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## CHALLENGES FACED BY ENGLISH TEACHER IN TEACHING: CASE STUDY OF JUNIOR HIGH SCHOOL IN BANJARNEGARA REGENCY

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**Abstract.** Teaching English is not a very easy job and becomes a challenging task for the Junior High School teacher in Banjarnegara regency that is located in a mountainous area and the majority of the people love to speak their mother tongue in their daily life. The main purpose of this study was to investigate the challenges faced by an English teacher in the teaching as well as what the solution/recommendation they made. This study employed the qualitative methods in which questionnaires and interview guide utilized and hundred and twenty-five (N=125) teachers were purposely and conveniently sampled from Junior High School English teachers in Banjarnegara regency. The results revealed that the challenges faced in teaching English are divided into four parts. The first challenges were from the teachers. These challenges are less of teaching material, teaching design, classroom management, ICT skill, many teaching administration, job loaded, and memory decrease. The second was from the students. Those are lack of vocabulary, loss of motivation, and juvenile delinquencies. The third was from schools. Schools had limited facilities, which can be utilized by teachers and students in teaching activities such as; limited dictionary, projector, and language laboratory. The fourth was from the parents. Many parents from the village have low education and future vision so it influenced their children's education. The study also gives three recommendations for succeeding in teaching English such as; (1) teachers should make teaching contract at the beginning of the semester, (2) principals send teachers joining to MGMP meeting and Continuous Professional Development activity, (3) schools give motivation to students and parents periodically.

Keywords: Challenges; Teaching English; Junior High School; Solutions

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### I. INTRODUCTION

English is the language most widely used in various countries in the world and has been considered as an international language. In Indonesia, English is officially becoming a compulsory subject taught by teachers from elementary to higher education. The aim of teaching English in schools is based on the Decree of Ministry of Education and Culture No. 060/U/1993 and 1989 Constitution on

National Education System that the goal is to enable students to proficient in English in the globalization era (Rachmajanti, 2008) as cited in Songbatumis (2017). Four skills must be taught by an English teacher, such as speaking, writing, reading, and listening.

Furthermore, English teachers do not only teach about language skills such as those four skills above but also they have to help, facilitates, encourages students to have enthusiasm, good attitude, and motivation towards English (Songbatumis, 2017).

As a teacher in Indonesia according to article 28 paragraph 3 government regulation number 19 the year 2005 on national education standards and article 10 (act 1 no 14 years 2005 on teachers and lecturers), they must have four basic competencies, such as;

1. Pedagogy competence

Pedagogy competence is closely related to the teacher's ability to understand the learning process. Learning that takes place in the classroom is dynamic. This can happen because of mutual communication or interaction between teachers with students and students with students. The diversity of students in the classroom will also require a teacher's skill in designing a learning program.

2. Personal competence

Personal competence means in carrying out its duties and functions, a teacher must show good attitude and personality. Teachers who should be imitated is a philosophy that demonstrates personality skills. Imitated because teachers are believed to have knowledge that is beneficial for the survival of their students. A teacher is imitated because in the teacher there is a good attitude and personality.

3. Social competence

Social competence is the ability of teachers as educators to communicate and interact well with the citizens of the school as well as the citizens where the teachers are located. This social ability can be seen through the social interaction of teachers with students, fellow teachers, and the community where he is.

4. Professional Competence

Professional competence is the ability of a teacher in managing the teaching and learning process. The ability to manage to learn is supported by classroom management, mastery of learning materials, teaching strategies, and the use of learning media.

English teachers in Indonesia play an important role in teaching and delivering English as an International Language to the students. Having those four competencies will influence the teacher's performance in class, teachers who have pedagogical competence will be able to implement teacher's assignment well, and can master the various strategies or techniques in teaching and learning activities and master the foundations of education (Nabila, 2016).

On the other hand, the implementation of the teaching and learning process in the classroom, English teachers still find some challenges. The challenges are varied depends on who's perspective, holding time, situations, etc.

A study conducted by Hendriani (2015) found that there were two kinds of the problem faced by teachers in implementing Kurtilas (Curriculum 2013). First was deriving from the teacher itself, for example; lack of skills in using IT for assessment, difficulties for preparing a lesson plan, limited ability in implementing the learning process as well as assessment. The second was deriving from outside teachers, for example; lack of facilities, the unavailability of technical guidance of the students' learning outcomes, the unavailability of technical guidelines for the way and the model of reporting the learning outcomes of learners, no

guidance on the distribution of subject matter per semester, and the absence of guidelines for the matriculation program.

Nurhanifah (2012) in one of the junior high schools in Malang, Indonesia, researched grade two students in joining English lessons in the classroom. She found that students performed with low motivation, worse study habits, and attitude toward learning in the classroom. The students performed worse in the classroom also may influence by some factors, which could be seen. Teachers and schools need to build up themselves for students and the community.

Another study on less of student's motivation in joining the lesson, Abid (2017) found that problems came from inside and outside students. Problems appeared from inside students such as; a low motivation that performs in joining the lesson in the classroom, worse study habit for learning in school as well as in the house, and the important thing was the attitude in joining teaching and learning in the classroom as well as in the school area.

As a background of the researcher was a teacher in Eka Tjipta Kuayan junior high school in Kotawaringin Timur, he had some experiences regarding teaching English in the classroom as well as some challenges arose. One of them was lack of learning facilities which was found from students and schools, the curriculum changes made teachers were difficult for making an adjustment, teaching technique, and the use of ICT in teaching.

Also, a study conducted by Sudrajat (2015) at Tenggarong, Indonesia, revealed that teachers were poor in the implementation of English teaching at primary schools. Other findings showed that teachers' competency in selecting, developing, and designing material; in doing teaching and learning processes; in using media and learning sources; and in evaluating and making tests was also low or weak.

Based on the explanation and result of the previous research as mentioned above, the main purpose of this study is to investigate the challenges faced by an English teacher in their teaching as well as the solutions they made dealing with the condition they faced. Therefore, the successful and unsuccessful of teaching English in the classroom cannot be separated from all stakeholders' contributions.

## II. METHODOLOGY

To investigate the challenges faced by an English teacher in their teaching as well as what the solutions they made dealing with the condition they faced, the author used a qualitative research method. According to Craswell (2009) qualitative method issued for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem. Some processes of the research involved emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the final one the researcher making interpretations of the meaning of the data.

### A. Research Method

This research belongs to a case study because the researcher will identify the challenges faced by an English

teacher in the classroom activity of junior high school in Banjarnegara Regency. Case study research method is easier to use by a novice researcher and let them gather data from many varieties of resources and to converge the data to illuminate the case (Baxter and Jack, 2008)

**B. Sampling Strategy**

The researcher applied two kinds of common sampling strategies, namely purposive sampling and convenience sampling for selecting the participants. A hundred teachers were chosen by using a purposive sampling method when conducting the MGMP meeting and twenty-five teachers were voluntarily being interview after filling the questionnaire. Table I showed the demographic information from the teachers.

TABLE I  
 DEMOGRAPHIC DATA OF TEACHERS

Characteristics of Research Participants		Questionnaire	Interview
Gender	Male	28	6
	Female	72	19
Age	20 – 29	4	0
	30 – 39	33	8
	40 – 49	41	11
	50 – 59	22	6
Status	Civil	92	25
	servant		
	Non-civil servant	8	0
Educational Background	Diploma (D3)	1	0
	Bachelor	92	23
	Master	7	2
Years of Teaching Experiences	1 – 9	18	4
	10 – 19	52	12
	20 – 29	18	8
	30 – 39	9	1
	Absent	3	

**C. Instruments**

There were two types of instruments used in this study namely questionnaire and interview guide. The first instrument was the questionnaire for the English teacher consisting of 10 items. The second instrument was the interview guide for interviewing teachers.

**D. Data Collection**

The researcher conducted a data collection to the research participants for getting the basic demographics of teachers, the challenges faced in their teaching at the classroom level, and the effort they do for solving their problems. Those data were collected by delivering questionnaires to teachers and interviewing some selected voluntary teachers.

Teachers answer their questions by telling their challenges and needs on their teaching in the classroom. In responding to those answers, they are divided into three categories; novice teachers, middle teachers, and advanced teachers from them, it could be seen the various answers or information regarding the questions based on their sides.

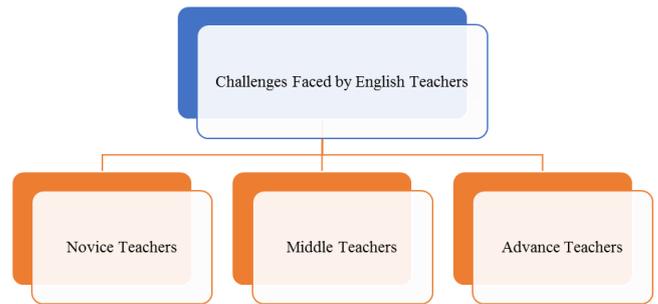


Fig. 1 Challenges faced by English Teachers

**E. Data Analysis**

According to Craswell (2009), there are six steps in analyzing the data collected, which are described as follows:

First is organizing and preparing the data for analysis. This step involves transcribing interviews, optically scanning material, typing up field notes, sorting and arranging the data into different types depending on the sources of information.

Second reading through all the data. The first step is to obtain a general sense of the information and to reflect on its overall meaning.

The third is begun the detailed analysis with a coding process. It involves taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term, often a term based in the actual language of the participant.

Fourth is to use the coding process to generate a description of the setting or people as well as categories or themes for analysis. Description involves a detailed rendering of information about people, places, or events in a setting. Researchers can generate codes for this description. This analysis is useful in designing detailed descriptions for case studies, ethnographies, and narrative research projects.

The fifth is an advance of how the description and themes will be represented in the qualitative narrative. The most popular approach is to use a narrative passage to convey the findings of the analysis. This might be a discussion that mentions a chronology of events, a detailed discussion of several themes, or a discussion with interconnecting themes. Many qualitative researchers also use visuals, figures, or tables adjuncts to the discussions.

The final step is in data analysis involves making an interpretation or meaning of the data. Asking, "What were the lessons learned?". These lessons could be the researcher's interpretation, couched in the understanding that the inquirer brings to the study from her or his own culture, history, and experiences.

Besides Miles and Huberman (1984) (as cited in Sugiyono, 2011) suggests that not only using narrative text in displaying data but also using graph, matrix, network, and chart. It purposes to make it easy to understand.

### III. RESULTS AND DISCUSSION

In responding to the result of the questionnaire and interview, is divided into four categories of teacher; novice teachers, middle teachers, advance teachers, and entire teachers means that it covered three those categories. From them, it could be seen the various information regarding the questions based on their sides.

#### A. Results

##### 1. Novice teachers

Based on the data, Novice teachers faced seven challengers in the lesson such as; teaching material, less of students' motivation, teaching design, classroom management, job loaded, administration of curriculum, and facilities/media in teaching.

##### Teaching material

As a novice teacher who had only a little teaching experience and designing activities in a lesson, they felt confused about designing fun and attractive teaching and learning activities in the classroom.

*"Then, I was also confused about designing for designing the learning material which was attractive to students. On the way to school (2 hours), I used to think about making attractive teaching to students". (IT-3)*

##### Less of student motivation

Teachers who were teaching in the rural area, they found that students showed less interest in joining the lesson. Because they didn't get an English lesson from their previous study or primary education. So, teachers felt that it made it very difficult to teach because teachers already had some target material on the syllabus.

*"Yes, I do. Teaching in a rural school, the students were less motivated. They also haven't got an English lesson in elementary school, so it made me difficult to teach" (IT-25)*

##### Teaching design

Another issue faced by teachers was teaching design. Teachers sometimes felt difficult in how to design a good, fun, and attractive lesson for the students. Because it was very important to make sure students could follow the lesson. Teachers tried to overcome by making a learning contract between teachers and students about the role of joining the lesson.

*"The next is teaching media. I was difficult to deal with this to make fun and quality lesson. After moving to junior high school, I didn't find any problems because the first time in the semester we made a learning contract (teacher and student)". (IT-6)*

##### Classroom management

Teachers sometimes found some problems in the lesson and because the students were very about the background

knowledge, teachers also manage their classroom well to cater to all of them.

*"...to solve some student who makes a problem, and ...". (Q-1)*

*"Make students more active in learning in the classroom" (Q-3)*

##### Job loaded

Teachers were not only teaching in the classroom but also sometimes they got an additional job from the school principal, the board of education, as well as in society because teachers must take a part in community activities as stated in (Social competency). In this case, if teachers could not manage well they would get problems.

*I got many jobs from school and outside school (Q-4).*

*I had already job loaded and additional job (Q-5).*

##### Administration of curriculum

Besides teachers must teach in the classroom, they needed also to prepare 27 kinds of administration depends on the curriculum. Another reason, teachers had limited time for preparing those administrations at the same time.

*"Yes, this is my big barriers. I am not a diligent people in preparing administration (27 kinds) and also about the time, I used my time in school for teaching". (IT-6)*

##### Facilities/Media

Teachers found also a lack of learning facilities and media in the school that could support them in the teaching and learning process in the classroom. For example, teachers needed a number of the dictionary for students, IT tools, and others which would support them.

*"..., somehow the school has limited media for supporting us to teach". (IT-6)*

##### 2. Middle teachers

Middle teachers also faced some challenges in their lessons. They sometimes taught in grade eighth and ninth who were different from the grade seventh about the level of students and materials. They faced seven challengers in the lesson.

##### Teaching material

As middle teachers who had several years of teaching in the classroom. They also came from some backgrounds of their previous teaching experiences. For example, they were teaching in junior high school and moved to the senior high school level. Somehow the material was different and teachers found the problems.

*"Yes, I find. Because of differences in the material, students, skill from both SMK and SMP.*

*For SMK is transactional communication/conversation, while in SMP is for getting knowledge like text genre". (IT-20)*

#### *Less of students motivation*

Teachers found that English was not their language so it was difficult to learn then they were lazy for learning.

*"Sometimes still I found some problems from students, like less motivation in learning. Because English is not their language so they didn't fully pay attention. Students also had a different background in English, like in primary school they got English or not. So, I just am patient in guiding and teaching the students". (IT-10)*

#### *Teaching design*

Teachers still found difficulties in designing good, fun, and attractive lessons for the students. It because the level of material was higher so teachers were a bit difficult in designing a good lesson.

*"From my self, I fell less of teaching experience likes for designing good and fun learning, method, technique, etc". (IT-4)*

#### *Administration of curriculum*

Teachers usually had already experienced in the administration of curriculum, but nowadays the curriculum changes, which made teachers difficult to adjust.

*"Because of the curriculum changes, it makes it very difficult for me to adjust. For example, I was preparing and adjusting to K13 (Curriculum 2013) while preparing there was a new curriculum (National Curriculum) nowadays. So, I think it was very difficult for me". (IT-9)*

*"Because of curriculum changes, so the administration and material were also changed. It made me difficult for adjusting as well as students". (IT-13)*

#### *Juvenile delinquencies*

Teaching in grade eighth or ninth, students were in the shifting from children to adolescents. They also increased their attitudes toward teachers. Sometimes they made a problem with teachers and students in the classroom.

*"Yes, I did. Juvenile delinquency. Sometimes I ask the senior teacher there." (IT-21)*

*"Then from the other students, they did such kind of discrimination (ribbing) to they who have to learn barriers in English lessons. So, they felt down in learning." (IT-4)*

#### *Limited learning media/facilities*

Teachers found a lack of learning facilities and media in the school, which could support them in the teaching and learning process in the classroom. For example, teachers needed several dictionaries for students.

*"Facilities from school also one of the problems here, for example, less of the dictionary for students". (IT-18)*

#### *Parents awareness*

Teachers found parents' awareness also very important in supporting students in studying. The level of parent's educational background would influence the students. In a rural area, parents had less of an education, so they thought that after graduation from junior high school their children were ready for work. Therefore, parents pushed their children to stop schooling and going to work.

*"Students think after graduation from junior high school they will go for work. Then, it because of their parents/environment was less of education". (IT-2)*

### **3. Advanced teachers**

As an advanced teacher, they got the responsibility to teach in the last grade (ninth) because it thought that they already had many experiences in teaching. In grade ninth, students had a final exam that would be a tool for them to be pass or not from junior high school. Therefore, it needed a teacher who had already many experiences in teaching. However, they still faced some problems in their lesson.

#### *Administration of curriculum*

The curriculum changes were affected by all teachers. They had to adjust to that curriculum even though they were not ready to implement. Not only from the administration aspect but also for some materials also changed.

*"Because the newest curriculum changes, I felt difficult for adjustment because still, I didn't take the training and also teaching administration". (IT-15)*

#### *ICT barriers*

Teachers faced problems in the mastering of ICT for their lessons. In nowadays curriculum teachers needed to input the student's score/point in the system of the computer as well as for teaching using ICT. So, they didn't follow the development of ICT in this globalization era.

*"I missed the development of technology increasingly". (IQ-5)*

#### *Less of Motivation*

In grade ninth, students had many classes as well as an additional lesson after school. Teachers found students showed their low motivation for studying.

*Yes, I find. Especially from students, they don't put attention to the material and the lesson in the classroom". (IT-17)*

*"The students had a lack of learning motivation. They were difficult if the teacher asked them to bring a dictionary is very useful for them. Some of them were lazy in studying". (IT-24).*

#### *Decreasing memory*

Advance teachers already got age (old), in the natural, their memory decreased about some materials in their lesson.

*"My remembering is decreased about some materials ". (IQ-6)*

## B. Discussion

Based on the result as described above, those might be influenced by grade level they taught, how long they became a teacher and some knowledge that they got from the previous experiences in the professional educational field. Those challenges also came from not only the teacher's side, but also student, school, and parent's side.

Challenges arose from the teacher's side such as; they were lack of teaching material, teaching design, classroom management, ICT skill, many teaching administration, job loaded, and memory decrease. Also, they are still difficult to adjust to the curriculum changes. Teachers seemed not ready to apply nowadays curriculum because they did not receive enough training. On the other hand, there were two times of curriculum changes in the much-closed time.

There was a correlation between student's competence in mastering English and teacher's lack of enough material and skilled and trained teachers in understanding method and approach in their teaching (Hossain et., 2015; Fabiana, 2019). On the other hand, some teachers also were difficult to follow the rapid development of ICT. This finding was in line with Songbatumis (2016) found that teachers had no idea in using ICT devices such as; projector, laptop, and others.

Challenges arose from the student's side, the teacher still found less of student motivation in learning English, less of vocabulary words, and Juvenile delinquencies. The findings might be influenced by their previous experienced when studying in the primary school because they did not get an English lesson. Also, because English was not their language, they thought that English was very difficult.

In line with the previous research; one and the most difficulties problem faced by students in learning English was mastering vocabularies (Songbatumis, 2017; Hasan, 2016; Hossain, et al., 2015; Febiana, 2019; Ningrum, 2020). Student's less motivation also often appeared in the classroom, so the teacher can support them by giving a variety of motivational strategies in their classroom (Vibulphol, 2016).

Furthermore, the last challenges were juvenile delinquencies. Junior high school students were in the puberty stage. In this stage, they grow not only for them physically but also the emotion. The teachers were suggested to teach English for young learners rather than the language in their classroom and designed stronger emphasis on child individual differences (IDs) (Zein, 2017).

While for the school's side many schools did not have enough media and facilities to support the lesson such as; not sufficient dictionary, projector, and language laboratory. Those facilities were very crucial in supporting teachers and students in learning English. As the location is in a rural area, there were no other resources they use except facilities from school.

A study conducted by Tan (2011), he highlighted the difficulties in teaching writing in their class. He designed an innovation successfully in teaching writing by using an online lab and writing center. The activity could be designed

by using the website and online which was connected to other institutions in other across countries.

Another study from Febiana (2019), she found that lack of facilities in the school which could be utilized in teaching listening, such as; sound system, laboratory, etc.

In this rapid development of ICT and era, learning facilities such as internet connection, laptop, and laboratory-made very important to use. The last challenges arose from parents' side such as; their educational background which influenced their children in studying. Parents who lived in rural areas, suburban areas, and urban areas had different motivations related to their children's education. Parents in the rural area think that after graduation from junior high school or senior high school they will go only for work or married. On I other hand parents and urban are had very good motivation and intention for their children in education. They sent their children to join some courses, let them join with some competitions, facilitate with some learning media, etc.

## IV. CONCLUSIONS AND SUGGESTION

### A. Conclusions

The objective of this research is to investigate the challenges faced by English teachers in their teaching in the classroom. Based on the findings, it was found that not only from the teacher's side which is investigated influencing teaching English but also from schools, students, and parents. To solve the challenges all stakeholders must collaborate in succeeding in the best education for the students.

### B. Suggestion

Regarding the conclusion of the research, there are some suggestions addressed to the conclusion:

#### 1. Making teaching contract

A teaching contract is an agreement between students and teachers to implement the learning process in the classroom around one semester. The goal is that the learning process can run well and conducive. The guardians and parents must also know it so that they can support and supervise the learning process in a semester.

#### 2. Joining to MGMP meeting and Continuous Profesional Development activity

By the motto of Life-Long Education, teachers should always upgrade their knowledge and abilities to follow the rapid development era. They can attend to the MGMP meeting that is held every Tuesday in their school area and participates in workshops, seminars, etc in the context of Continuous Profesional Development.

#### 3. Giving motivation to students and parents

School can utilize "School meets parents". At least two times parents come to the school for joining some activities such as; taking the result of their children learning in a year. School is expected not only just giving and reporting the result of the student learning but also they can give motivation and view for their children's future. Schools can invite people from outside to give motivation to the parents

for example; lecture businessperson, motivator, successful people, etc.

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