

THE CHALLENGES AND STRATEGIS OF ENGLISH TEACHERS IN TEACHING ENGLISH

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Abstract: The research explores the challenges faced by English teachers at Wahid Hasyim Junior High School Malang and their strategies to overcome them. The school's educational problems and proximity to researchers make it easier to explore these problems in depth. Each teacher faces unique challenges that require special strategies adapted to the individual pedagogical context. This research uses a qualitative method with interviews as the research instrument, so that data can be obtained clearly from the sources. The research highlights diverse strategies used by teachers, including the use of multimedia to increase engagement and the cultivation of conducive learning habits among students. Collaboration efforts with parents are important to create an environment that supports learning outside the classroom.

Keyword: *Teaching English, Challenges of Teaching, Strategies of Teaching*

INTRODUCTION

The industrial revolution, which began in the 2010s, has brought significant changes to the world, including advancements in digital systems, artificial intelligence, and virtualization (Sabaruddin, 2022). This has created new demands for the world of education, with a focus on literacy skills such as data literacy, technological literacy, and human resource literacy. In addition, education in the 4.0 era must prioritize thinking skills, particularly critical thinking, to enable students to be open to different opinions and make rational decisions (Sabaruddin, 2022).

In order to prepare for the challenges of the Industrial Revolution 4.0, students and teachers must enhance their abilities and skills. Strategies such as information literacy, research skills, life-based learning, and integrated learning in STEM can help in this preparation (Munawwarah, 2021). Skills that are essential in the 4.0 era include leadership, digital literacy, communication, emotional intelligence, entrepreneurship, global citizenship, problem-solving, and team-working. Educators and students must update their learning processes and patterns to integrate their knowledge with the community environment and compete in the world of work (Sabaruddin, 2022).

The study aims to explain the challenges and strategies of English teachers in teaching English at SMP Wahid Hasyim Malang. The research questions focus on the challenges and strategies of teaching English at the school, and the objectives of the study are to identify these challenges and describe the strategies used by teachers. The significance of the study lies in its potential to contribute new information and increase knowledge about teaching English, as well as to provide practical benefits to students, teachers, and researchers. The key terms used in the study include the challenge for English teachers in teaching English and the English teaching strategy.

RESEARCH METHODOLOGY

The research design used in this study is qualitative, aiming to recognize phenomena holistically using descriptions in a natural context and various scientific techniques. The specific method used is qualitative phenomenology, focusing on understanding the meaning of an experience related to a particular phenomenon. The purpose of this qualitative research is to describe phenomena that cannot be quantified, using data collection methods such as interviews, observation, and documentation (Juli Astuti, 2021).

The study focused on two English teachers for grades seven, eight, and nine at SMP Wahid Hasyim Malang. The selection of these teachers was deliberate, based on their qualifications and quality teaching strategies. The instrument used for data collection was interviews, conducted after English classes to avoid interfering with the teachers' duties. The interviews were semi-structured, following an interview guide, and recorded using a tape recorder.

Data collection involved conducting interviews to obtain in-depth information about the English teachers' challenges and strategies for teaching at SMP Wahid Hasyim Malang. The researcher obtained permission from the school's headmaster, ensured the readiness of the teachers for interviews, conducted the interviews, and transcribed the voice recordings.

The specific questions covered in the interviews are:

1. What are the main challenges you face as an English teacher at SMP Wahid Hasyim Malang?
2. How to overcome the main challenges you face as an English teacher at SMP Wahid Hasyim Malang?
3. Can you identify any specific difficulties students encounter while learning English? How do you address these challenges in your teaching?
4. How do you overcome these specific difficulties challenges in your teaching?
5. How do you adapt your teaching methods to serve students with different English proficiency levels in the same class?
6. In a multicultural classroom, how do you promote an inclusive and supportive environment for English language learning?
7. Are there any resource problem that affect your ability to teach English effectively?
8. How do you overcome these limitations of resource problem when you teaching english?
9. How do you encourage students to use English outside of class? Are there any activities or initiatives that you implement to develop language practices outside of school hours?
10. How do you keep yourself updated with the latest teaching methodologies and trends in English language education?
11. Can you share a successful teaching strategy or activity that significantly improved students' engagement and learning outcomes in English?
12. How do you provide individualized support to students who require additional assistance in mastering the English language?
13. What collaborative efforts do you make with other English teachers at SMP Wahid Hasyim Malang to enhance the overall language learning experience for students?
14. How do you integrate culture and real-life contexts into your English lessons to make the learning experience more relevant and engaging for students?
15. What challenges do you encounter when assessing students' progress in English?
16. How do you overcome the challenges to do fair and accurate evaluations for students?
17. How do you build a strong partnership with parents or guardians to support students' English language development outside of school?

Data analysis was performed using a qualitative analytic method involving data condensation, data display and classification, and drawing conclusions. Data condensation involved summarizing and focusing on important themes and patterns, followed by displaying the data in the form of narratives or tables (Rahmiyati, 2022). The conclusion drawing process involved continuously analyzing and verifying the validity of the data to obtain a perfect conclusion about the challenges and strategies of English teachers in teaching at SMP Wahid Hasyim Malang.

FINDINGS

The researcher completed the research procedure through interviews, as evidenced by the results of the interview. Two teachers of SMP Wahid Hasyim Malang were interviewed by the researcher. Interviews were conducted to determine the challenges and strategies of English teachers in teaching English. Here are some of the challenges and strategies English teachers face in teaching English:

The common challenges faced by the teacher in teaching English at SMP Wahid Hasyim Malang, based on the results of the interview, there are several challenges in teaching English at SMP Wahid Hasyim Malang. In an interview with Mr. Syam and Mrs. Sofi as English teachers at SMP Wahid Hasyim Malang on August 4, 2023. The main challenges include conditioning students, students' lack of motivation, and poor vocabulary. Additionally, teachers face challenges in adapting their teaching methods to serve students with different levels of English skills in the same class. Furthermore, English teachers face resource problems that affect their ability to teach effectively, as well as challenges in assessing students' progress in English.

The strategies of the challenges faced by the teacher in teaching English at SMP Wahid Hasyim Malang, to overcome the challenges, teachers find strategies in teaching English. These strategies include building habits to emphasize the importance of learning English, making students more familiar with English, and providing individualized support to students who require additional assistance in mastering the English language. Teachers also adapt their teaching methods to serve students with different English proficiency levels in the same class, promote an inclusive and supportive environment for English language learning, and encourage students to use English outside of class. Additionally, teachers keep themselves updated with the latest teaching methodologies and trends in English language education and integrate culture and real-life contexts into their English lessons to make the learning experience more relevant and engaging for students.

Teachers make collaborative efforts with other English teachers to enhance the overall language learning experience for students. This includes sharing materials and modifying them to make them more relevant and engaging for students. Furthermore, teachers build a strong partnership with parents or guardians to support students' English language development outside of school, ensuring that the learning environment is conducive at home as well.

In conclusion, the interviews with English teachers at SMP Wahid Hasyim Malang revealed the challenges and strategies they face in teaching English. These insights provide valuable information for improving the English language education experience for students.

DISCUSSION

This study aims to explore the challenges and strategies faced by junior high school English teacher Wahid Hasyim Malang, as well as the solutions they are implementing to address these challenges. Data was collected through interviews and observations involving two informants. The first research question focused on the challenges faced by teachers when teaching English at SMP Wahid Hasyim Malang. The challenges were categorized into those arising from student motivation and the lack of facilities and resources. The demotivation of students in learning English poses a significant challenge for teachers, making it difficult to maintain efficient teaching. Additionally, the lack of resources and facilities hinders the effective teaching of English, as the available facilities cannot fully support the learning process (Rahmiyati, 2022).

Teachers also face time management challenges, which they address by preparing learners before class to save time during the lesson. The second research question centered on the strategies employed by teachers to teach English at SMP Wahid Hasyim Malang. Teachers aim to make English learning more familiar and relatable to students' daily lives, building good habits for learning English both in and out of the classroom. They also ensure that students' English learning environment at home is conducive, working with parents to support their learning (Rahmiyati, 2022).

One strategy used by teachers is to encourage students to communicate in English both during and outside of school hours, allowing them to expand their vocabulary and language skills. Another strategy involves using media in the teaching process to make learning English easier, more enjoyable, and more effective for students. These strategies aim to foster a learning spirit and motivation among students, helping them understand the importance of English in their lives (Arianti et al., 2020).

CONCLUSION AND SUGGESTION

In conclusion the research findings revealed a variety of challenges and strategies in teaching English at SMP Wahid Hasyim Malang. These challenges include a lack of student vocabulary, low motivation, limited resources, lack of awareness, laziness, and self-confidence issues. It is important to note that these findings are specific to this school and cannot be generalized. Each English teacher faces unique challenges, even within the same school.

To address these challenges, teachers have implemented solutions such as using engaging media, creating comfortable learning environments, and providing motivation and support to students. Speaking English with students both inside and outside the classroom has also been encouraged to improve communication skills and vocabulary. The school has also implemented a program to help students learn new vocabulary and improve their English skills.

For teachers based on the research, it is recommended to use creative learning strategies to motivate students and provide interesting learning materials. For students, it is important to take learning English seriously and seek additional learning resources outside the classroom. The school should provide adequate facilities to support English learning, such as LCDs, projectors, and high-quality audio and computer equipment.

Future research should expand the focus beyond the challenges and strategies of teaching English at SMP Wahid Hasyim Malang and include various schools. Additionally, future researchers should consider using different research methods with a larger number of informants to provide more comprehensive insights.

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