

A STUDY ON TEACHING DIFFICULTIES FACED BY THE ENGLISH TEACHERS AT SMP NEGERI NUNUSUNU, KUALIN SUB DISTRICT SOUTH CENTRAL TIMOR REGENCY

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ABSTRACT

This research aimed to determine the teaching difficulties faced by the English teachers and the solution to overcome this problem at SMPN Nunusunu. The problems of research to be answered are: what are the teaching difficulties faced by the English teachers at SMPN Nunusunu, Kualin sub district south central Timor regency and what are the solution to overcome the teaching difficulties faced by the English teachers at SMPN Nunusunu, Kualin sub district south central Timor regency. The method used in this research is descriptive qualitative method. The data were gathered through interviews and observations toward 2 English teachers teaching at the school. The result of research show that, the teachers have difficulties in teaching because of the students motivation, students concentration, disturbed classroom environments, the big number of students in class and the effect of the students mother tongue (Dawan language). Lack of facilities in school has also become a factor that makes the teachers don't know how to make the teaching process fun and interesting. This lead the teachers to depend on the text book alone in teaching and learning process.

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• Introduction

In Indonesia there are many kinds of languages that are used to communicate. One of them is English. English is the most important language to be learned in the world, because English is an international language used for communication by most of the people in the world. It is the reason why many people from various countries learn it. Mappiasse and Ahmad (2014:1), stated that English

has become the most spoken language in the world of today. It plays an important role in many aspects of life such as education, business, etc.

English is also one of the subjects learned and taught in Indonesian schools. The ability to use English is very important for everyone. As stated by Lauder (2008:3), English is being used for following technological and scientific improvement and also for having better job opportunities. In learning English in the schools, the teacher needs to have good ability and experience in teaching and transferring the language skills. However, English teachers have challenges or difficulties in doing their jobs, especially those in rural areas.

Teaching English in Indonesia is a challenge for every teacher, because English is not the mother tongue for Indonesians. Teachers should prepare everything related to the students needs including the needs of disabled students in order to overcome their problems. To overcome the problems teachers must use appropriate methods that make students have fun in learning the language.

Teaching is the practice implemented by a teacher aimed at transmitting skills (knowledge, know-how, and interpersonal skills) to a learner, a student, or any other audience in the context of an educational institution. Teaching English is an important issue in countries, especially Indonesia, because English is considered a foreign language. There are many difficulties faced by teachers in teaching English. Teaching English is not easy, because teaching needs more effort by teachers to be applied in the classroom.

In Indonesia, English is not our first language, but as a foreign language, so learning the foreign language is difficult for L2 learners because they cannot speak English in real life situations". L2 learners learn English in school or maybe they want to improve their English skills. Therefore, teachers must look for useful strategies, techniques or methods to reduce the difficulties of teaching and learning English language (Long, 1969; Chen, 2007; Nunn, 2011). Harmer (2007) explains that in the process of teaching and learning, teachers should use appropriate media and techniques based on the student's ability. It means that the teacher should provide suitable techniques or strategies in order to make students more enjoyable in learning. Students sometimes have difficulties spelling, pronouncing English words, and memorizing words' meanings.

In teaching English there are many challenges faced by teachers. They must have skills and ability to teach to meet the student's ability or characteristic, because many students have difficulties to accept the material given. Meaning that the teacher must use suitable methods including technique to make the teaching process interesting.

There have been some studies on teaching English as a foreign language in Indonesia and the problems faced. According to Abrar (2016), there are three major problems faced by EFL primary teachers in teaching English, i.e: 1) Lack of learners' motivation, 2) Insufficient time, resources, and materials, and 3) Over-crowded English classes. The causes of the first major problem are the students sometimes feel shy to ask, not interested to study, and afraid of making mistakes. It makes students lack motivation in learning. The second major problems are divided into three parts which are: limited time, limited resources, limited facilities and difficult material are crucial in order to create the effective teaching - learning process. The third major problem is too many students in one classroom. From Abrar's statement, It can be concluded that, when students are learning English the students feel afraid and feel not confident to give their opinions because English is not their first language but a foreign language so they have difficulties in giving their opinion. So from that, the teachers have difficulties in teaching them. The teacher must think of the students and make them fun in learning using methods that match with the student's ability and criteria.

Another research is by Sari (2017) at SMP N 1 Delanggu, she found that, there some problems that English teacher faced when teaching English in curriculum 13 (K – 13) namely 1) the ability and activeness of the students (the English teacher faced problem of having passive student who show no willingness to speak in the class), 2) lack of teaching media (teachers cannot operate the technology but only use textbook to teach), 3) and the ability of the teacher (the electronic tools is useful to make the interesting lesson in the class, so the teacher was supposed to know the technology). It can be concluded that teaching English has problems that come from students, school and teachers. From students, they have problems with ability and activeness in the learning process because they show willingness to speak in the process of learning in class. From school, lack of media or facility to use in teaching makes teachers operate the teaching and learning by only using

textbooks, so it can make students not have fun in learning. From a teacher, the ability of the teacher sometimes cannot use technology, so the learning process cannot go well. The teacher is supposed to know the technology and use technology in teaching.

The other problem in teaching English as a foreign language is related to the facility in the school. Susiyanti (2019) found that, in the teaching and learning process in the classroom teachers are not supported by the facilities in the school. Thus, it makes it difficult for the teacher to recognize the material of the English subject. In this case, lack of facilities in the school can make teachers have problems in teaching because they only use textbooks, so it makes students get bored in learning. The facility is in very fact important to use in teaching English as a foreign language.

Based on the ideas above, the writer would like to conduct a study entitled **A STUDY ON TEACHING DIFFICULTIES FACED BY THE ENGLISH TEACHERS AT SMPNegeri NUNUSUNU, KUALIN SUBDISTRICT SOUTH CENTRAL TIMOR REGENCY.**

Based on the background, the writer formulates the research questions as follow:

1. What are the teaching difficulties faced by the English teachers at SMPN NUNUSUNU, Kualin Sub district of South Central Timor regency?
2. What are the solutions to overcome the teaching difficulties faced by the English teacher at SMPN NUNUSUNU, Kualin Sub district of South Central Timor regency?

1.1 A View of Teaching

1.1.1 Definition of Teaching

The main duty of a teacher is teaching. The definition of teaching is very complex. According to Oxford Advanced Learner's Dictionary of Current English, teaching means "to give instruction to somebody to know or be able to do something: give to somebody knowledge, skills, etc" (Hornby, 1987, p.886). Brown (2000:7) stated that, teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing them to know or understand. Brown gives another definition of teaching since it deals with learning itself. He stated that "Teaching is guiding, facilitating, learning, enabling the learners to learn, and setting the condition for learning" (Brown, 2000:7). In short, teaching means giving instruction, trying to help students learn something and make them understand the knowledge that they have learned.

From the explanation above it can be concluded that in the teaching process the teacher does not only provide necessary information for facilitating the learners, but also guiding, motivating and counseling the learners to understand the lesson. The teachers understanding how learner's learn will determine the philosophy, the teachers teaching styles, teachers' approach, method classroom techniques.

1.1.2 English Teaching Method

According to Asher and James (1982) in an article in UKessays (2018), Methods are the combination of techniques that are used and plasticized by the teachers in the classrooms to teach their students and approaches are the philosophies of teachers about language teaching that can be applied in the classrooms by using different techniques of language teaching. For example, if a teacher has an approach that language is communication and learning a language is in fact learning the meanings, functions, and uses of language. So, the techniques will be based on communicative language teaching and task-based methods. According to Freeman (2000) in an article in UKessays (2018), Methods which are taught to the teachers make a base and give them thinking about the applicable techniques and principles according to the situation where they stand. They are clear about their attraction towards certain methods and think that why have they repelled certain methods. Knowledge of methods is very necessary because their knowledge is the basis of teaching.

There are some method of English teaching:

1. Grammar Translation Method

Grammar translation method was the most popular and widely used method for language teaching between the ages of 1840 to 1940. But this method was first used for teaching and learning Latin language which was not the language of common use at that time. Latin was considered as a classic

language. The learners were made able to study the literature of Latin language through learning the grammatical rules of language and learning the vocabulary so that learners may translate the language in their first language and in the second language. Grammar translation method was criticized intensively in the nineteenth century because it was considered that this method cannot fulfill the demands of language learning in the nineteenth century.

2. Direct Method

The direct method was the outcome of the reaction against the grammar translation method. It was based on the assumption that learners of foreign and second language should directly think in English. This method is against the translation of written and oral text and focuses on telling the meanings of the words through action, demonstration or real objects. This method focuses on directly thinking, doing discussion and conversation in a second language (Richards and Rodgers, 2001).

3. Audio-lingual Method

This method is based on linguistic theory and behavioral psychology. The audio-lingual method was widely used in the 1950s and 1960s and the emphasis was not on the understanding of the words rather on acquisition of structures and patterns in common everyday dialogues (Richards and Rodgers, 2001). The teaching of oral skills with accurate pronunciation, grammar and the ability to respond quickly and accurately is the main objective of the audio-lingual method. Reading and writing skills may be taught but they are dependent on the oral skills (Richard and Rodgers, 1986).

4. Silent Way

Silent way is the method of language teaching which was proposed by Caleb Gattegno. This method is based on the view that the teachers should be silent in the classroom as much as possible but the teacher must encourage the students to speak and use the language. The most important aspect of this method is its elements that are used for language teaching colored charts and colored rods (Richards and Rodgers, 2001). This method focuses on the learners to discover on their own rather than they remember or memorize something. The learners are facilitated in learning by giving them some problem to solve which involves the materials that are needed to be learnt.

5. Communicative Language Teaching

Communicative language teaching was developed in the era of revolutions in British language teaching traditions from the late 1960s. Before communicative language teaching, situational language teaching was in practice in Britain for language teaching. Communicative language teaching was actually developed in opposition to the audio-lingual method which focuses on drilling and memorization. Communicative language teaching focuses on developing the ability of communication in learners in real life situations. It focuses on meaning rather than accuracy (Richards and Rodgers, 2001).

6. Task-based Language Teaching

Task- based language teaching is an approach that is based on the assumption that tasks are the major unit of language learning. This approach is based on the problem solving view that the learners should be given some tasks to be solved. These tasks are related to the language structures that are required to be learnt. The learners interact and communicate with each other during solving these problems. In this way, they learn the language (Richards and Rodgers, 2001).

1.2 Teaching Approach

Teaching approach is a set of principles, beliefs, or ideas about the nature of learning which is translated into the classroom. To make a successful teaching process, before the teacher makes the teaching activity plan, they must know what approach they will use when teaching the students. The teaching approach is described by Grasha (1996) as those enduring personal qualities and behaviors that appear in how teachers teach their students and conduct their classes. The term suggests a few defined steps that need to be followed in completing a task. It implies given conditions within the steps that are applied systematically that lead to the achievement of objective tasks. There are several such instructional methods that have been identified and propagated for classroom teaching. When the teacher has this knowledge of the method and can utilize it appropriately, it will increase their

teaching process effectiveness. Elliot (1996) stated that the teaching approach comprises a range of behavior that a teacher comfortably and consistently uses over time, content, and situation.

The teaching approach is classified as follows:

1.2.1 Teacher - Centered approach.

Huba & Freed (2000) described the teacher-center approach as the teachers' role to be the one who gives information and makes the students passively receive the information and emphasis is on the acquisition of knowledge. In this approach, the teacher always gives instructional interactions to the learner. Students are the recipients in this process; the teacher will lead them through the process in the pre-decided route that has been designed by the teacher. Tabulawa (2006) stated that this approach had been viewed as consistent with the 'traditional or transmission approach' to instruction, where students cannot express themselves and direct their learning style. This approach usually uses lecturing, team teaching, and demonstration by the teacher.

1.2.2 Learner-Centered Approach.

According to Cannon and Newble (2002), in a learner-centered approach, the focus is on the learner's responsibilities in the learning context. Falchikov & Boud (1989) stated that with the learner's responsibility, they have some control for the assessment process, such as peer and self-assessment. Furthermore, O'Neill & McMahon (2005) argued that this approach is also indicated as allowing learners to make choices and control what they want to study and how they want to study. Moreover, Kember (1997) explained that the learner-centered approach emphasizes student learning outcomes rather than defining content; thus, teachers do have a responsibility to teach the learner, and it becomes a process of helping learners towards desirable outcomes. Subsequently, this approach usually uses self-instructional methods, practical work, library study, assignments, and projects that students must do.

With those teaching approaches, the teacher must consider the method and techniques they will use when planning their students' teaching strategies. The teaching strategies need to be planned based on the conditions and goals students must achieve. Teachers have identified instructional strategies to suit different content types and achieve different types of objectives.

1.3 Teaching difficulties on Teacher

In teaching English for students teachers face many difficulties in the situation of teaching and learning process. Teaching difficulties as follows:

1. Disturbed Environment of the Class

Environment matters most in learning and teaching the English language. Mostly the English teachers faced environmental problems in teaching the English language. The disturbing environment of the classroom distracts the teachers and affects the teaching of the English language. A suitable and comfortable environment is the basic need of teaching the English language. If the environment is not suitable and comfortable for the teachers then it ruins all the teaching and learning process of the English language. A positive and comfortable learning environment is very essential for teaching the English language. Mostly the teachers faced such a disturbing environment in teaching the English language.

2. Limited teaching resources

Mostly the teachers faced this kind of problem, the resources which are essential for delivering the lectures of the English language to the students for effective learning are not provided to them. It became very difficult for the teachers to teach without the resources essential for the lectures. The resources include speakers, mike, projectors, computer systems and other kinds of digital devices. It makes the overall lecture and environment interesting and effective for the students and helps them in learning the English language.

3. Large Number of Students in the Classroom

A large number of students in the classroom produce a lot of disturbance and stress for the teachers because teaching a large number of students the teachers have to do more effort and hard work.

4. Students Hijack Lessons

Students hijack the lessons. Mostly the students are not interested in learning the English language. They hijack the lessons and do other kinds of activities and the English learning process is defeated. The English language teachers always count the students because they cannot go further in the course if the students are missing.

5. Using Other Languages in the Classrooms

Speaking other languages or speaking in the native language is the most noticeable issue faced by English teachers. For the students, it's very easy to speak in their native language or other languages which they can speak easily instead of the English language. It's very frustrating for the students trying to speak the language and think of the words and sentences to speak which they didn't know. It's very easy for them to communicate in their native language or the language they already have experience with. This is the most common and big problem faced by the English teachers in teaching the English language to the students in which the English language is not their native language.

6. Students Depend on a Teacher

Another noticeable problem faced by the teachers is the students completely depend on the teachers. They didn't try to learn and speak for themselves. Those students all the time look to the teachers for helping them in learning and giving them the correct answers. They didn't try to make words and correct sentences in speaking the English language.

Because of this problem, the students didn't learn the technical terms and conditions of how to use different kinds of tenses and words of the English language in speaking.

7. Difficult to Manage the Class

In the English learning academies, it can be found that mostly the students in the English classes belong to different backgrounds. Mostly the students in English learning classes belong to rural areas. Where there is no scope for learning the English language. It's very difficult for them to learn the English language. Mostly they are unable to learn the English language. Some of them have the capabilities of learning the English language.

1.4 Teaching English as a Foreign Language in Indonesia

Unlike in neighboring countries such as Singapore, Hongkong, and Malaysia, English is widely spoken as a second language. In Indonesia it is more likely to be taught and learn only as a foreign language. This means that learning and teaching English occurs mostly in the classroom, rather than during daily communication. English learners in Indonesia don't have ready access to using English as a tool of communication during their daily lives outside the classroom. As stated by Oxford and Shearing, a foreign language in this context is a language learned only during formal education. As such, English language teaching and learning in Indonesia presents challenges that are not encountered in countries such as Hongkong, where English is more commonly used daily.

Since English in Indonesia is taught as a foreign language and learned mainly in the classroom, the role of teacher is especially important because they are the main source and facilitator of knowledge and skills of this language. An English teacher is expected to play two roles at the same time: (i) teaching English and (ii) making the teaching-learning process as interesting as possible to engage students in learning. In an EFL context, students' exposure to English is limited, and the classroom is usually the only place they can use English. Thus, teachers' instructions and explanations may be the only language exposure during the students' learning to use language for communication.

Several factors appear to impede the success of teaching and learning EFL in Indonesia. Teacher qualifications and low English proficiency, classroom size, students' motivation, classroom-oriented learning, and limited sources of learning are factors that strongly influence EFL teaching and learning success.

Based on the explanation above, it can be concluded that English as a foreign language in Indonesia has many challenges that come from teachers to teach and students because English is not their first language, so when they learn will show many difficulties and then lack of motivation from students in learning, lack of facilities in school to use in learning. So English as a foreign language in Indonesia is very difficult for teachers to teach for students.

1.4.1 Handicap for Teacher in TEFL (Barriers in TEFL: Challenges Faced by Teachers)

1. Low Hours of English Language Teaching Education

Literature which is taught in schools is not up to date, and is mainly old and boring. Even pictures of books are not attractive for students. Today's needs of students in English are not considered, while language is a dynamic phenomenon, and the most educational contents are not different from 20 years ago. Some experts complain about the amount of time devoted to the course and believe that in many cases teachers cannot teach all subjects in this limited time. Because the students' learning motivation is low and on the other hand the content volume is high and teaching in the short term is very difficult. In addition, the studies on the state of language teaching in schools, some teachers and experts suggest that the content, examples and illustration of language books are not diverse and the provided exercises don't strengthen language skills (reading, writing, speaking, and listening).

2. Lack of Interest and Motivation for Learning English

This factor is the most important obstacle in learning English. Most students are not interested in learning the language and just think about passing the course, because they are not interested. They don't listen to their teacher and don't learn about anything, even if they learn something they will forget it quickly, because they are tired of its repetition. English teachers should encourage the students to learn the language by repeating. This encouragement should not be verbalized, but some awards should be considered to increase the motivation and interest in students.

3. Lack of Concentration in Class

The second factor is the lack of concentration. When students don't have the concentration, they cannot learn the material. Concentration depends on these factors: 1) Fatigue and insomnia 2) Environment 3) Family problems When all these factors are eliminated, the students can his best the language and gain a good score.

4. Most English Teachers Lack

The Proficiency in The English Language Unfortunately, most teachers in high school are not fluent in English and they are unable to teach the English language orally. They teach English in the form of written language to students, and this is not a hundred percent learning. English teaching is best done when the teachers teach the language orally.

From the explanation above, it can be concluded that, teaching English as a foreign language in Indonesia, teachers have many difficulties facing students because students don't have motivation, lack of concentration in learning, so teachers have difficulties teaching them. Teachers themselves sometimes don't have more ability to teach students, using some techniques, strategies and methods to make students fun in learning, and then teachers don't know how to use technology in teaching because of a lack of ability . So it's the difficulties faced by teachers in TEF.

1.5 Previous studies

This sub-chapter discusses the previous research done by the previous researchers which are related to the writer's research. The first previous was research by Abrar (2016) on describing the problem faced by EFL primary school teachers in Kuala Tungkal. The research was done qualitatively. The data were gathered by interviewing two participants from two different primary schools in Kuala Tungkal. The interview data were analyzed by applying within-case and cross-case displays and analyses. The results of this research revealed that there were three major problems faced by EFL primary school teachers in Kuala Tungkal in teaching English, namely: 1) Lack of learners' motivation, 2) Insufficient time, resources, and materials, and 3) Over-crowded English classes.

The second previous research was by Susiyanti, D. (2019); On describing Teachers' difficulties in teaching English as a foreign language at SMK Muhammadiyah 3 Makassar Was done by

qualitative descriptive method. The data were gathered by observation and interviews. Three participants were the research subjects at SMK Muhammadiyah 3 Makassar Muhammadiyah. The result of this research indicated that the difficulties came from the students and the facilities in the school. From students, the students lack basic knowledge in English lessons, lack concentration, are absent in the learning process, and feel bored of learning English. From facilities, the school lacks facilities so make the teachers only use textbooks in teaching.

Research Method

This research is a qualitative descriptive method. Qualitative descriptive research generates data that describes the 'who, what, and where of events or experiences' from a subjective perspective (Kim et al., 2017, p. 23). Moleong (2000), stated that qualitative research is a research procedure that produces descriptive data in the form of written or verbal words from people and observed behavior. It is a form of research aimed at describing the existing phenomena, both natural phenomena and human engineering. The purpose of descriptive research is to make systematic, factual, and accurate data regarding the facts and characteristics of a particular population or area. This research was used to find out what problems and difficulties faced by the teachers in teaching English for students

2.1 Location and Time of Research

The location of this research was SMPN NUNUSUNU. This school is located in NUNUSUNU village, KUALIN Sub-District, South Central Timor Regency. The research was conducted for one month from June to July 2024.

2.2 Subjects of Study

The subjects of this research were teachers at SMPN NUNUSUNU. There were 2 English teachers at the school taken as the research subjects.

2.3 Research Instruments

In this research, the researcher used interview and observation as the research instruments to collect the data. Interview was used to collect data on teaching difficulties faced by the English teachers at SMPN NUNUSUNU. While Observation was used to collect data in the classroom situation during teaching and learning activities. Beside, the data were also collected by recording and not taking based on the interview and observation.

2.4 Techniques of Data Collection

The data of this research was taken from the English teachers' at SMPN NUNUSUNU. The techniques were used in this research to find the data through observation and interview. It means that the researcher gathered data from the English teachers at SMPN NUNUSUNU.

In collecting the data, the researcher went through the following procedures:

1. Interview

The researcher was interviewed the English teachers at SMPN NUNUSUNU as the subjects of research. The researcher prepared a list of questions to be asked to get information related to the topic during the interview. The research was conducted by face to face interview as well as one-on-one conversation with English teachers at SMPN NUNUSUNU who have experience in teaching English in class. The interview used Indonesian language for practical reasons.

2. Observation

The researcher observed the English teachers at SMPN Nunusunu. The researcher prepared an observation sheet containing some items of activities to be observed to get the information from the English teachers at SMPN Nunusunu When the teaching and learning activities were taking place in the classroom.

3. Recording

The research used a hand phone recorder to record all about the relevant answer from the English teachers at SMPN Nunusunu when the interview took place.

4. Note Taking

In this step, the researcher used to take notes on all the important and relevant data from the teachers about the topic. The researcher made sure that all the questions had been asked during the interviews.

2.5 Technique of data Analysis

In this research, the researcher used technique of data analysis based on Miles and Huberman (1994) as cited in Sugiyono (2013). There are 3 steps, as follows:

1. Data Reduction

In analyzing the qualitative data, the first step is data reduction. Reducing data here means when the data from the research field is complicated and quite a lot, the data needs to be summarized, focused on important things, looking for themes and patterns (Sugiyono, 2013, p. 247). The researcher collected the data through interview and observation. In data reduction, the researcher gathered the data, and then the researcher selected and categorized the data based on the theory related to the topic of the research. The irrelevant data were discarded.

2. Data Display

After collecting and reducing the data, the researcher displayed those data in form of description. The researcher presented a set of information that is structured about teaching difficulties faced by English teachers based on the result of the interview and observation. In Qualitative research, the data obtained are usually in the form of descriptive, thus this is necessary for the simplification of the data and not to reduce its content.

3. Conclusion Drawing/Verification

The next step is drawing a conclusion. The researcher drew the conclusion with the descriptive form because this research describes the difficulties faced by English teachers when teaching English. So, the conclusion of this research was in the form of a description about the situation in the form of conclusions that can be drawn when the data has been collected by making a temporary conclusion. To verify the data, the conclusions of this research were reconciled with previous theory related to the topic. If the researcher desires that the purpose of the research itself has been achieved meaning the study is done.

• Research Findings and Discussion

Research Findings

Below are the detailed answers of the research questions, the data gained from the interviews and observation lead to answer research questions.

1. The Teachers Difficulties in Teaching English and the Solution to Overcome the Problems

To know the teachers' difficulties and the solution to overcome the problems in teaching English, the researcher used an interview to collect the data based on the result of face to face conversation with the English teachers. The questions are as follows:

3.1 Interview

1. Is a disturbed classroom environment a difficulty in teaching English? If yes, what is the underlying reason for this to happen? And how to solve it!

Teacher 1: Yes, because if the environment outside the classroom is not conducive and problems occur, the students' concentration will be disturbed. This will cause difficulties when I teach because the students' concentration starts to be disturbed by the noise outside

the classroom, so to create a good school environment, cooperation between the parties concerned is needed. starting from teachers and students to build good communication.

Teacher 2: Yes, because achieving conducive or good learning requires a safe classroom environment. If the environment does not work then my concentration in teaching will be disturbed, not only me as a teacher but the students' concentration will also be disturbed. For example, if there is a class where the teacher is not present so the class cannot be controlled, it will cause a commotion and will affect the class which is currently carrying out the teaching and learning process in class. Moreover, this is English language learning so it requires a safe classroom environment so that the teaching and learning process is better.

2. How do you provide material in class? Do you use media other than books?

Teacher 1: I provide materials well before starting the teaching and learning process. I used books and then helped with learning resources from the internet and also LKPD.

Teacher 2: Before I teach, I have prepared material from home. I only used textbooks and also helped with learning resources from the internet because of the lack of facilities in the school.

3. What learning resources are available? Does the availability/limitation of learning resources cause difficulties in your teaching and learning? How do you solve this problem?

Teacher 1: The available learning resources are textbooks provided by the school. Yes, because we only use books, learning seems to be centered only on the teacher. I utilize online media to help facilitate my teaching and learning process

Teacher 2: The available learning resources are using books and assisted by computer due to the lack of facilities at school so I have difficulty in obtaining effective resources to complete my learning needs. So I utilize the available online resources and I also utilize learning materials that are already available in online media.

4. How many students are there in one class? Does the number of students affect the teaching and learning process in class! Are there any difficulties in controlling the class during the teaching and learning process? How do you solve this problem?

Teacher 1: For the class I teach, the minimum is 23 students and the maximum is 32 students. No, because I think the class that I teach is normally, so I cannot find difficulty in controlling my class.

Teacher 2: In the class I teach, the maximum is 39 students in one class and the minimum is 26. Yes, because I think the number of students in the class can affect learning in the class because I have difficulty controlling the class, especially as this is a foreign language which requires good concentration so that learning goes well. Yes, because of the number of students in one class, I have difficulty controlling the class during the learning process, especially students who have little interest in learning English, therefore I divide them into several groups to make it easier for me to guide the class.

5. Are the students in the class active/passive in the learning process? And what is your attitude towards students who don't like English lessons? and what do you do to motivate students to learn?

Teacher 1: There are active and passive students. And the action that I respond to is to approach and also motivate students so that they can have a good mindset in learning English and tell them how the important English in the future.

Teacher 2: There are some students who are active and some who are passive. However, most students are passive during the learning process because of the students' lack of

motivation in learning. They consider English as a difficult lesson, so I pay special attention to them and provide motivation.

6. How interested are students in learning English? Are they enthusiastic during the learning process? What solutions can be taken to overcome this problem?

Teacher 1: For the class that I teach, the students are not enthusiastic in the teaching and learning process due to a lack of motivation from the students themselves, so I as a teacher also experience difficulties in dealing with them, but I still give them motivation and then use learning techniques or strategies that suit their character. The technique or strategy that I used is strategy of discussion.

Teacher 2: Students' interest in learning is very low because they don't have motivation to learn so they are not enthusiastic in learning because if they look at it they just follow along, therefore as a teacher I provide motivation by telling them that English is important so they have to start learning.

7. Does the use of daily language influence? Like the use of Dawan language?

Teacher 1: As a teacher, for me Dawan language is an introductory language when learning English, while for students Dawan language it really influences the process of learning English because it can hinder inaccurate pronunciation.

Teacher 2: For me as a teacher it doesn't affect it, but for the students it really influences it because they often use the Dawan language so when learning English the students are confused because they are not used to English.

Based on the results of interviews above, it can be seen that starting from teacher 1 and teacher 2 have difficulties in teaching students influenced by the environments, students and the facilities in school and the teachers did many ways or solutions to motivate students and make the teaching and learning process fun and interesting.

To know the teaching and learning process in the classroom the researcher used observation method to collecting the data based on the observation checklist that have been made by the researcher.

3.2 Observation

Table 4.1
The result of Observation in Class

No.	The Sample	The result of Observation in Class
1.	Teacher 1	Based on the table above it can be explained that even though the teacher experiences difficulties in teaching due to the lack of adequate facilities at school to be able to use during the teaching and learning process in order to make students active and enthusiastic in learning, she still appeared enthusiastic and provided motivation for students to be active in the learning process. The teaching and learning process only uses books so it seems very monotonous and boring so that students don't have concentration or motivation in learning. Because teachers are only assisted with internet tools to support her

		<p>teaching and learning process in class.</p> <p>The teacher teaching not only use English in the teaching and learning process, but teachers also use Indonesian, even teachers also use Dawan language to explain the material because the condition of the students ability to achieve the material and influenced by everyday language so that students have difficulty to understanding the material presented even though they already use the Indonesian language so that teachers continue to play an active role as facilitators in dealing with students in learning English</p>
2.	Teacher 2	<p>Based on the table above it can be explained that she had difficulty in teaching because she only used a text book during the teaching and learning process due to the lack of facilities or infrastructure at school, however she still encouraged students to be active during the learning process. She still appears enthusiastic and friendly in carrying out her duties as a teacher who plays a full role as a facilitator to encourage students to learn English even though the students are not enthusiastic and motivated in learning the language. The teacher difficulty maintaining students concentration and motivation in learning because the students always to be easily distracted by the learning environment for example from classmates or other thing.</p> <p>In teaching she combines 3 languages at once namely English, Indonesian and Dawan language so that students can understand because they were born in an environments that uses Dawan language every day so sometimes students don't understand the explanation even though the teacher uses Indonesian so the teacher sometimes explains using Dawan language to make the students more understand about the material that given by the teacher. However, in this case the teacher still communicates and creates comfort in class so that students do not feel pressured in learning.</p>

After observing the teaching and learning from the teachers in the class, the researcher found some problems faced. The problems came from Students and school and environment. From the students, they don't have motivation in learning English, lack of ability from students and they think that English is not their daily language to use for communication and also due to the influence of everyday language communication, students aren't active and enthusiastic in the teaching and learning process. The school lack adequate facilities so the teachers find it difficult to use teaching media because of the lack of teaching media to be used.

Discussion

This research was conducted at SMPN NUNUSUNU and the subjects were the teachers teaching English at the school. This school is located in NUNUSUNU village, KUALIN Sub-District, South Central Timor Regency. This research aimed to find out the teachers difficulties in teaching English and the solutions to overcome these problems.

Based on the result of interview and observation, the researcher concluded that teaching English in the school is not easy, there are many difficulties faced by the English teachers at SMPN NUNUSUNU and solutions must be taken to overcome the problems

1. The teachers difficulties in teaching English

The followings are the difficulties faced by the English Teacher at SMPN NUNUSUNU

a. Disturbed Classroom Environment

One of the teacher's difficulties in teaching is dealing with a disturbing classroom environment. Having a non-conducive classroom environment will lessen the teachers' concentration, especially due to noise and commotion from outside. This distraction can also lead to students losing focus, further disrupting the class. Teaching English need a comfortable environment to achieve the teaching goals. This can be proven by the result of the statement from teachers 1 and 2 : "untuk mencapai pembelajaran yang kondusif atau baik diperlukan lingkungan kelas yang aman. Jika lingkungan tidak baik maka konsentrasi saya dalam mengajar akan terganggu, tidak hanya saya sebagai guru tetapi konsentrasi siswa juga akan terganggu. Misalnya saja ada kelas yang gurunya tidak ada sehingga kelas tidak dapat dikendalikan maka akan menimbulkan keributan dan berdampak pada kelas yang sedang melaksanakan proses belajar mengajar di kelas. Apalagi ini pembelajaran bahasa Inggris sehingga memerlukan lingkungan kelas yang aman agar proses belajar mengajar lebih baik"

b. Low Concentration of Students

Low concentration of students in classroom causes challenges in comprehending knowledge transferred by the teacher. In this case the students When the learning environment is not conducive, often due to noise from outside the classroom, both teachers and students struggle to maintain their focus. The effect of low concentration of students in learning English occurs because of the use of uninteresting methods. In learning English, there must be the use of methods that make students interested in following the learning so that their concentration can be controlled properly. In learning English, it requires more student concentration because it is a foreign language after the mother tongue. Which means that when students learn a new language, they must need something creative so that they can be interested in following the learning. Teachers must be more creative and innovative in the learning process. It can be seen when I observed the learning process, the teachers only explained the material, which means that the teacher did not use interesting methods or techniques to increase students concentration in the teaching and learning process. Learning is too monotonous and only centered on the teachers, the teachers only explains but does not focus on them by using various learning media to be able to raise their enthusiasm or concentration.

c. Low of Students Motivation

Students' motivation in learning are needed, especially in English language learning. It is in accordance with Lynch (2008), who said that students' motivation is one of the keys to success in English language teaching. However, making the students feel interested in learning English is not easy. According to Yulia (2013), learning achievement can be good if the students have good motivation. Most students think another language, especially English, is a difficult lesson. Sometimes they ignore the learning process. Students only think about how to pass the lesson. It shows from students' activity during the learning process. Most students are playing or making noise. This is because there is an indication lack of students' motivation learning the language. This can be proven by the result of the statement from teachers 1 and 2: "Minat belajar siswa sangat rendah karena mereka kurang

mempunyai motivasi dalam belajar sehingga tidak semangat dalam belajar karena jika dilihat hanya sekedar mengikuti saja”

d. The Big Number of Students in Class

A large number of students in a class had caused the teachers to face students with different behaviour because in SMPN NUNUSUNU each class has more than 20 students. By that, it can be challenging for the teachers to manage the class to be conducive. Moreover, it was added that the students attempted to play with their friends and do not pay attention during the learning. Therefore, it leads teachers to face a problem since they cannot give attention to the students individually. It is in accordance with Ayers (2001), who said that teacher is possible to face a large number of students: with a lack of rooms and professional teaching staff. This problem only occur for teacher 1. This can be proven by the result of the statement from teachers 1: “Jumlah kelas yang saya ajar itu paling banyak 39 dan paling sedikit 27, jadi menurut saya jumlah siswa di kelas dapat mempengaruhi pembelajaran di kelas karena saya kesulitan dalam mengontrol kelas, apalagi ini adalah bahasa asing yang memerlukan konsentrasi yang baik agar pembelajaran dapat berjalan dengan baik”

e. Lack of Facilities in School

The difficult for teachers when teaching English subject is lack of facilities that support teaching and learning activities such as projectors, language laboratories, and learning media. Facilities will influence the success of the English teaching and learning process (Husna, 2021). (Songbatumis 2017, p. 58) said that, Teaching English process will not achieve the goals if the tools in teaching cannot support it. While teachers want to teach about song or film, of course they need projector to show the visual, and the speaker to display the audio. If the projector and speaker are not available how can the teacher teach the students about that. So, it can make teaching to the students about the subject will be challenging. Based on Roinah (2019) said that the teaching learning process will not apply optimally and maximally as long as the facilities are unavailable. because there is an indication lack of students' motivation learning the language. This can be proven by the result of the statement from teachers 1 and 2: “sumber belajar yang tersedia adalah buku pelajaran yang disediakan oleh sekolah dan kami memanfaatkan buku yang ada untuk memperlancar proses belajar mengajar”

f. The effect of the Students Mother Tongue (Dawan Language)

According to Fatiloro (2015), the cause of the incorrect in English performance unconsciously is when the student and teacher talk with their own mother tongue fluently. The first language interference is the primary factor affecting the English Language Proficiency and Competence (Malana 2018, p. 33). There is no significant difference between mother tongue and first language. Mother tongue refers to the language of one's ethnic group rather than one's first language. Usually, the mother tongue is the first language of the students. The challenge in learning a language is when the students and teacher unconsciously perform in their own mother tongue fluently (Fatiloro, 2015). The problems in mother tongue interference can be grammatical errors, missed pronunciation, and semantic or morphological errors. This can be proven by the result of the statement from teachers 1 and 2: “Kalau saya sebagai guru, bagi saya bahasa Dawan adalah bahasa pengantar disaat belajar bahasa inggris sedangkan untuk seorang siswa dapat menghambat pronouncatin yang tepat bahkan tidak dapat membaca dalam bahasa inggris. siswa sangat berpengaruh karena sering menggunakan bahasa Dawan sehingga ketika belajar bahasa inggris siswa kebingungan karena belum terbiasa dengan bahasa inggris”.

2. The solution to overcome the difficulties faced by the English Teachers in Teaching

- a. To solving the problem about disturbed classrom environment, the teacher need to have strategies to improve students' learning achievement with optimal disturbed classroom environment. One of the strategies that the teachers used is Management strategy. Management strategy is a way that is applied by the teacher in the classroom with various aspects and goals to get an achievement in the learning process. According to Eisenman, Edwards and Cushman (2015), the management strategy is to redirect the students back to the lesson to not interrupt all students learning. By this definition, management strategy focuses on the process of learning goal setting, policy development and planning to achieve objectives. Based on the Virginia Department of Education (2006), understanding English and creating English language's exposure for students can be done through managing classroom. For instance, "designing a classroom which expresses cultural diversity, considering seating positions for cooperative learning activity, building a classroom library containing age-appropriate books with various reading levels related to the English"
- b. Related to the students low of concentration in learning English, in this case, the teachers must a creative and innovative in the learning process. The teachers need to use technique that can increase students concentration in learning English. One of the technique that can be used is game simon says. This game can help the students to improve their concentration in learning Englis. If the students losing focus in learning teachers tries to rease their concentration used this game. Not only that but this game also improve the students listening comprehension and learn new vocabulary. This technique provides students with the opportunity to practice using language in an interesting and fun context, and encourages students to do it repeatedly, this makes students understand, acceptand then be able to use language. as Pinter in Oktavia et al., (2022) suggests that students learn through play. They also generally said that they use certain games in their teaching to make students have fun in class.
- c. One of the strategies teachers can use to increase students' motivation in learning English is providing motivational feedback. This statement is supported by Mumary (2017). She stated that the way to improve students' motivation in learning English is by giving them some motivational feedback. The way teachers give motivational feedback by telling them how important English is in the future and giving them rewards such as additional scores and applause. The method used by teachers is to try to present English in a fun way, by providing games and songs in the midst of student learning that is not saturated and focused on the lesson.
- d. Related to the number of students in one classes problem situation, one teachers vary teaching method and techniques in the classroom. Fatiloro (2015) asserted that in handling English teaching problems, teachers must use various methods for teaching the English language. Finding the proper method to teach students in large numbers in a class may be quite challenging for the teacher. The teachers should manage the class well and create a comfortable classroom environment, Likely the teachers made a group work and provide the students in several group as well as applying several types of language teaching methodologies such as audiolingual method, direct method, or silent way.
- e. To overcome the problem about lack of fasilities in the school, the teachers should be creative to utilize existing learning media according to the students charaterictic in terms of learning

style, ability and students interest in learning the language. For example, the teachers need to use flashcards in teaching and learning process to make students fun and enjoy in learning the English subject. Flashcards help students perceive and understand lessons and improving their vocabulary.

- f. To overcome the problem about the effect of students mother tongue, Teaching strategies should deeply understand the influence of the mother tongue on learning, and these can include using the mother tongue for clarification and explanation, providing interactive exercises to improve pronunciation and sentence construction, using educational materials reflecting the student's culture and language, and offering a multicultural learning environment that encourages active interaction and participation. Additionally, teachers should be sensitive to each student's needs and abilities, providing personalized support and guidance to help them overcome difficulties. Encouraging student interaction with English through culturally inspired educational activities and promoting discussions and cooperative activities that enhance the natural and beneficial use of English can also be effective. And also school must make the policy or regulation for all students not to communicate in Dawan language if they are in the school environment, especially in English learning, teachers and students are not allowed to use Dawan language in the teaching and learning process.

Conclusion

Based on the findings and discussion in chapter IV, the researcher concludes that, the teachers difficulties in teaching English at SMPN NUNUSUNU was came from the students, the facilities in the school and the environments. The teachers had difficulties in teaching because of the students ability, students motivation, students concentration, disturbed classroom environments, and the number of students in class too much, even the impact of mother tongue (Dawan language) from students. Besides, lack of facilities in school make the teachers don't know how to make the teaching process fun and interesting because they only use the mail able textbook.

In such situations or conditions teachers must have the quality or skill to make their learning in class looks interesting. The teachers should use suitable techniques and strategies that make the teaching and learning process not monotonous.

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