THE CHALLENGES IN TEACHING ENGLISH FACED BY ENGLISH

TEACHERS' AT SENIOR HIGH SCHOOL

(A Descriptive Qualitative Research)

A FINAL PROJECT

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

Written by:

Novita Faridatul Maghfiroh
31801900034

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND COMMUNICATION SCIENCE
UNIVERSITAS ISLAM SULTAN AGUNG
SEMARANG
2023

PAGE OF APPROVAL

A Final Project

THE CHALLENGES IN TEACHING ENGLISH FACED BY ENGLISH TEACHERS' AT SENIOR HIGH SCHOOL

(A Descriptive Qualitative Research)

Proposed and Presented by :

Novita Faridatul Maghfiroh

31801900034

Has been Approved by the advisor to be examined by the Board of Examiners

Semarang, 29 Agustus 2023

Advisor

Dr. Kurniawan Yudhi Nugroho, M.Pd

NIK.210813021

PAGE OF VALIDATION

A *Sarjana Pendidikan* Final Project on

THE CHALLENGES IN TEACHING ENGLISH FACED BY ENGLISH TEACHERS' AT SENIOR HIGH SCHOOL

(A Descriptive Qualitative Research)

Prepared and Presented by:

Novita Faridatul Maghfiroh

31801900034

Defended before the Board of Examiners
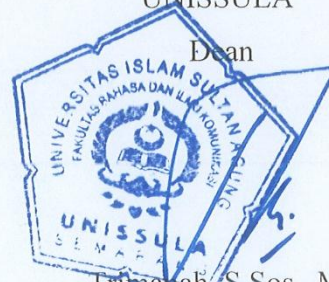
On

And Declared Acceptable

Board Examiners

Chairman   : Dr. Kurniawan Yudhi Nugroho, M.Pd   ....

Secretary   : Nani Hidayati, S.Pd., M.Pd   ....

Member   : Choiril Anwar, S.Pd., M.Pd   ....

Semarang, 6 September 2023

Faculty of Languages and

Communication Science

UNISSULA

Dean

Trimanah, S.Sos., M.Si

NIK. 210813021

STATEMENT OF WORK'S ORIGINALITY

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

Semarang, August 6th, 2023

Novita Faridatul Maghfiroh

31801900034

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

„Allah burdens not anyone beyond his or her capacity"

"Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya."

(Q.S Al-Baqoroh : 286)

DEDICATION

This final project is dedicated to the one and only, my parent (Mr. Nadhif Shofiyanto and Mrs. Fadhilah) and my beloved people around me who had supported and prayed for me in completing this final project. Thanks to involve in making me as I am right now.
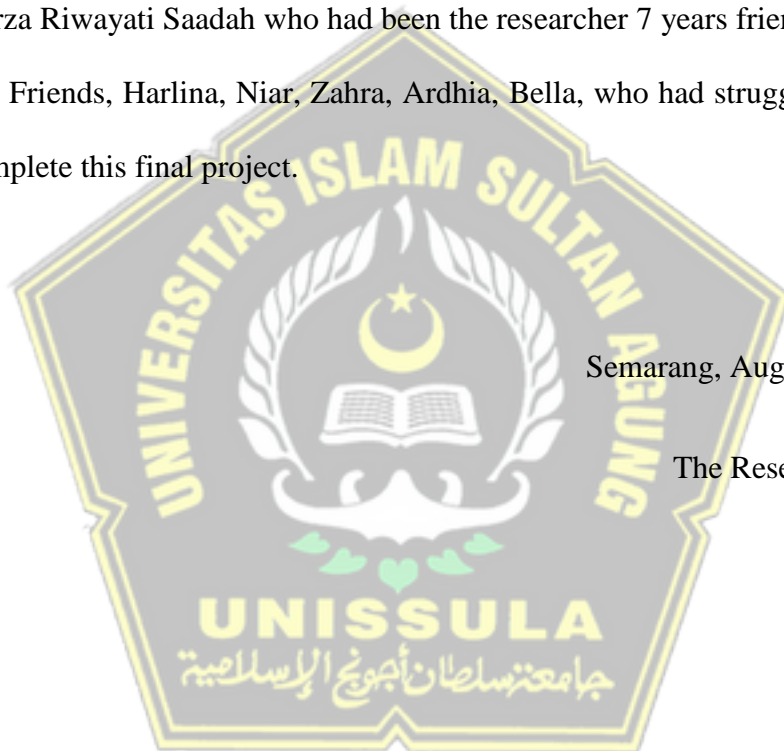
ACKNOWLEDGEMENT

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ
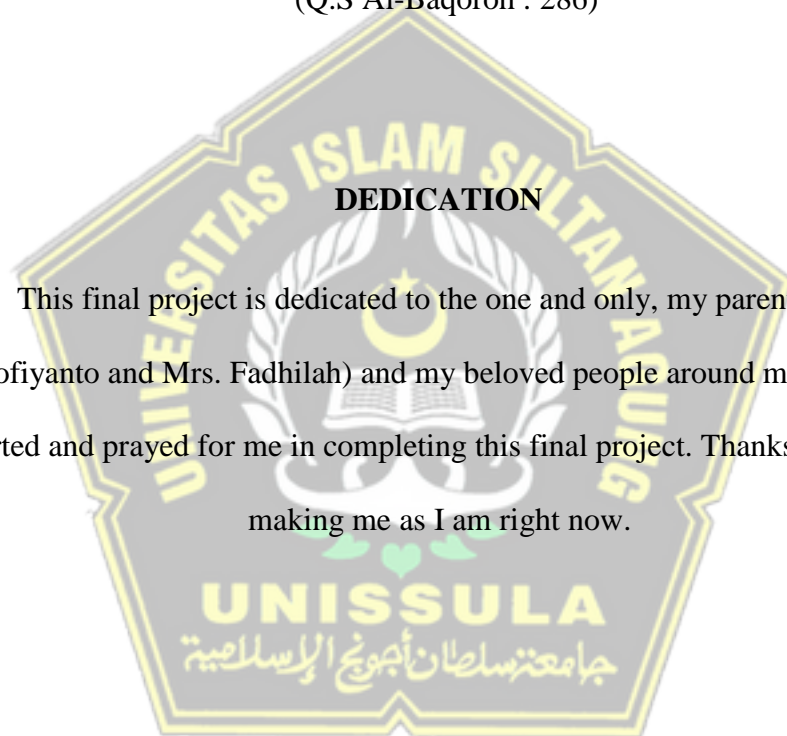
All praise is given to Allah SWT, the Lord of the world for His mercies and blessing, the writer finally could finish this final project. The writer would like to express her biggest gratitude and appreciation for people who have helped her in finishing her final project. The writer would like to say thank you to bellowing people:

1. Prof.Dr.Gunarto, SH, Mhum,. as the Rector of Universitas Islam Sultan Agung Semarang.

2. Trimanah, M.Si., as the Dean of Language and Communication Science Faculty, Universitas Islam Sultan Agung Semarang.

3. Dr. Didik Murwanto, S.S, M.Hum., as the Faculty Secretary of Language and Communication Science Faculty, Universitas Islam Sultan Agung Semarang.

4. Nur Ekaningsih, S.Pd, M.Pd, as the Head of English Eduacation Department of Language and Communication Science Faculty, Universitas Islam Sultan Agung Semarang.

5. Dr. Kurniawan Yudhi Nugroho., M.Pd., the researcher's advisor, for the guidance and patience during the completion of this final project.

6. All lecturers and staffs of Language and Communication Science Faculty, Sultan Agung Islamic University who had been giving motivation, support, and precious knowledge to the writer during her study at Universitas Islam Sultan Agung Semarang.

7. Mr. Nadhif Shofiyanto and Mrs. Fadhilah, the researcher's parent who had been raised and educated, as well as provide support and prayers to the writer.

8. All the researcher friends of English Education study program of Language and Communication Science Faculty, Universitas Islam Sultan Agung Semarang.

9. My Titanium (Mutiara, Reigita, Fanny) for always be the researcher support system for doing this research.

10. Mirza Riwayati Saadah who had been the researcher 7 years friend.

11. My Friends, Harlina, Niar, Zahra, Ardhia, Bella, who had struggle together to complete this final project.

Semarang, August 24th 2023

The Researcher

Novita Faridatul Maghfiroh

31801900034

TABLE OF CONTENT

ABSTRACT

Maghfiroh, Novita Faridatul. 31801900034. *Challenges in Teaching English Faced by English Teacher. Program Studi Pendidikan Bahasa Inggris;* Final Project: Universitas Islam Sultan Agung Semarang. Advisor: Dr.Kurniawan Yudhi Nugroho., M.Pd

This study aims to identify the challenges that experienced by teachers in teaching English. The research design of this study is a descriptive qualitative study. The researcher involved 3 English teachers in an Islamic private senior high school in Central Java as the participants. The researcher interviewed the participants to obtain the data. For analyzing the data, researchers used the theory of Miles and Huberman, including data reduction, data presentation, and data verification and withdrawal conclusion. The finding of this study showed that there are two categories of challenges teachers face in teaching English. The first comes from the students, and the second challenge emerges from the teacher. It starts from the lack of student confidence in speaking English, the lack of student concentration during the lesson, the low motivation of student learning, the lack of student literacy, and the less supportive family environment. Then the challenges of teaching English that teachers face also come from the teachers themselves, including the readiness of teachers who are still not optimal and the hassle of taking care of children at home.

Keywords: English Teaching, Challenges in Teaching English, Teachers' Challenges

INTISARI

Maghfiroh, Novita Faridatul. 31801900034. *Challenges in Teaching English Faced by English Teacher. Program Studi Pendidikan Bahasa Inggris;* Final Project: Universitas Islam Sultan Agung Semarang. Advisor: Dr.Kurniawan Yudhi Nugroho., M.Pd

Penelitian ini bertujuan untuk mengidentifikasi tantangan yang dialami oleh guru dalam mengajar bahasa Inggris. Desain penelitian penelitian ini adalah penelitian kualitatif deskriptif. Peneliti melibatkan 3 orang guru Bahasa Inggris di sebuah SMA Swasta Islam di Jawa Tengah sebagai partisipan. Peneliti mewawancarai partisipan untuk mendapatkan data. Untuk menganalisis data, peneliti menggunakan teori Miles dan Huberman, meliputi reduksi data, penyajian data, dan verifikasi data serta penarikan kesimpulan. Temuan penelitian ini menunjukkan bahwa ada dua kategori tantangan yang dihadapi guru dalam mengajar bahasa Inggris. Tantangan pertama datang dari siswa, dan tantangan kedua muncul dari guru. Tantangan dari siswa berupa kurangnya rasa percaya diri siswa dalam berbicara Bahasa Inggris, kurangnya konsentrasi siswa selama pembelajaran, rendahnya motivasi belajar siswa, kurangnya literasi siswa, dan lingkungan keluarga yang kurang mendukung. Kemudian tantangan pengajaran bahasa Inggris yang dihadapi guru juga datang dari guru itu sendiri, antara lain kesiapan guru yang masih belum maksimal dan kerepotan mengurus anak di rumah.

Kata Kunci: Pengajaran Bahasa Inggris, Tantangan Mengajar Bahasa Inggris, Tantangan Guru

CHAPTER 1

INTRODUCTION

This chapter presents about Background of the Study, Reason for Choosing the Topic, Research Questions, Objective of the Study, Significances of the Study, Limitation of the Study, Definition of the key Terms, and Outline of the Study.

1.1 Background of the Study

Nowadays, Indonesia continually expands its network of relations to establish cooperation with several foreign countries in various fields. Such as in the field of international trade is establishing business cooperation with foreign countries and conducting export and import to increase the country's foreign exchange and meet the needs of each country. In its implementation, communication using a foreign language needs to be done.

Seeing the phenomenon above, the ability to master English is needed. English is one of the most important languages used as a tool of communication all around the world. Therefore, teaching English is mandatory in schools. The government is also increasingly aware of the importance of English in education. Through the Minister of Education and Culture Decree, English began to be taught as a foreign language in Indonesian schools in 1967. The government has recommended that English become compulsory in secondary schools (Songbatumis, 2017). Lie (2007) also argues that "the maintenance of English as a foreign language has been steady as it is officially taught throughout the secondary schools."

However, in reality, the success of teaching English in Indonesia is not optimal; the teaching results are unsatisfactory. This is caused by several factors, starting

from a curriculum that often changes, making it difficult for teachers and the school to adjust curriculum rules. The student's ability, the difficulties faced by students are caused by the lack of motivation that students have, the lack of awareness of reading students in particular English, and the lack of self-confidence of students. Another factor that affects teaching English in Indonesia that could be more optimal is the quality of teachers in mastering English material. Barley & Beesley (2007) also argue that the failure to learn English in rural schools is influenced by a shortage of qualified teachers and resources that support the learning process. A teacher also needs more support to implement more creative and innovative learning.

Therefore, identifying the teacher's challenges in teaching English is necessary so that the results of this study can be used to encourage changes in the quality of education and teaching English in schools.

1.2 Reason for Choosing the Topic

Based on the phenomenon of English language achievement in Indonesia and also previous studies such as Ismail (2011), Attamimi, 2014), and Duarte, (2013) where they only focused on method, strategy, and experience in teaching English. Therefore, this study aims to enrich the results of existing discussions and offer insight into improving teaching English in schools.

1.3 Research Question

This study was aimed to answer the questions as follows :

1. What are the challenges faced by an English teacher in teaching English?

2. How does the teacher deal with the challenges?

1.4 Objective of the Study

Based on the background of the study and the research question above, the objectives of the study are :

1. To identify the challenges faced by English teachers while teaching English in the senior high school

2. To describe the ways the teachers use to solve the problem of teaching English in the senior high school

1.5 Significances of the Study

There are two significances in this study: theoretical significance and practical significance.

1. Pedagogical Significance

    a. Teacher

        For the Senior high school's teachers, this study was expected to motivate the teachers to be more creative in teaching English.

    b. Student

        For students, this study was expected to build students' motivation in learning English.

2. Practical Significances

    a. Teacher

The result of the study can be used as information for English teachers. It is about common problems faced by the teacher in teaching-learning of English in elementary School

b. Writer

The result of the study was expected to enrich the writer's knowledge, give input to her analysis, and prepare her to be the best teacher in the future.

c. Readers

This study will be informative for readers. By reading this research, people will discover the problems English teachers face in teaching English.

d. School

For the School, this research result can be used as a resource for improving teachers' performance, especially in teaching English.

1.6 Limitation of the Study

In this study, the researcher will investigate the everyday challenges of teaching English faced by English teachers and how they deal with them. The study is limited to only 3 English teachers in an Islamic senior private high School in Semarang in the Academic year 2023/2024.

1.7 Definition of the Key Terms

To avoid the misunderstanding and misinterpretation about this title, the researcher divides the title into some key terms:

1. Challenges

Challenges mean something that tests strength, skill, or ability especially in an interesting way. It refers to a reference to important ideas such as putting onself to a test, dealing with interesting thing, and facing the unexpected and the unpredictable thing (Mariani, 2015).

2. Teaching

Teaching is the process of training and individual through the formation of habits, the acquisition of knowledge, the inculcation of ideals, and the fixing of permanent interests (Bennion, 2021)

1.8 Organization of the study

This final project consists of three chapters :

1. Chapter I consists of Background of the study, reason for choosing the topic, research questions, objective of the study, significances of the study, definition of the key term, outline of the study

2. Chapter II discusses review of related literature which contains theories underlying the writing of the study

3. Chapter III deals with research method. It consists of research design, subject of the study, instrument of the study, data gathering, and data analysis.

4. Chapter IV presents reseach result and discussion. It consists of analysis of the result of interview.

5. Chapter V present conclutions and suggestions based on the discussion in the chapter IV

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter present about review of related literature, it is consists of ELT In Indonesia, ELT In Senior high school, concept of teacher, challenges found by English teacher.

2.1 ELT in Indonesia

Each country has a communication medium that can facilitate a relationship between individuals. We call this means of communication language. English is the essential language in the world. In Indonesia itself, English is a foreign language. English is the most important foreign language learned in Indonesia (Yusra, 2019). English in Indonesia is generally taught as a foreign language. The term foreign language in language teaching is different from a second language. A foreign language is a language that is not used as a means of communication in a particular country where the language is taught. At the same time, a second language is a language that is not the primary language but is one of the languages used in general in a country. Meanwhile, foreign languages are usually taught as one of the subjects in schools with the aim of essential communication and mastering the four language skills (listening, reading, writing, speaking) in that language within certain limits. In Indonesia, teaching English as a foreign language changes over time, and policies are influenced mainly by economics and politics.

Teaching English in Indonesia started a long time ago. The government has even developed various curricula and teaching methods to improve students' ability

to master English, one of which is by introducing English earlier, starting from elementary school. However, teaching English is considered challenging for Indonesians (Agung, 2019). This happens because many problems and obstacles still affect the program's implementation, so the results achieved are not maximized. One of these obstacles can be seen in the teaching and learning process in the classroom, starting from the class atmosphere, which is not conducive because of the large number of students in one class, and the learning media provided by the school could be more attractive.

Of course, cases that occur in the world of education place a heavy burden on English teachers to ensure that students learn this international language with optimal support.

In addition, teachers are also required to be able to facilitate the success of mastering the language in class. Therefore, a supportive environment, competition, and innovation are of course very important for Teaching English as a Foreign Language.

2.2 ELT in Senior High School

According to Jayanti and Norahmi (2015) in Indonesia, English instruction starts at secondary (high) school. According to 1967 Decree of the Minister of Education and Culture (now known as the National Department Education), the role of English in secondary schools is "accelerating national development In besides building relationships with others nation and to conduct its foreign affairs wisdom". Therefore, English is a mandatory subject for these two levels. That, too, is one of the subjects to be taken by the student's final exam. Before 1994, English was not

mandatory at the elementary level (elementary school). Only after the 1994 curriculum was revised, the Ministry of Education then has allowed primary schools to include English as a subject for students from grades four, five, and six.

English learning materials in high schools are taught to develop knowledge, language skills, and students' positive attitude toward English. Therefore, the material provided should be presented in an attractive, quality, and appropriate manner for the current level of development. This attraction is expected to increase student motivation in developing the initial ability to speak English. In the process of teaching and learning, curriculum serves as a basis for reaching stages required education. In 2019, the Indonesian government introduced Merdeka Belajar. Merdeka Belajar is a new policy program of the Ministry of Education and Culture The Republic of Indonesia is established by the Minister of Education Indonesian culture, Nadiem Anwar Makalim. the essence of freedom from Teachers must think first before teaching, says Makarim Dear students. Makarim said teachers need to internalize pedagogical ideas. Competencies and curricula to achieve maximum learning outcome (Zahrotun, 2021).

2.3 Concept of Teacher

In this sub chapter, there are two topics which will be discussed: definition of teachers and duties and responsibility of teachers.

2.3.1. Definition of Teachers

Jayanti and Norahmi (2015) state, in Indonesia, English instruction starts at secondary (high) school. According to 1967 Decree of the Minister of Education and Culture (now known as the National Department Education), the role of English

in secondary schools is "accelerating national development In besides building relationships with others nation and to conduct its foreign affairs wisdom". Therefore, English is a mandatory subject for these two levels. That, too, is one of the subjects to be taken by the student's final exam.. The teacher is an adult responsible for assisting students in their physical and spiritual development. To mature to the point where it can stand alone and perform its tasks as a creature of God, a social being, and an independent individual being.

2.3.2. Duties and Responsbility of a Teachers

New developments in teaching and learning have consequences for teachers to improve their roles and competencies. The role and competence of the teacher largely determine the teaching-learning process and student-learning outcomes. Competent teachers will be better able to create an effective learning environment. They will be better able to manage their classes so that student learning outcomes are optimal. Husni, (2020) argues that there are roles that are considered the most dominant and classified as follows:

1. To give knowledge and put the ability to use

    A teacher's role is to provide knowledge according to the level of the students. This brings us immediately to the primary responsibility of a teacher, who is regarded as a source of knowledge. In that situation, the presentation of the subject is critical for all teachers to consider, regardless of the teaching medium used.

2. To make the teaching and learning process easier

This is the most critical thing the instructor should perform before entering the classroom. The teacher's role is to plan, prepare, and guide the teaching and learning process. A well-prepared instructor can also effectively teach.

3. Creator and Researcher

A teacher is always a researcher. They spend most of their time conduct research on their students. Through inquiry, teachers easily grasp the learning ability of students. In a search, teachers identify students' potential and their relevance to society. Teachers often create new pedagogical methods.

4. For knowledge advocates

Teachers need to play the role of knowledge seekers because information technology development finds information now easier. Students today can surf the Internet for the information they need. Therefore, they only partially rely on the teacher. Teachers' responsibilities as information counselors remain the same. Teachers often ask for related materials learners to use.

5. Teachers As Motivators and Inspirators

As a motivator, superior teachers can encourage students to be enthusiastic and active in learning. As a Tinspiration, the teacher must provide inspiration for students' learning progress. Learning problems are the main problems of students, and teachers must be able to provide instructions on how to learn well.

Based on the explanation above, It can be understood that the teacher's task is not only limited to the school walls but also serve as a link between the school and the community. The teacher's task is not only a profession but also a humanitarian and social task. Developing self-professionalism according to the development of science and technology and educating, teaching, and training students is the teacher's task as a professional.

2.4 Challenges Found by English Teachers

In this sub chapter there are two topics which will be discussed; teacher's problem and student's problem.

2.4.1. Teacher's Problem

According to Songbatumis (2017), there are four teacher's problem in teaching English as follows :

1) Limited Mastery of Teaching Method

The lack of mastery in understanding teaching methods is a challenge for teachers. Teachers are expected to teach with appropriate methods according to the needs of students. in implementing learning methods several activities have not been maximally carried out by the teacher, including in the implementation of learning, teachers do not understand and remember the learning steps according to the syntax in the model learning. So that teachers are less able to stimulate students to find their problems in the learning material, under supervision Class teachers are less able to direct less intelligent students to be actively involved by working together in groups, constrained in providing tools and materials if needed in carrying out the project.

2) Unfamiliarity to IT

Teachers are expected to integrate technology into the classroom, yet, this is only sometimes the case. Some of the challenges that teachers may encounter are related to technology. Others include student or parent expectations or whether there is sufficient professional development to assist instructors in becoming skilled in digital technology. There are some reasons teachers can struggle to use new technologies in the classroom:

- Introduced technology is not always preferred

- Differing device capabilities and instructions

- Teachers do not have technology at home

- Lack of adequate ICT support, infrastructure, or time

3) Lack of Personal Development

Efforts to improve the quality of self-development for teachers have yet to be running optimally. This can be seen from the reality that not all teachers can be active in carrying out self-development activities for teachers. That matter causing a lack of development of teachers' ability in teaching and teacher awareness in following the proper self-development program has a very positive impact on the teacher. It is quite a severe problem. The need for self-development for teachers is expected to motivate teachers to improve the quality of teachers through self-development programs that have been attempted.

4) Shortage of Teaching Training

According to Songbatumis, (2017) the lack of training related to learning models, learning methods, character education, and IT results in teachers'

competence and professionalism not increasing. Then the inability of teachers to deal with problems that arise in class is also caused by a lack of training, weak teacher language competence, and hiring instructors whose subjects are not English. So, success in learning is not achieved optimally.

In addition, there are four problems faced by English teachers. The first is limited mastery of teaching training, where teachers still have difficulties in developing teaching methods and are unable to master the development of educational technology. Therefore teachers are always expected to take part in teacher development training.

2.4.2. Student's Problem

Ideally, students understand what English lesson is. However, in the process of learning English, the students may face difficulties Hapsari (2018). There are some difficulties faced by students in learning English:

1) Lack of parental supporting

The role of good parents will support students in carrying out activities, especially in the teaching and learning process. With the role of parents who always pay attention to their children will provide enthusiasm and interest in students in learning so that better learning achievement is achieved. if from a young age the child does not receive support from the family, then various negative impacts will arise for the child such as difficulties in achieving the expected achievements.

2) Lack of discipline students

Discipline in the classroom helps students stay focused on their academics. Over time, this teaches them how to focus in other ways. Disciplined students can stay focused on their goals and make their work a top priority, but if students are not disciplined in learning at school, such as not going to school, coming late to school, being unable to master or understand the subject matter, unable to answer questions given by the teacher, often reprimanded by the teacher and low learning achievement.

3) **Lack of vocabulary**

Vocabulary is also essential in English, but few students have difficulty understanding and memorizing vocabulary. Based on the research finding by Change et al., (2021) The following factors contributed to students' difficulties learning vocabulary:

a. The written form of English differs significantly from the spoken form,

b. The pure number of words students had to learn,

c. The limitations of available sources of word information, and

d. The quality of word knowledge.

The incorrect pronunciation is frequently brought on by a lack of grammatical understanding of the words and a lack of sound similarity between the English language and the students' linguistic communication, which harms word recognition.

4) **Low concentration**

The low of concentration is another factor. When students lack focus, they are unable to learn the material. If the student's concentration is low, it will

also lead to low-quality activities and can lead to a lack of seriousness in learning and reduced understanding of the material. According to Husni, (2020) there are some factors affect concentration:

    a. Exhaustion and sleeplessness,

    b. Environment

    c. Family issues.

The student can study well in the language and get a good grade when all of these elements have been taken into consideration.

5) Speaking problem

Speaking is one of the English language abilities that any learner of a foreign language needs to develop. Research results from Brier and Jayanti (2020) show that they found the difficulties faced or felt by the students in speaking. Three difficulties came from linguistic issues. They were 'lack of vocabulary', 'lack of grammar knowledge', and 'poor pronunciation.' Nine difficulties were related to non-linguistic problems: "not being brave to speak," "not being confident to speak," "being afraid of speaking," "being afraid of making mistakes," "being afraid of being teased by friends," "being nervous about speaking," "being hesitant to speak talking in class," "difficult to express words or sentences," and "confused how to use the right vocabulary."

6) Student's Motivation

Most students are not interested in learning the language and think about passing the class because they are not interested. They don't pay attention to their teacher. Thus they do not learn anything, and even if they did, they would

rapidly forget it given how often it was repeated. Students should be encouraged by their English teachers to repeat words as they learn them. Instead of verbally encouraging pupils, consider giving them some awards to boost their drive and interest (Husni, 2020). The students' unfamiliarity with using English also makes it more difficult for students to understand English subjects at school, and students also assume that English subjects are complex subjects.

we can conclude that in general there are two factors that cause students to experience learning difficulties, namely internal and external factors. Internal factors are caused from within the student himself while external factors originate from outside the student himself such as from the family, school, community, and also from the friendship environment. These two factors make it difficult for students to learn, in this case it is difficult to receive, understand and also apply the knowledge taught to them. These difficulties will also result in students obtaining low academic achievement and may not even pass the established achievement standards.

2.5 Review of Previous Studies

The literature review is used as a comparison against existing research on the excess or shortage that existed before. The formulation in the study of literature is fully excavated from material written by experts in the field related to the research. The researcher attempts to review a previous study that addresses the challenges in teaching English faced by English teachers. This study investigated the teachers'

challenges in teaching English as well as the solutions to overcome those challenges.

Previous studies mention that the challenges associated with students are a lack of mastery of vocabulary, lack of parental support, lack of student concentration, lack of discipline students, bored students, talking problems, pronunciation problems, and confidence problems. Then, the challenges faced by teachers the lack of teacher training, limited mastery of teaching methods, ignorance of IT, and lack of teacher professional development. *Challenges In Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia* (Songbatumis, 2017)

Other studies are also found that the teacher miss the step of review, refine, and improve because she did not collect the student's feedback. Then, the second finding of research showed that the challenges in teaching English are the teacher's knowledge is still low, passive students, students' low English proficiency and lack of source. *Teacher's Strategy, Performamce and Challenges in Teaching English* (Pasutri, 2020; State, 2019; Harsono, 2019).

The researcher discovered that a number of the difficulties that teachers face in their work stem from particular aspects, based on some of the earlier studies that were mentioned earlier. that the teachers themselves and the students' facility are the source of the difficulties. The researcher used the reference provided for this study because she will be investigating a similar topic, namely the teachers's challenges when teaching English in senior high schools and the efforts teachers make to overcome these difficulties. The related studies presented in this study have been conducted for a considerable amount of time. As a result, the researcher is of

the opinion that various aspects of the subject have undergone significant shifts and distinctions over time.

CHAPTER III

METHOD OF STUDY

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

3.1 Design of the Study

This data used the descriptive qualitative method. A descriptive qualitative design was the theoretically and practically appropriate approach that the researcher utilized to investigate the cases in greater depth for this research. According to Lambert (2013), qualitative descriptive studies are the least "theoretical" of all of the qualitative approaches to research. Yusra (2019) also state that the qualitative study allows the researcher to explore phenomena, such as feelings or manners of thinking. The purpose of this descriptive study is to make a description, description, or painting systematically, factually and accurately of the facts, the characteristics and the relationship between phenomena investigated. In this study, the researcher interview a teacher about the challenges of teaching English in a senior high school. In addition, the researcher only focuses on identifying the challenges that most of teachers faced while teaching English in senior high school.

3.2 Participant of the Study

According to the study's characteristics, the participants of this study was three English teachers at a private Islamic high school in Semarang. The researcher used non-random sampling, which is purposive sampling in this analysis. The reason for

choosing these teachers for the researcher to use as a sample is because these teachers can provided important information about teachers' challenges in teaching English. After all, these teachers teach in schools where the facilities and infrastructure are inadequate. Some teachers there also experience difficulties or challenges in teaching English, and students' competence in learning English still needs to improve. With these characteristics, the researcher choose these teachers to be involved in this activity.

This study was conducted in a private Islamic senior high school in Semarang, Central Java. Three English teachers purposively recruited as a participant of the study. Their age is between 35 – 50 years old and have different educational background. for more details, see the table below:

Participants	Category	N
Age range	>30	
	31 – 40 years	
	41 – 50 years	3
Educational qualification	Bachelor Degree	1
	Master Degree	2
	Doctoral degree	
Number of Childrens	One Child	
	Two child	1
	Three child or more	2
Wife/Husband's job	Teacher	
	Government Employees	

| | Privately owned business | 3 |
| | Unemployed | |

3.3 Instrument of the Study

To gather the data, the researcher used the one on one interview or individual interview and observation. Observation is an activity of observing a particular object carefully directly at the research location. The type of observation used by researcher is non participant observation in which researcher acted as passive observer. Observer simply observe the teaching and learning process without interrupting or engaging the participant's activities. In other words, the non participant observating observer simply sits in a convenient location to observe and record the phenomenon under study (Pasutri, 2020). In the observation step, the researcher observe how the teacher performs in teaching English process, how the teachers give instructions to students, how the teachers use their voice in class, what the teaching method that teachers used, how the teachers evaluate the success or the failure of the lesson, and how about the facilitate in the school.

Then for the type of interview that the researcher used is one on one interview or individual interview. Several questions have been prepared by the researcher, including what are the teacher's challenges in teaching English, is attracting students' attention in the English learning process a challenge for a teacher in teaching English, and is maintaining student concentration a challenge for the teacher?, whether curriculum changes affect teacher performance, then how teachers face these challenges. The researcher asked questions and records answers

from only one participant in the study at a time. Besides that, the researcher use the informal language in bahasa to make the teachers feel comfortable and make the atmosphere of the interview less rigid.

3.4 Data Collecting Procedure

The researcher selected sites that can provide information for understanding the central phenomenon relevant to the study. The location for the study is at Islamic senior private high school in semarang. The researcher contacts prospective teachers who will be studied by phone. The purpose of contacting the teachers was to introduce participants to the purpose of this study and to see if they would accept or refuse to be involved in this activity. After obtaining approval, the researcher submitted an official research letter from the faculty to the principal to ask for permission to conduct research at school. After confirmation, the researcher asked them to sign the informed consent letter that provided.

Before starting the study, the researcher prepared research instruments: observation sheets and interview questions. Then arrange a meeting with the interviewers. The researcher record and takes notes during the interview process. After obtaining the data, the researcher considered appropriate information about the challenges faced by the teacher in teaching English during the interview. Not forgetting to thank the participants and inform them about the use of the data and the availability of a summary of the results when the researcher completes the research.

3.5 Data Analysis

The next step after collecting the data is data analysis. In this study, the researcher analyzes the data qualitatively. The purpose of data analysis is to describe the data so that it can be understood, then to make conclusions or draw conclusions about the data obtained from the sample. According to Pasurti, (2020), the purpose of data analysis is to examine systematic data obtained from interviews, observation, and fieldnotes, organize the data into categories, describe the data, and select those that are significant and should be analyzed. In this study, the researcher uses Miles and Huberman's theory to analyze the data. There are several steps: Data reduction, Data Display, and Conclusion Drawing.

Data reduction becomes the first step in analyzing the data in this research. Data reduction is how Miles and Huberman (1994) refer to this first of their three components of qualitative data analysis. The process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written field notes or transcriptions are referred to as data reduction. In this study, the data is from transcription from audio recorded. The interview data gathered in Bahasa Indonesia or the mother tongue based on the participants' use in the interview process. Then all record data were written by sentence. The transcript should have different names depending on content, date, and time.

Data display is the second element or level in Miles and Huberman's (1994) model of qualitative data analysis. In this study, data is displayed in tabular form and by using a code according to the theme. According to Maxwell (2016) in qualitative research, the purpose of coding is to "fracture" the data and reorganize it into categories that make it easier to compare things in the category. The

researcher read the interview transcripts, understood every phrase, and provided a suitable code for the study. The next step is to categorize the data. Some data from interviews and observations can be deleted because they are unrelated to the research, and other data can be used to analyze to find conclusions from the research.

The last step of the data analysis technique is conclusion drawing. In this step, the researcher identify the results of the interviews obtained and identified. The researcher interpret the inward data conclusions from the research. Finally, the data is interpreted to determine teachers' actualization when facing challenges in teaching and learning English.
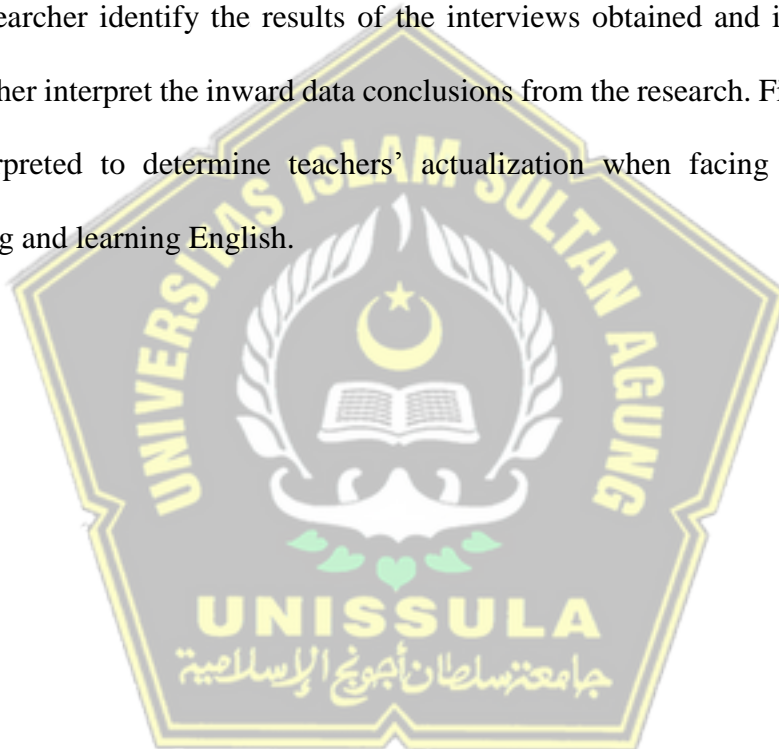
CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher is going to present result of the analysis related to the teachers' challenges in teaching English in Senior high school. The data collected from three teachers with all of the class at the school each teachers get three classes were analyzed into kinds of instrument, namely observation classroom and interview to the teachers. To make it easier to present the data, I divide the data findings into 2 parts, the first is the challenge that comes from the students, and the second is the challenge that comes from the teacher itself.

4.1. Findings

The findings of the research based on the results of interview and observation. In this research, three English teachers were involved as the informants. In order to keep the informants' privacy, their names are initiated. They are Mrs S, Mr.J, and Mr.M. The researcher did the research at one of the Islamic senior private high school in Semarang 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.

4.1.1. The Challenges in Teaching English Faced by English Teachers'

The following descriptions were presented in attempt to answer the research questions dealing with the teachers' challenges in teaching English. Three English teachers were present who taught English in grade 10 11 and 12. The researcher

obtained the data by doing interview and recording all the conversations. Here were the results of the interview.

4.1.2. Lack of Students' Self-Confidence

The teacher's challenge in teaching English starts from the lack of self-confidence of students in speaking English, as argued by Mrs.S:

> "The first challenge is that students are still embarrassed to speak English; they are afraid if they pronounce English incorrectly, which has been an obstacle from the past until now; I have said that it is okay if one is wrong; the important thing is to have the courage to try first, but they are still embarrassed and not confident"

From the statement above, it shows that students' self-confidence is still low, the teacher has also motivated students to always be confident by trying to practice English conversation. As we know speaking is one of the four English skills. This skill is also very important and affects students' English skills. Mrs.S said that the students were silent when the teacher asked them to use English. Mrs. S also stated that the cause of the students' lack of confidence was that they were embarrassed and afraid of being wrong in pronouncing English, then students are also afraid of the response of their classmates if they make mistakes in pronunciation. To overcome students' lack of self-confident the teacher advised students to listen to songs and films in English to improve students' English skills. As the teacher state:

> "I tell them to listen to more songs in English, or maybe they like to read novels or watch movies in English because they can improve their English skills as a hobby. Some follow my advice, and others like to play the game; it can also enhance their ability to speak English because the settings are all in English, right, sis? Then there are those

whose hobby is chatting with outsiders, so there are indeed some students whose hobbies can improve their English skills"

The teacher suggests to students to listen to more English songs, read English novels, and games that train students' speaking, then the teacher suggests communicating with outsiders to train students' speaking. some students have carried out the teacher's suggestion and the teacher feels there is progress in student speaking.

4.1.3. Low of Students' Consentration

The next challenge English teachers face in teaching English is the lack of concentration of students when learning. They are too focused on cell phones in class and do not pay attention to the teacher's explanation. Even though the teacher had warned them not to use cell phones, they still played secretly with their cell phones. As said by Mrs.S:

> "Children nowadays have a decreased focus because they often play on cell phones. After all, they often play on cell phones, so they do not concentration. They need to learn when to play on cell phones and when not. Even though they were warned not to play cellphones but they still did"

From the statement above, it can be concluded that even though the teacher has warned students not to play with cell phones, students still do it secretly; besides that, students also talk with friends during the learning process. From the observations that the researcher did, this was caused because the children were bored with the teacher's monotonous delivery of teaching material. Students are less interested in learning, so they focus on their phones. Students only focus on the

teacher's explanation in the first minute, about the first 10-15 minutes, after that they already feel bored with the teacher's explanation.

4.1.4. Lack of Students' Literacy

Lack of students' literacy causes challenges in teaching English. like the third English teacher (Mr.M) said:

> "The obstacle for the children is their lack of literacy so they don't have the desire and enthusiasm for literacy or reading.."

As we know literacy is very important for students to improve skills and knowledge. As the saying goes, reading is a window to the world. if their literacy is lacking then it will have an impact on not being optimal in learning English, they will lack of knowledge. This is caused by the teacher's monotonous teaching, boring teaching media which is only centered on reading books. So from that the third teacher tries to increase students' literacy interest by coming up with ways or media that can stimulate them to be more interest in reading.

> "So how to deal with it? Yes, we come up with methods or media that can stimulate them to want to read well, for example we only rely on reading books, reading texts that are not very interesting for them will be difficult later, so we come up with supporting media, for example there are sound illustrations then there are videos. that we present, actually the video is an audio-visual version of the text they are reading, so it will be more interesting for them"

From the statement above, it shows that the teacher has tried to come up with a way to stimulate students' interest in reading by providing them with interesting learning media, such as providing voice illustrations, providing video

audio-visual versions of the reading they are reading, therefore students become more interested.

4.1.5. Lack of Students' Motivation

The researcher got the data from the second English (Mr.J) teacher which can be listed below. The second English teacher stated that the biggest challenges that his faced in teaching English is lack of students' motivation.

"The most significant difficulty or challenge here is student learning motivation, so fostering student learning motivation is the most difficult"

As we know motivation is one of the most significant things in learning process. without motivation, the purposes of learning is tough to be achieved. When learners have it in learning process, they will more understand with the materials, especially English. Unfortunately, students' learning motivation is now very low. Based on observations, the researcher found that when learning English, students were less enthusiastic and had no motivation to learn English, they looked lazy, and considered learning English to be challenging, the teacher also gave too many assignments. However, in overcoming this problem, the second teacher (Mr.J) uses a personal approach. Namely, the teacher approaches students personally and then motivates them. Here's his the statement:

'To overcome this I used a personal approach, I approach the students personally and then I give them motivation"

The teacher gives an approach to students such as recognizing students, then analyzing what problems make these students have no motivation in learning

English, then the teacher gives motivation or advice to students to be more active in participating in English lessons.

4.1.6. Less Supportive Family Environment

The next challenge faced by teachers is the lack of support from the family environment. As the first English teacher said (Mrs. S):

> "Most of them lack support from parents, lack motivation. parents do not control students when at home"

Parents do not help students in learning and do not control students when they are at home. Parents do not provide special motivation for students to develop their abilities, especially those related to learning English. they do not control the progress of their children in the learning process at school.

> "Ohh, maybe from a family background, if from a family background, the English is usually good, it's typically fast if the environment is not supportive, then the interest in learning is low, it also affects it, because if you speak English, it's a skill if you practice it often, so your English will be good"

The purpose of the teacher's explanation above is, if the families of the students already have good basic English then teaching them English will be easier, because their family environment is supportive, such as often practicing English conversations at home, parents also control their development. children when at home, and also often monitored the development of students' English skills. but if on the contrary most of them parents rarely have basic English, then it is difficult for children to develop their abilities at home, because their environment is less supportive.

4.1.7. Inadequate Teacher Preparation

The challenges faced by the English teacher also came from himself, namely the lack of preparing the material. As the teacher stated:

"The challenges also came from me. The preparation is sometimes lacking, especially when dealing with children now is different, so I have to keep learning..."

The statement above shows that sometimes the teacher is also lacking in preparing learning material. This is caused by being busy taking care of children at home. The teacher's busyness at home also affects the teacher's readiness in preparing the material. When the teacher is already busy with homework, such as taking care of a child who is still a toddler and is often fussy, every morning has to prepare the child to go to school. At night when the teacher is about to prepare material then the child has not slept, the teacher will be distracted and unable to focus on preparing learning materials.

Seeing these challenges the teacher has a way to overcome these challenges, namely managing time and applying priority scales. The following is an explanation from the third teacher (Mr.M):

"We must be able to divide our time well, such as by applying a priority scale to manage our time because our role at home is as important as our role at school. Do not let our role at school make us forget that we have significant responsibilities at home. That means it has to be balanced. Every teacher may be different in facing this challenges..."

The statement above shows that the teacher applies a priority scale so that the teacher can divide his time, because the role of the teacher at school and at home

is equally important. to overcome difficulties in preparing learning material, at night so that the teacher can focus on preparing material, the teacher waits for his young children to sleep first, then the teacher can prepare the material properly. That is one example of how teachers deal with this problem. Even so, teachers will also continue to learn to improve teacher performance by continuing to develop themselves. As explained by the third teacher(Mr.M) when the researcher asked about the importance of teachers self-development:

> "When teachers do not want to learn, they do not want to develop themselves; it is over, and they will die. It means that we must want to develop our abilities. Our children's character is also always developing, so sayyidina ali bin abi tholin ever preached, "Educate your children according to the times" Now, that is the importance of us always having to update information, always learn, always wanting to open up insights. Refrain from being satisfied with what we have today; it has to do with knowledge; yeah, if it has to do with wealth, you must be satisfied and grateful. However, with that knowledge, we have to always look for the best because the world is growing; if we do not want to learn or update information, our children have inevitably abandoned us"

The explanation above shows how important self-development is for a teacher. such as development related to material knowledge, IT development knowledge, and so on. teachers must stay updated and be able to keep up with the times. because the ability of today's students is also growing, if a teacher cannot adjust it will be left behind by students.

4.2. Discussion

Based on the findings, the researcher discussed the research questions in this study. To answered the research question "what are the challenges faced by English

teacher in teaching English?" and "How does the teachers deal with the challenges?" the researcher conducted the interview with three English teachers. The finding of this study showed that there are several challenges that the English teachers' faced, partly from the students' and partly from teacher itself. The first challenge is the lack of concentration and lack of self confidents to cope this challenges, the teacher advised students to listen to songs and films in English to improve students' confident. Based on statement illustrated by Annisa (2021) in her thesis, she stated that most students felt nervous or panic when they were not able to speak English in front of the class, students also still lack vocabulary, this case made students' got difficulty in translating sentence and choosing the right words to say which causes them to low confidence in speaking English.

The next challenge is family background or lack of support from the environment, and then student learning motivation still needs to improve. The finding showed that students get difficulties in learning English because of their lack of motivation. Lack of motivation is the most significant difficulties in learning English. To cope with these challenges, the teacher provides a personal approach and motivates students. Hapsari (2018) states Lack of motivation influences the students' attitude in the teaching learning process. Students who have lack of motivation tend to have negative attitude.

Then the next challenge is student literacy which is still low. To overcome this, the teacher comes up with ways or media to stimulate them to be more interested in reading by providing sound illustrations and audio-visual versions of videos.

Apart from the students, the challenges also arise from the teachers themselves; the first is the preparation of the teachers, who are sometimes not mature enough and are busy taking care of the children at home. To overcome this challenge, the teacher applies time management and a priority scale so that the teacher can divide his time well. Time management is an important aspect for educators, mainly because this profession tends to have busy schedules and many responsibilities that must be completed. With good time management, an educator can easily be addressed at work. This can be a complement to songbatunis (2017) research. In her research the teachers' challenges are short- age of teachers' training, language proficiency issue, limited mastery of teaching methods, unfa- miliarity to IT, and lack of professional development.
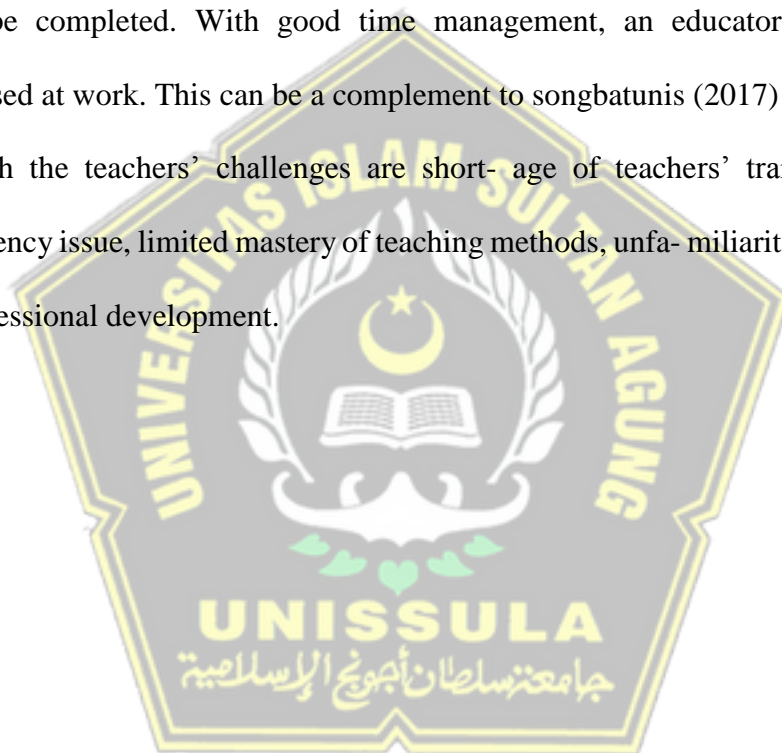
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two section, the first section deal with the conclusion of findings of the research and the other one deal with suggestion.

5.1 Conclusion

The researcher started this research from July 17 2023 - July 25 2023, I involved 3 English teachers to become participants in this research, this qualitative study aimed to explore the challenges in teaching English faced by English teacher. Based on the findings and discussion in the previous chapter, the researcher drew the conclusion:

In the first research question, the researcher found that there are two categories of challenges faced by the teachers in teaching English. The first are come from the students; and the second challenges emerged from teacher itself. From the students' it starts from the lack of student confidence in speaking English, the lack of student concentration during the lesson, the low motivation of student learning, the lack of student literacy, and the less supportive family environment. Then the challenges of teaching English that teachers face also come from the teachers themselves, including the readiness of teachers who are still not optimal and the hassle of taking care of children at home.

And for the second research question, the researcher 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.

5.2 Suggestion

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

1. Suggestion for teachers'

Teachers should develop skills in teaching English, a willingness to prepared a lot of teaching materials, knowledge of broad characteristics student language and English structure, as well as a warm, friendly attitude which will balance the balance of students' lack of knowledge.

2. Suggestion for next researcher

Future researchers who want to do similar research with the same focus are expected to compensate for 65 weaknesses of this study and conduct better research. The next researcher should continue this research by focusing on a more effective strategy for facing the challenges described earlier.
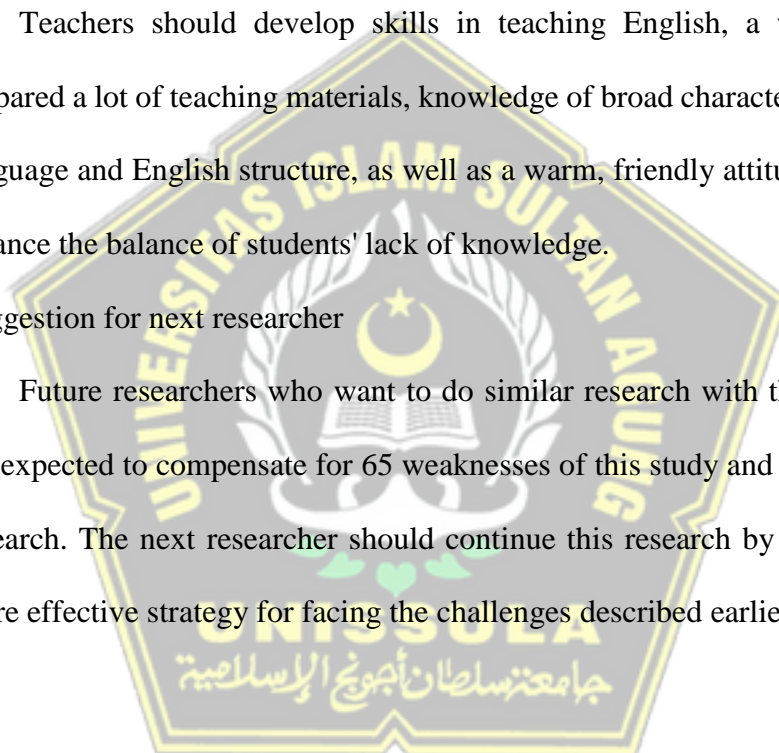
REFERENCES

Agung, A. S. N. (2019). Agung, A. S. N. (2019). Current Challenges in Teaching English in Least-developed Region in Indonesia. SOSHUM : Jurnal Sosial Dan Humaniora, 9(3), 266–271. https://doi.org/10.31940/soshum.v9i3.1317Current Challenges in Teaching English in Least-developed . *SOSHUM : Jurnal Sosial Dan Humaniora*, *9*(3), 266–271. https://doi.org/10.31940/soshum.v9i3.1317

Bennion, A. (2021). Knowledge and Use of the Science Practices from a Content Course to Student Teaching: A Study of Preservice Elementary Teachers. *A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy (Educational Studies) in the University of Michigan*.

Brier, J., & lia dwi jayanti. (2020). *Speaking Problems Faced By The English Department Students Of Syiah Kuala University*. *21*(1), 1–9. http://journal.um-surabaya.ac.id/index.php/JKM/article/view/2203

Change, G., Cimino, M., York, N., Alifah, U., Mayssara A. Abo Hassanin Supervised, A., Chinatown, Y., Staff, C., & Change, G. (2021). An Analysys About Students' Troubles In Acquisition English Vocabulary. *Paper Knowledge . Toward a Media History of Documents*, *3*(2), 6.

Duarte, F. P. (2013). Conceptions of Good Teaching by Good Teachers: Case Studies from an Australian University. *Journal of University Teaching and Learning Practice*, *10*(1), 52–67. https://doi.org/10.53761/1.10.1.5

Elfirahayu, S., & Harsono, S. U. (2019). Pengembangan Diri Bagi Guru di SMK Muhammadiyah 2 Klaten Utara. *(Doctoral Dissertation, Universitas Muhammadiyah Surakarta)*.

Hapsari, S. P. (n.d.). *Students' Difficulties in Learning English at a State Vocational High School Sri Puji Hapsari Universitas Muhammadiyah Yogyakarta*.

Husni. (2020). *The Problems Faced By the Teachers in Teaching English As a*. 74.

Ismail, S. A. A. (2011). Student Teachers" Microteaching Experiences in a Preservice English Teacher Education Program. *Journal of Language Teaching and Research*, *2*(5), 1043–1051. https://doi.org/10.4304/jltr.2.5.1043-1051

Jayanti, F. G., & Norahmi, M. (2015). Efl: Revisiting Elt Practices in Indonesia. *Journal on English as a Foreign Language*, *4*(1), 5. https://doi.org/10.23971/jefl.v4i1.70

Lambert, V. a., & Lambert, C. E. (2013). Qualitative Descriptive Research: An Acceptable Design. *Pacific Rim International Journal of Nursing Research*, *16*(4), 255–256. http://antispam.kmutt.ac.th/index.php/PRIJNR/article/download/5805/5064

M. Al-Tamimi, N. O., & Attamimi, R. A. (2014). Effectiveness of Cooperative Learning in Enhancing Speaking Skills and Attitudes towards Learning English. *International Journal of Linguistics*, *6*(4), 27. https://doi.org/10.5296/ijl.v6i4.6114

Mumary Songbatumis, A. (2017). Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia. *Journal of Foreign Languange Teaching and Learning*, *2*(2). https://doi.org/10.18196/ftl.2223

Pasutri, N. S. (2020). Teachers' Strategy And Challenges In Teaching Higher-Order Thinkingskills In The Rural Area: A Case Study At Junior High School In Gaung District, Inhil, Riau. *Kaos GL Dergisi*, *8*(75), 147–154. https://doi.org/10.1016/j.jnc.2020.125798%0Ahttps://doi.org/10.1016/j.smr.2020.02.002%0Ahttp://www.ncbi.nlm.nih.gov/pubmed/810049%0Ahttp://doi.wiley.com/10.1002/anie.197505391%0Ahttp://www.sciencedirect.com/science/article/pii/B9780857090409500205%0Ahttp:

State, F. (n.d.). *Teacher Role In The Promotion Of Mastery Learning : Perspectives On Strategy And Performance In Fet Schools*.

Yusra, M. (2019). *Students' Belief On English As Foreign Language Learning: A Case Study At English Education Students, Faculty Of Education And Teacher Training*.

Zahrotun, shafa salsabila. (2021). *Merdeka Belajar to teach Procedure Tet*.