

**INVESTIGATING TEACHERS' CHALLENGES AND  
STRATEGIES IN TEACHING ENGLISH AT JUNIOR HIGH  
SCHOOL LEVEL IN TANJUNG JABUNG BARAT**

**A THESIS**



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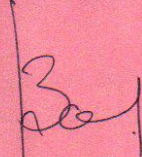
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## APPROVAL

This thesis entitled "*Investigating Teachers' Challenges and Strategies in Teaching English at Junior High School Level in Tanjung Jabung Barat*" by Dwi Puspita Ningrum, student's number RRA1B214026 has been corrected and approved to be examined in front of the board of examiners.

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# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background**

In Indonesia, English is taught and learned as a foreign language due to the fact that Indonesian government, since its independence, has acknowledged English as an influential language in the world, particularly for international communication. Therefore, the government has decided that English becoming a compulsory subject starting from junior high school (Nurkamto, 2003). Based on the decree of the Ministry of Education and Culture No. 060/U/1993 dated 25 February 2005 and the 1989 constitution about the System of National Education, expressing that the final goal of the English instruction at the elementary school that the aims of teaching English in Indonesia school is it to enable the students to be functionally proficient in English in the globalization era (Rachmajanti, 2008).

Yet, teaching English as a foreign language is not easy. Especially, in a place that has limited exposure to English (Khan, 2011). In particular case of English teaching in Indonesia, both teachers and students still encounter many problems during the teaching and learning process. The difficulties faced by students of English as a foreign language is the lack of pronunciation at normal speed through listening material (Hasan, 2000). Furthermore, students usually have difficulties in understanding reading texts due to students' lack of knowledge about reading materials, and they do not know how to relate the ideas between sentences (Rahmawati, 2011). As for speaking, the difficulties

that have been often faced by students caused by the lack of vocabulary (Megawati & Mandarani, 2016), while for the problem encountered by students in learning to write are organizing idea, lack of vocabulary and grammar accuracy (Nurgiantoro, 2001).

Responding to the difficulties that students encounter in learning English, it is necessary to investigate the challenges encountered by teachers in teaching English. A research conducted by Songbatumis (2017) in Yogyakarta, a developed area in Indonesia, shows that the challenges experienced by teachers in teaching English including lack of English exposure, classroom size, and shortage of English teacher. Meanwhile my study was examined English teachers' experiences in a rural area.

In general, a rural area is a geographic area that is located outside towns and cities. Mishra (2015) stated that "the rural areas lack good schools having proper ambience and affordability which cater to the changing needs and expectations of the crass. However, due to many factors like geographical, social, economic, political or cultural which cause diversity in educational access, children in develop areas enjoy the high quality educational in which they almost have everything the best education could offer, qualified teachers, and supporting parents. Other less privileged children, especially who are living in a rural area are happy enough to have access even to basic education seeing that factors in supporting good education are not available for them, for instance less qualified teachers, less parents' support, and limited educational facilities.

Based on the factors influencing the educational diversity in Indonesia, including geographical, social, economic, and parents' contribution towards English young learners, it is essential to explore more about the challenges faced by English teachers while teaching in those school. The challenges might be very different from schools located in the main city with in the rural area.

This research was taken place in SMP 8 and SMP 5 Merlung which are located in a rural area. Based on the preliminary research in teaching English for young learners (TEYL) coursework in SMP 8 Merlung in 2017, the researcher found it seems that teacher still have challenges considering the rural area. The researcher get information about the school limited educational facilities and less parents' support. To make sure the challenges in this school because out factor in a rural area and from the side of readiness in teaching, the researcher was asked to the teacher in those schools.

From that mini research above, the researcher now endeavors to conduct a study on researching challenges encountered by the English teachers in a rural area in particular case of SMP 8 and SMP 5 Merlung, and what are their strategies to overcome these challenges.

## **1.2 Research Questions**

The research questions are formulated in this research as the following:

1. What challenges do English teachers at SMP N 8 Merlung and SMP N 5 Merlung encounter in teaching?
2. What strategies do English teachers at SMP N 8 Merlung and SMP N 5 Merlung implement to overcome the challenges they have?



### **1.3 Research objectives**

The objectives of the research are to investigate teachers' challenges in teaching English in SMP 8 and SMP 5 Merlung, and their strategies to overcome these challenges.

### **1.4 Limitation of the Research.**

The researcher limits this research only to investigate challenges faced by English teacher in SMP 8 and SMP 5 Merlung in teaching English, and the strategies that have been applied to tackle those challenges. Therefore, the participants in this research were limited to teachers in SMP 8 and SMP 5 Merlung. The finding of this research is not intended to be generalized in the whole contexts of English language teaching in Indonesia.

### **1.4 Significance of the Research**

The researcher expects that the findings of this research were give descriptions about challenges that. English teachers face in teaching English in Junior High school level, in particular context of SMPN 8 and SMPN 5 Merlung. The researcher hopes this study can be offer valuable insights to the teachers themselves and school administration to reconsider what procedures to be taken to help teachers to overcome the challenges they have. By providing strategies the teachers have applied to support their teaching, the researcher anticipates the findings was work as starting point for collaboration

between the teachers and school administrators to improve the quality of English language teaching in SMPN 8 and SMPN 5 Merlung.

## **1.6 Definition of Key Terms**

### *Challenge*

In this study, challenge is a collaborative learning experience in which teachers and students work together to learn about compelling issues, proposing solution, to real problem, and taking action. (Apple, 2010).

### *Strategies*

In this study, strategies is a term that refers to a complex thoughts, ideas, insight, experience, goals, expertise, memories, perceptions, and expectation that provides general guidance for specific action in pursuit of particular end. (Nickols, 2012).

### *Teaching*

In this study, teaching is a set of events, outside of the learners which are designed to support internal process of learning. (Ian Reece & Stephen Walker, 1997).

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter draws conclusion and suggestions as to describe teacher challenges and strategies in teaching English at Junior High School in Tanjung Jabung Barat.

#### **5.1 Conclusion**

The objective of this research was to investigate teacher challenges faced by English teacher in SMP 8 and SMP 5 Merlung and the strategies that have been applied to tackle those challenges. The researcher only focuses on the challenges of English teacher in SMP 8 and SMP 5 Merlung.

The findings of the research tell about teacher challenges related to several sides. The first one is the concerning of students. It is found that there are several challenges such as student motivation, student lack of discipline, student ability, student concentration, and student lack of vocabulary. The second one is the challenges concerning to facilities issue in teaching English. In this case, challenges related to the thing concerns with facilities provided and time devoted. Finally, the strategies that is used to overcoming the challenges in the classroom. The strategies found that as applying various teaching methods and techniques, and providing motivational feedback.

## **5.2 Suggestion**

Based on the research result, the researcher given suggestion as to school should facilitate the teacher and students in studying English and preparing media to study such as having audio tape, LCD projector and so on to improve the challenge in English teaching of students. Then, the researcher is suggestion for the English teacher. The teacher should be more creative use strategies especially strategies to make students more active in order to make the learning process is not boring and more interest for students. For the next researcher who wants to conduct this title also can be more specific analyze or investigated about other challenges and strategy in different object

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