



**The Challenges and Strategies of English Teachers in
Teaching English in SMP Wahid Hasyim Malang**

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ABSTRACT

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Keywords: Teaching, English Language, Challenges, Strategies

This research presents the study of teaching English, Teaching English as a foreign language is a challenging task, particularly when it is done in places where English serves a very limited purpose. This study attempted to investigate English teaching challenges and strategies as well as the solutions taken by the English teachers at SMP Wahid Hasyim Malang. Through interviews, the study captured English teachers' perspectives on facing English teaching challenges in the classroom and the strategies to make a solution they implemented to address them.

The researcher used qualitative descriptive research. The goal of this study was to learn about the challenges and strategies to find out the solutions when teaching English in SMP Wahid Hasyim Malang. The interview was a method of gathering data that involved asking respondents or informants for information and It was known that two teachers were chosen on purpose because teachers were qualified as professional teachers and had high quality English teaching strategies.

The findings showed that the teachers were challenged by students lack of vocabulary, low learning material, a low students motivation, lazy students, and a speaking problem. As a result, when teaching in the classroom included using a variety of teaching methods and techniques, matching students' proficiency levels and learning situations, managing the classroom, utilizing available resources, providing motivational feedback, and engaging in self reflection, the teachers are more active in make a good enviroment for learning english ininside and outside the class, so students used to learning English.

CHAPTER I

INTRODUCTION

This chapter explain the reasons for engaging in the studies with several factors along with the background of the study, research questions, objectives of the study, significance of the study, and the definition of the key term as elaborated within the following sections.

1.1 Background of Study

The industrial revolution is the history of world development during the last three centuries sustainable in building a modern world life with increasing connectivity, developments in digital systems, artificial intelligence, and virtualization with an information system connection (Sabaruddin, 2022). The industrial revolution 4.0 started in the 2010s. Technology has been known since childhood until now is the result of a combination of generations before, resulting in significant changes such as social change, governance such as industrial organization, macroeconomics, and technology used today even in the world (Sabaruddin, 2022).

This current era brought its own demands for the world of education. In the situation, every educational institution must prepare its literacy skills with a new orientation in education. These literacy capabilities are in the form of data literacy, technology, and resources of human power. The digital world can be used to find information by analyzing data literacy. Technological literacy is a deep ability to

learn technological systems and work mechanisms, while human resource literacy is the ability to socialize well, not rigidly, and morally (Salsabila Arsaf, 2020).

Education in the 4.0 era must focus on areas of thinking skills. One of the benefits of critical thinking is that it can be more open to differences of opinion. When you receive new information or seek solutions to existing problems, you can still be objective with the sources of knowledge you already have. Critical skills are skills in carrying out various analyses, assessments, evaluations, reconstructions, and the ability to make decisions that lead to rational and logical action (Sabaruddin, 2022). Developing skills depends on self-ability in learning management, namely combining knowledge, skills, and abilities according to the needs of society. In the 4.0 era, education must be capable of equip students with the abilities to find, conclude, convey and procedures for using information and technology (Sabaruddin, 2022).

The challenge through in the Industrial Revolution 4.0 era was preparing ability and quality to get an excellence on the competition. to prepare it all the efforts that must be prepared are through the field of education. Students must be able to expand and enhance self-ability. The challenge for teachers must be prepared to assist learners develop their abilities in improving students' skills (Siska et al., 2021).

Several strategies which can be drawn in dealing with the current era are wrong, sometimes many of the teachers are still lacking in preparing learning material sources and make students less developed in finding learning resources one way is to plan prospective teachers to get the ability. The strategy can be achieved in some

ways, such as: (1) information literacy, (2) research skills, (3) life-based learning, and (4) integrated learning in Science, Technology, Engineering, and Math (STEM). Ability in this case is overall personality related to the knowledge and behavior that someone bring when enter the workforce (Retnaningsih, 2019).

According to Pearson in Susanti et al. (2019) skills that must be possessed in Era 4.0 include: leadership, digital literacy, communication, emotional intelligence, entrepreneurship, global citizenship, problem-solving, and team-working. Educators and students must be able to prepare themselves to face the 4.0 era by updating learning processes and patterns in delivering and using digital technology, so their knowledge is integrated with the community environment and compete in the world of work (Sabaruddin, 2022).

Based on the issue, it is need to conduct an assessment to preparing teachers in the face of the current era in the field of education. The researcher will conduct research at SMP Wahid Hasyim Malang, because the researcher has carried out teaching practice there, and from there the English teacher said that teaching English has its own challenges when teaching, therefore the researcher also wants to know how the teacher can overcome the challenges that come when learning process. This study aims to explain the challenges and strategies of english teachers in teaching English in SMP Wahid Hasyim Malang. The researcher chose SMP Wahid Hasyim because the problems studied existed and were prominent in the school and were also related because the location of SMP Wahid Hasyim was domiciled close to the researchers so that it made it easier for researchers to be more intense in looking for problems to be studied.

1.2 Research Question

1. What are teachers' challenges of teaching English at SMP Wahid Hasyim Malang?
2. What are teachers' strategies to solve the challenges of teaching English at SMP Wahid Hasyim Malang?

1.3 Objective of Study

The objective of this study are stated as follows:

1. To find out the teachers' challenges to teaching English at SMP Wahid Hasyim Malang.
2. To describe the teachers' strategies to solve the challenges of teaching English at SMP Wahid Hasyim Malang.

1.4 Significant of Study

The researcher wish that the result of this research will be useful to the researcher, teacher, and students. This result of the research is designed to give the following benefits in practically this research is expected to give the following practical benefits to students, teachers, and researchers:

a. Students

The results of the challenges and strategies for solving them can increase student enthusiasm in learning English at SMP Wahid Hasyim Malang.

b. Teacher

It is hoped that from this research, the challenges of learning English that teachers experience can find strategies for solving them so that they can

contribute and provide input in teaching English to English teachers at SMP Wahid Hasyim Malang.

c. Researchers

Wishing this research can be a reference for further research.

1.5 Scoop and limitation

The researcher conducted the study at SMP Wahid Hasyim Malang. The subject of this research is the english teacher of the school. By limiting amount of time the researcher used research instrument in form of interview. The researcher focused on the teacher challenges and the strategies of teacher to overcome the challenges in learning process.

1.6 The definition of the key term

To avoid misunderstanding, some important terms used in this study are defined as follow:

1. The challenges of teaching English, Teachers who teach English as a second language frequently encounter a variety of common and student-specific issues.
2. The strategies to overcome the challenges, the teachers were having challenges in teaching inside or outside the class, this strategies was used.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, researchers provide conclusions and suggestions. In conclusion, researchers draw conclusions from the findings and discussions in Chapter IV. Researchers also make recommendations for future researchers interested in this topic and for future research.

5.1 Conclusion

According to the research findings in the previous step, this research found a wide range of challenges and strategies while teaching English at SMP Wahid Hasyim Malang.

Teachers are challenged by a lack of student vocabulary, low student motivation, limited media and resources in the classroom, a lack of student awareness in learning English, student laziness, and students' self-confidence problems in speaking.

Nevertheless, readers should evaluate the findings of this study. The current study findings cannot be generalized because participants show special challenges in teaching English at Wahid Hasyim Malang Junior High School. Even within school boundaries, every English teacher faces a unique challenge.

To solve challenges, researcher describe solutions that teachers have also helped. Teachers try to manage students' learning by using media that makes students more interested and enthusiastic in learning English. Teachers also make students' learning environments more comfortable and support them to develop in

English and teachers also provide student reward motivation support so that they can continue to have the motivation to develop English.

In activities inside and outside the teacher's class also make it a habit to speak English with students, in order to make students more accustomed to using English as a means of communication, on the other hand it will also improve students' ability to accept new vocabulary. Likewise with the school, in junior high school Wahid Hasyim had a password program before they entered school, so students were required to memorize passwords in the form of English sentences, from which students learned new things and had new vocabulary added, so that it would be useful in the future.

In addition, teachers also prepare materials that they will share with interesting media before entering class, so that students' learning time is not spent by teachers' preparations for teaching, and teachers will raise the subject of what is relevant and relevant to students in their daily lives. On the other hand, teachers also ensure that students' learning environments at home are also conducive to working with students' parents, so that students' parents care more about and assist students in learning English at home.

5.2 Suggestion

Based on the findings of the data analysis and conclusion, the researcher give some suggestion the following:

1. For the teachers

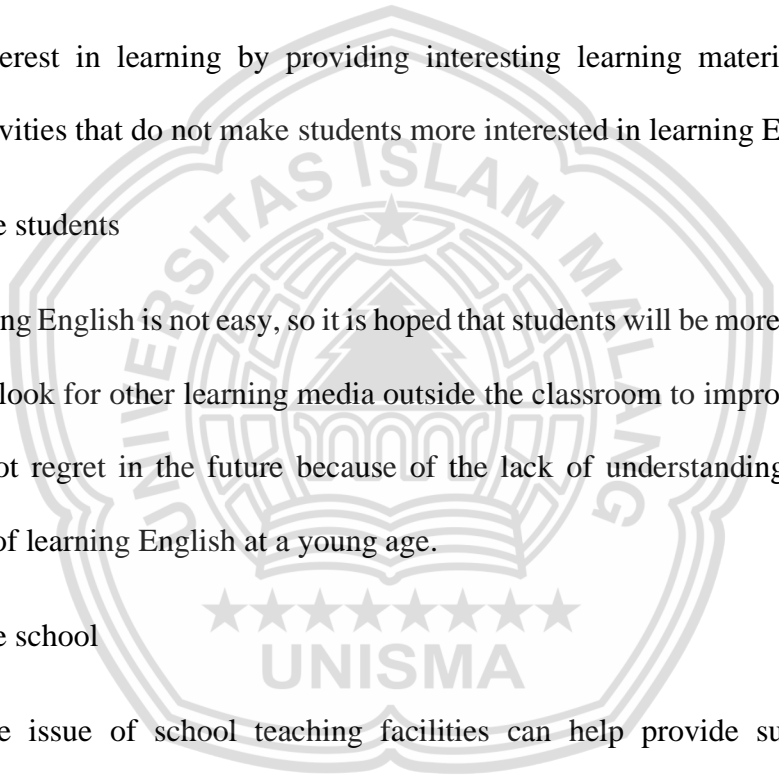
First, researcher want to advise teachers in motivating students to learn English. Learning English as a foreign language is quite difficult for students. Therefore, teachers must develop more creative learning strategies and attract students so that they realize the importance of learning English and to motivate students to be interested in learning English. In addition, teachers can attract students' interest in learning by providing interesting learning materials and learning activities that do not make students more interested in learning English.

2. For the students

Learning English is not easy, so it is hoped that students will be more serious in class and look for other learning media outside the classroom to improve their skills and not regret in the future because of the lack of understanding of the importance of learning English at a young age.

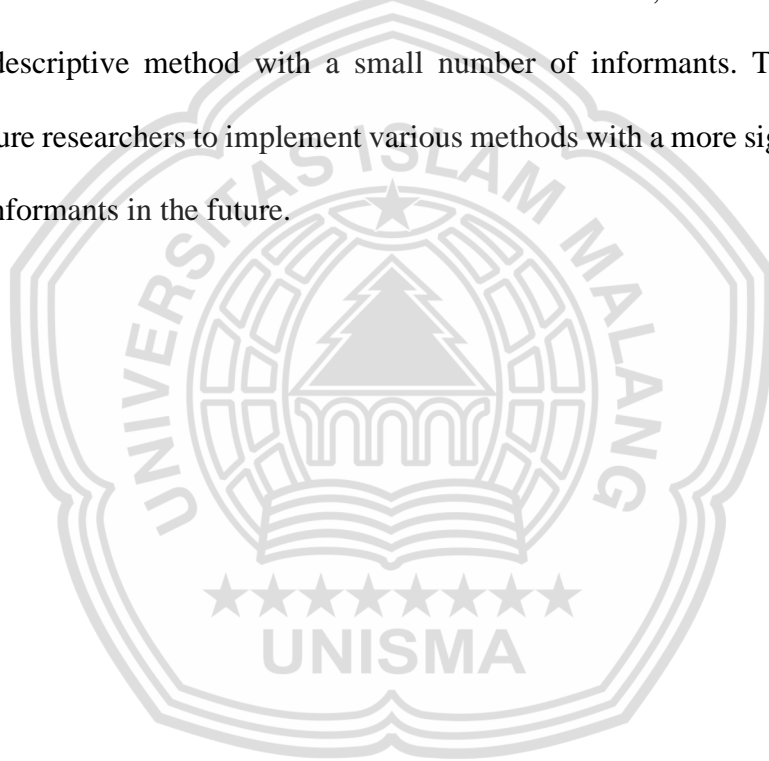
3. For the school

On the issue of school teaching facilities can help provide sufficient facilities to support English learning, such as providing LCDs and projectors in each class and laboratories equipped with high-quality audio and computer equipment, especially in teaching listening, It will greatly increase students' enthusiasm in learning English.



4. For future research

Finally, this study shows the next researcher who wants to do similar research to expand the focus, not only on the challenges and strategies of teaching English at SMP Wahid Hasyim Malang but also on many objects out there. future researchers can conduct research in various schools. In addition, this study used a qualitative descriptive method with a small number of informants. This may motivate future researchers to implement various methods with a more significant number of informants in the future.



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