

> "The example of the lack of facility in this school is inadequacy of books. I am the only one who has the book while my students do not. This is my main difficulty" (P1.27).

This is acknowledged by P2, P3, and P4, as follows.

"K13 English books are insufficient" (P2.13).

"…about the facility, we still face the shortage of K13 English books" (P4.32).

"K13 English books are in severe shortage. Even, the English books for the 7th graders are not provided at all. Teachers only have two books, one teacher's book and another one is student's book" (P3.22).

Additionally, all participants agreed that the available facilities in the school do not support English teaching and learning process. P1 and P2 mentioned it in the following excerpt.

"…actually, there is a LCD projector here, but it is limited. There is only one device and all teachers might use it. I, myself, rarely use it" (P1.43).

"…other facilities such as LCD projector and sound system are available but they are limited, it is only one device" (P4.33).

Meanwhile, P3 stated as follows.

"In teaching listening, at least a tape is supposed to be available, yet it is not (P3.30). "Even though there is a Wi-Fi provided in this school, the internet connection does not spread to the entire of the school area" (P3.39).

Such inadequacy "constitutes a challenge to the teaching of English in which large numbers of students require a large number of resources" (Ajibola, 2010, p. 97). Ajibola also added that ensuring the availability of sufficient

textbooks, computers, listening devices, hands-on tools, and other teaching instruments is a challenging assignment. Further, lack of facilities and equipment hinder teachers to embody an effective teaching process (Fatiloro, 2015) since "language could only be understood by practicing all the four skills; listening, speaking, reading, and writing" (Pande, 2013, p. 417).

Time constraint. Three participants consider that the time provided is not enough to apply teaching ideas in the classroom as well as to improve their own professional development.

Applying teaching ideas. P1 asserted in the following excerpt.

> "…teaching English within two hours seems not possible because it requires extra effort to explain the lesson under the lack of books" (P1.28).

Additionally, P4 planned the learning activity as follows.

> "…I have many games that I am going to do in the classroom, especially in enhancing students' vocabulary, such as *Tong Sampah* (The Bin), *Kejar Bangku*, *Dom* (Domino), *Panahan* (The Darts), and *Duduk Saling Membelakangi*, but due to the time constraint, only few of them are implemented" (P4.30).

Improving teachers' professional development. P2 is the one who is unfamiliar to IT. She stated it in the following excerpt.

> "I am unable to learn IT because of the time constraint. We only have 30 minutes for recess and I use such amount of time to do something else

> either for correcting students' assignments or doing personal stuffs" (P2.32).

Meanwhile, among the four participants, P4 was the only teacher whose responsibilities are many and those likely bother his professional development. P4 mentioned that his responsibility as the students' supervisor limits him to improve his language proficiency.

> "We have numerous extracurricular activities in this school and the principal obligates me not only to teach, but also to be involved in these students' activities. Therefore, as soon as I want to take an online TOEFL test, I should postpone it because of students' parents visit, students' problems, or students' extracurricular activities" (P4.23).

Hence, these findings are corresponding to the research of Khajloo (2013) in which "some experts complain about the amount of time devoted to the course and believe that in many cases teachers cannot teach all subjects in this limited time" (p. 56).

The strategies implemented by the teachers in facing English teaching challenges at MTsN Taliwang

This part presents the strategies implemented by the teachers to face English teaching challenges in the classroom. The researcher found several strategies to face the challenges in English teaching. These strategies are the efforts of both teachers and institution which are done in the school.

Reforming attitude. Reforming attitude can be done through the efforts of students, teachers, and school in improving English teaching and learning. Fatiloro (2015) argued that an absolute commitment to comprehend English language should be made among teachers and students.

Holding study club. P4 explained the effort done by the school in facilitating students to learn English.

> "…because of the time constraint in teaching English in the classroom, this school initiatively holds study club as the place where students can get extra class of foreign language learning" (P4.26).

Holding training and workshop. The effort to facilitate the teachers, on the other hand, is done through holding workshop and inviting subject-related speakers or experts. P4 put forward as follows.

> "This school invites speakers from Mataram, including IAIN Mataram (State Islamic Univeristy of Mataram) and *Lembaga Penjamin Mutu Pendidikan* (Education Quality Assurance Agency) in order to give a lecture and training about teaching materials, media, and teaching methods" (P4.6).

With regard to that, Ajibola (2010) stated one way to overcome shortage of teachers' training is holding professional development activity for teachers by having partnership with universities and other expertise.

Nevertheless, one of the participants appreciated the newest curriculum; K13. She said as follows.

> "…actually, K13 is very helpful because it allows students to do more role play" (P1.12).

> "…in K13, students are asked to observing and questioning which means it requires students to do more practice" (P1.9).

These findings indicate that K13, to some extent, helps teachers' in improving students' English language ability. Pande (2013) proposes one way to reform attitude is that "the place of English in education system and policy should be well-defined" (p. 418).

Applying various teaching methods and techniques. Three participants vary teaching methods and techniques in the classroom. Fatiloro (2015) asserted that "in handling English teaching problems, teachers must use a variety of methods for teaching English language" (p. 29).

Showing pictures. P1 said as follows.

> "…in K13, the most activities mentioned is observing and questioning. Therefore, I show pictures to students, I ask them to observe and ask a question afterwards" (P1.10).

Mishra (2015) found that "students often feel more attracted towards images and photographs" (p. 42).

Doing role play. Another technique used by P1 is role play.

> "…sometimes I use role play in front of the class" (P1.11).

According to Alexenoamen (2010), teachers are advised to use role play activity in order to motivate students and to help the less motivated learners take part in the lesson.

Writing a diary. The only participant who asks students to write a diary was P3. She explained it in the following excerpt.

> "…in order to improve students' motivation to learn English, I ask students to write a diary about their feelings regardless the grammar and the structures" (P3.35).

Applying games. Although not all games were successfully done in the classroom, this participant has implemented some games related to vocabulary improvement. P4 explained as follows.

> "I have many games to do, particularly in improving vocabulary, such as Domino game, *Tong Sampah.*, and *Kejar Bangku.* Domino game is good because who finishes the card earlier, it indicates that student has good vocabulary mastery" (P4.30).

This is strengthened by Holenšinská (2006) who argued that applying various techniques in language teaching should be taken into account because it will enable teachers to create suitable condition for students in learning English as well as help students to deal with their learning challenges.

Improving resources and facilities. Regarding the shortage of books, P2 whose job is also as the fund manager of *Bantuan Operasional Sekolah* (School Operational Assistance) said as follows.

> "…every year, the school always makes effort to complete and provide books in the library. I know well because I manage the fund of BOS" (P3.38).

Another participant asserted it in the following excerpt.

> "…the facility provided by this school is like internet connection (Wi-Fi), and we freely can use it" (P2.31).

Another way to overcome the limited books issue is three participants choose to copy, share, and search for the books independently.

> "Sometimes I copy the book then distribute it to the students" (P1.29).

> "…if the topic does not exist in the books of KTSP, then I will look for the material and copy it for students" (P2.17).

> "In order to face the shortage of K13 books, one book is for two students or they just can copy it" (P3.34).

> "…I search for teaching materials on internet" (P3.25).

In summary, special efforts should be made for ensuring that teachers get proper teaching facilities, including space, books, and teaching aids (Pande,

2013). Additionally, it is necessary to "confront facilitation of teaching tools as to empower teaching and learning English" (Fatiloro, 2015, p. 29).

Matching students' level and learning situation. The way to match students' level and learning circumstance can be done by lesson planning (Roberts, 2007). In addition, Pande (2013) suggested that teachers should be patient in teaching different ability of students and striving for matching level with students. As the results obtained, all participants have several considerations in making lesson plans and matching students' level.

Simplifying learning objectives. P3 put forward as follows.

> "…since students' background and states are different, I do some revision in my lesson plan, particularly in the learning objectives. For instance, initially the objectives are many for Descriptive Text, but then I reduce some of them and consider students' and learning's circumstances. Hence, it becomes: describing a friend who sits next to them and identify the content of the text. That is all" (P3.44).

Considering availability of real examples. During the interview, P1 often gave the examples of using real things in her teaching. She explained it in the following excerpt.

> "…the first thing that I consider in organizing lesson plan is the real examples that exist in the classroom or around students, so that they can understand easier" (P1.46).

Selecting simple words. Since some students have studied English outside classroom and some have not, the participants consider it is necessary to match learning situation with students' ability. P2 argued as follows.

> "I use the old standard in my teaching, meaning that I tend to follow slower learners' ability through simplifying my dictions and I let quick learners adjust" (P2.37).

Similar thing is also done by another participant. P1 explained it in the following excerpt.

> "…students' language level is considered. I select simple vocabulary that is easily to be memorized. For example, when I teach addition of *–er* or *–est*, I choose the simpler words, big or tall, for example" (P1.47).

Considering students' social and financial circumstances. P3 and P4 consented that students have diverse background. Therefore, P4 argued as follows.

> "Every lesson plan is adjusted with situation and location" (P4.28).

This statement was elaborated clearly by P2, as follows.

> "The teachers do extra work not only to identify students' ability, but also their financial and social background. There are many 7^{th} and 8^{th} graders who belong to poor and broken home family. Since the kinds of students' homework and assignments today are mostly on internet, which means

> they have to do printing out and copying, and it spends money. I, myself rarely give such homework" (P3.45).

Managing classroom. One of the challenges faced is the issue of students' concentration. It can be faced by managing classroom as what P1 and P2 do. Based on the Virginia Department of Education (2006), understanding English for students can be done through managing classroom.

Pointing out and stopping students' activities. P1 described it in the following excerpt.

> "...when I notice students who do not concentrate, I immediately point him/her out. Sometimes I ask, "who can answer this?" and if none responds, then I point out those who do not concentrate" (P1.32).

She also described as follows.

> "…they are not attentive because of being busy in doing their things, and thus I stop their activities in order to concentrate on studies" (P1.33).

According to Brewster, Ellis, and Girad (2002), when a teacher wants to gain students' attention, it can be done through "firmly name the children who are still talking and say *stop talking please* and maintain eye contact" (p. 221).

Giving punishment. The punishment is given to the students who do not bring dictionary to classroom. P1 explained it in the following excerpt.

> "In every meeting, I remind my students to bring a dictionary when learning English, but many of them forget that. Therefore, for those who

> frequently forget, I give them punishment to look for and borrow a dictionary in other classes in which English is being taught" (P1.37).

Controlling misbehaving students. A teacher can notice students who need attention. "Students who misbehave and are untidy need more attention as they want to be attended. The way is by approaching them and asking, "which part is difficult for you?" This way, they certainly will let me know" (P1.40).

Involving smart students. There are some students who are ahead of other students in learning English as they have learned English in private courses. P3, thus, benefit such students to help her in teaching English. She asserted as follows.

> "…since they have learned one step ahead from the others, sometimes I ask them to help me teach the other students" (P2.42).

Using and providing dictionary. In order to face students' lack of vocabulary mastery, two participants ask students to bring dictionary when they have English class or study club activity in the school.

> "I frequently remind my students to bring their notebooks and dictionary" (P1.35).

P4 also argued as follows.

> "…in order to engage in English club, students should bring a dictionary" (P4.13).

Meanwhile, P3 provided a list of vocabulary on a paper. She put forward as follows.

> "...before teaching, I prepare dictionary... the list of vocabulary. For instance, if I want to teach Descriptive Text, I have to make the dictionary behind the text" (P3.21).

This corresponds to Fatiloro (2015) that dictionaries, grammar guides, and the web should always be as the tool for consultation when teaching and learning English.

Making use of available resources and facilities. P1 and P2 were in agreement that they make use of available books and facilities in order to face the shortage of K13 books. They said that in the following excerpt.

> "I still use KTSP books if the topic is similar to what is being discussed in the classroom" (P1.44).

> "…in order to face the shortage of K13 books, I use KTSP books if the topic is related to what is being discussed" (P2.16).

> "…everything that exists in the classroom can be used as the tool to learn, such as chairs, desks, whiteboard, etc. I show the real things around them and of course it depends on the topic we are learning" (P2.22).

Meanwhile, due to the lack of audio speaker and tape, P3 uses her own voice in teaching listening. She asserted as follows.

> "When I teach listening, I use my own voice. So far, students understand what I say" (P3.31).

Another example given by P3 was as follows.

> "I teach 'Cause and Effect' based on students' daily life. The instance occurred when I brought pictures to the class. There were students who took those pictures and tore them apart. Consequently, I pinched them and asked them, *why am I pinching you?, because I tore the picture, Miss,* replied them. They learned spontaneously" (P3.43).

Hence, the findings above are acknowledged by Mishra (2015) that "rural areas lack in the required ambience, teachers can make much use of the easily available resources" (p. 42).

Providing motivational feedback. The other way to improve students' motivation in learning English is by giving them motivational feedback. Three participants frequently do that.

> "Regarding students' interest towards English, I keep giving them advices to keep studying" (P2.21).

> "For passive students, I often give them motivational feedback" (P3.40).

> "The first thing I do for a student whose motivation is low is giving him/her motivation orally" (P4.10).

Looking for appropriate methods or materials. Three participants argued that they always look for suitable teaching materials and methods in order to face students' challenges in learning English. P4 uses dialogues in order to teach pronunciation and structures. He said it in the following excerpt.

> "…to stimulate students' motivation, I also search for dialogues to be practiced, then I make a group of them, and explain the pronunciation and structures within the dialogues, so that they can speak English correctly" (P4.21).

Meanwhile, in teaching listening, P3 let students listen to the songs she has downloaded.

> "When I teach listening, I bring my laptop to classroom and let students listen to songs downloaded by me in advance" (P3.32).

P2 argued that she finds it difficult to teach songs. Therefore, she teaches the songs she knows or search for them on internet.

> "…sometimes I only write the lyrics of the songs written in the book on the whiteboard without singing them. Yet sometimes, I teach songs that I know, such as *Twinkle Twinkle Little Star*, or search for the songs on internet" (P2.26).

On the other hand, in order to decrease students' shyness in doing speaking performance, P3 tries to find appropriate method to teach it. She described as follows.

> "Students often get timid to speak in front of their classmates. Hence, I ask them telling their diary face-to-face with me instead of telling in front of classroom" (P3.37).

Teachers' self-reflection. P2 reflected that students' interest toward English is depending on her teaching methods.

> "I think students' interest really depends on teaching method and technique that I use, yet the fact is I have limited teaching methods mastery" (P2.14).

In addition, since she realizes that her technology ability is low, she described as follows.

> "…to face my IT ability, I probably have to learn about that independently" (P2.30).

Other participants also talked about her English language proficiency in the following excerpt.

> "I try to increase my vocabulary mastery through learning and teaching depends on the topic discussed. Sometimes I listen to songs which I think are interesting, and I find out the meaning" (P1.18).

> "…at least, I try and practice TOEFL by myself although I do not take the test formally" (P3.13).

Therefore, Christodoulou (2010) put forward that one of the most important aspects of teaching are self-reflection and self-evaluation since they include in essential teaching skill.