

**TEACHERS' STRATEGY TO OVERCOMING STUDENTS'
DIFFICULTIES IN LEARNING ENGLISH AT SMA ISLAM SULTAN
AGUNG 1 SEMARANG**

A FINAL PROJECT

**Presented as Partial Fulfillment of the Requirements to Obtain the *Sarjana*
Pendidikan Degree in English Education**



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APPROVAL

A Final Project entitled

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AGUNG 1 SEMARANG**

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AGUNG 1 SEMARANG**

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STATEMENT OF ORIGINALITY

Hereby, I honestly declare that the undergraduate final project I wrote does not contain the works of part of the works of other people, except those which were cited in the quotations and the references, as a specific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form or revocation of my paper and my degree obtained from the paper.

Semarang, 04 Juli 2023



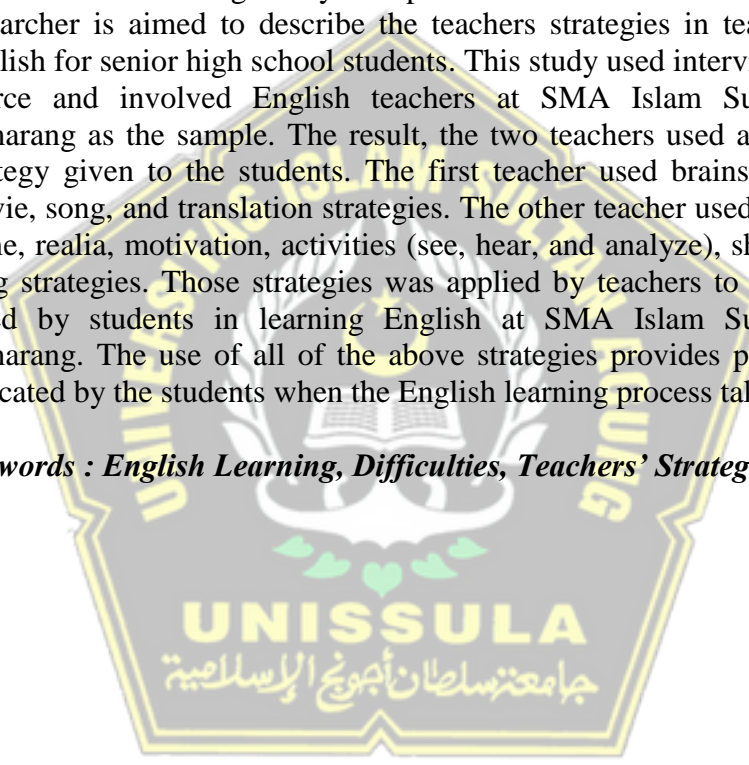
Ardhia Lutfi Cahyaningdyas

ABSTRACT

Cahyaningdyas, Ardhia Lutfi. 31801900008. *Teacher's Strategy to Overcoming Students' Difficulties in Learning English at SMA Islam Sultan Agung 1 Semarang*; Thesis: English Education Study Program Languages & Communication Science Faculty of Sultan Agung Islamic University. Advisor: Nur Ekaningsih, S.Pd., M.Pd.

In learning English, there are four skills that are important to study, namely listening, speaking, reading, and writing. As English teacher, you have to master affective strategies if you hope to succeed in the learning process. This researcher is aimed to describe the teachers strategies in teaching learning English for senior high school students. This study used interviews as the data source and involved English teachers at SMA Islam Sultan Agung 1 Semarang as the sample. The result, the two teachers used almost the same strategy given to the students. The first teacher used brainstorming, game, movie, song, and translation strategies. The other teacher used brainstorming, game, realia, motivation, activities (see, hear, and analyze), short movie, and song strategies. Those strategies was applied by teachers to solve problems faced by students in learning English at SMA Islam Sultan Agung 1 Semarang. The use of all of the above strategies provides positive changes indicated by the students when the English learning process takes place.

Keywords : *English Learning, Difficulties, Teachers' Strategies*



INTISARI

Cahyaningdyas, Ardhia Lutfi. 31801900008. *Strategi Guru Mengatasi Kesulitan Siswa Dalam Belajar Bahasa Inggris di SMA Islam Sultan Agung 1 Semarang*; Skripsi: Program Studi Pendidikan Bahasa Inggris Fakultas Bahasa & Ilmu Komunikasi Universitas Islam Sultan Agung. Pembimbing : Nur Ekaningsih, S.Pd., M.Pd.

Dalam pembelajaran bahasa Inggris, ada empat keterampilan yang penting untuk dipelajari, yaitu mendengarkan, berbicara, membaca, dan menulis. Sebagai guru bahasa Inggris harus menguasai strategi afektif jika ingin sukses dalam proses pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan strategi guru dalam mengajar pembelajaran bahasa Inggris untuk siswa sekolah menengah atas. Penelitian ini menggunakan wawancara sebagai pengambilan data dan melibatkan guru bahasa Inggris di SMA Islam Sultan Agung 1 Semarang sebagai sampel. Hasilnya, kedua guru menggunakan strategi yang hampir sama yang diberikan kepada siswa. Guru pertama menggunakan strategi brainstorming, permainan, film, dan lagu, dan penerjemahan. Guru lainnya menggunakan strategi brainstorming, permainan, realia, motivasi, aktivitas (melihat, mendengar, dan menganalisis), film pendek dan lagu. (Besarnya Tulisan tidak sama) Strategi tersebut diterapkan oleh para guru untuk memecahkan masalah yang dihadapi siswa dalam belajar bahasa Inggris di SMA Islam Sultan Agung 1 Semarang. Penggunaan semua strategi di atas memberikan perubahan positif yang ditunjukkan siswa ketika proses pembelajaran bahasa Inggris berlangsung.

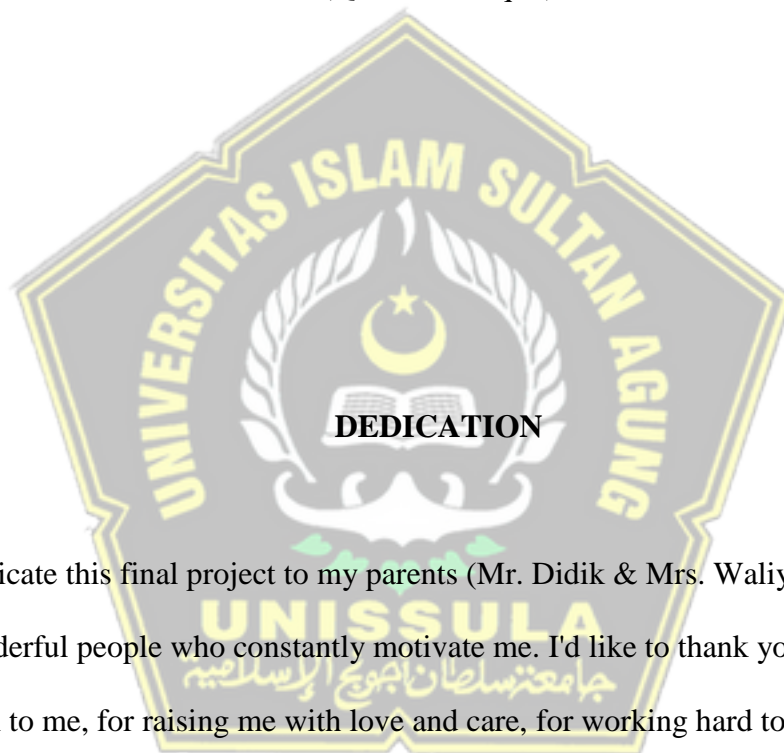
Kata Kunci : Pembelajaran Bahasa Inggris, Kesulitan, Strategi Guru

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MOTTO

“Nothing is impossible to achieve. Nothing is impossible to complete. Because, verily Allah is free to do his will, he has made for each thing according to its measure.”

(QS At-Thalaq: 3)



I dedicate this final project to my parents (Mr. Didik & Mrs. Waliyah) are both wonderful people who constantly motivate me. I'd like to thank you for giving birth to me, for raising me with love and care, for working hard to support the family, and for being the foundation for my success.

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1. Prof. Dr. H. Gunarto, S.H., M.H. as the Rector of Sultan Agung Islamic University.
2. Trimanah, S.Sos., M.Si. as the Dean of Faculty of Language and Communication Science, Sultan Agung Islamic University.
3. Nur Ekaningsih, S.Pd., M.Pd. as the Head of English Education Study Program of Faculty of Language and Communication Science, Sultan Agung Islamic University.
4. Nur Ekaningsih, S.Pd., M.Pd. as the researcher's advisor, for the guiding and always be patient during the completion of this final project.
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Finally, the researcher realizes that all supports and helps which were coming up covering her in writing this research could not be mentioned completely, she sincerely thank them. Moreover, the researcher hopes the findings will give valuable significances for the readers or the other researcher to do a further study in the same topic.

Semarang, 4 Juli 2023

The researcher



Ardhia Lutfi Cahyaningdyas

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CHAPTER I

INTRODUCTION

1.1. Background of Study

The Indonesian government is nowadays work on improve the quality of human resources so that our country is not far behind oversea and can contend in any realm. Education is one significant factor in improve the quality of human resources. Education is an attempt to produce higher quality human resources and can promote development. Therefore education is tight relate to perfection (Sudarwati, 2021). As education is so essential for human development and considered as a human right, quality education for all is set to be a global goal among many other development goals. These goals point alike access to schools and quality education, as well as success education performance for all students with different backdrop (Guo et al., 2019).

Learning is the most vital key provision in any educational effort, so that without learning there would be no education (Utari Dewi, 2022). Learning is an obligatory duty for every believer to gain knowledge in order to increase their level of life. Learning is a process activity and is a very fundamental element in organizing every level of education. Students' learning (academic) activities at school are expected to learn well, This means that every student who follows or studies a particular subject (which has been curated) is expected to be successful in following it, at least students were able to pass the learning standards that had been formulated. In-class teaching

and learning is a relationship between teachers with students (Ansyah et al., 2018).

The success of student learning in schools is inseparable from the role of teachers in teaching. In the learning process needs a strategies to increase the performance of a teacher. Because the teacher is the subject in implement the learning strategy (Irikawati, 2017). Educators are demanded to made the educational atmosphere significant, fun, creative, dynamic, and dialogical. In another case, the educators also had a professional appointment to repair the quality of education and serve as role models. The teachers' job is to teach, some in the form of teaching, encouragement, praises, punishments, give examples and others. Accordingly, the teacher must prepare the strategy and method before the learning process.

Based on the researcher observation in SMA Islam Sultan Agung 1 Semarang a problem in senior high schools is teachers' and students' strategies for learning English, Perhaps this is due to the teacher's ineffective strategies and lack of vocabulary and activities that are not suitable for them and also the researcher found that students would feel bored because the teacher only focuses on learning but the teacher sometimes forgets the strategy in teaching. Because the teacher strategies is important and interesting to be investigated, the researcher will carry out a research entitled : “Teacher’s Strategy to Overcoming Students Difficulties in Learning English at SMA Islam Sultan Agung 1 Semarang”.

1.2. Reasons for Choosing the Topic

The topic of the research has been chosen because many strategies are used by English teachers in teaching, but there are only a few effective strategies used. Learning English is very complicated for students, so teachers should implement an appropriate strategy to make them easy learning English.

In the previous research mentioned in chapter two, Astika (2020) stated that the achievement learning is relative to the strategy use by teachers in teaching. In Pertiwi (2021) research, to solve problems that arise, teachers need strategies that can made it easy for teachers teaching English to provide an enjoyable learning environment. According to Rezeki's research from 2022, English teachers need to take an adaptable approach to helping students improve their speaking abilities by using communicative language practice, engaging media in the classroom, and then providing opportunities for students to practice their speaking abilities.

1.3. Limitation of the Study

Based on the above problem, the researcher limit the scope on the teachers' strategies in learning English for SMA Islam Sultan Agung 1 Semarang. Many good strategies will made the teaching and learning process better.

1.4. Research Question

Based on the background, identified, and limited problems, this research problem can be formulated as follows :”How do the teachers overcome students’ difficulties in learning English at SMA Islam Sultan Agung 1 Semarang?”

1.5. Objective of the Study

The specific objective of this research to describe the teachers’ strategies in teaching learning English at SMA Islam Sultan Agung 1.

1.6. Significance of the Study

This study is intended to supply information to researchers and people involved in education in the following areas :

1.6.1 Pedagogical Significance

This research gives information about English teachers strategies in learning English.

1.6.2 Practical Significance

1. Benefits for Researchers

Expected research results to be a reference for researchers to broaden their knowledge and experience.

2. Benefits for Teachers

The result is used to know the strategies are used by the teachers to be succesfull in teaching learning English to students. Many

strategies may be applied effectively to the class to make the situation become fun.

3. Benefits for Students

To help students resolve some matters they face in learning English.

4. Benefits for Readers

The results of this research are hoped to inform the readers.

1.7. Definition of Key Term

In this study, it has several key terms to be defined :

1. Teaching Strategy

Teaching Strategy is a teacher's purpose in teaching and learning process to reach an aim which have planed (Sarjan & Mardiana, 2017). In other word, teaching strategy is an approach to teach students in learning. Teachers must have a strategy to balance the techniques used with the material taught.

2. The Difficulties in Learning English

When trying to learn English, Indonesians frequently encounter several challenges. Due to the differences between the Indonesian and English language systems, these restrictions include issues with inconsistent word classes, pronouncing a new sound system, coming across new vocabulary words, and arranging foreign words into sentences (Sundari, 2018).

1.8. Organization of the Study

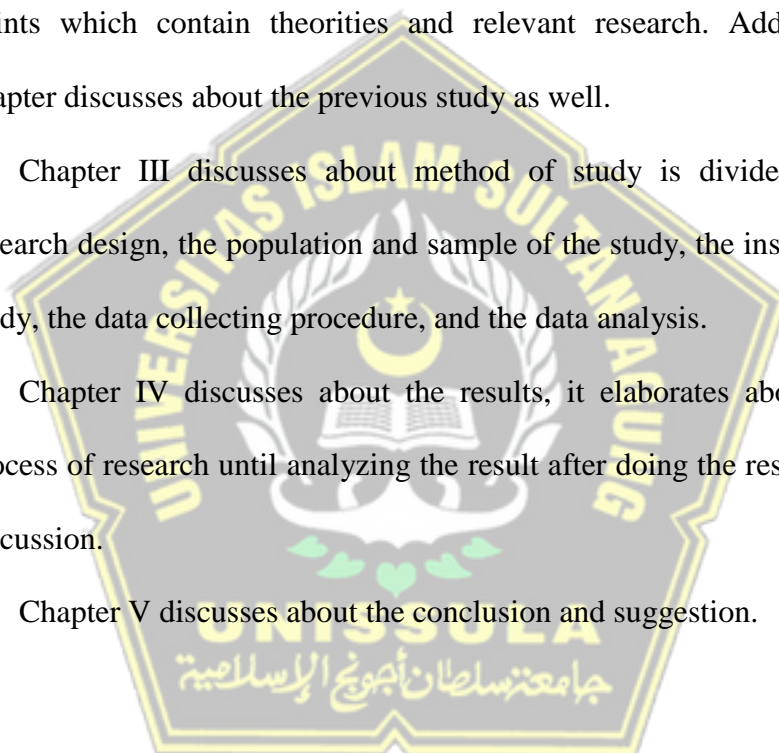
The thesis is divided into 5 chapters. Chapter I consists of the background of the study, the reasons for choosing the topic, the limitation of the study, the research question, the objective of the study, the definition of key term, and the organization of the research.

Chapter II deals with review of the related literature that consists of some points which contain theories and relevant research. Additionally, this chapter discusses about the previous study as well.

Chapter III discusses about method of study is divided into of the research design, the population and sample of the study, the instrument of the study, the data collecting procedure, and the data analysis.

Chapter IV discusses about the results, it elaborates about the whole process of research until analyzing the result after doing the research, and the discussion.

Chapter V discusses about the conclusion and suggestion.



CHAPTER II

LITERATURE REVIEW

This chapter composed of some points which contain theories and relevant research to be explained. The Review of Related Literature and the Review of the Previous Studies.

2.1. Review of Related Literature

The Review of Related Literature about Teaching Strategy, Kinds of Teachers' Strategies in Learning English and The Difficulties in Learning English.

2.1.1. Teaching Strategy

Effective teaching entails more than just using the right resources and methods maximize student learning, but also an understand of the context, particularly how students learn, how they interpret knowledge, what spurs them on to learn more, and what prevents them from learning. The teaching strategy can be regarded as a first thing that has to be learned by English teachers due to the fact that there are various types many possible instructional techniques. Additionally, strategy yields various outcomes. The good strategies in the English teaching process will make a difference to the students. As a result, you teach English, you have to master affective strategies to succeed in the learning process (Handayani, 2019).

The following are some types of teaching strategies that teachers can use. The first type of teacher strategy is Direct Instruction. Direct

learning strategies are intellectually oriented, with the teacher making explicit the lesson objectives. The teacher monitors students' giving students performance criticism and demonstrating comprehension. The second type is Indirect Instruction. The indirect instruction strategy is also termed as analysis, inductive, problem-solving, decision-making, and innovation. The indirect instruction strategy puts the student at the center. In this strategy, the teachers' role shifts from speaker to facilitator. (Indrajid, 2022).

The second type of teacher strategy is Indirect instruction is a method where the teacher serves as a facilitator for coming up with answers to various questions and issues. Initially, gives chances for planning educational activities before a task. Second, Utilize contextually inductive and deductive techniques. Then, samples and nonsamples are employed to accurately convey generic information. Additionally, the question-and-answer procedure employs questions. Encourage students to use their personal experiences to generate ideas that will aid in the clarity of their learning. After then, students are free to assess and comment on their own opinions. Lastly, debates are employed to foster critical thinking in students (Khusnik, 2021).

Interactivity is the third kind of strategy. Nafosat (2019) said that interactive learning is learning between teachers, students, and student groups that is key to learning process, with an intense discussions, ability to exchange ideas, express freely, expressing personal views,

finding solutions to problem situations, sharing teaching materials. Interactive teaching strategies focus on discussions and share between students. Interactive learning help the learning process to be more efficiently, and can be regarded as a specific type of cognitive activity organization. This strategy makes for a more convenient learning environments where students feel successful, intellectually consistent in their training.

Next type is Experiential or Empirical teaching strategy, The three main elements of experiential education are experience, reflection, and educational goals. Students "learn by doing" and then think on this process to achieve precise educational objectives. This is accomplished through a range of activities, such as internships, lab experiments, project creation and presentation, and field trips (Miller, 2020). In order to advance knowledge, hone skills, clarify principles, and strengthen people's potential to give back to their communities, educators purposefully engage with students in direct experience and concentrated reflection. This approach is known as experiential education.

The last type is independent teaching strategy, individual initiative, independence, and self-improvement are all goals of the autonomous learning technique. Independent learning could also be done with a friend or as part of a small group. The students' learning motivation plays a significant role in the autonomous learning

technique. Thus, teachers must be able to cultivate students' intentions, and teachers must also have good skills in the field of study and teaching strategies. So, learning that places the student in charge, the controller, the decision-maker, or the initiative in fulfilling and achieving learning success with or without the aid of others is known as autonomous learning (Naibaho, 2019).

Teaching techniques are therefore the process of making particular interventions to support a person's learning while taking into consideration their requirements, experiences, and feelings. Teaching strategies are methods students employ to perceive knowledge in the context of education. To put it another way, it's how we use knowledge to improve other aspects of our lives. Students would find it difficult to learn and apply the material provided in the classroom without sound strategies.

2.1.2. Kinds of Teachers' Strategies in Learning English

1. Brainstorming

According to Hidayanti (2018) An individual or group can use brainstorming as a way to produce big ideas and original solutions to issues by applying critical thinking. Additionally, because brainstorming is enjoyable, it strengthens team bonds as members work together to find solutions to issues in a joyful and fulfilling setting.

2. Games

The effectiveness of educational games for learning ultimately depends heavily on the individual learning preferences and preferences of the learners (Cheung & Ng, 2021).

3. Movies

Their speaking and pronunciation in the target languages can be improved by watching movies (Roslim et al., 2021).

4. Songs

Hermansyah (2018) defined a song can be utilized to work on pronunciation, which is stored subconsciously in the brain. This arrangement fosters a fun and relaxed learning environment in the classroom. Students are highly motivated to learn if they find the learning experience to be enjoyable and relaxed.

5. Translations

Arfianti & Widiati (2021) believed that translation is often used as a cognitive strategy that involves process, receipt and transfer of foreign language materials based on the student's first language. Through this strategy, students are able to analyze language input like new vocabulary to generated new understood in English.

6. Realia

According to Widjaya (2018) Realia refers to any actual, tangible thing that is utilized in the classroom to foster discussion

and make connections between vocabulary phrases. It allows students to learn about any subject using all of their senses and is suitable for any grade.

7. Motivation

Mastura (2019) stated that student motivation is a very important issue in the world of education, especially in determining student academic achievement which can affect their performance in the world of work. Motivation can be defined as positive energy that can encourage and become a strong reason for someone to carry out an activity to achieve a certain goal.

8. Activities

Class activities are several activities carried out by students to show their learning activities both in groups and individually, if in the classroom there is no real activity, then the learning process would not run well and students would become passive (Agustin et al., 2019).

2.1.3. The Difficulties in Learning English

The four fundamental abilities of hearing, speaking, reading, and writing are crucial for learning English. In learning English, each student faces difficulties, particularly in speaking. There are some factors that lead to these difficulties. People who are unhealthy, they would have difficulties in learning due to fatigue, drowsiness, dizziness and loss of concentration. Therefore, individuals are unable

to fully comprehend the lessons being taught. This situation has made it more difficult for students to build interest and motivation to learn English, especially in speaking English. Students become apathetic while learning in class as a result of this (Rahayu, 2021).

A sense of exhaustion, fatigue, or lack of energy is known as fatigue. Generally speaking, the term "fatigue" refers to a state of great exhaustion that usually follows a period of intense physical or mental exertion. Students frequently and freely express their fatigue as a complaint. While exhaustion may be a normal state of affairs during extremely difficult and stressful studies, its abnormal intensity and detrimental effects may be a concern. Study-related weariness that manifests more severely could be a sign of burnout. Burnout is commonly recognized to have fatigue as a primary symptom (Zdun-Ryzewska et al., 2021).

Academic prowess, wellbeing, and prosperity all depend on students. Sleep is one important factor in achieving a healthy balance between learning and wellness for students. All humans have a fundamental physiological need for sleep, which is also essential for good health and wellness. There may be a connection between sleep and academic performance (Chiang et al., 2020). One of the numerous unintended effects of sleepiness and irregular sleep patterns is that it has a detrimental effect on performance in the areas of learning, memory, and judgment. Among students, one of the most common

causes of daytime sleepiness is sleep deprivation. Students who stay up late and wake up early tend to sleep poorly. This occurs for numerous factors, some biological and others behavioral, contribute to this.

Dizzy is a sensation of unsteadiness, but it can also relate to other symptoms like vertigo, feeling faint, and balance issues. Regarding complaints of headaches that are often felt in the back of the head triggered by thinking activities. When the teacher requested them to speak in English in front of the class, some pupils felt lightheaded, their hearts beat quickly, and they wanted to twitch. Because they can't control their emotions and can't speak English adequately in class, students feel queasy and want to twitch (Isnaini, 2019). The causes of dizziness while studying are due to stress or anxiety, too bright light, changes in weather, late meals, hormonal changes, fatigue, lack of sleep, sounds that are too loud.

As a student, we must have all come across instances when we could not study due to a lack of concentration. This is still very true for today's generation. A lack of concentration and focus among students could be one of the major concerns for teachers. A lack of concentration in classroom could also lead to mischief during learning. One characteristic that can help students succeed in meeting their academic goals is concentration. Those who concentrate would be recorded better at memory (Sari et al., 2021). Trouble concentrated

can be caused by something as simple as stressed or lack of slept, it can also be a symptom of depression or anxiety.

Interested played a very important role in learning, because if a person is not interested in learning something, it would not work well, but if someone has an interested in the object of the problem then it can be expected results well, with interested learning would made students more actively involved in the learning process (Ainia, 2020). If students are not interested in a lesson, they would have difficulties in learning the lesson. Interest in students could be identified through the way they learned or responded to lessons (Rahayu, 2021). Understood students interested would helped to provide them with qualified learning experiences. By gave students the opportunities to explored areas they are interested. Learning interested can also supported and affect the learning process at school, especially in English language learning.

Motivation is among the most crucial factors in language learning. For those wishing to learn English, students would succeed in learning if they have the would to learn, this would is called motivation. The key factor influencing pupils' willingness to study English is motivation. Student performance and achievement during the learning process would be associated with their level of motivation. Motivation has a direct impact on how frequently learning tactics are applied. Learning a foreign language is challenging, and

teaching a foreign language can be just as daunting. So the teacher should look for new and creative methods to boost students' motivation. If the students feel better about themselves, they will achieve more outstanding results as learners (Yuzulia, 2021).

2.2. Review of Previous Studies

The first is the case study entitled *English Teacher's Learning Strategy to Increase Students' Interest in Class (Study at SMP N 22 Tebo Jambi)*. The study was conducted by (Astika et al., 2020). The method used in this study was a descriptive qualitative method. The population in this study was English teachers in class VII A SMP N 22 Tebo Jambi and students who were in the class. Data collection techniques used by researchers were observation, interviews, and documentation. The result of this study was English teachers' learning strategies for increasing students' interest in learning in class have not been effective.

The second is the case study entitled *Teacher Difficulties and Strategies in Managing a Large Class in Teaching and Learning English*. The study was conducted by (Pertiwi et al., 2021). This study is a qualitative descriptive research with the subject one of the English teachers of SMA N 1 Badegan and students of Class XI MIPA 1-4 as participants. The data collection techniques in this study were interviews and questionnaires. The results show that in English teaching and learning in large classes, three main challenges that teachers face. The strategies used by the teachers to solve the problems in

managed large classes included division of heterogeneous groups, small-group strategies, peer tutoring, visual imagery, and translation strategies.

The last previous study entitled *The Teacher's Strategies in Overcoming Students' Speaking Problems at SMAN 1 Selayar*. The study was conducted by (Rezeki et al., 2022). This research used mixed method, namely quantitative and qualitative. The Subject of this research 20 students and 1 teacher of SMAN 1 Selayar in collecting the data were observation, questionnaires and interview guides. The result of the analysis is some strategies used by teacher in overcoming students' speaking problems at SMA Negeri 1 Selayar namely Role Play, Number Head Together, Discussion and Grouping. It can be concluded that there were two main problems in speaking, namely students not thinking in speaking English and nervousness in speaking English. Meanwhile, the dominant strategy is Role Play.

Based on previous studies, finally the researcher concludes that all previous studies have significant similarities and differences with this study. The topic of teachers' strategy in learning English was the subject of these three researchers. The method used to collect data in this study is the same as that used in the first and second studies. The previous third study used a different method, namely a mixed method (Quantitative and Qualitative). However, it will assist the researcher as a guide in planning the analysis and as a guide in evaluating the results. The population in previous studies was different from this study. Previous studies used teachers and students to

become the research population. But in this study, researchers only used teachers as the research population. The results of the research show that the strategies use by teachers in learning English in this study, the second study, and the third study had in common that they were effective. However, the results of this study are different from the first study. In the first study, the results indicated that the strategy used by teachers in learning English is not effectively.



CHAPTER III

RESEARCH METHOD

This chapter discuss about the Research Method. It is consists of the Research Design, Population and Sample of the Study, Instrument of the Study, The Data Collecting Procedure, and The Data Analysis .

3.1. Research Design

This research used descriptive qualitative approach. Qualitative research used analysis word instead of statistical research. Based on (Creswell, 2014), qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to social and human problem.

Qualitative research presents the data and research in the form of description. The researcher uses qualitative research because the researcher wants to know the result of teacher's strategy to overcoming students' in learning English.

3.2. Population and Sample of the Study

The population is the teachers at SMA Islam Sultan Agung 1 Semarang. It was conducted on February 2023.

The researcher used non-random sampling, which is a purposive sampling in this analysis. The samples of this research were two English teachers in SMA Islam Sultan Agung 1 Semarang.

3.3. Instrument of the Study

In this research, the researcher used interview to collect the data. The current research uses type of the one-on-one interview. One-on-one interviews are the data collection processes in which the researcher asks questions to and records answers from only one participant in the study at a time.

The researcher used data triangulation. Triangulation of data is done by involving expert judgment, namely someone who is an expert on English pronunciation and already has a master's degree. Expert judgment in this research was an English lecturer. The data that has been obtained is validated by expert judgment before being analyzed by the researcher. This is done to measure that the data is credible.

3.4. Data Collecting Procedure

This study is systematically performed with some steps as follows, they are:

1. Chose the object the research.

The English teachers at SMA Islam Sultan Agung 1 Semarang.

2. Asked permission to conduct the research in the school.

The researcher gave an official research letter from the Faculty of Languages and Communication Science of UNISSULA to SMA Islam Sultan Agung 1 Semarang.

3. After authorization has been obtained, the researcher would arrange a meeting with the interview respondents.

4. Realized of research data generation.

The researcher prepared the interview questions.

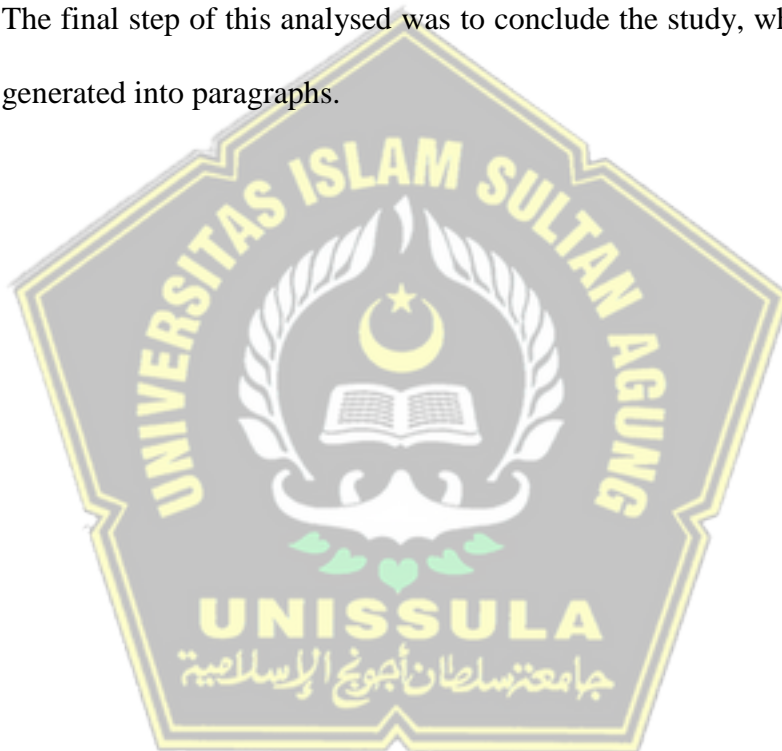
5. Gathered the responses of the respondents.

6. Analyzed the data.

Data processing is conducted after all data is collected by the researcher.

7. Concluded the Study.

8. The final step of this analysed was to conclude the study, where all data is generated into paragraphs.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the analysis of the result, it elaborates about the whole process of research until analyzing the result after doing the research. This chapter consists of: Findings and Discussion.

3.5. Data Analysis

Data analysis is one of the important elements in media studies. Researchers in this study analyzed qualitative data from interviews. Data from interview field notes were analyzed in several steps :

1. Transcribe data from audio recordings

Interview results were collected and transcribed into wrote language. All recorded data was wrote down by sentence. Transcripts should be wrote in computer files with different names according to content, date, and time.

2. Giving code

All data written in the form of sentences were given codes that stated themes, activities, conditions as supporting data for the research.

3. Create duplicate writing data to copy data

The original data is kept and a copy is used for analyzed.

4. Collect the same code data and send it in one data

5. Finally, the data is interpreted to find out the actualization of teachers' strategies in overcoming students' difficulties in learning English.

4.1. The Profil of the School

SMA Islam Sultan Agung 1 Semarang which is located on Jl. Mataram No.657 Wonodri Semarang is a strategic school. The school built on June 1, 1970 and has stepped on 52 years is a relatively old school and has given birth to alumni who can produce successful generations in this world and the hereafter. Then, the amount of the students in the school was 1.046 students, 34 classes, 70 teachers, 3 majors, 225 lessons, 11 extracurriculars. There were 3 English teachers in the school.

This school has a vision “As a leading Islamic General Secondary Education Institution in cultivating Islamic values to produce cadres of leaders of people who believe and have noble character, understand the basics of science as part of the khaira ummah generation”. The mission of SMA Islam Sultan Agung 1 Semarang is as follows :

1. Develop quality educational materials and teaching materials in line with Islamic values and the latest developments in science and technology.
2. Develop the quality of educational systems, methods and technology in the education of Islamic values and mastery of science and technology, in line with the development of educational technology in a sustainable manner.
3. Building the quality of teachers as professional educators who are tafaquh fiddin.
4. Organize educational facilities and infrastructure in line with high quality general secondary education.

5. Making the progress and success of students in the educational process the center of orientation and the most prioritized goal in all activities.
6. Increase the mastery of science and technology so that students excel competitively by cultivating an Islamic culture, so that a cadre of knowledgeable, faithful and noble moral leaders is formed.

4.2. Findings

The interview was conducted at SMA Islam Sultan Agung 1 Semarang. The interview was conducted with two English teachers. The first teacher, his name is Abdul Muis, S.Pd. He starts taught in 2002. He is a graduate of Universitas PGRI Semarang majoring in English education. The second teacher, his name is Jamal, S.Pd., M.Si. He starts taught in 2000. He graduated from UNNES majoring in English education and had a master's degree from UNISBANK majoring in science.

Based on the results of the teacher's strategy. I interviewed two school teachers. Even though the researcher asked for interview questions in Indonesian to make it easier for them to answer questions. Respondents are marked as T1 as Mr. Muis and T2 as Mr. Jamal.

This interview was done to find out teachers' strategies for overcoming students' difficulties in learning English. Three questions were provided to answer research questions. All The answers regarding the teachers' strategies are as follows :

Question 1: *What problems are often faced by students during English learning activities?*

This question was asked to see teachers' perceptions of students' difficulties in learning English with different views. Their responses were as follows as outlined below:

T1 : *“OK. In general, the problems that are often faced by students when learning English are...*

First, they don't understand what the teacher is saying. Because indeed we input from various types of SMP, MTS, sometimes there are those from Islamic boarding schools as well. This has an impact on their different initial abilities as well. So that they still have difficulty understanding the introductory word or the language of instruction used. That's why Mr. M often tries or often uses Indonesian in the early classes.

Second, their lack of focus when listening to what the teacher is saying. So since the outbreak of the pandemic or Covid-19 there has been an influence or impact on students, namely they are often carried away by holding cellphones so that this causes them to focus less on the material, the teacher's presence, and something the teacher is conveying.

The third, motivation... lack of motivation on the part of most of them especially in the boys classes.”

T2 : *“The problem is interest. Lack of interest in learning English, that is the main problem. The interest is still lacking. “Pak, saya tidak bisa*

bahasa Inggris, untuk apa belajar bahasa Inggris?” that's what needs to be grown. Because of the lack of interest, the student is less focused on learning. That too, sleepiness and sleeping in class. It happened because of his lack of interest. I think if the interest is high, the motivation is high, if they are sleepy they will try to prevent that from happening by washing their face or ablution. But because their learning motivation is already very low when they are sleepy, sleep is sleep.”

Question 2: *How to solve this problem if you are a teacher?*

This question was asked to see teachers' perceptions of the strategies applied by teachers in the learning process with different views. Their responses were as follows as outlined below:

T1 : *“First, related to what I said earlier, the problem is their lack of understanding of the language I convey, my English. In the early classes, at those early meetings I still often used Indonesian which I'm sure they already understood.*

Next, I can used brainstorming. We have to use those early times to harmonize, to match teacher waves with student waves or student waves with teacher waves. You do this by entering their world through brainstorming, short games, or questions that make them feel comfortable entering the material. Using games, so later we adapt it to the material we teach. For example, the day's material is a description, it will be very appropriate when the game is guessing, guessing the character, guessing the place. So the use of learning methods and

models is closely related to the material we are teaching. Sometimes I used movie and songs to attract students' interest, as long as there is a correlation with the material I am teaching. For example, I'm teaching about recount text, about relics of historical objects. At the beginning of the lesson I will play a short video about (for example: the Great Mosque of Demak)."

T2 : *"First, for instant... when there are students sleeping, I wake them up and tell them to wash their faces or do ablution.*

Then, to arouse their interest, we present the facts that are currently happening. language, especially foreign language "Bahasa asing itu dipelajari bukan karena suka atau tidak suka, tetapi memang harus. Karena nanti di kuliah banyak materi-materi yang berbahasa Inggris. Sehingga, kamu mau jadi apapun harus tetap menguasai Bahasa". You have to give them activities "Jangan cuma dari guru saja yang ceramah, tetapi siswa-siswa diberi kesempatan untuk melihat, menganalisis, dan apa saja. Jadi siswa tidak hanya mendengarkan". I use that strategy when it has to do with the material that I will convey, "Karena ketika hanya diputarkan film dan tidak dikaitkan materi pembelajaran, siswa hanya akan mendapatkan hiburannya saja". Sometimes games, but not every game day. To deal with student boredom during lessons, other activities can be given, such as brainstorming. "Anak-anak kan pengennya yang asik-asik saja, tetapi tidak mau jika dikaitkan dengan pembelajarannya". Although games

must still be associated with learning. I also used movies. But, not all material can be related to movies, some of which have to be songs can.

Question 3: *What changes will happen to students during learning English?*

This question was asked to see teachers' perceptions of the changes that occurred in students after teachers implemented learning strategies with different views. Their responses were as follows as outlined below:

T1 : *“more or less there has been a change. So indicators of changing interest in learning don't need to be grandiose, there's no need to talk about values. Because interest goes up and down, the most important thing is when learning the child is interested and enjoys participating. When the child feels enjoy it will later affect the next activity, one of which is the problem of evaluation. When each meeting students enjoy later will affect the final result.”*

T2 : *“But not 100 percent. The change is from having no interest at all to being slightly interested in learning English, then students become more active in asking questions and speaking in the learning process.”*

4.3. Discussion

Based on these findings, the authors discuss the research questions in this study. To answered the research question "What problems are often faced by students during English learning activities?", The researcher conducts interviews with 2 teachers. The findings of this study show that there are many students at SMA Islam Sultan Agung 1 Semarang who experience problems in learning English due to a lack of interest and motivation to learn

English. These make students unfocus on learning material and it is difficulties to understand the material present by the teachers.

To answered the research question "How to solve this problem if you are a teacher?", the author conduct interviews with two teachers. The findings from this study indicated that there are eight suitable teacher strategies to deal with students' problems in learning English. Brainstorming, games, movies, songs, translations to teach his students, realia, motivation, and activities (see, hear, and analyze). Some of these strategies can encourage students interest and motivation in learning English and increase students enthusiasm in the process of learning English. Teachers used several strategies in their classrooms to keep the children from boredom.

To answered the research question "What changes happen to students during learning English?", the researcher conducted interviews with two teachers. The findings of this study indicated that there were several changes in students after the teacher implemented several strategies in the classroom. These changes included students' interest and motivation to learn English, students became more active in English classes, and students were more excited about the English learning process.

The results of this research have differences with previous studies that have been mentioned in chapter 2. Research conducted by Astika (2020) show that the strategies used by SMP N 22 Tebo Jambi teachers when teaching in class was less interesting because the teacher only taught the material without being accompanied by jokes or good communication to

students. This makes students in a bad mood and bored in class. Pertiwi (2021) has conducted research that concluded division of heterogeneous group, small group strategies, peer tutoring, visual imagery strategies, and translation strategies used by the teacher. In addition, Rezeki (2022) said that the dominant strategies used by teachers is role-playing and other strategies are discussion, number head together, and grouping.

In previous studies that have been mentioned in chapter two, Astika (2020) states there were 4 types of learning strategies namely expository, inquiry, problem based, and learning strategies to improve thinking skills. But in fact, the strategy has not been implemented by the teacher. English teachers in increase students' interest is very monotone because teachers only apply exposure learning strategies. The teacher also does not conduct brainstorming about the material to be present. Different to this study, this study mentioned that there were eight learning strategies namely brainstorming, games, movies, songs, translations to teach his students, realia, motivation, and activities (see, hear, and analyze). In fact, these strategy had been implemented by teachers in English classes. English teachers increased students enthusiasm in learning English by make the class atmosphere fun. The teacher also brainstorms the material to be presented at the start.

In Pertiwi (2021) research, teachers need a strategies in solved problem that was arose compilation teaching in large classes. There were five strategies used by the teacher in overcome the problem of learning English in the classroom. The strategies used by teachers in teaching and learning

English in a large class include: Division of Heterogeneous Group, Small-Group Strategies, Peer Tutoring, Visual Imagery Strategies, and Translation Strategies. In this study, activity strategies have similarities with visual imagery strategies. The purpose of the strategy is the same, to encourage students activity and provide opportunities for students to convey their ideas. So, in this strategy students did not just listen and see the teacher. In this study, the teacher also implemented translation strategies that were used to improve students understanding.

Based on Rezeki (2022) research, the dominant strategies use by teachers is role-playing and other strategies are discussion, number head together and grouping. The teacher use the various strategies because the teacher wanted to builds students' interested and solve students' speech problems in terms of vocabulary problems and students' confidence in English learning. The strategy used in previous research is different from this research. Although the strategies applied are different, the objectives of implementing the strategies in learning English in previous research and this research have similarities.

4.3.1 How the Teachers' Overcome Students' Difficulties in Learning English

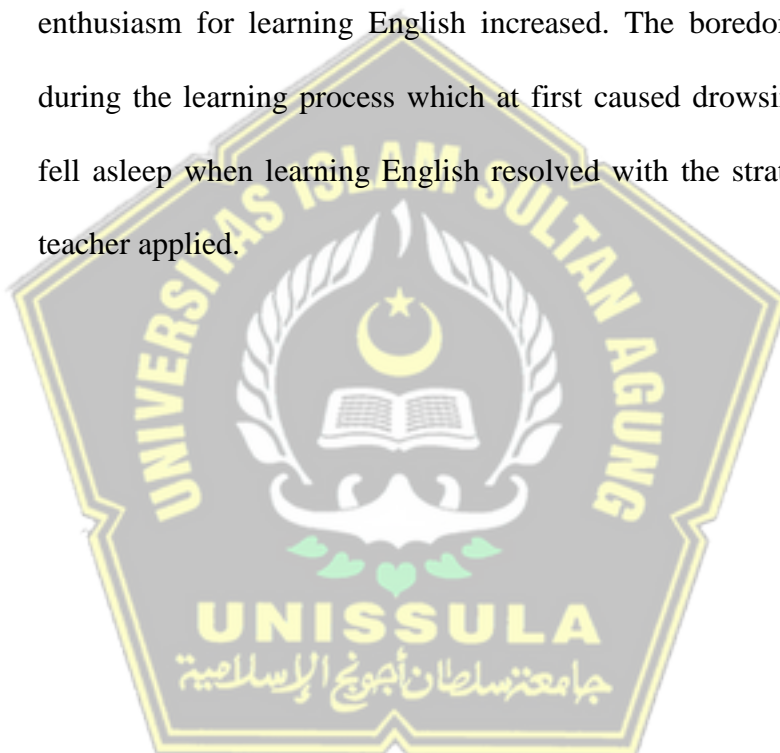
Based on the extraction from the teachers' interview, the researcher found few problems solving from the students' difficulty in learning English, the dominant problem for students was a lack of interests and motivations to learn English. These make students not focus on learning

material and it is difficult to understand the material presented by the teacher. The teacher applied eight strategies that were suitable and commonly used by English teachers to overcome students difficulties in learning English. They are brainstorming, games, movies, songs, translations, realia, motivation, and activities (see, hear, and analyze). The application of the brainstorming method carried out by the teacher in the classroom can trigger students to come up with creative ideas that come to mind. Giving distractions in the form of games in the middle of learning can also be a solution to keep the learning atmosphere fun.

Usually learning using media would get more optimal results so that it would affect quality and success learning. In learning English the teacher uses movies and songs to get students involved in participating in learning from beginning to end. The teacher applies translation so that students can easily follow the lesson and understand a matter or material conveyed by the teacher properly and carefully. The teacher always opens learning by relating the material to everyday life so that students can easily understand the learning material. Motivating students is the obligation of a teacher to increase student enthusiasm in learning. Implementation of activities for students is a strategy that is always used by teachers to increase student creativity so that every student learning does not just listen. The teacher provides opportunities for students to express their ideas through student activity strategies.

4.3.2 What Changes Happen to Students in Learning English

Based on data obtained, the strategies used by the English teacher at SMA Islam Sultan Agung 1 Semarang in teaching was very effective and efficient. After the English teachers implemented several learning strategies, there were positive changes that the students showed during the English learning process. Students' interest, motivation, and enthusiasm for learning English increased. The boredom of students during the learning process which at first caused drowsiness and even fell asleep when learning English resolved with the strategies that the teacher applied.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presented the conclusion of this study and suggestion for the next researcher.

5.1. Conclusion

Based on the result of analysis in the previous chapter analyzing the teachers strategy implemented by English teachers at SMA Islam Sultan Agung 1 Semarang, the writer concluded that the teachers have applied the teaching strategy during the teaching learning process. They could engage the students during the classes since at the beginning of the lesson and maintain their attention up to the last minutes of the lesson.

The teachers applied varied activities in their teaching sequences. During the teaching learning process, they could engage the students and overcome the students boredom effectively. As the result, the students participation was noticable proven. For activities, the two respondents used almost the same strategy given to the students. Respondent 1 used brainstorming, game, movie, and song, and translation strategies. Respondent 2 used brainstorming, game, realia, motivation, activities (see, hear, and analyze), short movie and song strategies. The results of this study indicated that in the process of teaching and learning English there are difficulties that must be overcome by the teacher. There were eight strategies that teachers used to overcome difficulties in learning English including brainstorming, games, movies,

songs, translation, realia, motivation, and activities (seeing, listening, and analyzing).

5.2. Suggestions

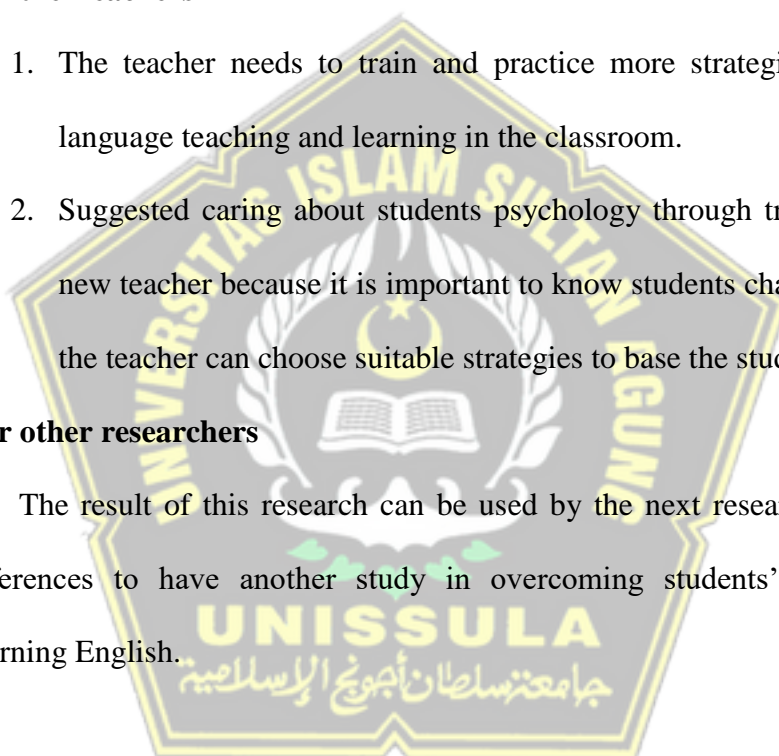
There are some suggestions showing from the findings of the research they are as follows :

For the Teachers

1. The teacher needs to train and practice more strategies in English language teaching and learning in the classroom.
2. Suggested caring about students psychology through training for the new teacher because it is important to know students characteristics so the teacher can choose suitable strategies to base the students needed.

For other researchers

The result of this research can be used by the next researcher for their references to have another study in overcoming students' problem for learning English.



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