

**TEACHERS' PROBLEMS IN TEACHING ENGLISH  
AT MA AL- MAWADDAH COPER JETIS PONOROGO  
IN ACADEMIC YEAR 2015/2016**

**THESIS**



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STATE ISLAMIC COLLEGE OF PONOROGO  
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**THESIS**

Presented to  
State Islamic College of Ponorogo  
in partial fulfillment of the requirement  
For the Degree of Sarjana in English Education



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Date :

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Day :  
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# CHAPTER I

## INTRODUCTION

### A. Background of The Study

Many challenges that must be faced by people in globalization era, one of them is about education. Education is one of the elements that has important role in globalization era. Education will create a creative and competence people who make the world better. There are some factors that influence in processing education, one of them is language.

Language is as a means of communication. In education world, language is used to communicate between teacher and students. If the teacher uses clear and understandable language, students will be easy to get the point what the teacher talks about. In other words, a good language is the key to create a successful teaching.

There are kinds of language in the world but English is a standard language that is used in international education level. For some countries, English is as a mother tongue but there are also as foreign language. Teaching English as a foreign language has some challenges. As we know, there are many elements in English such as vocabulary, grammar, pronunciation, intonation, etc. Therefore, Geoffery said that hundreds of millions of people attempt to learn English each

year.<sup>1</sup> Many people study English for their need in facing the challenges in globalization era.

In teaching English process, teacher must be attention to the students' proficiency level. Teaching English is different with the teaching other subjects. Teacher must be aware of students' ability and skill. According to amendment 1945 Chapter IV, Article 10 that a teacher is required to have some competences, pedagogy, personality, social and professional competence acquired through professional education.<sup>2</sup> It means, English teacher must have some competences in teaching such as good in speaking and delivering the material in class. Therefore, in teaching English will find some problems and difficulties. The problems not only come from students but also from the teacher.

In teaching English not only need a fluency in speaking but also teacher should be attention to the material that will be delivered to the students. There are some aspects that will make success in teaching English, for example good planning, appropriate strategy and interesting media.

A good teacher must be clever to choose a good planning, appropriate strategy and interesting media for making the teaching process running well. Planning must be arranged before teaching in class in order the material can be delivered appropriately and also suitable with the goal that want to be reached.

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<sup>1</sup> Geoffery Broughton, et al, *Teaching English as Foreign Language* (New York: Rutledge & Kegan Paul Ltd. 1978) 1-5.

<sup>2</sup> Nanang Hanifah, *Konsep Strategy Pembelajaran* (Bandung: PT. Refika Aditama. 2009). 180.

Teacher also uses a appropriate strategy in order the students will be easy to understand the material. An interesting media is also important in teaching English. An interesting media will make the students more spirit and enthusiastic to study in class. Students will be bored if the teacher just speaking all of the time until the end of teaching.

Some teachers use the blackboard as media of teaching and lecturing as strategy to deliver the material. Actually, those are not effective teaching. Students will be bored and lazy to listen the teacher, because there is no communication between teacher and students. According to Syaiful Sagala “When the teachers give explanation by lecturing method students cannot answer the question.”<sup>3</sup>

This phenomenon also happened at MA Al- Mawaddah. Mrs. Nuryati is a teacher who taught in MA Al-Mawaddah. She assumes that teacher of MA Al-Mawaddah faced some problem in teaching English. For example, teacher has arranged the lesson plan for the certain material should be enough for one meeting but in fact the materials will finish one more meetings. Actually, planning make the teacher easier to teach the material because they know how the procedure of teaching. In strategy’s problem, the teacher found some students who were not active in the classroom when the learning process because many teachers use strategies that were still monotone. Problem in media was in handbook. Now, the handbook was more exercise than the material of lesson.

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<sup>3</sup> Ibid, 184

Besides that, the teacher also lack of using LCD as a media for teaching students in the first and second grade of MA Al-Mawaddah because the LCD is focused on third grade students who got the final examination.<sup>4</sup>

The teacher's role is very important to develop the students' skill in English. Teacher must be able to explain briefly, clearly and correctly. Moreover, teacher has to explain the material in attractive way, so the student will be interesting and have better motivation in learning English. It is impossible if there is no problem in teaching. Teacher must have a good solution to overcome the problems. In other word, the teachers may create an interesting situation by using various suitable strategies and media for teaching in order the teaching learning process will run well.

Therefore, from the background stated above the researcher is interested to conduct this problem. This study takes place at MA AL-Mawaddah Ponorogo in academic year 2015/2016. The title of this study is ***TEACHERS' PROBLEMS IN TEACHING ENGLISH AT MA AL-MAWADDAH PONOROGO IN ACADEMIC YEAR 2015/2016.***

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<sup>4</sup> Observation in Pre research with Mrs. Nuryati as an English teacher of MA Al-Mawaddah, on Tuesday: 09.00 WIB, 15 Marc 2016.



**B. Focus of the Study**

In this research focused on teachers' problem in planning, strategy, and media in teaching English process in the classroom at MA Al-Mawaddah Coper Jetis Ponorogo.

**C. Statement of the Problem**

1. What are the problems faced by teachers in teaching English at MA Al-Mawaddah Ponorogo in academic year 2015/2016?
2. What are the causes of appearing the teachers' problem in teaching English at MA Al- Mawaddah Ponorogo in academic year 2015/2016?
3. What are the teachers' efforts to solving their problem in teaching English of MA Al- Mawaddah Ponorogo in academic year 2015/2016?

**D. Objective of the Study**

1. To find out the teachers' problems in teaching English of MA Al- Mawaddah.
2. To find out the causes of appearing teachers' problem in teaching English at MA AL- Mawaddah Ponorogo in academic year 2015/2016?
3. To find out the teachers' effort to solving problem in teaching English at MA AL- Mawaddah Ponorogo in academic year 2015/2016?

## **E. Significance of the Study**

The result of the research is expected to give contribution theoretically and practically as follows:

### **1. Theoretical Significance**

The result of the study is expected to solve the teachers' problem in teaching English that can be applied to resolve the teachers' difficulty in the daily instruction. Moreover, it will give more ideas in teaching English.

### **2. Practical Significance**

#### **a. For the student**

the students able to comprehend the learning process well if the teacher able to solve their problem in teaching learning process.

#### **b. For the teacher**

The result of this research may offer the teacher problem in teaching English that may be use full as in put evaluation for teacher, especially English teacher and to find out the solution from the problem in teaching English.

#### **c. For the reader**

The research expected to give a contribution to reader, the reader will get knowledge about teachers' problem in teaching learning process.

## **F. Research Methodology**

This research applies a qualitative approach. For qualitative research, the purpose of phenomena can understood carefully if conducted through interaction with the subject by deep interview.

### **1. Research Design**

Case studies design will be used in this research. Case study research is a qualitative approach in which the investigator explores abounded system (a *case*) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving *multiple sources of information* (e.g. interviews, and documents).<sup>5</sup>

In addition, there are several appropriate designs for case studies according to Yin (1994) and Winston (1997). These include exploratory, explanatory, and descriptive cases studies.

Based on the explanation above, this research applies a case study qualitative, because the study discussed was related with teachers' problem activity or teachers' problem process in teaching English at MA Al-Mawaddah. Case study qualitative explorations require that the investigator

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<sup>5</sup>John W. Creswell, *Qualitative Inquiry & Research Desain Choosing Among Five Approaches* (California: Sage Publication, 2007), 73,

present a descriptive theory. Which is established the overall framework for the investigator to follow throughout the study.<sup>6</sup>

The researcher of this research uses qualitative method in the form of naturalistic inquiry. The researcher focuses on the teachers' problem in teaching English. In this research, the researcher was a research instrument because in collecting the data, the researcher had to interact with the respondents directly and find the meaning of the interaction result. Descriptive design show that in the research or study is explains more about the subject and object of the study. The subject of this study is the teachers of MA Al-Mawaddah, and the object of the study is teaching English which related to the English language teaching.

## **2. Researcher's role**

In this research, the researcher is determining instrument, the pasive participant and the data collector. Beside human, researcher can use other instrument, but the function limited just for support. Therefore, the researcher's role in the field for qualitative research is absolutely. The researcher as a full interviewer and the subject of research know about it.

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<sup>6</sup>Bruce I, Berg, *Qualitative Research Methods for Social Science* (California Stole University, Long Beach, 1989),230.

### **3. Research location**

The research will be conducted at MA. Al-Mawaddah. It is located at Mangga Street, Coper, Jetis, Ponorogo postal code is 63473 and the telephone number is (0352) 31139, and 082894058501.

### **4. Data Source**

A data source is a person, events or places that provides information for a piece of research. So, the researcher can get the data from these sources.

In this study, data sources are derived from:

1. Human : English Teacher of MA Al-Mawaddah
2. Non-human : Documentation (historical of MA. Al-Mawaddah Islamic Girl Boarding School Coper Jetis Ponorogo, vision, mission, and goal. Geographical location, organization structure, condition of the teachers, facilities and infrastructure).

The researcher will get more information from these data sources to collect the data needed.

### **5. Technique of Data Collection**

The most important step in research is collecting data in this activity; the researcher makes effort to master theory in order to get suitable data. This research is case study qualitative research. In conducting this research, the researcher obtain information by asking question to get some answer about what the researcher needed to find the problem dealing with the research. The

data collection is the accumulation of specific evidence that will enable the researcher to properly analyze the results of all activities by his research design and procedures.<sup>7</sup> Some design decision are mainly conceptual, the conceptual framework and research question, sampling, case definition, instrumentation, and the nature of the data to be collected.<sup>8</sup> In the behavioral science data are collected by administering various types of research tools of the human sample subject's.<sup>9</sup>

In this research researcher used, observation, interview and documentation as technique of data collection.

#### a. Observation

According to Mason observation usually refers to” methods of generating data which involve the researcher immersing in a research setting and systematically observing dimensions of that setting interactions, relationships, action, events.<sup>10</sup>

It means everything in relation with the working project performed and the topic of research must be observed. The data taken from observation are the location of the school, the structure of the school organization, the condition of the teacher and students, the method that used by the teacher and

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<sup>7</sup> Yogesh Kumar Singh, *Fundamental of research of methodology and statistic* (New Delhi: Published by New Age International, 2006), 221.

<sup>8</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (USA: SAGE Publication, 1994), 30.

<sup>9</sup> Yogesh Kumar Singh, *Fundamental of research of methodology and statistic* (New Delhi: Published by New Age International, 2006), 227.

<sup>10</sup> Alison Mackey, et al., *Second Language Research Methodology and Design*. (London: Lawrence Erlbaum Associates, publishers. 2005). 175

the school facilities. In this case, the data as fact in the field to complete the data of the research are collected and recorder.

By this observation the researcher also wants to know the problem hindrance that realized by the teacher during teaching English, especially teachers' problem in teaching English at MA. Al-Mawaddah Coper Jetis Ponorogo.

b. Interview

The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interviews and, if possible, through telephone interviews.<sup>11</sup> In this study, researcher must prepare the question and make interest conversation to get clear information and valid data.<sup>12</sup>

In this research, interview is conducted to acquire information about teachers' problem in teaching English, to find out the causes of appearing teachers' problem in teaching English, and to find out the teachers' effort in solve problem in teaching English.

c. Documentation

It is technique of collecting data which is taken from record and written form school document which related to research as supported the

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<sup>11</sup>C.R. Kothari, *Research Methodology Methods & Techniques* (New Delhi: New Age International (P) Limited, Publishers, 2004), 97

<sup>12</sup> Robert E. Stake, *Qualitative Research Studying How Things Work* (New York: The Guilford Press, 2010), 108.

data of condition school, informasiton about the lesson plan, and sets equipment the school of MA Al- Mawaddah.

## 6. Technique of Analyzing Data

The analysis of data in a general way involves a number of closely related operations which are performed with the purpose of summarizing the collected data and organizing these in such a manner that they answer the research question.<sup>13</sup>

In qualitative research, data obtained from various sources, using the techniques of data collection varied (triangulation), and conducts continuously until data saturation. With continuous observation resulted in data variation is very high. The data obtained are generally qualitative data, so data analyze techniques are used there is no clear pattern. Therefore, it is often have the difficulty in conducting the analysis.

Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation.<sup>14</sup>

Miles and Huberman, suggest that the activity in the analysis of qualitative data is conducted continuously until complete, so that data

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<sup>13</sup> C.R Kathori, *Research Methodology: Method and Technique*, 122.

<sup>14</sup> Yogesh Kumar Singh, *Fundamental of research of methodology and statistic* (New Delhi: Published by New Age International, 2006), 232.



saturation. Activity in data analysis is data reduction, data display and conclusion and drawing/ verification.<sup>15</sup>

a. Data Reduction

Data reduction refer to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcription. The data reduction/ transforming process continues after fieldwork, until a final report is completed.<sup>16</sup>

b. Data display

Generically, a display is organized, compressed assemble of information that permits conclusion drawing and conclusion. Displays help us to understand what is happening and to do something either analyze further or take action, base on that understanding.<sup>17</sup>

c. Conclusion and verification

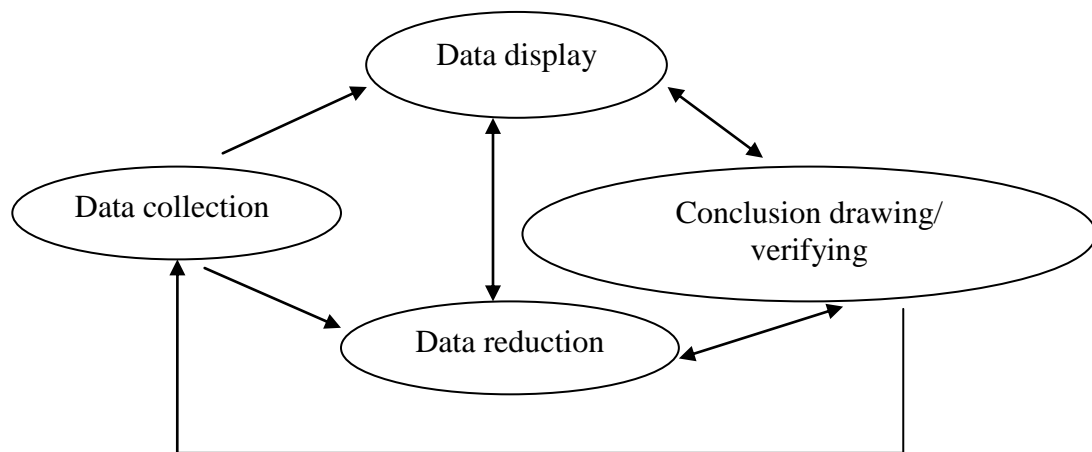
In this implication, the researcher makes a conclusion. The conclusion is the answer of the research problems that have been formulated. Base on the statement above, the stage of data analysis can be showed in this picture:

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<sup>15</sup> Matthew B. Miles and A. Michael Huberman, *Data Analysis*, ( London, New Delhi: SAGE Publisher, 1994 ) 10.

<sup>16</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (USA: SAGE Publication, 1994), 25.

<sup>17</sup> *Ibid.*, 25.



## 7. Checking of Validity

Validity describes the extent to which we measure what we purpose to measure. An instrument is or is not intrinsically valid, as validity is a characteristic of the responses. Consequently, it is important to pretest the instrument to obtain preliminary data that can be used to assess validity.<sup>18</sup>

## 8. Research procedure

In this research, there are some procedures of research which must be done. They are planning, application, the procedure of data analysis and reporting:

### a. Planning

This procedure includes arranging the research plan, choosing the field or research location, organizing permission, interview, choosing and

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<sup>18</sup> David Colton and Robert W. Covert, *Designing and constructing instruments for social research and evaluation* (San Francisco: Published by Jossey-Bass, 2007), 65.

using information, preparing instrument, and something that relates research ethic.

b. Application

In this procedure involves understanding the researcher preparation, entering the field, and interact with the subject while collection data.

c. The procedure of data analysis

It includes analyzing data, interview teachers' problem in teaching English at MA. Al-Mawaddah Coper Jetis Ponorogo.

d. Reporting

In this activity researcher writes a research report in thesis writing about teachers' problem in teaching English at Al-Mawaddah Coper Jetis Ponorogo.

## **G. Organization of the Thesis**

The organization of the study is given in order to make the readers know and understand the content of the research easily. The organization of this study is given as follows:

### **Chapter I : Introduction**

In this chapter is introduction, consist of: background of study, focus of the study, statement of the problem, objective of the study, significance of the study, research methodology, It covers: research design, research role, research location, Data sources, Technique of Data Collection, Data Analysis, Checking of data validity, Research procedure, and organization of thesis.

### **Chapter II : Theoretical Background**

It is theoretical review of literature. It consists of some explanations based on the title. It includes the explanation about definition of teaching English and teachers' problem in teaching English.

### **Chapter III : Research finding**

Research finding, this chapter contains with serving of data that includes general data that is connected with research location that consist of vision, mission, and objective of Senior High school of Al-mawaddah, the establishing history geographical position, organization structure and specific data, involving

teachers' problem in teaching English at MA Al- Mawaddah Ponorogo.

**Chapter IV : Research result**

Research result: this chapter discussion of the study that is loaded of result that contains of data presentation, and research findings. This chapter is very important, because in this chapter the researcher will analyze the data gotten. So, the data are processed in this chapter.

**Chapter V : Closing**

In this chapter consist of conclusion and recommendation.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Review

##### 1. Teaching English

###### a. Definition of teaching English

Teaching is very important educational system. It plays important role in which an instructional between a teacher and students occurs. They are many definition of teaching defined from many different points of view. Teaching is guiding and facility learning, enabling the learner to learn, setting the condition for learning.<sup>1</sup>

Basically teaching is a complex of activities, strategies, mechanisms, invitations, stimuli, and theoretical plays designed to help the students learn and to become better learner.<sup>2</sup>

Language teaching can be defined as the activities which are intended to bring about language learning. Language teaching is more widely interpreted than instruction a language class. Formal instruction or methods of training are included self- study, computer assisted instruction, and the use of media.<sup>3</sup>

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<sup>1</sup> H. Douglas Brown, *principles of language learning and teaching* (New York: Longman,2000),8

<sup>2</sup> Ellie Chambers and Marshall Gregory, *Teaching and Learning English Literature* ( London SAGE Publication Ltd, 2006), 40

<sup>3</sup> Ibid., 21.

### b. The Principle of Language Teaching

Examples of teachers' principles cited by Breen are:<sup>4</sup>

- 1) Selectively focus on the form of the language.
- 2) Selectively focus on vocabulary or meaning.
- 3) Enable the learners to use the language.
- 4) Address learners' mental – processing capacities.
- 5) Take account of learners' affective involvement.
- 6) Directly address learners' needs or interest.
- 7) Monitor learner progress and provide feedback.
- 8) Facilitate learner responsibility.
- 9) Manage the lesson and the group.

### c. Component of Language Teaching

In this case, there will presents three such component the teaching act of presenting and explaining new material, providing practice and testing.<sup>5</sup>

- 1) Presenting and explaining new material
  - a) Presenting

The effective teacher presentation of new material in formal course is that they can help to activate and harness learners' attention, effort, intelligence, perception understanding, and conscious (metacognitive) learning strategies in order to

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<sup>4</sup> Jack C Richards, *Curriculum Development in Language Teaching*. (America: The Press Syndicate of the University of Cambridge. 2001). 217.

<sup>5</sup> Penny Ur, *a Course in Language Teaching Practice and Theory*. (New York: Cambridge University Press.1996). 10 - 42.

enhance learning – again, something that does not necessarily happen in an immersion situation. The ability to mediate new material or instruct effectively is an essential teaching skill, it enables the teacher to facilitate learners' entry into and understanding of new material and thus promotes further learning.

b) Explanation and instruction

One particular kind of explanation that is very important in teaching is instruction: the directions that are given to introduce a learning task which entails some measure of independent study activity. The guidelines on giving effective explanation and instruction there are: prepare, make sure you have the class's full attention, present the information more than once, brief, illustrate with examples, and get feedback.

2) Providing practice

Practice is activity through which language skill and knowledge are consolidated and thoroughly mastered. As much, it is arguably the most important of all the stages of learning, hence the most important classroom activity of the teacher is to initiate and manage activities that provide students with opportunities for effective practice.

Practice is usually carried out through procedures called exercise or activities. Exercise and activities may of course related



to any aspect of language, their goal may be consolidation of the learning of a grammatical structure or the improvement of listening, speaking, reading or writing fluency or the memorization of vocabulary.

### 3) Testing

A test defined as an activity whose main purpose is conveying (usually to the tester) how well the tester knows or can do something. It is often conventionally assumed that tests are mostly used for assessment: the test gives a score which is assumed to define the level of knowledge of the tester.

The characteristic of a good test are validity and reliability. The validity is if the test what it is supposed to test. A particular kind of validity that concern most test designers is face validity. Meanwhile, reliability is a good test should give consistent result.<sup>6</sup>

## 2. Teachers' problem in teaching English

### a. Definition of Problem

Problem is confounded by the reality that the same information can be interpreted differently.

### b. Teachers' Problem in Teaching English

#### 1) Orientation of the teachers

Orientation is an essential requirement on the part of the teachers for widening his out-look, his horizon of knowledge and

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<sup>6</sup> Jeremy Harmer, *the Practice of English Language Teaching Third Edition*. (New York: Logman. 2008). 321.

for training him in more dynamic methods of teaching. The refresh course, in service training and seminar on English are also conducted to widen the outlook of the teachers and to provide fresh contact with the subjects and methods of teaching. These are really essential techniques for bringing about improvement in teaching.

#### 2) Text book

Text book is the most important tool for teaching the language skill and very important source of information. But the text books also contain several major defects. The language used in text book is difficult and topics should have been illustrated with more picture. Topics have been properly arranged. But difficulty is that the teachers lack sufficient knowledge to understand them.

#### 3) Preparation of the teachers

A teacher can do justice to his subject only when he comes through prepared to the class. The intensity of preparation depends largely upon the length of experience of the teacher. An old and experienced teacher who has taught English for several years need very little preparation. The reason there is a lot of written book to be corrected, the teacher have to teach some other subject too and have remained busy in other school affairs.

#### 4) Method

Method of teaching influences the effectiveness of teaching and ultimately it affects the achievement of pupils. They do not have

sufficient knowledge of the modern techniques of the teacher respond that they follow the direct method of teaching English in lower classes. They are certainly trained once with at least a little bit of liking for the subject.

#### 5) Students' participation

The modern system of education lays the great stress upon the child. The teacher should be active throughout teaching. The reasons are the structure approach does not appear interesting, the students do not come prepared to the class, do not clarify their doubts and difficulties, do not ask questions in the class, it is not always possible to motivate them properly and most of the talking is done by the teacher.

#### 6) Available of teaching aids

Teaching aids have a very important role in the teaching and learning process. They serve a variety of purposes and the effectiveness of teaching depends to a great extent upon the careful handling of different types of teaching aids.

In the teaching of English in the direct method through structure in the lower classes and when the use of the learners' mother tongue is reduced to a minimum the teaching aids have a very important role to play for effective teaching of the subject.

#### 7) Home task

Its importance in the field of education is unquestionable because of the fact that it provides ample provision for the application of knowledge and for its fixation in the students. It is also whereas a process of evaluation.

#### 8) Correction work

As correction work forms an essential part of the evaluation process, some questions on it were also included in the questionnaires. Corrections are made by himself in the class and correction by himself at home.

#### 9) Evaluation

Test and evaluation are the integral part of the teaching process. Evaluation actually plays a prominent role in influencing the instructional process and the effectiveness of the teaching. Most frequent examination will result in stimulating the pupils' interest in study and ultimately in better understanding and better attainment.

The other important value of the examination is that it reveals the weak point in the learning process. The result also serves as an incentive for learning. Therefore, examination is one of the devices which are responsible for satisfactory performance.<sup>7</sup>

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<sup>7</sup> Jubraj Khamari, *An Investigation Into The Problem of Teaching English At Primary Level*. 31-37.

c. The effective of teaching learning

1) Teacher mentoring

Teaching and learning significantly improve when mentoring is intensive, with regular interactions over sustained periods of time. Mentoring focuses squarely on the basics of teaching and learning, not just administrative and emotional support. It concentrates on diagnosing learning needs, subject-specific pedagogy, research, and classroom management skills.

While world-class mentoring approaches vary across schools, a number of elements are common:

- a) Intensive support for beginning teachers: new teachers typically have two mentors, one for classroom management and one for subject-specific guidance.
- b) Observe each other's lessons, as well as public demonstration lessons. Mentees frequently observe mentor lessons then write up reflections. Mentors observe mentees teaching and give immediate feedback on areas for improvement.
- c) Lesson planning: mentors guide mentees in preparing lessons, developing teaching plans and discussing how to make improvements.

2) Classroom observation and feedback

Classroom observation has a substantial impact on learning through its fundamental role in directly improving teaching. These

activities recognize the complexity of teaching processes, and the need for teachers to continuously develop to be effective in their roles.

The literature shows the following elements are important for effective observation:

- a) Observation is a tool for teacher development
- b) Student learning (not only teaching) should be the focus of classroom observation.<sup>49</sup> Improving learning is the core objective, so observation should focus on the impact of teaching on students. Observers should understand the effectiveness of teaching via students' in-class behavior. Observers are also advised to engage in the class activities, so as to maintain the accuracy of the observation.
- c) Observation can focus on various aspects of teachers' work, aligned to the relevant teaching and learning objectives. It can include various aspects of instruction including interaction with students through encouragement and recognition, criticism and non-verbal attention to students. This includes student involvement – extent of active answering, questioning, and so on.
- d) Following feedback, the teacher delivering the lesson is expected to modify their teaching approach and improve. Subsequent lessons can be observed by research group members

to deepen their understanding of pedagogy and continuously improve teaching practices. Observation is a core element of effective continuous professional learning.

### 3) Teacher appraisal and feedback

Meaningful feedback to teachers should be based on a comprehensive appraisal of how to improve their work. Some mechanisms could be used to appraise teachers' work:

- a) Student performance and assessments
- b) Peer observation and collaboration
- c) Direct observation of classroom teaching and learning
- d) Student surveys and feedback
- e) 360-degree assessment and feedback
- f) Self-assessment
- g) Parent surveys and feedback and
- h) External observation<sup>8</sup>

### 4) Strategy in Teaching English

Teaching strategies – are the 'tools for teaching and learning' that teachers have available to the students. In other hand, Teaching strategies are the tools that teachers have at their disposal to engage learners and enable learning objectives to be met via effective teaching and learning.<sup>9</sup> Teacher's strategy also defined a way to gain and retain a distractible student's attention and keep them from

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<sup>8</sup> Ben Jensen, *Making Time For Great Teaching*.( Grattan Institution Report. 2014). 21-25

<sup>9</sup> *Ibid.*, 45.

distracting other. It motivates the students to pay attention and prevents them from annoying other nearby.<sup>10</sup>

Language study techniques which we can use to ensure that students not only understand the meaning of a language form and how it is used in exchanges or text but are also clear about its construction:<sup>11</sup>

a) Demonstration

We can demonstrate the language forms which we want students to study by offering them a situation which shows the language in action and then modeling the language ourselves. The language can be used in a text which clearly shows what it mean, we can also use pictures or various items of realia to demonstrate meaning.

b) Explanation

We can explain the construction of language in diagrams using the board or overhead projector. In the traditional PPP model, explanation is frequently given by isolating and distorting bits of the language which the teacher is modeling. The way we offer explanation to our students will depend upon the language form we are focusing on and the age, level and preferences of the class.

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<sup>10</sup> Ibid., 2 - 3.

<sup>11</sup> Ibid.,154



c) Discovery

Students can be encouraged to understand new language form either by discovering them from themselves in a text or by looking at grammatical evidence in order to work out a grammar rule. In order for us to have confidence that discovery leads to real understanding. We need to be available for students to check with us whether they have worked things out correctly.

d) Accurate reproduction

One of the ways students learn new language forms best is through an accurate reproduction stage. Here we ask students to repeat new words, phrases or sentences in a controlled way, correcting them when they get things wrong and showing approval when they use the form correctly. Not only does this allow them to try out the new language but the teacher's feedback also serves as further demonstration and explanation of the new forms.

e) Immediate creativity

Where students show an understanding of the meaning, use, and construction of the language form, should be focusing on asking them to create their own sentences using the language form. Immediate creativity is the production phase of the traditional PPP model.

When creating or selecting teaching strategy in language diverse classroom, teacher should consider four language domains (Echevarrie, Vogt, & Short, 2004):

- i. Reading; students are able to comprehend written or printed material or information.
- ii. Writing; students are able to communicate information in written or printed words.
- iii. Listening; students are able to activity comprehend oral language from a variety speakers.
- iv. Speaking; students are able to say words, talk, express idea, and converse in a variety of setting.

#### 5) Media

When teachers already knew the material would be thought in the class. The next step is have to think about the media will use. Components of the using media in teaching module and the focus of this module is on how teachers might use popular media, textbooks and computer technologies to create a learning environment that equips learners with the knowledge and skills to live and work thoughtfully in a changing country.

The model of teaching being promoted is one that:

- a) Actively involves learners
- b) Links schooling with learners' lives and experiences
- c) Develops learners' critical thinking and problem-solving skills.

In other words, we need to develop learners who can use the knowledge they have learnt in order to do things in society, rather than just remember the content they have learnt. But we have an additional challenge. We have to develop learners who are thoughtful and adaptable. They should be able to use their knowledge to solve the problems they face in society rather than simply being defeated by them.

In addition, though, our increasingly information-saturated world demands that we develop learners with good reading and information- processing skills and high levels of media literacy. The use of media resources in learner-centered methodologies provides rich opportunities to develop these language skills. But, as our experience with textbooks demonstrates, media on their own will not create a learning process that is active and focused on developing useful outcomes. In order to do this, we need to understand how media resources can be used by teachers within learner-centered and activity-based methodologies, such as resource based learning and experiential learning.<sup>12</sup>

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<sup>12</sup> Carol Betram, *Using Media in Teaching*. (South Africa Institute for Distance Education. Africa: 2002). 1-3

## 6) Planning

Planning is an extremely useful tool that serves as a combination guide, resource, and historical document reflecting our teaching philosophy, student population, textbooks, and most importantly, our goals for our students. Planning to deciding what to teach, in what order, and for how much time are the basic components of planning. Planning serves as map or checklist that guides us in knowing what we want to do next, these sequences of activities remind us of the goals and objectives of our lessons for our students. As previously mentioned, planning is also a record of what we did in class.

All good teachers have some type of plan when they walk into their classrooms. It can be as simple as a mental checklist or as complex as a detailed two-page typed planning that follows a prescribed format. Usually, planning are written just for the teacher's own eyes and tend to be rather informal. But there may be times when the planning has to be written as a class assignment or given to an observer or supervisor, and therefore will be a more formal and detailed document.<sup>13</sup>

Planning becomes easier over time. As teachers gain experience in the classroom, they learn certain principles about planning. When seasoned teachers are asked to list some basic

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<sup>13</sup> Linda Jensen, "The Planning of Teaching", 403.

principles of good teaching: coherence, variety, and flexibility. These principles have proven useful for all teachers, not just the second or foreign language teacher.

- a) A good lesson has a sense of coherence and flow. This means that the lesson hangs together and is not just a sequence of discrete activities. On a macro level, links or threads should connect the various lessons over the days and weeks of a course. On a micro level, students need to understand the rationale for each activity, also they learn best when there are transitions from one activity to the next.
- b) A good lesson exhibits variety. This variety needs to be present at both the macro and micro levels. While for most students, a certain degree of predictability in terms of the teacher, the texts, classmates, and certain administrative procedures and comforting; however, to avoid boredom and fatigue, planning should not follow the same pattern day after day. On a macro level, there should be variety in terms of topics (content), language, and skills over the length of the course. On a micro level, each daily lesson should have a certain amount of variety in terms of the pace of the class, such as time

spent on various activities, depending on the difficulty or ease of the material being covered.

- c) A good lesson is flexible. Planning are not meant to be tools that bind teachers to some preordained plan. Good teacher think on their feet and know when it is time ti change an activity, regardless of what the planning says. An interesting student question can take the class in an unanticipated direction that creates one of those wonderful “teaching moments”, not to be missed. A brilliant idea can come as the teacher is writing on the board; sometimes pursuing these ideas is well worth a risk of failure. Even failure can be a valuable lesson for both the novice and experienced teacher.<sup>14</sup>

#### 7) Relation/ interaction

To develop a good learning environment in the classroom we need to establish an appropriate relationship with our students. We need to spend time making sure that teacher-student relation is positive and useful. Relation also depends on the way that we interact with students.

Successful interaction with students depends on four key characteristics:<sup>15</sup>

- a) Recognizing students

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<sup>14</sup> Ibid, 406.

<sup>15</sup> Ibid.,113-115

Students want their teachers to know who they are. They would like their teacher to know their names but they also appreciate it when teacher have some understanding of their characters.

As a result teachers have developed number of strategies to help them cope with this situation. One method is to ask the students to put name cards on the desk in front of them. The teacher can also draw up a seating plan and ask students always to sit in the same place until we have learn their name.

b) Listening to students

Students respond very well to teachers who listen to them. As far as possible the teacher need to listen to the students' comments on how they are getting on and which activities and techniques they responds well or badly to. The teacher should point out that listening is not just done with the ears. The teachers need to show that we are listening and paying attention to our students and this will mean approaching them, making eye contact, and generally looking interested.

c) Respecting to students

The problem the teacher face, however is that while some student are happy to be corrected robustly, other need more support and positive reinforcement. Respect is vital. The teachers who respect students do their best to see them in a

positive light. They are not negative about their learners or in the way they deal with them in class. They do not react with anger or ridicule when students do unplanned things but instead use respectful professionalism to solve the problem.

## **B. Previous study**

1. The idea of teachers' problem in teaching English has been research by some the researcher. The first conducted by Lilis Hidayatul Ummah thesis title "*Descriptive Study on The Problem in English Teaching Learning to students of SDN 2 Karangrejo Kampak Trenggalek*". The teachers' problem in SDN 2 Karangrejo Kampak Trenggalek there are five problems such as: mother tongue, materials, social interaction, media, and method. The research problem in SDN 2 Karangrejo Kampak Trenggalek such as (1) What are the teacher's problems in English teaching and learning at SDN 2 Karangrejo, (2) What are the student's problems in English teaching and learning of SDN 2 Karangrejo, (3) What are the solutions for the problems.<sup>16</sup>

This research also has the similarities and the differences with this thesis. The similarities between thesis and this research is both of them discuss about the teacher's problem in teaching English. The difference between them is the problem in teaching English only focus on the problem faced by the teacher.

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<sup>16</sup> Lilis Hidayatul Ummah thesis, "*Descriptive Study on The Problem in English Teaching Learning to students of SDN 2 Karangrejo Kampak Trenggalek*".



2. Second, the research under the untitled “*Problems faced by teachers in teaching English language in Government schools in Telangana State*”. In this journal the researcher conclude about teaching English is not easy task, it requires the teachers to have ability to use methods and approaches and teaching aids. Teacher has to play many roles in the classroom. One side teachers have to focus on teaching the lesson at understanding levels of students. Another side in the classroom observed, there can find variation among the students competency. Teachers necessary keep it mind before prepare lesson plan. Apart from that time factor and infrastructure, resources are mostly necessary things for teaching language in the classroom. Language is not subject, like chemistry, mathematic, but it is skill oriented where practice is needed to acquire skills language. Most of study conducted on the areas of methods of teaching, diagnosis the learning difficulties, teaching grammar, spelling, pronunciation etc.<sup>17</sup>

This thesis also has the similarities and the difference with this reserach. The similarities between thesis and this reserach is both of them discuss about teachers’ problem in teaching English. The difference between them is the thesis focuses in teaching grammar, spelling, method and pronunciation in teaching English. This research will be appeared the problems of media, strategy and planning in teaching process.

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<sup>17</sup> Thotapally Anjaneyulu thesis, “*Problems faced by teachers in teaching English language in Government schools in Telangana State*”.

## **CHAPTER III**

### **RESEARCH FINDING**

#### **A. General Data**

##### **1. History of Al-Mawaddah Islamic Female Boarding School**

Al-Mawaddah Islamic Female Boarding School (Henceforth Al-Mawaddah) was standed on wakaf land in 9 of Dzul-Qa'dah 1409/ October 21 1989 as the realization from the idea and aspiration KH. Ahmad Sahal. Beside that, KH. Ahmad Sahal as the Founder of Darussalam Islamic Modern Boarding School (henceforth Gontor).

In 1926 was established Tarbiyatul Athfal, which consisted of male and female students that coming from around of Gontor village. In 1936 was founded Kuliyyatul Mu'allimin al-Islamiyah or Darussalam Islamic Modern Boarding School which known by Gontor as substituted from Tarbiyatul Athfal.

After Gontor known in public, the number of students increased and Gontor only accepted male students. Because, Gontor only accepted male students, KH. Ahmad Sahal thought to build and created the education for female, the female boarding school must be held, and the location separate from Gontor.

After tword, Hj. Soetichah Sahal the wife of KH. Ahmad Sahal with her two sons did realization the idea from KH. Ahmad Sahal to build the female boarding of school. Initially Al-Mawaddah would build in

Nglumpang Village, Mlarak, Ponorogo, moreover because of family reason, the condition of the land, which was near from Gontor, finally the Al-Mawaddah was established in Coper, Jetis, Ponorogo.

The aspiration was testament and realization by Hj. Soeticah Sahal by founding Al-Mawaddah and develops by Al-Arham foundation based on act of notary No.12 year 1989. The name of Al-Mawaddah based on QS. Asy-Syura verse 23

قُلْ لَا أَسْأَلُكُمْ عَلَيْهِ أَجْرًا إِلَّا الْمَوَدَّةَ فِي الْقُرْبَىٰ . . . . .

Clearly its meaning of Al Mawaddah is familial affection, which has become one of the boarding school's identity and as the reference for vision and mission.

## **2. Visions and Mission of Al -Mawaddah Islamic Female Boarding School**

### **a. Vision of Al-Mawaddah**

Become the leading educational institution for female that created the student alimah Sholihah, virtuous, knowledgeable, skilled, creative and innovative by principles of Islamic values.

### **b. Mission of Al-Mawaddah**

- 1) Foster a love of the teaching of Islam and its practice with confidence, awareness and responsibility.
- 2) Student instill exemplary attitude in society.
- 3) Train female students to be able to communicate their ideas and religious knowledge to various parties.

- 4) Prepare female students to pursue higher education, both inside or outside the country.
- 5) Equip female students with skills and expertise that can be developed in a professional manner.
- 6) Create the graduates who have skills to fight the competitive.

### **3. Geographical Position**

Geographical position is determining of situation. Situation of education institution in beneficial place is as one of support for fluency of learning and education process. It all could be gotten from geography location of the school that beneficial.

Al-Mawaddah is located at Mangga Street Coper Village, Jetis, District Ponorogo. It is south east side from Ponorogo city (Treggalek direction in 15 Km) or 5 Km from Gontor south side. Communities around boarding are Moslem majority. They was always supported the programs in development of Al-Mawaddah.

Geographically Al-Mawaddah is located in strategic area, because this not near with road. Environment in this school very support to study. Although did not near with road, the teachers and the students can get the transport easily.

### **4. Curriculum**

Curriculum of Al-Mawaddah is a unification from Gontor curriculum and Ministry of Education. The curriculum team have integrated and developed both of curriculum with the purpose looking for

the efficiency and relevancy to achieve the aim of education in Al-Mawaddah in forming al-mar'atus shalihah which is moral being, physical being, intellectual being, social being, and religious being that hold on the nature of the character. In order to implement and achieve the target of curriculum of Gontor and Ministry of Education systematically, MA Al-Mawaddah arranged the curriculum that suit with its vision and mission. The curriculum is divided into three programs such as: general program, supporting program, special program.

a. General Program

General program in Al-Mawaddah is the basic courses that have mastered by all the students. The score of general program is determines of next class. The general program as follows: Al-Qur'an, Economy, Geography, Monotheism, Interpret lessons, Hadith, Science of ordinances to read the Quran, Education study, Science of inheritance law, The basis of Islamic law, Science Islamic law, Education divinity, Civic education, and Health physical education.

b. Supporting Program

Al-Mawaddah has supporting program which support the learning process. Besides the general program that must be mastered, supporting program also must be increase by the students. The supporting program as follows: Arabic, Arabic Grammar, Arabic Science Poetry, Arabic Wise Word, Dictation, Arabic Composition, Science of Calligraphy, English, Sociology, Anthropology, Physics,

Chemistry, Biology, Mathematic, Indonesian History, Grammar, Composition, and Art.

c. Special Program

Besides general program and supporting program, Al-Mawaddah has special program that differentiate with other. The special program as follow: Teaching Science, Learn Science, Woman Islamic Law, Civilization History, and memorizing Juz Amma.

## 5. Extracurricular

In this boarding school, there are many extracurricular such as drum band, memorizing the holy Qur'an, theatre, band, photography, making an Islamic calligraphy, dancing, speech, master of ceremony, and vocalizing. The students can choose the extracurricular which appropriate with their interest. Extracurricular was held once a week in every Monday afternoon.

## 6. Teacher and Staff

The teachers are figure to be good example for the students. The teachers have to act as an advisor for the students in developing creativity and self potential motivator that help students raising their goal and aspiration. Teacher of MA Al-Mawaddah consisted of *asatidz* (school master in married conditional) and *ustadzah* (female teacher) from many institute such as graded from Pondok Modern Gontor, Wali Songo Islamic Boarding School, ITB Bandung, IPB bogor, Brawijaya University Malang, Malang State University, Gadjah Mada University, UIN, ISID Gontor,

STAIN, IAIN, LIPIA, IAIRM Ngabar, and staff dedication from graduate of Al-Mawaddah Islamic Girl Boarding School.

The staff of educator in Al-Mawaddah according to system grouping into two parts:

- a. For MTs level (from grade I to grade III) 42 teachers.
- b. For MA level (from grade IV to grade VI) 63 teachers.
- c. And 80 teachers living in the boarding school as advisor, educator, instructor and student's reference solving their problems.

#### **7. Student Number**

Student is one of important components in teaching learning process. The number of the students in MA Al-Mawaddah Coper, Jetis, Ponorogo in the academic year 2015/2016 are 391 students consist of 142 students class X, 143 students class XI, 106 student class XII.

#### **8. Facilities and Basic Facilities**

As for facilities and basic facilities in MA Al-Mawaddah Coper, Jetis, Ponorogo is presented in the form of table. It is conducted to make the effective data.

Table 3.1

**Medium and Infrastructure of MA Al-Mawaddah  
Coper Jetis Ponorogo**

<b>No.</b>	<b>Room's Name</b>	<b>Number</b>
1.	Classroom	19
2.	Headmaster	1
3.	Teachers Room	1
4.	Administrator Office	1
5.	Library	1
6.	Computer Laboratory	1
7.	Science Laboratory	1
8.	Language Laboratory	1
9.	Canteen	1
10.	Guest Reception Office	1

Al-Mawaddah has 19 classrooms that provided by LCD and sound system for improving learning process. While support by three laboratories which able to used whenever.

### **9. The Structure of Organization**

There is organization structure of MA Al-Mawaddah to carry out the school police. Al-Mawaddah was headed by H. Ustuchori, MA as director and helped by Mustafa, M.Pd.I as head master. While there is Binti Shofiyah, SE as head of administration and cooperated with four vices as follows: Umi Mas'amah, S.Ag as vice of curriculum, Siti Habibah M, S. Ag as vice of students affairs, Choirul Anam, S. Ag as vice of



infrastructure, Agus Suwandi as vice of public relation. There are also Arif Adi Setiawan, M.Pd.I as study coordinator and Siti Panah, S.Pd.I as counseling. To build good corporation in running mission and vision and also the target of education MA Al-Mawaddah, it is required an organization structure which has each role and function. Based that, the school also will be easier to execute program, job mechanism, responsible and also duty can walk easily.

## **B. Specific Data**

### **1. The data description of teachers' problem in teaching English at MA Al- Mawaddah Ponorogo in academic year 2015/2016.**

Problem is the main factor that influence the less efective or not in teaching learning process. The teacher has important role in the teaching and learning process. More over to teach English as a foreign language, the teacher must prepare well to achieve the goal in effective teaching especially in English program.

Mrs. Nuryati said:

“The problem of teaching is something worried by the teacher, exactly; every teacher has the problem in teaching English process. Such I feel, I have some problems about planning, strategy and also media. Those problems make me less maximum in teaching learning process.”<sup>1</sup>

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<sup>1</sup> Look at Interview Transcript number: 01/1-W/F-1/17-III/2016.

There are some problems appear at MA Al-Mawaddah, there are planning, strategy, and also media. Those are worried by them in teaching English process.

Some problems faced by the teachers of MA Al-Mawaddah in teaching English:

a. Planning

Before teaching process is ready to use, every teacher must known the teacher planning to guide teaching English process. Planning is a unified set of activities that focuses on one teaching objective at a time. The important thing that must be planned by teacher is how the teacher can deliver an optimal learning. Mrs. Nuryati said:

“The planning problem in teaching English is the learning plan which should be enough for one meeting but actually teaching the materials for one more meetings. Because the teaching of material is still difficult to be understood, so it influence in achieving the objectives”.<sup>2</sup>

Based on interview with her, the writer found that she has a problem in teaching English such as planning. The planning should be enough for one meeting but actually teaching the materials for one more meetings. Successful in teaching actually, how teachers can implement an effective plan for learning without any constraints.

b. Strategy

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<sup>2</sup> Look at Interview Transcript number: 02/1-W/F-1/22-III/2016.

Strategy is set of activities to achieve specific educational goals. Strategy is very important thing in teaching process, because the concept of the teacher education curriculum unit level should be able to create conditions for class more enjoy and no bored, so, students easy to understanding the material and to achieve a goals maximally.

The teacher just uses lecturing strategy to give material to the students. Based interview with the teacher, Mrs. Nadya Lasari said:

“When I applied lecturing strategy in teaching English, actually I get little bite difficulty to teach students when they fell sleepy, it caused they don’t really focused on the lesson, I think this one of my difficulty in teaching English.”<sup>3</sup>

The teacher has difficulty to teach English. When the teacher teaching the class. There are some student fell sleepy and they do not really focused on the lesson the teacher should be effort to solve the difficult during teaching learning process.

#### c. Media

The limited ability of teachers to apply the methods and teaching materials through existing learning media and lack of knowledge of teachers in the use of learning methods in the delivery of teaching materials.

Based interview with the teacher, Mrs. Nuryati said:

“The media facility of MA Al-Mawaddah is very poor and limited. There is less of media that cannot support the teaching learning process run well.”<sup>4</sup>

Not more different with Mrs. Nuryati, Mrs. Aulia Mufida said:

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<sup>3</sup> Look at Interview Transcript number: 06/2-W/F-1/25-III/2016.

<sup>4</sup> Look at Interview Transcript number: 03/1-W/F-1/22-III/2016.

“The less of media in every class especially for LCD, cause to use or wear LCD should alternate with the other class and sometimes it makes the students not spirit to follow the lesson especially for English learning process.”<sup>5</sup>

The next of Mrs. Aulia Mufida statement she said:

“I confused about reference books. Teachers are only facilitated with the worksheets and handbook, furthermore the material explanation in worksheets and handbook is lacking, and now the reference book more exercise than material explanation for the students.”<sup>6</sup>

The limited distribution of LCD in each class to make an inhibiting factor for teachers in teaching. So that, in each class should use LCD interchangeably with other class.

In addition the problems in LCD media, the teacher also feel the difficult in the handbook. Recently, the handbook is more exercise than the material of lesson. So, the teacher has to be creative to find other references to achieve maximum learning outcomes.

One of the obstacles is the lack of facilities in teaching media, because the media is very important in the learning process. The media will facilitate to teach the material, be able to accept and also understand the lesson easily.

## **2. The data description causes of appearing the teachers' problem in teaching English at MA Al- Mawaddah Ponorogo in academic year 2015/2016**

Process of learning English is the most dominant component of the performance to English teacher. English language learning is still

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<sup>5</sup> Look at Interview Transcript number: 09/3-W/F-1/28-III/2016.

<sup>6</sup> Look at Interview Transcript number: 10/3-W/F-1/28-III/2016.

experiencing a number of obstacles that hinder the learning process. The teachers' problem in teaching English is lack succeed, because need for improvement in teaching.

According to Mrs. Nuryati said:

“The cause of my problem in teaching English is planning. it not be majored in the teaching learning process. All of teachers only teach the lesson without give full attention to the step of teaching. It can be seen the teacher still confuse to manage the time during teaching learning process.”<sup>7</sup>

No more different with Mrs. Nadya Lasari said:

“In English teaching, I often use the lecturing strategy without variation from other strategies. In my oponion the lecturing strategy is the comman strategy used in teaching process, and it is most easy strategy to teach the material. Especially to make the student understand about the lesson, but, the lecturing strategy, the teacher will be more active in the class more than students.”<sup>8</sup>

According to Mrs. Aulia Mufida said:

“LCD media is limitations. it caused the students of first and second grade of MA must alternately and sometimes they also do not use the LCD as LCD more commonly used for class third grade of MA.”<sup>9</sup>

The causes in the learning process give effect the learning achievement not run with the maximum, so that the teacher find the difficulty to teach the lesson. Such as that experienced by some teachers in MA Al-Mawaddah. In teaching planning that teachers feel less the maximum, it can be seen that the teacher often prepare the material and only to teach material without give full attention to the step of teaching. It can be seen the teacher still confuse to manage the time during teaching learning process.

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<sup>7</sup> Look at Interview Transcript number: 04/1-W/F-2/10-IV/2016.

<sup>8</sup> Look at Interview Transcript number: 07/2-W/F-2/2-IV/2016.

<sup>9</sup> Look at Interview Transcript number: 11/3-W/F-2/13-IV/2016.

In addition some student who are not active or passive in the classroom when the learning process, because many teachers use strategies that are still monotone. Such as the lecturing strategy, the teachers' opinion about lecturing is the common strategy used and most easy strategy to make the teacher to teach the material or lesson. So that, the teacher are feel active in the mastery of material. For example in the learning process in the classroom some students are still confuse to answer the questions from his teacher, and the students also have not been able to understand the material during the learning process to the fullest.

The limited of media facilities will causes many students for first and second grade of MA should alternate to use of LCD media. Sometimes they do not use the LCD in the learning process because the LCD is used more often by third grade of MA.

### **3. The data description of teachers' efforts in solving their problem in teaching English of MA Al- Mawaddah Ponorogo in academic year 2015/2016**

The teacher effort to improve students' ability in learning process at MA AL- Mawaddah, there are some factor known issues that have been teachers in teaching English, so as the teacher should be able to solve the obstacles or problems in teaching or the provision of material. So in the learning activities can be implemented smoothly and effectively.

Based on the interview result with Mrs. Nuryati said:

“To solve the teaching of content is not enough in one meeting. I look for alternative to find the appropriate time for the material that I will be present. For example, I have to find other time outing with formal time for learning. Such as, I will review the lesson in the study night.”<sup>10</sup>

To solve the time that not enough in one meeting, the teacher have to look for alternative to find the appropriate time to review the material. The example for alternative, the teacher find the outing formal time such as in the study night. That alternative can help the teacher to improve students to deep understand in receiving the material, therefore as the teacher can solve the teacher problem by using strategies attractive and be understood by students easily.

Based on the interview result with Mrs. Nadiya Lasari said:

“My solution to solve the problem of sleepy student, I use the game in the middle of learning so that students are not bored and tired. Beside that, the student can receive the lessons with enthusiasm and easy to understand.”<sup>11</sup>

Using the game is one of solution from teacher to the student who are sleepy in the class. It invites the student to play while learning will gives many benefits for the teacher and the students such as; the teacher will be easier to explain a subject matter, if applied in the form of a game. The teacher can also create a classroom atmosphere becomes more full motivation, and the teacher will get a special achievement which teachers are able to make all students participate actively and also do not feel bored and tired during the learning process.

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<sup>10</sup> Look at Interview Transcript number: 05/1-W/F-3/27-V/2016.

<sup>11</sup> Look at Interview Trnascript number: 08/2-W/F-4/26-V/2016.

Not more about use the game in teaching process, but also using the strategy is very important too for the teacher. In other hand, the variety of strategies the teacher will be easy to achieve learning or materials that given,

Besides that, there is the next problem solving is about media, based on the interview result with Mrs. Nuryati, she said:

“Sometimes when I get the material related or require the media. I look for other alternatives such as bringing their own media samples such as sound and laptop. Because the limited of media facilitated especially for first and second grade of MA Al-Mawaddah.”<sup>12</sup>

Not more different with Mrs. Aulia Mufida said:

“Because of the material in LKS and teachers handle are limited, so I look for other alternatives, such as searching for other reference like Google searching and other reference handbook.”<sup>13</sup>

As we know in the interview above, that media is very important in teaching learning process. To solve the limited of media facilities, the teacher will teach the material that should be use the technology media the teacher bring own sound and laptop. Using the media technology will make the teacher more easy to help the students’ understanding for the material.

Futhermore to solve the material in LKS and teachers handle limited, the teacher look for other alternatives. Such as searching for other references like google searching and other references handbook. Because limited material in LKS will make the teacher feel difficult to teach the students and also the student will more confuse with simple explanation.

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<sup>12</sup> Look at Interview Transcript number: 06/1-W/F-3/27-V/2016.

<sup>13</sup> Look at Interview Transcript number: 12/3-W/F-3/28-IV/2016.



Media needed by the teachers as a tool for teaching and learning process. Everything that can be used to stimulate thoughts, feelings, concerns and abilities or skills of learners so as to encourage the process of learning to facilitate and help students to understand the lesson.

## **CHAPTER IV**

### **DISCUSSION**

#### **A. Analysis of teachers' problem in teaching English at MA Al- Mawaddah Ponorogo in academic year 2015/2016.**

The result of this analysis was got from interview that conducted six meeting from some of English teachers in MA Al- Mawaddah. They are Mrs. Nuryati as English teacher in second grade of MA Al- Mawaddah, Mrs. Nadya Lasari and also as English teacher in first grade of MA Al- Mawaddah. All teachers have different some problems in teaching English at MA Al- Mawaddah.

Some problems faced by teachers in teaching English in MA Al- Mawaddah:

##### **1. Planning**

The English teachers of MA Al-Mawaddah have the planning problem in teaching English. Mrs. Nuryati said that: the planning is very important and must be known to guide teaching English process. The teacher still have constrains in teaching. It is the learning plan which should be enough for one meeting but actually when teaching the material need for one more meeting. The material is still difficult to be understood so it influence in achieving the objectives first.

Planning of teaching is any orderly procedure used to bring about desired result. It involves the preparation of teacher to prepare material

and activities in teaching and learning process. To be functional, planning of teaching must be consisting.<sup>1</sup>

## 2. Strategy

The limited of strategy applied by the teacher in MA Al-Mawaddah become the main factor to achieve the effectiveness in teaching learning process, the teacher just use lecturing strategy to give material to the student. The applications of lecturing strategy still make the some of the student feel sleepy and they do not really focused in the lesson. The teacher should be effort to solve the difficult during learning process.

Language study techniques which we can use to ensure that students not only understand the meaning of a language form and how it is used in exchanges or text but are also clear about its construction:<sup>2</sup>

### a) Demonstration

We can demonstrate the language forms which we want students to study by offering them a situation which shows the language in action and then modeling the language ourselves. The language can be used in a text which clearly shows what it mean, we can also use pictures or various items of realia to demonstrate meaning.

### b) Explanation

We can explain the construction of language in diagrams using the board or overhead projector. In the traditional PPP model, explanation is frequently given by isolating and distorting bits of the

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<sup>1</sup> Alice Omaggio Hadley, *Teaching language in context 2<sup>nd</sup> edition*. 169.

<sup>2</sup> Ben Jensen, *Making Time For Great Teaching*. 154

language which the teacher is modeling. The way we offer explanation to our students will depend upon the language form we are focusing on and the age, level and preferences of the class

c) Discovery

Students can be encouraged to understand new language form either by discovering them from themselves in a text or by looking at grammatical evidence in order to work out a grammar rule. In order for us to have confidence that discovery leads to real understanding. We need to be available for students to check with us whether they have worked things out correctly.

d) Accurate reproduction

One of the ways students learn new language forms best is through an accurate reproduction stage. Here we ask students to repeat new words, phrases or sentences in a controlled way, correcting them when they get things wrong and showing approval when they use the form correctly. Not only does this allow them to try out the new language but the teacher's feedback also serves as further demonstration and explanation of the new forms.

e) Immediate creativity

Where students show an understanding of the meaning, use, and construction of the language form, should be focusing on asking them to create their own sentences using the language form. Immediate creativity is the production phase of the traditional PPP model.

When creating or selecting teaching strategy in language diverse classroom, teacher should consider four language domains (Echevarrie, Vogt, & Short, 2004):

- 1) Reading; students are able to comprehend written or printed material or information.
- 2) Writing; students are able to communicate information in written or printed words.
- 3) Listening; students are able to activity comprehend oral language from a variety speakers.
- 4) Speaking; students are able to say words, talk, express idea, and converse in a variety of setting.

### 3. Media

The researcher identified that the teacher of MA Al- Mawaddah still confuse on the limited facilities media. The teacher said the media facilities still appropriate especially for listening program the teacher should be to use of LCD but actually in MA Al-Mawaddah not every class has LCD, it cause to use the LCD every class should alternate with the other class.

Furthermore the teacher also feels the difficult of the hand book. Now, the hand book is more the exercise than the material of lesson. So the teacher has to be creative to find other references to achieve maximum learning outcome.

Components of the using media in teaching module and the focus of this module is on how teachers might use popular media, textbooks and computer technologies to create a learning environment that equips learners with the knowledge and skills to live and work thoughtfully in a changing country.<sup>3</sup>

**B. Analysis the causes of appearing the teachers' problem in teaching English at MA Al- Mawaddah Ponorogo in academic year 2015/2016**

The causes in learning process give effect for the learning achievement to find the difficulty in teaching English, such as that experience by some teacher in MA Al-Mawaddah in teaching planning the teacher feel less maximum. It can be seen that the teacher often prepare the material and teaching the material only without give full attention to the step of teaching. It can be seen the teacher still confuse to manage the time during teaching learning process. Especially for the student condition the student feel bored and sleepy during the learning process.

Furthermore the cause of the often lecturing strategy make the teacher are feel active when deliver the material in the class. Beside it, the lecturing strategy make the student more passive during teaching learning process because the student only hear and look the teacher performance. And also some of students are still confuse to answer the questions from their teacher.

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<sup>3</sup> Carol Betram, *Using Media in Teaching*. 1-3

The guidelines on giving effective explanation and instruction there are: prepare, make sure you have the class's full attention, present the information more than once, brief, illustrate with examples, and get feedback.<sup>4</sup>

In addition for the limited of media facilities make the other class especially for one and two grades should be alternate to use LCD, because the LCD is used more often by three grade. It cause make the teacher seldom to teach the listening program for one and two grade of MA Al-Mawaddah, so that, the student feel difficult when the listening program and they also get the bad score in listening lesson.

**C. Analysis of the teachers' efforts in solving their problem in teaching English of MA Al- Mawaddah Ponorogo in academic year 2015/2016**

In teaching learning process the teacher often get some obstacles or problems in teaching, what more in the process of teaching learning English. Because it is different from teaching other subjects. So the obligate of the teacher to solve the problem or to seek other alternatives. As has been done by an English teachers at MA Al-Mawaddah have found some solutions in overcoming obstacles or problems in teaching learning process.

From exposure data in this chapter III, it can be seen that the teachers' solution for the problem in teaching English especially about planning, strategy and media. In the planning the teachers confuse for the time that not

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<sup>4</sup> Jeremy Harmer, *the Practice of English Language Teaching Third Edition*. 321.

enough in one meeting so the teacher look for the alternative time such as study night. In the study night the teacher can explain the lesson dentally and the teacher has more time to teach the student. Furthermore, the teacher can continue the lesson to the next meeting without review the lesson. The teacher should be prepare the planning well before teach the lesson in the class. Lesson planning is mentors guide mentees in preparing lessons, developing teaching plans and discussing how to make improvements.<sup>5</sup>

In addition for the solution in monotone strategy that can make the students sleep in the class, the teachers use the game strategy to solve that problem. All English teachers at MA AL- Mawaddah assumed that before teaching they often modify the game strategy during teaching learning process. The teachers often effort apply the different game strategy in each meeting. Sometime the teachers use the picture as the tool in the game strategy. The teachers ask the students to demonstrate the picture by using the game. We can demonstrate the language forms which we want students to study by offering them a situation which shows the language in action and then modeling the language ourselves. The language can be used in a text which clearly shows what it mean, we can also use pictures or various items of realia to demonstrate meaning.<sup>6</sup>

By using the game strategy the teacher can direct interaction with the students. Furthermore, the teacher can invites the students more participation

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<sup>5</sup> Ben Jensen, *Making Time For Great Teaching*.21 – 25.

<sup>6</sup> Ibid, 154.



and enthusiasm during teaching learning process. So that the teaching can run well without make the students fell difficult to understand the lesson.

Meanwhile, the teacher of MA AL – Mawaddah also assumed about the limited of media facilitated especially LCD. The LCD only in the third grade class while for first and second grade only in the language lab. They also exchange time with other class. The solved the problem, the teacher bring the own sound and laptop for listening program. Furthermore, the teachers also confuse with the material in LKS and handle book because in that book only full exercise than the material. So the teacher difficult to explain the lesson if limited the materials. To anticipate the problem the teacher look for other references such as searching in the Google.

By using the Google, the teachers get many materials. By using the media technology will make the teacher easily to help the students' understanding for the material. Components of the using media in teaching module and the focus of this module is on how teachers might use popular media, textbooks and computer technologies to create a learning environment that equips learners with the knowledge and skills to live and work thoughtfully in a changing country.

The model of teaching being promoted is one that:

1. Actively involves learners
2. Links schooling with learners' lives and experiences
3. Develops learners' critical thinking and problem-solving skills.<sup>7</sup>

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<sup>7</sup> Carol Betram, *Using Media in Teaching*.1-3.

## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the resulted data, the researcher concludes that research as follows:

1. The problem faced by teachers in teaching english at MA Al- Mawaddah are the problem of planning time, difficult to apply the strategy and limited of media facilitated.
2. The causes of appearing the teachers' problem in teaching English at MA Al-Mawaddah Ponorogo are the teachers do not give full attention for the making planning and the step of activities before teaching, the teachers less creative for the understanding and choosing the appropriate strategy, and the limited of media facilities make the teachers can not explore profesional in teaching process.
3. The teachers' efforts in solving their problem in teaching English of MA Al- Mawaddah are to solve the problem of planning time the teachers need addition time in other formal time such as study night, the teachers apply the modification of strategy with the various game, and to solve the limited media the teacher bring own media such as laptop and sound.

## **B. Recommendation**

After analysis the result of the research, the researcher would like to give some recommendations:

### **1. For the teacher**

Teaching English is not easy since of students think that English is a difficult lesson to be learned. Consequently, teachers will face many obstacles during the teaching and learning process. Therefore, the teacher to be creative to solve their problem in teaching English that can both change their students' attitude towards English and improve their English achievement. In addition, teachers should be active and creative in giving guidance to students since it will help them a lot.

### **2. For the students**

For the students is to help the students to learn English lesson easy, are suggested to have active participation in attending English classroom activity. By having active participation is asking problems, they can reduce their difficulties in English skill process. Finally, they will get good English skills' achievement.

### **3. For the school**

For the school should encourage and support the English teachers to improve the quality of their teaching. It can be done by providing facilities needed by both teachers and students so that the teaching and learning process will run well. Besides, the institution should hold regular meeting

with the English teacher in order to discuss about the problems they face in teaching and to find out the best solutions.

4. For the writer

For the write the result of this study is expected add the reference to the teaching and learning English. Also it can give contribution of knowledge in teaching and learning process. Lecture can solve the problem in teaching English. Reader can use this research as reference that can be used anytime.

5. The readers

This study is expected to give a contribution to the readers, particularly the students of department of English education of STAIN Ponorogo and so the other students who want to look at this thesis to make a reference.



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Ponorogo, 22 Februari 2016

Nomor : **Sti. 21 / 5 / PP.00.9 / 576 / 2016**  
Lampiran : **1 (Satu) Eksemplar**  
Perihal : **PERMOHONAN IZIN UNTUK  
PENELITIAN INDIVIDUAL**

Kepada  
Yth. Kepala MA AL-MAWADDAH  
Di  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dengan hormat kami sampaikan bahwa mahasiswa di bawah ini :

Nama : **HANIK WIGATI**  
NIM : **210912078**  
Semester : **VIII (Delapan)** Tahun Akademik : **2015/ 2016**  
Jurusan/ Prodi : **Tarbiyah/ TBI**  
Alamat : **PP AL-MAWADDAH**

Dalam rangka menyelesaikan studi / penulisan skripsinya yang berjudul :  
**AN ANALYSIS OF TEACHER'S PROBLEM IN TEACHING ENGLISH AN  
TENTH GRADE STUDENTS' OF MA AL-MAWADDAH PONOROGO IN  
ACADEMIC 2015/2016.**

Perlu mengadakan penelitian secara individual yang berlokasi di :

**MA AL-MAWADDAH**

Sehubungan dengan hal tersebut diatas, kami mohon dengan hormat kiranya saudara berkenan memberikan izin dan petunjuk / pengarahan guna kepentingan penelitian dimaksud.

Demikian dan atas perkenan saudara kami sampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

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MADRASAH ALIYAH (MA) "**AL-MAWADDAH**"  
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**SURAT KETERANGAN**

Nomor : 072/MBI-MA/XII/2016

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Al-Mawaddah Coper Jetis Ponorogo, dengan ini menerangkan bahwa :

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Telah melakukan penelitian di Madrasah Aliyah Al-Mawaddah Coper Jetis Ponorogo mulai tanggal 01 Maret 2016 sampai dengan 30 Maret 2016, dengan judul :

**TEACHERS' PROBLEMS IN TEACHING ENGLISH AT MA AL- MAWADDAH  
PONOROGO IN ACADEMIC YEAR 2015/2016.**

Demikian Surat Keterangan ini kami buat, agar dapat digunakan sebagaimana mestinya.

Ponorogo, 20 Desember 2016  
Kepala MA Al-Mawaddah

  
MUSTOFA, M.Pd.I

## PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:


Nama : Hanik Wigati  
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Program Study : Tadris Bahasa Inggris  
Jurusan : Tarbiyah

Dengan ini, menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar – benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 22 Desember 2016

Yang membuat pernyataan

  
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