THE DIFFICULTIES AND STRATEGIES OF EFL'S PROSPECTIVE TEACHERS IN TEACHING ENGLISH

(A Study on The EFL's Prospective Teachers at SMAN 1 Rejang Lebong)

THESIS

This Thesis is Submitted to Fulfill the Requirement for 'Sarjana' Degree in

English Language Education

By

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FACULTY OF TARBIYAH

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Hal : <u>Pengajuan Skripsi</u>

Kepada

Yth. Bapak Rektor IAIN Curup

Di Curup

Assalamu'alaikum wr.wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi saudari Gustin Monika IAIN Curup yang berjudul : **"The Difficulties and Strategies of EFL's Prospective Teachers in Teaching English"** Sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri Curup (IAIN) Curup.

Demikian permohonan ini kami ajukan, terimakasih.

Wassalamu'alaikum wr.wb

Curup,   2024

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PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled **"The Difficulties and Strategies of EFL's Prospective Teachers in Teaching English"**

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup,   2024

Writer

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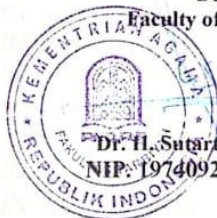
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Alhamdulillahirabbil'alamin, all of praises just for ALLAH SWT who has given His mercy and blessing to the researcher, so the researcher can finish this thesis. Peace and salutation always be given to Prophet Muhammad SAW, who has been a good example for every Muslim in this world.

The researcher finished this thesis entitled "**The Difficulties and Strategies of EFL's Prospective Teachers in Teaching English**". This thesis is obtainable in partial fulfillment of the requirement for Degree of Strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to:

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4. My great advisor Mr. Dr. Prihantoro, SS., M.Pd in finishing my study at IAIN Curup.

5. My co-advisor Mam Meli Fauziah, M.Pd who gave the researcher guidance, support and suggestion in finishing this thesis and also in finishing my study.

6. All of the lecturers of English Tadris Study Program in IAIN Curup thanks for support, suggestion and advices.

Finally, the writer believes that this thesis is still far from being perfect. So, the constructive, suggestion for the improvement of it still need for better. Hopefully, the result of this research can give a useful contribution especially for readers especially for students` and lecturers in English Study Program.

Wassalammualaikum Warrahmatullah Wabarakatuh

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MOTTO

"Setiap Ada Kesulitan Pasti Ada Kemudahan"

(Q.S Al-Insyirah : 6)

≈Fall Seven Times, Rise Eight Times ≈

DEDICATION:

- ➢ I thankful **Allah SWT**. because without Allah, either I nor my goal would have been possible.

- ➢ My parents, who I consider to be my two world angels, are greatly appreciated. **Mr. Edison**, my hero, who has always encouraged me to be a strong woman and my dearest mother **Hairunnisa**, who constantly inspires me to be a strong, admirable woman. The best parents in the world are you.

- ➢ To my heart, my son, **Muhammad Ghazi Alfarizqi**, I want to thank you for being the reason I've survived to this day.

- ➢ Dear my husband, **Aristuyu Hendra**, thank you for your support and love.

- ➢ Thank you to **my big family** .

- ➢ Dear **All of students of Tadris Bahasa Inggris of IAIN Curup**, especially *B Class in 2018 Academic Years*. I'd like to thank you for contributing to my study experienced.

ABSTRACT

| Gustin Monika | : | **The Difficulties and strategies of Efl's Prospective Teachers in Teaching English** (A Study on The EFL's Prospective Teachers 2023 academic year at SMAN 1 Rejang Lebong) |
| 2025 | | |

| Advisor | : | Prihantoro, SS.,M.Pd |
| Co- Advisor | : | Meli Fauziah, M.Pd |

The research attempted to find out the prospective teachers' difficulties in teaching English as a foreign language at SMAN 01 Rejang Lebong. The research method of this research was the descriptive qualitative method. The data gathered through observation and interview which were collected from 2 English prospective teachers. The Result showed that there are the prospective teachers' difficulties in teaching English as a foreign language in the school at SMAN 01 Rejang Lebong. Such as : The first students' lack of interest and motivation. The second is students concentration in the class and the last is overcrowded class. And the strategy used by the two prospective teachers to overcome the difficulties is make a different methods and techniques application.

Keywords : *teaching English as a foreign language, difficulties, strategies, prospective teachers.*

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CHAPTER I

INTRODUCTION

A. Background of the research

There are many kinds of language that are used to communicate. One of them is English. English as International Language has to be learned by people in the world. English has become the most spoken languages in the world of today. Thus, the ability in using English is very important for everyone. As stated by Lauder, English is being used for following technological and scientific improvements and also for better job opportunities. That shows that English plays an important role in many aspects in our life, such as in education, business, politic, ect. Therefore, both developed and developing country should realize that English is a language that is important to be learnt and mastered.[1]

Teaching English has been an important issue in countries where English is not their first language. One of the country is Indonesia. Learning foreign language is difficult for learners because they do not speak English in real life situations, because they should learn sentence in textbooks not in a real environment. Therefore, teachers should always look for useful strategies to reduce the difficulties of teaching English language and they have to deal with many challenges and often have question about the best ways to teach.[2]

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[1] Lauder, A. (2008). The status and function of English in Indonesia: A review of key factors. Makara, Social Humaniora.

[2] Chen, Y. (2007). Learning to learn: The impact of strategy training. ELT.

The success of English teaching in Indonesia cannot be freed from the students cultural backgrounds, values, customs, and belief as well as the political standpoint of the goverment regarding this foreign language. Adopted from Lengkenawati in responding to the increasing need for english proficiency in this global era, Indonesia, as developing country, has introduced English as a compulsory subject in teaching learning at secondary school to university level.[3]

To achieve the objectives of the education requires the means and infrastructure that support it. One of them is an educator or teacher. Professional teachers are teachers who have the four standards of teacher competence which are pedagogical competence, social competence, personality competence, and professional competence. In preparing a professional teacher, the Tarbiyah faculty at IAIN Curup has a program called teaching practice (often called Praktik Pengalaman Lapangan (PPL)). This is for seventh-semester students. It is also one of the requirements for a bachelor's degree in education. According to Mapfumo state "teaching practice is a period during which a student teacher is given an opportunity to do teaching trials in a school situation".[4]

A prospective teacher who is often also called a pre-service teacher or student-teacher is a college student who is still processing in education and

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[3] Lengkenawati, N. S. (2015). EFL Teachers Competence in The Context of English: Implication for EFL Teacher Education. Indonesia University of Education

[4] Mapfumo. 2012. Teaching Practice generated stressors and coping mechanisms among student teachers in Zimbabwe. South African Journal of Education.

gets an assignment to teaching practice by applying the theory that prospective teacher got in the class to get the experience as a requirement before becoming a real teacher. Teaching practice program is useful for the student teacher to develop their skills. Prospective teachers can put the theories that they have learned in the collage into practice at the school where they conduct practice teaching. Komba and Kira stated that "The overall purpose of teaching practice is to expose prospective teachers to the actual teaching and learning environment. During the teaching practice, prospective teachers observe subject teachers at work so as to learn about teachers' skills, strategies and classroom achievements".[5]

From the explanation above, it can be seen that prospective teachers have been prepared carefully before doing teaching practice at the school. The debriefing given for them expected teaching practice program should run effectively. However, in reality during the implementation of this program, there were still many difficulties encountered by student teachers. This case, English teachers in teaching English as a foreign language need a creative way and select some good strategies that can help teachers and students to present their ideas in teaching learning process in the classroom. Wardhaugh suggested that teachers need to be enlightened with all methods, and they should construct their own principled methods or decide what principles they draw on in their teaching. Teachers cannot overlook the created methods and used by teachers. Teachers need a fundamental method to build their own

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[5] Komba, et.al. 2013. Effectiveness of Teaching Practice in Improving Student Teachers" Teaching Skills in Tanzania. Journal of Education and Practice.

teaching and students should be stimulated to use the English language and attempting to use the innate process of language acquisition that they have.[6]

Based on the researcher's experiences during teaching practice the researcher found some problems and difficulties that often happen especially for the teachers in teaching and learning process in the classroom, such as the students did not understand what the topic given by the teacher, students lack of interested in learning English, the lack of classroom management, the teacher's ability to make the suitable strategies for each learning to create fun learning. Furthermore, the reduction of English language instruction time in the 2013 Curriculum which is considered by teachers still less to optimize students' interest in learning. The curriculum is a tool for achieving the best possible learning process and is appropriate for guiding actual learning. And nowadays, the 2013 curriculum has changed into the merdeka curriculum. The curriculum needs to be modified to better correspond with the post-pandemic learning system's conditions in light of the learning loss caused by COVID-19 in 2020. To solve the learning crisis caused by learning loss in Indonesia, several kinds of extensive and related initiatives are required. The Indonesian Ministry of Education, Culture, Research, and Technology is attempting to address curriculum shortcomings by implementing the Merdeka Curriculum

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[6] Wardhaugh, R. (2002). Current problems andclassroom practices. TESOL Quarterly

policy.[7] So, this is a new challenge for prospective teachers who taking a teaching practice at a school that implement this Merdeka Curriculum.

SMAN 01 Rejang Lebong is a pioneer of the Merdeka curriculum or is the first school in Rejang Lebong to implement the Merdeka curriculum at the high school level in 2021. SMAN 01 Rejang Lebong is a high school in Rejang Lebong, one of the high schools in Rejang Lebong Regency that implements the Merdeka curriculum in grades 10 and 11. Meanwhile, several high schools in Rejang Lebong Regency are still implementing the Independent Curriculum in grade 10 or some are not even implementing the Merdeka Curriculum.[8] This provides an exclusive and specific background for the researcher to know more about the difficulties faced by prospective teachers at 2023 academic year in teaching English as a foreign language at SMAN 01 Rejang Lebong.

If the prospective teachers are not able to prepare themselves well in teaching, it is possible that they will face the difficulties. So, if the prospective teachers become aware of the difficulties they faced, they will be able to prepare a appropriate strategy in teaching English. In this research, the researcher interested to know more about the difficulties faced by prospective teachers and what the strategies they used to overcome the difficulties in teaching English at SMAN 1 Rejang Lebong. Based on above explanation, the

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[7] "Pratikno, Y., Hermawan, E., & Arifin, A. L. (2022). Human Resource 'Kurikulum Merdeka' from Design to Implementation in the School: What Worked and What Not in Indonesian Education. Kajian Ilmu Pendidikan,

[8] Hidayati, Ummi. 2024. "Understanding The Merdeka Curriculum: Perspective From Pre-Service Teachers. IAIN Curup.

researcher decided to choosing the study entitled **"THE DIFFICULTIES AND STRATEGIES OF EFL'S PROSPECTIVE TEACHERS IN TEACHING ENGLISH"**

B. Research Questions

1. What are the difficulties faced by EFL's prospective teachers in teaching English at SMAN 1 Rejang Lebong ?

2. What are the strategies that EFL's prospective teachers used to overcome the difficulties in teaching English at SMAN 1 Rejang Lebong ?

C. Objective of the research

1. To know the difficulties faced by EFL's prospective teachers in teaching English at SMAN 1 Rejang Lebong

2. To know the strategies that EFL's prospective teachers used to overcome the difficulties in teaching English at SMAN 1 Rejang Lebong

D. Definition of key terms

1. Teaching English As A Foreign Language

According to Dharmaraj, teaching is a process that involves active participation between teacher and student.[9] In this study, teaching is an activity to transfering a knowledge from prospective teacher to students to make them have a competence in teaching. Teaching

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[9] Dharmaraj, W. (2015). Learning and Teaching. Bharatidasan University.

English as a Foreign Language (TEFL) is the practice of teching English to people who do not speak English as their first language.

2. **Difficulties In Teaching**

The difficulty is something that impedes progress or achievement. Difficulties in teaching is obstacles that teacher find during learning process. In this research difficulties in teaching are some problems, obstacles, troubles, or conduction that are felt by the EFL's prospective teacher in teaching English practice that can cause difficulty to achieving the goal and needs struggling or more effort to get it.

3. **Strategies**

Ahmadi said that strategy means the main step to achieve the objective determined. Connected with teaching, strategy means general scheme of teacher activities in teaching process to achieve the goals of teaching.[10] In this research, strategy means the accurate planning that use by EFL's prospective teachers to overcome the difficulties in teaching English.

4. **EFL's Prospective Teacher**

A prospective teacher who is often also called a pre-service teacher or student-teacher is a college student who is still processing in education and gets an assignment to teaching practice at school. Prospective teacher is a student who is enrolled in a degree program that specializes in English. In this study, EFL's prospective teachers

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[10] Ahmadi, T. J. (2005). Strategi Belajar Mengajar. Pustaka Setya.

are the seventh-semester students of the English Study Program of IAIN Curup 2023 academic year who teaching practicum at SMAN 1 Rejang Lebong.

E. Delimitation of the research

In this research, the researcher focuses on the difficulties and strategies of EFL's prospective teachers of the English Study Program of IAIN Curup in the academic year 2023 in teaching English at SMAN 1 Rejang Lebong. This research also focuses on the strategy that EFL's prospective teachers used to overcome the difficulties in teaching English.

F. Significance of the research

The research is essential to be conducted in purpose to find out the EFL's prospective teacher difficulties and the strategies to overcome the difficulties in teaching English. This study's results are expected to provide information for researchers herself and the community in education who are facing the same problems. Moreover, the researcher expected that this research could be useful for:

1. For prospective teachers

The result of this research is expected to be useful for the next EFL's prospective teachers wo will do teaching practicum at senior high school and might be facing the same problems in teaching English. So, they can prepare themselves better and earlier after read this study.

2. For the next researcher

For the next researcher that might have the same topic about the difficulties that EFL's prospective teachers face during do teaching practice at senior high school and the strategies that used to overcome the difficulties, this research could give other researcher appropriate information for their research.

CHAPTER II

LITERATURE REVIEW

A. Teaching English As A Foreign Language

Teaching refers to the multiple tasks carried out by the teacher for leading learners to the expected learnings. It means that every teacher must set the targets for students and set the direction for deciding what is to be done to make students achieve the targets. The targets that the teacher already sets up is known as the learning target. Since the teacher is the one that must set up everything for the teaching process, it makes the teacher has an essential role in the teaching activity.

Teaching is also described as a process to influence students through their perceptual and cognitive processes. Teaching as a process that involves active participation between the teacher and the students. It is an interactive process, primarily involving classroom talk between teachers and students, and occurs certain definable activities. It proved that interaction also takes the critical key in teaching and learning activities because teaching is a process that involves the active participation of teachers and students. There must be an interaction between the teachers and students while they are on a course. If there is no interaction and participation, it means that the activity does not fulfil teaching components.

Besides the participation between teachers and students, Almala explained three components of teaching. The first one is that the teacher plays a vital

and essential role in planning, organizing, leading, and controlling the teaching process to provide full learning facilities. Second, students are dependent upon the teachers for the learning strategies and the content chosen by the teacher. The last one is curriculum; it is a medium of interaction between the students and teachers.[11] So, the teachers have a crucial

English becomes foreign language in Indonesia and also an international language that should be mastered because it helps people easier in business, education, socialization, and others.[12] Teaching English as a Foreign Language implies that English is taught in an area where it is not ruled by English people, colonized by England, or culturally and ethnically influenced by The great British for a great deal. It refers that English is not as the mother tongue, but it can be as a second language or a foreign language where it is not ruled by English people. Teaching English as a Foreign language is a communication tool that used as an international language. The purposes of using the language are for passing the examination, career development, pursuing education, etc. Nurhayati also said that English as a foreign language is part of the educational curriculum, particularly in state schools. The examples of countries that use English as a foreign language are Indonesia, Japan, Korea, etc.[13]

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[11] Almala, A. H. (2005). A constructivist conceptual framework for a quality e-learning environment. Distance Learning.

[12] Devi Aprillia Kumala Putri. (2021)An Analysis Of Speech Acts In Teaching English Through Whatsapp Group Class Chat At Sman 3 Ponorogo. IAIN Ponorogo.

[13] Nurhayati. (2016). *English as a Foreign Language. What Challenges Do Teachers of English Face?. S*tudiageographia

Unlike in its neighbour countries such as Singapore, Hongkong, and Malaysia, English is widely spoken as a second languge English. In Indonesia is more likely to be taught as a foreign language. This means that learning and teaching English occurs mostly in classroom, rather than during daily communication. English learners in Indonesia do not have ready access to using English as a tool of communication during their daily lives outside the classroom. Foreign language in this context is a language learnt only during formal education. As such, English language teaching and learning in Indonesia presents particular challenges that are not encountered in countries such as Hongkong, where English is more commonly used on a daily basis.[14]

Since English in Indonesia is taught as a foreign language and learnt mainly in classroom, the role of teacher is especially important because they are the main source and facilitator of knowledge and skills of this language. An English teacher is expected to play two roles at the same time: Teaching English and making the teaching-learning process as interesting as possible as in order to engage students in learning. In an EFL context, students' exposure to English is limited, and the classroom is usually the only place they have the opportunity to use English. Thus, teachers' instructions and explanations maybe the only language exposure during which students learn to use language for communication. Several factors appear to impede the success of teaching and learning EFL in Indonesia. Teacher qualifications and low

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[14] Mappiasse, & Ahmad. (2014). *Evaluation of English as a Foreign Language and Its Curriculum in Indonesia: A Review*. (Canadian Center of Science and Education,

English profeciency, classroom size, students' motivation, classroom-oriented learning, and limited sources of learning are factors that strongly influence EFL teaching and learning success.

B. Difficulties in Teaching English as A Foreign Language

In teaching activities, of course, there are many difficulties faced by prospective teachers. The difficulties can come from student teachers, students, and from situations and conditions when the teaching activity is carried out. According to Angelina difficulty is a condition when someone hard to do something and needs struggling to get it and it is not easy.[15] Some challenges encountered by English students during the teaching and causing those while teaching English in the classroom are difficulties in teaching. The conclusion is that difficulties in teaching are some problems, obstacles, troubles, or conduction that are felt by the prospective teacher in teaching practice can cause difficulty to achieving the goal and needs struggling or more effort to get it. Prospective teachers difficulties in teaching can also come from students such as a lack of motivation of student interest in learning. Napitupulu & Kisno mentioned the common difficulties faced by EFL's teachers in teaching English, there are as follows. [16]

[15] Angelina, Tisa. (2020). Students Teacher' Difficulties In Teaching Listening. IAIN Batusangkar.
[16] Napitupulu & Kisno. (2014). Teaching English as a foreign language. Halaman Moeka Publishing.

1. **Lack of Interest and Motivation for Learning English**

This factors is the most important obstacle in laerning English. Most students are not interested in learning the language and just think about passing the course, because they are not interested. They do not listen to their teacher and do not learn anything, even if they learn something they will forget it quickly, because they are tired of its repetition. English teacher should encourage the students to learn the language by repeating. This encouragement should not be verbalized, but some awards should be considered to increase the motivation and interest in students. Students may lack any similarity of attention during the class, chatting with classmates, doodling in their notebooks, even the worst thing is when they skip the class. The students cannot get involved easily in classroom interaction and learn the language comfortably. Therefore, motivation is one of the keys to success in teaching language, especially English language teaching. Without students' motivation, the students will be difficult to receive the knowledge of the language learning.

2. **Insufficient Time, Resources, and Materials of English Language Teaching**

The insufficiency of learning time is one of the challenges faced in English language teaching as a language learning. In a foreign language, teachers and students need more time to provide an understanding theory and practical activities. Besides, the availability of resources and materials is crucial. It is difficult for teachers to develop learning activities without resources and

materials. Then, the students also find it difficult to understand the theories without both of them. Educational literatures which are taught in schools are not up to date, and are mainly old and boring. Even pictures of books are not attractive for students. Today's needs of students in English are not considered, while language is a dynamic phenomenon and the most educational contents are not different from 20 years ago. Some expert complain about the amount of time devoted to the the course and believe that in many cases teachers cannot teach all subject in this limited time. Because the students' learning motivation is low and on the other hand the content volume is high and teaching in the short term is very difficult. In addition, the studies on the state of language teaching in school, some teachers and experts suggest that the content, examples and illustration of language books are not diverse and the provide exercises do not strengthen language skills (reading, writing, speaking, and listening).

3. Lack of concentration in class

The next factor is the lack of concentration. When students to do not have the concentration cannot learn the material. Concentration depends on these factors:

a)   Fatigue and insomnia

b)   Environtment

c)   Family problem

When all these factors are eliminated, the students can his best the language and gain a good score.

4. Overcrowded English classes

An overcrowded class is when the number of students exceeds capacity in the classroom. A large number of students may make it difficult for the teachers to give attention to the students individually. Smaller classes are often perceived as a teacher focusing more on the students' needs and reducing the amount of class time needed to deal with the disruption.

C. Strategies To Solve Dificulties in Teaching English

Various difficulties of teaching English are discussed in this article. These difficulties range from keeping students engaged and motivated to navigating cultural differences and providing individualized feedback. Additionally, teachers must also stay up-to-date with new technologies and teaching methods. However, by creating a supportive and inclusive classroom environment, fostering student participation, and prioritizing self-care, teachers can overcome these difficulties and help their students achieve success in language learning. As English language teachers, we face numerous challenges in our work. Whether we are teaching a new language to beginners or helping advanced learners refine their skills, we must navigate a variety of obstacles to ensure our students' success. Mumary presented several strategies to all the challenges encountered in teaching English.[17] Those are:

a. Attitude Reform

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[17] Mumary, A. (2017). Challenges in teaching English faced by English teachers at MTsN Taliwang. Journal of Foreign Language Teaching & Learning.

This is something that could be done with the involvement of students, teachers, and the institution to improve English teaching and learning with an absolute commitment among them. It could be by facilitating the students study club, and facilitating the teachers with sufficient training or workshop.

b. Different of Methods and Techniques Application

By implicating various teaching methods and techniques, the teachers may find it suitable for teaching certain class and be helpful for them in transferring the knowledge.

c. Improving resources and facilities

Special effort should be made by the institution in order to provide adequate facilities in teaching gradually.

d. Matching students' proficiency level learning

To match students' proficiency level and learning can be conducted by revising the lesson plan. After the needs of the students being analyzed, the lesson plan should be presenting the material they need.

e. Making use of available resources

For the lack of certain ambiance, teacher can make much use of available resources provided in the classroom and the institution.

f. Providing motivational feedback

This is the way to improve students' motivation in learning English that is by giving them some motivational feedback.

g. Teachers' self-reflection

Self-reflection is one of important aspects in teaching skill. Teacher must reflect and evaluate their teaching skill in order to provide adequate teaching for their student.

D. Review of Related Studies

The previous research related to this study the is study by Noom-ura, under the title "English-Teaching Problems in Thailand and Thai Teachers' Professional Development Needs". The result of this research is Thai teachers of English view the problems involving themselves, curriculum and textbooks, assessment, and other factors supporting teaching success at a moderate level. They see a high level of problems resulting from students' lack of exposure to English and insufficient background of the language. Students lack of perseverance in practicing or seeking more opportunities to practice the language also contributes to their lack of confidence in using language for communication.[18]

The second previous study is by Irimiea in the journal, " English As A Foreign Language. What Challenges Do Teachers Of English Face?". She found that challenges do teachers of english face went out from three assumptions: (1) English as a global develops very fast, (2) It is studied and used everywhere in the world as an official language, a second or foreign language, and (3) What people or children study in the classroom or at home is different from the language spoken by natives. The teacher should create a friendly, relaxed learning

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[18] Noom-ura, S. (2013). English Teaching Problems in Thailand and Thai Teachers' Professional Development Needs.

environment, capable of enhancing the students reaction and adaptation capacity to specific professional or other situation. [19]

The next previous research related to this study is the research investigating challenges in teaching English belongs to Faradilla Husna with the title "Teachers' Challenges in Teaching English at Seventh Grade Students of Junior High School 18 Jambi". This research focused on challenges faced by teachers of Junior High School 18 Jambi and actions suggested within the study to solve the challenges. The first challenge found in the research comes from the students' side: lack of students' motivation to learn English, the lack of students' basic knowledge about English lessons, and the use of mother tongue when learning English. The second is concerning the facilities and the situation. The availability of projectors and speakers to support the learning process are inadequate and insufficient time lesson hours due to the covid-19 pandemic. The third is the teacher unfamiliar with the technology.[20]

The fourth previous study that researcher find is the study entitled Prospective-Teachers' Difficulties In Teaching English During The Covid-19 Pandemics by Anisa Ulfa from IAIN Batusangkar. The finding of study included 6 difficulties that student teachers faced when teaching English during the covid-19 pandemic: Creating a learning video, lack of motivation of students, internet access, using of application, give a assessment, and collect the student in meeting.

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[19] Irimiea, Silvia. (2016). English as a Foreign Language. What Challenges Do Teachers of English Face? Studiageographia

[20] Faradilla Husna with the title "Teachers' Challenges in Teaching English at Seventh Grade Students of Junior High School 18 Jambi". UIN Jambi.

Furthermore, Alrawashdeh and Norma in their journal, "Difficulties That English Teachers Encounter While Teaching Listening Comprehension And Their Attitudes Towards Them." They found that is vary from one teacher to another according to the place and type of education. This is highly affected by a large number of factors and different kinds of circumstances. Based on evidence of problems they found, the first, problems related to the profeciency of teachers. Teachers need more training courses that indicate their lack of experience. The concentration on teaching other skills leads to deviation from the main goal of teaching listening comprehension. Second, problems that face teachers regarding the educational environment and the availability of resources and teaching aids are connected to the high number of students' in class and the lack of rich libraries, resources, teaching aids, supporting materials and audio-visual teaching facilities such as English lab.

All of the previous studies above have similarities with this reseach, that is talk about the difficulties in teaching, but have a different focus. The first previous study focused on English-Teaching Problems in Thailand. The second previous study focused on difficulties do teachers of English face in teaching English as a foreign language. The third previous study focus on challenges faced by teachers of Junior High School 18 Jambi and actions suggested within the study to solve the challenges. The fourth study focused on the difficulties that student teachers faced when teaching English during the covid-19 pandemic .The fifth study focused on the student teachers faced when teaching English during the covid-19 pandemic. The last previous study focused on the difficulties that English teachers

encounter while teaching listening comprehension and their attitudes towards them. Meanwhile this research focus on the difficulties and strategies of EFL's prospective teachers in teaching English in offline classroom at senior high school and how the strategies they used to overcome the difficulties.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In conducting this research, the researcher used qualitative method. The qualitative method is used to examine the condition of natural object, where researchers are key instruments. According to Creswell, qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.[21] Qualitative research uses descriptive data, namely data from the written or spoken words of people and actors observed. He also pointed out that the qualitative research is an approach to conceive and investigate the meaning of things which is explained through a description or explanation. In this study, the researcher analyzed subjects' interview results using thematic content analysis, oneway of analysis in qualitative research. Specifically, qualitative way of analysis was implemented toward the content of the interview. Thematic content analysis is the assessment of messages for content, style, or both for the purpose of assessing the characteristics or experiences of persons, groups, or historical periods. [22]

B. Subject of the research

The researcher determined the participants for this study using a Purposive Sampling Technique. Winarni stated that this technique focuses

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[21] Creswell, J. W., & Plano Clark, V. L. (2018). Designing And Conducting Mixed Methods Research (Third Edit). Sage Publications

[22] Nevendorf, K. A. (2002). The content analysis guide book. Sage Publication, Inc

on the specific objectives of the research that will be conducted; the researcher has the characteristic that the participant must have.[23] Bernard explained that this research makes the researcher decide what needs to be known and sets out to find people who can and are willing to provide the information from their knowledge or experience.[24] Therefore, this research used this technique because this study focused on the difficulties of EFL's prospective teachers faced when teaching English and to know the strategies to overcome the difficulties, and the participant was two prospective teachers of English education students who teach English at SMAN 1 Rejang Lebong in the 2023 academic year who teach English subject at SMAN 1 Rejang Lebong. Moreover, this research was held at SMAN 1 Rejang Lebong.

C. Techniques of Collecting Data

In collecting the data, the researcher collected the data with the following procedures:

1. Interview

Interview is an information-gathering technique in which the defining feature is the presence of an interaction between the interviewer and the interviewee. In this research, the researcher used a semi-structured interview. A semi-structured interview is a qualitative research technique that is used to collect qualitative open-ended data,

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[23] Winarni, W, D. (2018). *Teori dan Praktik: Penelitian Kuantitatif Kualitatif.* Indonesia: Bumi Aksara.

[24] Bernard, H. R. (2002) Research methods in anthropology: Qualitative and quantitative approaches. 3rd Alta Mira Press; Walnut Creek.

to explore participant thoughts, feelings and beliefs about a topic and to delve deeply into personal and sometimes sensitive issues.[25]

The researcher conducted a interview guidance and after that the researcher interviewed the prospective teachers of English Study Program of IAIN Curup who taken a teaching practicum subject in the 2023 academic years at SMAN 1 Rejang Lebong. The purpose of this interview was to find the problems more openly; the interviewee is asked for their opinion about the difficulties that they face during teaching English and the strategies to overcome the difficulties.

2. Observation

Observation was used to support the interview with the participants about the teachers' difficulties. Observation is a process of getting information by observing people and places at the research site.[26] The researcher observed the condition in the class to see the activities while teaching. The kind of observation used by the researcher was a non-participant observation, where then researcher acted as a passive observer. Non-participant observation is the observation in which the researcher as an observer, not directly involved in the process.[27] During the observation, the researcher took notes using an observation sheet about the situation and process of the English teacher when

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[25] Dejonckheere, M., & Vaughn, L. (2017). Semistructure interviewing in primary care research. BMJ.

[26] Creswell, J.W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Pearson Education, Inc.

[27] Sugiyono. (2013). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Alfabeta Bandung.

teaching English in the classroom. The observation was aimed to support in providing evidence about teachers'challenges in teaching English.

D. Instrument of the research

Based on Ary, the main focus of the research instrument of a qualitative research is the researcher him/herself.[28] Research instrument is a tool use to collect, measure, an analyze data related to a research interest. So in this research, the instrument was the researcher herself, observation notes, interview guidance, and recorder (handphone).

The key instrument of this research was the researcher herself. The researcher acted as an interviewer and an observer. In this research, the researcher used interview and observation to collect the data from the interviewee, who were two EFL's prospective teachers at SMAN 1 Rejang Lebong. The researcher used the interview as an appropriate method to gather in-depth information about teachers' challenges in teaching English. Semi-structured interview was carried out in collecting the data. The researcher chose semi-structured interview because it does not only provide answers but also reasons for every answer. That is why the researcher gets further understanding and information from the participants. In this research, the researcher used interview guide questions based on research problems and observation sheets to get valid data about

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[28] Ary, et al. (2010). Introduction to Research in Education. Wadsworth: Cengage Learning.

the difficulties and of EFL's prospective teachers' strategies to overcome

the difficulties in teaching English at SMAN 1 Rejang Lebong.

a. Interview guidlines

Table 3.1

Interview Guidlines of techers difficulties

No	Difficulties	Questions
1	Lack of Interest and Motivation for Learning English	a. How about your student's interest and motivation in learning English b. Is your student's interest and motivation in learning English become one of your difficulty in teaching? Please explain!
2	Insufficient Time, Resources, and Materials of English Language Teaching	a. In your opinion, is the amount of time provided or teaching English suffient? b. How about the teaching and learning facilities provided by the school ? Are the aviailable facilities and infrastructure adequate ? c. If it is not aviailable, is that

		become a problem for you ?
3	Lack of concentration in class	a. How about your student's concentration when learning English ? b. Is your student's focus become a difficulty for you ? Please explain!
4	Overcrowded English classes	a. How is the average number of in each class ? b. Do you have any problem with the number of student ? c. How are the conditions of a class with such a number of student? Can it disrupt the teaching and learning process?

Table 3.2

Interview Guidlines of teachers strategies

No	Questions
1	In your opinion, what is the solution to increase students interest and motivation in learning English?
2	What do you do to manage the amount of time avaiable to fit what is specified ?
3	What do you do to when the fasilities needed or learning are inadequate?
4	What do you do to keep students focused in learning English at class?
5	What do you do to overcome the diiculties related to the number of students in each class?

2. Observation list

Table 3.3

Observation list of techers difficulties and strategies

No	Learning activities	Yes	No
1	Prospective teacher provide motivation to increase students' interest to learn English		

2	Prospective teacher do something if the students are bored, not interested, the students chat with the classmates and not pay attention to learn English		
3	The prospective teacher deliver the material according to the learning hours provided by the school		
4	The prospective teacher used media in teaching English such as audio visual, laptop, projector, ect.		
5	The media that used while learning increase students' interested to learn English		
6	The class is a crowded class		
7	The teachers control a crowded class when teaching English		

E. Technique of Data Analysis

In analyzing the data, the researcher implemented qualitative analythic method invented by Miles & Huberman, The stages to perform the analysis goes with (1) data collection & reduction , (2) data display, and (3) conclusion drawing/ verification. [29]

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[29] Miles & Huberman (1992) Qualitative Data Analysis: An Expanded Sourcebook.

1. Data Collection

The first step in analyzing the qualitative data involves data collection. Firstly, the researcher collected the data about EFL prospective teachers difficulties in teaching English at SMAN 1 Rejang Lebong through interview and observation. The researcher collected the data by observing the teaching and learning proccess and interviewing prospective teachers as a information to gain more supporting data. All the observation classroom and recording data are collect and then researcher analyzed the EFL prospective teachers difficulties in teaching English at SMAN 1 Rejang Lebong by made a description of the observation based on the real fact and the researcher wrote the transcription of the recording from the teachers interview.

2. Data Reduction.

The next step is data reduction, the researcher then transcribed the data, summarizing, choose the basic things, focusing on important things, look for themes and patterns.[30] . The irrelevant data which were not related to the research questions were discarded. The irrelevant data is the data that has no relation with the theme of the study but related to the research. In this step, the researcher selected data obtained at the time of research regarding the difficulties faced by EFL's prospective teachers in teaching English at SMAN 1 Rejang Lebong and the strategies that EFL's

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[30] Sugiyono. (2013). Metode Penelitian Kuantitatif, Kualitatif.. Alfabeta Bandung.

prospective teachers used to overcome the difficulties in teaching English at SMAN 1 Rejang Lebong.

3. Data display

Data display is the process of simply the data in the form of a sentence, narrative, or table. Data display refers to show data that has been reduced in the form of pattern. In the process of reducing and displaying the data, it was based on formulating the research problem. The formulation of the research problems are what are the difficulties faced by EFL's prospective teachers in teaching English at SMAN 1 Rejang Lebong? and what are the strategies that EFL's prospective teachers used to overcome the difficulties in teaching English at SMAN 1 Rejang Lebong ?. In this step, the researcher made describe and discusses the finding of the researcher in the form systematically. Therefore, it is easy to be analyzed. Display the data means to present data into organization. After displaying the data, a conclusion is drawn.

4. Conclusion Drawing/Verification

The last step in analyzing data in qualitative research is drawing conclusion and verification. It is meant to describe all the data which were still unclear in the beginning. The conclusion drawing is started after the data were collected by making a temporary conclusion. In other words, it can be said that the conclusion is analyzed continuously and verified the validity using thematic content analysis to get the perfect conclusion about

the difficulties faced by EFL's prospective teachers in teaching English at SMAN 1 Rejang Lebong and the strategies that EFL's prospective teachers used to overcome the difficulties in teaching English at SMAN 1 Rejang Lebong .

CHAPTER IV

FINDINGS AND DISSCUSSION

A. FINDINGS

In this fourth chapter presented the research finding. The research finding presented to answer the research problem those are; how are the difficulties faced by EFL's prospective teachers in teaching English at SMAN 1 Rejang Lebong , how are the strategies that EFL's prospective teachers used to overcome the difficulties. The researcher got the data from the observation and interview that distributed to two EFL's prospective teachers at SMAN 1 Rejang Lebong. The findings of this research are based on the interview and observation results. In this research, two English prospective teachers were involved as the informants. In order to keep the informants' privacy, their names are initiated. They are prospective teacher A and prospective teacher B. The researcher did the research at SMAN 1 Rejang Lebong and found the difficulties faced by prospective teachers in teaching English and prospective teachers' strategies to overcome the difficulties in this school.

1. The Difficulties of EFL's Prospective Teachers in Teaching English

a. Students' interest and motivation in learning English

Students' interest and motivation in learning are needed, especially in English language learning. It is in accordance with Lynch, who said that students' motivation is one of the keys to success in English language

teaching.[31] However, making the students feel interested in learning English is not easy. It is proved by the result of observation. The researcher found that some students talked with their friends instead of listening to the explanation, and some did not answered teachers question and remained silent in their seats. But some of students also seemed enthusiastic about the teacher's explanation. That could be seen from how quickly they respond to the questions from the teacher, seriously listen to their teacher's explanation and there were some students who also took English specialization subject. In this study, the researcher discovered that this phenomenon had occurred in SMAN 1 Rejang Lebong. At this point, two prospective teachers had difficulties regarding students' lack of interest and motivation in learning English. . As in interviews:

> "So far during PPL, for the interest of the motivation of students learning English language is good, but there are also students who are not too interested. As thy are more silent and inactive, sometimes not focused, saw their handphone when we teach" (prospective teacher A)

> "A lot of students are not exactly motivated in learning English. But there are also some students who are motivated and interested learn English. Actually, it depends on the conditions and atmosphere of the moment" (prospective teacher B)

As a result, some of students are less interested in learning English.

But also some of students are interested in teaching English. That

[31] Lynch, L. M. (2008). Three critical problems in English language teaching and learning and what to do about them. Ezinearticles.

students with less interest and motivation in learning influenced the atmosphere during a learning activity. Then, the researcher categorizes this thing as a difficulty for prospective English teachers. In conclusion, based on the observation and interview result, the researcher concluded that two prospective teachers have a difficulty regarding students' lack of interest and motivation in learning English at SMAN 1 Rejang Lebong.

b. Insufficient Time

In teaching a foreign language, teachers need more time to make the students familiar with the language. Therefore, when the learning time is insufficient, it becomes a difficulty for the teachers. This is similar to Lynch's opinion, he said that the insufficiency of learning time is one of the challenges faced in English language teaching as a language learning. At this point, two prospective teacher had not a difficulty regarding insufficient learning time. Prospective teacher A and prospective teacher B stated that he did not have a difficulty with the learning time served by the school. As in interview result :

> "If for a time, each class had a meeting hour or *JP* for one week it would be relatively sufficient because during the PPL, chapter or sub chapter for English subject was not much, there were only 4 chapters." (prospective teacher A)

> "Personally, I feel that the time alloted for teaching English is suffient. One occasion the study in the classroom was about one hour and 45 minutes" (prospective teacher B)

This is also supported by the result of observation in prospective teacher A and Prospective teacher B class. The researcher found that the material presented was completed in one meeting. Based on the result, two prospective teacher had not a difficulty with time allocation while teaching English.

c. Insufficient Resources and Materials in Learning

Resources and materials in learning influence the teaching-learning process in the class. With sufficient resources and materials, teachers can deliver lessons well. It is supported by Pande, he said that special effort should be made to ensure the teachers get proper teaching facilities, including space, books, and teaching aids.[32] Based on the observation, prospective teacher explained the material using textbooks and whiteboard, infocus, laptop, and used an audio speaker during the learning process. Then, the interview result of prospective teacher showed that the school has adequate facilities to support learning English. The school also provide the wifi for internet, *lab bahasa*, fan in the clasroom, so that students and teachers will be comfortable. As in prospective teacher interview:

> "If for the fasility at the school, I admit that it is strongly support and even partially complete because of a separate *Lab Bahasa*, So if in fantasy-story material, we would like to point out the texts of fantasy stories or use fantasy movies, the we could use the *Lab*

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[32] Pande, V. B. (2013). Problems and remedies in teaching English as a second language. Confluence

Bahasa to watch movies and stuff. So, its means the fasilities at the school are adequate" (prospective teacher A)

"For the fasilities is sufficient, such as infocus, fan for comfort, wi-fi are available, and several other facilities that support teaching ang learning activities in the classroom" (prospective teacher B)

In conclusion, two prospective teachers stated that he had not a difficulty regarding the facilities in the school. Prospective teacher did not have a difficulty regarding resources and materials while teaching English at SMAN 1 Rejang Lebong.

d. Lack of concentration in class

Students' low concentration in classroom causes difficulties in comprehending knowledge transferred by the prospective teachers. From the data collected by observation in the classroom that when the prospective teacher was explaining a certain topic, the teaching process was interrupted by students who were busy in talking and doing other things. Therefore, the prospective teacher needed to stop and give the students advices. Khajloo says that students do not concentrate in learning English, otherwise, they will do their best and get good scores. [33] Prospective teacher A and Prospective teacher B stated that they have a difficulty with the students concentration. As in interview result :

"For the concentration of students is not too good, but not too bad. Perhaps in each the last session of class in

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[33] Khajloo, A. I. (2013). Problems in teaching and learning English for students. International Journal of Engineering Research and Development.

the whole day, they were exhausted after another class"
(prospective teacher A)

"Of course, studying for over an hour is exhausting enough not only for students but also teacher. My students consentration may be in the last hours after dzuhur or after ashar, the concentration begins to reduce." (prospective teacher B)

In conclusion, two prospective teachers stated that they had a difficulty regarding the students concentration while teaching English at SMAN 1 Rejang Lebong.

e. Over-crowded English Classes

Over-crowded classes caused classroom discipline problems. A class filled with a large number of students provides more opportunities for personality conflicts, tension, and general disruptive behaviour. It is supported by Husna, who stated that over-crowded classes would make some difficulties in the teaching-learning process, such as noisy classes, discipline issues, etc.[34] Based on the observation of prospective teacher's A class and prospective teacher B class, the researcher found the condition in the class seem conducive because the students listening the teacher intruction and the explanation although sometimes some of students still busy with their own activity, but it is not occured in a longtime or the whole of the class. Over-crowded class is not the difficulty for the prospective teachers B, but for prospective teacher A

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[34] Husna, F. (2021). Teachers' challenge in teaching English at seventh grade students of junior high school 18 Jambi. Thesis. Faculty Training and Education. State Islamic University Sulthan Thaha Saifuddin Jambi.

felt a difficulty regarding over-crowded class. It is supported by prospective teacher interview result:

> "With so many students, it can be quite overwhelming, because 1 teacher's mouth to 30 students is hard enough to control. In class I sometimes have a difficulty in teaching" (prospective teacher A)

> "Not too distrubing, because it is back to how the teacher presented the learning process and deal with the students in varying degrees." (prospective teacher B)

From the data above, it can be concluded that prospective teacher A considered a large number of students in a class becomes a difficulty in teaching English. Thus, it created a difficulty in teaching English. Meanwhile, prospective teacher B did not have a challenge regarding over-crowded class.

2. Prospective teachers strategies to overcome the difficulties

a. Different of Method and Technique Application

First, related to the over-crowded classes problem situation, two prospective teachers vary teaching methods and techniques in the classroom. Fatiloro asserted that in handling English teaching problems, teachers must use various methods for teaching the English language. Finding the proper method to teach students in large numbers in a class may be quite challenging for the teacher.[35]Therefore, prospective teacher

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[35] Fatiloro, O. F. (2015). Tackling the challenges of teaching English language as second language (ESL) in Nigeria. IOSR Journal of Research & Method in Education

A stated that she tried to deal with it by implicating different teaching methods. In her interview, she said:

> "As for dealing with the number of students, I usually change the position of their seat, sometimes I make a letter U, C or sometimes I would devided the seat into several group. So that I can reach their attention easily." (Prospective teacher A)

From the explanation, it can be recognized that the prospective teacher A revised the way of teaching to overcome the difficulty related to large students' number in a class. It may be by implementing different methods and techniques or teaching patterns. Therefore, the teaching can be established expectedly. Meanwhile, prospective teacher B stated that she did not has a difficulty with the number of students in a class. Therefore, over-crowded class is not a difficulty for prospective teacher B.

Second, related to the student interest and motivation in learning English problem situation, two prospective teachers also vary teaching methods and techniques in the classroom. Prospective teacher A said that she invites students to study outside the clasroom so that students do not get bored and feel fresh in learning. As in the interview result:

> "By making the class more interesting for them like studying it doesn't have to be monotonous with books or with difficult questions to mix with games and such or I usually take the outdoor class so they do not get bored, sometimes while watching movies." (Prospective teacher A)

For Prospective teacher B, one of her strategy is implementing ice breaking methods, playing games that related to the English lesson. As in the interview result:

> "One of the strategy I apply to a better approach according to the me, apply ice breaking or methods that utilize body patterns or for student focus tests. Gives games relating to English lesson, like vocabulary, creating a game that draw a students to increase their desire to learn English " (Prospective teacher B)

From the explanation, it can be recognized that two prospective teachers revised the way of teaching to overcome the difficulty related to students' interest in learning English. It may be by implementing different methods and techniques or teaching approach.

B. DISCUSSIONS

This study aimed to find out the difficulties faced by prospective teachers in teaching English as a foreign language at SMAN 1 Rejang Lebong and what the strategies they attempt to accomplish in dealing with the difficulties. The data was collected through interview and observation. There were two informants involved in this study. In this research, the research questions were divided into two. Therefore, the findings of each research question are described below:

The first research question is "What are the difficulties faced by EFL's prospective teachers in teaching English at SMAN 1 Rejang Lebong?" After drawing the conclusion of the finding, the difficulties were students' interest and

motivation in learning English, lack of concentration in class, Over-crowded English Classes.

The difficulties caused by the students' side is students' lack of motivation. The attitude of demotivated shown by the students in learning English had cause the confronted the challenge of teaching them since it drives them to ignore the lesson being given by the teacher. Therefore it was pretty challenging for the teachers to maintain the teaching efficiently. In accordance with Ayers'research, who mentioned that the one they are teaching was people compelled by law to learn, many have no deep motivation or desire to be there. [36]

Students' low concentration in classroom causes challenges in comprehending knowledge transferred by the teacher. From the data collected by observation in the classroom that when the teacher was explaining a certain topic, the teaching process was interrupted by students who were busy in talking and doing other things. Therefore, the teacher needed to stop and give the students advices. Khajloo says that students do not concentrate in learning English, otherwise, they will do their best and get good scores.

The last is the over-crowded class. A large number of students in a class had caused the informants to face students with different behaviour. By that, it can be challenging for the informant to manage the class to be conducive. Moreover, it was added that the students attempted to play with their friends during the learning. Therefore, it leads teachers to face a problem since they cannot give

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[36] Ayers, W. (2001). To teach: The journey of a teacher. Teachers College Press.

attention to the students individually. It is in accordance with Ayers, who said that teacher is possible to face a large number of students: with a lack of rooms and professional teaching staff.

The second research question is "What are the strategies that EFL's prospective teachers used to overcome the difficulties in teaching English at SMAN 1 Rejang Lebong ?" After drawing the conclusion of the finding, there were four strategies presented by the EFL's prospective teachers to deal with the difficulties they faced in teaching English at SMAN 1 Rejang Lebong. First, the prospective teachers tried to apply different methods and techniques in teaching. Prospective teacher A make the class more interesting for them like studying it doesn't have to be monotonous with books or with difficult questions to mix with games and such or usually take the outdoor class so they do not get bored, sometimes while watching movies. Prospective teacher B apply to a better approach, apply ice breaking or methods that utilize body patterns or for student focus tests. Gives games relating to English lesson, like vocabulary, creating a game that draw a students to increase their desire to learn English. Teaching a language to students with a large number in a class was quite challenging for the teachers. She tried to deal with it by applying various methods for teaching English. The prospective teacher A, for dealing with the number of students, she usually change the position of their seat, sometimes she makes a letter U, C or sometimes she devided the seat into several group. So that she can reach students attention easily and also applies the group method when teaching since the teacher has difficulty giving attention individually. Therefore, by using this method, the

teacher can manage the students easily. It is equivalent to Mumary's research that found by implicating various teaching methods and techniques, the teachers may find it suitable for teaching certain classes and be helpful for them in transferring the knowledge.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the final section of this study or research. After analyzing and interpreting the abtained data in the previous chapter, the conclusion below is the answer of the research question, while the suggestion is intended to give information to the readers who are interest to doing further research in the same topic.

A. CONCLUSION

As mentioned before, this research aim to know what the difficulties and strategies of EFL's prospective teachers in teaching English. Difficulties in teaching English is an essential thing that happens within English teaching circumstances. People need to understand the type of challenges that might occur when performing the English teaching to be prepared and able to deliver the teaching well. The difficulty could influence English teaching in some way, including the difficulty for prospective teachers to reach the objective of teaching English.

Therefore, understanding the difficulties encountered in Englih teaching is essential to develop English teaching in the future. In this research, there are two Prospective teachers who performed English Language Teaching (ELT) at SMAN 1 Rejang Lebong. The data was obtained from doing the observation and interview, that is in-depth interviews. The data is then analyzed and the summary of the finding is presented below.

In the first research question, I found that there are three difficulties faced by the prospective teachers in teaching English at SMAN 1 Rejang Lebong. The first students' lack of interest and motivation. The second is students concentration in the class and last is overcrowded class. And for the second research question, I found that there is strategy proposed by the two prospective teachers to overcome the difficulties. That is make a different methods and techniques application.

B. SUGGESTION

After doing this research, the researcher would like to give some suggestion which may be useful for:

1. Prospective teachers and experienced-teachers

The prospective teachers and experienced-teachers can use the appropriate strategies in teaching reading comprehension and can predict what the difficulties in teaching reading comprehension after read this research.

2. The next researcher

The next researcher can used this research as the related studies and have to make the other research which is better than this one.

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Author's Biography

Gustin Monika, commonly called Monika, was born in Talang Kerinci, Lebong on August 18, 2000. She is the only child of her parents. She has a father name, Edison (called Icon), and her mother, Hairunnisa (called Icoik). Gustin attended her elementary education at SDN 07 Lebong from 2006 to 2012. She then continued her education at SMP 05 Lebong for Junior High School from 2013 to 2014, followed by Senior High School at MAN 01 Lebong from 2015 to 2018. After completing her secondary education, Gustin pursued a Bachelor's Degree (S1) at the State Islamic Institute (IAIN) Curup, Faculty of Tarbiyah, majoring in English Language Education. Through hard work, and the prayers and support of her parents and families, she successfully completed her studies in 2024. She hopes that the completion of this thesis will contribute positively to the field of education, enrich knowledge, and be beneficial for others.

Documentation of Interview & Observation

1. Interview
   Prospective Teacher A (Offline interview)

   Prospective Teacher B (via Whatsapp)
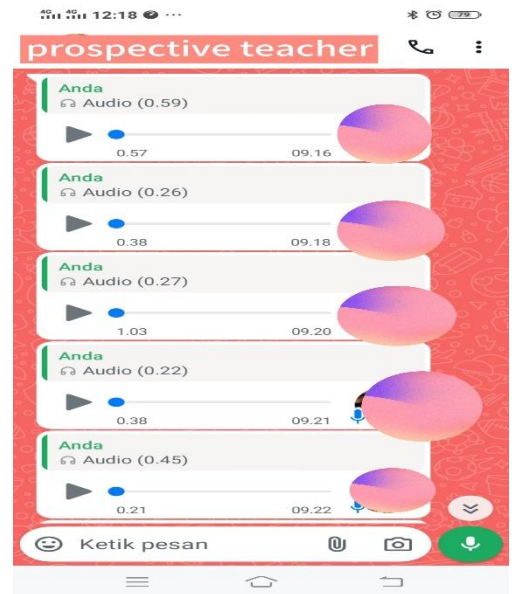
2. Observation
   Prospective Teacher A Class

   Prospective teacher B Class

<div align="center">**Interview Result**</div>

A. Prospective Teacher A

1. Bagaimana dengan minat/ motivasi siswa anda dalam belajar Bahasa Inggris?

   Jawaban : Sejauh ini selama PPL, untuk minat sama motivasi siswa belajar bahasa Inggris pada beberapa siswa lumayan baik dan rata-rata mereka cukup sih belajar bahasa Inggris bahkan beberapa dari mereka mengambil kelas bahasa Inggris peminatan. Jadi selain mereka di kelas bahasa Inggris wajib mereka juga ambil bahasa Inggris peminatan. Dari hal itu bisa menunjukkan bahwa sebenarnya mereka minat untuk belajar bahasa Inggris. Namun memang ada juga siswa yang tidak terlalu tertarik. Seperti mereka lebih banyak diam dan tidak aktif, kadang tidak fokus, melihat handphone ketika kita mengajar.

2. Apakah minat/ motivasi siswa anda dalam belajar Bahasa Inggris menjadi salah satu kesulitan bagi anda sebagai guru? Tolong jelaskan!

   Jawaban : motivasi dan minat siswa tentu bisa menjadi sebuah kesulitan bagi saya kalau mereka tidak punya motivasi untuk belajar. Karena di awal tersendiri biasanya, sebelum mereka mempelajari sesuatu mereka harus tahu apa manfaat dan gunanya mereka mempelajari hal tersebut. Jadi kalau mereka sendiri tidak merasakan adanya manfaat atau perasaan tertarik atau ada motivasi untuk belajar hal tersebut, pastinya hal yang kita sampaikan pun akan menjadi terhambat dan tentu saja merekaa tidak akan fokus dalam memperhatikan apa yang akan diberikan dan tentu saja ujung-ujungnya tidak akan masuk ke mereka.

3. Menurut anda, apakah jumlah waktu yang disediakan untuk mengajar bahasa Inggris cukup?

   Jawaban : kalau untuk setiap kelas setiap jam pertemuan atau JP dalam satu minggu itusudah relatif cukup karena waktu PPL bab atau sub bab untuk bahasa Inggris sendiri itu tidak banyak, Cuma ada 4 bab, masing-masing bab itu berkaitan tentang teks naratif dan teks lainnya. Jadi kemungkinan untuk pengalaman selama PPL waktunya cukup dan bisa dibilang cukup karena materinya tidak sebanyak itu, bahkan beberapa kali bisa membahas materi sebelumnya.

4. Bagaimana dengan fasilitas belajar mengajar yang disediakan oleh sekolah?. Apakah sarana dan prasarana yang tersedia memadai?

   Jawaban : kalau untuk fasilitas mengajar di sekolah itu, saya akui malah sangat mendukung bahkan lumayan lengkap karena ada lab bahasa

tersendiri, jadi kalau misalnya seperti pelajaran tentang bab materi cerita fantasi, kita ingin menunjukkan gimana sih teks-teks cerita fantasi atau menggunakan film-film fantasi, jadi bisa pakai lab bahasa tersebut untuk menonton film dan semacamnya. Jadi sarana dan prasarananya cukup memadai untuk di sekolah.

5. Jika tidak tersedia apakah hal tersebut menjadi suatu kesulitan bagi anda?
Jawaban : Kalau misal fasilitasnya tidak tersedia dan memadai itu mungkin bisa menjadi kesulitan kita sebagai guru.

6. Bagaimana dengan konsentrasi siswa anda ketika belajar bahasa Inggris?
Jawaban : untuk konsentrasi siswa tidak terlalu baik, tapi tidak juga terlalu buruk. Mungkin karena setiap kali di jam pelajaran terakhir, mereka sudah kehabisan time of attentionnya berkurang, karena mereka sudah lelah setelah menghadapi mapel-mapel yang alin. Tetapi mereka cukup baik menghadapi hal tersebut. Beberapa kali juga kalaupun misalnya ada soal-soal mereka cukup bagus konsentrasinya. Masih bisa fokus walaupun timenya sudah tidak terlalu mendukung.

7. Apakah kefokusan siswa anda termasuk kesulitan bagi anda? Tolong jelaskan!
Jawaban : selama PPL, kefokusan siswa bukan menjadi masalah terbesar, tapi mungkin ada beberapa kali siswa terbagi fokusnya karena faktor eksternal. Seperti, ada temenya yang sedang main volly, bebrapa kali mereka lebih fokus melihat keluar atau melihat apa yang terjadi di luar karena jauh lebih menarik daripada melihat papan tulis yang penuh dengan tulisan. Tapi itu bukan jadi satu kesulitan yang terbesar karena relatif jarang terjadi sebab mereka punya konsentrasi dan fokus yang cukup bagus.

8. Berapakah rata-rata jumlah siswa di setiap kelas?
Jawaban : rata-rata jumlah siswa dikelas itu sekitar 30-an di kelas wajib, tapi di kelas peminatan itu sekitar 15-18 orang.

9. Apakah anda memiliki kendala dengan jumlah siswa tersebut?
Jawaban : Kalau untuk di kelas peminatan itu relatif tidak ada kesulitan attentionnya masih bisa saya awasi. Tetapi kalau di kelas wajib terkadang saya sedikit mengalami kesulitan.

10. Bagaimanakah kondisi kelas dengan jumlah siswa seperti itu ? apakah dapat menggangu proses belajar mengajar?

Jawaban : Dengan jumlah siswa yang begitu banyak kadang lumayan banyak, karena 1 mulut guru banding 30 mulut siswa itu lumayan sulit ya kita kontrol.

Strategies questions

1. Menurut anda, apa solusi yang tepat untuk meningkatkan minat dan motivasi siswa dalam belajar?

Jawaban : Lumayan sulit untuk menerapkannya, karena setiap anak punya ketertarikan yang berbeda-beda, tapi mungkin dengan cara membuat kelas jadi lebih menarik untuk mereka seperti belajar itu tidak harus monoton dengan buku atau dengan pertanyaan-pertanyaan yang menyulitkan bisa di mix dengan games dan semacamnya atau biasanya saya pakai kelas *outdoor* gitu supaya mereka tidak bosan karena selalu belajar dalam ruangan, kadang juga sambil nonton film.

2. Apa yang anda lakukan untuk mengatur jumlah waktu yang tersedia agar sesuai dengan yang ditentukan?

Jawaban : tentunya dengan mempersiapkan manajement waktunyang baik, seperti membagi waktu, berapa menit untuk pembukaan, materi inti, dan penutup yang tentunya sudah kita atur dalam modul belajar.

3. Apa yang anda lakukan ketika fasilitas yang di butuhkan dalam pembelajaran tidak memadai?

Jawaban : Sekarang sudah banyak sekali di media sosial bermacam-macam contoh-contoh media yang bisa kita pakai misalnya kita tidak punya fasilitas yang cukup untuk di kelas kita bisa pakai karton atau sejenis sterofom yang bisa kita potong atau kita bisa bawa speaker cukup untuk setidaknya dijadikan alternatif.

4. Apa yang anda lakukan untuk menjaga kefokusan siswa ketika belajar?

Jawaban : mungkin kalau misalnya, seperti tadi yang dibilang mereka melihat ada yang ada di luar kelas, ngobrol, beberapa ada yang ngantuk. Jadi sebelum awal materi di mulai kita make a deal dulu atau buat peraturan, kita sama-sama menyetujui sesuatu bahwa saya akan menjelaskan dalam waktu beberapa menit ini maka pastikan mereka fokus.

Setelah itu menit selanjutnya baru mereka bebas untuk bertanya atau kita akan tanya jawab setelah itu baru bahas soal. Setelah itu baru kita akan coba latihan. Dan di sela-selanya saya akan kasih games atau tebak-tebakan sebagai brainstorming agar lebih fokus.

5. Apa yang anda lakukan untuk mengatasi kendala terkait jumlah siswa dalam setiap kelas?
   Jawaban : Saya biasanya mengubah posisi banku tempat duduk mereka, kadang saya buat jadi letter U, C atau kadang sya membuat bangku mereka menjadi beberapa kelompok.

B. Prospective Teacher B

1. Bagaimana dengan minat/ motivasi siswa anda dalam belajar Bahasa Inggris ?
   Jawaban : baik, untuk pertanyaan pertama, untuk minat atau motivasi siswa dalam belajar bahasa Inggris itu cukup bervariasi ya. Banyak siswa yang tidak terlalu termotivasi dalam artian yang biasa-biasa saja begitu. Namun ada juga beberapa siswa yang cukup semangat untuk mempelajari bahasa Inggris. Sebenarnya tergantung dengan kondisi dan suasana pada saat pembelajaran begitu. Tidak selamanya siswa yang tidak tertarik belajar bahasa Inggris itu tidak termotivasi. Ada fase-fase atau waktu tertentu dimana mereka merasa cukup berminat dan cukup berminat untuk belajar bahasa Inggris agar lebih semangat begitu. Menurut sya pribadi hal ini tergantung oleh pembawaan dan pendekatan yang dibawakan oleh seorang guru. Apabila metode dan pendekatan yang diberikan cukup layak dan cukup mumpuni untuk menggoda anak-anak ini untuk belajar bahasa Inggris maka tingkat motivasi dan minat belajar siswa itu cukup layak dikatakan sebagai minat dan motivasi yang bagus.

2. Apakah minat/ motivasi siswa anda dalam belajar Bahasa Inggris menjadi salah satu kesulitan bagi anda sebagai guru? Tolong jelaskan!
   Jawaban : Saya pikir jika dikatakan sebagai kesulitan, tidak juga. Namun hal ini akan menjadi sebuah tantangan bagi guru.

3. Menurut anda, apakah jumlah waktu yang disediakan untuk mengajar bahasa Inggris cukup?
   Jawaban : menurut saya pribadi, waktu yang disediakan untuk mengajar bahasa Inggris itu sudah cukup memadai dan strategi saya adala memanfaatkan setiap jam yang diberikan secara maksimal. Pada suatu kali pembelajaran di suat kelas itu sekitar 1 jam 45 menit . dan di 1 jam 45

menit ini, kita dapat memaksimalkan minimal 2 skils seperti speaking dan juga listening kita padu padankan, kemudian ada juga writting dan reading kita padu padankan dan kita akan coba mendapatkan hasil yang bagus melalui pengaplikasian 2 skills dalam satu pelajaran dalam KBM di sekolah.

4. Bagaimana dengan fasilitas belajar mengajar yang disediakan oleh sekolah?. Apakah sarana dan prasarana yang tersedia memadai?
   Jawaban : untuk fasitas cukup memadai. Seperti infokus, kipas angin untuk kenyamanan, wifi juga ada, dan beberapa fasilitas yang lain yang mendukung kegiatan mengajar dan belajar di kelas.

5. Jika tidak tersedia apakah hal tersebut menjadi suatu kesulitan bagi anda?
   Jawaban : bagi saya pribadi, jika fasilitasnya tidak mendukung. Otomatis akan menjadi kesulitan untuk memaksimalkan hasil dalam belajar-mengajar apalagi jika metode pendekatannya butuh menampilkan power point yang butuh bantuan alat teknologi seperti proyektor.

6. Bagaimana dengan konsentrasi siswa anda ketika belajar bahasa Inggris?
   Jawaban :tentu belajar selama satu jam lebih itu cukup melelahkan tidak cuma untuk anak-anak tapi juga guru. Konsentrasi siswa saya mungkin di beberapa jam akhir seperti setelah dzuhur atau setelah ashar itu konsentrasinya mulai berkurang.

7. Apakah kefokusan siswa anda termasuk kesulitan bagi anda? Tolong jelaskan!
   Jawaban : Ya tentu saja, kita sudah menjelaskan panjang lebar namun mereka tidak fokus memperhatikan sehingga output dihasilkan tidak akan sesuai dengan input yang kita berikan.

8. Berapakah rata-rata jumlah siswa di setiap kelas?
   Jawaban : Rata-rata jumlah siswa setiap kelas itu kurang lebih 36-38 siswa.

9. Apakah anda memiliki kendala dengan jumlah siswa tersebut?
   Jawaban : Jumlah murid yang banyak, tentu akan menguras tenaga guru apalagi menghadapi anak di tahap sekolah menengah yang sedang labil-labilnya.

10. Bagaimanakah kondisi kelas dengan jumlah siswa seperti itu ? apakah dapat menggangu proses belajar mengajar?

Jawaban : Tidak terlalu menggangu, karena kembali lagi ke bagaimana cara guru menyajikan proses pembelajaran serta mengatasi siswa yang dengan beragam macamnya itu.

Strategies questions

1. Menurut anda, apa solusi yang tepat untuk meningkatkan minat dan motivasi siswa dalam belajar?

Jawaban : Bercermin dari agenda PPL di SMAN 1 Rejang Lebong, salah satu strategi yang saya aplikasikan dalam pendekatan yang lebih baik menurut sya adalah dengan menerapkan *ice breaking* atau metode yang memanfaatkan pola gerak tubuh ataupun untuk uji fokus siswa. Memberikan games yang berkaitan dengan ilmu-ilmu bahasa Inggris, seperti vocabulary. Dengan membuat permainan yang menarik siswa akan terpancing agar lebih ingin mendalami bahasa Inggris.

2. Apa yang anda lakukan untuk mengatur jumlah waktu yang tersedia agar sesuai dengan yang ditentukan?

Jawaban : Saya biasanya latihan terlebih dulu, menyampaikan materi agar ringkas namun mudah dipahami dan anak-anak lebih paham dengan cepat sehingga waktu-waktu yang lain bisa digunakan untuk memprkuat pemahaman mereka.

3. Apa yang anda lakukan ketika fasilitas yang di butuhkan dalam pembelajaran tidak memadai?

Jawaban : tentu kita harus putar otak, memanfaatkan yang ada agar proses belajar-mengajar tidak terganggu.

4. Apa yang anda lakukan untuk menjaga kefokusan siswa ketika belajar?

Jawaban : Saya akan memberikan ice breaking atau memberikan waktu rehat sejenak agar mereka kembali fresh. Boleh makan atau minum ataupun permisi ke toilet. Kalau pada pagi hari itu fokus mereka berada pada tahap maksimal.

No	Learning activities	Yes	No

5. Apa yang anda lakukan untuk mengatasi kendala terkait jumlah siswa dalam setiap kelas?

   Jawaban : Saya selalu belajar agar lebih bisa membawa kelas dengan baik, perilaku, bagaimana nada bicara, pembawaan serta memberikan contoh yang baik. Kegaduhan siswa dapat kita manfaatkan agar kita bisa lebih dekat dengan mereka sepert melontarkan lelucon, lebih mengenal nam-nama siswa dan lain sebgainya.

1	Prospective teacher provide motivation to increase students' interest to learn English		
2	Prospective teacher do something if the students are bored, not interested, the students chat with the classmates and not pay attention to learn English		
3	The prospective teacher deliver the material according to the learning hours provided by the school		
4	The prospective teacher used media in teaching English such as audio visual, laptop, projector, ect.		
5	The media that used while learning increase students' interested to learn English		
6	The class is a crowded class		
7	The teachers control a crowded class when teaching English		

Observation Checklist

1. Prospective Teacher A
    Prospective Teacher B

No	Learning activities	Yes	No
1	Prospective teacher provide motivation to increase students' interest to learn English		
2	Prospective teacher do something if the students are bored, not interested, the students chat with the classmates and not pay attention to learn English		
3	The prospective teacher deliver the material according to the learning hours provided by the school		
4	The prospective teacher used media in teaching English such as audio visual, laptop, projector, ect.		
5	The media that used while learning increase students' interested to learn English		
6	The class is a crowded class		
7	The teachers control a crowded class when teaching English		