

TEACHERS' PROBLEMS IN TEACHING ENGLISH AND THE SOLUTIONS AT SMP ISLAM KARANGPLOSO

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Abstract: This research presents the study of teaching English, Teaching English as a foreign language is a challenging task, particularly when it is done in places where English serves a very limited purpose. This study attempted to investigate English teaching challenges as well as the solutions taken by the English teachers at SMP Islam Karangploso. Through interviews, the study captured English teachers' perspectives on facing English teaching challenges in the classroom and the solutions they implemented to address them. Students are challenged by their lack of vocabulary mastery, low concentration, lack of discipline, boredom, and speaking problem.

The researcher used qualitative descriptive research. The goal of this study was to learn about the difficulties that teachers face and find out the solutions when teaching English in SMP Islam Karangploso. The interview was a method of gathering data that involved asking respondents or informants for information and It was known that two teachers were chosen on purpose because teachers were qualified as professional teachers and had high quality English teaching strategies.

The findings showed that the teachers were challenged by a lack of vocabulary mastery, low learning material, instructional media in classroom, a lack of discipline, student boredom, and a speaking problem. As a result, when teaching in the classroom included using a variety of teaching methods and techniques, matching students' proficiency levels and learning situations, managing the classroom, utilizing available resources, providing motivational feedback, and engaging in self-reflection, the students are more active in communicating with their friends in their related group, making it easier for students to understand the material conveyed.

Keywords: Teaching, English Language, problem, solution

INTRODUCTION

There are numerous aspects to teaching a language. A teacher not only teaches and pays attention to students' language skills such as reading, writing, listening, and speaking, but also supports facilitates, and encourages students to have enthusiasm, a

positive attitude, and motivation towards their studies. English Teachers' Challenges in Teaching English Furthermore, teachers must comprehend what students learn, how and why such learning influences them, and how lessons can benefit them in the future (Derakhshan, 2015). As a result, language teachers must teach students how to develop both academic and personal skills.

The importance of strategy in the teaching and learning process cannot be overstated. Strategy is an overall plan for the orderly presentation of language material, none of which contradicts the chosen approach and is all based on it. A strategy is procedural, whereas an approach is axiomatic. Many strategies can exist within a single approach. Many teaching strategies have been introduced to English teachers in Indonesia. These strategies can aid the teacher in the process of teaching and learning. With so many strategies available, a teacher must also learn to use them. Because those techniques will be used in the classroom. Then, before using it, a teacher must know what strategy is appropriate with the material that will be taught.

When it comes to English language teaching in the classroom, teachers have a variety of perspectives. According to Baker, R., and Moroz, W. (1997), most teachers conduct social studies lessons in a similar manner and that little has changed over decades, that is, they continue to use teacher-centered delivery strategies rather than student-centered inquiry strategies.

Some research about the study of teaching English was done by several researcher. In the research that conducted by Mumari (2007) in the research, *Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia*. The result of this research discovered a wide range of issues encountered while teaching English at MTsN Taliwang in Indonesia. According to the findings of this study, teachers were hampered by a lack of training, limited mastery of teaching methods, unfamiliarity with IT, a lack of professional development, insufficient facilities and resources, and a lack of time. Beside that, the researcher hopes, in future research into the challenges of teaching English may benefit from focusing on students' attitude diversity in classrooms and training that participants have participated in.

METHOD

In this study, the researcher used qualitative descriptive research. The goal of this study was to learn about the difficulties that teachers face and find out the solutions when teaching English in SMP Islam Karangploso. It was known two teachers chosen on purpose because it has qualified as professional teachers and had high quality teaching strategies in English. The interview was conducted after the English class had ended, as agreed with the teacher, in order not to interfere the teacher's duties. It was conducted in order to obtain information from the teacher about the subject of the study.

The interview was semi-structured, which indicates that the researcher followed the interview guide. The interview topic may evolve as a result of the interview subject's responses. Furthermore, a tape recorder was used to record the necessary data. The interview was a method of gathering data that involved asking respondents or informants for information. First, the researcher obtained permission from SMP Islam Karangploso's headmaster. Second, the researcher began getting to know all of the English teachers at SMP Islam Karangploso. Third, the researcher conducted an open

ended interview and asked question about the problem in classroom management and the media used by the teacher to teach English in the classroom. Fourth, the researcher transcribed the voice recording.

FINDINGS AND DISCUSSIONS

The researcher completed the research procedure through an interview, as evidenced by the interview results. Two teachers from SMP Islam Karangploso were interviewed by the researcher. Those teachers were in VIII A and B. The interview was conducted to learn about the difficulties that teachers face when teaching English. The following were the difficulties that the English teacher encountered:

As stated at the chapter III in collecting the data, the researcher used the interview method which consists of five statements, the researcher provided an in depth discussion in order to answer the main research problem of this study that was about the common problems faced by the teachers in teaching English at SMP Islam Karangploso. The researcher was aimed to find out the common problems faced by the teachers in teaching English at SMP Islam Karangploso. The interview was used as the instrument in this research. This study was conducted on 3rd and 8th of August 2022 at SMP Islam Karangploso, consisting of giving interview for the study.

The findings revealed that challenges in teaching English comes from students as well. These challenges are students', students' low concentration, lack of discipline, crowded class, and speaking problem. Based on the result interview of this research, the teachers in SMP Islam Karangploso have problem in teaching English in class such as crowded class, which is some teachers who find it difficult to teach when it is late because students are tired and sleepy when given the material. With this situation, teachers and students cannot feel at ease while learning this condition may be caused by teachers' lack of professional development. The motivation of the teacher is crucial in developing English teaching ability.

Besides that, on this study the teacher also felt some teachers and students are less in the use of delivering media in the class, even though some teachers have used it well. In this case, training learning media is required so that teachers can easily convey the material. The use of instructional media in the classroom by the teacher helps students' understanding of the material communicated in the classroom. Furthermore, using learning media assists teachers in delivering media, so that students can easily understand the material provided. As a result, "special efforts should be made to ensure that teachers have adequate teaching facilities, such as space, books, and teaching aids." Pande (2013). Teaching a language necessarily requires the use of equipment, especially for those who teach in settings where English exposure is limited. Beside that, the teacher uses two media which can help when the teacher teaches and students can easily understand the material that the teacher teaches.

The next problem the teacher also difficulty in learning material. In learning material, teachers encounter difficulties, including students who do not focus in class when receiving lessons, especially students who learn during the day, and the limitation of students' learning resources, which causes students to be lazy in their learning. Before the teacher prepares it, the teacher prepares interesting material when entering the class and also the teacher builds the spirit of the students by providing motivation which can

be in the form of suggestions, so that their learning process is not disrupted. Khajloo (2013) says that students do not concentrate in learning English, otherwise, they will do their best and get good scores.

Students lack of vocabulary/speaking problem, N1 and N2 stated that one of the challenges in teaching English in classroom is students' lack of vocabulary mastery. It hindered the students' understanding of the subject. "some students might have lack of vocabulary mastery which makes them not actively participate in class" argued N1. In addition, N2 asserted that the main challenge in achieving teaching and learning goal was students' lack of vocabulary. With regard to this issue, Hasan (2016) states that one of the most challenging tasks that students encountered is mastering vocabulary. Maruyama (1996) as cited by Hoa and Mai (2016) also points out one of three reasons why students have lack of vocabulary mastery is because English is not used by students in their daily life which make them feel not need to learn the words.

The last problem is Discipline issue, it was linked to the classification of the students'. Copland, Garton, and Burns (2014) found that discipline problems were related to "the age and sex of students, differentiation, parental attitudes, inexperience, not sharing the learners' first language, and keeping the students motivated". If classroom discipline is perceived as a problem for experienced teachers, it is relatively safe to assume that it is a cause for concern for student teachers as well. Rickman and Hollowell (1981) surveyed cooperating teachers and university supervisors of student teachers and found that both groups agree that problems with classroom management and discipline have become more complex in recent years and that these problems lead all other categories in contributing to student teacher value.

CONCLUSIONS AND SUGGESTIONS

According to the research findings in the previous step, this research found a wide range of problems encountered while teaching English at SMP Islam Karangploso. The teachers were challenged by a lack of vocabulary mastery, low learning material, instructional media in classroom, a lack of discipline, student boredom, and a speaking problem. Even though, readers should evaluate the study's findings. The current study's findings cannot be generalized because participants point to specific challenges in teaching English at SMP Islam Karangploso. Even within the confines of the school, each English teacher faces unique challenges. To solve the problem, the researcher describes the solution which is also assisted by the teachers.

The teacher attempted to manage the student learning process by using creating discussion groups to increase students' enthusiasm when studying in class. To help the learning process, the teacher needs to use of instructional media in the classroom helps students understand the material presented in class. Furthermore, using learning media assists teachers in delivering material so that students can easily understand the material provided.

In classroom activities, the teacher were needed to give an vocabulary, it is needed, so that students memorize a lot of vocabulary so that every time they are asked to ask they are not confused and I also give additional points to increase students' enthusiasm, so the teacher must also provide suggestions to keep students motivated.

Furthermore, during the learning process, the teacher can provide sufficient teaching materials so that students can learn independently, such as studying with friends. Before entering the classroom, the teacher prepares interesting material and also builds the spirit of the students by providing motivation, which can be in the form of suggestions, so that the learning process is not disrupted. The use of a digital platform aids the teacher in class management. It also increased the students' enthusiasm for the learning process. The teacher employs two media to aid in teaching and ensuring that students understand the material.

The researcher provides several suggestions related to this study. There are three suggestions to be presented, first for the speaking lecturer, the second for the students and the last for future researcher. First of all, the researcher would like to suggest lecturers should be keep up to date to the new ways of exciting learning. Lecturers can combine using social media to improve the excitement for students. However, the lecturers must be equipped with knowledge about social media and spend much time to prepare the materials of speaking online class activities in using social media for learning before including social media in the classroom.

The second, the researcher would like to suggest for students. In speaking online learning class activities, the students had to be more active giving opinions and new ideas to the lecturers in order to make a better learning process. Lecturers could not walk alone. They also needed the students to give another insight how to make the class fun and interesting.

The third, the researcher would like to suggest for future research. This study was done in the post of Covid-19 era which made the researcher could not do the interview session face-to-face due to the academic year had not started yet which made most participants were contacted virtually. The future research had to explore more effect of online learning and how to avoid the problems that can arise when using online learning even if the pandemic is over.

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