Teachers' Strategy to Overcoming Students' Difficulties in Learning English at SMA Islam Sultan Agung 1 Semarang

Ardhia Lutfi Cahyaningdyas[1], Nur Ekaningsih[2], Kurniawan Yudhi Nughoro[3], Mega Mulianing Maharani[4]

Sultan Agung Islamic University Semarang, Indonesia
ardhialutfi@std.unissula.ac.id[1] , nurekaningsih@unissula.ac.id[2] ,
kurniawan@unissula.ac.id[3] , megamulianing@gmail.com[4]

Abstract: There are four abilities that are crucial to master when studying English. As English teacher, you have to master affective strategies if you hope to succeed in the learning process. This research is aimed to describe the teachers strategies in teaching learning English for senior high school students. This study used descriptive qualitative method. English teachers at SMA Islam Sultan Agung 1 Semarang were used as the sample in interviews, which served as the data source. The result, the two teachers used almost the same strategy given to the students. The first teacher used brainstorming, game, movie, song, and translation strategies. The other teacher used brainstorming, game, realia, motivation, activities (see, hear, and analyze), short movie, and song strategies. Those strategies were applied by teachers to solve problems faced by students in learning English at SMA Islam Sultan Agung 1 Semarang. The use of all of the above strategies provides positive changes indicated by the students when the English learning process takes place.

Key words: Teaching Strategies, English Learning Difficulties

INTRODUCTION

Education is an attempt to produce higher quality human resources and can promote development. Therefore education is tight relate to perfection (Sudarwati, 2021). These goals point alike access to schools and quality education, as well as success education perfomance for all students with different backdrop (Guo, 2019). English is one of the key disciplines or components of every educational program (Astika, 2020). English is regarded as a foreign language (FL) in Indonesia (Pertiwi, 2021). Given the importance and purpose of English at a young age, learning effectiveness must be improved (Rezeki, 2022). Without learning, there would be no educational effort, as learning is the most important component (Utari Dewi, 2022). Learning is a process activity and is a very fundamental element in organizing every level of education. Students' learning (academic) activities at school are expected to learn well, this means that every student who follows or studies a particular subject (which has been curated) is expected to be successful in following it.

In-class teaching and learning is a relationship between teachers with students (Ansyah, 2018). The effectiveness of teaching by teachers is essential to student learning in schools. The learning process requires strategies to improve a teachers' efficacy (Irikawati, 2017). Educators are demanded to made the educational atmosphere significant, fun, creative, dynamic, and dialogical. In another case, the educators also had a professional appointment to repair the quality of education and serve as role models. Ayob (2013) in (Ismayilova & Bolander Laksov, 2023) stated that most definitions of creative teaching come from school education, where teaching is said to be creative when an instructor combines existing

knowledge with a strategy or process that is new to nourish cognition and obtain a useful learning outcome. The teachers' job is to teach, some in the form of teaching, encouragement, praises, punishments, give examples and others. Accordingly, the teacher must prepare the strategy and method before the learning process. According to the researcher's observations at SMA Islam Sultan Agung 1 Semarang, an issue in senior high school is teachers' strategies. Perhaps this is due to the teachers ineffective strategies. The researcher found that students feel bored because the teacher only focused on material.

Learning English is very complicated for students, so teachers should implement an appropriate strategy to make them easy learning English. Astika (2020) stated that the achievement learning is relative to the strategy used by teachers in teaching. In Pertiwi (2021) research, to solve problems that arise, teachers need strategies that can made it easy for teachers teaching English to provide an enjoyable learning environment. According to (Rezeki, 2022) teachers need to adopt a flexible approach to helping students enhance their abilities. Many good strategies would improve the teaching and learning process and make the classroom situation more enjoyable. The particular objective of this study is to describe the teachers' strategies for teaching English at SMA Islam Sultan Agung 1 Semarang. This study is intended to supply information to researchers and people involved in education to successfully educate.

Teaching Strategy

Students would find it difficult to learn and apply the material provided in the classroom without sound strategies. Effective teaching entails more than just using the right resources and methods maximize student learning, but also an understand of the context, particularly how students learn, how they interpret knowledge, what spurs them on to learn more, and what prevents them from learning (Handayani, 2019). The teaching strategy can be regarded as a first thing that has to be learned by English teachers due to the fact that there are various types many instructional techniques. Some types of teaching strategies that teachers can use is Direct Instruction, Indirect Instruction, Interactivity, Experiential or Empirical, and Independent teaching strategy. Good strategies in the English teaching process would benefit the students.

The role of the instructor in the Direct Learning technique switches from the speaker to facilitator (Indrajid, 2022). In Indirect Instruction strategy, the teacher serves as a facilitator for coming up with answers to various questions and issues (Khusnik, 2021). Nafosat (2019) said that interactive learning is defined as learning that occurs between teachers, students, and student groups that is essential to the process of learning, with vigorous conversations, the capacity to communicate idea freely, express personal viewpoints, discover solutions to problems, and exchange teaching materials. In Experiental strategy, Students "learn by doing" and then think on this process to achieve precise educational objectives. This is accomplished through a range of activities, such as internships, lab experiments, project creation and presentation, and field trips (Miller, 2020). Independent teaching strategy, individual initiative, independence, and self-improvement are all goals of the autonomous learning technique (Naibaho, 2019).

Kinds of Teachers' Strategies in Learning English

1. Brainstorming

    According to Hidayanti (2018) An individual or group can use brainstorming as a way to produce big ideas and original solutions to issues by applying critical thinking.

2. Games

    The effectiveness of educational games for learning ultimately depends heavily on the individual learning preferences and preferences of the learners (Cheung & Ng, 2021).

3. Movies

    Their speaking and pronunciation in the target languages can be improved by watching movies (Roslim et al., 2021).

4. Songs

    Hermansyah (2018) defined a song can be utilized to work on pronunciation, which the brain subconsciously stores.

5. Translation

    Arfianti & Widiati (2021) Translation is frequently utilized as a cognitive approach that incorporates process, it is claimed, receipt and transfer of foreign language materials based on the student's first language.

6. Realia

    According to Widjaya (2018) Realia refers to any actual, tangible thing that is utilized in the classroom to foster discussion and make connections between vocabulary phrases.

7. Motivation

    Mastura (2019) stated that student motivation is a very important issue in the world of education, particularly in predicting student academic accomplishment, which can influence their effectiveness in the workplace.

8. Activities

    Class activities are several activities carried out by students to show their learning activities both in groups and individually (Agustin, 2019).

The Difficulties in Learning English

The four fundamental abilities of listening, speaking, reading, and writing are crucial for learning English. In learning English, respectively students face difficulties, particularly in speaking. There are some factors that lead to these difficulties. People who are unhealthy, they would have difficulties in learning due to fatigue, drowsiness, dizziness and loss of concentration. Therefore, individuals are unable to fully comprehend the lessons being taught. Students now find it more challenging to develop interest in and desire for learning English, especially for speaking. Students become apathetic while learning in class as a result of this (Rahayu, 2021). Interested played a very important role in learning, with interested learning would made students more actively involved in the learning process (Ainia, 2020). It can be difficult to learn a foreign language, and it can also be difficult to teach a foreign language. So the teacher should look for new and creative methods to boost students' motivation (Yuzulia, 2021).

RESEARCH METHOD

This study employed a descriptive qualitative methodology. Qualitative research used analyze word instead of statistical research. Based on (Creswell, 2014), a method for studying and comprehending the importance that individuals or groups place on social and people problems is qualitative research. Qualitative research presents the data and research in

the form of description. The researcher uses qualitative research because the researcher is interested in the outcome of teachers' strategies for overcoming students' difficulties in learning English. The population is the teachers at SMA Islam Sultan Agung 1 Semarang. It was conducted on February 2023. The researcher used non-random sampling, which is a purposive sampling in this analysis. This study's samples included two English teachers in SMA Islam Sultan Agung 1 Semarang. The researcher used interviews to collect data for this study. The current research uses type of the one-on-one interview. The researcher employed triangulation of data. By using expert judgment.

The data for this study were collected through the following steps: First, Chose the object the research. Second, The researcher gave an official research letter from the Faculty of Languages and Communication Science of UNISSULA to SMA Islam Sultan Agung 1 Semarang. Third, After authorization has been obtained, the researcher would arrange a meeting with the interview respondents. Fourth, The researcher prepared the interview questions. Fifth, gathered the responses of the respondents. Sixth, analyzed the data. The final step of this analyzed was to conclude the study, where all data is generated into paragraphs.

Data analysis is one of the important elements in media studies. Researchers in this study analyzed qualitative data from interviews. Data from interview field notes were analyzed in several steps : First, Interview results were collected and transcribed into wrote language. All recorded data was wrote down by sentence. Transcripts should be wrote in computer files with different names according to content, date, and time. Second, All data written in the form of sentences were given codes that stated themes, activities, conditions as supporting data for the research. Third, The original data is kept and a copy is used for analyzed. Fourth, Collect the same code data and send it in one data. Finally, the data is interpreted to find out the actualization of teachers' strategies in overcoming students' difficulties in learning English.

RESULTS AND DISCUSSION

The interview was conducted with two English teachers at SMA Islam Sultan Agung 1 Semarang. Even though the researcher asked for interview questions in Indonesian to make it easier for them to answer questions. Respondents are marked as T1 as Mr. Muis and T2 as Mr. Jamal. This interview was done to figure it out teachers' strategies for overcoming students' difficulties in learning English. Three questions were provided to answer research questions. All The answers regarding the teachers' strategies are as follows :

Question 1 : *What problems are often faced by students during English learning activities?*

This question was asked to see teachers' perceptions of students' difficulties in learning English with different views. Their responses were as follows as outlined below:

T1 : *"In general, the problems that are often faced by students when learning English are : First, they don't understand what the teacher is saying. Second, their lack of focus. Third, lack of motivation"*

T2 : *"The problem is interest. Lack of interest in learning English, that is the main problem. The student is less focused on learning. That too, sleepiness and sleeping in class.*

Because their learning motivation is already very low when they are sleepy, sleep is sleep"

Question 2 **:** *How to solve this problem if you are a teacher?*

This question was asked to see teachers' perceptions of the strategies applied by teachers in the learning process with different views. Their responses were as follows as outlined below:

T1 : "*First related to what I said earlier, the problem is their lack of understanding of the language I convey, my English. In the early classes, at those early meetings I still often used Indonesian which I'm sure they already understood Next, I can used brainstorming. We have to use those early times to harmonize, to match teacher waves with student waves or student waves with teacher waves. You do this by entering their world through brainstorming, short games, or questions that make them feel comfortable entering the material. Sometimes I used movie and songs to attract students' interest, as long as there is a correlation with the material I am teaching*"
T2 : "*First, for instant... when there are students sleeping, I wake them up and tell them to wash their faces or do ablution. Then, to arouse their interest, we present the facts that are currently happening. Have to give them activities. Sometimes games, but not every game day. To deal with student boredom during lessons, other activities can be given, such as brainstorming. I also used movies. But, not all material can be related to movies, some of which have to be songs can*"

Question 3 : *What changes will happen to students during learning English?*

This question was asked to see teachers' perceptions of the changes that occurred in students after teachers implemented learning strategies with different views. Their responses were as follows as outlined below:

T1 : "*More or less there has been a change. So indicators of changing interest in learning don't need to be grandiose, there's no need to talk about values. Because interest goes up and down, the most important thing is when learning the child is interested and enjoys participating. When the child feels enjoy it will later affect the next activity, one of which is the problem of evaluation. When each meeting students enjoy later will affect the final result*"
T2 : "*But not 100 percent. The change is from having no interest at all to being slightly interested in learning English, then students become more active in asking questions and speaking in the learning process*"

The results of this research have differences with previous studies that have been mentioned. According to Astika (2020), the tactics used by SMP N 22 Tebo Jambi teachers when teaching in the classroom were less exciting since the teacher merely taught the topic without accompanying it with humor or good student communication. This puts students in a poor attitude and makes them bored in class. Pertiwi (2021) has conducted research that concluded division of strategies for mixed groups, small groups, peer tutoring, visual imagery, and

translation used by the teacher. In addition, Rezeki (2022) said that the dominant strategies used by teachers is role-playing and other strategies are discussion, number head together, and grouping.

Astika (2020) claims that expository, investigative, problem-solving, and learning methodologies to improve cognitive skills are the four categories of learning strategies. However, the teacher has not executed the plan. English teachers in increase students' interest is very monotone because teachers solely apply exposure learning strategies. The teacher also does not engage in brainstorming about the subject that will be presented. Different to this study, this study mentioned that there were eight learning strategies namely brainstorming, games, movies, songs, translations to teach his students, realia, motivation, and activities (see, hear, and analyze). Teachers in English classes had actually used this method. English teachers increased students enthusiasm in learning English by make the class atmosphere fun. The teacher also brainstorms the material to be presented at the start.

In Pertiwi (2021) research, Teachers require methods for teaching in large courses while addressing problems that have arisen. The teacher employed five ways to address the difficulty of teaching English in the classroom. The techniques employed by teachers in big classes to teach and learn English includes: Group Division, Small-Group Strategies, Peer Tutoring, Visual Imagery Strategies, and Translation Strategies. In this study, activity strategies have similarities with visual imagery strategies. The purpose of the strategy is the same, to encourage students activities and provide opportunities for students to convey their ideas. So, in this strategy students did not just listen and see the teacher. In this study, the teacher also implemented translation strategies that were used to improve students understanding.

Based on Rezeki (2022) research, the dominant strategies use by teachers is role-playing and other strategies are discussion, number head together and grouping. The teacher use the various strategies because the teacher wanted to builds students' interested and solve students' speech problems in terms of vocabulary problems and students' confidence in English learning. The strategy used in previous research is different from this research. Although the strategies applied are different, the objectives of implementing the strategies in learning English in previous research and this research have similarities.

Based on the extraction from the teachers' interview, the researcher found few problems solving from the students' difficulty in learning English, the dominant problem for students was a lack of interests and motivations to learn English. These make students not focus on learning material and it is difficult to understand the material presented by the teacher. The teacher applied eight strategies that were suitable and commonly used by English teachers to overcome students difficulties in learning English. They are brainstorming, games, movies, songs, translations, realia, motivation, and activities (see, hear, and analyze). The application of the brainstorming method carried out by the teacher in the classroom can trigger students to come up with creative ideas that come to mind. Providing distractions in the form of games in the middle of learning can also help to keep the learning environment entertaining. Usually learning using media would get more optimal results so that it would affect quality and success learning. In learning English the teacher uses movies and songs to get students involved in participating in learning from beginning to end. The teacher applies translation so that students can easily follow the lesson and understand a

matter or material conveyed by the teacher properly and carefully. The teacher always opens learning by relating the material to everyday life so that students can easily understand the learning material. Motivating students is the obligation of a teacher to increase student enthusiasm in learning. Implementation of activities for students is a strategy that is always used by teachers to increase student creativity so that every student learning does not just listen. The teacher provides opportunities for students to express their ideas through student activity strategies.

Based on data obtained, the strategies used by the English teacher at SMA Islam Sultan Agung 1 Semarang in teaching was very effective and efficient After the English teachers implemented several learning strategies, there were positive changes that the students showed during the English learning process. Students interest, motivation, and enthusiasm for learning English increased. The boredom of students during the learning process which at first caused drowsiness and even fell asleep when learning English resolved with the strategies that the teacher applied.

CONCLUSION

Based on the result of analysis in the previous chapter analyzing the teachers strategy implemented by English teachers at SMA Islam Sultan Agung 1 Semarang, the author concluded that teachers employed the teaching technique throughout the teaching and learning processes. They were able to get the students interested in the lessons and keep attention throughout the entire lesson. The teachers included a variety of activities in their lesson plans. They were able to effectively engage the pupils and combat their boredom during the teaching and learning process. As a result, it was evident that the children were participating. For activities, the two teachers used almost the same strategy given to the students. Teacher 1 used brainstorming, game, movie, and song, and translation strategies. The other teacher used brainstorming, game, realia, motivation, activities (see, hear, and analyze), short movie and song strategies. The results of this study indicated that in the process of teaching and learning English there are difficulties that must be overcome by the teacher. There were eight strategies that teachers used to overcome difficulties in learning English including brainstorming, games, movies, songs, translation, realia, motivation, and activities (seeing, listening, and analyzing).

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