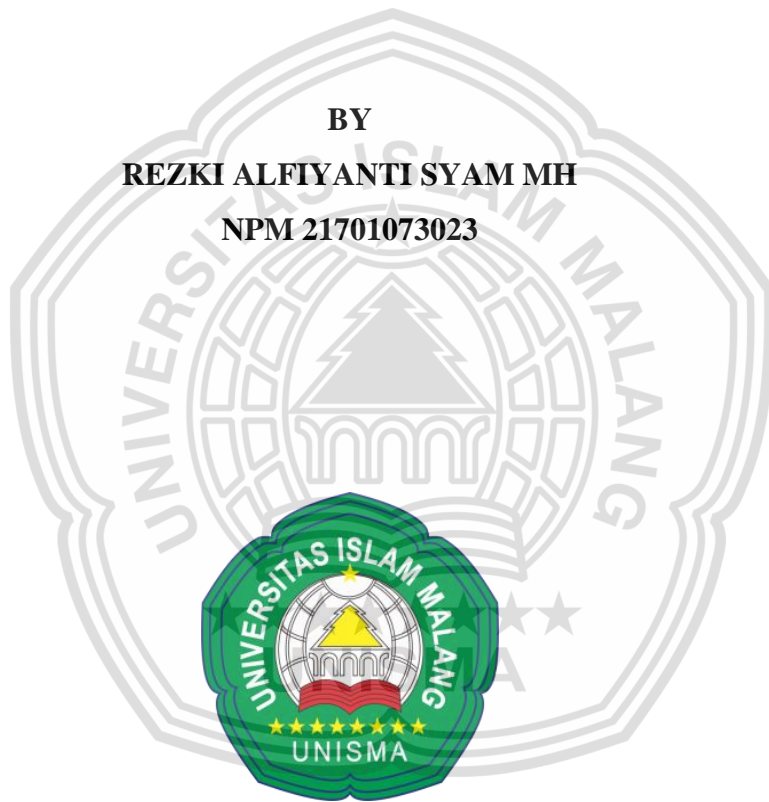




**AN ANALYSIS OF THE CHALLENGES AND SOLUTIONS OF
TEACHING ENGLISH AS A FOREIGN LANGUAGE AT THE
SECONDARY EDUCATION LEVEL IN LEMBATA**

SKRIPSI

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ABSTRACT

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Teaching English in Indonesia is indeed challenging, especially in remote areas where the majority of people do not use English, except at school. Although various steps have been taken by the Ministry of Education in develop the teaching and learning process of English, there is still a lot of room or other components for improvement. Teaching English as a foreign language in remote places is indeed difficult, very different from teaching in urban areas. The condition of students who do not have an understanding of the English language, and human resources (teachers) who teach these subjects are relatively few. Because on average, each school only has approximately 2 English teachers .

The purpose of this research is to find out the challenges faced by teachers when teaching English as a foreign language at the secondary education level in Lembata, and the solutions to solving the challenges. This research is using descriptive qualitative methods in the form of interview and observations. The subjects of this study were 6 English teachers in 3 schools in Lembata.

The results of this research including: students' lack of vocabulary mastery, students' low concentration, students' lack of discipline, and students' boredom, lack of teacher training and professional development, teachers' limited mastery of teaching methods, inadequate facilities and resources, and time constraints. To deal with these problems, this research also found the solutions applied by the participants to solving the challenges. Each of them has its own stratum of efforts to overcome the challenges of teaching in the classroom, such as applying various teaching methods and techniques, matching student proficiency levels and learning situations, managing classes, utilizing available resources.

Every English teacher faces different challenges. Therefore, for teachers, these findings can be applied in the teaching process based on the real environment of the readers. Furthermore, for the future researchers they may use the similar topic with different subject or different levels of school.

CHAPTER I

INTRODUCTION

This chapter will present about the background of the study, research problem, objective of research, significance of research, scope and limitation of the study, and definition of key terms.

1. 1. Background of the Study

One of the academic skills in Indonesian education is the ability to master English as a foreign language both orally and in writing (Mattarima, K., & Hamdan, 2011) (Aslan, 2019). Therefore, students must spend three years in junior or senior high school (Zein, 2017) (Suroso, A., Hendriarto, P., Mr, G. N. K., Pattiasina, P. J., & Aslan, 2021). However, although students have required to attend school for six or even four years in college, there is no evidence that they have the competencies skill expected by the curriculum after completing their education.

Teaching English in Indonesia is indeed challenging, especially in remote areas where the majority of people do not use English, except at school. Although various steps have been taken by the Ministry of Education in develop the teaching and learning process of English, there is still a lot of room or other components for improvement. (Al-Nasser, 2015) has stated that the influence of mother tongue works as the main obstacle to learning English. The lack of exposure to or inculcation of English in everyday life and the absence of English since the beginning of basic education prevent students from communicating with others effectively, both in spoken and written form. In fact, students are aware that

if English is introduced early, they will find it easier to learn English even though it is a foreign language.

Teaching English as a foreign language in remote places is indeed difficult, very different from teaching in urban areas. The condition of students who do not have an understanding of the English language, and human resources (teachers) who teach these subjects are relatively few. Because, on average, each school only has approximately 2 English teachers. Not only that, facilities in schools support the learning process are also inadequate. Departing from limited teaching staff, inadequate facilities, and students who are taboo with the English language can disrupt the learning process. In the sense that the teacher will find it difficult and challenging in teaching English in class.

It is also important to apply English to the family environment before entering elementary school (Zein, 2017). Because Indonesian children will be better prepared to face the challenges of foreign languages when they enter high school. Besides that they are starting to be interested in national languages and even world languages where children can communicate with many people, not only in their area but in the ASEAN region and even from other countries internationally (Acharya, 2014)(Ginsburgh, V., Ortuño-Ortín, I., & Weber, 2007). One of the important reasons why Indonesian children should learn English and other foreign languages is to provide a better career in the future (Mukminin, A., Kamil, D., Muazza, M., & Haryanto, 2017) Careers are looking for skilled workers in the future who get the ability to participate in more than one language

and be able to collaborate with all kinds of work and other business events (Gee, J. P., Hull, G., & Lankshear, n.d.).

This study aimed to identify challenges in teaching English in Lembata. Teaching English as a foreign language has challenges that must be raised and published so that all parties with interest in teaching foreign languages in Lembata in particular can know what the challenges are and how to overcome these problems. Based on the discussion of the background of the study, the results of observations by interviewing several English teachers conducted by researcher at the educational institution where the research was conducted, the teacher revealed several obstacles in learning English, many teachers were often hampered by the perceptions of students in Lembata who think that learning English is complicated, teaching resources are very limited, materials are inadequate and even English is not given. On the other hand, students have shallow learning motivation and very few skills related to learning English as a foreigner. Therefore, this is an insight for many parties who are trying to succeed in teaching English in Indonesia, especially in Lembata.

We thus analyzed reliable information to identify challenges in teaching English as a foreign language in junior secondary education. All parties who play a role in teaching English in Indonesia must know how to fulfill their duties in teaching. Not more than 10 percent of teachers have the appropriate capacity for teaching tasks (Marcellino, 2015)(Mattarima, K., & Hamdan, 2011), because the ability to teach English is related to the achievement of all the main skills in

English, there are speaking, writing, reading, and listening skills, these four skills absolutely must be learned and mastered even when children are still in school.

With that, more and more children can use local, national, and international languages. Later, children will communicate with many people at home and the international level (Rintaningrum, 2019). Thus, we see that it is important for educators or parents of Indonesian children to apply English as a foreign language before entering the elementary school level, unlike now the curriculum in Indonesia requires English lessons to start at school after elementary school level (Aiguo, 2007)(Fareh, 2010). The researcher believes that the foreign language teacher must have teacher's competency those are personality, pedagogic, social, and professional competencies in handling teaching. This is possible by helping children to understand and love what their teacher has communicated fully.

The government has made English a compulsory subject. However, the attitude towards teaching and learning English needs to be moderated from the elementary level. (Fareh, 2010) has shown that, inadequate teaching methodology hinders the teaching and learning process and therefore suggests providing proper training for teachers to get effective results in order to produce effective teaching as well. At school, students learn English as a compulsory subject as a stepping stone. When these students finish school and enter college or the world of work with little understanding of English, it becomes difficult for them to follow even basic instructions. Limited vocabulary, grammar, idea organization, spelling and

references affect their ability to communicate in written and spoken (Al-Khasawneh, n.d.).

Students have little exposure in using English in everyday life. The students have little or do not have opportunity to practice English outside the classroom. Books, media, sources of entertainment, electronic devices, it turns out that in every step of students' life, students are more dominant in Indonesian or regional languages. Therefore, the opportunities to learn and understand English from real-life situations are very limited. To teach English, the teacher cannot avoid using the first language in communicating.

Teachers need to ensure that the atmosphere during teaching is fun and interesting. Teachers need to know and set goals according to the needs of students before designing any course. They need to recognize and utilize effective teaching strategies to get the desired result. Learning is a continuous process and needs to be shaped according to the expectations, needs, and interests of students. Ingredients and the facilities used must be in accordance with the needs of students. Enthusiasm and innovative teachers despite the desire to bring out the best in their students, often fail due to dealing with large numbers of students with inadequate facilities. In addition, students who are not familiar with English think that English is a scary and difficult lesson and it will be difficult to follow the lesson.

The previous research was on strategies and struggles in teaching English as a foreign language in Saudi Arabia by (Ara Ashraf, 2018), the aim of the study was to investigate important issues related to teaching English in Saudi Arabia

such as diagnosing EFL teaching/learning problems in Saudi Arabia, identifying the causes of the problems, and suggesting possible solutions to the problems. The results of this research are that some teachers agree that English is introduced early since students begin to study at school textbooks and lesson materials may be modified or changed according to the needs of 21st century students. Many teachers suggested for EFL classes with fewer students, some asked to consider EFL global teaching and learning, while some suggested in-service teacher training.

Another previous research was conducted by (Alefsha & Dina A.H Al-Jamal, 2019) in their research entitled "Syrian Refugees' Challenges and Problems of Learning and Teaching English as a Foreign Language (EFL): Jordan as an Example". The main objective of the study is to identify the problems and challenges of teaching EFL to Syrian refugees and to identify solutions to these problems. The results obtained from the study are the results of the thematic analysis showing that poor social status, limited education, limited finances, and poor institutions are four important challenges in learning and teaching EFL to Syrian refugees in Jordan.

From the two previous studies that have been described above, it can be identified that the difference between previous research and this research lies in the problem of study. This study will analyze the challenges faced by teachers in teaching English as a foreign language in the secondary education in Lembata. The purpose of this research is to identify the challenges faced and provide solutions to overcome the identified problems. The next difference from previous

research is that this research was conducted on English teachers who teach at junior high schools in Lembata.

There is also a similar case from previous research on the strategies and struggles of teaching English as a foreign language in Saudi Arabia. The results of previous studies, such as that conducted by (Ara Ashraf, 2018), show that some of the main problems include: the influence of mother tongue, lack of exposure to English in daily life, attitudes towards teaching and learning English language, lack of recent trend of EFL teaching, enrolling more students in EFL classes and failure to create an effective teaching environment. This means that many problems faced by students will affect or become a challenge for teachers in teaching English as a foreign language.

From the challenges that occur that can have a major impact on foreign language learning, this research is considered applicable. The purpose of this research is to analyze what are the challenges that occur and what are the solutions that can overcome the challenges in teaching English as a foreign language at SMP in Lembata. This research will be conducted on teachers who are involved in teaching English in 3 schools in Lembata with the same year of operation, there are MTs Hingalamamengi, MTsN 1 Lembata, and MTsN 3 Lembata as the sample.

1. 2. Research Problems

Based on the background of the study stated above, the research problems are formulated as follows:

1. What are the Challenges of teaching English as a Foreign Language at the Secondary Education Level in Lembata?
2. How to solve the Challenges of Teaching English as a Foreign Language at the Secondary Education Level in Lembata?

1.3. Objectives of the Study

The purposes of this research are described below:

1. To find out the challenges of teaching English as a Foreign Language at the Secondary Education Level in Lembata.
2. To find out the solutions to overcome the challenges of teaching English as a Foreign Language at the Secondary Education Level in Lembata.

1.4. Significance of the Research

The significance of this research is divided into two aspects:

1.4.1. Theoretically

This research is expected to add insight and knowledge about the challenges experienced by English teachers in teaching English as a foreign language, and it is also expected to be a means of developing knowledge that is theoretically studied in lectures.

1.4.2. Practically

1. Researchers

For the researcher, this research is expected to be a useful tool in implementing the author's knowledge about teaching English as a foreign language and what challenges are felt in the learning process

at the secondary education level. For future researchers, this research is expected to contribute to the additional literature regarding the challenges experienced by English teachers in teaching English as a foreign language, for those who wish to continue this research.

2. Teachers

This research is expected to contribute to English teachers in general, especially to junior high schools where the research is located. To find out the challenges in teaching English and they can find out about solutions in dealing with these problems to realize good English learning

3. Students

The results of this study can improve students' motivation to be aware of the importance of learning English so that they are also encouraged to learn English outside the classroom, in order to reduce difficulties in learning English. In addition, they can learn and get used to English and are able to change their mindset that English is not scary but very fun.

1. 5. Scope and Limitation of the Study

This research will be conducted at secondary education level in three schools in Lembata, there are MTs Hingalamamengi, MTsN 1 Lembata, and MTsN 3 Lembata. This research will use teachers who play an important role in teaching English at the research schools as the subject of the study. Each school

has 2 English teachers. With a total of 3 schools to be studied, there are 6 English teachers who will be the research subject. As for the difficulties experienced in this study which then made this research imperfect, such as the limited time given by the local school to conduct this research.

1.6. Definition of Key Terms

In order to avoid misunderstanding or get the same perception of the terms used in the study, the following definitions are given:

1.6.1. The Challenges

Challenges are the difficulties faced in doing a thing or problem that must be resolved to achieve the targeted goals. The challenges in this research are the problems experienced by English language teachers when learning English in junior high schools in Lembata.

1.6.2. Teaching English as a Foreign Language

The term teaching English as a foreign language in this study is English teaching in Junior High Schools in Lembata, where English is the Foreign Language.

1.6.3 Secondary Education Level

Secondary education level is a formal school or the first level of formal education after students complete their education at elementary school. The secondary education level in this study is a junior high school where the school implements teaching English as a foreign language in Lembata. This research involved three

schools, they are MTs Hingalamamengi, MTsN 1 Lembata, and MTsN 3 Lembata.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestion of this research.

5.1 Conclusion

This study found several challenges and solutions faced by teachers in teaching English as a foreign language at the secondary education level in Lembata. This study shows that teachers are challenged by a lack of teacher training and professional development, limited mastery of teaching methods, inadequate facilities and resources, and time constraints. On the other hand, the challenges are also come from the students' side including lack of vocabulary mastery, low concentration, and lack of parental support.

To deal with these problems, this study also found strategies applied by the participants. Each has its own stratum of efforts to overcome the challenges of teaching in the classroom, such as using various teaching methods and techniques, matching students proficiency levels and learning situations, managing classes and utilizing available resources.

5.2 Suggestion

Every English teacher faces different challenges. Therefore, for teachers, these findings can be applied in the teaching process based on the real environment of the readers. Furthermore, for the future researchers they may use the similar topic with different subject or different levels of school.



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