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EFL Novice Teacher's Beliefs and Practice on Teaching Grammar: A Case Study of Novice Teacher in Junior High School

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Abstrak

Dalam pengajaran tata bahasa, ada dua strategi yang dapat digunakan di kelas, yaitu deduktif dan induktif. Ada banyak penelitian sebelumnya mengenai kepercayaan guru dan praktik mereka, dan banyak menemukan ketidaksesuaian antara apa yang dinyatakan oleh guru dan bagaimana itu tercermin di kelas. Kepercayaan guru adalah salah satu aspek yang mempengaruhi kegiatan kelas guru. Penelitian ini bertujuan untuk mengeksplorasi kepercayaan guru pemula dan bagaimana hal itu tercermin dalam kelas. Studi ini melibatkan seorang guru bahasa Inggris pemula yang saat ini mengajar di sekolah menengah pertama swasta di daerah Jakarta. Penelitian ini mengadopsi studi kasus dengan analisis tematik menggunakan wawancara dan observasi semi-struktur. Hasil dari penelitian ini menunjukkan bahwa positif "apprenticeship of observation" (AO) guru pemula selama sekolah menengah kejuruan memiliki dampak yang besar pada hidupnya, terutama peran dari guru bahasa Inggris dari guru pemula tersebut. AO positif ini menjadi dasar guru pemula dalam pengajaran tata bahasa, yang merupakan tata bahasa pengajaran deduktif yang juga terlihat selama observasi kelas. Akhirnya, kepercayaan guru pemula dan prakteknya dalam pengajaran tata bahasa adalah sesuai dimana guru pemula cenderung menggunakan pengajaran dedukti saat mengajar tata bahasa.

Kata Kunci: *deduktif dan induktif, guru pemula, kepercayaan dan praktek.*

Abstract

In teaching grammar, there are two strategies that can be used in the classroom, they are deductive and inductive teaching grammar. There have been many previous research studies on teachers' beliefs and their practice, and many found discrepancies between what is declared by teachers and how it is reflected in the classroom. Teachers' beliefs are one of the aspects that influence teachers' classroom activities. This research aims to explore the beliefs of novice teacher and how it is reflected in the classroom. The present study involves a novice English teacher who is currently teaching in a private junior high school in Jakarta. This research adopts a case study with thematic analysis using semi-structured interviews and observations. The result shows that the positive "apprenticeship of observation" (AO) of the novice teacher during the vocational high school had a great impact on her life, mainly because of the novice teacher's English teacher. This positive AO became the foundation of the novice teacher in teaching grammar, which is deductive teaching grammar, and was shown in the observation checklist. Finally, the novice teacher's beliefs and practice in teaching grammar are congruent as she tend to use deductive teaching grammar.

Keyword: *belief and practice, deductive and inductive, novice teacher.*

PENDAHULUAN

Language learning components, such as grammar, vocabulary, and pronunciation, which are sometimes referred to as language elements, are crucial to mastering the four linguistic abilities. In the field of teaching languages, there is still debate regarding how to teach grammar (Soud, 2018). Teaching English grammar is not simply a matter of delivering learners clear linguistic facts (Lawrence & Lawrence, 2013). There were numerous arguments concerning the teaching of grammar. (Krashen, 1982), contends that formal instruction in grammar does not ensure the development of "acquired" information. However, others have maintained that grammar instruction facilitates language learning and acquisition (White, 1987; Larsen-Freeman, 2003; Mart, 2013; Soud, 2018). The necessity of direct instruction for students is based on the fact that exposure to a diversity of meanings in language cannot equip them effectively (White, 1987). According to Mart (2013), language learners will be motivated to become proficient English users if they acquire the grammatical skills necessary to generate meaningful words and messages. According to Ellis (2006), *"Grammar teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it."* This is one more reason why it is important to teach grammar.

In teaching grammar, the teacher needs to have adaptation to whom will be taught. There are two sort of teaching style, namely teacher-centered learning and student-

centered learning. According to Cicchelli (1983), as cited in Hancock et al. (2002) teacher-centered learning is identified as direct teaching style. Here are the examples:

The teacher (a) is the dominant leader who establishes and enforces rules in the classroom; (b) structures learning tasks and establishes the time and method for task completion; (c) states, explains and models the lesson objectives and actively maintains student on-task involvement; (d) responds to students through direct, right/wrong feedback, uses prompts and cues, and, if necessary, provides correct answers; (e) asks primarily direct, recall-recognition questions and few inferential questions; (f) summarizes frequently during and at the conclusion of a lesson; and (g) signals transitions between lesson points and topic areas

Based on the examples, deductive teaching grammar is one of the strategies that applied teacher-centered learning. Deductive grammar teaching occurs when the teacher begins by explaining the structure rules and then proceeds with examples (Thornbury, 1999). Deductive teaching grammar is heavily known with teacher as the main role in the classroom with passive learner. In the other hand, student-centered learning is known as active learner. As cited in Hancock et al. (2002), Cicchelli (1983) defines student-centered learning as nondirect teaching style. Here are the examples:

(a) teachers are a catalyst or helper to students who establish and enforce their own rules; (b) teachers respond to student work through neutral feedback and encourage students to provide alternative/additional responses, (c) teachers ask mostly divergent questions and few recall questions, (d) students are allowed to select the learning task and the manner and order in which it is completed, (e) students are presented with examples of the content to be learned and are encouraged to identify the rule of behavior embedded in the content. (f) students are encouraged to summarize and review important lesson objectives throughout the lesson and the conclusion of the activity; (g) students are encouraged to choose new activities in the session and select different topics for study, and (h) students signal their readiness for transition to the next learning set (pp. 366- 367)

Thus, based on the examples above, inductive teaching grammar utilised student-centred learning. According to Thornbury (1999), inductive teaching grammar occurs when the teacher presents a few examples, and then the students attempt to understand and recreate the grammatical rules or formula.

In addition to the important aspect of teaching grammar, there is a phenomenon that teachers' beliefs influence students' perceptions and judgments, and their classroom practices are reflective of their beliefs (Johnson, 1994). Johnson (1994) and Borg (2003) presented that previous educational experiences can influence teachers' teaching beliefs and

practices. Teacher past experiences as learners while in school and/or during college within a classroom setting is called schooling (Borg, 2015). This phenomenon has been issued first by Lortie (1975) with different terms. In his seminal work, Lortie established the term "apprenticeship of observation" (AO) to describe the period of schooling during which individuals engage in numerous significant experiences and interactions that have the potential to significantly shape teacher behavior.

Heydel's (2019) research in Chile found a significant connection between novice teachers' beliefs and their apprenticeship of observation. The study found that novice teachers tried to mirror or eliminate methods used by their teachers, and their positive apprenticeship of observation encouraged them to be good teachers. Since teachers' beliefs are their pedagogical perspectives or beliefs that are related to an individual's teaching (Borg, 2001), there is a necessity to study more about how past learning experiences shape teachers' beliefs towards teaching grammar. This is because teachers' beliefs can have a significant impact on students' ability to learn.

Moreover, according to Gerem and Ekşi (2019), the most significant and essential aspects of education are the aspects in which teachers adapt their own views, characters, ideas, thoughts, and knowledge about the issue to the actions that take place in the classroom. The relationship between teachers' beliefs and classroom practice has contributed of many investigations in the field of grammar instruction (Hos & Kekec, 2014; Tülüce, 2019; Sabbu, 2019; Abduh & Algouzi, 2020; AlAbri et al., 2022). Sabbu (2019), Tülüce (2019), and Abduh and Algouzi (2020) researches found that teachers' beliefs and their actual classroom practice are congruent. Sabbu (2019) conducted research that involved three experienced English teachers at a private university by using semi-structured interviews and observation. The findings indicated that all of the participants shared the same views on inductive grammar instruction as a method of teaching grammar and this is evident in their actual classroom. Tülüce (2019) conducted a case study involving one experienced teacher. From nine aspects regarding beliefs in grammar, L2 grammar teaching, and learning and teaching grammar in general mentioned in the study, it was found that Present-Practice-Produce (PPP), especially in the last stage which is free production and the use of contextualized grammar presentation are the two aspects that not congruence.

However, numerous researchers have discovered inconsistencies between declared beliefs and actual practices in their studies (Hos & Kekec, 2014; Gerem & Ekşi, 2019). Hos and Kekec (2014) conducted research involving sixty Turkish instructors who teach EFL and found disparities between teachers' belief and their classrooms are caused by a few major reasons, including the profiles of the students, the goals of the course, the curriculum, the

content, the materials that were available, and the setting. According to Çapan (2014), even though the participants theoretically supported communicative approaches, in practice they adopted a traditional approach to grammar instruction. Learners' expectations, limited time, and school regulations did not allow them to have interactive activities in class. It conforms to what Gerem and Ekşi (2019) discovered in their investigation. Five teachers with different socio-economic levels in their school environment participated in this research. It is found that their previous experiences as students, the amount of time and effort required, and a lack of awareness about the suggested curriculum by the government caused their actual practice to contrast with their stated belief.

Through mentioned relevant research, the beliefs and classroom practices of teacher continue to be relevant. Unfortunately, these studies are rarely discussed, particularly in the setting of novice teachers' beliefs and practices in teaching grammar. Therefore, it is crucial to explore the beliefs and actual practice of teaching grammar by the novice teacher.

METODE PENELITIAN

As this research aims at finding novice EFL teachers' beliefs and practice in teaching grammar, this present study used a qualitative research. A case study research design was used for this study. A qualitative research approach that is a holistic and rich in-depth description that forms from a single unit to focus on is called a case study (Ary, Jacobs, Razavieh, & Sorensen, 2010). This research involved one novice teacher in a private junior high school in a suburb of Jakarta. The researcher has limited the criteria of the novice teacher. The criteria for the novice teacher are those who have finished the pre-service teacher education with less than two years of teaching (Jensen et al., 2012), has a teaching load vary from eight to thirty-five hours per week (Widiati et al., 2018), and are currently still teaching English for seventh-grade students in Junior High School (JHS). In order to gather the data, semi-constructed interviews, classroom observation, and documentation were adopted. The interviews adapted Mohamed's (2006) belief framework open-ended questionnaires to analyze teachers' declared beliefs about grammar and their past learning experiences as a learner, while the observation checklist used Farrell and Lim's (2005) updated classroom observation framework used in Alabri et al.'s (2022) to know whether their declared belief matches their actual practice. Semi-constructed interviews were conducted twice, at the beginning and at the end of the observation phase. In the beginning, it started a few days earlier before conducting classroom observation. Later on, classroom observations are carried out to know whether their declared belief matches their actual practice. The last, closing interview was conducted to know whether there are any

disparancies based on novice teachers' performance in teaching grammar that was shown through the observation phase. The overall obtained data were analyzed with thematic analysis proposed by Braun and Clarke (2006).

HASIL DAN PEMBAHASAN

Results

1. Teacher's role model creates novice teacher's teaching practice

The impact of the novice teacher's prior experience in a vocational high school (VHS) on her English language learning has been substantial. Despite developing a dislike for the subject of English during her primary and junior high school years, the novice teacher formed positive recollections during her period at VHS, ultimately leading to a transformation in her attitude towards the acquisition of English language skills. The transformation of her attitude towards learning English was catalyzed by the influence of Mr. Yadi (a pseudonym), one of her English teachers, as well as the supportive atmosphere fostered by her peers.

Mr. Yadi's strategy of using fun games but explicitly explaining grammar in every session inspired the novice teacher to use this strategy in her classroom activities. Despite arguments that seventh grade students do not engage in fun games every session, the novice teacher still tries. The novice teacher typically organizes the sessions in this way: in one session, the novice teacher explains the material; in the next session, the novice teacher provides practice questions; and in the final session, the novice teacher plays fun games. In conclusion, the novice teacher's experience in VHS has greatly influenced her teaching style and beliefs about English.

2. Deductive teaching grammar is prioritized in teaching grammar

Through face-to-face interviews with the novice teacher about her beliefs, it was found that the novice teacher strongly believe in teacher-centered learning, especially in the deductive teaching of grammar. Based on the novice teacher's description of her typical teaching style, which involves going into great detail before applying newly acquired knowledge into practice and writing on the blackboard while thoroughly explaining grammar, she stands toward teacher-centered learning. The way the novice teacher described her usual teaching activities and the fact that the novice teacher mentioned teacher as the central figure in the classroom shows that the novice teacher beliefs in deductive teaching grammar. The observation checklist supports this stated belief and indicates that the novice teacher's teaching practice effectively uses deductive teaching grammar.

Tabel 1 Classroom Observation

STATEMENTS	Novice Teacher
<i>Deductive Teaching Grammar</i>	
1. Grammar terminology was used thoroughly between teacher and students	Y
2. Lesson was centered on the teacher where teacher engaged in giving instructions, providing explanation, and eliciting responses.	Y
3. Lesson was mostly traditional, and grammar rules were taught explicitly.	Y
4. Teacher made the rules explicit by saying "form + use + example."	Y
5. Grammar was taught through drills.	L
6. Teacher corrected all grammatical errors	Y
<i>Inductive Grammar Teaching</i>	
7. Grammar concepts were included into communication and writing abilities.	X
8. Lesson was constantly communicative.	X
9. Students applied grammar concepts in meaningful contexts.	X
10. Teacher provided examples and instructed students to discover the rules.	X
KEY:	X: Not Observed
	L: Limited Occurance
	Y: Observed

As seen in table 1, all of the aspects in deductive grammar was seen through the observation checklist except for limited occurrence in T6 for grammar was taught through drills. The novice teacher's strong beliefs in teaching grammar are evident from the observation checklist. It happened during the main lesson in the grammar classroom. The novice teacher begins by writing down the lesson material on the whiteboard, explaining it to the students, and having them write it down in their own books. After explaining the material, the teacher creates five exercises for students to complete the blank space area for

verbs and guess the correct answer. After giving the students around five minutes to complete their work, the teacher roams around the students' seat to do error correction.

In the interview, the novice teacher emphasized that peer-to-peer learning and forum discussion groups (FGD) in previous classroom activities was not successful in teaching grammar while, teacher-centered learning, particularly deductive teaching grammar, is more effective for seventh-grade students learning grammar. Although peer-to-peer and FGD can make students more active and engage with one another, this strategy may not be effective in seventh grade, when students are still adjusting to the high school environment and still need guidance from the teacher. It indicates that novice teachers favour teacher-centered learning as a suitable method for teaching grammar.

3. Direct correction as a means of gaining students' participation and teacher's self-reflection time

In a classroom setting where the teacher plays the main role, student participation is limited. To gain student participation, novice teachers can conduct direct correction, which involves examining students' written work. As seen in table 1, the novice teacher also conducted grammatical error correction to the students. Direct correction encourages students to be more reflective and expressive about their work, while also providing the teacher with self-reflection. During the direct correction, the novice teacher asked questions and sought the students' confirmation of their answers to discover students' deep understanding of the lesson.

It is evident from this activity that the students are more engaged in asking questions than they were when the teacher first introduced the topic before beginning class activities, not only about the tasks but also about the lesson in general about the simple present tense and simple present continuous. The novice teacher also confirmed in the post-observation interview that the students were more engaged in asking questions about the material or what they have not yet grasped. The direct correction made the novice teacher realize that many students still had trouble understanding the material being taught. She reflected on the methods the novice teacher had used and was cautious about including this material in the meeting's final exam.

Discussion

The objective of this study was to examine the claimed beliefs and actual classroom activities employed by a novice English as a Foreign Language (EFL) teacher in a privately operated middle school. The examination of the qualitative data unveiled a substantial and statistically significant impact of the novice teacher's beliefs on her classroom practices.

The apprenticeship of observation (AO) is a concept that highlights the influence of previous educational experiences on teachers' teaching beliefs and practices (Lortie, 1975). In this study, the novice teacher's former English teacher's positive experience in vocational high school changed her negative view of English and encouraged her to become an English teacher. This positive AO is supported by studies like Heydel's (2019) and Castro's (2021) master's thesis, which found that previous experiences with teachers significantly impact their lives and abilities to become English teachers. The novice teacher's positive AO encourages them to be good teachers and mirror the teaching strategies used by her former English teacher, focusing on the deductive teaching of grammar.

Based on the findings, it was found that the novice teacher's teaching practice was heavily influenced by her previous experience as a learner and adapted to who is being taught. The study found that novice teachers used deductive teaching grammar when teaching grammar to seventh-grade students. This finding is consistent with previous research that tends to use deductive teaching grammar. Gerem and Ekşi (2019) study found that the novice teacher in their study used deductive teaching grammar by directly giving rules and using extensive grammatical terminology. The present study also found that deductive teaching grammar was more effective than inductive because the students were still adjusting to the high school environment and still needed guidance from the teacher. This aligns with Tülüce (2019) research, which showed that grammar teaching is necessary for students to feel more secure in learning English and exams. In the context of secondary teachers, AlAbri et al. (2022) in Omani claimed that the deductive approach was preferred by teachers due to external factors such as students' language proficiency, time constraints, chosen textbooks, and curriculum burden.

In relation to the method of correcting students' written context, the novice teacher stated that she used direct correction and so did the result of her observation checklist. This is consistent with the previous study in Turkey. According to Gerem and Ekşi (2019), there is a prominent belief among teachers that errors in language education should not be overlooked, as doing so may result in inadequate corrective outcomes. Therefore, they correct students' errors in both oral and written contexts. In contrast to the current study, which demonstrated the usefulness of direct correction by a novice teacher in encouraging students to actively participate in mastering grammar, research carried out in Omani revealed a contrary outcome. Al-Bakri (2016) found that due to students' attitude towards error correction -they did not take error correction seriously- the teachers did not consider error correction effective. One possible explanation for this is the lack of students' understanding of the correction which led them to not pay attention to the correction.

Finally, from the discussion above the beliefs and practices of novice teachers in teaching grammar are seen congruent, which utilised deductive teaching grammar. This is similar to previous studies that has presented a significant relationship between teachers' beliefs and their practice in the classroom (Sabbu, 2019; Tülüce, 2019; Abduh & Algouzi, 2020) and a clear influence of previous experiences as learners in shaping teachers' beliefs (Gilakjani & Sabouri (2017), Heydel (2019)).

SIMPULAN

The researcher concludes, based on observation and interview with the novice teacher, that the novice teacher's beliefs about teaching grammar were significantly influenced by their experiences as a learner in vocational high school. It was observed that the method employed by the novice teacher's former English teacher was mirrored and adapted in the novice teacher's typical teaching style, which is teacher-centered learning with an emphasis on the deductive teaching of grammar. Observations of novice instructors' beliefs regarding the deductive teaching of grammar led to the same outcome, namely the deductive teaching of grammar. Direct error correction was also seen in the observation phase which was also a sign of using deductive teaching grammar. In conclusion, the novice teacher' beliefs and classroom practices regarding the instruction of grammar were consistent.

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