

**EXPLORING ENGLISH TEACHERS' EXPERIENCES IN
ORGANIZING LEARNING ACTIVITIES: STRATEGIES AND
CHALLENGES**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for a Bachelor's Degree
in English Education**



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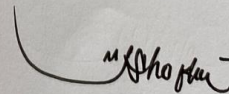
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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.
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MOTTO

“Keep moving forward”



ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengalaman Guru Bahasa Inggris saat mengajar di kelas EFL. Penelitian ini menggunakan metode penelitian kualitatif dengan mengumpulkan data melalui wawancara, dan observasi. Untuk menganalisis data yang telah diperoleh, peneliti menggunakan teori Braun & Clark (2006) sebagai dasar analisis. Partisipan dalam penelitian ini adalah dua orang guru bahasa Inggris yang mengajar kelas X dan XII di salah satu Sekolah Menengah Atas di Kota Batang. Hasil dari penelitian ini dibagi menjadi dua aspek utama. Yang pertama adalah jenis strategi yang diterapkan guru dalam mengatur kegiatan belajar mengajar: kedua guru menggunakan strategi teknologi, strategi menggunakan multimedia diterapkan oleh kedua guru, strategi filler digunakan oleh kedua guru, strategi dictation hanya digunakan oleh salah satu guru, project digunakan kedua guru sebagai strategi mengajar. Kedua adalah hambatan yang dialami oleh guru pada saat mengajar didalam kelas: sikap buruk siswa merupakan hambatan yang dirasakan oleh kedua guru, keadaan yang tidak nyaman saat mengajar merupakan hambatan yang dihadapi oleh kedua guru, kurangnya kemampuan belajar siswa merupakan hambatan yang dihadapi oleh kedua guru, kurangnya sumberdaya buku ajar merupakan hambatan yang dirasakan oleh salah satu guru. Dari hasil yang telah diperoleh guru dapat menggunakannya sebagai referensi penerapan jenis strategi untuk mengajar, dan guru dapat menjadikan referensi terdapat kebutuhan kelas.

Keywords: *Pengalaman guru EFL, Kegiatan belajar mengajar, Strategi dan Hambatan*

ABSTRACT

This study aims to find out the experiences of English Teachers when teaching in EFL classes. This research uses qualitative research methods by collecting data through interviews, and observation. To analyze the data that has been obtained, the researcher uses the theory of Braun & Clark (2006) as the basis of analysis. The participants in this study were two English teachers in one of the Senior high schools in Batang City. The results of this study are divided into two main aspects. The first is the type of strategy that teachers apply in organising teaching and learning activities: both teachers use technology strategies, strategies using multimedia are applied by both teachers, filler strategies are used by both teachers, dictation strategies are only used by one of the teachers, projects are used by both teachers as a teaching strategy. The second is the obstacles experienced by teachers when teaching in the classroom: the bad attitude of students is an obstacle felt by both teachers, the uncomfortable situation when teaching is an obstacle faced by both teachers, the lack of student learning ability is an obstacle faced by both teachers, the lack of textbook resources is an obstacle felt by one of the teachers. From the results that have been obtained, teachers can use them as a reference for applying types of strategies for teaching, and teachers can make references to the needs of the class.

Keywords: *EFL Teacher experiences, Teaching-learning Activity, Strategies and Challenges*

PREFACE

Praise God almighty Allah SWT who has made it easy for the researcher to complete the research entitled "**Exploring English Teachers' Experiences in Organizing Learning Activity: Strategies and Challenges**". Not forgetting the author gave sholawat to the Prophet of the universe, Muhammad SAW. This research was written to fulfill the graduation requirements and become a graduate at UIN KH. Abdurrahman Wahid Pekalongan with the hope that it can be useful in the world of English education. In the process of preparation, the researcher encountered many obstacles and challenges, but the researcher was able to get through it because of much support from several people. Therefore, on this occasion, the researcher would like to express sincere gratitude to:

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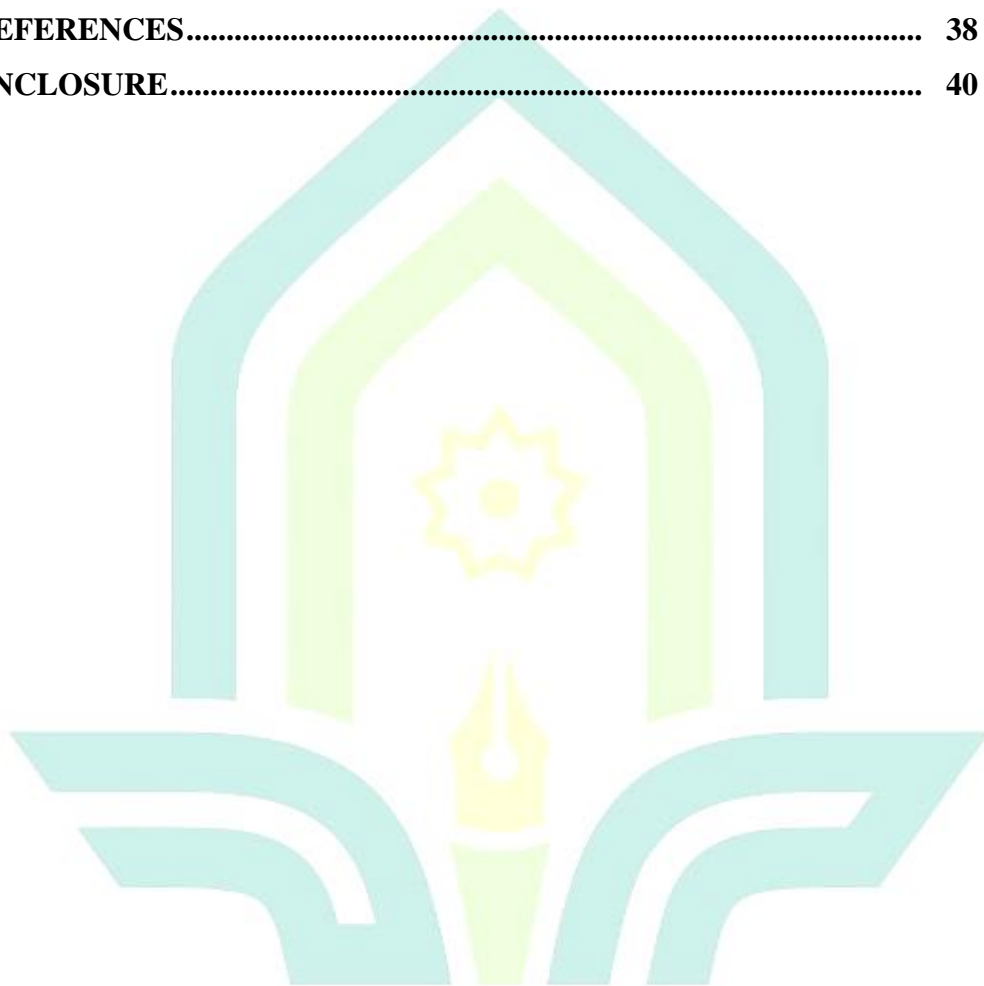
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Indonesia is one of the countries that use English as education systems (Mappiase, et al, 2014). Seen from the function of English as a subject that is tested nationally at the upper school level, which makes it an important aspect of education. The use of English is also a form of demand from global needs, so the value contained in English education is not only a language of communication but also a necessity in the economic, political, social, and educational sectors. In Indonesia, English language learners are EFL. Where students only learn as a subject in the classroom without using it as a language outside the classroom. In EFL (English as Foreign Language) classes, learning includes four language skills: reading, listening, speaking, and writing. These four skills must be taught with appropriate strategies and developed

Classroom learning is the most common form of gaining knowledge, where teachers are responsible for facilitating students. Classroom learning will be considered successful when the teacher can conduct learning effectively with learning objectives achieved well. According to Pritchard (2009), teachers must understand the learning process to develop classroom activities that can lead to active learning. This shows

that the role of the teacher is very important in measuring the success of student learning. Effective learning cannot take place without strategies from the teacher. With the appropriate strategy, the teacher can handle the whole class activity easily.

However, the fact is that determining teaching strategies and organizing the course of students' learning activities is not as easy as it sounds, although the strategy has been prepared, the implementation can have some obstacles which can be a hindrance when teaching. Barriers that arise can come from students, teachers, and the surrounding environment as external factors. In the implementation of teaching activities students are more often found to have obstacles in the classroom (Harmer, 2007). This causes teachers to be able to condition the learning atmosphere to be comfortable and effective so that learning objectives can be achieved. Moreover, the researcher is interested in exploring teacher experiences in organizing learning activities. Likewise, another purpose of this study is to find the challenges of advancing teaching strategies.

1.2 Formulation of the Problem

The problems to be discussed in this research are as follows:

1. How do the teachers organize learning activities in teaching English?
2. What are the challenges of advancing teaching strategies in teaching English?

1.3 Aims of the Study

This research aims to discuss teachers' experiences with teaching English in implementing teaching strategies and the challenges faced by teachers.

1.4 Definition of Key Terms

To minimize misunderstandings about the terminologies used in this research, the researcher offers the following definition:

1. Teaching strategy: The strategy teachers employ intending to help students learn. The meaning of strategy is the method chosen as an instrument that serves to control, approach, and achieve matters related to the task, learning design, and implementation model (Brown, 2007).
2. English as a Foreign Language (EFL): According to Wayne (2010), EFLs are learners of English as their second language who are not native speakers. EFLs are students who use their mother tongue when they are not learning English in class.

1.5 Significances of the Research

The significance of this research is explained as follows:

1. Theoretical uses: this research is expected to support the understanding of English classroom teaching in the field of education.
2. Practical uses: this research is expected to be useful for teachers to be able to teach students with the best teaching-learning strategies

according to the needs and conditions of students and also useful in facing obstacles.



CHAPTER V

CONCLUSION

5.1 Summary of the Findings

The title of this research is exploring English teachers' experiences in organizing learning activities in the New Normal: strategies and challenges. This research focuses on the perceptions teachers have of their teaching experiences in the form of strategies and barriers. From the explanation of the previous chapter, the findings of this research will be described as follows:

The strategies used by teachers to organize teaching and learning activities include the following findings. The first strategy is using technology such as handphones, and PPT. Second teachers use multimedia as a teaching strategy, the multimedia used are pictures, illustrations and videos. Third teachers use filler strategy to help teaching and learning activities. The fillers used are simple questions and storytelling which aims to encourage and restore students' concentration. Fourth teachers use dictation as a strategy in teaching found if one teacher uses dictation to train listening skills. While other teachers do not use dictation because they think dictation is a traditional technique that requires a lot of time to implement. Lastly, teachers use the project strategy as an activity in organising learning activities, the project given has a certain range of work so that students have a long time to complete it.

The challenges faced by teachers in implementing teaching activities in the classroom include the following findings. The first one is the problem of student negative attitude in the form of laziness and lack of enthusiasm so that it affects the process of student learning. the second large class is another obstacle faced by teachers. the type of large class that becomes a problem is the noise that disrupts learning activities and the hot classroom conditions so that the learning process becomes less comfortable. The third obstacle is the lack of student learning skills faced by teachers. the lack of learning skills in question is the inability to use the four skills (reading, listening, speaking, and writing) besides that there is a lack of student learning skills related to the lack of vocabulary mastery. The third obstacle is the lack of textbook resources, in this study it was found that only one teacher felt that the lack of textbooks was an obstacle because textbooks were one of the students' learning resources. While the other teacher does not feel if the lack of textbook stock is a hindrance in teaching, because he always uses the material that has been prepared in the form of PPT so that the textbook is not needed in teaching. Fifth, there are obstacles caused by the lack of facilities that support the learning of language skills. In this study, no teacher was found to have obstacles in teaching because the facilities available at the school are sufficiently fulfilled, such as computers, headphones, speakers, and language laboratories. Laslty found other obstacles faced by both participants so that teaching activities were disrupted, in the first participant found a lack of time allocation because the class taught was class XII which only had a few active

teaching weeks. The obstacle faced by the second participant is the time used to wait for other teachers to finish in class so that the teaching duration is reduced.

5.2 Recommendation

Based on the results of the research that has been conducted, there are several recommendations for further studies that have an interest or similarity in this research. Some recommendations are explained as follows:

1. This research only uses two participants as its sources. It is hoped that further research can use more sources and references.
2. This research examines problems that occur due to natural phenomena so that it has limited time in its preparation. Further research is expected to be able to optimally complete before the phenomenon disappears.
3. The references used in this research are still limited, it is hoped that further research can use more references.
4. This study only uses classroom observation as a crosscheck of research data obtained from teacher interviews. It is hoped that further research can triangulate interviews from the students' point of view.

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ENCLOSURE

A. The list of interview questions:

1. Teacher Strategies in Organizing English Learning Activities

- a. Apakah Anda menggunakan teknologi sebagai strategi belajar-mengajar di masa New Normal? Jika ya, bagaimana pelaksanaannya? Jika tidak apa alasannya?
- b. Apakah Anda menggunakan multimedia sebagai strategi belajar-mengajar di masa New Normal? Jika ya, bagaimana pelaksanaannya? Jika tidak apa alasannya?
- c. Apakah Anda menggunakan filler sebagai strategi belajar-mengajar di masa New Normal? Jika ya, bagaimana pelaksanaannya? Jika tidak apa alasannya?
- d. Apakah Anda menggunakan dictation sebagai strategi belajar-mengajar di masa New Normal? Jika ya, bagaimana pelaksanaannya? Jika tidak apa alasannya?
- e. Apakah Anda menggunakan project sebagai strategi belajar-mengajar di masa New Normal? Jika ya, bagaimana pelaksanaannya? Jika tidak apa alasannya?
- f. Apakah Bapak guru menggunakan strategi belajar-mengajar lain di masa New Normal ini?

2. Challenges of Teaching English in Senior High School

- a. Apakah sikap buruk dari siswa menjadi salah satu hambatan Anda dalam mengajar di masa New Normal ini? Jika ya, mengapa? Jika tidak apa alasannya?
- b. Apakah keadaan kelas yang tidak nyaman menjadi salah satu hambatan Anda dalam mengajar di masa New Normal ini? Jika ya, mengapa? Jika tidak apa alasannya?
- c. Apakah kurangnya kemampuan belajar siswa menjadi salah satu hambatan Anda dalam mengajar di masa New Normal ini? Jika ya, mengapa? Jika tidak apa alasannya?
- d. Apakah kurangnya sumberdaya buku menjadi salah satu hambatan Anda dalam mengajar di masa New Normal ini? Jika ya, mengapa? Jika tidak apa alasannya?
- e. Apakah kurangnya fasilitas pengembangan skill tertentu menjadi salah satu hambatan Anda dalam mengajar di masa New Normal ini? Jika ya, mengapa? Jika tidak apa alasannya?
- f. Apakah Bapak guru menemukan hambatan lain dalam mengajar di masa New Normal ini?

B. Transcript Interview

Informant 1

“Yes, terkadang dengan usaha guru mengajar dengan sungguh-sungguh ditemukan siswa yang malas dan tidak bersemangat dalam belajar. jika sudah malas dan tidak bersemangat maka materi yang diajarkan akan sulit dipahami karena persepsi yang sudah buruk.”

“Ya, terkadang kelas yang saya ajar kondusif namun suara yang berasal dari kelas lain mengganggu hingga membuat suara saya tidak terdengar. Suara itu yang kadang menghambat kegiatan belajar-mengajar”.

“Yes, bahasa Inggris yang mengharuskan mempelajari empat skill sekaligus terkadang menjadi masalah untuk siswa yang 90% menggunakan bahasa Indonesia ketika didalam kelas. alhasil saya mengajar bahasa Inggris dengan bahasa Indonesia.”

“Tidak, saya selalu memberikan materi kedalam grup kelas yang saya ajar, materi yang sudah saya susun berdasarkan buku acuan yang saya pilih dan yang sudah -sesuai, sehingga penggunaan coursebook, dan textbook untuk setiap anak tidak terlalu diperlukan”

“Tidak, fasilitas yang diberikan sekolah sudah cukup memadai, saya juga sering menggunakan speaker kedalam kelas untuk melatih listening skill siswa. Saya juga terkadang menggunakan Laboratorium Bahasa jika memang diperlukan dalam mengajar materi tertentu.”

“Ada, saya mengajar kelas XII dimana pada kelas ini banyak memerlukan waktu yang lebih. Kelas XII sering mengurangi minggu aktif belajar unntuk kepentingan ujian kelulusan, sehingga terkadang saya mengajar materi dengan waktu yang cepat. itu menyebabkan beberapa siswa kurang memahami apa yang telah dipelajari.”

Informant 2

“Yes, saya sering menggunakan teknologi salah satunya Handphone, karena saya selalu membagikan materi, tugas, catatan, dan keperluan mengajar melalui aplikasi Google Classroom, dan WhatsApp. Saya juga

sering meminta murid untuk menggunakan Handphone untuk mencari arti kata, makna kata, contoh kalimat, rumus grammar dan banyak lagi. Teknologi sangat meringankan tugas guru seperti saya.”

“Ya, saya menggunakan multimedia untuk mempermudah siswa dalam memahami materi yang saya ajar, saya biasanya menggunakan gambar atau ilustrasi karena bentuknya yang efisien dengan ilustrasi siswa juga memiliki gambaran kreatif tentang suatu hal. Multimedia juga membantu siswa untuk mendapatkan konsentrasi karena banyak gambar, ilustrasi dan video yang menarik”.

“Ya, saya menggunakan filler untuk membantu siswa kembali bersemangat dalam kegiatan belajar mengajar, terkadang siswa jenuh dan hilang konsentrasi maka dari itu saya suka bercerita untuk mengembalikan fokus dan konsentrasi siswa ”.

“Tidak, dekte kegiatan yang sangat tradisional menurut saya, selain itu dekte juga sulit diterapkan karena siswa akan cenderung asal dalam menulis alphabeth dan konsonan akibat anak kelas X belum terlalu menguasainya, dekte juga memerlukan banyak waktu karena audio harus diputar berulang kali hingga siswa menangkap apa maksud yang diucapkan.”

“Yes, saya menggunakan project untuk beberapa materi saja. Karena project biasanya saya berikan sebagai tugas dengan rentang waktu 2-3 minggu persiapan. Project juga kegiatan yang mengasah kreativitas siswa karena aktivitas yang dilakukan secara mandiri dan guru hanya bertugas sebagai pengawas saja”.

“Yes, saya menggunakan strategi pujian sebagai salah satu cara untuk menyemangati siswa dalam belajar. pujian yang saya berikan bisa berbentuk point tambahan, tepuk tangan atau pujian dalam bentuk kata-kata.”

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