

Challenges in Teaching English Faced by the English Teachers

at MTsN Taliwang, Indonesia

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Abstract

Teaching English as a foreign language is a challenging task, particularly when it is done in places where English serves a very limited purpose. Therefore, this study attempted to investigate the kinds of English teaching challenges as well as the solutions faced and done by the English teachers at MTsN Taliwang. The study captured the English teachers' point of view in facing English teaching challenges in the classroom and the solutions they have implemented to solve them through interview. A number of challenges emerged, partly coming from students, partly from teachers, and partly from the school's facility, namely, students' lack of vocabulary mastery, students' low concentration, students' low motivation, students' lack of discipline, students' boredom, speaking problem, shortage of teachers' training, teachers' language proficiency issue, limited mastery of teaching methods, teachers' unfamiliarity to high-tech, teachers' lack of professional development, inadequate resources and facilities, and time constraint. The solutions to overcome these challenges were also suggested in this study. Reforming attitude, applying various teaching methods and techniques, improving resources and facilities, matching students' level and learning situation,

using and providing dictionary, making use of available resources and facilities, providing motivational feedback, looking for appropriate methods or materials, and teachers' self-reflection might be quite helpful in coping the English teaching challenges in classroom situation.

Keywords: teaching, English language, challenges, solutions

Introduction

Teaching a language has many different features. Teacher does not only teach and pay attention to students' language skills, such as reading, writing, listening, and speaking, but also help, facilitate, and encourage students to have enthusiasm, good attitude, and motivation towards English. Furthermore, teachers have to understand what students learn, how and why such learning influences them, how lessons could be beneficial for them in the future (Derakhshan, 2015). Hence, language teaching requires teachers to teach students to develop both academic and personal abilities.

However, teaching English becomes a crucial issue when it is taught as a foreign language. Teaching English as a foreign language is a demanding task when it comes to the places where English serves limited exposure (Khan, 2011). It has been proven by the researcher's teaching experience in several schools in Yogyakarta that she encountered various kinds of challenges in teaching English, including lack of English exposure, classroom size, and shortage of English teachers. Challenges regarding shortage of English teachers should not have happened since there are a great number of English graduates in Indonesia,

particularly in Yogyakarta. According to statistics which were taken from online database of some universities in Yogyakarta, the researcher has found about 240 English education students graduate from five universities in a year.

Furthermore, these kinds of challenges existed in Yogyakarta, one of the developed areas in Indonesia, which likely has enough English graduates, competent teachers, and English exposures, such as books and other language learning facilities. If such unfortunate challenges are still encountered in several schools in such a developed area, let alone in schools in a rural area. Mishra (2015) asserted that “the rural areas lack good schools having proper ambiance and affordability which cater to the changing needs and expectations of the crass” (p. 38). For that reason, the researcher is interested to find a wider range of challenges in teaching English especially in a rural area that is Taliwang city of West Sumbawa.

Teaching English in Indonesian Context

English is taught and used as a foreign language in Indonesia. The fact that English is one of the most essential international languages for communication has been acknowledged by the Indonesian government since its independence, therefore, the government has recommended that English become a compulsory subject in secondary schools (Nurkamto, 2003). Furthermore, Lie (2007) also argued that “the maintenance of English as a foreign language has been steady as it is officially taught throughout the secondary schools” (p. 2).

The aim of teaching English in schools is based on the Decree of the Minister of Education and Culture No. 060/U/1993 dated 25th February 1993 and the 1989 Constitution on the System of National Education that the final goal of the English subject at the schools is to enable the students to functionally proficient in English in the globalization era (Rachmajanti, 2008). Meanwhile, Nurkamto (2003) asserted that “the aim of the teaching of English in the schools has been to develop the students’ communicative competence that would help the students in their university education” (p. 287).

However, these aims have never been satisfactorily achieved. Although English is officially taught throughout secondary schools, competence and proficiency in this foreign language among high schools are generally low (Lie, 2007; Nurkamto, 2003). Learners find English difficult particularly when they are instructed to state their opinion in English (Nurkamto, 2003). Only few students who are able to learn English further, especially those who come from the middle and upper socio-economic classes. Such students have “the easy access and opportunity to enhance their English proficiency through private courses, computer-aided language instruction, and exposure through Western influences, TV channels, and foreign movies” (Lie, 2007, p. 3).

Theoretical Framework

Teaching English might seem mutual with any other teaching, yet it has its own unique challenges.

Severe shortage of training. In some countries, problems regarding a severe shortage of trained English teachers are reported (Nunan, 2003; Salahuddin, Khan, & Rahman, 2013; Nurkamto, 2003). Thus, teachers might “find themselves teaching English either without sufficient English training generally or in teaching English to learners particularly and such thing frequently occurs in poor or rural area” (Garton, Copland, & Burns, 2011, p. 740). Since teachers may get only basic preparation in the supportive theory and practical applications, they may then struggle for embodying teaching methods effectively (Bulter, 2005; Littlewood, 2007).

Crowded class. According to Emery (2012), one of the most often mentioned problems encountered by English teachers is that “overcrowded classes and the effect of such condition can have on teaching and learning” (p. 4). Nurkamto (2003) also listed one of the challenges in teaching English that is the size of the classroom.

Lack of vocabulary. Hasan (2016) stated that one of the most challenging tasks that students encountered is mastering vocabulary. Consequently, EFL students are limited by their knowledge of grammar and vocabulary of the target language and have to struggle to comprehend the content (Chung, 2016).

English exposure. Teaching English as a foreign language is a challenging duty when it is taught in the places where English has inadequate exposure. Khan (2011) argued that the lack of English purposes demotivate

students to practice and understand English due to students' insufficient background knowledge of English.

Resources accessibility. Ajibola (2010) argued that “the inadequacy of resources also constitutes a trial to the English teaching and the larger number of students is the large number of sources is needed” (p. 97). In other words, to get students familiar with English and to provide them sufficient exposure of target language, the amount of learning resources are in dire need.

Linguistic problems. Mukattash (1983) categorized English teaching challenges that are encountered into two: first, most inaccuracies done regarding the pronunciation, morphology, syntax, and spelling; second, most students have problems in expressing themselves enjoyably and capably. This issue is also strengthened by Khan (2011) that “specific problem connected to pronunciation, stress, and intonation become problem for students” (p. 72).

Students' motivation. Encouraging students in remote areas to learn English can be demanding since they may “struggle to understand the relationship of learning English as they have little contact with speakers of the language” (Copland, Garton, & Burns, 2014, p. 741). They also added that students do not have any ideas on the purpose of learning English, “an attitude which may be exacerbated by their parents” (p. 747).

Psychological problems. Pande (2013) advocated that “it is a common misinterpretation among students that English is the most difficult of all subjects” (p. 416). Similarly, Fatiloro (2015) stated that an important difficulty in teaching

English as a foreign language is meeting students' awful attitude towards the English implementation, especially in the presence of a competitive user.

Therefore, such psychological issues affect students' motivation and learning attitude toward English language.

Mother tongue interference. Most of the problems arise is because of the first language interference. Both teachers and students “talk their own mother-tongue fluently which unconsciously cause the incorrect English performance” (Fatiloro, 2015, p. 27).

Lack of basic and necessary equipment. Lack of facilities and equipment hinder teachers to embody an effective teaching process (Fatiloro, 2015; Nurkamto, 2003). Pande (2013) put forward that “language could only be understood by practicing all the four skills; listening, speaking, reading, and writing” (p. 417).

Low teaching methods and techniques mastery. Applying appropriate teaching methods and techniques is tough because the teachers do not merely think of how to transfer four language skills, but also how to remain students' motivation and enthusiasm in learning and practicing English (Ansari, 2012).

Students' boredom. Another difficulty in teaching English is related to students who enroll in English courses outside schools. According to Khajloo (2013), such students have higher academic level than others and when they “listen to repetitive low-level content for them, they find it unattractive and boring” (p. 57).

Remedies to Solve English Teaching Challenges

There is always solution for any problem. The several findings below are only the solutions for some English teaching problems, and the rest are not yet found. Nevertheless, to some extent, these solutions can be used and referred to a certain problem.

Attitude reform. The English language teaching and learning “should be examined in order to deal with the challenges, it can be done through reforming attitude” (Fatiloro, 2015, p. 29). Fatiloro also added that an absolute commitment to comprehend English should be made among teachers and students. In addition, Pande (2013) proposes one way to reform attitude is that “the place of English in education system and policy should be well-defined” (p. 418).

Different teaching method and techniques application. There are numerous methods of language teaching that can be implemented. Fatiloro (2015) argued that “in handling English teaching problems, teachers must use a variety of methods for teaching English language” (p. 29). This is believed by Pande (2013) that through applying various methods, particularly in matching the method and teaching topic, it will help teachers to establish such an effective teaching proses.

Teaching facilities improvement. English teaching will not achieve its objectives if the teaching tools are not backed up. Hence, “special effort should be made to ensure that teachers get proper teaching facilities, including space, books, and teaching aids” (Pande, 2013, p. 419). It is necessary to “confront facilitation

of teaching tools as to empower teaching and learning English” (Fatiloro, 2015, p. 29).

Students’ level match. Since the students’ educational background in learning English, personality, goals, age, and learning style are different, it is imperative to come up with helpful ideas to dealing with such multilevel class. Roberts added that teacher’s own version can be used to develop leveled task since it is considered effective when it covers a lot of productive and helpful learning suggestions and additional resources and worksheets. It is also suggested by Pande (2013) that teachers should be patient in teaching different ability of students and striving for matching level with students.

Classroom management. Based on the Virginia Department of Education (2006), understanding English and generating more accessible of target language’s exposure for students can be done through managing classroom: “designing a classroom which expresses cultural diversity respect and appreciation, considering seating positions to be supportive for cooperative learning activity, building a classroom library containing age-appropriate books with various reading levels” (p. 19).

Teacher’s reflection. Christodoulou (2010) put forward that one of the most important aspects of teaching is self-reflection. Additionally, self-reflection and self-evaluation are included in the essential teaching skill.

Methodology

This present research was conducted at MTsN Taliwang, located at Poto Village, Taliwang, West Sumbawa, West Nusa Tenggara Province. MTsN Taliwang is the only school which is located in the outskirts of Taliwang city compared to the other schools in which this location receives sufficient attention from learners who belong to other rural areas of West Sumbawa. According to the researcher's observation, among four secondary schools in Taliwang city, i.e. SMPN 1 Taliwang, SMPN 3 Taliwang, SMPN 6 Taliwang, and MTsN Taliwang, MTsN Taliwang was the only school whose teachers and students are from remote areas of West Sumbawa Regency. It means the students and teachers are not only those who live in Taliwang city, but also from the other parts of West Sumbawa, while the other schools' students and teachers are mostly the residents of Taliwang city. Taliwang city is the capital city of West Sumbawa which indicates that the people are developed compared to the people who are from other cities. For this reason, the more diverse teachers and students are, the more various the challenges faced.

The participants of the research were the English teachers of MTsN Taliwang. Initially, the participants consisted of five teachers, yet eventually it was only four participants since there was one participant who missed the interview since she was doing pilgrimage, therefore she was not included. The participants consisted of three females and one male. Purposive sampling was applied in selecting the research participants. According to Teddlie and Yu (2007), "purposive sampling is undertaken for several kinds of research including:

to achieve representativeness, to enable comparisons to be made, to focus on specific, unique issues or cases” (p. 80). A group of English teachers at MTsN Taliwang were chosen because: first, joining and participating at least teaching training both in and outside the school; second, they have been contributing and experiencing English teaching and learning for more than five years. A research regarding the impact of teacher experience done by Rice (2010) found that “teachers with more than twenty years of experience are more effective than teachers with no experience, but are not much more effective than those with five years of experience” (p. 2).

In order to obtain better understanding of the phenomenon, in-depth interview was applied using mixed language of both Indonesian language and Sumbawa language (local language). Member checking was also done in this study. The researcher used initial for all participants, there were the first participant (P1), second participant (P2), third participant (P3), and fourth participant (P4).

Findings and Discussion

The challenges in teaching English faced by the teachers at MTsN Taliwang

The challenges found are varied in which they are related to the students, the teachers, and the facilities.

Students’ side. Students’ lack of English competences becomes challenges for teachers in teaching English. These competences are lack of

vocabulary mastery, low concentration, lack of discipline, students' boredom, and speaking problem.

Students' lack of vocabulary mastery. P1 and P4 stated that one of the challenges in teaching English in classroom is students' lack of vocabulary mastery. Such difficulty hinders the students in understanding the subject. "...some students might have lack of vocabulary mastery which makes them do not participate in classroom" argued P1. In addition, P4 asserted that the main challenge in achieving teaching and learning goal is students' lack of vocabulary mastery. With regard to this issue, Hasan (2016) stated that one of the most challenging tasks that students encountered is mastering vocabulary.

Students' low concentration. Students' low concentration in classroom causes challenges in comprehending knowledge transferred by the teacher. P1 argued that teaching goal cannot be achieved one hundred percent because some of students do not concentrate in classroom. Khajloo (2013) argued that concentration depends on "fatigue and insomnia, environment, and family problems" (p. 57). ***Students' lack of discipline.*** Discipline issue was linked to the classification of the students' class. As P1 described that such issue is not encountered in class E, in which it is the class of smart students, yet it is faced the other classes (Class A, B, C, and D). Copland, Garton, and Burns (2014) found that discipline problems were related to "the age and sex of students, differentiation, parental attitudes, inexperience, not sharing the learners' first language, and keeping the students motivated" (p. 746).

Students' boredom. P2 argued that some of her students get bored in studying English when she teaches a certain topic of the subject. It is because some of her students have already studied that in their primary schools and private courses. Ajibola (2010) and Khajloo (2013) indicated that these students have higher academic level than others and when they listen to repetitive low-level content for them, they find it unattractive and boring.

Speaking problem. The comments about getting students to speak were stated by two participants. P3 and P4 similarly stated that making students speak is quite difficult. Each of them mentioned students' problems in speaking performance.

Pronunciation problem. P3 put forward, "most of students commit errors in pronouncing words." This corresponds to Mukattash (1983) who found that most inaccuracies done regarding the pronunciation, morphology, syntax, and spelling. This is also strengthened by Khan (2011) that "specific problem connected to pronunciation, stress, and intonation become problem for students" (p. 72).

Timid. Students are timid in performing their speaking skill. P3 argued, "...when I ask my students to retell what they have written in their diary and speak in front of their classmates, they get timid." This was also reinforced by P4 that "students' speaking skill is not improved since most of students are timid." Copland, Garton, and Burns (2014) that many children are timid in front of their classmates, particularly in speaking a foreign language since it can be face-threatening.

Afraid of making mistakes. Another thing is that most of students are afraid of making mistakes, especially in pronouncing or spelling incorrect words. P4 stated, "...there is no improvement in students' speaking skill because they are mostly afraid of making mistakes." This finding goes hand in hand with the statement of P2 in which there are some students who have studied English outside the school which can make other students are afraid. Fatiloro (2015) said that the presence of a competitive student in the classroom make other students have awful attitude.

Teachers' side. Challenges in teaching English are also faced because of teachers' limited teaching knowledge and development. English teaching challenges from teachers' perspectives including shortage of training, limited mastery of teaching methods, unfamiliarity to IT, and lack of professional development.

Shortage of teachers' training. The most common comments were about the shortage of trainings experienced by all participants. They all were in agreement that English teaching training is in dire need. P1 said, "...if I may conclude, my English teaching training experience is insufficient." It was also argued by P3 that "although I have joined a number of training, it is still not enough." Most of teachers in poor or rural area find themselves teaching English without sufficient English training (Copland, Garton, & Burns, 2014).

Meanwhile, P2 showed dissatisfaction with herself in which she asserted, "...perhaps I am the one who does not develop myself through joining training and updating English teaching innovation in education." It was also stated by P1,

“I sometimes feel unconfident in what and how I teach.” These are corresponding with the study done by Emery (2012) that English teaching process tends to be challenging when it comes to the teachers’ teaching qualification, language proficiency level, and training since these points can cause teachers’ confidence.

Limited mastery of teaching methods. Applying various teaching methods is tough for P1 and P2. One of them argued that her teaching method is monotonous. “...my teaching method is monotonous. I enter the class, I teach, I close the class by giving them suggestion to join study club. That is all.” Implementing appropriate teaching methods and techniques is difficult because the teachers do not merely think of how to transfer four language skills, but also how to remain students’ motivation and enthusiasm in learning and practicing English (Ansari, 2012).

Unfamiliarity to IT. One participant admitted that she does not involve electronic devices when she is teaching in the classroom. P2 stated, “...to be honest, I have no idea how to use electronic devices, such as LCD projector, laptop, online stuff, and so on.” Conley (2010) said that “teachers often struggle with an inadequate knowledge of specific technology, technology-supported pedagogy, and technology-related-classroom management.”

Teacher’s lack of professional development. Developing English teaching ability really depends on the teacher’s motivation. It was only P2 who reflected her teaching ability during interview. She admitted, “...perhaps, I do not try to develop and enrich myself with training, innovation, and invention in English

language teaching.” Further, she described the difficulty she faced in teaching songs to students since in K13 there is a topic about songs in which she sometimes does not teach it. Another thing is that regarding teacher’s unfamiliarity to high-tech, P2 find it reluctant to practice or take TOEFL test.

Facilities issue. In facilities issue, it covers not only about the things concern with facilities provided and time devoted, but also the support facilitated by students’ parents to learn English.

Parents’ lack of support. Two participants concluded that students’ motivation is dependent on their parents’ support. P1 elaborated her experience in which she once caught a student who did not bring any books to school due to forgetfulness, while the other students intentionally left their books in the desk of the classroom. This participant believed that such things would not have happened if students’ parents supervised and controlled their children’s learning at home. The finding above is in line with the previous research of Copland, Garton, and Burns (2014) that students do not have any ideas on the purpose of learning English, “an attitude which may be exacerbated by their parents” (p. 747).

Inadequate resources and facilities. P3 described that the availability of K13 book is barely provided, especially for the seventh graders. Additionally, all participants agreed that the available facilities in the school do not support English teaching and learning process. P1 and P4 mentioned that devices such as LCD projector and sound system are very limited in which there is only one device and all teachers might use it. Such inadequacy “constitutes a challenge to the teaching

of English in which large numbers of students require a large number of resources” (Ajibola, 2010, p. 97). Ajibola also added that ensuring the availability of sufficient textbooks, computers, listening devices, hands-on tools, and other teaching instruments is a challenging assignment.

Time constraint. Three participants consider that the time provided is not enough to apply teaching ideas in the classroom as well as to improve their own professional development. “...teaching English within two hours seems not possible because it requires extra effort to explain the lesson under the lack of books” said P1. Khajloo (2013) in which “some experts complain about the amount of time devoted to the course and believe that in many cases teachers cannot teach all subjects in this limited time” (p. 56).

The solutions implemented by the teachers in solving English teaching challenges at MTsN Taliwang

Reforming attitude. Reforming attitude can be done through the efforts of students, teachers, and school in improving English teaching and learning. Fatiloro (2015) argued that an absolute commitment to comprehend English language should be made among teachers and students. P4 explained the effort done by the school in facilitating students to learn English through holding study club as well as facilitating teachers through holding workshop or training in which the school invites speakers from Mataram, including IAIN Mataram (State Islamic University of Mataram) and *Lembaga Penjamin Mutu Pendidikan* (Education Quality Assurance Agency) in order to give a lecture and training about teaching materials, media, and teaching methods. Ajibola (2010) stated one way to

overcome shortage of teachers' training is holding professional development activity for teachers by having partnership with universities and other expertise.

Applying various teaching methods and techniques. Three participants vary teaching methods and techniques in the classroom. Fatiloro (2015) asserted that “in handling English teaching problems, teachers must use a variety of methods for teaching English language” (p. 29). P1 use pictures and role play in teaching since “students often feel more attracted towards images and photographs” (Mishra, 2015, p. 42) and teachers are advised to use role play activity in order to motivate students and to help the less motivated learners take part in the lesson (Alexenoamen, 2010). P3 and P4 implement monthly diary writing and apply various games to improve their vocabulary mastery respectively.

Improving resources and facilities. Regarding the shortage of books, P2 whose job is also as the fund manager of *Bantuan Operasional Sekolah* (School Operational Assistance) stated that every year, the school always makes effort to complete and provide books in the library and free WiFi. Special efforts should be made for ensuring that teachers get proper teaching facilities, including space, books, and teaching aids (Pande, 2013).

Matching students' level and learning situation. The way to match students' level and learning circumstance can be done by lesson planning (Roberts, 2007). All participants admitted that they do some revision in lesson plan to be adjusted. P3 focuses on simplifying learning objectives which is easy to be understood by students. P1 tends to consider availability of real examples around them that can

be used in English teaching. Meanwhile, P1 and P2 would select simple words and diction to be used in teaching English when they explain the material. On the other hand, P3 and P4 consented to consider students' social and financial circumstances in which they will not give homework that likely spend money.

Managing classroom. Based on the Virginia Department of Education (2006), understanding English for students can be done through managing classroom. P1 described that if she finds students do not concentrate, she would point them out and tell them to stop their activity. Brewster, Ellis, and Girad (2002), when a teacher wants to gain students' attention, it can be done through "firmly name the children who still talking and say *stop talking please* and maintain eye contact" (p. 221).

Using and providing dictionary. In order to solve students' lack of vocabulary mastery, two participants ask students to bring dictionary when they have English class or study club activity in the school. In fact, P3 would provide the list of vocabulary behind the copies of the materials she is about to teach. Fatiloro (2015) that dictionaries, grammar guides, and the web should always be as the tool for consultation when teaching and learning English.

Making use of available resources and facilities. P1 and P2 were in agreement that they make use of available books in order to solve the shortage of K13 books. They also argued that they still use KTSP books if the topic discussed is similar. Furthermore, P2 prefers to use anything provided in the classroom i.e. chairs, whiteboard, window, and so on to be learning tools. On the other hand, since there

is very limited device of sound system, P3 teaches listening only through her own voice. Mishra (2015) that “rural areas lack in the required ambience, teachers can make much use of the easily available resources” (p. 42).

Providing motivational feedback. The way to improve students’ motivation in learning English is by giving them motivational feedback. Three participants frequently do that. P2 said, “...regarding students’ interest towards English, I keep giving them advices to keep studying” (P2.21). P3 also added, “...for passive students, I often give them motivational feedback” (P3.40). Likewise, P4 stated, “...the first thing I do for students whose motivation is low is motivating them orally” (P4.10).

Looking for appropriate methods or materials. Three participants argued that they always look for suitable teaching materials and methods in order to solve students’ challenges in learning English. P4 uses dialogues in order to teach pronunciation and structures that ha have searched. Meanwhile, in teaching listening, P3 let students listen to the songs she has downloaded. P2 would search for songs on the internet although she does not know how to sing them.

Teachers’ self-reflection. Christodoulou (2010) put forward that one of the most important aspects of teaching are self-reflection and self-evaluation since they include in essential teaching skill. P2 reflected that students’ interest toward English is depending on her teaching methods. “I think students’ interest really depends on teaching method and technique that I use, yet the fact is I have limited teaching methods mastery” she said. In addition, since she realizes that her

technology ability is low, she would try to learn it independently. P1 and P3 concern more on their language proficiency in which they sometime spend time to listen to songs to improve their vocabulary mastery and take online TOEFL.

Conclusion

This research has highlighted a wide ranges of issues faced in teaching English at MTsN Taliwang, Indonesia. It has been shown that the teachers are challenged by their shortage of training, lack of language proficiency, limited mastery of teaching methods, unfamiliarity to IT, lack of professional development, inadequate facilities and resources, and time constraint. On the other hand, the other challenges come from students' side including lack of vocabulary mastery, low concentration, low motivation, lack of discipline, students' boredom, and speaking problem. However, not all of these challenges are encountered in every classroom at MTsN Taliwang, Indonesia. For instance, regarding students' lack of discipline, some participants said that such issue is only found at the other classes; A, B, C, and D, but not class E for it is the class of smart students. Therefore, teachers should not expect a good performance in short time for all students since they have different ability and attitude in learning English language and different students will make different situation.

In order to face these issues, this study also proposes the strategies implemented by the participants of the research. Each of them has his/her own strategies in overcoming their teaching challenges in classroom, such as reforming attitude that is done by the school and the teachers at MTsN Taliwang, Indonesia including holding study club and teachers' training as well as improving facilities

and resources. The other strategies implemented by the participants when teaching in the classroom are applying various teaching methods and techniques, matching students' level and learning situation, managing classroom, using and providing dictionary, making use of available resources, giving motivational feedback, looking for appropriate teaching method and material, and doing self-reflection.

Nevertheless, the readers should evaluate the results of this study. The findings of the present study cannot be generalized because the findings suggest localized challenges in teaching English, which is at MTsN Taliwang, Indonesia. Even in the school's context, each English teacher encounters different challenges. Therefore, for teachers, the findings can be whether applicable in teaching process or not based on the readers' real environment. In addition, the absence of one participant in the current study might affect the findings in which the researcher was unable to investigate broad perspectives of the teacher. Furthermore, future investigation into challenges in teaching English might usefully focus on students' attitude diversity in classrooms and training that participants have joined in. Despite the fact that not all students have discipline issue in learning English, in this case, it is only encountered in class A, B, C, and D, as well as not all training support and empower teachers' teaching ability in the classroom, i.e. some of the participants mentioned the teaching training of *Musyawah Guru Mata Pelajaran* (MGMP) that, to some extent, does not support teachers in teaching English.

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