Teachers' Difficulties at SMKN 1 Proppo Pamekasan Teaching English As A Foreign Language

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A B S T R A K

Banyak bahasa yang digunakan untuk berkomunikasi, salah satunya adalah bahasa Inggris, yang harus dipelajari oleh semua orang di seluruh dunia karena merupakan bahasa internasional. peneliti menggunakan tiga guru bahasa Inggris di kelas X, XI, dan XII di SMK. Purposive sampling adalah teknik penentuan sampel dengan pertimbangan tertentu. Mengajar bahasa Inggris sebagai bahasa asing menjadi sulit di banyak tempat di mana tidak ada paparan bahasa Inggris yang memadai. Kurangnya paparan bahasa Inggris juga berkontribusi pada kurangnya kesempatan bagi siswa untuk menggunakan bahasa Inggris.

A B S T R A C T

Many languages are used to communicate, one of which is English, which must be learned by everyone throughout the world because it is an international language. The researcher used three English teachers in classes X, XI, and XII at SMK. Purposive sampling is a technique for determining samples with certain considerations. Teaching English as a foreign language becomes difficult in many places where there is insufficient exposure to English. Lack of exposure to English also contributes to the lack of opportunities for students to use English.

INTRODUCTION

Many languages are used to communicate, one of which is English, which must be learned by everyone throughout the world because it is an international language. According to Mappiasse and Ahmad (2014:1), English has developed into the most widely spoken language in the world today, so you should be able to speak fluently in this language isvery important for every individual. As stated by Lauder (2008:3) usingto maintain better jobs and keep up with developments in science and technology possibility. This shows that English is very important for many things. our lives, such as in the fields of education, business, politics, and so on. As a result, both developed and Developing countries must realize the importance of English. studied and practiced.

METHOD
Research design

This research uses qualitative research. According to Moleong (2000), qualitative research is a type of research that produces descriptive data about the behavior and written or spoken words of research subjects.

Descriptive research, on the other hand, is a type of research that aims to describe or describe current

phenomena, both natural and human engineering. Descriptive research aims to conduct systematic, factual and accurate research. data relating to the reality and characteristics of a particular population or area. Research is used to identify problems and challenges faced by teachers during the learning process. teaching English as an international subject at SMKN 1 Proppo Pamekasan.

In the data collection process, researchers used the following procedures:

a) Observation

The first process to obtain information from a location is called observation. In the tabulation stage, research collects information about the subject from various sources. After that, we can find out the condition of the school, teachers, students and area.

b) Interview

After collecting data, researchers conducted interviews to classify the data. Interviews help strengthen and explain previous research results.

RESULT AND DISCUSSION

Researchers will analyze teacher data about the difficulties of teaching English as a foreign language. This data was collected from three teachers, who each taught three classes at the school. analyzed into various tools, such as classroom observations and teacher interview.

Obsevations

Sample number observation results

a) Teacher 1 class X (Teacher TKJ):

The table above shows that this can happen explain that the instructor has additional responsibilities at another school and share time with it. He also teaches classes. It seems like he's very busy and makes learning unfocused. His time spent was limited to many of the classes mentioned above. Be restrained from thinking about the motivation of the students involved in learning. Learning is done through books and the internet. to support his learning with students and in class always encourage them to learn more activities by grouping them, because of their number The class is too full of students, the teacher needs to teach clearly to make the class well controlled. The instructor opens the class. sometimes combined with Indonesian and vice versa, the situation is not pleasant to make students happy when starting material lessons.

b) Teacher 2 class XI (Teacher TKJ):

Maybe, based on the data above, he teaches with discipline and is very good at managing time for students. However, learn English sometimes series and not entertaining makes students feelboring and spending time with his friends that students face difficulties in understanding it study well. The teachers are very relaxed and friendly to the students who get it great interaction and friendship. That In this case, the student acted disrespectfully towards teachers, they do not respect those who teach them and During learning, they even play. As is known, the media provides significant support. in the learning process, and attract enthusiastic students' attention. School books don't very supportive of teacher teaching class, because some books are no longer available each page, so teachers have to spend a lot of time on those pages book. Educators sometimes use books, he:30 combines his teaching with others consistently resources such as downloading books from the internet to learn in the classroom and provide more innovative education student. Despite teaching him to speak English, but… The teachers continue to communicate and provide explanations. in Indonesian. Teacher sometimes combination of Indonesian and English at the moment The teacher speaks, but in Indonesian. compared to English. So do the students many even speak

Indonesian. ask questions and students Not enough understanding, and there are still things wrong that statement because they didn't accept it at all listen. Only written communication in English words.

c) Teacher 3 class XII (Teacher TKJ):

It is possible that based on the data above, he worked at another school besides teaching English, but he did also disciplined in teaching and looks positive Aura, she makes time to study. has done very well. Sometimes he studies He uses English hard, but he always understands it. humor in the process of producing education Students are happy and succeed in understanding the lesson. The teacher is very friendly. make them interact well and also a friendship, considering that the teacher is still very young. In this case, the students become impolite. teachers, they don't respect their educators They even play during lessons. However, he was able to manage his class. He uses LCD and besides books. internet to help their learning in class. He did. does not limit students' educational resources yourself or materials that are easily obtained Students relate to their environment and relate to instructions given by the instructor. Educators continue to communicate and delivered in Indonesian. Teachers sometimes speaks in English and Indonesian when educators speak, but educators speak English is sometimes used more often than Indonesian. To explain what he is doing, the teacher uses his signs. for students when they are not using it Indonesian to make it easy for students:31teaching point.

Interview

After seeing how teachers teach in class, researchers found several problems faced by teachers and students. The problem stems from their desire to learn. Their English is poor, especially the students. They think that English is not something they use every day. the language and always feel bored, so he can't study diligently. However, When they teach in class, each of them still uses their language.

From interviews with teachers, it is clear that teachers face real difficulties in teaching and learning English in the classroom as foreigners. Here are the questions:

1. **How interested are your students in learning English? Are they engaged in the process of learning?**

   P1: They do indeed have a strong desire to learn. Particularly in class X and AK, I never encountered any problems with them during the learning process because they showed an enthusiasm in learning English, even from those who desired to have one-on-one instruction. Thus, I'm thrilled to be a teacher there and inspired to instruct there. Additionally, I saw from the comments that when I informed the assignment that they were generally completing the task even Despite having to stand in front of the class, they were able to do so because they were assured and ready as they left the house.32

   P2: In my opinion, student interest can also be incredibly unrealistic at times. low at all relies on how we instruct them; for instance, we might utilize the game Though if we begin with the material, sometimes they have spirit, other times they were disinterested.

   P3: It goes without saying that they are animated, especially when there are jokes in the process of learning Actually, it's not always the case with the teaori, but Sometimes, pupils' inclusion should be what helps them understand serene or at ease.

2. **In what way do you supply the classroom with materials? Do you use media sources besides textbooks?**

   P1: After arriving at class and setting up my teaching strategy at home, I did, in fact, employ media, including images I obtained from magazines and newspapers as well as instances. I also remember to always use a that I had made at home. laptop...

   P2: It's usual for things to happen in school, so occasionally it is like that. when the price of purchasing a freshly revised book is inadequate At times, the content that ought to have been updated in 2014 has not been 33 It's already missed, even if it's only 2014. With the

aid of the internet, I thus filter it media...
P3: During my lessons, I use the media in addition to literature on occasion. However, not every resource covered in class makes use of LCDs.

3. **In what manner would you conduct yourself when outlining the goals and subjects being covered in the classroom? Do you communicate with gestures or your mother tongue?**

P1: I offer students an overview of the prior subject and inform them of the topic they will be studying next before starting the lesson. Yes, I convey my meaning to them through my body language. Occasionally, I also blend with English to help them comprehend what I'm saying.

P2: I typically use Indonesian while delivering the learning aim.language, occasionally English is included as well so that they comprehend, but occasionally they don't comprehend anything at all, they more comprehend if we solely use Indonesian to explain.

P3: I occasionally use English and accompany it with gestures, for For instance, I asked them to remove the chalkboard. "Could you remove the 34 "Please use the whiteboard," they said, gesturing to the chalkboard. realized. When we communicate, language body (gesture) is truly quite beneficial. to pupils or provide clarification.

This research was conducted at SMK 1 Proppo Pamekasan, where teachers teach English in grades 1, 2, and 3. The aim of this research is to find out what problems teachers face in teaching English as foreign.

In areas where English is not widely spoken, teaching English to speakers of other languages is a difficult task. Students who are not exposed to English also have less opportunities to use the language. According to Khan (2011), the absence of Students are demotivated to learn and comprehend English for purposes of English because students' inadequate English prior knowledge. Additionally, it becomes more It is challenging for educators to motivate children to use English with enthusiasm because due to the little exposure to English (Khan, 2011). Furthermore, inadequate facilities and equipment makes it difficult for teachers to implement an efficient teaching method (Fatiloro, aNurkamto (2003); 2015)

Based on the explanation above, the researcher draws the conclusion that teaching English as a foreign language in a classroom is challenging and that teachers at SMK 1 Proppo Pamekasan encounter numerous challenges. There are:

1. Absence of the pupil's fundamental
2. An excessive amount of students in each class
3. Students' lack of focus
4. Students' lack of drive
5. pupils not present during the teaching procedure
6. Boredom-stricken learners
7. The amenities

CONCLUSION

The researcher came to the following conclusion based on the data and discussion in the preceding chapter: The instructors' challenges in teaching English as a foreign language at SMK 1 proppo pamekasan originated from the facilities and the pupils. throughout the school. Don't discount the chance that the instructor poses issues for by themselves. There are difficulties in teaching English because of teachers' restricted expertise and development in teaching. obstacles in teaching English from Teachers' viewpoints, such as their lack of training and inadequate teaching expertise

approaches, lack of IT experience, and lack of professional growth.

THANK-YOU NOTE

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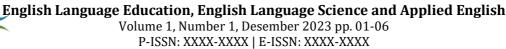HakiElimu. (2009). "*Who is a Teacher?" Quality Teacher for Quality Education : Deer es Salam* : Print Factory LTD,(Online).Retrieved2009,from http://hakielimu.org/files/publication/WHO%2015%20A%20TEACHER_R. Pdf

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