THE PROBLEMS FACED BY ENGLISH TEACHER IN TEACHING ENGLISH AT A PRIVATE SENIOR HIGH SCHOOL

A FINAL PROJECT

Presented as a partial Fulfillment of the Requirements to Obtain the

Sarjana Pendidikan Degree in English Education

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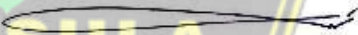
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A Sarjana Pendidikan Final Project on

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STATEMENT OF WORK'S ORIGINALITY

The researcher here by declare that undergaduate final project in wrote does not contain 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 her degree obtained from that paper.
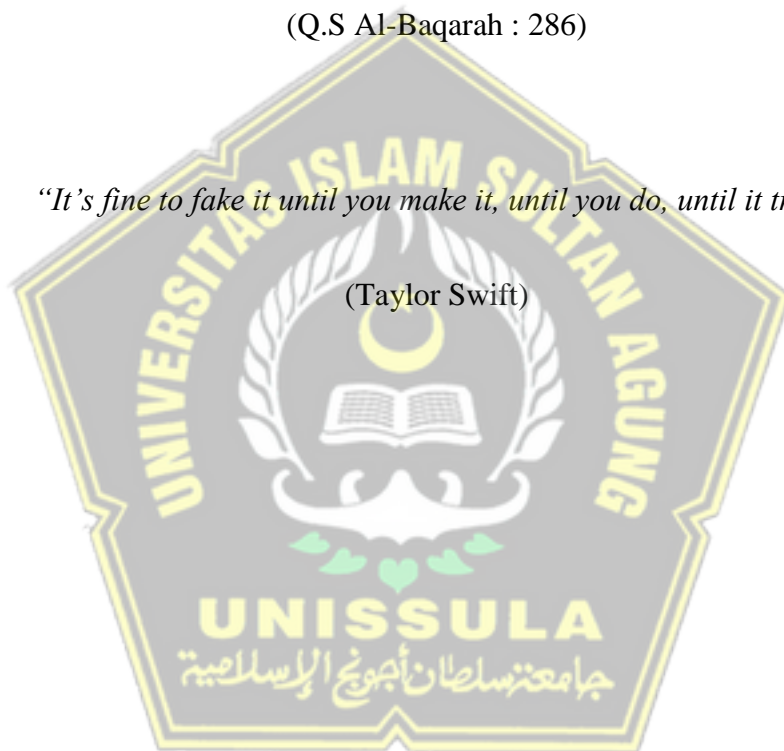
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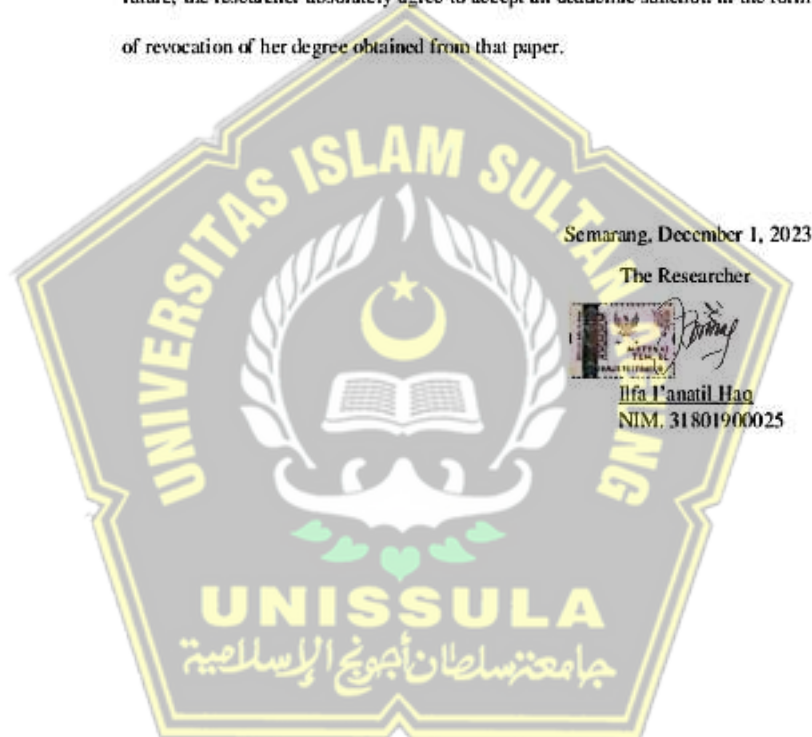
MOTTO

"Allah burdens not anyone beyond his or her capacity"

(Q.S Al-Baqarah : 286)

*"It's fine to fake it until you make it, until you do, until it true"*

(Taylor Swift)

DEDICATION

This final project is dedicated with affection, love, and gratitude to:

1. My beloved parents, Mr. Jauhari and Mrs. Sri Zumiati who always supported and prayed for me during the completion of this study. Your kindness, patience, and responsibility will not be forgotten forever.

2. My lovely brother and sister who have given endless support, motivation, and everything.
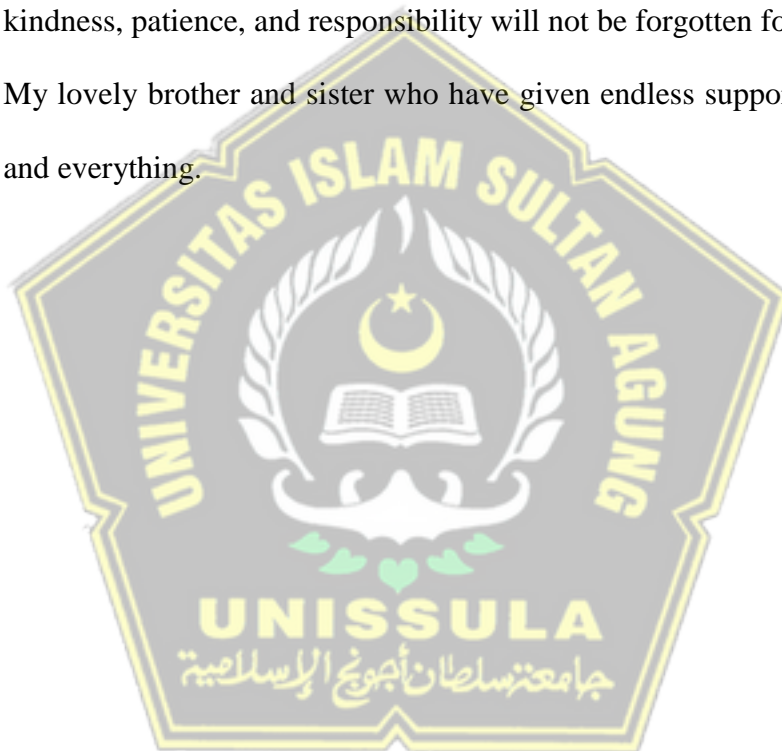
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Alhamdulillah, all praises raised to our mighty God, Allah SWT, the single power, the Lord of the universe, for blessing and mercies, which allowed the researcher to complete this final project. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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

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ABSTRACT

Ilfa I'anatil Haq, 31801900025. *The Problems Faced by Teacher in Teaching English at Private Senior High School in Pati.* English Education Department; Final Project: Universitas Islam Sultan Agung Semarang. Advisor: Dr. Kurniawan Yudhi Nugroh, S.Pd., M.Pd.

The result of this study aims to identify the problems that the experienced by teachers in teaching English in the class. The research design of this study is a descriptive qualitative research. The subject of this study was 2 English teachers in Private Senior High School in Pati Central Java. The researcher interviewed the participants to obtain the data. For analyzing the data, researcher used the theory of Miles and Hubermans' including data reduction, data presetation or display, and data conclusion drawing or verification. The finding of this study showed that the problems faced by teacher in teaching English related to learning facilities, problems faced by teachers in managing the class, the use of approriate teaching method, teachers' motivation.

Keywords: Teaching, Teaching English, Teachers' Problems in Teaching English
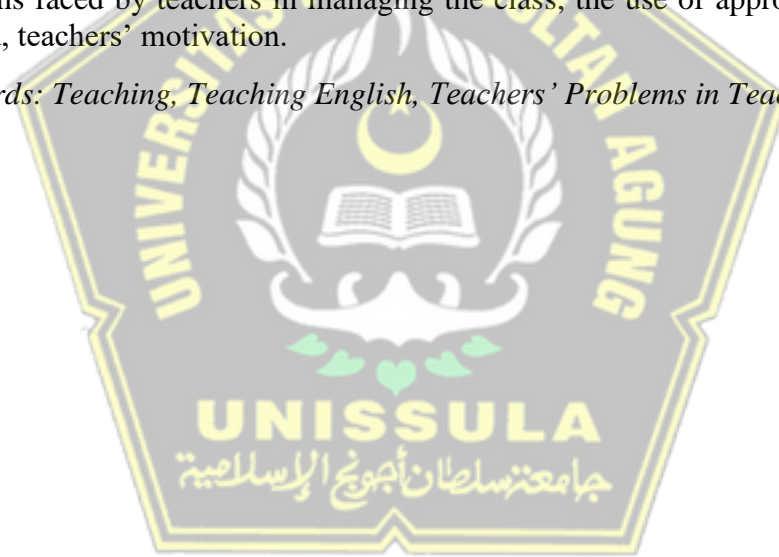
INTISARI

Ilfa I'anatil Haq, 31801900025. *The Problems faced by Teacher in Teaching English at Private Senior High School in Pati*. Program Studi Pendidikan Bahasa Inggris; Final Project: Universitas Islam Sultan Agung Semarang. Advisor: Dr. Kurniawan Yudhi Nugroho, S,Pd., M.Pd.

Hasil dari penelitian ini bertujuan untuk mengidentifikasi masalah-masalah yang dialami dalam mengajar bahasa inggris di dalam kelas. Desain penelitian ini adalah penelitian kualitatif deskriptif. Penelitian ini melibatkan 2 seorang guru SMA Swasta di Pati Jawa Teangah. Peneliti mewawancarai partisipan untuk memperoleh data. Dari hasil menganalisis data, peneliti menggunakan teori Miles dan Huberman's meliputi reduksi data, penyajian data, dan penulisan kesimpulan. Temuan penelitian ini menunjukkan bahwa permasalahan yang dihadapi oleh guru di pengajaran bahasa inggris yang sesuai dengan fasilitas pembelajaran, permasalahan mengatur kelas, penggunakana metode pengajaran, and motivasi guru.

Kata kunci: Pengajaran, Pengajaran Bahasa Inggris, Permasahalan Guru Mengajar Bahasa Inggris

CHAPTER I

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

English has been taught as the first foreign language in secondary schools in Indonesia since 1946, a year after Indonesia gained it is independence in 1945. As a result, Indonesia has been in existence for 77 years. English teacher adapted to the latest developments, which are centered on their professional and educational competences. It includes understanding the four English language components: grammar, vocabulary, spelling and pronouncing as well as the four language skills: listening, speaking, reading, and writing. English is generally taken to apply the students who study in English speaking at school and institutions in their own country as viewed as temporary residents of the target language country, which means the students who learn English only have a chance to practice activities at school.

In Indonesia, the qualification of teachers are becoming an issue. The educational background that is expected to provide Indonesian teachers with the necessary culture capital; subject matter expertise, and certification was not sufficiently pursued by them. Students typically accept and believe the subjects

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that their teachers teach in class with grace (Marcellino, 2015). Therefore, the teachers should be able to effectively manage the classroom when teaching English. Teachers must be imaginative and use engaging teaching method to keep the students engaged. As Brown (2007) states, teaching is showing or helping students to learn how to do something, giving instruction in the study of something, providing language, and causing them to know or understand. It means that the teachers can make students feel interested or comfortable in studying English so, the students will focus on the learning process. Indonesian students are culturally passive, silent and shy in class (Exley, 2005). They do not participate in the class activities, although the students are asked by the teacher to participate. So, teachers should prepare the concept of teaching as well as possible and demand to create fun learning. Because English is perceived by some students as the most challenging subject. Students' motivation to learn English as quickly as possible will rise when learning is enjoyable.

Lessons in English at Senior High Schools are limited time for non language majors, there are 2 x 90 minute sessions, and for language majors, there are 4 x 90 minutes sessions. In general, the time for English lessons is not enough for the students to learn and use the language. Most students learn English just to satisfy the school requirement needed that the students can graduate from their schools. The students do not really feel that it is very important for their future. We rarely see senior high school students who can communicate in English; it can predict that one of the students must have taken additional English courses outside the school. The students may join a private English course or join extra curricula in the school

or they learn by themselves at home. So, the government has decided that English should be taught to students from elementary school up to university, it is expected that the students should have the ability or knowledge of English that can be used to communicate. Students must think that English is competence in this global era. It can get jobs and continue studying, need English skills.

The teaching English problem had been discussed in some general, as it is mentioned by Gultom (2015) cited in (Noor et al. 2023), the kinds of English language teaching (ELT) problems in Indonesia such as students' lack of motivation, poor attitude toward language learning, big class size, cultural barriers for teachers to adopt the new role of facilitator and teaching frequency, and others.

The Regulation of the Ministry of the National Education of the Republic of Indonesia No 16, 2007 on the Academic Qualification Standards and Competences of Teachers states that one of the four major competence of teacher is professional competence. The professional competence of an English teacher includes having good knowledge of various aspects of the English language (linguistics and subfields) and good command of English proficiency (oral and written). So, English teachers must not only possess the competence but also need to perpetually reinforce and beef up the students's competence. English teacher must have good knowledge of English language components or language competence. Such as Grammar, Vocabulary, Spelling, and Pronouncing Systems. These components can be the foundation for building English language skills, language performance, (listening, speaking, writing, and reading). Having good knowledge of English is discipline.

The Indonesian Law No.20/2003 on Indonesian national education states that the curriculum is defined as an educational response to the need of the nation, and it is people in relation to the development of human resource standards. Based on Indonesian Government Regulation No. 19/2005 about Indonesian National Education Standards in Indonesian education system : 1) standard of content, 2) standard of graduate competency, 3) standard of process, 4) standard of educators, 5) standard of facilitation, 6) standard of educational management, 7) standard of finance and 8) standard of evaluation. In order to improve the quality of education in Indonesia, the government has declared a teacher as a professional worker that responsible for educating students and giving community. In this case, Indonesian professional teachers are supposed to possess several qualifications, one of which is possessing excellent competence of pedagogy, personal, social, and subject matter. Indonesian teachers who show and integrate these competencies in their professional performance are believed to be able to conduct teaching and learning processes effectively so that learning goals are achieved. This condition is applied to the teachers of all subject matter, including English.

1.2 Reasons for Choosing the Topic

Based on the phenomena of English language achievement in Indonesia that the problems teacher in teaching English aimed to enrich the results of existing discussions and offer insight into improving the problems teaching English in school.

1.3 Research Question

Related to the background of the study above, the question of the research is "What are the problems teachers faced in teaching English at Private Senior High School?"

1.4 Objectives of the Study

Based on the research question above, this objectives of the study was to find out teacher's problem in teaching English in the Private Senior High School.

1.5 Limitation of the Study

This research was conducted the problems teacher's faced in teaching English and how to deal with them. This study was limited to only 2 English teachers in Private Senior High School in the academic year 2023/2024.

1.6 Significance of the Study

As stated the objectives of the study, further this research was hoped to give advantage and motivation to all participate in this research at the following:

1. School

This research was expected served as a reference for improving in facilitation and support of teaching-learning activities in the classroom, as well as for improving deficiencies and other internal or external problems. Especially the teachers and the students.

2. English Teacher

This research can be a reference for English teacher to solve the problems related to teaching and learning, as well as to improve teachers in order to make the teaching learning process more evective in the class. Hopefully get better in the future.

3. Further Research

This research result hopefully can provide helpful information for other researcher or the reader who want to do reseach about the problem faced by teachers in teaching English. Moreover, it can be expected to encourage and conduct deeper studies about problems faced in teaching English.

1.7 Definition of the Key Terms

To avoid making mistake and missunderstanding of terms used in this study, some definitions of key terms are given follow:

1. Teaching Problems

According to Songbatumis (2017) state several problems of teaching such as classroom management to make learning process requires comfortable and enjoyable atmosphere, teachers might be in failure to fulfill students' need and achieve learning goals.

2. Teaching English

Teaching English refres to someone can import language knowledge and prepare students to communicate in English. The goal of teaching English in school cited in Rachmajanti (2008) is to prepare students to communicate effectively in English during the globalization era.

1.8 Outline of the Study

Chapter I presents introduction. It includes background of the study, reasons for choosing the topic, research the question, objective of the study, limitation of the study, significance of the study, definition of key term, and outline of the study.

Chapter II presents a review of related literature. It describes factors influencing teaching and learning English, Media Teaching, Motivation, The Classroom Management, Major Method toward Teaching and Learning.

Chapter III presents the research method. It explains the Research Design, Design Study, Instruments of the Study, Techniques of Collecting Data and Data Analysis.

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

Chapter V presents conclutions and suggestions based on the discussion in the chapter IV.
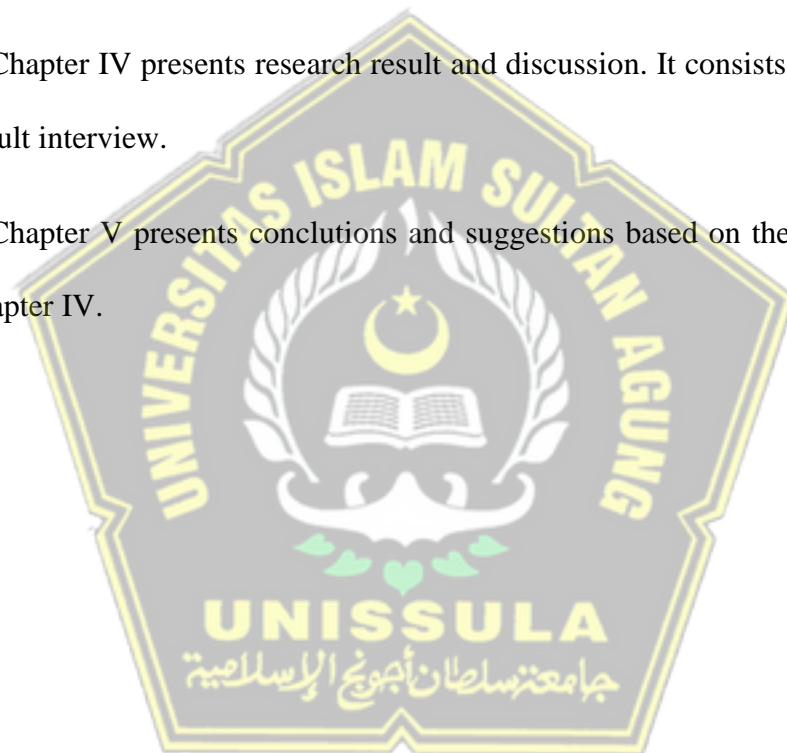
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about review of related literature, which consist of Definition of Teaching, Definition of Teaching English, Problems faced by English teacher and Previous Studies.

2.1 Definition of Teaching

Teaching is one of the primary activities in education that involves an interaction between teachers and students. The definition of teaching, based on Brown (2000), shows someone to learn how to do something in giving instruction, providing knowledge, guiding in the study, and knowing to be understood. By giving directions, imparting study knowledge, and directing the study process, Teaching is an activity that aids others in learning about subject that students did not previously know or comprehend.

The prosses of teaching carry out for teachers in transferring knowledge or skill to the learner with the goal of increased to the learner's knowledge and ability. As a teachers have to create an environment that facilitates learning and encourages students to be interested in what teachers are teaching the students. Based on Schlecthty (2004), teaching as an art of inducing students to behave in ways, that are assumed to lead to be learning and including the effort to induce students to do so.

According to some of the definitions given above, teaching is the process through which teachers help students learn about things they did not know before in order to help them learn effectively and meet their learning objectives. One definition of teaching is the ongoing transfer of knowledge.

2.2 Definition of Teaching English

The purpose of teaching English in schools is to prepare students to communicate effectively in English during the globalization era. This is based on the Minister of Education and Culture's Decree No. 060/U/1993, dated 25 February 1993, and the 1989 Constitution on the National Education System. Nowadays, English is recognized widely as a global communication tool. A lot of researches have been conducted about teacher's education field and teacher training in improving effective English learning lesson in the classroom to be oncreased by the teachers' knowledge and abilities (Lin & Chien 2010).

Every nation teaches its citizens English. Teaching English is being interpreted in multiple ways to be understood by teaching international language to communicate with people from different countries and different mother tongues. The political context and the acceptance of English by individuals with varying traits and abilities determine the role of the language. The purpose of teaching English in the classroom is to prepare students for the globalization era. This is true for all countries.

2.3 Problems faced by English teacher

Teaching and learning have a factor that is shown in the falling standards of the teaching and learning English in education. It is needed to examine the environment which the English is conducted. According to Brown (2007) it shows that in addition to socio-psychological factors, there are other factors such as school management, motivation, attitude, language learning strategies, and personality types, personality factors, and instructional factors, which have a positive impact on learners' English learning.

2.3.1. Teaching Media

Media is an instrument that is used to transform message or information from resource to receiver in definition that it can be said the learning process is a process of communication. The learning process contains five components of communication, (1) teachers (communicators), (2) learning material, (3) learning media, (4) students (communicants), and (5) learning objectives. Therefore, learning media is everything that is used to channel message (learning materials), and it can be used stimulate attention, interest, thoughts, and feelings of students in learning activities to achieve learning goals. In teaching and learning process, media is one of the important aspects to use teachnology. These days, a major factor in cutting down on the amount of time teachers and students spend in person interacting to improve language proficiency is the widespread use of technology and the internet.

Using media in teaching and learning process is something very helpful and useful for the teachers and the students as well. It helps the teachers deliver the

material given and attract the students' attention and focus in the class. Although most of teachers in Indonesia use textbook from the schools to guide in providing material. According to Smaldino et al. (2005), they found that the problems in using media are some teachers cannot use the media, and only use textbook as the sources of all knowledges. Teaxt book can make the students' motivation low because the students will feel bored in the class if the material of text book is not interesting.

Instructional technology and media provide the teachers with the tools to engage students in learning. The teachers have to be prepared to choose the best tools for the students. According to Marshall (2003) as cited by Pasternak (2019) maintained that many different types of teachnologies can be used support and enhance learning. Everything from video content and digital movie-making. So, the teachers use another media than text book for teaching and learning such as LCD, microphones, pictures, real object, videos, multimedia room, and brochures. One of the ways in teaching English is by presenting material by using media, this will make teaching and learning process interesting and enjoyable. Students will receive various activities delivered by the teacher. Therefore, the teachers should be creative in creaating and using media based on students need on the learning process.

According to Newby (1996: 17) as cited by Ariyani (2010), the importance of using media in teaching and learning process as follows:

1. Present materials in a manner learners readily assimilate.

2. Deliver materials independently of the teacher, thus allowing students some control over how much the material they will experience.

3. Allow learners for experience materials through various sense (seeing projected slides, reading textual materials, and hearing a verbal description of the same content).

4. Provide learners with repeated a varied experiences with subject matter to help them construct their own understanding or meaning.

5. Gain and maintain learners' attention on the subject matter.

6. Motivate students toward a goal.

7. Present information in a manner that individual learners otherwise could not experience.

8. Accommodate varying sizes of audiences.

There are some weaknesses of using media in teaching English by Wirawan (2020) ;

a. Video, the teachers is difficulty to get the students' attention because the students only focus to the video. And the teachers will give video in long duration, the students will get bored.

b. Internet, Internet can help the teacher to access information needed. The teachers can be faster sending recount text material, but internet usually is not responding to acces.

c. Digital Projector, the teachers need a dark room to teach using digital and the school does not give the fasilities the digital projector in each class.

d. Book, some students is lazy to read the book because the book often contained paragraph without interest pictures.

2.3.2 Teacher's Motivation

Motivation is a cognitive and emotional state that arises in a person and lead to conscious decision. Motivation is also defined as an internal process that cannot be directly observed but can activate, guide, and maintain the continuity of a habit. Motivation to be a teacher must be owned by teachers and a strong desire to be a good teacher. Because there are still many teachers have the notion that teaching is just part-time job, but a teacher is factor dominant formal education in general. Therefore teachers should have good behavior and adequate capabilities in develop sudents effectively.

Teachers' motivation generally determines their level of involvement in the teaching activities. The issue of teachers' motivation and quality education has become a matter of debate and concern in educational system and standards. World Bank (1994) as cited by Hung (2020) emphasized that high quality and well-motivated teaching staff are essential for any instituation to enhence its excellen.

Several factors influence the motivation in language learning, there learner's personality, the learner's attitudes, the role of the teacher, and the relation between languages and learning style. A confident, extrovert, and active personality will tend to succeed in achieving goals in teaching English. So, the teachers should have motivate by themselves to work with full responsibility by giving feedback to get better, get more knowledge, and experience.

According to Herzberg's two factors theory of motivation as cited by Utomo (2021), there are two factors that contribute to affect a person's satisfaction in

performing his job or task, namely motivators (if someone achieves job satisfaction in their work, this will drive a strong motivation level and ultimately lead to high performance), and hygiene factors (as the caracteristics of a job that lead to job dissatisfaction if they are not present). In their context, the two factors theoretical perspective of teachers' motivation is that teachers who are satisfied with their work will have a positive attitude to the job and will be motivated to performit to the best of their ability.

2.3.3 Classroom Management

Management classroom is a set of skills that teachers should master in order to maintain the class in a very positive and disciplined that eventually leads students to succeed in the teaching-learning process.

In addition to possessing a high level of content mastery, most teachers are also expected to have a strong sense of how to motivate their students to learn. To put it another way, teachers assist students in their educational journey and help them develop an appreciation for the subjects they teach.

There are some teaching strategy of Classroom Management by Gultom and Saun (2016), as follow :

1. Get set up

When it comes to teaching the material and creating the learning implementation plan that will be turned in, the teacher needs to be ready. Together with creating lesson plans and curriculum, teachers should also plan and develop daily schedules, then before the lesson begins, the teacher should prepare the lesson well in order to ensure that the English classroom runs smoothly. When creating a

curriculum, teachers should take a few steps. The teachers decide the aims of the learning. The aims should be suitable with the content of the course. It aims to understand the English material given.

a) The teachers set the learning objectives, which require that students successfully complete the curriculum. For instance, in order to verify the effectiveness of their English study, students must pass an exam or test.

b) The teaching and learning strategies are decided by the teachers. The teaching strategy ought to be age-appropriate, enjoyable, and cozy for the pupils.

2. Organizing the classroom

The classroom organization is very important, to improve the effectieness of teaching and learning English. Saun developed the two steps method for setting organize a classroom: First Seat setting. The classroom environment must be welcoming to the students. Encouraging face-to-face interactions between students and teachers is a crucial aspect of assigning seats. It gives the teacher authority over the behavior of the students. A teacher has three options for seating arrangements: letter, traditional formation, and team or group formation. The number of pupils in the classroom comes in second. The number of students who will enroll in the class should be decided by the teacher. The class will not function properly because the students have left. Next, teachers have to assign students to their classrooms according to the lesson plan. They must choose whether the pupils will learn in pairs, groups, or alone.

3. Set classroom rules

The rule in class is very necessary because the teachers can control and guide teaching, as well as a teacher involves students in designing the rules, and the student must follow the rules to work discipline and then make it a responsibility. All students who follow properly or do not follow the rules, as well as given reward or punishment. This will encourage other students to continue to follow the rules as well as motivate students who are not successful.

2.3.4 Teaching Method

The method is one of the components needed as a teaching strategy, that is used to facilitate achievement in learning objectives. According to Joice and Weil as Cited in Wedi (2016) in their jurnal, there are many ways to learn, so different learning methods are needed. Each has foundation, goals, with strenghts and weaknesses. Robert in Prahesti's Thesis (2015: 1) says that the biggest problem of English teaching-learning process in Indonesia is the teacher's method in the class. The teacher should use variation method, so that the teaching and learning process can make the students become interest. Using the variation method can not be affective if the using of the method is not appropriate with the situation and the psychological condition. By applying the method, the teacher will be able to easily share or transfer information and knowledge, select sources, and determine the role of students easily. The method selected and used must be appropriate, it can motivate teachers to carry ou creative learning activities.

According to Nguyen et al, (2014) stated there are four major methods for English languge teaching, (1) Grammar translation Method, (2) Direct Method, (3)

Audio-lingual Method, and (4) Communicative Teaching Method, which are quite familiar. But that does not mean that teachers have to use all methods, teachers should choose the appriprate method, which can make it easier for students to undesrtand and develop students knowledge.

2.3. Previous Studies

The first previous study was conducted by Widodo and Dewi (2019) entitled Revealing Problems on Teaching English for Young Learners at Al-Azhar 55 Islamic Primary School Yogyakarta and How to Solve Them. The researcher used qualitative method. The researcher took 4 respondents to get data. The respondents are involved 21 second-grade students, 2 homeroom teachers, and 1 native speaker. The instrument is combaining document analysis, observation, and interview both students and teachers. The study's findings demonstrated some issues that during the teaching and learning process and how the teachers resolved them. The lack of discipline on the part of the students during the teaching and learning process, the range in the students' English proficiency, the challenge of forming a daily habit of using English, and the lack of parental support were the issues. On the other hand, the class dojo application, the preparation session, the help and support of friends and teachers, and practical learning were the answers.

The second relevant study had been conducted by Marzulina et al. (2021). They wrote the journal entitle Challenges in Teaching English for EFL Learners at Pesantren: Teachers' Voice. The study was qualitative research with a case study approach. The data of this study used observation and interviews were analyzed by using in teaching English. This study was aimed to find out the challenges faced by

teachers of English in teaching English at Pesantren (Islamic boarding school). The participants of this study were two English teachers at pesantren in MUBA regency. The results of this study were five challenges faced by the teachers of English in teaching English: 1) improving students' motivation; 2) improving students' language competence; 3) managing over-crowded class; 4) managing limited time; and 5) facing lack of supporting facilities.

The third previous study which seems relevant to this study had been conducted by Gunawan and Saputra (2020), the journal is entitled Problems and Teaching Solution for Students' in Learning English. This study used descriptive qualitative, and only five respondents could be interview. In this study, There are two main reasons for the problems, the first is the teacher's weekness in dealing with students' problems in the classroom and the second is the availability of limited facilities from the school, therefore the teachers feels that the involvement of the school and the community has not helped much in implementing this program. The result was the teachers believe that providing good teaching material can increase positive outcomes for student, the implementation program for teaching English at Katapang 1 Junior High School was very good as a stage of introducing foreign languages before they continued to higher education.

Those three researchers were under the topic of the problems faced by teacher in teaching English. It is almost same with the researcher's topic, the differences of these studies with the researcher's research are about the instrument and method of study. In the second studies the researcher used qualitative research with a case

study approach. Meanwhile, in the first and the third used the qualitative method.

Although, it can help the researcher as a refrence and guide analyzing.

CHAPTER III

RESEARCH METHOD

This chapter discusses about several parts: Design of the Study, Participant of the Study, Instrument of the Study Data Collection Procedure, and Data Analysis.

3.1 Design of the Study

This research used a descriptive qualitative method with a qualitative descriptive approach. The type of this research was field research that was research to takes units within institutions of education. While the type of analysis used is qualitative research. Qualitative research is research aimed at describing and analyzing phenomena, activities, attitudes, perception, and thought of a person individually as well as group. In general, qualitative research has two main objectives. The first, describe and explore, and second, describe and explain. So, this researcher used a qualitative research approach in carrying out research with a focus on objectives for describing and explaining. This research aims to create systematic, factual and actual descriptions, the fact, and relationship between the phenomena investigated.

The qualitative descriptive method is a method to explore and understand the meaning of social or human problems in a group or individuals. In the world of education, qualitative research has the objective of describing the process of educational activities based on what is in the field as study material to find shortcomings and weaknesses, so that efforts can be determined to improve them, analyzing a symptom, facts, and educational events in the field, compile a

hypothesis related to the concepts and principles of education based on information and data that occur in the field.

3.2 Sample of the Study

According to the subject of this study, this participants was two English teachers at Private Senior High School in Pati. The researcher used non-random sampling, which is purposive sampling in this analysis. The selected based on the problem faced by teachers in teaching English, the teachers can provided important information about the facilities and insfrastructure were indequeate. Some teachers' experience also got difficulties or problems in teaching English.

This study was conducted in a Private Senior High School in Pati, Central Java. Two English teachers purposively recruite as a participant of the study. The teacher's age is between 20-25 years old and have different educational background.

3.3 Instrument of the Study

This study used list questions for collecting data. The reseacher used the problem faced by teacher in teaching English. The type of interview that the researcher used semi-structured interview. According to Busetto et al. (2020), Semi-structured interview is characterized by open-ended questions and the use of an interview guide or list questions. Several questions had been prepared by the researcher, including what are the teacher's problem in teaching English. The interview included two English teachers, they were as a reasearch sample. The researcher posed some questions and record the answer's teachers. The questions about teachers' problem in teaching English and the researcher used the informal

language in bahasa to make the teachers feel freely and made the atmosphere of the interview not clumsy.

3.4 Data Collection Procedure

The researcher selected data for understanding the central phenomenon relevant to the study.The researcher submitted an official research letter from the faculty to ask for permission in conducting research at school. After confirmation, the researcher was told to contact prospective teachers by phone. The purpose of contact the teachers was to introduce researcher of this study and asked the schedule time for doing interview.

Before starting the study, the researcher prepared instruments research, that was interview questions. Interview is one of the teachnique used to collect data. In this study, the researcher used an interview to collect data, and used qualitative research. The researcher used the list of questions. In this case, the researcher asked about teachers' problem in teaching English and the researcher collected data and replied again the audio recorder to listen to the teachers' answer. Then, the researcher processed the data to take the results of the research.

3.5 Data Analysis

The next step after collecting the data, the researcher analyzed the data qualitatively. The purpose of this data analysis to describe the data so that, it can be understood and made conclusions about the data obtained from the sample. In this study, the process of analysis was done continually as long as the research was conducted. In this research, the researcher used interactive model of analyzing the

data. In this study, the researcher used Sugiyono analyze the data. There are several steps: Data reduction, Data Presentation/Display, and Conclusion Drawing.

1. Data Reduction

The process of taking and choosing the appropriate data based on the previously mentioned criteria is covered by data reduction. The goal of the study serves as the researcher's guide when reducing data. Choosing and deciding on the relevant interview or document analysis results constitutes the data reduction for this study.

2. Data Presentation/Display

Data visualization in qualitative research can take many forms, such as a flowchart, chart, or brief narrative. According to Sugiyono (2008: 341), narrative text has historically been the most common type of display data for qualitative research data.

3. Conclusion Drawing

Following description and interpretation, the researcher formulates an overall opinion regarding the interpretation's outcome. The general view is then used to construct the conclusion. The researcher thoroughly organizes the data before coming to a conclusion.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents results of the analysis related to the problems faced by teacher in teaching English at Private Senior High School. The data collected from two teachers with two classes at the school.

4.1 Findings

The findings of the research based on the results of interview. This study gathered two teachers opinions about the problems of teaching English in Private Senior High School. In order to keep the informants' privacy, their names are initiated. They are (Miss A) and (Miss L). The questions follow:

4.1.1 Problem faced by teachers related learning facilities

Based on the interviewd I found that teachers faced problem in using teaching media in the classroom is the facilities are still indequate at the school itself.

The facilities provided by the school include LCD projector, smart TV, and wifi internet. But, wifi is still very difficult to access because of still limited wifi internet at school. It is available only in the office room. Teachers must have their own internet quota to accommodate them in the class. Likewise media teaching, there are only a few media to facilitate teaching and learning activities, which are only 6 consist of 3 LCD projector and 3 smart TV. There are placed in the infrastructure room. So, teachers will fight to get it. As stated by teacher L:

> "The problem using media is limitation that I faced for teaching. Because very low the supply of facilities in the school. As like

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> LCD only has four and smart TV only has three. So we have to fight to get the media who first fast, first serve. And it will take a few minutes to prepare LCD or smart TV for teaching and learning".

From the statement above, it shows that teacher got problems about media teaching because the school has still low in media fasilities for teaching and learning. Teacher must fight to get the media in the infrastructure room. It will take time to start learning activities. Then, teachers who did not get the media, they will use their laptop and whiteboard to write about material in simple words, it helps students easy understand the material. Even, teachers explaine in front without LCD or smart TVto show material. As said teacher A

> "When I didn't get the media for teaching, I will use my laptop and whiteboard to write the material in simply word to help students easy understand. Because textbooks is complicated, so I use my laptop to see material in power point and also I have prepared to make my own material from media pinterest then elaborated and explained in simply words, then I write it on the whiteboard".

The teachers use media as a supporting in teaching and learning in the classroom, helping and faciliting the teachers' teaching, but the school still get low facilities or property. The teachers must prepare all media that she used from herself such as media pinterest or improve the creativity to become more active and run well in teaching and learning.

4.1.2 Problems faced by teachers in managing the class

The next problems English teachers face in teaching English is the lack of organizing class. Classroom management is not optimal yet because there is aspect

of classroom management in class not running well. The students did not focuse when the material was explained. It is caused the sudents are sleeping in the class and they do not listen what the teachers explained the material. As said by teacher L:

> "Children who stays at the boarding school will get problems about sleeping in the class. It makes the class not condusive and seems like not power and quite in the class.They were warned to wake up and wash face to make fresh again then focus on the material in the class. But it won't be long they feel sleepy again".

From the statement above, it can be concluded that even thought the teacher has warned students who sleep to wash face but they will do again. But the teachers will not give up to build the class fresh and power such as having learning with game or giving ice breaking. They insterested in teaching with playing game but still learning about the material. The game will do into group or individual using uno (card game). It feels fun and enjoy, also explore vocabulary and speaking ability.

The researcher found supporting data from interview of second teacher, the result follow:

Well-organized classroom can produce positive interactions and behaviors between teachers and students,

> "I have problems with studenst who sleep in class. They will not understand what I explained so, I have to do something to build students' enthusiastic the materials. That is learning fun, it uses game uno (card game) in group work or individual".

Based on the results of interview above, students do strategy to keep students facus on material because well-organized classroom can produce positive interactions and

behaviors between teachers and students. Therefore, teacher use game uno for learning fun. The students so excited and they will be not sleepy again.

4.1.3 The Use of Approroate Teaching Method

The next problem English teachers face in teaching English is the use of teaching method. The researcher got the data from the second English that she just becomes a new teacher. Becoming a new teacher is not easy that we think because teacher has to know well the students condition and classroom conditions. So, Teacher L still gets problem about method that she used for teaching in the class to make students more actively in learning English and she feels the method that she used still not effective, as said teacher L:

> "The method that I used Problem Based Learning (PBL) that aims to encourage students by making them in learning process. I use that method to make students more active and build the students not feel bored, and satisfied with material that I explined. But I use the method hasn't run well, I am still trying to adjust to teaching students with that method with fun, enjoy in learning process which is suit the learners' level, even it seems challenges for me".

From the statement above the teacher still get lack of making teaching and learning atmosphere more enjoy with the method that she used in the class. Teaching English is challaging for teacher to be creative for making students interest in learning English and easy to be understood the material with fun learning. In contrast with the second teacher, the researcher found statement that first teacher used fun learning with game to make students feel enjoy in the class. As stated by teacher A:

> "Using game UNO (card game) is one of way to make learning is fun and cheerfull. In group or individual games to give a chance the students explore new vocabulary and deepest their knowledge while developing abilities through problem solving. And of course I guide and control them to help when they get difficulties, such as lack of vocabulary and others".

The statements illustrated above that teacher used game to make the students fun learning English in the class. Learning with game can improve speaking ability and students, also it can explore new vocabulary. So, game is not just game but students can sharpen their thinking by making simple sentences and will explore new vocabulary.

4.1.4 Teachers' Motivation

The next problems faced by English teacher in teaching English is less motivation to be a teacher. The researcher got the data that teachers get not support from the familiy, as stated by Miss A:

> "I never dreamed of being a teacher. Because my parents do not support me become a teacher. They supported me as medical profession. But i was graduated from English education and i like a child so yeah it's me now as a English teacher and i will do my best as a teacher with responsibility".

From the statement above, she did not get support from her parents, but she will do the best as a teacher. It has become responsibility as her job and she enjoys become a teacher.

4.2 Discussion

To main objective of this study is identify and describe the problems faced by English teacher in teaching English as a reference for the future improvement. To

answered the research questions about the problem faced by English teacher, the writer conducted interviews with 2 English teachers of a Private Senior High School. This discussion session aims to discuss the results of interview on "What the problems faced by English teacher in teaching English?". Based on the interview results, this study indicated that most of teachers are having problems faced in every experiences.

Based on statement illustrated by Susanto et al. (2020) in her article, she stated that there are numerous issues that teachers encounter when teaching English to speakers of other languages, including low motivation, poorly planned lessons, a shortage of supplies and resources, and an excessive number of students in each classroom. In actuality, the educational system bears the responsibility of solving these issues. Nonetheless, educators must also exercise creativity in order to recognize the constraints and limitations and work together to address and resolve the frustration that these issues cause.

In order for students to acquire effective language learning, English teachers must be able to choose instructional materials like books, journals, audio-video tape recorders and cassettes, self-access, and computerized language instruction. delivery Khromchenko & Shutilo (2021).

To answered the research question about lack of media teaching, the writer conduct interview two English teachers. The finding from the study indicated that the teachers usually used smart TV, LCD, or pinterest or games that teachers made. Teachers feel helped by the media technology media, during teaching and learning English in the class. Even, the teachers still limit to get the media from school and

internet wifi. Teachers must have another plans to teach without LCD or smart TV when teacher didn't get. Then teacher usually used game for English fun. Game is not only game but student can improve and explore speaking or vocabulary. Based on Hikmah (2019) research, by using media in teaching and learning process can facilitate the educators in delivering the material to the students. The learning media helps to be understood as a communicatuion process and it has an important role as a means to deliver in the learning messages.

To answered the research question about classroom management. One of the abilities that teachers must have some supposed in teaching and learning process is classroom management skills. Egeberg et al. (2016) stated that classroom management is one of the most challeging problems for new teachers, especially when classroom management problems are associated with the language learning method and strategies, the situation will become more difficult in front of new teachers. So, teachers have to solve problems and develop approriate strategies to deliver the material and the teachers use combine language,that is Indonesian and English language. Finding from the study indicated that Teachers didn't use full English to help students understand what the teacher explain about the material. Also teachers have some rules in the class. It is the way to make students condusive in the class and guide them to get focus on material. It is effective that some rules is running well and the students also relize that must obey the rules. Studenst who didn't obey thet rules, they will get punishment about English lessons.

To answered the research question about method, the finding from the study indicated that the teachers use method for teaching in the class are project based

learning to explore and solve problem and discussion. Also using media for teaching such that the writer has mentioned in the first point about media teaching. Teachers have to creative in control the students feel interest in learning English with their method. Based on Nufus et al. (2023) that the first method can use generate motives, interest or passion for student learning, second the method can use guarantee the development of students personality activities, last the method can use instil and develop the values and attitudes expected in good work habits in everyday life. And one of the class has used Merdeka Belajar curriculum that means students feel free of burden with spesific scores or grades achievement. Minister of education and culture of the republic of Indonesia manage the strategy to build human resources ready in the fourth industrisl revalution (industry 4.0), as a teachers and students as a bridge to a future education system that relies more on communication technology to be mastered. Even at the school has still limit media teachnology for teaching, the teachers must get creative thinking to change the property to deliver material as method that they use in the class.
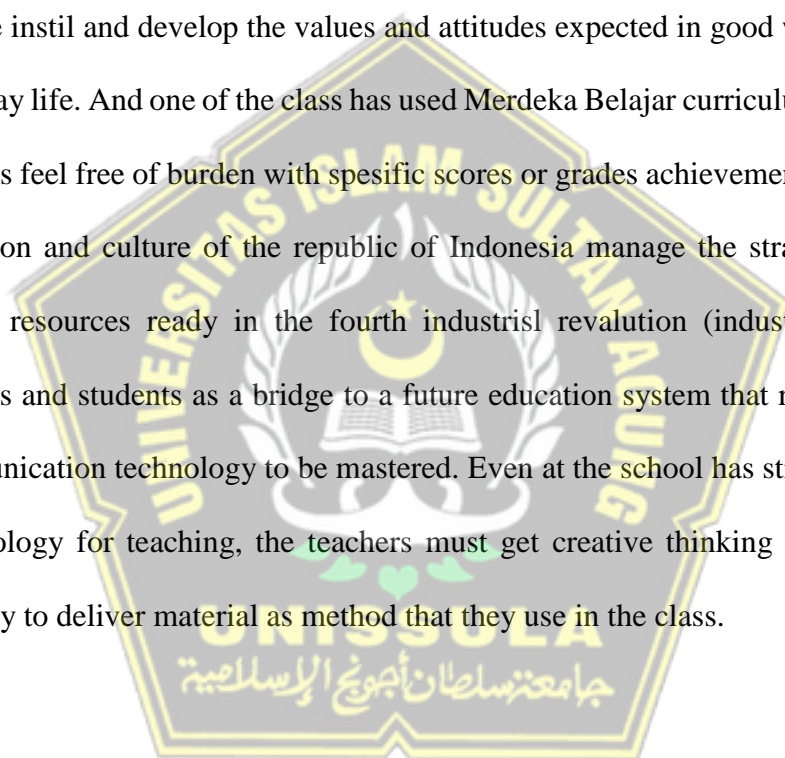
CHAPTER V

CONCLUSION AND SUGGESTION

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

5.1 Conclusion

The researcher started this research from October 11 2023 – October 25 2023, I involved 2 English teachers to become participants in this research, this qualitative study aimed to explore the problems faced by English teachers in teaching English. Based on the findings and discussion in the previous chapter, the researcher drew the conclusion:

Based on the result of interview, the researcher found that there were two teachers has been interviewed about the problems faced by English teachers in teaching English. It starts from problem in using learning facilities. Teachers got the limitation about media facilities in teaching English because the school supplies are still indequate and teachers used media fightly to get media first. When teachers did not get they will use another media for themselves, even it will be less evective. The next problem teachers faced in managing the class, students in the class were still not condusive, they sleep in the class, they did not pay attention what teachers explained. So, teachers still got difiiculties to make the class condusively. And the next is using of teaching method, Teachers had to creative to make some interesting that students get interested in material what teachers explained. But teachers still got problem about method to adjust students feel excited or fun on learning English.

Especially just become a teacher, it was hard to adjust it and it would need time to try and learn how to face the students with method that she used in the class. teachers' motivation.

To overcome some of the problems, the researcher found that there were four solutions proposed by teachers to solve the problems. Those are preparing another media to deliver material, giving method to make students interested in material, and managing class condusively.

5.2 Suggestion

Based on the findings of this study, some sugestions are made doe school, English teachers, and other future researchers.

1). Suggestion for school

The school should provide sufficient teaching facilities, supporting more the achievement of teaching English based on competency and give an internet wifi in every class to be easy to acces internet. And the school is still difficult to facilities media in every class, it can give solution

2). Suggestion for teachers

As a teachers should develop skills in teaching English to willingness in preparing teaching material with the method that they will use to deliver the material as well, then characteristics student language, as well as a warm in the class.

3). Suggestion for next researcher

For next researchers, the results of this study are better to use comporison or reference material for research. Moreofer, It should be used as consideration for

further deepening research by using different research or using more complete data collection techniques.

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