

THE TEACHERS' ROLES IN OVERCOMING STUDENTS' DIFFICULTIES IN THEIR ENGLISH LEARNING IN MTSN 5 MADIUN

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Abstract : The purpose of this study is to describe the roles of the English teachers in their capacity as motivators, evaluators, mentors, and models for overcoming students' difficulties in learning English at MTsN 5 Madiun, the difficulties faced by students when learning English at MTsN 5 Madiun, and the steps taken by the English teacher in overcoming learning difficulties at MTsN 5 Madiun. This type of research is qualitative. The procedures of data collection are observation and interview. The results of this study indicate that: The role of the teacher in overcoming students' difficulties in learning English includes the teacher being able to provide sequential advice to students who have problems in learning English, using various learning media. Forms of learning difficulties experienced by students include students' feelings about learning English, difficulties encountered in learning English, difficulty reading, difficulty speaking, difficulty hearing, and difficulty writing. as well as the steps taken by the teacher in dealing with students who experience learning difficulties.

Key words: Roles, Teachers, Difficulties, English learning

INTRODUCTION

Learning difficulties can be caused by external and internal elements. According to Nureani, (2019) many students have a long history of learning difficulties and often experience negative consequences and punishments. It is therefore quite common for these students to be under pressure in a learning situation. According to Nur et al. (2020) there are nineteen teacher roles in learning. The nineteen roles of teachers in learning are, teachers as educators, mentors, coaches, advisors, innovators (innovators), models and role models,

personal, researchers, creativity drivers, insight generators, routine workers, camp movers, storytellers, actors, emancipator, evaluator, preservative, and as culminator (Nureani, 2019).

At MTsN 5 Madiun, many students have difficulty in learning English. Among them, the difficulty in understanding the lessons given by the teacher. Then in terms of applying the learning that has been given by the teacher to be applied in everyday life and how to practice it in front of the class (Khusniyah, 2019). It is difficult for students to understand learning theory because not all students have the same way of thinking, most teachers apply the same method, therefore students find it difficult to understand the learning given by the teacher, that's where students experience learning difficulties (Kannan, 2009).

Based on the above background, it can be concluded that there are still many students who have learning difficulties, for that the researcher wants to conduct research at MTsN 5 Madiun, at this school some of the students cannot understand the methods taught by the teacher. There are many factors that cause this, therefore this case study is very interesting to be used as the title of the research: "THE TEACHERS' ROLES IN OVERCOMING STUDENTS' DIFFICULTIES IN THEIR ENGLISH LEARNING IN MTSN 5 MADIUN"

METHOD

This research research chooses or uses qualitative methods. Lester et al. (2020) stating that Research techniques known as qualitative research methods provide descriptive data from people's spoken or written words and observed behavior. According to Ciesielska & Jemielniak (2017) by recording different facts or social events through field observations, interpreting them, and then attempting to theorize based on what was observed, a researcher engages in qualitative research.

Researchers determined informants using purposive techniques. According to Tongco (2007) purposive approaches are methods for choosing data sources that take particular factors into account, such as persons who are thought to understand our needs the best. To find data on the teacher's role in overcoming difficulties in learning English, four teachers were used as research subjects and the researcher asked for the teacher's recommendations in choosing students who

had learning difficulties to become participants. The subjects of this research were the four English teachers from all grades and six students of MTsN 5 Madiun who had learning difficulties as participants in this study. The researcher chose 2 low achiever students, 2 slow learners, and 2 learning disabilities students.

The writers of this study employed researcher, interviews and observations as research tools. Interviews were used to ask the English teacher about the teacher's role in the classroom in overcoming students' difficulties in their English learning and ask students about the difficulties they experienced when learning English. Observation is used to observe the teaching and learning process which includes activities, the media used and the performance of teachers and students.

According to Tongco (2007) data reduction, data presentation, and conclusion-drawing are methods of data analysis. The technique is as follows:

a. Reduction Data

Raw data are simplified by selection in reduction data, which focuses on turning them into useful information that makes drawing conclusions simple.

b. Presentation of Data

A narrative is a common method of data presentation for qualitative data. Presentations of data include a collection of data that is organized logically and is simple to understand.

c. Conclusion

The final phase in data analysis is conclusion. We must examine the outcomes of data reduction and continue to refer to the problem statement while determining the objectives. After gathering and comparing the data, it is time to draw a conclusion as an answer to the issue.

Findings

This part answered the three research problems about the role of teachers to overcome students' difficulties. The researcher gathered information from a teacher who taught English subject and students who had taken a Zoom interview and voice notes. Given that 13 out of 15 participants were open to interviews, the respondents' rate was deemed high. Due to the flexible interview schedule and the option to call through WhatsApp, participants felt comfortable conducting

interviews while still attending to their daily obligations. In addition, the researcher conducted a follow-up interview to gather more data.

Teacher as a motivator

Students' underachievers

There are several factors' students became underachievers, such as association, the environment, family, and internal problems. However, the students were left out and demotivated to learn English. Therefore, the teacher should actively encourage them to have the spirit of learning English in class. The result of the interview showed that teachers should sequent give pieces of advice, and leading the underachiever students to study more.

Slow learning students

These types of students need extra time to understand the material. This issue was derived from the personal problem of the students themselves. The teacher needed to have multiple strategies to solve this problem. The method that they used in class is also important to transfer knowledge to the maximum, such as delivering the material slowly and repeating the information more than once. This method also worked sometimes to encounter students' confusion.

Students with learning difficulties

The students who had some difficulties in learning English were hampered by some factors such as their emotional condition and their external problems. This was a hard moment for the teacher to deal with because they needed to find the students' reasons for being easy to distract during a learning activity. The teacher needs committed private consultation of a little conversation with the related students.

Teacher as Evaluator

Underachiever students

As an evaluator, the teacher had many ways to assess their students. This was hampered when students had bad academic records. However, the factors behind students not past the subject were their laziness and demotivation. The teacher should try various ways to increase students' academic records to achieve the learning goal.

Slow learning students

There were several methods mentioned by the teacher for encountering slow learners. The result showed that teachers should make a clear outline of assessments. As an evaluator, this way will be easy for students to read their performance in the class.

Students with learning difficulties

The daily examination was the method seems would be fitted with students who had learning difficulties. This method counters students' misunderstanding about the learning materials. The daily exams were conducted after they had received the subject's contents. The purpose was to adjust the proper learning media to support students' learning difficulties.

Teacher as a Mentor

Underachiever students

Incorporating more than one learning method was the innovation to counter students who had low educational accomplishments. For instance, the blended method guided the students to cooperate with their fellow students. Problem-solving which involved a group of students would help the students to have more confidence and motivation to catch up with their other friends. The teacher delivered that problem-solving engaged the students' skill to discuss and conveyed their idea and increase their cognitive skill of addressing their idea.

Slow learning students

Students had different characters. Hence, the students had their own learning pace individually. The teacher should be had deal with this varied learning manner because the teacher could easily match their learning plan to its goal. Despite this, the teacher will be in a hard situation whether the students did not understand the subject material and tucked with hampering other students' progress. The teacher is obliged to be able to measure the students' character sooner. This skill would be helped the teacher to figure out the fitted method, to begin with.

Students with learning difficulties

One of the common problems faced by the teacher was the students' timid to ask or participate in the class. However, the teacher should actively involve the students to participate in the classroom. Students felt timid most of the time because they did not understand the material well. However, the students tended to pull back their opinion and did not convey their thought

Teacher as Model

Underachiever students

Afraid of doing mistakes was haunted by students who will grow up. This fear is unlocked when they need to present their paper or another task. The majority, of the students, were not confident about their English skills. For instance, about grammar or simply wronged pronunciation. This issue addressed the students not to be able to be motivated. Students' performances were impacted and did not get the best result for the task. The teacher should be actively encouraged students to more confident and be high achievers. The teacher should be normalized the mistake frequently happened during the learning activity. Hence, the students had not been intimidated by their fellow students and be demotivated.

Slow learning students

As a role model, teachers should have good manners for students followed with. This position should be maintained by the teacher, to begin with. The teacher should have been taught that reading was good, regularly motivated students to love English, and explained the importance of learning English. However, students found decent role models to follow with. The impression of the teacher would be respected was necessary to give the leader, controller, and facilitator charisma.

Students with learning difficulties

There were many things' teachers should have done. The teachers needed to have a creative learning model to attract the student's interest to study English. So instead, the teachers also were to be able to strong impression in the class to manage the class well. But still, the students found themselves lazy and bored during the class. Most of the reason is the students initially did not into the

English subject. Therefore, they cannot find any attractive and purposively engaged with them. As a role model, the teacher should be made an effective learning model and made the class fun and lighter ways. This would be encouraged the students in proper-mannered English. The respondent agreed that teachers should be not made classes rigid and stiff. They needed to make fun of learning with effective results.

Students' problems in learning English at MTSN 5 Madiun

Underachiever students

a. Students' Feelings in Learning English

According to the result of the interview, the students had various responses to these questions. Firstly, they felt bored for some reasons such as a late schedule. Hence, it made students sleepy and cannot focus on the subject.

b. Difficulties Encountered in Learning English

Many problems were encountered by students, but most of it was they could not be able to translate the meaning of English words. However, they miss the actual meaning of the sentence. Therefore, they had a hard time catching up with the teacher explaining because it all was explained in English.

c. Reading Difficulty

In the reading context, the students tended to not understand the meaning of the text. Overall, they use their dictionary to translate the words. But still, to comprehend all the literal meanings, the students had not an easy time elaborating the sentence well. This problem was a common issue faced by students since they had an English background. Therefore, this hampered the students' progress in learning English.

d. Speaking Difficulty

Students who had no English background would be having more fear of speaking English. Since most of their fellow students were also non-native, mostly likely they had negative comments toward their friend who spoke a word wrongly.

e. Listening Difficulty

Related to their ability, most of the students had low skills in English. However, the students had a limited capacity to understand what the speaker said

in English. Because of this problem, the students had lower scores in the listening section.

f. Writing Difficulty

Based on the result, the students had very poor transcription idea skills. The students were bamboozled because they did not know basic writing. The fear of mistakes made them think that their writing was wrong. Hence, they did not confident to manifest their idea in writing because they were afraid of being judged. This issue made students' writing skills, a not significant improvement.

Students with learning difficulty

a. Students Feeling in Learning English

Learning difficulty students' problems where they could catch up with the material as fast as others. However, they had not had much response during the interview related to their opinion about learning English.

b. The Difficulty Encountered in Learning English

Slow learners, had a hard time understanding all the material at the same time. Eventually, they left out and not being motivated. Another problem of slow learners was easily to be interrupted by others.

c. Reading difficulty

Had a similar problem with the underachiever, students with a learning difficulty were having a hard time understanding the reading since they had the poor vocabulary. Therefore, they reluctantly ignore the text and went to the next passage that they possibly understand in context.

d. Speaking difficulty

Mostly there were two problems faced by learning difficulty students, which were a lack of vocabulary and hard to deliver ideas in spoken. Firstly, major of the students had a limited vocabulary, and this issue was rooted in all the problems included in speaking skills. Hence, the students had confused about what they wanted to talk about.

e. Listening difficulty

In the listening, the students needed to concentrate and listened carefully to what the speaker said. Accordingly, the students cannot be guessed or predicted

the meaning while they were listening to the audio. Consequently, the students found difficulty in learning English, especially listening. The respondent of the interview justified their difficulties in listening as were lack of vocabulary.

f. Writing difficulty

Students whose learning difficulties were commonly solved with a certain methodology. Herewith, step-by-step teaching plans were the general solution to less their difficulty. However, the students would be found a hard time either if they had no basic English skills. Hence, the idea was hampered and did not deliver well in form of writing.

Slow Learning Students

a. Students feeling in learning English

According to the result, the slow learner tended to feel enjoy the English class. They needed to more focus on the materials. They got easily interrupted by the environment surrounding them. This factor has a major role in making students motivated in class. Related to the result, the respondent felt they had no something that made them enthusiastic while the study in class.

b. The difficulty encountered in learning English

The result found that the lack of vocabulary banks was the main factor in students having a hard time understanding English. Since they used the memorized words method. Oftentimes, they forgot the word they meant to deliver.

c. Reading difficulty

There were two perceptions about reading difficulty for a slow learner. Firstly, they needed a long time to understand the long passage because there were many unfamiliar words for them. However, they had to deal with the main topic that was founded on them.

d. Speaking difficulty

In speaking skills, pronunciation was important as other factors. Because it could make the speaker feel comfortable. Since the slow learner had no experience with basic English, their mother tongue was ingrained. They could not understand what they spoke about.

e. Listening difficulty

Since students had no basic English knowledge, they did not expect that English had similar sounds and different meanings. This problem was frequently faced by students.

f. Writing difficulty

Writing had complex rules to make writing well-written. These rules made the students found difficult to explore the ideas in their minds but they cannot deliver their idea into a good passage. This limit of skill made students demotivated to write a passage in English.

Teachers' solutions to solve students' problems

Teachers' solution toward underachiever students' problem in learning English

There were several problems underachievers faced in learning English. They had low participation in class while learning activities. Hence, in terms of performance, they were low compared to other students. In addition, the underachievers were having a bad score because they did not know what they were doing. They tended to ignore the test or work on it reluctantly. However, the teacher needs to motivate them to have a spirit to get a better score with study hard or simply participating in class. To cover that problem, the teacher decided to pair them up with high achiever students to give them constructive explanations with fellow friends.

Teachers' solutions for slow learner students' problems in learning English

The problems with slow learners were adjusted with various learning methods. Teachers needed to improve the quality of teaching; thus, they used the interactive learning method. The discussion was frequently implemented in English class to involve all students who participated in the learning discussion. This activity oftentimes made the slow learners have no significant progress to show up in front of the class. To deal with slow learners with no enthusiasm, they made some figures as an attachment to make the media seems fun. This method was successful and made slow learners motivated.

Teachers' solution for students with problems in learning English

The environment was an essential factor that made students have difficulty learning English. They had a hard time because they felt shy and cannot read properly because they got a cognitive limit. This personal problem of students is solved by special concern and special treatment. However, the teacher used a constructive approach. This method directly attached the student's emotional state and creates an initial measurement for the teacher to deal with students.

Discussions

Based on the finding research, the underachiever students had six problems. Similar to the study conducted by Supendi (2020) entitled "Analysis of underachieving students' problems and the given guidance" the result showed that many backgrounds affect underachieving students. This study used descriptive statistical methods of 38 students of class X of SMK-SMAK Bogor to analyze the problem of underachieving students. The research results show that guidance is needed for underachieving students to be able to overcome their problems and obtain optimal learning achievement. The solutions were implied in the study to examine underperforming students by category, observation of teachers, material research, and interviews (Wijirahayu & Dorand, 2018).

A student who was identified as a slow learner may experience various difficulties throughout his or her life (Vasudevan, 2017). They might have trouble keeping up with their friends, have trouble staying focused while learning, experience frequent episodes of despair or anxiety, or have trouble relating to others. Speak with a student learning and development professional to gain insight into the potential difficulties that your child may have due to their slow learning style elaborated in his study that slow learners had various causes rooted in making students lack bonding connection with others or they were anxious about having social interaction more often. This caused the students not to focus on learning (Vasudevan, 2017).

A common misconception is that a child who struggles in school isn't trying hard enough. Adwas et al. (2019) the root causes of this issue, though, can run far deeper. It's interesting to note that kids with learning difficulties can have cognitive capacities on the scale as their peers. However, they might have trouble writing, reading, processing information, or figuring things out logically (Payton

et al., 2016). When they must handle things on their own, they encounter several difficulties. These kids must discover the learning strategies that work best for them to explain (Pressiey et al., 1985)

CONCLUSIONS AND SUGGESTIONS

The roles of the English teachers in their capacity as a motivator, evaluator, mentor, and model for overcoming students' difficulties in learning English at MTsN 5 Madiun. Firstly, as motivator teacher could sequentially giving an advices to the students who had problems of learning English such as underachiever students, slow-learner, and learning dissabilities students. Secondly, as evaluator teacher also needed to solve the students' problems, underachiever students, slow-learner, and learning dissabilities students. Thirdly, as a mentor teacher should be able to manage the students' problems underachiever students, slow-learner, and learning dissabilities students. Fourth, as a model teacher should accomplish the students' problems in learning English, underachiever students, slow-learner, and learning dissabilities students.

The difficulties faced by students when learning English at MTsN 5 Madiun. According to result there were six results administered displayed in finding, namely students' feelings about learning English, difficulties encountered learning English, reading difficulties, speaking difficulties, listening difficulties, and writing difficulties.

The steps taken by the English teacher in overcoming learning difficulties at MTsN 5 Madiun. firstly teachers' solutions toward underachiever students' problems in learning English. Secondly, teachers' solution for slow learners' students' problems in learning English. Thirdly, teachers' solutions toward students with disability in learning English.

For the student who studies English at MTSN 5 Madiun, it is recommended to become more active and initiate to participate in learning English. However, as English teacher, it is recommended to be more patient and highly motivated to teach English amid of students' various issues because the students required mastery of English subject as their expectations. Therefore, English teacher needed to have a developed learning media and method to attract

the students' motivations back during their hardships of online learning. Related to the focus of this study is excessive, for further researchers are advised to be more specialized to the particular focus to have profound findings.

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