

**CHALLENGES IN TEACHING ENGLISH AT SMPN 1  
BAKONGAN TIMUR**

**THESIS**

**Submitted by:**

**CUT RAHMIYATI**  
**NIM. 160203096**

**Student of *Fakultas Tarbiyah dan Keguruan*  
Department of English Language Education**



**FAKULTAS TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
2022 M / 1443 H**

# THESIS

Submitted to *Fakultas dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*  
In Partial Fulfilment of the Requirements for  
The Bachelor Degree of Education in English Language Teaching

by:

**CUT RAHMIYATI**  
**NIM. 160203096**

Student of *Fakultas Tarbiyah dan Keguruan*  
Department of English Language Education

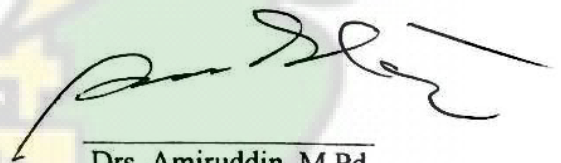
Approved by:

Main Supervisor,



Siti Khasinah, M.Pd  
Date: 10/ 06 / 2022

Co-Supervisor,



Drs. Amiruddin, M.Pd  
Date: 11/ 06 / 2022

It has been defended in *Sidang Munaqasyah*  
in front of the board of the Examination for the working paper  
and has been accepted in partial fulfillment of the requirements  
for the Bachelor Degree of Education in English Language Teaching

On:  
Monday, July 18<sup>th</sup>, 2022 M  
19 Zulhijjah 1443 H

In Darussalam, Banda Aceh

Board Examiner,

Chairperson,

Siti Khasinah, S.Ag., M.Pd.

Secretary,

Riza Zulyani, S.Pd.I., M.Pd.

Member,

Drs. Amiruddin, M.Pd.

Member,

Nidawati, S.Ag., M.Ag.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*

  
  
**Dr. Muslim Razali, S.H., M.Ag.**  
NIP. 195903091989031001

## SURAT PERNYATAAN KEASLIAN

*(Declaration of Originality)*

Saya yang bertandatangan dibawah ini:

Nama : Cut Rahmiyati

NIM : 160203096

Tempat/Tanggal Lahir: Seubadeh, 28 September 1998

Alamat : Limpok, Darussalam, Aceh Besar

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**Challenges in Teaching English at SMPN 1 Bakongan Timur**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 20 Juni 2022

Saya yang membuat surat pernyataan,



Cut Rahmiyati

## ACKNOWLEDGEMENT



All praise be to Allah, the lord of the world, the almighty and the most exalted God whose mercy and blessing poured upon me to finish this thesis. Shalawat and Salam may always be upon our prophet Muhammad Sallallahualaihiwasallam, who has guided us from the darkness to the most educated world.

I would like to express my sincere gratitude to my supervisors, Siti Khasinah, M.Pd and Drs. Amiruddin, M.Pd for their invaluable help, guidance, encouragement, motivation, and suggestion. Also, I want to thank to all of English language education lectures and staff who have inspired, lectured and assisted me during my study in this department.

This journey would be impossible without the support of my family. A special gratitude, I would like to address to my dearest father, T. Salman and my beloved mother, Cut Suriani. My parents are indeed my forefront supporters who prayed, encouraged and motivated me a lot not only in writing thesis, but all of good things I have achieved in my life. My appreciation is also extended to my sister; Cut Tia Anjelita and my brothers; T. Radja Barona and T. Muhammad Fadhil, who always support me in my difficult times in finishing this thesis.

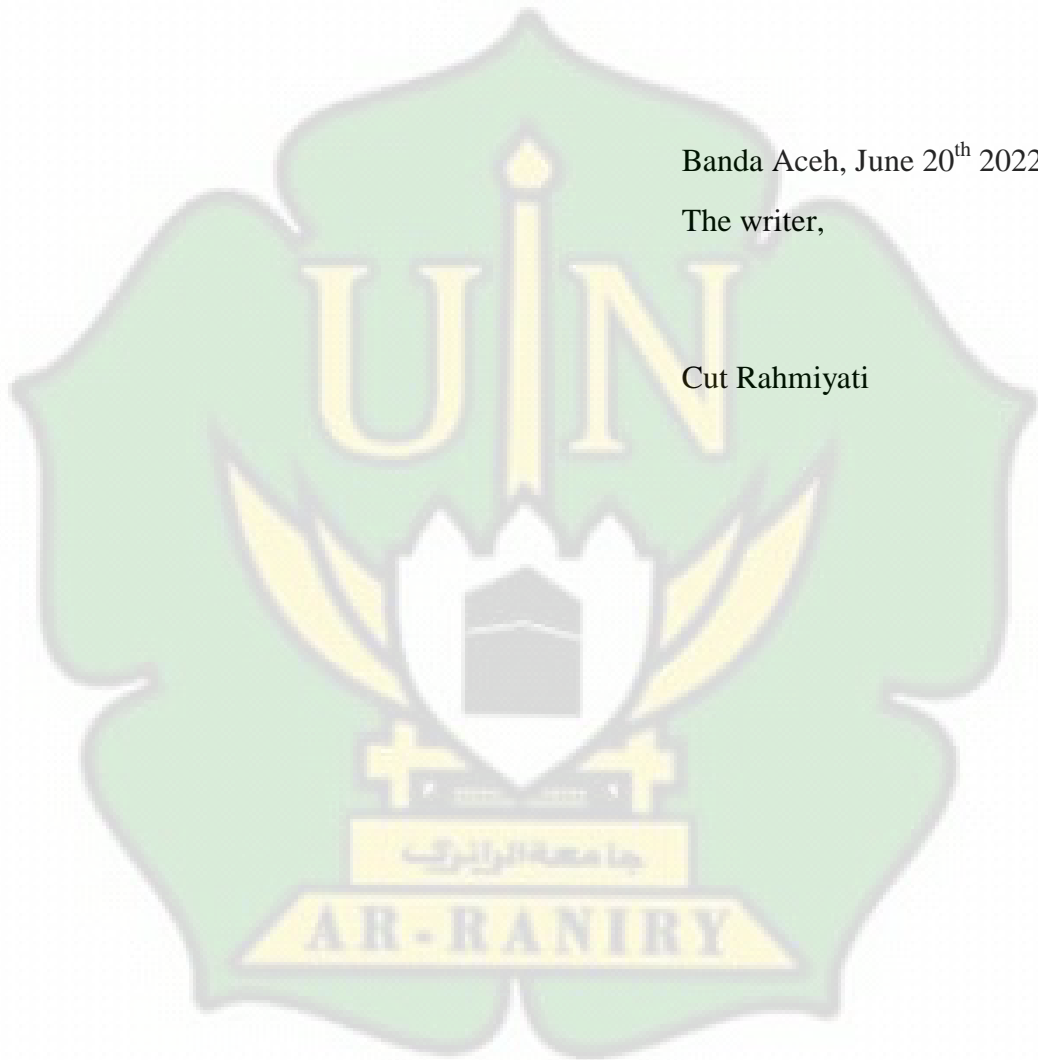
My appreciation and thanks are also addressed to my beloved friends; Annisa Indah Sari, Fitrah Tamimi, Tria Aulina, Armaya Rizki, and Dian

Ramadhani who always lend me their back and listen to my complaints. Thanks for all of my friends that I cannot mention one by one who bring colors in my life, supporting me, and inspiring me. You guys are priceless for me. May Allah bless and reward you in heaven.

Banda Aceh, June 20<sup>th</sup> 2022

The writer,

Cut Rahmiyati



## ABSTRACT

Name : Cut Rahmiyati  
NIM : 160203096  
Faculty : Fakultas Tarbiyah dan Keguruan  
Major : Department of English Language Education  
Thesis Working Title : Challenges in Teaching English at SMPN 1 Bakongan Timur  
Main supervisor : Siti Khasinah, M.Pd  
CO-Supervisor : Drs. Amiruddin, M.Pd  
Keywords : ELT; Challenges; Teachers; Solutions

This study aims to find out the teachers' challenges in teaching English at SMPN 1 Bakongan Timur, alongside with the factors that caused challenges and the solutions to deal with the challenges. This research was designed by using qualitative method. The data gathered through observation and interview. The result showed that there are many challenges faced by the teachers in teaching English at SMPN 1 Bakongan Timur: lack of students' interest and motivation in learning English, insufficient learning time, insufficient learning sources and materials, and overcrowded English class. Moreover, factors that caused challenges in teaching English at SMPN 1 Bakongan Timur are come from the students and the facilities in the school. Finally, as an attempt to solve the challenges, the teachers also proposed four solutions according to their perceptions. Those are providing motivational feedback, time management, making use of available resources, and different of method and technique application.



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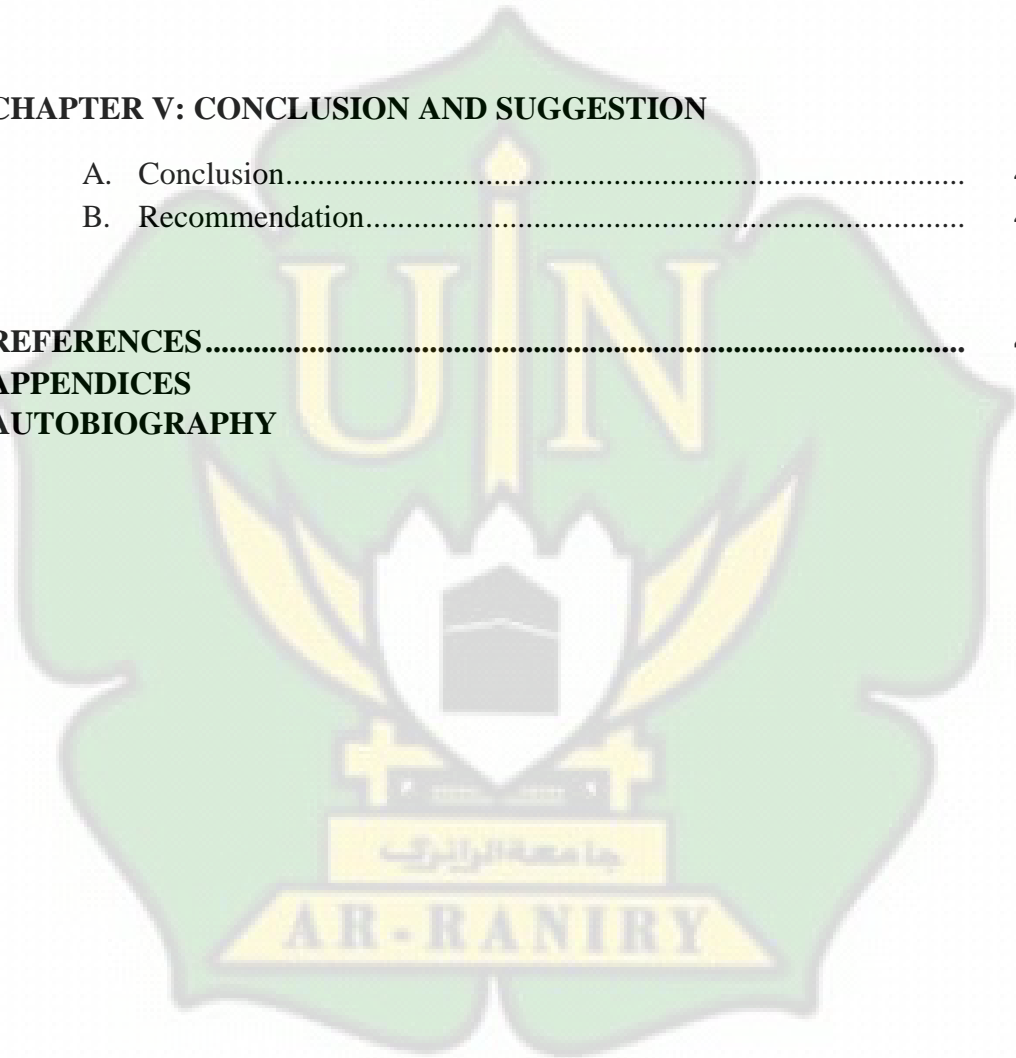
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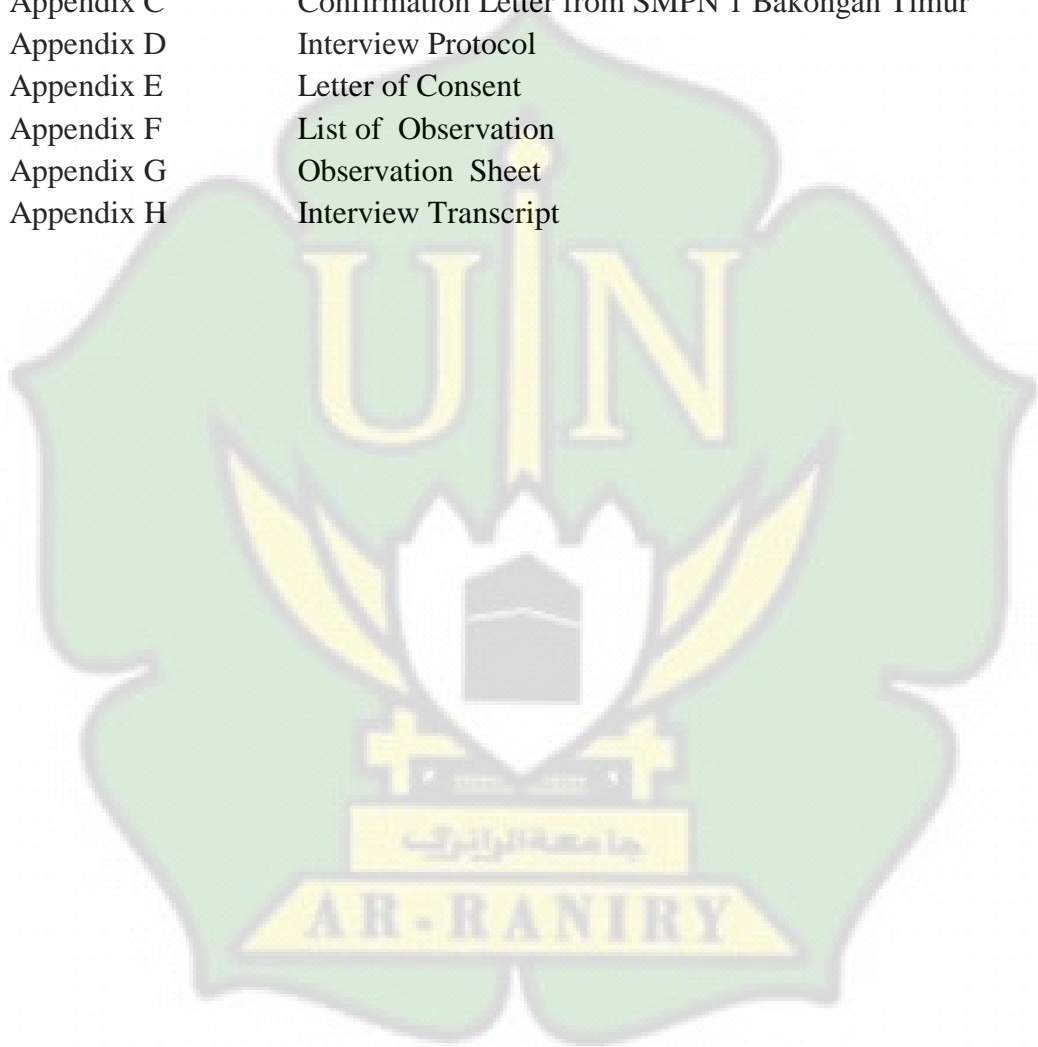
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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

English in Indonesia is studied as a foreign language. It is taught as a compulsory subject from Junior High School to Senior High School. The general standard objectives of English Language Teaching at all levels of schools in Indonesia are determined as follows: to develop communicative ability in the target language both in oral and written form, to stimulate students' awareness toward the importance role of English for the country to compete in the global community, to develop students understanding toward the interconnectedness between language and culture (Hidayati, 2016). Rachmajanti (2008) explained the aim of teaching English in Indonesia is to enable the students to be proficient in English.

However, teaching English as a foreign language has become a central issue for English teachers in many countries such as Indonesia, Vietnam, and China. In Indonesia, teaching English as a foreign language has become a challenging task for teachers in some places, especially in areas with limited English exposure (Khan, 2011). Both teachers and students frequently encounter problems during teaching and learning process. In this regard, Ningrum (2020) argued that many EFL students find it challenging to comprehend natural spoken English delivered at an average speed in learning English as a foreign language. Students also frequently have a problem in learning reading material. They have

difficulty in understanding reading texts and do not know how to relate the ideas between sentences. As for speaking, the difficulties students have often faced are caused by the lack of vocabulary mastery. And the problem faced by students in learning to write is organizing ideas, lack of vocabulary, and grammar accuracy.

Responding to the difficulties students face in learning English, it is necessary to explore the challenges teachers face in teaching English. It is because teaching English as a foreign language in Indonesia has experienced in limited success (Husna, 2021). It can be seen in the previous research by Lestari (2021) about English teacher challenges in teaching English at SMA Karya Ibu Palembang. She found that there were some problems that the English teachers faced when teaching English at this school. The challenges were from the students and the facilities. From the students, the teachers challenges with the lack of vocabulary mastery, students low concentration, lack of motivation, pronunciation issues and speaking issues. Moreover, from the facilities, the teacher challenges with limited teaching methods, overcrowded classrooms, and insufficient facilities and resources.

The similar research conducted by Agung (2019) about current challenges in teaching English in the least-developed region in Indonesia. He discovered that the teachers have to deal with several obstacles in teaching English. Those obstacles include the students' low profeciency of language comprehension, limited resources of materials, a communication gap between lectures and students, and students' lack of enviromental support from society.

In conclusion, based on the previous research mentioned above, the primary purpose of this study are to investigate the challenges faced by English teachers of SMPN 1 Bakongan Timur in their teaching, the factors that caused challenges and solutions they made dealing with the condition they faced. The researcher hopes the present study is of use for the improvement of teaching English at this school.

### **B. Research Questions**

After going through some related literature, the researcher formulates three research questions as follows:

1. What are the challenges in teaching English at SMPN 1 Bakongan Timur?
2. What are the factors that caused challenges in teaching English?
3. How do the teachers deal with the challenges in teaching English at SMPN 1 Bakongan Timur?

### **C. Research Aim**

In accordance with the research problem that leads to the three questions mentioned before, this research particularly aims to solve and answer the questions. In other words, the purposes of this study are:

1. To investigate the teachers' challenges in teaching English at SMPN 1 Bakongan Timur.
2. To know what factors caused challenges in teaching English.
3. To discover how the teachers cope with the challenges they come across in teaching English at SMPN 1 Bakongan Timur.

### **D. Significance of Study**

This research focused on the challenges in teaching English at SMPN 1 Bakongan Timur. This research has some significance to the students, teachers, other researchers, and the researcher herself. Here, the researcher divides into two kinds below:

1. Academically

The result of this research is hoped to be a valuable reference for English teachers, especially teachers at SMPN 1 Bakongan Timur. Thus, after understanding the challenges faced by the English teachers, the factors that caused challenges, and how to deal with the challenges in teaching English to junior high school students, this study is expected to be beneficial for improving teaching English at SMPN 1 Bakongan Timur.

## 2. Practically

Students can use this research for additional information concerning challenges in teaching English, factors that caused challenges, and the solution for overcoming it. The study's findings could be helpful in engaging knowledge regarding English language teaching and can be used to improve the English teaching and learning process in general.

### **E. Research Terminologies**

Some terms that are used in this research need a clear explanation to avoid misunderstanding and the reader's perception. The terms are as follows:

#### 1. Challenge

Challenge in this study refers to the obstacles encountered by the English teachers at SMPN 1 Bakongan Timur in teaching English.

#### 2. Teaching English

Teaching English in this research refers to English teaching activities performed by the English teachers at SMPN 1 Bakongan Timur.

#### 3. English Teacher

English teacher in this research leads to English teachers who teach English at SMPN 1 Bakongan Timur.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Challenges in ELT**

##### **1. Challenges in Teaching**

Challenge is the situation of being faced with something that needs great mental or physical effort in order to be done successfully and therefore test a person's ability (Cambridge Dictionary, n.d.). According to Collins Dictionary (n.d.) challenge is something new and difficult which requires great effort and determination. Oxford Learner's Dictionary (n.d.) defined it as a task or situation that tests somebody's ability and skill. It can be seen that challenge means something or problem that is not easy to do, and it requires more effort and skill to deal with it. Thus, the meaning of challenge in this research is the obstacles or problem teachers face when teaching English to EFL learners. To face the challenges, it requires mental and physical for something to be successfully done and does not negatively affect the teaching and learning process.

A life in teaching is a stitched-together affair, a crazy quilt of odd pieces and scrounge materials, equal parts invention and imposition (Ayers, 2001). It is because the teachers face many challenges, responsibilities, and demands. It means the teaching process is an unlimited and extensive activity. This is because the teacher has various roles that are very important in the learning process. According to Sanjaya (2007), there are several roles of teachers: teacher as a learning source, teacher as facilitator, teacher as leadership, teacher as a

demonstrator, teacher as a motivator, teacher as guidance, and teacher as an evaluator. Based on it, the teacher also finds some inseparable challenges in teaching-learning. According to Ayers (2001), there are nine challenges for teachers in the teaching process, such as:

- 1) Teachers are badly paid.

The teaching process is an activity that needs mastery of knowledge by someone before they teach it to another one. In teaching activities, it is not only the expertise of material required but also the skill to do it. Therefore, the incompatibility of the salary given to teachers becomes a challenge for the teachers. Then, it shows how the teachers are valued and rewarded in the teaching process.

- 2) Teachers suffer low status in many communities, partly as legacy and sexism.

This is because teaching is essentially women's work, and it is constantly being deskilled, made into something to be performed mechanically, without thought or care, covered over with layers of supervision and accountability and bureaucracy, and held in low esteem. Low pay is part of the dynamic. So is the paradox of holding teachers up as paragons of virtue while constraining real choices and growth.

- 3) Teachers often work in difficult situations under impossible conditions.
- 4) The teaching process is compelled by law to attend school. Many have no deep motivation or desire to be there.
- 5) The teacher is possible to face a large number of students with a lack of rooms and professional teaching staff.

- 6) Each student comes with various backgrounds, desires, intentions, and needs.
- 7) A common experienced of teachers is to feel the pain of missed opportunities, potentially unrealized, and untouched students.
- 8) Teachers are expected to cover everything without neglecting anything.
- 9) The constancy of change and the press of time, the lack of support, and the scarcity of sources.

## **2. Challenges in Teaching Language**

In teaching language, there are many things that must be considered to create an effective learning process. It needs various appropriate methods and strategies to make the students easier to absorb the learning process. Furthermore, the teacher must have the ability in making the lesson plan in order to create an effective learning situation. This is because the teacher might face several obstacles in teaching a foreign language.

According to Husna (2021) in her thesis with the title “Teachers’ challenges in Teaching English at Seventh Grade Students of Junior High School 18 Jambi”, teachers face some challenges in teaching language. Those are:

- 1) Teachers’ ability and methods

The efficiency and competency of the teachers are vital in learning EFL (Ansari, 2012). Teachers must apply appropriate teaching methods and techniques to become an effective learning situation. This is because inappropriate teaching methods and techniques can make the students difficult to understand the content and the context of the language learning.

## 2) Mother tongue interference

The first language interference is the primary factor affecting the English Language Proficiency and Competence (Malana, 2018). There is no significant difference between mother tongue and first language. Mother tongue refers to the language of one's ethnic group rather than one's first language. Usually, the mother tongue is the first language of the children. The challenge in learning a language is when the students and teacher unconsciously perform in their own mother tongue fluently (Fatiloro, 2015). The problems in mother tongue interference can be grammatical errors, missed pronunciation, and semantic or morphological errors.

## 3) Students' motivation and interest

According to Yulia (2013), learning achievement can be good if the students have good motivation. Most students think another language, especially English, is a difficult lesson. Sometimes they ignore the learning process. Students only think about how to pass the lesson. It shows from students' activity during the learning process. Most students are playing or making noise. This is because there is an indication lack of students' motivation and interest in learning the language.

## 4) Lack of vocabulary

Foreign language means the language is not used as a communication tool in daily life. Sometimes students do not understand what the teacher is saying. This is because they do not become familiar with the words. Then, many similar words have different meanings that make some students confused about it.

Mumary (2017) stated that students in learning a foreign language are limited by their knowledge of grammar and vocabulary of the target language and struggle to comprehend the context.

5) Facilities in learning

Facilities will influence the success of the English teaching and learning process (Husna, 2021). This is because the teaching-learning process will not achieve when there are no tools of learning to support it. For example, if the teacher wants to teach about listening, they also need the speaker to display the audio. If the audio speakers are unavailable, teaching the students about the subject will be challenging. Based on Roinah (2019) said that the teaching-learning process will not apply optimally and maximally as long as the facilities are unavailable.

6) Not enough resources and materials

Limited resources and materials can influence the language learning activity. Book, worksheet, and module are included as the main resource. It helps the students to cultivate what they already have learned.

7) Overcrowded class

An overcrowded class happens when the number of students exceeds the class capacity. Overcrowded classes also will make some difficulties in the teaching-learning process, such as the noisy class, discipline issues, etc. It is also mentioned by Emery (2012) that the condition of the teaching-learning process would affect the goals of the learning activity. It means that a good environment

will make it easy for the students to receive the knowledge and for the teacher to transfer it.

### **3. Challenges in Teaching English Language**

According to Chien & Lin (2010), teaching English can be divided into three ways, such as; Teaching English as a Foreign Language (TEFL), Teaching English as a Second Language (TESL), and Teaching English as Other Language (TESOL).

#### **1) Teaching English as a Foreign Language (TEFL)**

Teaching English as a Foreign language is a communication tool that used as an international language. Mitchell & Myles (2004) also explained that a second language is any language that obtained through language development in adults. The purposes of using the language are for passing the examination, career development, pursuing education, etc. (Nurhayati et al., 2008). Nurhayati also said that English as a foreign language is part of the educational curriculum, particularly in state schools. The examples of countries that use English as a foreign language are Indonesia, Japan, Korea, etc.

#### **2) Teaching English as a Second Language (TESL)**

Teaching English as a Second Language can be applied if the country used English as their official institutions' languages, societies', and communities' languages. As stated by Kisno & Napitupulu (2014), Teaching English as a Second Language is usually used in the countries which were colonized by the English. Then, it is also traditionally used in the country with many immigrants staying there. As the examples of the countries that use English as a second



language are Malaysia, Singapore, Netherlands, Denmark, Swedish, and Norway.

### 3) Teaching English for Speaker of Other Language (TESOL)

The last term of teaching English is Teaching English for Speaker of Other Language (TESOL). TESOL is used to emphasize English for the methodologies of learning and professions of teaching English. TESOL is usually used in training institutions, instructor-education programs for English teachers, or language learning organizations (Lin & Chien, 2010).

By the different terms above, teaching English can be seen as an educational activity that enables the students to speak English as their international communication tool. However, the general aim of teaching English is to enable the learners to speak the language.

Copland et al. (2013) have illustrated some challenges in teaching English. He said that English has spread as a lingua franca and required the students to learn English communication skills rather than learning other aspects of knowledge of English. It means the teachers need to focus on how to teach students English skills so the students can communicate in English. Therefore, the teacher should master English skills such as speaking, listening, reading, and writing. Then, Copland et al. (2013) also stated that it has resulted in curriculum changes that lead to methodology changes in learning. Several of them are CLT (Communicative Language Teaching) and TBLT (Task-Based Learning and Teaching). Thus, it may be a challenge for teachers to implement those approaches, especially for young learners. Since the methodology such as CLT is



a pedagogical approach developed in Western countries to teach adults in small groups, well-equipped classrooms. Therefore, it may not be suitable for teaching large groups of young learners in a classroom with limited resources. In other cases, these approaches can also conflict with educational tradition or called “cultures of learning.” Moreover, the teacher may be only qualified with basic training in the underpinning theory and practical applications. They may find it struggling to implement it effectively.

Another possible challenge for teachers concerns the level of English they require. Teachers’ low proficiency levels or their lack of confidence in their ability (Copland et al., 2013). It means there are some teachers who are teaching English without adequate training in teaching English. Therefore, it is difficult for the teachers to convey the subject well.

Copland also stated that in certain regions, large classes are also a common challenge. It leads the teachers to think it is somewhat complicated to introduce learner-centered teaching because it is hard to monitor students’ language use or present pairwork and groupwork. It can also be challenging to motivate learners. This is because a large number of students in a class can disrupt both teachers’ and students’ concentration in receiving learning information, especially foreign language (English). In short, a crowded class in learning a foreign language is considered ineffective.

Another challenge is increasing students’ interest in learning foreign languages. In certain EFL contexts, particularly in rural areas, young learners may strive to realize the importance of learning English in their area as their contact

with the native speakers of the language is mostly minimal. In this case, teachers' role in understanding the importance of learning English has become a challenge for the English teachers.

The last is the government policies and curricula that typically encourage teaching communicatively are often incompatible with the demands of national examinations that often focus on grammar and vocabulary (Copland et al., 2013).

The challenge is also found in English Language Teaching. In language learning, some teachers face challenges in implementing English language teaching. As stated in Lynch (2008), there are three critical problems or obstacles in English language teaching and learning, those are:

1. The Lack of Students' Motivation

Students may lack any similarity of attention during the class, chatting with classmates, doodling in their notebooks, even the worst thing is when they skip the class. The students cannot get involved easily in classroom interaction and learn the language comfortably. Therefore, motivation is one of the keys to success in teaching language, especially English language teaching. Without students' motivation, the students will be difficult to receive the knowledge of the language learning.

2. Insufficient Time, Resources, and Materials

The insufficiency of learning time is one of the challenges faced in English language teaching as a language learning. In a foreign language, teachers and students need more time to provide an understanding theory and practical activities. Besides, the availability of resources and materials is crucial. It is

difficult for teachers to develop learning activities without resources and materials. Then, the students also find it difficult to understand the theories without both of them.

### 3. Overcrowded English Classes

As mentioned above, an overcrowded class is when the number of students exceeds capacity in the classroom. A large number of students may make it difficult for the teachers to give attention to the students individually. Smaller classes are often perceived as a teacher focusing more on the students' needs and reducing the amount of class time needed to deal with the disruption.

## **B. Factors Causing Challenges in ELT**

Aryana & Apsari (2018) divided the difficulties in teaching into two factors. Those are;

### 1. Internal Factors

Internal factors are the problems that come from the teachers themselves. It happens while choosing the method, preparing materials, strategies, and techniques in teaching. Emery (2012) said that this could happen because of the inadequate teaching preparation as the teachers' ability to deal with the problems that occurred in the teaching due to the lack of training, teachers' poor language ability, and teachers whose English is not their background education.

## 2. External Factors

External factors can come from the facilities in the school, the module, and the syllabus curriculum 2013, which do not come from the teachers themselves. Moreover, to ensure the teaching-learning process goes well, the school should provide teaching facilities. It is supported by Pande (2013). He said the school should make special effort to ensure the teachers get proper teaching facilities, including space, books, and teaching aids.

### C. Strategies to solve challenges in ELT

Mumary (2017) presented several strategies to all the challenges encountered in teaching English. Those are:

#### a. Attitude Reform

This is something that could be done with the involvement of students, teachers, and the institution to improve English teaching and learning with an absolute commitment among them. It could be by facilitating the students study club, and facilitating the teachers with sufficient training or workshop.

#### b. Different of Methods and Techniques Application

By implicating various teaching methods and techniques, the teachers may find it suitable for teaching certain class and be helpful for them in transferring the knowledge.

#### c. Improving resources and facilities

Special effort should be made by the institution in order to provide adequate facilities in teaching gradually.

d. Matching students' proficiency level learning

To match students' proficiency level and learning can be conducted by revising the lesson plan. After the needs of the students being analyzed, the lesson plan should be presenting the material they need.

e. Making use of available resources

For the lack of certain ambiance, teacher can make much use of available resources provided in the classroom and the institution.

f. Providing motivational feedback

This is the way to improve students' motivation in learning English that is by giving them some motivational feedback.

g. Teachers' self-reflection

Self-reflection is one of important aspects in teaching skill. Teacher must reflect and evaluate their teaching skill in order to provide adequate teaching for their students.

#### **D. Previous Studies**

To support the research, the researcher provided some previous studies related to the investigation. The first one comes from Mumary (2017) with the title "Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia." This study focused on investigating challenges faced by the teachers and solutions they undertake to deal with the challenges. The challenges were varied and related to the students, teachers, and facilities. Challenges related to students are the lack of vocabulary mastery, lack of parent's support, students low concentration, students' lack of discipline, students boredom, speaking

problems, and confidence issues. Then, the challenges that are related to teachers are shortage of teachers' training, limited mastery of teaching method, unfamiliarity to IT, and teachers' lack of professional development. While the challenges related to facilities are inadequate resources and facilities, and time constraint. From the challenges mentioned, it can be stated that all aspects have contribution in creating specific challenges in teaching English in that school.

Nevertheless, the teachers suggest some ideas of solutions in overcoming the challenges. That is by reforming attitude, an act that needs the commitment between students and teachers in order to engage English teaching. Solutions related to teachers include engaging their role as the teachers themselves who are organizers, motivators, and initiators. That is by applying various teaching methods, matching students' proficiency level and the learning situation, providing motivational feedback, and teachers' self-reflection. As for the problem related to facility, the teachers suggested using what are available and school should also involve in improving resources and facilities.

The second relevant research comes from Fajar Wirawan (2020). The title of his research is "Teacher's Challenges in Teaching English at Panjura Private Senior High School in Malang." In this research, he interviewed only one teacher at this school. Based on his research, he found that the teacher had some challenges in teaching English. There were four kinds of teacher challenges in teaching English: The teacher could not control the classroom and manage time, the teacher could not choose appropriate media, the teacher could not assess the students' development, and the teacher could not choose the appropriate method.



As for the solutions to solve the problems, the teacher suggested some ideas for the solutions to overcome the challenges. The solutions are: the teacher should apply self-discipline, use polite language, and encourage enthusiasm, the teacher should prepare the media based on the teaching goals and its benefits, the teacher should make an individual approach, give more attention to students, and be creative in teaching, the teacher should be able to determine the suitable teaching methods.

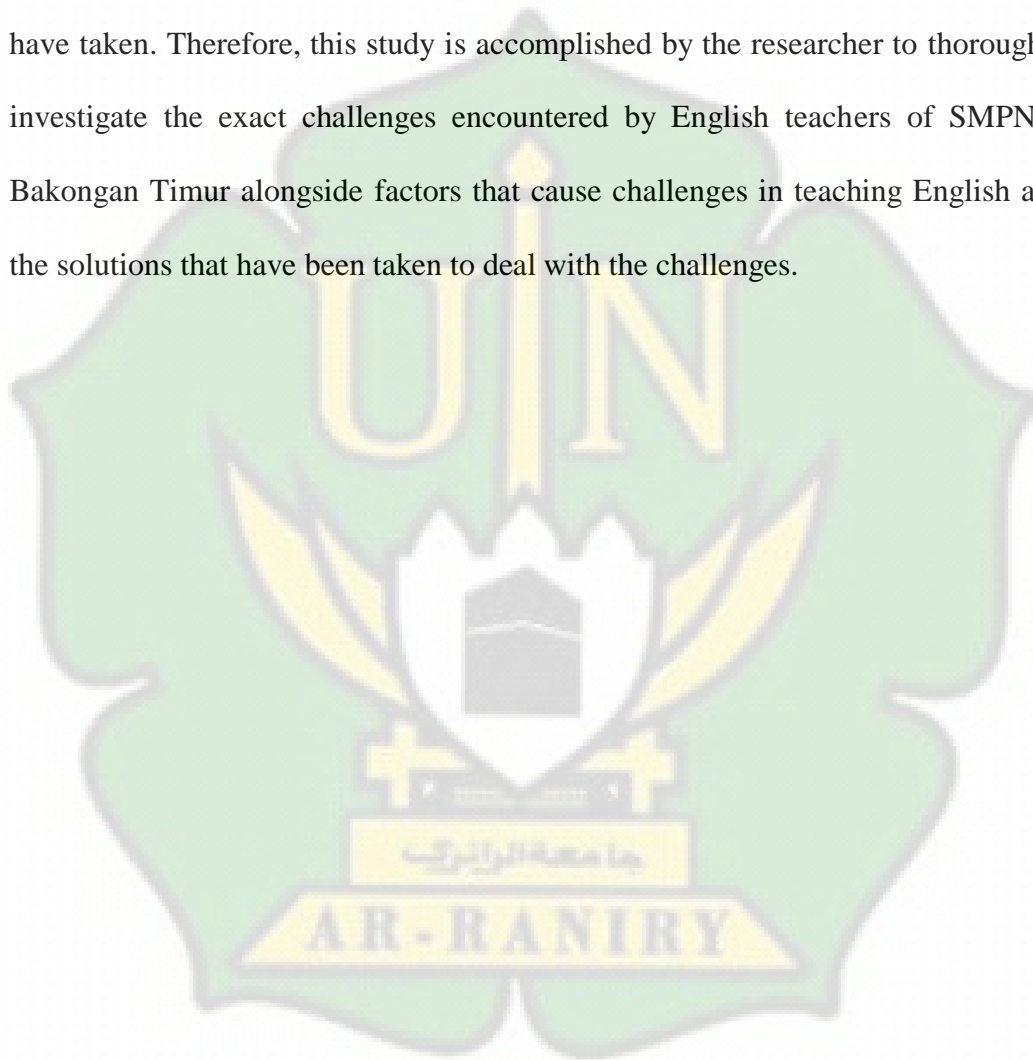
Another research investigating challenges in teaching English belongs to Faradilla Husna (2021) with the title “Teachers’ Challenges in Teaching English at Seventh Grade Students of Junior High School 18 Jambi”. This research focused on challenges faced by teachers of Junior High School 18 Jambi and actions suggested within the study to solve the challenges. The first challenge found in the research comes from the students’ side: lack of students’ motivation to learn English, the lack of students’ basic knowledge about English lessons, and the use of mother tongue when learning English. The second is concerning the facilities and the situation. The availability of projectors and speakers to support the learning process are inadequate and insufficient time lesson hours due to the covid-19 pandemic. The third is the teacher unfamiliar with the technology.

From the discussion above, the challenges in teaching English at seventh grade students of Junior High School 18 Jambi mostly come from the students and the situation on the class such as facilities and times. Nevertheless, the teacher is also supposed to always equip themselves with the changes of curriculum,



knowledge, and technology in order to be able to create an interesting and effective teaching-learning process.

It can be seen that different levels, places, and informants involved in teaching English reveal different challenges they have faced or solutions they have taken. Therefore, this study is accomplished by the researcher to thoroughly investigate the exact challenges encountered by English teachers of SMPN 1 Bakongan Timur alongside factors that cause challenges in teaching English and the solutions that have been taken to deal with the challenges.



### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

##### **A. Research Design**

In conducting this research, the researcher used qualitative method. The qualitative method is used to examine the condition of natural object, where researchers are key instruments. According to Creswell (2009), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. He also pointed out that the qualitative research is an approach to conceive and investigate the meaning of things which is explained through a description or explanation.

In this study, the researcher analyzed subjects' interview results using thematic content analysis, oneway of analysis in qualitative research. Specifically, qualitative way of analysis was implemented toward the content of the interview. Nevendorf (2002) pointed out that thematic content analysis is the assessment of messages for content, style, or both for the purpose of assessing the characteristics or experiences of persons, groups, or historical periods.

##### **B. Research Location**

The present study was conducted at SMPN 1 Bakongan Timur, South Aceh. The researcher conducted the research in this place because this school is one of the Junior High Schools that teach English as a foreign language to the students. Therefore, some English teachers in this school have experienced teaching English for years, but still, they have challenges in teaching English to

the students. Thus, this reason is being able to cover what the research is aiming to.

### **C. Research Participant**

The sampling data used in this research to gain participants was purposive sampling. The sample is purposely selected accordance with the needs of the research. As Rubin and Babbie (2009) defined that purposive sampling is a type of sampling which a researcher handpicks the informants relying on the best consideration to represent the population. The researcher deliberately selected informants as far that they are available of rich information on the matter studied.

Purposive sampling was used because the investigation applied criteria in selecting informants. In this research, the participants were teachers at SMPN 1 Bakongan Timur who teach English language. This school has three English teachers, and the three of them were the participants in this research.

### **D. Technique of Data Collection**

In collecting the data, the researcher collected the data with the following procedures:

#### **1. Interview**

The researcher collected the data through interview. In this research, the researcher conducted a face-to-face interview with all English teachers who teach English at SMPN 1 Bakongan Timur. During the interview, the researcher asked ten questions regarding their challenges while teaching English. The interviews'

content was recorded using a smartphone for resulting authentic outcome. The language used during the interview was Indonesian due to its efficiency.

In-depth interview is being implemented in this research. Thus, the researcher can analyses thoroughly informants answers and able to cover all the data needed in order to answer the research questions. In addition, in-depth interview allows the informants to talk freely and detailed about their experiences. It means, this interview focus more on the respondents. Kaar (2009) stated that, rather than social condition surrounding those experiences, in-depth interview aims to get respondents' feelings and perceptions.

Accordingly, type of interview implemented is semi-structured interview. This kind of interview provides more opportunities to develop participants' teaching experience. The interviewer used an interview guide to cover a list of questions and topics about their challenges in teaching English during the interview. In any case, as the interview may stray from the guide, the interviewer can follow topictracks as long as it is considered to be appropriate (Kabir, 2016). In other words, it is included in an open-ended interview. This type of the interview being used considering the interviewer may get only one chance to meet the interviewee.

## 2. Observation

Observation was used to support the interview with the participants about the teachers' challenges. Observation is a process of getting information by observing people and places at the research site (Creswell, 2012). The researcher observed the condition in the class to see the activities while teaching. The kind of

observation used by the researcher was a non-participant observation, where the researcher acted as a passive observer. Non-participant observation is the observation in which the researcher as an observer, not directly involved in the process (Sugiyono, 2013). During the observation, the researcher took notes using an observation sheet about the situation and process of the English teacher when teaching English in the classroom. Moreover, the researcher also recorded the activities of teachers while teaching English using smartphone in order to avoid inadequacy in collecting and analyzing the data. The observation was aimed to support in providing evidence about teachers' challenges in teaching English.

#### **E. Instrument for Data Collection**

The key instrument of this research was the researcher herself. The researcher acted as an interviewer and an observer. In this research, the researcher used interview and observation to collect the data from the interviewee, who were all English teachers of SMPN 1 Bakongan Timur. The researcher used the interview as an appropriate method to gather in-depth information about teachers' challenges in teaching English. Semi-structured interview was carried out in collecting the data. The researcher chose semi-structured interview because it does not only provide answers but also reasons for every answer. That is why the researcher gets further understanding and information from the participants. In this research, the researcher used interview guide questions based on research problems and observation sheets to get valid data about the challenges, the factors, and teachers' strategies in coping with the challenges in teaching English at SMPN 1 Bakongan Timur.

## **F. Technique of Data Analysis**

In analyzing the data, the researcher implemented qualitative analytic method invented by Miles et al. (2014). The stages to perform the analysis goes with (1) data condensation, (2) data display, and (3) conclusion drawing/verification.

### **1. Data Condensation**

The first step in analyzing the qualitative data involves data condensation. Data condensation means summarizing, choose the basic things, focusing on important things, look for themes and patterns (Sugiyono, 2013). Firstly, the researcher collected the data about challenges in teaching English through interview. The researcher then transcribed the data. The irrelevant data which were not related to the research questions were discarded. The irrelevant data is the data that has no relation with the theme of the study but related to the research. Next, after collecting and reducing the data, the researcher displayed those data in the form of descriptive.

### **2. Data display**

The second step is data display. Data display is the process of simply the data in the form of a sentence, narrative, or table. Data display refers to show data that has been reduced in the form of pattern. In the process of reducing and displaying the data, it was based on formulating the research problem. The formulation of the research problems are 1) What are the challenges in teaching

English at SMPN 1 Bakongan Timur? 2) What are the factors that caused challenges in teaching English? 3) How do the teachers deal with the challenges in teaching English at SMPN 1 Bakongan Timur?. This step is done by presenting a set of structured information and possibility of drawing conclusions, because the data obtained during the qualitative research process usually in the form of narrative, thus requiring simplification without reducing its contents. After displaying the data, a conclusion is drawn.

### 3. Conclusion Drawing/Verification

According to Miles and Huberman (2014), the last step in analyzing data in qualitative research is drawing conclusion and verification. It is meant to describe all the data which were still unclear in the beginning. The conclusion drawing is started after the data were collected by making a temporary conclusion. In other words, it can be said that the conclusion is analyzed continuously and verified the validity using thematic content analysis to get the perfect conclusion about the challenges in teaching English faced by the English teacher at SMPN 1 Bakongan Timur.



## **CHAPTER IV**

### **FINDING AND DISCUSSION**

In this chapter, the result of the data analysis is presented. The purposes of this study are to explain the challenges faced by English teachers at SMPN 1 Bakongan Timur, along with the factors that caused challenges and teachers' strategies to deal with the challenges.

#### **A. Research Findings**

The findings of this research are based on the interview and observation results that were done from December 11<sup>th</sup> to 13<sup>th</sup>, 2021. In this research, three English teachers were involved as the informants. In order to keep the informants' privacy, their names are initiated. They are informant AR, informant AF, and informant IW. The researcher did the research at SMPN 1 Bakongan Timur and found the challenges faced by English teachers in teaching English, the factors that caused challenges, and teachers' strategies to deal with challenges in this school.

#### **1. Teachers' Challenges in Teaching English**

##### **a. Students' interest and motivation in learning English**

Students' interest and motivation in learning are needed, especially in English language learning. It is in accordance with Lynch (2008), who said that students' motivation is one of the keys to success in English language teaching. However, making the students feel interested in learning English is not easy. It is

proved by the result of observation. The researcher found that some students were lazy to follow the lesson. Some students played with their friends instead of listening to the explanation, and some did not follow the instruction and remained silent in their seats. In this study, the researcher discovered that this phenomenon had occurred in SMPN 1 Bakongan Timur. At this point, two teachers had challenges regarding students' lack of interest and motivation in learning English. Those are participants AR and IW. Meanwhile, participant AF stated that he did not have a challenge regarding students' lack of interest and motivation in learning English at SMPN 1 Bakongan Timur. As in participants' AR and IW interviews:

“What I see is that they (my students) have very little interest in learning English. This proves to be an issue for me, since this lack of interest affects many other things. For instance, learning at times would become less effective, and in turn the curriculum's demands are not met, and such.”  
(Informant AR, December 11, 2021)

“Indeed, this has become an issue for me. Now, it is different in every place. Since this is a rural area students here are less interested in learning. In learning English, especially, for as we know that English is a foreign language that people here rarely use, and so they are less interested in learning it.”  
(Informant IW, December 13, 2021)

In conclusion, two informants those are AR and IW consider English is not common among the students. As a result, they are less interested in learning English. Students with less interest and motivation in learning influenced the atmosphere during a learning activity. Then, the researcher categorizes this thing as a challenge for English teachers. Meanwhile, informant AR stated that he did

not have a challenge regarding students' lack of interest and motivation in learning English at SMPN 1 Bakongan Timur.

#### **b. Insufficient Time**

In teaching a foreign language, teachers need more time to make the students familiar with the language. Therefore, when the learning time is insufficient, it becomes a challenge for the teachers. This is similar to Lynch's (2008) opinion. He said that the insufficiency of learning time is one of the challenges faced in English language teaching as a language learning.

The present study was conducted during Pandemic Covid-19. To avoid spreading the virus, the ministry of Education restricts the teaching-learning process face to face. Therefore, the lesson hour is reduced from 40 minutes to 30 minutes in each lesson hour. For now, the English lesson hour is only 60 minutes in one meeting. At this point, two teacher had a challenge regarding insufficient learning time, those are informants IW and AR. Meanwhile, informant AF stated that he did not have a challenge with the learning time served by the school. The informant IW stated about the lesson hour.

“Previously, here the English subject was allocated four lessons per week; in pre-pandemic time it is fairly sufficient, 40 minutes per lesson is sufficient. It has been adjusted for circumstances like this so now we have less time. In my opinion, the subject should have two lessons (per week) at the minimum. (However) now we have two lessons running for 60 minutes instead of 80 so I think the time given is not sufficient.”  
(Informant IW, December 13, 2021)

This is also supported by the result of observation in informant's IW class. The researcher found that the material presented was not completed in one

meeting due to the lack of available time. Then, informant AR also had a challenge with time allocation due to the lack of students' interest and motivation during the learning process. He stated that:

“I think the lesson duration is not an issue, since I think it is sufficient, provided that they (the students) are truly motivated enough and have any interest in learning.”

(Informant AR, December 11, 2021)

Based on the result, two of the three informants had a challenge with time allocation while teaching English. However, their challenges vary from one another. Informant IW considered the amount of time served by the school to be insufficient since it restricted. Informant AR feels likewise since he needs to use the time to motivate the students. On the other hand, informant AF stated that he did not have a challenge with the learning time.

### **c. Insufficient Resources and Materials in Learning**

Resources and materials in learning influence the teaching-learning process in the class. With sufficient resources and materials, teachers can deliver lessons well. It is supported by Pande (2013). He said that special effort should be made to ensure the teachers get proper teaching facilities, including space, books, and teaching aids. Based on the observation, two teachers only explained the material using textbooks and whiteboard, and one teacher used an audio speaker during the learning process.

Then, the interview result of informant AF showed that the school has limited and inadequate facilities to support learning English. For example, the use of an audio speaker in listening class. Sometimes, several classes require the use

of speakers at the same time. That is why some classes do not get speakers due to the limited number of speakers. As in informant's AF interview:

“As a teacher I actually require a projector and loudspeakers for my teaching purposes, but perhaps due to our school's circumstances these are not easily available for me. We have a loudspeaker, but it is too large and difficult to bring into the classroom. We also have a smaller one but sometimes the other teachers who are also in need of it get to it first. That is always the issue.”

(Informant AF, December 12, 2021)

In conclusion, informant AF stated that he had a challenge regarding the facilities in the school. AF considered the availability of resources and materials in the school to be limited. Therefore, it becomes a challenge in his teaching. Meanwhile, informant AR and IW did not have a challenge regarding resources and materials while teaching English at SMPN 1 Bakongan Timur.

#### **d. Over-crowded English Classes**

Over-crowded classes caused classroom discipline problems. A class filled with a large number of students provides more opportunities for personality conflicts, tension, and general disruptive behaviour. It is supported by Husna (2021), who stated that over-crowded classes would make some difficulties in the teaching-learning process, such as noisy classes, discipline issues, etc. Based on the observation of informant IW's class, the researcher found the condition in the class did not seem conducive because the students were busy playing with their friends. On the other hand, informant AR and AF did not have a challenge regarding over-crowded class. It is also supported by IW's interview result:

“A class is made up of around 26 to 28 students. It has an effect (on learning activities) more or less, since there is a lot of them. A class is only effective for learning with about 20 to 22 students in it, when the students are too

many in a class certain problems will arise from those students who lack interest in the lesson. These students may disturb the lesson. For instance, they may engage in conversations with their deskmates or they may fool around during the lesson.”  
(Informant IW, December 13, 2021)

From the data above, it can be concluded that informant IW considered a large number of students in a class becomes a challenge in teaching English. She added that a large number of students in a class with different behavior might create problems during the teaching-learning process. Thus, it created a challenge in teaching English. Meanwhile, two informants those are AR and AF did not have a challenge regarding over-crowded class.

## **2. Factors That Caused Challenges in Teaching English**

### **a. Internal Factors**

Based on the result of observation and interview, the researcher found that English teachers do not have a problem in designing the lesson plan as the internal factor in English teaching challenge. It is proved by the interview result of AR and AF. They described:

“Preparing the lesson plan is not an issue for me, since nowadays if there is a problem we can try finding a solution for it. So lesson plan or learning media preparation does not cause a trouble for me.”  
(Informant AR, December 11, 2021)

“In my opinion, preparing Kurikulum 2013 lesson plans is all to the benefit of teachers in teaching. Thus there should be no complicated issues in K13.”  
(Informant AF, December 12, 2021)

“I have no problems in preparing the lesson plans because I took the material and adjusted it. So I do not completely take the material from the center which we know the difference between urban and rural systems.”  
(Informant IW, December 13, 2021)



In conclusion, all of the three informants agreed that they have no problem in designing the lesson plan as the internal factor that caused challenges in teaching English. Informants AR and IW said that they did not have a problem in creating the lesson plan. AF also explained the same thing, he said that curriculum 2013 eases the teachers in constructing the lesson plan, then it does not cause any challenges for him. Therefore, the internal factor does not cause challenges in teaching English at SMPN 1 Bakongan Timur.

#### **b. External Factors**

When teaching English, the informants faced several obstacles that came from several factors. In this case, all informants stated that the factors that caused obstacles in teaching English came from external factors, namely from the students' and facilities' side. They said:

“I think the curriculum does not cause trouble for me here since this Kurikulum 2013 we may easily adjust with our circumstances. As for instructional materials, we have text books—and educational videos also, though I rarely make use of them considering how my students are (that is, unmotivated to learn). And so we become less motivated to teach due to the many uncondusive learning environments. Though it is ideal (to have learning) that way, having class watch such videos so as to make lessons more interesting. So for me, the problem is not so much the materials but the students.”

(Informant AR, December 11, 2021)

“The curriculum itself is actually good; it gives more emphasis on students' talents and interests. If applied right at suitable schools it will be excellent since Kurikulum 2013 is more focused on students while teachers serve only as motivators. Here at this school, students have very little interest in learning and so while they should be taking the major role in it, they are not able to and actual learning does not take place as a result.”

(Informant IW, December 13, 2021)

“Yes, the availability of facilities causes problems for me because sometimes there will be certain lesson topics that require us to use a



projector or sound systems. One about music, for instance. For listening practices students need loudspeakers so that they could hear clearly the vocalized correct English pronunciations. Projectors are also needed to facilitate learning. But here at this school we have only a few projectors which we are forced to fight over. So they are very limited.”  
(Informant AF, December 12, 2021)

From the data above, it can be summed up that the external factors that caused challenges in teaching English at SMPN 1 Bakongan Timur come from the students and facilities. Moreover, students’ lack of motivation to learn English and limited available facilities have made the teachers face obstacles in teaching the English language. However, all participants confirmed that the learning source and curricula do not cause obstacles in teaching English.

### **3. Teachers’ Solution to Solve the Challenges**

#### **a. Providing Motivational Feedback**

One of the strategies teachers can use to increase students’ interest and motivation in learning is providing motivational feedback. This statement is supported by Mumary (2018). She stated that the way to improve students’ motivation in learning English is by giving them some motivational feedback (2017). Based on the observation result, the researcher found that all English teachers gave motivation in learning English to their students. The way teachers give motivational feedback is different from one another. For example, informant AR motivated his students by telling them how important English is in the future and telling their favorite public figures whose English is good. Hence, they are more interested in learning English. As in his interview:

“Personally, what I have been doing all this time at the beginning of every lesson is give them motivation; be it describing what and how English is, or telling them about their favourite role models or public figures, as they say nowadays, who speak good English. I tell them all that in a hope that they, upon hearing it, may be motivated to learn English.”  
(Informant AR, December 11, 2021)

Teacher AF also gave responded when being asked about the way he motivates his students to learn English. He replied that he increases the students’ interest in learning English is by giving them rewards such as additional scores and applause. As in his interview:

“I think we can improve students’ motivation in learning by giving them rewards such as extra credits, applause, and such, so that they may be motivated to learn.”  
(Informant AF, December 12, 2021)

In other ways, IW motivated students by showing interesting learning videos. She thought that students, especially junior high school students, were more interested in visual things, such as short videos that contained English lessons. In her interview, she said that:

“I often motivate them by showing them short videos so they would get motivated to learn.”  
(Informant IW, December 13, 2021)

From the data above, it can be concluded that the consistent motivation of all informants encouraged students to appreciate the English language more. Each informant has its way of motivating its students to learn English. Thus, the students’ interests increased as expected.

### **b. Time Management**

Since the learning time has been restricted due to the Covid-19 situation, the teachers have to use the available time optimally to deliver lessons so the learning objectives can still be achieved. Therefore, all the informants managed the time during their teaching to solve this problem. They said:

“I think the amount of learning time is not an issue for me provided that my students are truly motivated to learn. However it could be an issue if they happen to not be in the mood to learn. So when I teach I usually allocate the time portion suitably for easier and very important topics respectively.”  
(Informant AR, December 11, 2021)

“It is also up to us to arrange appropriate learning time; we should strive for time efficiency as best we could. So when I teach, I focus the learning on the core discussions of the materials taught. For listening practices, for example, I tend to have students listen to the prepared audio materials as opposed to giving verbal explanations. That way my students can practice directly.”  
(Informant AF, December 12, 2021)

“As for time allocation, we have no other option than to specify the topics (for that).”  
(Informant IW, December 13, 2021)

From the data above, it can be summed up that all informants deal with the insufficient learning time by managing the time during teaching to be efficient. All informants managed their time by arranging and detailing the topic of discussion. Thus, the learning objective that has been set will be achieved on time.

### **c. Making Use of Available Resources**

In delivering lessons, teachers do not only rely on textbooks but teachers also need additional teaching tools to support the learning process. The school should provide adequate facilities in order the teaching-learning process could establish maximally. As cited in Mumary’s article, she said that the institution

should make a special effort in order to provide adequate facilities in teaching gradually (2017). Based on the observation, the researcher found that there were several learning resources and facilities in the school, such as projectors, speakers, and textbooks but in limited quantity. Therefore, to overcome the problem during the teaching, the teachers used available resources and facilities. For example, informant AR showed videos or pictures using his laptop if the projector was unavailable or in damaged condition. On the other hand, since there is a minimal sound system and projector device, AF taught listening and singing through students' voices and using paper to see the lyrics. On the other hand, informant IW stated that she did not have a challenge regarding with the facilities in the school. Informants AR and AF said:

“When our learning facilities are not functioning or faulty, for instance when we are using the projector and suddenly there is a power outage, I would proceed with the lesson using other means available such as showing videos or pictures on my laptop.”

(Informant AR, December 11, 2021)

“I would try to change students' activities accordingly. For example, for a lesson that incorporates singing, I would have one student come forward to sing a song in English so that other students may then sing along together.”

(Informant AF, December 12, 2021)

From the data above, it can be recognized that the informants use available resources in order to cover the lack of certain learning tools during their teaching. Informant AR brought his personal devices to the class in order to replace the absence of a projector. On the other hand, informant AF used the students' voice since the facilities to support listening material were not available. Therefore, the teaching can be established as a whole.

#### **d. Different of Method and Technique Application**

Related to the over-crowded classes problem situation, one informant vary teaching methods and techniques in the classroom. Fatiloro (2015) asserted that in handling English teaching problems, teachers must use various methods for teaching the English language. Finding the proper method to teach students in large numbers in a class may be quite challenging for the teacher. Therefore, the informant IW stated that she tried to deal with it by implicating different teaching methods. In her interview, she said:

“As for dealing with the number of students, I would normally group students together. I would place them in several groups, and when they are grouped like this, we can focus on one group at a time. With 26 students, we can have about 4 or 5 groups.”  
(Informant IW, December 13, 2021)

From the explanation, it can be recognized that the informant IW revised the way of teaching to overcome the problem related to large students' number in a class. It may be by implementing different methods and techniques or teaching patterns. Therefore, the teaching can be established expectedly. Meanwhile, informants AR and IW stated that they did not have a challenge with the number of students in a class. Therefore, over-crowded class is not a challenge for informant AR and IW.

## B. Discussion

This study aimed to find out the challenges faced by English teachers of SMPN 1 Bakongan Timur and what factors and solutions they attempt to accomplish in dealing with the challenges. The data was collected through interview and observation. There were three informants involved in this study. In this research, the research questions were divided into three. Therefore, the findings of each research question are described below:

The first research question is *“What are the challenges in teaching English at SMPN 1 Bakongan Timur?”* After drawing the conclusion of the finding, the challenges were divided into two categories. Those are challenges that emerged from the students’ and facilities’ side.

The challenge caused by the students’ side is students’ lack of motivation. The attitude of demotivated shown by the students in learning English had cause the informants confronted the challenge of teaching them since it drives them to ignore the lesson being given by the teacher. Therefore it was pretty challenging for the teachers to maintain the teaching efficiently. In accordance with Ayers’s (2001) research, who mentioned that the one they are teaching was people compelled by law to learn, many have no deep motivation or desire to be there.

The final challenges were challenges from facilities. There were two challenges in teaching English at SMPN 1 Bakongan Timur that come from facilities aspect. *First* are inadequate resources and facilities. The state of the facilities’ availability was one of the challenges dealt with by the informants other than challenges that emerged from the students. Informants AR and IW agreed



that this was the major challenge they had to deal with most of the time while teaching English at SMPN 1 Bakongan Timur since English knowledge required several tools and media to be delivered well. The limited availability of media and classroom preservation facilities in the school made the teachers face several obstacles in teaching the English language effectively since the available facilities could not support the teaching process maximally. It is in accordance with the finding of the research conducted by Mumary (2017), who presented that the available facilities did not support the English teaching process.

*Second*, the time allocation to teach English at SMPN 1 Bakongan Timur was very short because of the Pandemic Covid-19 situation. It could cause the teacher to be in a hurry to deliver the material. Still, the materials were not delivered totally in the end. From the finding, it can be concluded that the English language subject needed a lot of credit hours in order for teachers to reach their objective of teaching English. Thus, it was challenging for teachers to deliver English material perfectly to students. It was relevant to Mumary's (2017) research, which found that the time provided in teaching English is considered to be short. Therefore, the teachers could not cover all the materials they were teaching.

*The last* is the over-crowded class. A large number of students in a class had caused the informants to face students with different behaviour. By that, it can be challenging for the informant to manage the class to be conducive. Moreover, it was added that the students attempted to play with their friends during the learning. Therefore, it leads teachers to face a problem since they cannot give



attention to the students individually. It is in accordance with Ayers (2001), who said that teacher is possible to face a large number of students: with a lack of rooms and professional teaching staff.

The second research question is “*What are factors that caused challenges in teaching English?*” in this regard, the factors are divided into two, namely *internal* and *external factors*.

*First*, all informants said that they do not have challenges regarding internal factors. Therefore, all informants consider they are capable enough to design the lesson plans, select learning methods, and prepare teaching materials. Thus, internal factors do not cause challenges in teaching English to all informants.

*Second*, external factors that cause challenges in teaching English come from the students and facilities. Students with lack of motivation in learning had caused the teachers to provide extra time for building the motivation. Therefore, sometimes the material to be conveyed is not achieved maximally due to the students’ condition. Moreover, the limited availability of facilities in supporting English learning has caused the teachers to face obstacles in teaching English since the facilities play an essential role in supporting the teaching English process. It is also believed that special effort should be made to ensure that teachers get proper teaching facilities, including space, books, and teaching aids (Pande, 2013). On the other side, all informants considered that learning sources and curricula did not cause any obstacles during their teaching. Thus, students’

lack of motivation and limited facilities in teaching English has become the external factors of challenges in teaching English at SMPN 1 Bakongan Timur.

The last research question is *“How do the teachers deal with the challenges in teaching English at SMPN 1 Bakongan Timur?”* After drawing the conclusion of the finding, there were four solutions presented by the teachers to deal with the challenges they faced in teaching English at SMPN 1 Bakongan Timur. The specific explanations are in the following paragraph.

*First*, the teachers provided the students with motivational feedback. With students' lack of motivation in learning, all informants proposed giving motivational feedback to the students as a solution. Informant AR encourages students' motivation by convincing them that English is important in the future. Therefore, the teacher applied this method in teaching so that the students would be motivated to learn. Informant AR also explained that by giving rewards to the students can encourage them to be enthusiast in learning English. Informant IW motivated the students by showing interesting learning videos to attract students interest to learn English. It is in accordance with the research conducted by Mumary (2017), who found that this is the way to motivate students to learn English.

*Second*, the teachers used to manage their time while teaching. When finding the amount of time spent learning English is insufficient, the teacher tried to deal with it by allocating the time portion suitably for easier and more accessible and essential topics. The teachers believe this method can save time so

that learning objectives can be achieved with the available time. It is supported by Sya'roni (2021), who stated that time management needs to be used to plan time as effectively as possible. With time management, the activities will run at a predetermined time.

*Third*, the teachers used to make use of available resources. Despite the absence of certain facilities to support teaching activities, the informants mentioned that by any means, making use of available resources. Informant AF used students' voices since the tools he needed in learning were unavailable. In some cases, informant AR used their devices for the teaching process to go well. It is equivalent to Mumary's (2017) research which found that for the lack of certain ambience, the teacher can make much use of available resources provided in the classroom and the institution. Moreover, teachers even make use of their devices.

*Fourth*, informant IW tried to apply different methods and techniques in teaching. Teaching a language to students with a large number in a class was quite challenging for the teachers. She tried to deal with it by applying various methods for teaching English. The informant applies the group method when teaching since the teacher has difficulty giving attention individually. Therefore, by using this method, the teacher can manage the students easily. It is equivalent to Mumary's (2017) research that found by implicating various teaching methods and techniques, the teachers may find it suitable for teaching certain classes and be helpful for them in transferring the knowledge.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

This chapter is divided into two parts, conclusion and recommendation. The first part will elaborate the summary of the finding. The second part will explain the benefit of this research for English teacher, school, and future researcher.

#### **A. Conclusion**

Challenges in teaching English is an essential thing that happens within English teaching circumstances. People need to understand the type of challenges that might occur when performing the ELT to be prepared and able to deliver the teaching well. The challenge could influence English teaching in some way, including the difficulty for teachers to reach the objective of teaching English. Therefore, understanding the challenges encountered in ELT is essential to develop ELT in the future.

In this research, there are three informants who performed English Language Teaching (ELT) in SMPN 1 Bakongan Timur. The data was obtained from doing the observation and semi-structured interview, that is in-depth interviews. The data is then analyzed and the summary of the finding is presented below.

In the first research question, I found that there are two categories of challenges faced by the teachers in teaching English at SMPN 1 Bakongan Timur. The first category is challenge that emerged from the students. That is students'

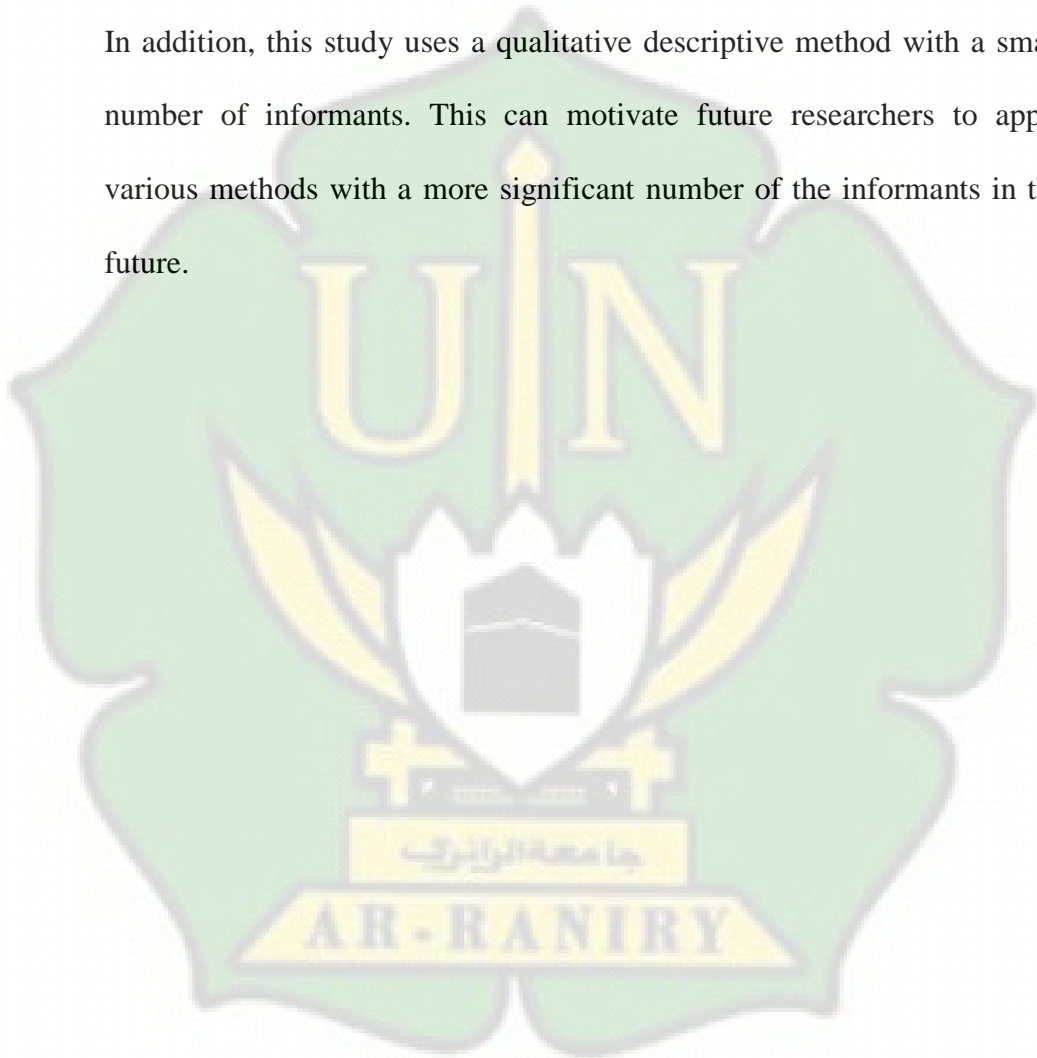
lack of interest and motivation. The second category is challenge that emerged from the facilities. Those are insufficient learning time, limited learning facilities, and overcrowded class. For the second research question, I found that the factors that caused challenge in teaching are come from the students and the facilities in the school. And for the third research question, I found that there are four solutions proposed by the teachers to solve the challenges. Those are providing motivational feedback, time management, making use of available resources, and different methods and techniques application.

## **B. Recommendation**

Based on the findings of this study, some recommendations are made for English teachers, schools, and other future researchers.

1. First, the researcher would like to suggest the teachers in motivating students to learn English. Learning English as a foreign language is quite difficult for students. Therefore the teacher must find the right strategies to motivate the students so that the students have interested to learn English. Furthermore, through interesting learning activities and support from teaching materials, the teachers will be able to attract students' interest in learning English.
2. Regarding the teaching facilities problem, the researcher suggests that the school provide complete facilities to support English language learning, such as providing laboratories equipped with high-quality audio and computer equipment, especially in teaching listening.

3. Finally, this study suggests to the next researchers who want to do similar research to expand the focus, not only on the challenges in teaching English at SMPN 1 Bakongan Timur but also on many objects out there. Furthermore, future researchers can conduct research in different schools. In addition, this study uses a qualitative descriptive method with a small number of informants. This can motivate future researchers to apply various methods with a more significant number of the informants in the future.



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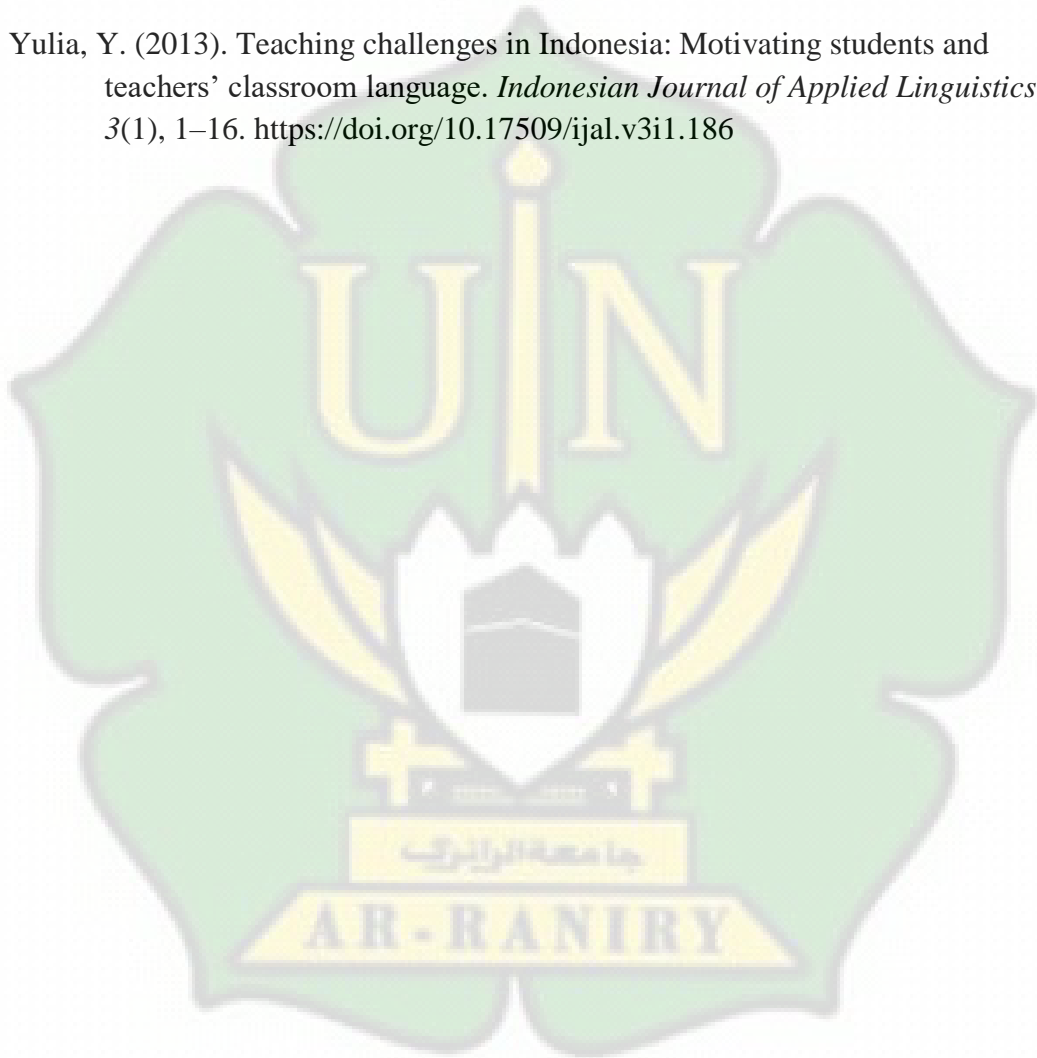
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## Appendice A

**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B-7554/UN.08/FTK/KP.07.6/04/2021**

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 Maret 2021
- MEMUTUSKAN**
- Menetapkan  
PERTAMA : Menunjuk Saudara:
1. Siti Khasinah, M.Pd  
2. Drs. Amiruddin, M.Pd
- Untuk membimbing Skripsi :
- Nama : **Cut Rahmiyati**  
NIM : **160203096**  
Program Studi : **Pendidikan Bahasa Inggris**  
Judul Skripsi : **Challenges in Teaching English at SMPN 1 Bakongan Timur**
- Sebagai Pembimbing Pertama  
Sebagai Pembimbing Kedua
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 16 April 2021  
**An. Rektor**  
Dekan,

  
Muslim Razali

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

## Appendice B



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-17008/Un.08/FTK-I/TL.00/11/2021

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,  
Kepala Sekolah SMPN 1 Bakongan Timur

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **CUT RAHMIYATI / 160203096**

Semester/Jurusan : XI / Pendidikan Bahasa Inggris

Alamat sekarang : Lompok, Darussalam

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***Challenges in Teaching English at SMPN 1 Bakongan Timur***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 22 November 2021  
an. Dekan  
Wakil Dekan Bidang Akademik dan  
Kelembagaan,

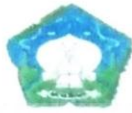


Berlaku sampai : 21 Desember  
2021

Dr. M. Chalis, M.Ag.



## Appendice C



**PEMERINTAH KABUPATEN ACEH SELATAN**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SMP NEGERI 1 BAKONGANTIMUR**  
JL. Said Cut No.05 Seubadeh Kec. Bakongan Timur Kode Pos 23775



Nomor : 421.2/ 03 / 2022  
Lampiran : -  
Perihal : Surat Keterangan sudah Melakukan  
Pelatihan dan Pengumpulan Data  
Menyusun Skripsi.

Seubadeh, 17 Januari 2022

Kepada, Yth.

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar Raniry Darussalam  
Program Studi Bahasa Inggris

Di-

Banda Aceh.

Kepala Sekolah Menengah Pertama (SMP) Negeri 1 Bakongan Timur kabupaten Aceh Selatan  
dengan ini menerangkan bahwa :

Nama : Cut Rahmiyati  
NIM : 160203096  
Program Studi : Bahasa Inggris

Benar yang nama teraebut di atas telah melakukan Penelitian dan Pengumpulan data di SMP Negeri 1 Bakongan Timur Kabupaten Aceh Selatan dari tanggal 11 sampai dengan 13 Desember 2021 dalam rangka penyusunan disertasi guna penyelesaian Studi pada program studi pendidikan jurusan Bahasa Inggris Universitas UIN Ar Raniry yang berjudul "*Challenges in Teaching English at SMPN 1 Bakongan Timur*".

Demikian Surat Keterangan ini dibuat supaya dapat dipergunakan sebagaimana mestinya.

Seubadeh, 17 Januari 2022  
Kepala SMPN 1 Bakongan Timur



M. YUSUF, S.Pd.  
NIP. 196704012000081001  
Naks. 13023L0010607131005289

## Appendice D

### Interview Protocol

Project: Challenges in Teaching English at SMPN 1 Bakongan Timur

Time of Interview :  
Date :  
Interviewer : Cut Rahmiyati  
Interviewee :

This present study aims to investigate the challenges faced by teachers of SMPN 1 Bakongan Timur in teaching English alongside with the factors that caused challenges and solutions to deal with the challenges. The data will be collected by using semi-structured interview which will be recorded and only used for the research purposes to protect the interviewee's personal information based on informed consent. During the interview, you will be asked several questions about the challenges in teaching English at SMPN 1 Bakongan Timur, the factors that caused challenges and the solutions taken in order to deal with the challenges. The interview process will take approximately 20 minutes.

### The points covered in this research

1. The challenges in teaching English at SMPN 1 Bakongan Timur.
2. The factors that caused challenges in teaching English at SMPN 1 Bakongan Timur.
3. The solutions taken to solve the challenges in teaching English at SMPN 1 Bakongan Timur.



## Appendice E

**Title** : Challenges in Teaching English at SMPN 1 Bakongan Timur  
**Researched by** : Cut Rahmiyati

### Consent Form for Participation in Research Interview

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

Please Initial box:

I confirm that I have read and understood the information sheet (interview protocol) and have had the opportunity to ask questions.

☐

I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences

☐

I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the research materials, and will not be identified or identifiable in the report or reports that result from the research.

☐

I agree for this interview to be recorded. I understand that the audio recording made of this interview will be used only for analysis and that extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission, and that no one outside the research team will be allowed access to the original recording.

☐

I agree that my anonymized data will be kept for future research purposes such as publications related to this study after completion this study.

☐

I agree to take part in this interview.

☐

Participant's Name

Date

Signature

Researcher's Name

Date

Signature

If you have any further question or concerns about this study, please contact:

Name of researcher : Cut Rahmiyati  
Telephone : 082277107678  
E-mail : 160203096@student.ar-raniry.ac.id  
Address : Jl. Tgk Ibrahim, Desa Limpok, Darussalam, Banda Aceh

## **Appendice F**

### **LIST OF OBSERVATION**

1. Do teachers provide motivation to increase students' interest to learn English?
2. What will the teacher do if the students are not interested and not motivated to learn English;
  - a. If the students feel bored while studying
  - b. If students do not pay attention to teachers' explanation
  - c. When the students chat with the classmates
3. Do the teachers deliver the material according to the learning hours provided by the school?
4. What will the teacher do if the material that has been prepared does not match the hours provided by the school?
5. What media are used by the teacher in teaching English?
6. Do the media that used while learning increase students' interested to learn English?
7. Is class I/II/III a crowded class?
8. How do the teachers control a crowded class when teaching English?

## Appendice G

### FIELD NOTE OF OBSERVATION

#### OBSERVATION I

Informant AR

DATE: December 11<sup>th</sup>, 2021

No.	Descriptive Note	Reflective Note
1	English teacher enter the class and said salaam. The teacher started the class by giving motivation about the importance of English. Then, the teacher checked the attendance list.	The students answered the salaam and listened to the teacher. The students responded the absent.
2	Teacher asked the students about their homework and checked the students' homework one by one by coming to the students' chair. The teacher asked the reasons of some students who did not do their homework.	Students opened their homework book. Some students did not do their homework because they did not understand about the material.
3	The teacher reproved the students who did not do their homework and then explained again about the material last week about the homework.	The students listened to their teacher.
4	Teacher and students discussed the homework until they remember the topic of the material. The teacher then asked the students to read the answer of their homework.	The students read the answer one by one on their seat.
5	The teacher asked the students did the dialogue with friends besides them.	The students started doing the dialogue. But there were some students who busy with their own business and did not pay attention to their friends.

6	After the students done doing the dialogue, the teacher started to explain the material and wrote basic competency on the white board. The teacher explain the material by walking around the class and using body language when explain. The teacher explained with detail information and using Bahasa more than English.	The students wrote the material and listened to explanation seriously.
7	The teacher asked the students to read the book and asked some questions.	The students read the book, only some students who can answer the questions.
8	The teacher corrected students' pronunciation by asking students to repeat after him.	Some students who sat in the back less pay attention to the teacher's instruction.
9	The teacher asked the students to make some examples about the lesson related to their daily life.	Some students gave examples of the sentence related to their daily life and some of them pay attention to their friends.
10	The teacher gave some homework related to the lesson today.	The students wrote the homework on their notebook
11	The teacher reminded the students to always study at home and ended the class by saying see you next week.	The students exit from the class.

No.	Descriptive Note	Reflective Note
1	The teacher entered the class and said salaam.	The students answered the salaam.
2	The teacher opened the lesson and greeted the students by saying “ <i>Good morning everybody</i> ” and “ <i>how are you today?</i> ” in English.	The students answer the teacher’ greeting by saying “ <i>Good morning sir</i> ” and “ <i>I am fine, thank you</i> ”
3	Then the teacher checked the students’ attendance list and asked who are absent today.	The students responded the teacher and told who were absent today
4	At the beginning of the session, the teacher gave a clue about what they will learn today by describing a thing and asking the students to guess it.	Only a few students who answered and the rest of them were silent.
5	Then, the teacher started giving explanation about the lesson. During the teaching, the teacher used speaker to support the learning process.	All of students listened to teacher’s explanation.
6	The teacher asked one student to come forward and described animal as the material of “ <i>describing thing</i> ” and other students guess what animal being described.	The students followed teacher’s instruction
7	The student described the animal with the helped of teacher	Only a few students who participated in answering question while other were silent.
8	The teacher gave applause to the students who came forward and to everyone who can answer the questions.	
9	The teacher explained again about the material and asked the students if there are any questions related to the topic discussion.	No one asked the teacher about the material.

10	The teacher ended the lesson by saying salaam	The students answer teacher's salaam.
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**FIELD NOTE OF OBSERVATION**  
**OBSERVATION II**

Informant AF

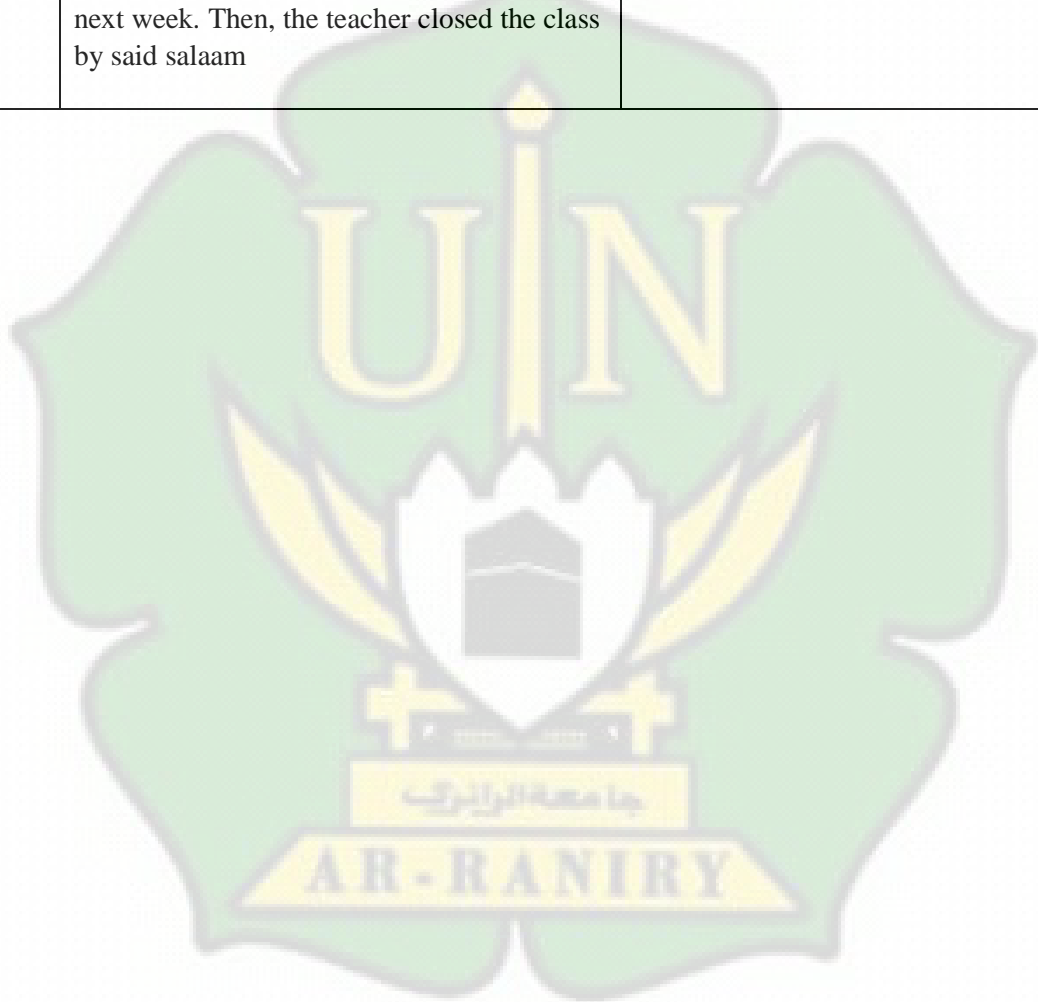
Date: December 12<sup>th</sup>, 2021

No.	Descriptive Note	Reflective Note
1	English teacher came to the class and said salaam.	The students answer the salaam.
2	The teacher gave motivation about the spirit to study.	Some students listened to the explanation and some of them still playing with their friends.
3	The teacher asked about homework then checked the students' homework one by one.	Only half students who did the homework and some of them were not.
4	The teacher gave punishment to students who did not do the homework. Then, asked the students whether they still remember about the lesson last week or not.	Most of students did not remember the lesson they had learnt before.
5	The teacher explained again about the material last week until the students remember.	The students listened to the explanation.
6	Then the teacher started giving the material to learn today and wrote basic competency about the lesson on white board. Then explain it to the students.	The students opened their text book and wrote the material that given by their teacher.

7	The teacher explain the material by walking around the class and using body language when explain. The teacher explained with detail information and using Bahasa more than English.	The students listened to the explanation. <i>(There were some students who did not focus during learning).</i>
8	After that, the teacher asked the students to communicate with their friends related to the subject about profession.	The students still felt shy when being asked to communicate.
9	Teacher corrected the students' pronunciation by asking to repeat what he said.	Only half students follow the instruction and the other did not pay attention.
10	The teacher asked if there are any questions about the lesson.	No one of the students asked the teacher about the material.
11	Before closing the class, the teacher gave advice to students to focus on the lesson during learning. Then, the teacher closed the class and said salaam.	The students answer teacher's salaam.

No	Descriptive Note	Reflective Note
1	The teacher entered the class and said salaam.	All of students answered teacher's salaam.
2	Before starting the class, the teacher checked the attendance list and asked the students who absent today.	The students answered who were absents today.
3	The teacher asked about homework then checked the students' homework one by one.	All of students opened their homework book.
4	The teacher explained a new material, namely about " <i>past tense</i> " and gave examples of its use in daily life.	The students listened to the explanation.
5	The teacher explained the material by walking around the class and using body language when explain. The teacher explained with detail information and using Bahasa more than English.	The students looked focus in listening teacher's explanation. <i>(some of them looked do not interest with the lesson and played around with friends).</i>
6	The teacher asked students to give examples of the use of past tense by writing sentences on the whiteboard one by one with the help of the teacher.	Students come to the front of the class one by one to write examples of the use of past tense.
7	The teacher read the sentences and asked the students to repeat after him.	The students repeat the teacher's pronunciation.
8	The teacher gave feedback to students and gave assignments related to today's material	None of the students asked the teacher about the material.

9	The teacher gave students the opportunity to ask questions related to today's material	None of the students asked the teacher about the material
10	The teacher gave motivation to keep enthusiast when learning English to the students, and discussed lesson a little bit for next week. Then, the teacher closed the class by said salaam	The students answer teacher's salaam.



## FIELD NOTE OF OBSERVATION

### OBSERVATION III

Informant IW

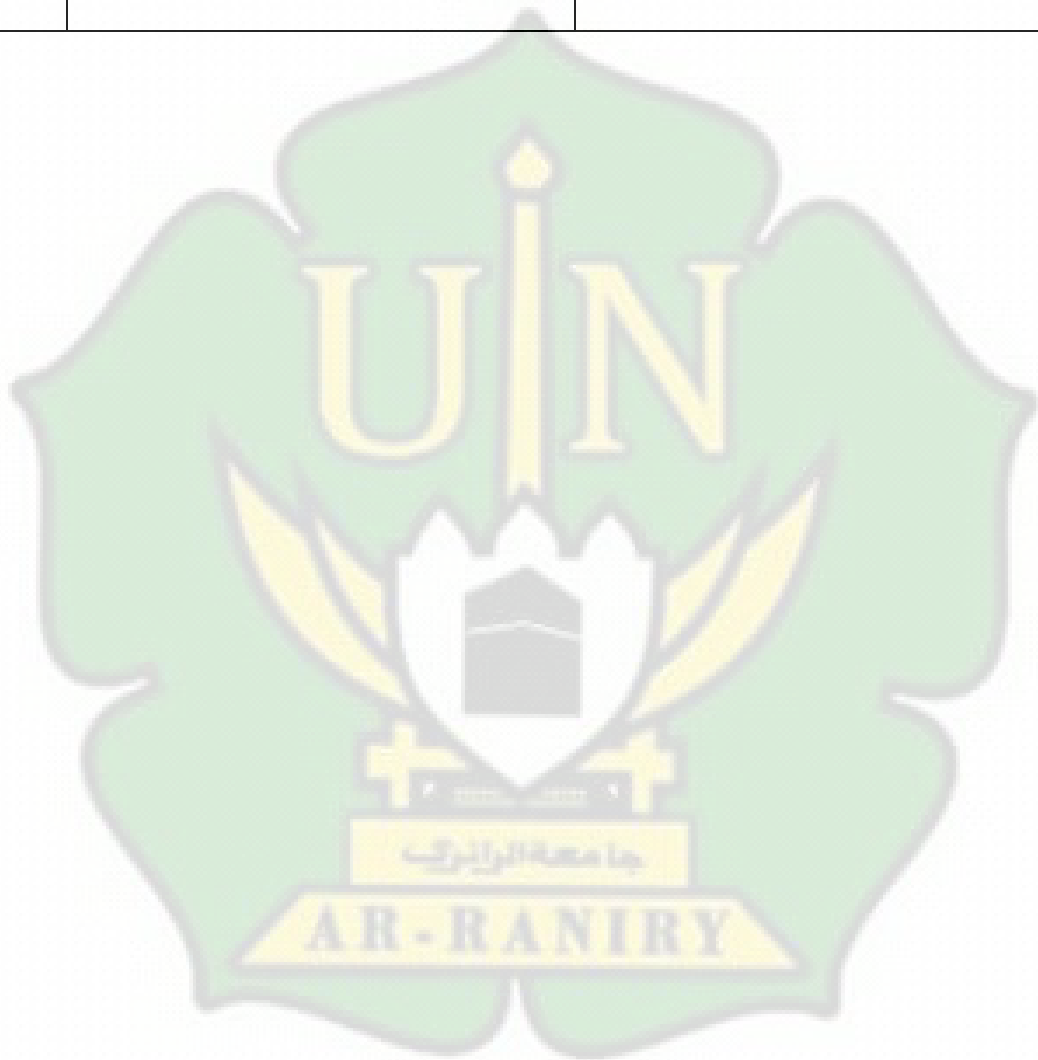
Date: December 13<sup>th</sup>, 2021

No.	Descriptive Note	Reflective Note
1	English teacher came to the class and said salaam. The teacher asked the students about the respond of greeting words " <i>good morning</i> ".	The students answer the salaam and some of the students answer the greeting words " <i>good morning</i> " from the teacher.
2	The teacher checked the students' attendance list.	No one is absent today.
3	The teacher asked about the last lesson last week and asked who has not done the homework yet, then checked the students' homework one by one by came to the students' chair.	The students open their homework book ( <i>there were five students who did not do their homework</i> )
4	The teacher asked the students if the students still remember the lesson last week about the use of <i>usually/always</i> .	There were two students who answered the teacher's question about <i>usually/always</i> ( <i>other students did not understand</i> )
5	The teacher asked the students to write their own sentences about <i>usually/always</i> in white board.	Three students came forward to write their own sentences that they had made before (homework).

6	The teacher asked other students to read what their friends had made in white board.	The students read the sentences.
7	The teacher corrected the students' pronunciation by repeat after her.	The students repeated what the teacher said.
8	The teacher explained again about the lesson last week by using Indonesian language.	The students listened to their teacher.
9	The teacher asked the students to open the text book and asked about the lesson by walking around the class. The teacher explained with detail information using Bahasa more than English language.	Some students opened their text book and listened to the teacher's explanation while some other played with their friends and did not give attention to teachers' explanation.
10	The teacher reminded the students to bring their dictionary. After the teacher explained the material, the teacher gave students time to take notes the material she had given <i>(the teacher keep teaching when the times already over)</i> .	Only some students who bring their dictionary. The students wrote the material on their note book. <i>(there were students who using smartphone in the class when the teacher is talking)</i> .
11	The teacher asked the students if there are any questions about the material and gave the students homework.	None of the students asked the teacher about the material



12	The teacher ended the lesson by saying see you next week <i>(there were no feedback and motivation from the teacher)</i>	The students exit from the class.
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No	Descriptive Note	Reflective Note
1	English teacher came to the class by saying salaam.	The students answered the salaam and pray.
2	The teacher gave the students motivation to enjoy the learning.	The students listened to the teacher.
3	The teacher asked about the homework last week and then asked who has not done the homework.	The students looked so busy opened their homework book.
4	The teacher checked the students' attendance list and asked why the student is absent.	The other students explained why his friend did not come to the class.
5	The teacher asked the students to put their homework book in the corner of the table and checked it by walking around in the class.	The students put their homework on the table.
6	The teacher asked the students to open their text book and started explained the lesson.	The students opened their text book <i>(there is a student who did not bring their book)</i>
7	The teacher read the instructions on the text book using English than she translated and explained again into Indonesian/Bahasa.	The students listened to their teacher seriously.
8	The teacher asked the students to read the example of the sentences in text book and corrected the students' pronunciation.	All the students read their textbook.
9	The teacher wrote example of the sentences in whiteboard and explained it by using Bahasa.	The students listened to their teacher.
10	The teacher asked to the students whether the students already understand or not.	None of the students asked the teacher.
11	The teacher asked the students to	The students focused wrote the

	write a note and she gave the students compliment for taking notes.	lesson in their note book.
12	During the lesson the teacher asked the students individually why the student did not do their homework.	The students kept silent and focused takes note.
13	The teacher asked the students to open next page, about the lesson today and started explained it.	Students listened to their teacher.
14	The teacher gave instructions to repeat after her.	Students repeated what the teacher said. <i>(some of them keep silent)</i>
15	The teacher reminded the students to bring dictionary and she gave the feedback about what they have learnt today.	The students listened to teacher's instruction.
16	The teacher closed the lesson by saying salaam.	The students answer teacher's salaam loudly.

## Appendice G

Resources : Informant AR  
Interviewer : Cut Rahmiyati  
Place : SMPN 1 Bakongan Timur

Interviewer : Apa saja kendala yang bapak hadapi dalam mengajar Bahasa Inggris di sekolah ini?

Interviewee : Ada beberapa kendala yang saya hadapi. Terutama sekali mengenai motivasi dan minat siswa dalam belajar Bahasa Inggris.

Interviewer : Bagaimana dengan minat/ motivasi siswa dalam belajar Bahasa Inggris di sekolah ini? Apakah terdapat kendala?

Interviewee : Kalau yang saya rasakan minat mereka dalam belajar Bahasa Inggris sangat kurang sekali. Hal ini menjadi kendala bagi saya, karena dengan kurangnya minat mereka dalam belajar Bahasa Inggris berdampak pada banyak hal, misalnya nanti pembelajarannya kurang efektif, kemudian tuntutan kurikulum tidak tercapai, dan hal-hal seperti itu.

Interviewer : Menurut bapak, apakah jumlah waktu yang disediakan untuk mengajar Bahasa Inggris cukup?

Interviewee : Menurut saya kalau jam mengajar tidak menjadi kendala, karena menurut saya itu cukup. Sebenarnya kalau mereka benar-benar termotivasi dan minat belajar mereka ada.

Interviewer : Bagaimana dengan fasilitas belajar mengajar yang disediakan oleh sekolah. Apakah sarana dan prasarana yang tersedia seperti buku paket, audio visual, atau lab Bahasa Inggris memadai? Jika tidak tersedia apakah hal tersebut menjadi kendala?

Interviewee : Kalau fasilitas seperti proyektor, speaker dan buku paket Alhamdulillah cukup disini dan tidak menjadi kendala. Begitu juga dengan media, tidak menjadi kendala bagi saya.

Interviewer : Kalau boleh tau, berapakah rata-rata jumlah siswa di setiap kelas? Apakah bapak memiliki kendala dengan jumlah siswa tersebut?

Interviewee : Kalau kelas IX, jumlah siswanya satu kelas sekitar 21-22 orang, dibawah 25. Dengan jumlah yang demikian sepertinya tidak, karena sebelumnya saya pernah mengajar di sekolah lain dan saya menghadapi siswa satu kelas berjumlah 40 orang, jadi ini sangat membuat saya kewalahan. Jadi dengan menjumpai setengah dari itu menurut saya sangat enak sekali mengajarnya karena lebih kondusif.

Interviewer : Menurut bapak, apakah siswa dapat menjadi salah satu factor yang mempengaruhi kendala dalam proses belajar mengajar Bahasa Inggris?

Interviewee : Seperti yang saya sebutkan sebelumnya bahwa motivasi siswa dalam belajar disini sangat kurang, akibatnya apa yang ingin saya ajarkan kepada mereka tidak tercapai dengan efektif. Misalnya saya sudah menyiapkan materi kepada mereka, akan tetapi keinginan untuk belajar mereka itu kurang sehingga tujuan pembelajarannya sulit tercapai.

Interviewer : Menurut bapak, apakah fasilitas disekolah menjadi salah satu faktor yang mempengaruhi kendala dalam proses belajar mengajar Bahasa Inggris?

Interviewee : Kalau masalah fasilitas tidak menyebabkan kendala bagi saya dalam mengajar, karena fasilitas disini Alhamdulillah sudah mencukupi.

Interviewer : Menurut bapak, apakah sumber bahan belajar serta penerapan kurikulum dapat menjadi salah satu faktor yang mempengaruhi kendala dalam proses belajar mengajar Bahasa Inggris?

Interviewee : Kalau menurut saya kurikulum disini tidak menyebabkan kendala bagi saya karena memang kurikulum 2013 ini bisa kita sesuaikan dengan kondisi kita. Lalu kalau bahan ajar seperti buku paket kita ada, video-video pembelajaran juga ada, cuma jarang saya kasih karena siswanya yang seperti itu (kurang motivasi) kita jadi malas untuk mengajar dengan kondisi yang macam-macam. Padahal ada

baiknya kita memberikan video-video seperti itu agar menarik. Jadi bagi saya masalahnya bukan dari bahan ajarnya, tapi dari siswanya.

Interviewer : Apakah menurut bapak persiapan atau rancangan proses pembelajaran (RPP) seperti pemilihan metode belajar, persiapan bahan ajar, strategi belajar, dan teknik belajar dapat menjadi faktor dalam mengajar Bahasa Inggris?

Interviewee : Kalau dalam penyusunan RPP tidak menyebabkan kendala bagi saya, karena sekarang kalau memang ada kendala bisa kita cari solusinya. Jadi, penyusunan RPP atau perangkat pembelajaran bukan penyebab kendala bagi saya.

Interviewer : Selain faktor yang telah disebutkan diatas, adakah faktor lain yang menyebabkan kendala dalam proses mengajar bapak?

Interviewee : Sepertinya tidak ada.

Interviewer : Menurut bapak, apa solusi yang tepat untuk meningkatkan minat dan motivasi siswa dalam belajar?

Interviewee : Kalau dari saya sendiri, selama ini yang saya lakukan di setiap awal pembelajaran saya menyelipkan motivasi kepada mereka, baik menceritakan apa itu Bahasa Inggris, Bahasa Inggris itu bagaimana, menceritakan tokoh-tokoh panutan mereka seperti public figure sekarang yang Bahasa Inggris nya bagus. Saya ceritakan seperti itu kepada mereka supaya dengan mendengar itu mereka jadi termotivasi untuk belajar Bahasa Inggris.

Interviewer : Apa yang bapak lakukan untuk mengatur jumlah waktu yang tersedia agar sesuai dengan yang ditentukan?

Interviewee : Menurut saya jumlah waktu mengajar tidak menjadi kendala bagi saya kalau siswanya itu benar-benar semangat untuk belajar. Tapi kalau mereka lagi gak semangat belajar itu bisa jadi kendala. Jadi ketika saya mengajar saya bagi waktunya mana yang ringan mana yang penting sekali gitu. Misalnya gini, ketika menyampaikan suatu materi, point-point yang ringan paling waktunya saya persingkat lalu kalau point nya penting atau inti dari pembahasan



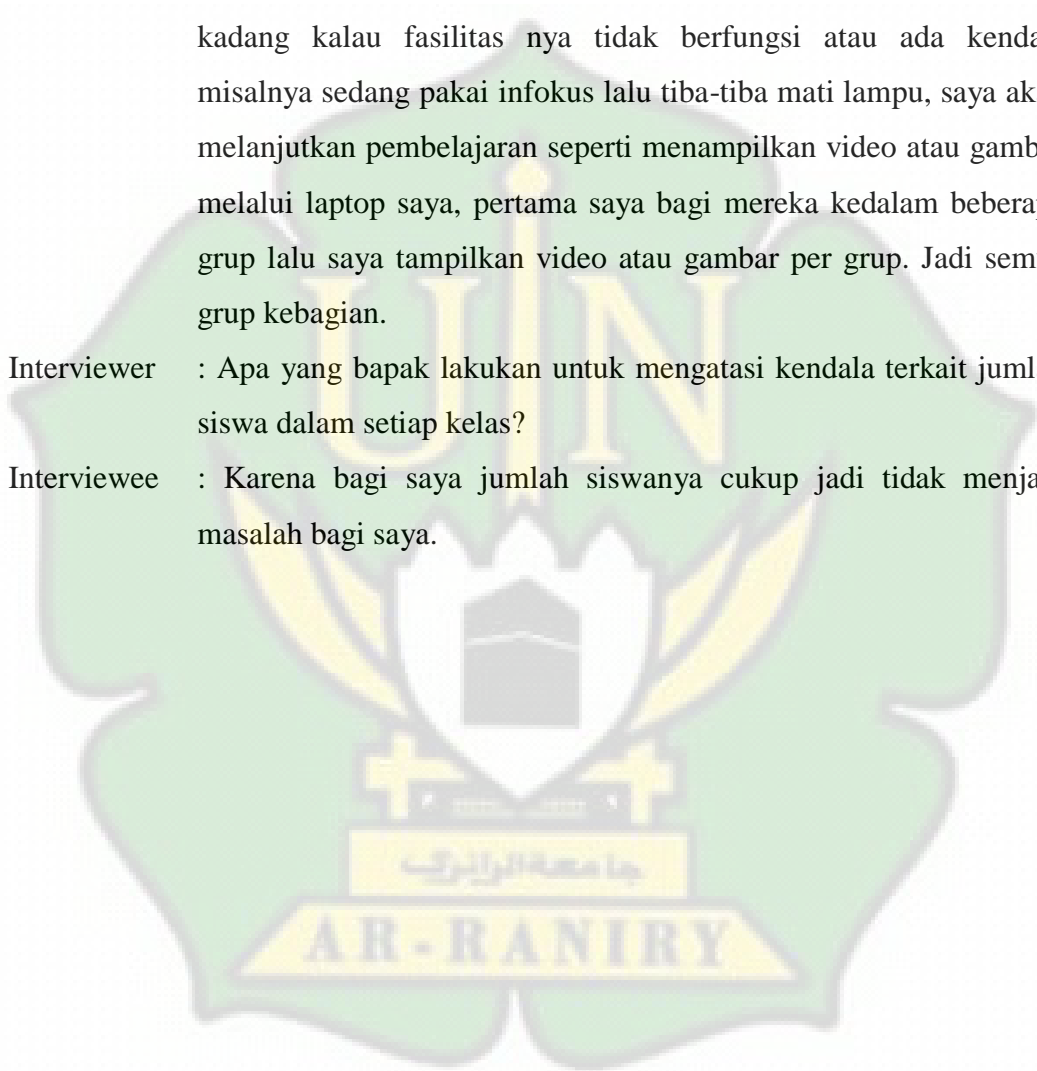
itu agak panjang waktunya. Karena saya juga harus memastikan mereka paham dengan materi yang saya sampaikan.

Interviewee : Apa yang bapak lakukan ketika fasilitas yang di butuhkan dalam pembelajaran tidak memadai?

Interviewee : Sejauh ini fasilitas nya Alhamdulillah memadai, cuma kadang-kadang kalau fasilitas nya tidak berfungsi atau ada kendala misalnya sedang pakai infokus lalu tiba-tiba mati lampu, saya akan melanjutkan pembelajaran seperti menampilkan video atau gambar melalui laptop saya, pertama saya bagi mereka kedalam beberapa grup lalu saya tampilkan video atau gambar per grup. Jadi semua grup kebagian.

Interviewer : Apa yang bapak lakukan untuk mengatasi kendala terkait jumlah siswa dalam setiap kelas?

Interviewee : Karena bagi saya jumlah siswanya cukup jadi tidak menjadi masalah bagi saya.



Resources : Informant AF  
Interviewer : Cut Rahmiyati  
Place : SMPN 1 Bakongan Timur

Interviewer : Apa saja kendala yang bapak hadapi dalam mengajar Bahasa Inggris di sekolah ini?

Interviewee : Menurut saya, dalam taktik mengajar itu tergantung para siswa, bagaimana kita mengajar dan menghadapi siswa. Bagi saya kendalanya gak ada karena tergantung kita seorang guru. Sifat siswa itu tidak bisa dipaksa, kalau kita ikuti kehendak jadi siswanya memberontak. Jadi jangan ikuti kehendak sendiri, itu kuncinya kalau dari bapak. Selama mengajar ya it's ok there are no problems, semua clear. Selama saya mengajar sepertinya gak ada masalah yang berat-berat tergantung bagaimana kita mengajari dan mendidik anak-anak kelas kita.

Interviewer : Bagaimana dengan minat/ motivasi siswa dalam belajar Bahasa Inggris di sekolah ini? Apakah terdapat kendala?

Interviewee : Kalau kelas yang saya ngajar yaitu kelas VIII, mereka itu semangat dalam berbahasa Inggris. Mereka tidak ada bosannya baik itu tingkatan lelaki dan perempuan. Mereka itu suka terhadap pelajaran Bahasa Inggris.

Interviewer : Menurut bapak, apakah jumlah waktu yang disediakan untuk mengajar Bahasa Inggris cukup?

Interviewee : Kalau saya ngerasa waktunya dicukup-cukupin aja. Itukan tergantung bagaimana cara kita mengatur system atau taktik kita dalam mengajar. Seperti yang sudah saya sampaikan sebelumnya.

Interviewer : Bagaimana dengan fasilitas belajar mengajar yang disediakan oleh sekolah. Apakah sarana dan prasarana yang tersedia seperti buku paket, audio visual, atau lab Bahasa Inggris memadai? Jika tidak tersedia apakah hal tersebut menjadi kendala?

Interviewee : Sebenarnya kalau kita ikuti K13 (Kurikulum 2013) ini fasilitas memang harus wajib, karena dalam K13 buku itu banyak mengajarkan siswa tentang menyanyi, tentang conversation. Jadi sebenarnya di harapkan dari sekolah harus ada alat penunjang belajarnya, tetapi mungkin kondisi dan siswa tidak memungkinkan. Jadi menurut saya tidak terlalu menjadi kendala. kalau masalah buku paket clear ya, it's ok. Semua terpenuhi tapi dalam mengajar sebenarnya saya ini sebagai seorang guru membutuhkan infokus dan audio, tetapi karena keadaan sekolah mungkin tidak ada fasilitasnya. Sebenarnya speaker ada, tetapi terlalu besar jadi susah di bawa ke kelas. Ada juga yang kecil tapi kadang keduluan sama guru yang lain yang juga pakek speaker. Itu aja kendalanya.

Interviewer : Kalau boleh tau, berapakah rata-rata jumlah siswa di setiap kelas? Apakah bapak memiliki kendala dengan jumlah siswa tersebut?

Interviewee : Kalau saya tidak salah, jumlah siswa untuk perkelasnya kurang lebih sekitar dua puluhan orang siswa. Kemudian, untuk jumlah siswa tidak ada kendala bagi saya. Karena saya rasa jumlahnya masih bisa dikondisikan, tidak terlalu overcrowded lah.

Interviewer : Menurut bapak, apakah siswa dapat menjadi salah satu faktor yang mempengaruhi kendala dalam proses belajar mengajar Bahasa Inggris?

Interviewee : seperti yang sudah saya bilang diawal tadi bahwa dalam mengajar itu tergantung taktik kita dalam mengajar. Cuma terkadang ada saja siswa yang bandel. Kadang ketika belajar ada saja yang berbicara hal yang bukan tentang pelajaran, bermain dengan teman sebangku. Itu saja sebenarnya bukan kendala yang terlalu berat. Kembali lagi pada gurunya.

Interviewer : Menurut bapak, apakah fasilitas disekolah menjadi salah satu faktor yang mempengaruhi kendala dalam proses belajar mengajar Bahasa Inggris?

Interviewee : Iya, karena terkadang ada materi yang memang kita butuh pakai infokus atau speaker. Sebagai contoh, saat materi tentang musik. Untuk menunjang listening dibutuhkan speaker agar siswa jelas mendengarkan pengucapan yg benar dalam Bahasa Inggris. Infokus juga sebenarnya diperlukan untuk mempermudah pembelajaran. Akan tetapi, disekolah hanya memiliki beberapa infokus yang siapa cepat dia dapat. Jadi sangat terbatas.

Interviewer : Menurut bapak, apakah sumber bahan belajar serta penerapan kurikulum dapat menjadi salah satu faktor yang mempengaruhi kendala dalam proses belajar mengajar Bahasa Inggris?

Interviewee : Tidak ada kendala bagi saya, karena bagi saya kurikulum 2013 ini sebenarnya 20% dari guru dan 80% dari siswa jadi lebih mudah kita mengajar siswa tanpa kita perlu banyak ngomel-ngomel dalam kelas.

Interviewer: Apakah menurut bapak persiapan atau rancangan proses pembelajaran (RPP) seperti pemilihan metode belajar, persiapan bahan ajar, strategi belajar, dan teknik belajar dapat menjadi faktor dalam mengajar Bahasa Inggris?

Interviewee : Tidak, bagi saya dalam penyusunan RPP 2013 itu semua untuk mempermudah guru dalam mengajar kepada siswa. Jadi tidak ada kendala yang rumit dalam K13.

Interviewer : Selain faktor yang telah disebutkan diatas, adakah faktor lain yang menyebabkan kendala dalam proses mengajar bapak?

Interviewee : Sepertinya tidak ada.

Interviewer : Menurut bapak, apa solusi yang tepat untuk meningkatkan minat dan motivasi siswa dalam belajar?

Interviewee : Menurut saya kita bisa meningkatkan motivasi siswa dalam belajar dengan memberikan penghargaan atau reward seperti nilai tambahan, applause dan lainnya. Jadi siswa akan terpacu untuk belajar.

Interviewer : Apa yang bapak lakukan untuk mengatur jumlah waktu yang tersedia agar sesuai dengan yang ditentukan?

Interviewee : Untuk mengatur waktu belajar agar pas itu tergantung kita juga, sebisa mungkin kita usahakan penggunaan waktu yang efisien. Jadi ketika mengajar, saya fokuskan ke inti pembahasan dari materi yang diajarkan. Misalnya materi belajarnya tentang listening, saya lebih banyak memperdengarkan audio kepada siswa daripada menjelaskan. Jadi mereka bisa langsung praktik.

Interviewer : Apa yang bapak lakukan ketika fasilitas yang di butuhkan dalam pembelajaran tidak memadai?

Interviewee : Kalau saya merubah taktik cara kerja siswa. Artinya seperti ini, misalnya pelajaran kita hari ini tentang menyanyi, otomatis satu orang maju ke depan untuk bernyanyi dalam Bahasa Inggris jadi bisa nyanyi rame-rame. Jadi nanti saya cari lagu lalu dinyanyikan oleh 1 atau 2 orang terus diikuti oleh siswa-siswa yang lain jadi bisa nyanyi rame-rame tanpa menggunakan tip recorder atau audio. Lalu kalau mereka mau lihat lirik, liriknya itu saya print dan ditampakkan kepada mereka, jadi dengan lirik tersebut semua siswa bisa bersuara sesuai dengan lagu yang diputarkan.

Interviewer : Apa yang bapak lakukan untuk mengatasi kendala terkait jumlah siswa dalam setiap kelas?

Interviewee : Karena menurut saya jumlah siswanya normal dan masih bisa diatasi jadi bukan termasuk masalah yang harus diatasi.

Resources : Informant IW  
Interviewer : Cut Rahmiyati  
Place : SMPN 1 Bakongan Timur

Interviewer : Apa saja kendala yang ibu hadapi dalam mengajar Bahasa Inggris di sekolah ini?

Interviewee : Banyak kendala yang saya hadapi selama mengajar Bahasa Inggris disini, namanya juga mengajar di daerah perkampungan dimana Bahasa Inggris itu masih asing. Jadi banyak kendala yang saya hadapi, paling sering terkait dengan semangat belajar siswa yang kurang dalam belajar Bahasa Inggris.

Interviewer : Bagaimana dengan minat/ motivasi siswa dalam belajar Bahasa Inggris di sekolah ini? Apakah terdapat kendala?

Interviewee : Iya, menjadi kendala bagi saya. Begini, setiap daerah itu kan berbeda. Karena disini masih kampung jadi siswa-siswa nya itu kurang minat dalam belajar. Apalagi dalam belajar Bahasa Inggris. Karena seperti yang kita ketahui, Bahasa Inggris itu merupakan Bahasa asing dimana penggunaannya itu kurang dipakai oleh masyarakat disini, jadi mereka kurang tertarik untuk belajar Bahasa Inggris.

Interviewer : Menurut ibu, apakah jumlah waktu yang disediakan untuk mengajar Bahasa Inggris cukup?

Interviewee : Sebenarnya kalau kita ikuti RPP cukup, cuma seperti yang saya jelaskan sebelumnya, karena minat siswa untuk belajar Bahasa Inggris disini kurang hal ini menjadi kendala. Kenapa, karena kita yang harusnya mengajarkan mereka tentang suatu materi tetapi kita harus meluangkan waktu untuk memotivasi mereka. Jadi, setiap pertemuan itu terus yang harus di ulang-ulang. Misalnya waktu yang harusnya kita sudah masuk ke penjelasan materi, tetapi kita harus meluangkan waktu minimal 15-20 menit untuk memotivasi mereka. Nah, karena hal itu jadinya alokasi waktu yang seharusnya



di RPP sudah tersusun jadi berantakan. Jadi itu yang pertama kendalanya. Kemudian, sebelumnya seminggu disini 4 jam untuk Bahasa Inggris sendiri. Nah, sebelum pandemi sebenarnya cukup-cukup aja. Jadi satu jam itu kan 40 menit, cukuplah. Nah, setelah kondisi seperti ini di ralat jadi kurang waktunya. Jadi kalau misalnya kita masuk kelas belum sempat selesai satu persiapan atau preparing waktunya sudah habis jadi kadang terputus, nah kalau sudah terputus dengan jarak dan hari berselang mereka sudah tidak nyambung, jadi mau gak mau kita harus ulang lagi yang dulu. Begitu terus siklus nya terputus lagi. Seharusnya, kalau menurut saya Bahasa Inggris itu minimal 2 jam, sekarang ini 2 jam nya kan 60 menit harusnya kan 80 menit jadi menurut saya kurang waktunya.

Interviewer : Bagaimana dengan fasilitas belajar mengajar yang disediakan oleh sekolah. Apakah sarana dan prasarana yang tersedia seperti buku paket, audio visual, atau lab Bahasa Inggris memadai? Jika tidak tersedia apakah hal tersebut menjadi kendala?

Interviewee : Kalau masalah kendala dari segi fasilitas tidak ada, disini fasilitas sudah lumayan mencukupi, seperti infokus, karena saya mengajar kelas 1 jadi kita belum masuk listening untuk bahas-bahas UNBK, jadi dari segi fasilitas atau sarana prasana tidak menjadi kendala.

Interviewer : Kalau boleh tau, berapakah rata-rata jumlah siswa di setiap kelas? Apakah itu memiliki kendala dengan jumlah siswa tersebut?

Interviewee : Satu kelas sekitar 26-28 orang, karena jumlah mereka banyak jadi berpengaruh pada kondisi kelas. 1 kelas efektif untuk 20-22 orang, jadi jika terlalu banyak akan ada faktor dari mereka yang tidak mau belajar, sehingga bisa mengganggu. Misalnya, berbicara dengan teman sekelas, atau bermain dengan temannya. Ketika ada 1 anak saja yang kurang fokus kita pasti jadi terfokus ke dia, jadinya materi yang harus kita sampaikan ke semua siswa jadi buyar karena

kita harus memfokuskan ke dia, kenapa dia, ada apa dengan dia begitu.

Interviewer : Menurut ibu, apakah siswa dapat menjadi salah satu faktor yang mempengaruhi kendala dalam proses belajar mengajar Bahasa Inggris?

Interviewee : Menurut saya iya sih, karena itu tadi minat mereka untuk belajar Bahasa Inggris kan kurang, jadi dalam menyampaikan materi ke mereka itu agak susah karena kita harus meluangkan waktu untuk memotivasi mereka, harus kita bujuk-bujuk dulu supaya mau belajar, jadi terkadang materi yang ingin kita sampaikan ke mereka itu tidak tercapai karena kondisi siswa yang seperti itu.

Interviewer : Menurut ibu apakah fasilitas disekolah menjadi salah satu faktor yang mempengaruhi kendala dalam proses belajar mengajar Bahasa Inggris?

Interviewee : Kalau dari segi fasilitas tidak menyebabkan kendala bagi saya, karena fasilitas atau sarana dan prasarana untuk menunjang pembelajaran disini cukup. Seperti buku paket kami disini memang dibagikan.

Interviewer : Menurut ibu apakah sumber bahan belajar serta penerapan kurikulum dapat menjadi salah satu faktor yang mempengaruhi kendala dalam proses belajar mengajar Bahasa Inggris?

Interviewee : Sebenarnya kurikulumnya bagus, kurikulumnya lebih menonjolkan bakat dan minat siswa. Sebenarnya jika diterapkan di sekolah yang sesuai sangat bagus sekali karena kurikulum 2013 ini lebih berfokus ke siswanya dan gurunya hanya sebagai motivator. Disini minat siswanya untuk belajar itu kurang sekali sehingga ketika mereka yang harus mengambil peran utama mereka tidak bisa, jadinya pembelajaran tidak akan terjadi nantinya. Jadi sekuat apapun motivasi gurunya untuk menyuruh mereka untuk begini atau begitu tetap aja mereka gak mau, atau mereka takut. Jadi kita buang-buang waktu setengah jam untuk membujuk mereka supaya

mau. Jadi bagi saya kurikulum 2013 sudah diterapkan tetapi masih berbaur dengan KTSP, jadi saya masih memegang peran penting dan tidak sepenuhnya saya serahkan kepada siswa, karena sudah saya coba untuk mereka menyampaikan sendiri kemudian mereka mengoreksi sendiri dan itu benar-bener gak jalan sama sekali. Jadi saya masih kasih penjelasan terlebih dulu, mencontohkan dulu baru menyuruh mereka untuk mempraktekkannya.

Interviewer : Apakah menurut ibu persiapan atau rancangan proses pembelajaran (RPP) seperti pemilihan metode belajar, persiapan bahan ajar, strategi belajar, dan teknik belajar dapat menjadi faktor dalam mengajar Bahasa Inggris?

Interviewee : Kalau dalam penyusunan RPP gak terlalu ya, karena saya mengambil materi kemudian saya sesuaikan gitu, jadi gak sepenuhnya mengambil materi dari pusat yang kita sendiri tahu perbedaannya antara sistem kota dengan desa. Kalau kita mentok-mentok ambil dari silabus nanti merekanya gak nyambung. Jangankan untuk membahas komplek sentence, materi seperti subject, to be aja masih buyar. Jadi nanti saya pilah-pilah jadi misalnya yang lebih sederhana gitu yang penting merekanya paham, merekanya mau untuk berusaha untuk practice gitu. Jadi gak ada kendalanya.

Interviewer : Selain faktor yang telah disebutkan diatas, adakah faktor lain yang menyebabkan kendala dalam proses mengajar ibu?

Interviewee : Sepertinya gak ada lagi, itu aja.

Interviewer : Menurut ibu, apa solusi yang tepat untuk meningkatkan minat dan motivasi siswa dalam belajar?

Interviewee : Kalau soal minat siswa, namanya mereka masih SMP, mereka suka yang visual jadi saya seringnya cari video-video yang mungkin penggunaannya untuk sehari-hari. Misalnya kita masuk kamar mandi umum terus gak di tarok gambar perempuan atau laki-laki cuma tulisan men and women, kalau mereka gak tau nanti

bisa salah masuk. Jadi saya kasih video-video penjelasan jadi mereka bisa mengerti, terus kayak tulisan dorong-tarik. Saya sering kasih motivasi melalui video-video singkat gitu jadi mereka semangat belajarnya. Jadi nanti saya bilang ke mereka mau liat lagi gak? Yaudah kita belajar sebentar terus nanti kita lanjut lagi gitu.

Interviewer : Apa yang ibu lakukan untuk mengatur jumlah waktu yang tersedia agar sesuai dengan yang ditentukan?

Interviewee : Kalau dari segi alokasi waktu mau gak mau kita harus perinci materinya kita kurang-kurangnya misalnya seperti kita belajar tentang pengenalan diri, nanti saya langsung manggil mereka buat mencoba gitu, jadi setiap pertemuan itu saya selalu mau siswa-siswa nya itu buka mulut jangan cuma dengerin saya, jadi apapun yang saya ajarkan ke mereka walaupun cuma sepatah kata setiap harinya harus mereka ucapkan, karena Bahasa Inggris tanpa practice kayak gak ada arti apapun.

Interviewer : Apa yang ibu lakukan ketika fasilitas yang di butuhkan dalam pembelajaran tidak memadai?

Interviewee : Kalau bagi saya fasilitas yang saya butuhkan untuk mengajar sudah mencukupi seperti infokus atau buku paket kita ada disini. Kalau fasilitas yang lain seperti speaker saya jarang pakek karena saya tidak mengajar tentang listening. Jadi gak ada masalah yang harus saya atasi kalau mengenai fasilitas di sekolah ini.

Interviewer : Apa yang ibu lakukan untuk mengatasi kendala terkait jumlah siswa dalam setiap kelas?

Interviewee : Terkait jumlah siswa, paling dikelompokkan. Jadi saya bagi-bagi kelompok gitu, kalau udah berkelompok kan kita bisa fokus jadi misalnya ke kelompok ini dulu. Kalo misalkan 26 orang itu bisa jadi 4 atau 5 kelompok.