TEACHERS' DIFFICULTIES IN TEACHING ENGLISH

FOR JUNIOR HIGH SCHOOL IN TEGAL

A FINAL PROJECT

Submitted as partial fulfillment of the requirements for the bachelor degree
in English education study program
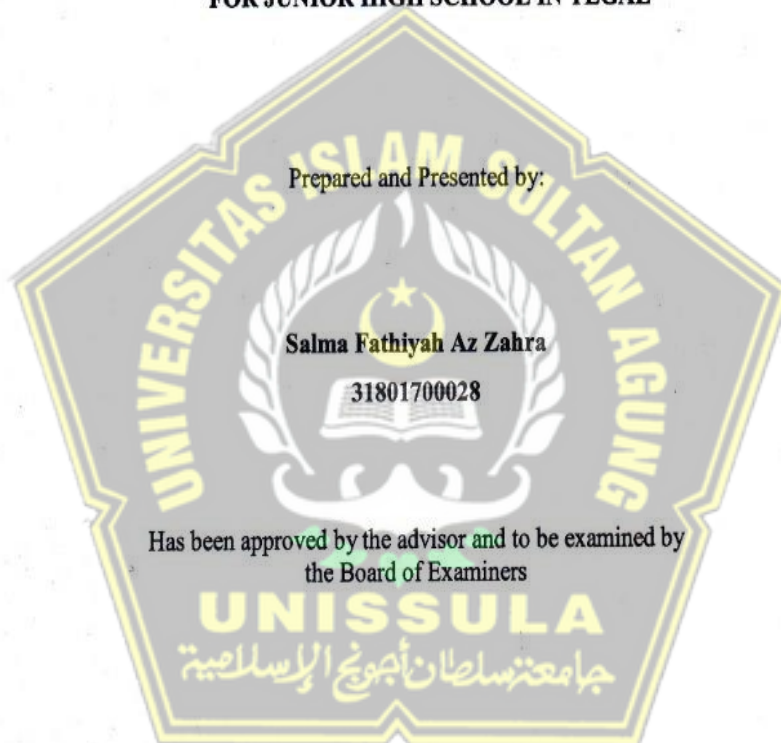

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ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGES AND COMMUNICATION SCIENCE

SULTAN AGUNG ISLAMIC UNIVERSITY

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APPROVAL

A Sarjana Pendidikan Final Project entitles

TEACHERS' DIFFICULTIES IN TEACHING ENGLISH

FOR JUNIOR HIGH SCHOOL IN TEGAL

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Has been approved by the advisor and to be examined by
the Board of Examiners

Semarang, May 27, 2024

Approved by

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PAGE OF VALIDATION

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On 30 May 2024

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STATEMENT OF ORIGINALITY

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

Semarang, 27 May 2024

Salma Fathiyah Az Zahra
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MOTTO

"Every step I made must be devoted to Allah, Who is most giving and most

forgiving."

DEDICATION

This final project is dedicated to all people who always pray and give support in

finishing this final project, they are:

1. My beloved mother and father who are always kind and patient to me so that I

   can accomplish this final project.

2. My little brothers who are gives me help and support.

ACKNOWLEDGEMENT

Alhamdulillahi rabbill alamin, In the name of Allah, I would like to reveal the sincere and deepest gratitude to Allah for the blessing, mercy, health, motivation and inspiration during the completion of the final project. Shalawat and salam are due to the highly chosen prophet Muhammad SAW, his families and followers until the end of the humanity. In this opportunity, I would like to thank you for many people who have motivated and supported me in finishing this final project as well as expressing my appreciation to following people

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2. Trimanah, S.Sos., M.Si, as the Dean of the Faculty of Languages and Communication Science, UNISSULA

3. Nur Ekaningsih, S.Pd., M.Pd, as the Head of English Education Study Program of Languages and Communication Science, UNISSULA.

4. Dr. Kurniawan Yudhi N., S.Pd., M.Pd, as my advisor who has patiently guided me, and given the best advice, comments, and suggestion to complete this final project.

5. All the respondent for permission and cooperation during this research.

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7. All of my best friends who cannot be mentioned one by one who always give me motivation and support.

Lastly, I realize that this final project is still far for being perfect. Therefore, I hope this final project will be useful and beneficial to the improvement of knowledge.

Semarang, 27 May 2024

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ABSTRACT

Zahra, Salma Fathiyah Az. (2024). Teachers' Difficulties in Teaching English for Junior High School in Tegal. A final project, English Education Study Program, The Faculty of Languages and Communication Science. Sultan Agung Islamic University. Advisor: Dr. Kurniawan Yudhi N., S.Pd., M.Pd.

The aims of this study were (1) to find out the difficulties that teachers' faced in teaching English for junior high school students, (2) to elaborate the strategies teachers used to cope with their difficulties. This study used qualitative research as the research design. The subject of this study were six teachers from three different junior high school in Tegal Central Java, Indonesia. The data were collected by using interview. The technique of analyzing the data used in this research was the interactive model of qualitative data analysis by Miles and Huberman (2014). There were two points concluded based on this result of this study. First, the factors that cause difficulties in teaching English were students' interest, duration or time allotment, students' English skill, limited resource and equipment, technological limitation and parent's support. Second, the strategies employed by teachers to overcome difficulties were diverse teaching methods, utilization of technology, classroom management and encouraging independent learning.

Keywords: Teachers' difficulties, teaching English, teaching junior high school
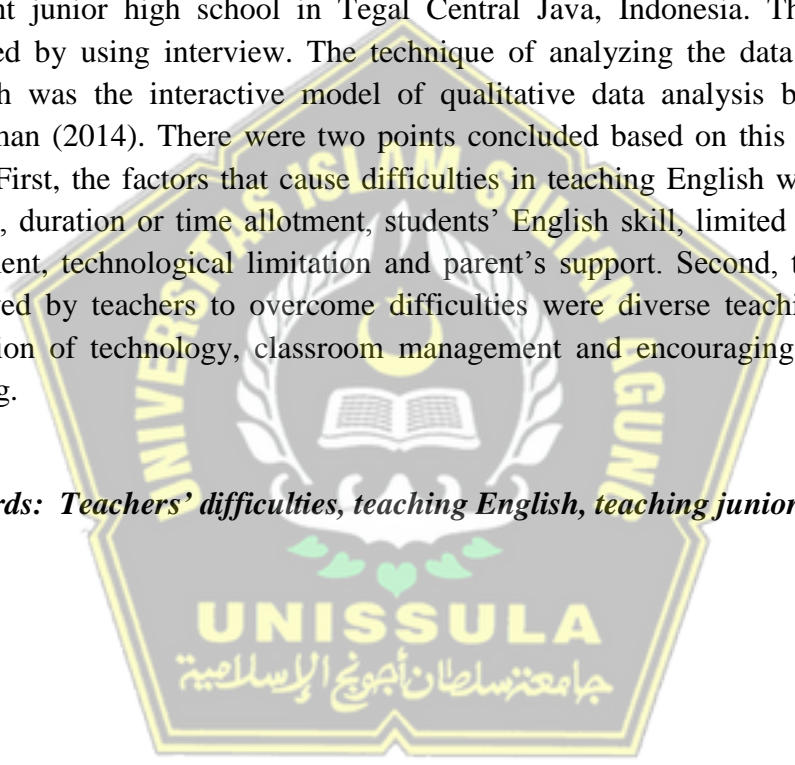
INTISARI

Zahra, Salma Fathiyah Az. 2024. Kesulitan Guru dalam Mengajar Bahasa Inggris untuk Sekolah Menengah Pertama di Tegal. Tugas Akhir. Program Studi Pendidikan Bahasa Inggris. Universitas Islam Sulan Agung Semarang. Pembimbing : Dr. Kurniawan Yudhi N., S.Pd., M.Pd.

Tujuan dari penelitian ini adalah (1) untuk mengetahui kesulitan guru saat mengajar Bahasa Inggris di sekolah menengah pertama Tegal (2) untuk menguraikan strategi guru dalam mengatasi kesulitan tersebut. Penelitian ini menggunakan penelitian kualitatif sebagai desain penelitian. Subjek penelitian ini adalah enam guru dari tiga sekolah menengah pertama di Tegal Jawa Tengah, Indonesia. Data dikumpulkan dengan menggunakan wawancara. Teknik analisis data yang digunakan dalam penelitian ini adalah model analisis data kualitatif interaktif Miles dan Huberman (2014). Ada dua poin yang disimpulkan berdasarkan hasil penelitian ini. Pertama, kesulitan yang dihadapi guru saat mengajar Bahasa Inggris adalah antusias siswa, durasi atau jatah waktu mengajar, kemampuan Bahasa Inggris siswa, terbatasnya sumber belajar dan peralatan, keterbatasan teknologi dan dukungan orang tua. Kedua, strategi yang digunakan guru untuk mengatasi kesulitan adalah metode mengajar yang beragam, pemanfaatan teknologi, manajemen kelas, mendorong pembelajaran mandiri.

Kata kunci: Kesulitan guru, mengajar Bahasa Inggris, mengajar sekolah menengah pertama
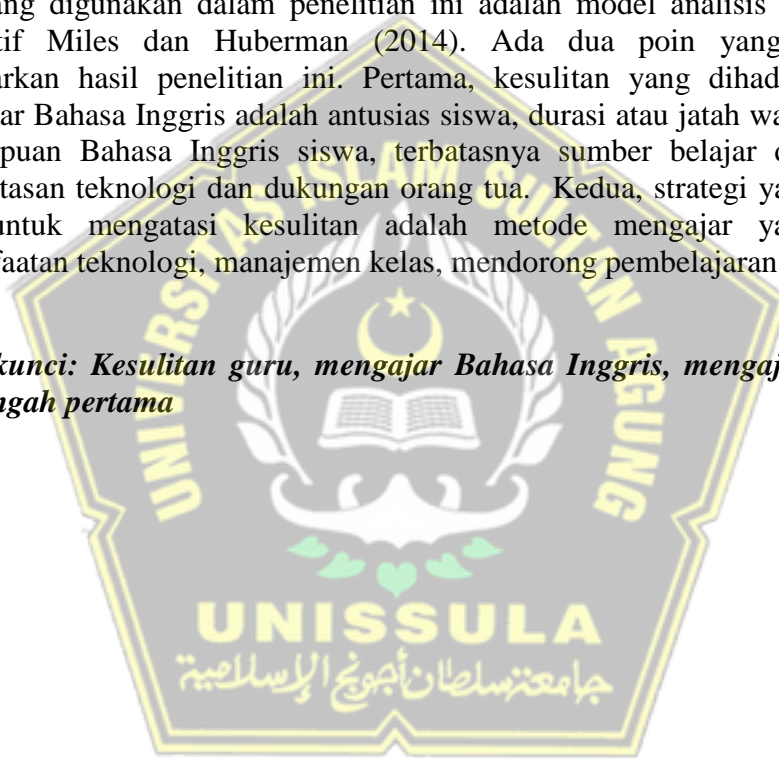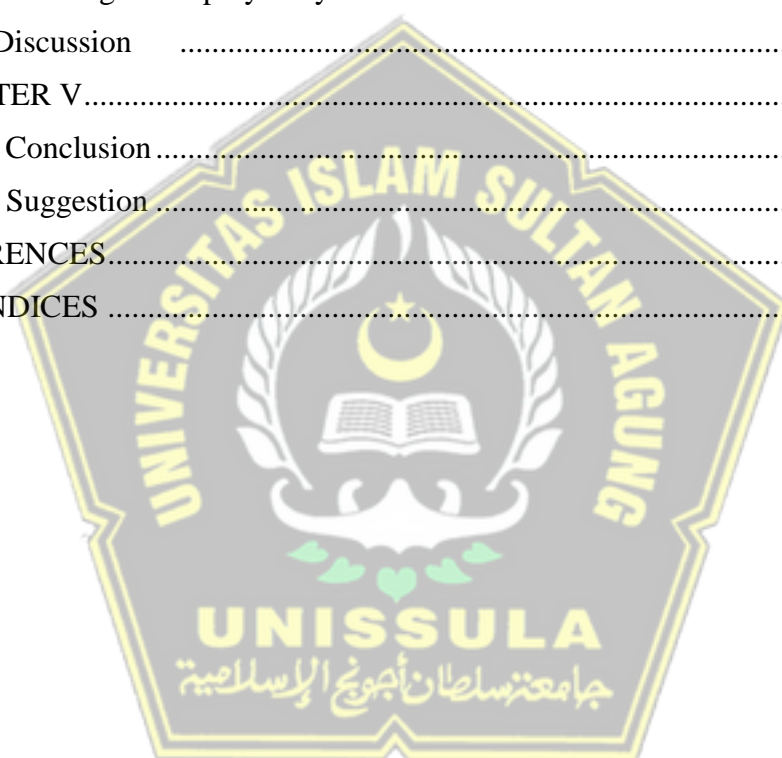
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CHAPTER I

INTRODUCTION

This chapter contains background of the study, reasons for choosing the topic, questions of the problem, objectives of the study, significances of the study, limitations of the study, definitions of key terms, outline of the study.

1.1 Background of the Study

As a developing country, Indonesia really needs English because Indonesian government is trying to improve all aspects which are usually faced by all countries. One of these aspects is education which is essential point. As an English teacher, the researcher focuses his attention to the teaching English as the language of the world. In Indonesia, English is learnt and taught to elementary school, junior high school, senior high school even at university. English means that something important for the student to be taught at school based on situation and condition of the object area. (Canagarajah, 2007).

Tegal, a city with a diverse cultural and socio-economic landscape, houses several junior high schools entrusted with the responsibility of equipping students with essential language skills (Smith, 2019). Understanding the intricacies and difficulties faced by English teachers in these schools is pivotal for enhancing the quality of language instruction (Johnson et al., 2018). It is stated that the factor that influences the students' English achievements is in learning facilities, interest, motivation, environment, psychology, and parents' situation of the students. From that explanation, we can say that in having good teaching, the interaction between teacher and students is the important thing in order to grasp the target of teaching. For the first side, student as finder, receiver, and keeper of

the lesson material should know exactly what kind of components that should be paid attention in learning.

However, the result of today's English teaching method in Indonesia has been unsatisfying. As stated by Bunyamin (2022:18) that many students of junior high school and senior high school are reported to have low, or even very low mark in their speaking skill. Nowadays, English skills such as reading, writing, listening, and speaking become one of the important things in this country, especially to get ajob. For that reason, teaching English skill to students of junior high school in our country is a one of the way to increase the skill of our children in mastering English. The students of junior high school students in our country are regarded as the English young learners. The students in junior high school are the growth students from the elementary school. They are about 13-15 years old, so they are still being called as the young learners. These students are active people who like to play and do something, gather with their friends and learn about new things. It makes them interested in playing game and join the learning process of English subject by joining game or playing some cards in order that they are active in learning their English subject in the classroom with their English teachers.

The students in junior high school have been learning English since they were in elementary school. They have been taught English vocabulary, English grammar, and many kinds of short texts when they were in elementary school. Based on the writer's experience, learning English is more difficult than learning other language subject because the students do not live in the country speaking English. The teachers need to prepare some visual aids and techniques to make

their English class more attractive and interesting, so that the students will enjoy and will not feel difficult to learn English with their English teachers.

Realizing the fact above, this study to find out some difficulties faced by the English teachers in SMPN L, SMP M, and SMP N. The students of junior high school were chosen because they were not the first time in learning English since they have been learning English since they were in elementary school. So, the tittle of this study is ''Teachers' Difficulties in Teaching English for Junior High School in Tegal''

1.2 Reasons for Choosing the Topic

The researcher choose this topic because she wants to know the difficulties faced by some English teachers in three junior high schools (private and state school). Knowing the difficulties of teachers, some other teachers or the candidate of teachers to anticipate some difficulties which probably be faced by them. Then, in this study the writer also discuss about the solution and the strategies of teachers in overcoming their problems or difficulties in teaching English.

1.3 Questions of the Problem

Based on the background of the study and the reasons for choosing the topic above, the problems can be formulated as follow:

a. What difficulties do the English teachers face in teaching English for junior high school students?

b. What strategies do the English teachers use to overcome the problem or their difficulties in teaching English for junior high school students?

1.4 Objectives of the Study

Based on the problems stated above, this research is intended to:

1. Find out some difficulties that the teachers face in teaching English for junior high school students.

2. Find out some strategies or solution of teachers in solving their difficulties in teaching English for junior high school students.

1.5 Limitation of the Study

This study consists of six junior high school teachers as the sample of study in three different schools. They are in SMP L, SMP M, and SMP N

1.6 Significances of the Study

The researcher hopes, by doing this study, it contributed new findings to knowledge and science. To provide the information about the strategy or solution used to overcome teachers' difficulties. Practically, this study is expected to help teachers in the similar context to be able to solve their difficulties by themselves, identify the factors that contribute the most, and apply relevant strategy or solution according to their condition. Pedagogically, by knowing the factors and the solution, it is expected for teachers and institutions to be more aware of this issue thus they can collaborate to create a better teaching and learning condition both for the teachers and the students.

1.7 Definition of Key Terms

a. Difficulties

Difficulties refer to obstacles, challenges, or hurdles encountered by individuals in the process of learning English as a foreign language. These obstacles may include linguistic, cultural, cognitive, or socio-economic factors that impede the acquisition and mastery of English language skills (Lightbown, 2013).

b. Teaching English

Teaching English involves the deliberate and systematic transmission of language knowledge, skills, and competencies to learners with the aim of enabling them to communicate effectively in English. It encompasses various pedagogical approaches, methodologies, and techniques tailored to the needs and proficiency levels of learners (Richards, 2014).

c. Junior high school students

Junior high school students typically refer to learners in the age range of approximately 12 to 15 years old who are enrolled in educational institutions following the junior high school curriculum. These students represent an intermediate stage of schooling between primary (elementary) and senior high school levels (Harmer, 2007).

1.8 Outline of the Study

This final project consist of five chapters.

Chapter I presents introduction that consists of background of the study, reasons for choosing the topic, questions of the problem, objectives of the study, limitations of the study, significance of the study, definition of key terms, and outline of the study.

Chapter II presents concerning the topic being researched, there are condition of English teacher in Indonesia, institute support to teacher professional development and review of the previous studies.

Chapter III elaborates the method of the study which consists of research design, subject of the research, instrument of the research, data collecting procedure, data analysis and time schedule.

Chapter IV presents findings and discussion of the research. For findings it contain schools' profile, respondents' data analysis, difficulties faced by teachers' in teaching English and strategies employed by teachers to overcome difficulties. The discussion presents to discuss the data in findings with theories.

Chapter V presents the conclusion and suggestion. The conclusion concluded the result of the research and suggestion aimed to suggest for English teachers and other researcher.

CHAPTER II

REVIEW OF LITERATURE

This chapter contains concerning topic being researched, there are condition of English teacher in Indonesia, institute support to teacher professional development and review of the previous studies.

2.1 Condition of English Teachers in Indonesia

In Indonesia, English is taught as a foreign language, being a mandatory subject from junior high school to senior high school. The general objectives for English language teaching at the junior high school level include developing communication skills in both oral and written forms, raising students' awareness of the importance of English for national competitiveness in the global community, and fostering an understanding of the relationship between language and culture (Harmer, 2015).

However, teaching English as a foreign language is a significant challenge for teachers in several countries, including Indonesia, Vietnam, and China. In Indonesia, particularly in areas with limited exposure to English, teachers and students often face difficulties during the teaching and learning process. Ningrum (2020) noted that many EFL students struggle to comprehend natural spoken English.

Many English teachers in Indonesia still require support and development to keep pace with current advancements, focusing on enhancing their professional and pedagogic competencies. In Tegal Regency, for example, English teachers have been certified as professionals, having been evaluated by the government in four key areas: professional, pedagogic, personality, and

social competences. Despite this certification, English teachers still encounter various challenges in the classroom (Andrews, 2018).

The government's teacher certification program aims to ensure that teachers perform their duties effectively, improve the quality of education, enhance teachers' professionalism, and confirm their competence to teach based on their certification. One significant benefit of certification for English teachers in Tegal is the professional allowance, which helps support their professional and daily needs. Consequently, many qualified English teachers compete to participate in this program (Widianingsih, 2019).

Abdul Hamid (2002) pointed out that the quality of English teachers in the country is marred by issues such as mismatched academic backgrounds, insufficient academic qualifications, and inadequate English proficiency. Junior and senior high school English teachers need to have a solid understanding of English language components, including grammar, vocabulary, spelling, and pronunciation, as these form the foundation for building language skills such as listening, speaking, reading, and writing. Knowledge of English linguistics, covering areas like phonology, morphology, syntax, and semantics, can also reinforce their language competencies.

For instance, understanding English phonology helps teachers know where specific sounds are articulated, how air flows through the mouth or nasal cavity, and whether sounds are voiced or voiceless. This knowledge is crucial for good pronunciation and serves as a model for students. Similarly, knowledge of morphology aids in understanding how complex words are formed, which enhances vocabulary and language skills. Syntax knowledge, which includes

sentence structures and clause types, strengthens teachers' grammar understanding, while semantics, the study of meaning, enriches vocabulary and comprehension (Roach, 2009).

Wulyani (2019) suggested that to maintain a high level of English proficiency, teachers should engage in continuous learning by reading relevant materials, attending seminars, webinars, workshops, and conferences, and utilizing social media platforms such as YouTube, Facebook, and Instagram, which provide a wealth of information on related topics. Professional development is essential given the variability in teachers' language proficiency.

Therefore, while many English teachers in Tegal Regency have been certified as professionals, they still need to continually improve their teaching skills. The introduction of the new curriculum, "Kurikulum Merdeka," in 2021 has necessitated that teachers upgrade their knowledge to adapt to new teaching methodologies. This curriculum includes new skills such as presenting and viewing texts, in addition to the traditional four skills of listening, reading, writing, and speaking. The Ministry of Education and Culture has provided platforms like the Platform Merdeka Mengajar (PMM) to offer training programs for teachers to better understand the new curriculum and pedagogical knowledge (Lestari, 2023).

Understanding the methodological differences required by the new curriculum is crucial for English teachers to effectively implement these changes in their classrooms. In new curriculum, the English subject has another skill, namely presenting and viewing the text while in the previous curriculum, the students are just expected to master the four skills, namely listening, reading,

writing, and speaking. This of course needs the serious attention from the English teachers.

2.2 Common Difficulties in Teaching English

English teachers face various challenges related to students, teachers, and facilities. From the students' perspective, issues include a lack of vocabulary mastery, low concentration, lack of parental support, lack of discipline, boredom, and speaking difficulties. These issues hinder students' comprehension of the subject. A common problem is students' limited vocabulary, which reduces their classroom participation (Brown, 2007).

Addressing this, Hasan (2016) identifies vocabulary mastery as one of the most difficult tasks for students. Bunyamin (2022) explains that one of the reasons for students' limited vocabulary is that English is not used in their daily lives, making them feel it is unnecessary to learn new words. Studies by Smith (2023) and Johnson (2019) also point out the difficulties in teaching grammar, vocabulary, and pronunciation, which are exacerbated by the varying proficiency levels among students, making it challenging for educators to tailor their instruction to individual needs.

Another significant challenge is students' low concentration. During lessons, students often get distracted by talking or doing other activities, disrupting the teaching process. Teachers must pause to address these distractions and provide guidance (Tomlinson, 2006).

From the teachers' perspective, challenges include limited teaching knowledge and development. Specific issues include a lack of training, limited mastery of teaching methods, unfamiliarity with IT, and insufficient professional

development. Firstly, the shortage of training is a common concern, with many teachers expressing a need for more training to develop their skills and competencies. Secondly, the limited mastery of teaching methods is problematic. To engage students and make lessons interactive, teachers need to employ various active and innovative methods, which can be difficult as they also have to consider students' motivation and enthusiasm. Thirdly, professional development is crucial. In the 2013 curriculum (K13) and the new "Kurikulum Merdeka," teachers need to apply differentiated instruction to meet the diverse needs of students, requiring a solid understanding of IT to provide varied materials. The rapid advancement of technology presents both opportunities and challenges in English language instruction, with research by Anderson (2018) highlighting the difficulties teachers face in integrating technology into the classroom effectively. Balancing traditional methods with digital resources and ensuring equitable access to technology remains a significant challenge.

Lastly, issues with facilities also pose challenges. This includes not only the availability of resources and time but also the support from parents for learning English. Resources and facilities are often inadequate, with limited availability of textbooks, especially for seventh-grade students under the 2013 curriculum and the new curriculum. Teachers report that facilities such as LCD projectors and sound systems are very limited, with only one device available for all teachers. Ensuring the availability of sufficient textbooks, computers, listening devices, and other teaching tools is a difficult task.

2.3 Institute Support for Teacher Professional Development

Institutes play a crucial role in supporting the professional development of teachers, which is essential for improving educational outcomes. This review explores the ways in which institutes contribute to the professional growth of teachers based on existing literature.

Schools and institutes facilitate workshops and training for English teachers. Studies by Smith (2023) and Johnson (2019) demonstrate the impact of these sessions, which provide opportunities for teachers to learn new pedagogical strategies, stay informed about educational trends, and engage in collaborative learning environments.

In addition to workshops and training, schools also offer mentorship programs. Brown (2020) highlights the effectiveness of these programs, where novice teachers are paired with experienced mentors, creating a supportive network for professional guidance and fostering a culture of continuous learning and reflective practice.

Furthermore, institutes support teachers in conducting online and blended learning. Anderson (2018) discusses the integration of technology in professional development, noting that institutes offering online modules or blended learning experiences provide teachers with flexibility, enabling them to engage in professional development at their own pace while effectively incorporating technology into their classrooms.

2.4 Review of Previous Studies

The difficulties encountered by English teachers when teaching it as a foreign language have been extensively studied by researchers worldwide. This chapter delves into several significant studies on this topic.

Husna (2021) focused on the challenges students face in learning English, emphasizing the importance of understanding the hurdles that teachers must overcome. She pointed out that teaching English as a foreign language in Indonesia has achieved only limited success.

Similarly, Susiyanti (2019) examined the difficulties faced by English teachers at SMA Muhammadiyah Makassar. Her findings indicated that teachers faced issues both from their students and due to inadequate facilities. Student-related challenges included limited vocabulary, poor concentration, lack of motivation, pronunciation problems, and difficulties in speaking. On the other hand, facility-related issues were inadequate teaching methods, overcrowded classrooms, and insufficient resources.

Nurfidoh (2021) identified several difficulties students face in learning English, such as disorganized thoughts, punctuation errors, incorrect tense usage, wrong word choices, spelling mistakes, and preposition errors. She recommended that English teachers provide foundational knowledge before requiring students to read and write different types of English texts.

Alrawashdeh, Ayah Isam (2017) explored the challenges English teachers encounter in teaching listening comprehension. He divided these challenges into three main areas: English proficiency, teaching environment, and the availability of resources and instructional materials.

Ahmad (2004) concluded that English teachers in the Northern Governorates of Palestine face significant professional challenges in various areas. Moreover, they deal with issues related to material and moral incentives, difficulties with colleagues, and problems with school administrations.

In conclusion, this study aims to explore the specific difficulties faced by English teachers in Tegal regency, investigate the factors contributing to these challenges, and identify the solutions teachers employ. This research is essential as awareness of the difficulties faced by teachers, particularly in teaching English to junior high school students in Tegal, is increasing.
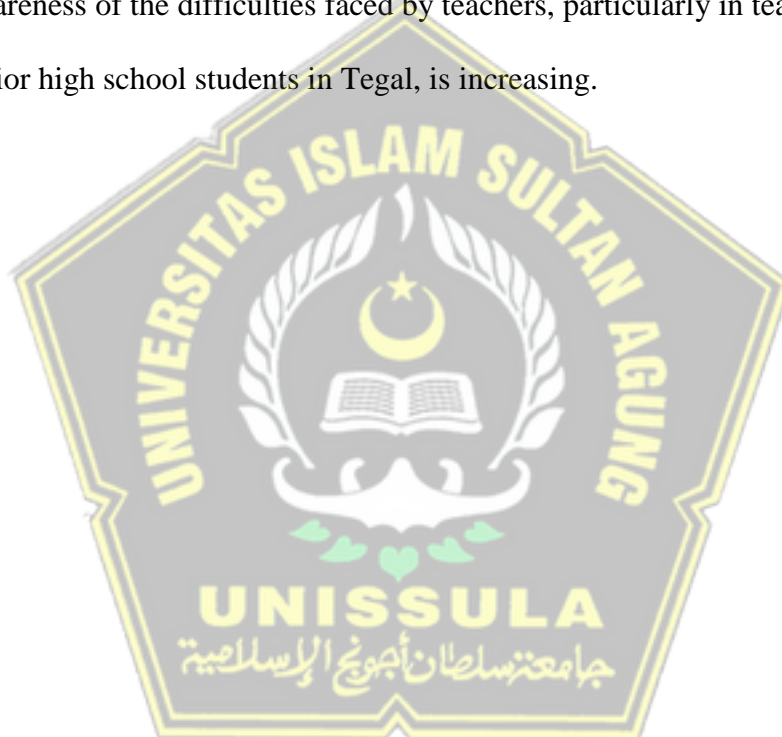
CHAPTER III

RESEARCH METHOD

This chapter contains the methodology explanation used to process the data. Every part of the process was elaborated based on research design, subject of the research, instrument of the research, data collecting procedure, data analysis and time schedule.

3.1 Research Design

Research design is the way of the researcher does the research in answering the research problems and gain some understandings related to groups in natural setting (Ary, 2010). This study was conducted by using qualitative research. Bryman (2011) define that qualitative research is a research strategy emphasizing on words which indicates the connection between the theory and what being researched, also usually explaining on how theories were generated.

Based on the problems of this research, case study was used to find a deeper information about the object of this research. Yin (1984) in Zainal (2007) defines that case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used. It focuses more on an event of activity of a person because the main purpose of this research is to find out the actual case (Creswell, 2012).

3.2 Subject of the Research

3.2.1 Population

Based on Lind (2017), population is a group of individual or objects that share similar characteristics. This research was conducted in SMP L, SMP M, and SMP N. The reason why the researcher chose them is because this school has implemented the new curriculum, namely Kurikulum Merdeka and to fulfill one of the specific criteria of the participant in this study. The aim of this research is to analyze teachers' difficulties in teaching English and the strategy to solve the problem.

3.2.2 Sample

Sample is a part of the target population that has been chosen by the researcher to be the participants of this research and the results are expected to represent the characteristics of whole population (Creswell, 2005). The results obtained through this chosen sample can be used as the generalization of the whole target population.

The population in this research is English teachers of SMP L, SMP M, and SMP N, who teach English subject. While the sample was six teachers, two from SMP L, two from SMP M, and two from SMP N that represents the whole target of population.

3.2.3 Sampling

While sample is the representative of the target population, sampling is the process in choosing the suitable sample as the participants in this research. Being representative here means that the participants must as much like as the population as many ways as possible.

The researcher used purposive sampling to obtain the expected sample. Purposive sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton, 2002). This process involves the selection of sample not only based on their knowledge and experiences regarding the issues of interest, but also their availability and willingness to communicate their stories in articulate and expressive manner.

There are two main characteristics that should be fulfilled to be the participants of this research. First, the participant should be the teacher in one of junior high school whether it is public or private. Second, the teacher should teach English in grade 7, 8, or 9 because the focus of this study is teachers' difficulties in teaching English for Junior High School.

3.3 Instrument of the Research

This research used interview as the instrument to collect the data. The interview was about background of teachers, factors of difficulties and strategies in coping the difficulties. The first part is about the participants' background which consists of three questions, the second part is about teachers' difficulties in teaching English which consist of two questions, and the third part is about the strategies used by the English teachers to cope with their difficulties which consists of two questions.

3.3.1 Participants

The participants of this research were six teachers, two teachers from English teachers of SMP L, two teachers from English teacher of SMP M, and two teachers from English teacher of SMP N. Before doing research, the

researcher made interview question list. The data collection was done by face to face interview. Therefore, it made the researcher had done well and get the required data.

3.3.2 Instrument Validity

This research used interview which consists of seven questions. Before using this as field note, the researcher did validation of expert judgment to make sure that instrument was valid. The researcher used validation signed by the expert. The validation was adapted from White and Simon's theory (2011). The instrument had been validated on 22 December 2023. In doing research the researcher made interview's question list which consists of three questions about participant background, five question about teachers' difficulties in teaching English.

3.4 Data Collecting Procedure

The first step of data collecting procedure is structuring the instrument, the second is executing, and the last is evaluating. The first step is the researcher gathered the data using questionnaire that has been prepared. This activity was held after the respondents or participants conducted their teaching and learning process of English subject. After that, the researcher evaluated the data whether all the information needed to complete this research has been achieved or not.

3.5 Data Analysis

The technique of data analysis which is used in this research was the interactive model of qualitative data analysis by Miles and Huberman (2014). It has several steps, i.e. collection of data, reduction of data, and display of data, and drawing conclusion/ verification. The data that have been collected were reduced.

The process of reducing the data included the activity of choosing the significant data, deleting the insignificant data, classifying the data, and organizing the data. After the data being reduced, the data were presented in Chapter IV. The data which is presented are limited to those that are used to draw conclusion. The last stage in the process was drawing conclusion or verification. The activities include finding the significance, pattern, explanation, configuration, proportion, and cause-effect relationship.

The interactive model suggests that in analyzing the data we use the three stages—data reduction, data display, and drawing conclusion/ verification— are related, repeated, and continuous activities.

1. Data Reduction

Reducing data means summarizing, choosing the main things, focusing on the things that are important, looking for patterns and themes and removing unnecessary ones. Hopefully, the data that has been reduced will give a clear picture and make it easier for researchers to conduct much more data collection, and look for it when the researchers needed.

2. Data Display

Data Display refers to the unification of information which allows inference and action. Data presentation helps in understanding what is happening and to do something, including deeper analysis or take action based on understanding. The stage in presenting the data is in the form of questionnaire data that has been done to restate the data so that it can be easily to be understood and can be used as a basis in the process drawing conclusions.

3. Conclusion/Verification

The third important step for analytical activity is drawing conclusions and verification. From the start of data collection, an analyst qualitative researchers begin to look for the meaning of things, note the regularity of explanations and causal pathways. The process of determining conclusions based on the results the questionnaire obtained from the respondent, and the data obtained can answer the formulation of the problem posed in this research.

It implies that the researcher ranged around the four axes during the data collecting, then move back and forth among data reduction, data display, and drawing conclusion/ verification in the remains of her research time.
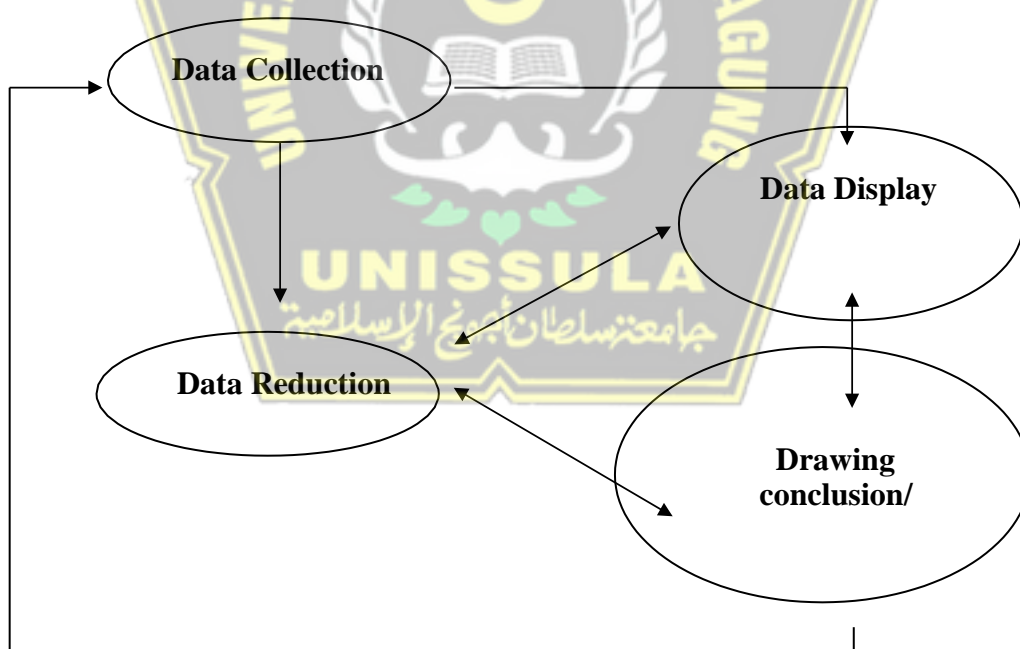

Figure .1

Interactive model of qualitative data analysis technique (Miles &Huberman, 2014)

3.5 Time Schedule

To have this research accomplished on the right time, the researcher allocates the

time that is used to finish some activities in this research which shown in the following time allotment.

Table.1
Time Schedule

No.	Activities	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024
1.	Designing Proposal	■	■	■						
2.	Presenting Proposal				■					
3.	Collecting Data					■				
4.	Analyzing Data						■	■	■	
5.	Presenting Final Project									■
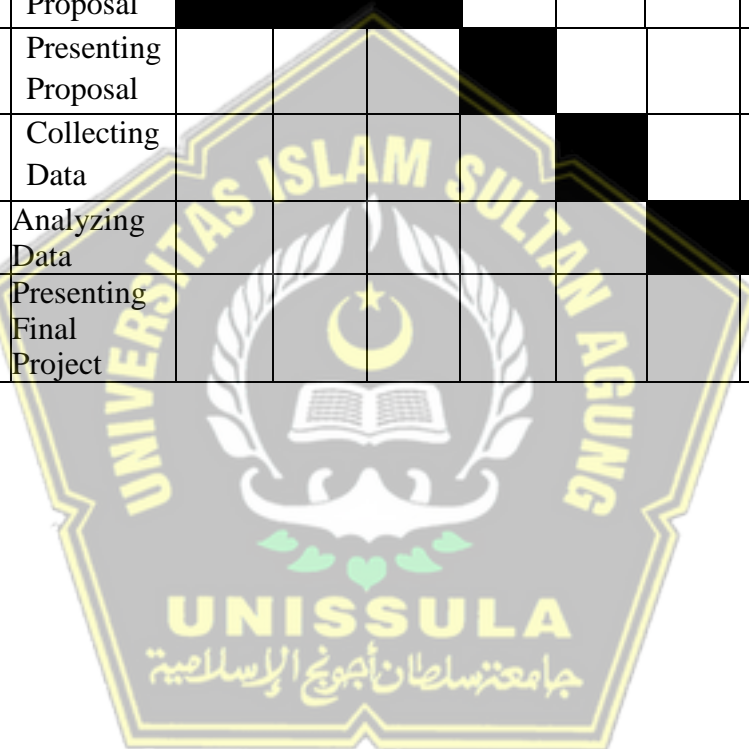
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, presents with the result of the data analysis from the first activity to the last activity. It consists of findings and discussion of the research.

4.1 Findings

One of main purpose of this research was to answer the research questions. This research questions are "What difficulties do the English teachers face in teaching English for junior high school students?" and "What strategies do the English teachers use to overcome the problem or their difficulties in teaching English for junior high school students?"

Therefore, the researcher tried to answer the research questions. To collectthe data the researcher tried to find six teachers, two from SMP L, two from SMP M, and two from SMP N. The interview was about background of teachers, factors of difficulties and strategies in coping the difficulties.

4.1.1 Schools' Profile

The researcher conducted the research teachers in SMP L, SMP M, and SMP N in Tegal regency. SMP L is a school that has several excellent programs to increase potential and shape the character of students as a generation of Islamic leaders. Many students had a lot of achievement. This school uses two curriculum, which is Curriculum National from kemendikbudristek and Local Islamic Curriculum.

SMP M is a private school which has two curriculums, one is the national curriculum which is from kemendikbudristek and another one is Muhammadiyiah

curriculum which consists of many Islamic studies subject taught in all Muhammadiyah school in Indonesia. This school also has special characteristic in its curriculum and activities. The scout at this school has its own name which is called HW (Hizbul Wathon), a name for scout development in this school.

SMP N a state school which was established 68 years ago. It has more than 800 students. The students at this school has achieved many achievement whether in academic or non-academic. So far, it has been one of the favorite school in Tegal regency because this school has many successful graduates. Its facilities and many other factors can attract the parents to register their children to study in this school.

4.1.2 Respondents' data analysis

1. Respondent Mr. B (teacher 1)

   a. Teacher background

Teacher 1 has been teaching in SMP N since 2010. During teaching English, the school has facilitated him by providing some equipment need by the teachers such as English text book, LCD projector, internet access, allowing students to bring mobile phone, etc.

   b. Factors of difficulties

There are numerous challenges encountered in teaching English. These difficulties encompass various aspects, including the limited English vocabulary of students, the insufficiency of English language instructional hours in the new curriculum, students' inadequacy in correctly pronouncing English words, and teachers

themselves facing obstacles in implementing online learning due to students' limited internet quota.

    c. Strategies in coping the difficulties

To address students' difficulties in memorizing English vocabulary, teachers can implement diverse and engaging learning methods. When students are intrigued by the learning process, grasping English lessons becomes more accessible. Similarly, in overcoming students' limited internet access, teachers can prioritize communication with parents or guardians before initiating online instruction.

 2. Respondent Mr. R (teacher 2)

    a. Teacher background

Teacher 2 has been teaching for two years in SMP N. In this semester, he is teaching in grade 8. The school facilitates teachers in teaching by providing some English text book, and modules provided by the local MGMP, also allowing the teachers to join training and seminars.

    b. Factors of difficulties

He does not face any difficulties in teaching English because he approaches each class differently. For example, for class A, he has to use jokes when teaching, for class B he has to keep updated with viral news, so each lesson is interspersed with discussing the news. Seeing students' development and their enthusiasm when he teaches, they actively participate in learning.

    c. Strategies in coping the difficulties

Teacher 2 did not give any explanation about the strategies to cope the difficulties because he does not face the difficulties during teaching English.

3. Respondent Mr. O (teacher 3)

    a. Teacher background

Teacher 3 has been teaching English for 20 years at SMP M, he currently instructs ninth-grade classes.

    b. Factors of difficulties

He states that students' lack of reading interest, non-conducive teaching hours, and discrepancies in learning abilities pose challenges in his teaching endeavors.

    c. Strategies in coping the difficulties

He has developed strategies to address these difficulties, such as allowing students to use translation tools and browse using their mobile phones in class, utilizing a hybrid library, and employing teaching methods tailored to the capabilities of students in each class group (exclusive 9b, non-exclusive 9a, and 9c).

4. Respondent Mrs. R (teacher 4)

    a. Teacher background

Mrs. R (teacher 4) has been teaching seventh and eighth grades at SMP M since 2004.

    b. Factors of difficulties

She faced many difficulties in teaching English at SMP M related to the equipment needed by the teacher, especially text book. The school does not provide enough English text book for the students.

    c. Strategies in coping the difficulties

To address these challenges, she requires students to bring dictionaries and takes them to the computer laboratory to incorporate animated videos during lessons to

enhance focus and motivation.

5. Respondent Mr. I (teacher 5)

    a. Teacher background

Teacher 5 has been teaching English for 18 years at SMP L, specifically in eighth grade.

    b. Factors of difficulties

Despite encountering teaching difficulties, he finds that they can be overcome, as each student at SMP L has undergone assessments to determine their academic performance and learning styles (visual, auditory, kinesthetic).

    c. Strategies in coping the difficulties

This enables the allocation of classes based on students' abilities, allowing him to employ suitable teaching methods.

6. Respondent Mrs. S (teacher 6)

    a. Teacher background

Mrs. S (teacher 6) has been teaching English for 10 years at SMP L, currently teach ninth grade.

    b. Factors of difficulties

The students' reluctance to complete assignments and learn English, their lack of initiative in expanding vocabulary, and the difficulty in teaching speaking skills pose challenges for her.

    c. Strategies in coping the difficulties

She has developed strategies to overcome these difficulties by integrating digital learning during lessons and effectively managing the classroom to stimulate

students' enthusiasm. Teacher 6 employs tactics to teach speaking skills, such as using punishment for speaking out during game activities, and she also mandates students to memorize five new vocabulary words in every English lesson.

Among six teachers, teacher 2 and teacher 5 stated that they have not found any difficulties. Teacher 1 was interviewed on January 15th at SMP N and Teacher 2 on January 16th. Teacher 3 and Teacher 4 were interviewed as respondents on January 15th at SMP M. Teacher 5 was interviewed on January 16th, while Teacher 6 was interviewed on January 18th at SMP L.

4.1.3 Difficulties Faced by Teachers in Teaching English

1) Students' Interest

The majority of respondents indicated that generating enthusiasm among students is a common challenge encountered in every classroom. Students lack motivation in learning English due to their limited understanding of English vocabulary. As described by teacher 4: students' reading interest and enthusiasm in participating in learning activities are lacking, they perceive English lessons as difficult.

Additionally, teacher 6 mentioned in terms of students, some are lazy to study, lazy to do assignments. Furthermore, the lack of reading among students is also a problem. Teacher 3 stated: students' difficulty in developing reading interest, students' laziness in reading, while the curriculum emphasizes reading skills.

2) Duration or Time Allotment of Teaching

The insufficient time allocated exacerbates the difficulty of learning English

for students, as stated by teacher 1 that the lack of English instructional hours in the new curriculum makes him find difficulties as long as the time allotment was reduced for P5 activity.

Non-conducive teaching hours also pose a challenge for teachers to create a conducive learning environment that motivates students. Teacher 3 argues that: Non-conducive teaching hours at the end of the class or at the end of the subject period result in most students losing focus and feeling sleepy.

3) Students' English Skill

Students' abilities are the primary focus of the most common difficulties encountered. From students struggling to understand difficult vocabulary in English materials, as mentioned by teacher 1: Among various difficulties, students' English vocabulary is very limited, students' lack of ability to pronounce English words correctly, Also, practicing speaking skills is challenging, as argued by teacher 6 that unwillingness to expand vocabulary independently, very difficult to practice speaking skills makes the teacher find difficulties in teaching English.

4) Limited Resources and Equipment

The lack of complete facilities significantly affects the teaching and learning activities for both teachers and students. Particularly, essential facilities such as textbooks, LCD/projectors, WiFi, and computer labs. One respondents, teacher 4 said that in term of facilities, the lack of the number of textbooks provided by the school make process of teaching English in trouble.

5) Technological Limitation

Difficulties in implementing online learning due to students' limited internet access and quota constraints were highlighted as obstacles. One respondent, teacher 1, said that he has some challenges when he wants to apply online learning of English, not all students can bring mobile phone with the sufficient data. Besides the internet access at school also has low access which can make students feel difficult to join the online learning.

6) Parent's Support

The abundance of educational applications has led teachers to frequently utilize online learning methods to engage students' interest in learning, as exemplified by the approach adopted by teacher 3: influencing teaching and learning activities, especially during online learning, as some students in non-exclusive classes do not bring smartphones.

One crucial tool in online learning is smartphones and internet quotas. However, many students are capable of bringing such gadgets. Parents should play an active role in supporting their children's learning by allowing them to bring smartphones with internet quotas during online learning sessions. As argued by Teacher 1: teachers themselves face difficulties in using online learning methods due to students' limited internet quotas.

4.1.4 Strategies Employed by Teachers to Overcome Difficulties

1) Diverse Teaching Methods

The utilization of engaging and varied teaching methods can enhance students' enthusiasm. For instance, bringing students to the computer lab for

learning through videos or animations relevant to the material, then assigning students tasks to retell the watched videos, enables students to better understand the content, as argued by teacher 4. Conversely, one respondent suggested that having appropriate methods for each class can ignite students' learning enthusiasm. Similar to teacher 4, teacher 2 stated: Because I approach each class differently. For example, for class A, I have to use jokes when teaching the material; for class B, I have to stay updated with viral news, so each lesson is interspersed with discussing the news. Because I observe the students' development and their enthusiasm when I teach, they actively participate in learning. Teacher 6 also emphasized: Providing interesting learning media, collaborating digital learning such as Quizizz or Wordwall, games, videos will make students enthusiastic about learning. Meanwhile, teacher 5 stated: Teachers must make students like the teacher first and then like the subjects. Also, they must understand students' learning styles, whether auditory, kinesthetic, or visual, using diagnostic tests.

The utilization of appropriate teaching methods can enhance students' enthusiasm. For example, bringing students to the computer lab for learning through videos or animations relevant to the material, then assigning students tasks to retell the watched videos, enables students to better understand the meaning of the studied material, stated teacher 4.

2) Utilization of Technology

Teacher 6 stated that to address students' lack of interest in learning, teachers can utilize engaging learning media using technology, collaborate with

digital learning platforms such as Quizizz or Word wall, games, and videos to enhance student enthusiasm. Additionally, effective classroom management strategies starting from ice breaking/warm-up, student apperception, digital-involved learning, assessment, and utilizing digital learning tools are crucial. However, if teachers intend to incorporate digital learning concepts, they will require considerable time to prepare materials; otherwise, the learning objectives may not be achieved. For speaking skills, I usually employ a game-based approach with speaking advancement as a punishment. Students are also required to memorize 5 vocabulary words in every English lesson.

3) Classroom Management

As stated by teacher 6, the importance of managing the classroom according to students' learning needs significantly influences making English lessons enjoyable, starting from ice breaking/warm-up, student apperception, learning, and assessment that integrates digital learning.

The solution provided by teacher 1 to address students' difficulties in memorizing English vocabulary is for teachers to implement varied and engaging learning methods. This is because if students are already interested in learning, it will be easier for them to comprehend English lessons. Teacher 2 also offers a solution as follows: Approaching each class differently. For example, for class A, I have to use jokes when teaching the material; for class B, I have to stay updated with viral news, so each lesson is interspersed with discussing the news.

4) Encouraging Independent Learning

Teacher 6 has a simple method to overcome students' vocabulary problems:

requiring students to bring a dictionary so that students can become independent or accustomed to using a dictionary to look up difficult vocabulary words.

Teacher 3 also has a method to address students' reading skills: Using a hybrid library that combines conventional and digital libraries, textual with digital.

Teacher 1 has also stated that students should try to learn more independently at their home because learning English is a process that need long time, not only during the English class at their school.

4.2   Discussion

This section presents the results of the research consisting of factors that contribute to teachers' difficulties and their strategies in coping teachers' difficulties in teaching English in junior high school in Tegal regency. The results are based on the interview that is developed by the researcher. The interview's questions list consists of background, questions about teachers' difficulties, and prompts about strategies. All the questions are generated from the theory and relevant research in Chapter II.

Based on the data provided by the respondents, several key themes emerged regarding the difficulties faced by teachers in teaching English and the strategies employed to overcome these challenges.

Teaching English as a second language presents a myriad of challenges that affect both students and educators, significantly influencing the effectiveness of the teaching-learning process. One of the primary difficulties encountered by students is the mastery of vocabulary, which is essential for active engagement in

classroom discourse. Hasan (2016) and Bunyamin (2022) assert that vocabulary mastery is a critical determinant of comprehension. When students possess a limited vocabulary, their ability to understand and participate in lessons diminishes, leading to frustration and disengagement. Bunyamin (2022) further highlights that this issue is exacerbated by limited exposure to English in daily life, which stunts language acquisition and perpetuates disengagement among learners. To counteract this, educators must implement targeted strategies and create a language-rich learning environment that supports vocabulary acquisition. This can involve the use of interactive activities, multimedia resources, and frequent practice opportunities that make learning new words engaging and relevant.

Another significant challenge in the English language classroom is sustaining student concentration. Low concentration levels among students can severely disrupt the learning process. Tomlinson (2006) emphasizes that distractions and interruptions in the classroom can be highly detrimental, impeding students' ability to acquire knowledge. These disruptions can stem from various sources, including noise, classroom management issues, and external factors such as students' personal lives. To address this, educators must develop and implement effective classroom management practices that foster an environment conducive to sustained focus and engagement. Techniques such as establishing clear routines, using engaging instructional methods, and providing a structured yet flexible learning environment can help minimize distractions and keep students on task. Additionally, incorporating breaks and activities that

require active participation can help maintain students' attention and prevent mental fatigue.

From the perspective of teachers, deficiencies in teaching knowledge and training present formidable challenges. Many English educators lack adequate training and command over pedagogical methodologies, which hampers their ability to engage students effectively and facilitate meaningful learning experiences. This deficiency is often due to limited access to professional development opportunities, which prevents teachers from acquiring the necessary skills and strategies for effective instruction. Anderson (2018) underscores the imperative of integrating technology into instruction, which necessitates ongoing professional development initiatives. As curricula evolve to incorporate differentiated instruction and proficiency in information technology (IT), teachers must be equipped to navigate these pedagogical shifts effectively. Professional development programs should focus on enhancing teachers' instructional techniques, familiarity with digital tools, and ability to implement inclusive practices that cater to diverse student needs.

The scarcity of resources further complicates English language instruction. The mandates of Kurikulum 13 and Kurikulum Merdeka, which advocate for IT proficiency, highlight the inadequacies in available resources. This lack of resources includes insufficient access to textbooks, technological devices, and other instructional aids, which hinders the implementation of modern pedagogical approaches. Consequently, students are deprived of enriched learning experiences that are essential for effective language acquisition. Addressing these resource

constraints requires a concerted effort to optimize allocation and ensure that educational institutions are well-equipped to meet the demands of contemporary curricula. Investment in educational infrastructure, including access to digital learning tools and materials, is critical to support teachers in delivering high-quality instruction and to provide students with the resources they need to succeed.

In response to these challenges, educators must adopt a multifaceted approach to enhance teaching effectiveness and improve student outcomes. Efforts to augment vocabulary acquisition should be intensified through the use of diverse and engaging strategies that create a language-rich environment. For instance, incorporating storytelling, reading programs, and vocabulary games can make learning new words more enjoyable and effective. Additionally, fostering a culture of reading both inside and outside the classroom can significantly enhance vocabulary development.

Effective classroom management is essential to mitigate distractions and sustain student engagement. Techniques such as positive reinforcement, collaborative learning, and interactive technology can help maintain focus. Educators should be trained to address individual student needs, providing tailored support for those struggling with concentration.

Investment in holistic teacher training programs is crucial to address teaching deficiencies. Comprehensive training should cover pedagogy, classroom management, differentiated instruction, and technology integration. Ongoing

professional development enables teachers to enhance student engagement and optimize learning outcomes.

Alleviating resource constraints through improved allocation is imperative for modern pedagogical approaches. Ensuring schools have access to necessary resources, such as up-to-date textbooks, technological devices, and instructional materials, creates an environment conducive to effective teaching and learning.

In conclusion, the multifaceted challenges in English language teaching require collaborative and concerted efforts. Educators, drawing from theoretical insights and empirical findings, can develop nuanced strategies to enhance language acquisition and create a conducive learning environment. Addressing vocabulary mastery, concentration issues, teaching deficiencies, and resource constraints through targeted interventions will improve the teaching-learning process and lead to better student outcomes. With sustained efforts and a commitment to professional development, educators can overcome these challenges and equip students with the necessary skills and knowledge to succeed in learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter was the epilogue. It consists of conclusion and suggestion. The conclusion provided the main finding of this study, and the suggestion provided the next action on what extended this study should go on.

5.1. Conclusion

After doing research and getting the results, it was concluded that there were English teachers had differences in the factors that cause difficulties in teaching English in junior high school, especially in Tegal regency. Therefore teachers had differences strategies to cope with their difficulties in teaching English.

English teachers in junior high schools, encompassing various factors related to students, teachers, and facilities. From the perspective of students, issues such as a lack of vocabulary mastery, low concentration, and speaking problems hinder their learning progress.

Teachers encounter challenges stemming from limited teaching knowledge and development, including shortages in training, mastery of teaching methods, and adaptation to new curricula and technology integration. Additionally, inadequate resources and facilities further exacerbate the difficulties encountered in English teaching and learning.

5.2   Suggestion

After doing this research the writer would like to present contribution by giving some suggestion towards English teachers, and the other researchers. Here, the writer gives some suggestions based on the result of this study.

For the teachers, this research should give some meaningful feedback to them to develop and create many strategies in their learning process, which use various kinds of learning methods and strategy and using technology for online learning and making interesting media. It is because the interesting strategies and media that they often use in the class can give a big impact on the continuity of the teaching and learning process, therefore students can understand and know the content of the lesson being taught.

For the other researchers, this study can be a guidance for them who wants to conduct on qualitative research and become a useful reference, however there should be some further development in the similar research.
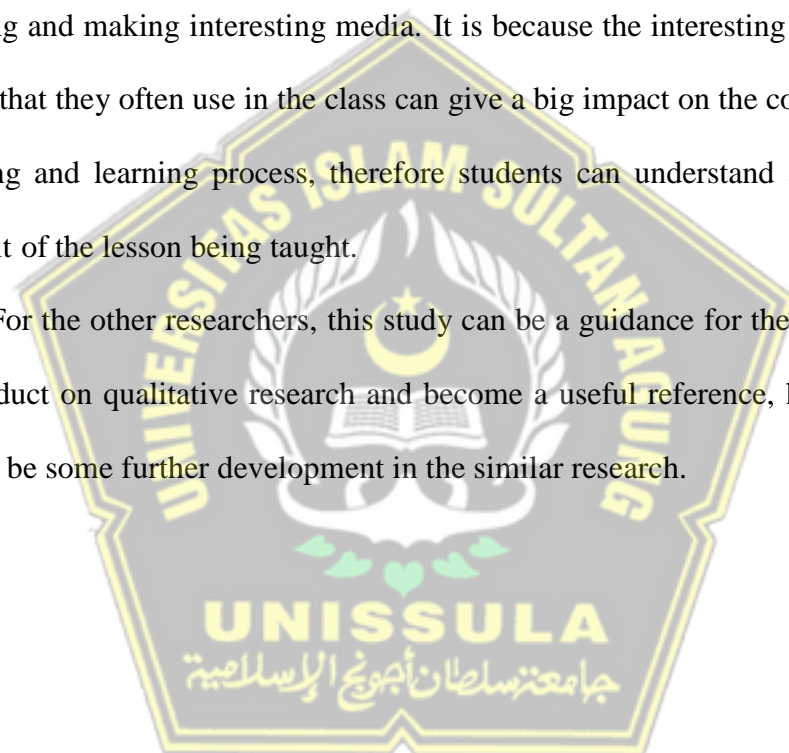
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