

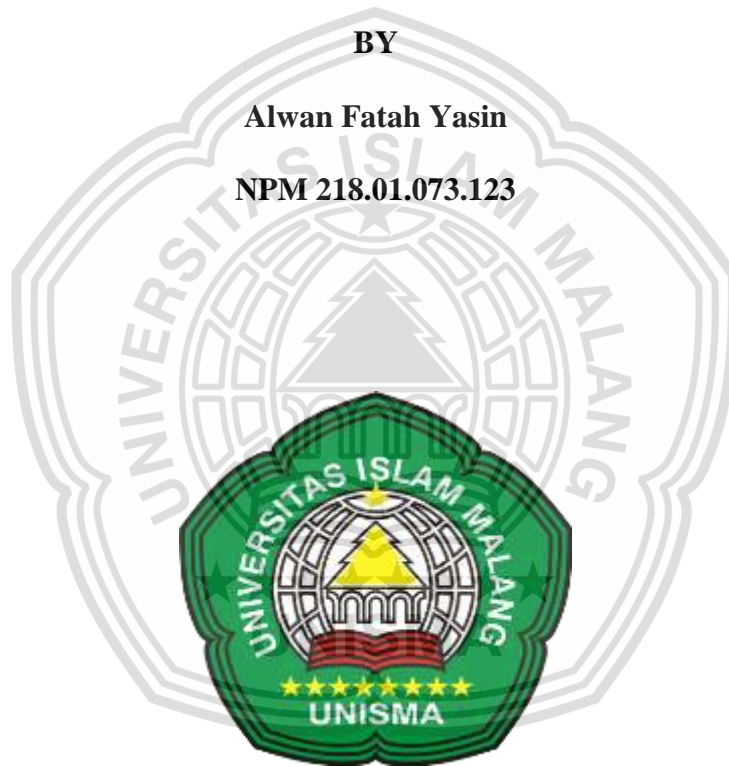
**THE TEACHERS' ROLES IN OVERCOMING STUDENTS'  
DIFFICULTIES IN THEIR ENGLISH LEARNING IN MTSN 5 MADIUN**

*SKRIPSI*

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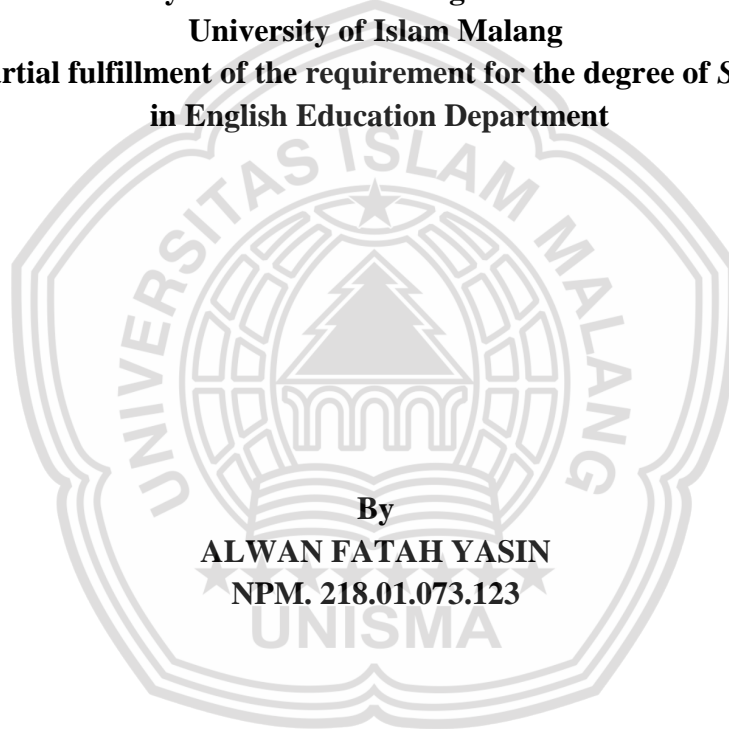
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## ABSTRACT

Yasin, Alwan Fatah. 2023. The Teachers' Roles in Overcoming Students' Difficulties in Their English Learning in MTsN 5 Madiun. Skripsi, English Education Department Faculty of Teacher Training and Education Islamic University of Malang. Advisor I: Prof. Drs. H. Junaidi Mistar, M.pd.,Ph.D; Advisor II; Drs. Yahya Alaidrus, M.Pd.

**Key words:** Roles, Teachers, Difficulties, English learning

This research is motivated by students who have difficulty understanding the lessons given by the teacher. It is difficult for students to understand learning theory because not all students have the same way of thinking and most teachers apply the same method; therefore, it is difficult for students to understand the learning given by the teacher. That is where students experience learning difficulties. 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.

Based on the results of this study, it can be concluded that the teachers role in overcoming students' difficulties in their English learning in MTsN 5 Madiun is to approach students, find out the causes of student learning difficulties, and evaluate and provide solutions to learning difficulties experienced by students.

## CHAPTER I

### INTRODUCTION

The introduction to this chapter provides a brief description of the contents of chapter 1. The contents of chapter 1 include : background of the study, research problem, objective of the study, significance of the study, scope and limitation, and definition of key terms.

#### 1.1. Background of the Study

Learning difficulties can be caused by external and internal elements. According to Pound (2002) 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 Ma'rifah (2017) learning difficulties can affect students' learning achievement. Learning difficulties must be known early on so that teachers and students can expect it well through diagnosis. Another definition from Syah (2003) learning difficulties are conditions in which a student finds it difficult to study the lesson because it is caused by internal and external forces that affect the student. According to Djamarah (2002) a person's learning process will not always go well, a person seeking knowledge will not be separated from learning difficulties. Some circumstances, difficulties also prevent humans from making the right adjustments or the problems of life they face. The phenomenon

of learning difficulties of a student is typically observable through a decline in academic performance or learning success. However, The appearance of student behavior issues, such as a penchant for yelling in class, upsetting peers, and frequently skipping school, can also serve as a sign of learning difficulties learning English is not simple. There are various reasons of difficulty in learning English that are caused by a variety of issues. According to Marzulina et. al. (2018) learning English is not an easy process because there are some difficulties in learning English that are not motivating, students lack self-confidence, and a background in basic English. In addition, Baker (1998) stated that Language mistakes are more common among speakers of second languages because Indonesian and English speakers may have different components that affect pronunciation. Furthermore, Corder (1997) states that there are three main factors that contribute to mistakes when learning a second language, namely: (1) language transfer, (2) intralingual, and (3) technique or teaching material. Students must therefore use a variety of ways to address some of these issues in order to understand the information the teacher is providing. This is crucial since learning should be enjoyable, and creating that environment is key.

According to Mulyasa (2003) 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.

Teachers have a crucial role in education. Learners need the role of a teacher to help them in the process of self-development and optimizing the talents and abilities of students. Without a teacher, it is impossible for a student to be able to realize his life goals optimally. This is based on the thinking of humans as social beings who always need the help of others to fulfill all their needs.

In every school in various types and levels, there must be children with learning difficulties. This problem is not only felt by modern schools in urban areas, but also by traditional schools in rural areas with all their minimal and simple. According to Ahmad et al.(2002) the only thing that distinguishes it is the nature, type, and the causative factors. Every student can achieve satisfactory learning outcomes if they can learn naturally, obstacles, avoiding various risks, and distractions. However, certain students face threats, obstacles, and disturbances so that they experience difficulties in learning. There are those students who can actually get through their learning obstacles on their own, without the help of others. However, there are times when students need the assistance of teachers or other people because they have been unable to get past their learning challenges.

Therefore, educators must comprehend the issues associated with learning disabilities in order to provide each student with the proper guidance. As already mentioned, learning difficulties are a condition in which a student cannot learn properly, the problem of a person's learning difficulties arises because of disturbances from within the student and from outside the student. This learning



difficulty can be seen from the decline in student learning achievement. In this case, if students find it difficult to learn, a student and teacher as well as parents must correct again whether there are factors of learning difficulties experienced by students.

Errors and variations about children who have learning difficulties are often found in the field. Both among the general public and among the teachers themselves. Students who perform poorly or fall behind in lessons are automatically said to be "stupid". Though it could be that the actual ability of students could be more than that, but because students have difficulty in learning, eventually they become underachievers or students' abilities are not seen optimally so that student achievement does not match their actual abilities.

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. 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.

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"

### 1.2. Research Problem

Based on the background description of the problem above, research questions arise, namely:

1. What are 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?
2. What are the difficulties faced by the students when learning English at MTsN 5 Madiun?
3. What steps are taken by the English teachers in overcoming the students' difficulties in learning English at MTsN 5 Madiun?



### 1.3. Objective of the study

Based on the above background, the purpose of this research is to find out:

1. 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.
2. The difficulties faced by students when learning English at MTsN 5 Madiun.
3. The steps taken by the English teacher in overcoming learning difficulties at MTsN 5 Madiun.

### 1.4. Significance of the Study

The Significance of the study are as follows:

a. Theoretically

This research is expected to contribute theory in the education sector, especially in overcoming difficulties in learning English

b. Practically.

1) For Researcher

Researchers increasingly understand the situation experienced by students in the class. In addition, researchers gain knowledge related to how to become a good and ideal teacher by knowing the role of a teacher when implementing the learning process, especially in dealing with students' learning difficulties in English.

## 2) For Teachers

- a. Increase the teacher's knowledge about individual student conditions, so that the teacher understands the problems or difficulties students experience when learning.
- b. Adding insight into the teacher's knowledge about his role in overcoming difficulties in learning English experienced by students.
- c. The results of this study are expected to provide an overview to the English teacher regarding his role in overcoming the difficulties of learning English experienced by students.

## 3) For Students

Students can find out the learning difficulties they experience in learning English.

## 4) For Schools

As input in the renewal of the learning process to improve student learning outcomes and can provide supporting facilities for the English learning process for teachers so that the implementation in class goes according to the learning objectives.

## 5) For future researchers

Can be used as a reference for the development or production in the same research.

### **1.5. Scope and Limitation**

This research was conducted to find out the roles of the English teachers in overcoming students' learning difficulties at MTsN 5 Madiun according to the perceptions of teachers and students in the 2022-2023 school year. The aspects that are seen are the roles of the teachers as a motivator, evaluator, mentor and model in overcoming difficulties in learning English, the difficulties faced by students when learning English and the teacher's strategy in helping students who have difficulty learning English.

### **1.6. Definition of Key Terms**

In order to clarify the key terms used in this study, some definitions are put forward.

#### **1. Roles**

The roles referred to in this research are all the activities and actions carried out by the teacher in the classroom, which includes the roles of the teachers as a motivator, evaluator, mentor and model.

#### **2. Teachers**

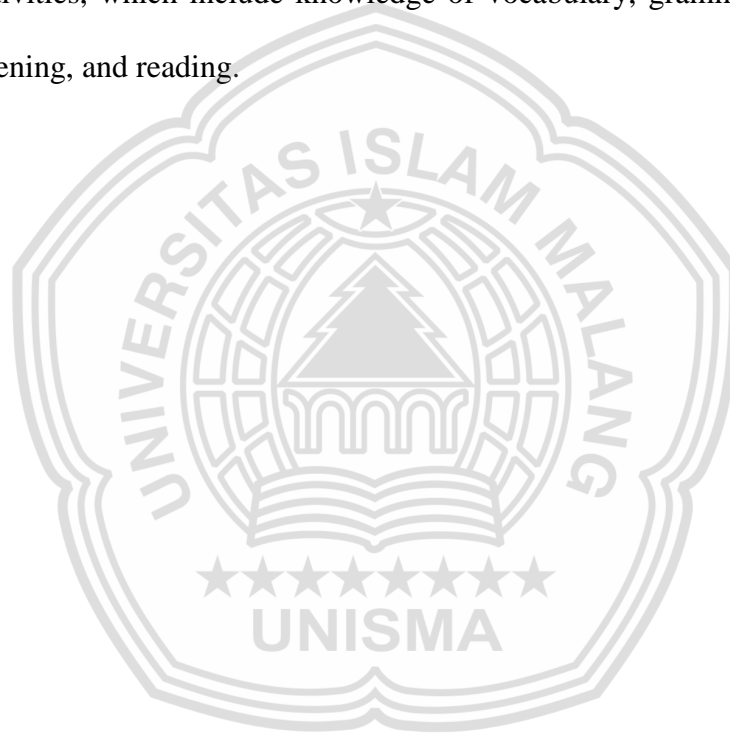
The teachers referred to in this research discussion are all English teachers who teach English lessons to students at MTsN 5 Madiun, both civil servants and honorary.

### 3. Difficulties

The difficulties referred to in the discussion of this research are the difficulties experienced by students in learning English in the classroom.

### 4. English Learning

The English learning that the writer will discuss in this research is English learning activities, which include knowledge of vocabulary, grammar, speaking, writing, listening, and reading.





## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter focuses on conclusions for further research and suggestions for improvement. Conclusions are drawn from the results of data analysis of statements and discussions. Suggestions are then made to improve further research on similar topics or areas.

#### 5.1 Conclusions

Based on the results of research conducted by researchers on The Teachers Roles in Overcoming Students' Difficulties in Their English Learning at MTSN 5 Madiun, it can be concluded that:

1. 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 sequently giving an advices to the students who had problems of learning English such as underachiever students, slow-learner, and learning dissabilities students. a) according to result, underachiever students needed a direction and leads from teacher to increase their motivations. b) slow learner had to have an extra time to understand the materials and teacher should be patient to students. c) However, To encourage students with learning disabilities to learn English, teachers are required to conduct private conversations with them.



Secondly, as evaluator teacher also needed to solve the students' problems, underachiever students, slow-learner, and learning disabilities students. a) according to result, the students whom had low achievement was solved by used the various of teaching methods. b) In slow-learner, as evaluator teacher used the emperical assessment such as examinations to measure the students' performances. c) As evaluator, to overcome students with learning difficulties was used daily examination to dodge the students misunderstanding.

Thirdly, as a mentor teacher should be able to manage the students' problems underachiever students, slow-learner, and learning disabilities students. a) based on the result, the underachiever students had issues about their learning participation and teacher as mentor should be implemented blended method to guide students. b) slow learner, teacher was obliged to measure the students' character sooner. c) learning difficulties students, in this part mentor should be solved the timidness and increase students performance through giving a regular motivation and praised their works heartfully.

Fourth, as a model teacher should accomplish the students' problems in learning English, underachiever students, slow-learner, and learning disabilities students. a) underachiver students, major of reasons stundets were lack of achievements that they were not confidents, hence 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. b) slow learner, 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. c) students with learning difficulties, 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.

2. 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. ★★
3. 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.

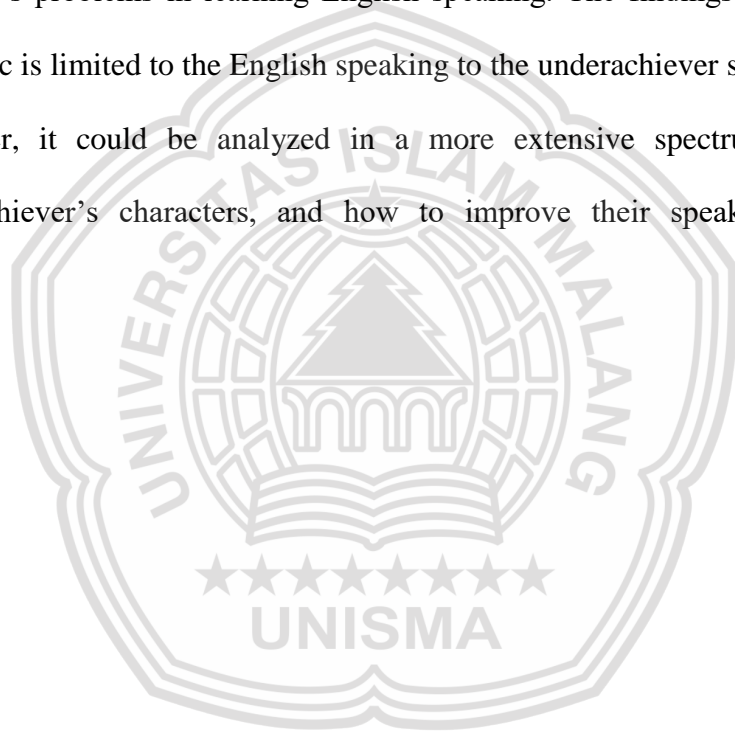
## 5.2 Suggestions

Based on the conclusion above, the researcher wishes to offer advice or recommendations for students, English teacher, institution, and future researchers as follows:

1. For the student who studies English at MTSN 5 Madiun, it is recommended to become more active and initiate to participate in learning English because research findings showed that English teacher said the student tended to be passive and silent because their conditions caused them less motivated for examples English learning challenges such as underachiever, slow learner, and students with learning disability. In addition, based on English teacher's motivations, they will always prioritize the students' needs. So that is why the students do not need to be afraid of mistakes because the teacher had total obligations to lead the students and solve their problems.
2. For 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.
3. For school, as the provider of the English program at the MTSN 5 Madiun, it is hoped that school will continue developing the English learning curriculum so that this program can reach students' expectations of English subject. Moreover, the support from school suggested having workshops about English

learning challenges for examples to solve the students' passiveness during learning.

4. 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. For example, the role of English teacher to solve underachiever students's problems in learning English speaking. The findings showed that this topic is limited to the English speaking to the underachiever students only. However, it could be analyzed in a more extensive spectrum, such as underachiever's characters, and how to improve their speaking skill in English.





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