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

By:

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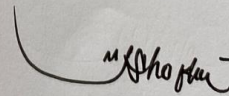c.q. Ketua Jurusan TBIG
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iv

iv

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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 strategy 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 oelh 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 kemapuan 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 mengggunakannya sebagai referensi penerapan jenis strategi untuk mengajar, dan guru dapat menjadikan referensi tergadap 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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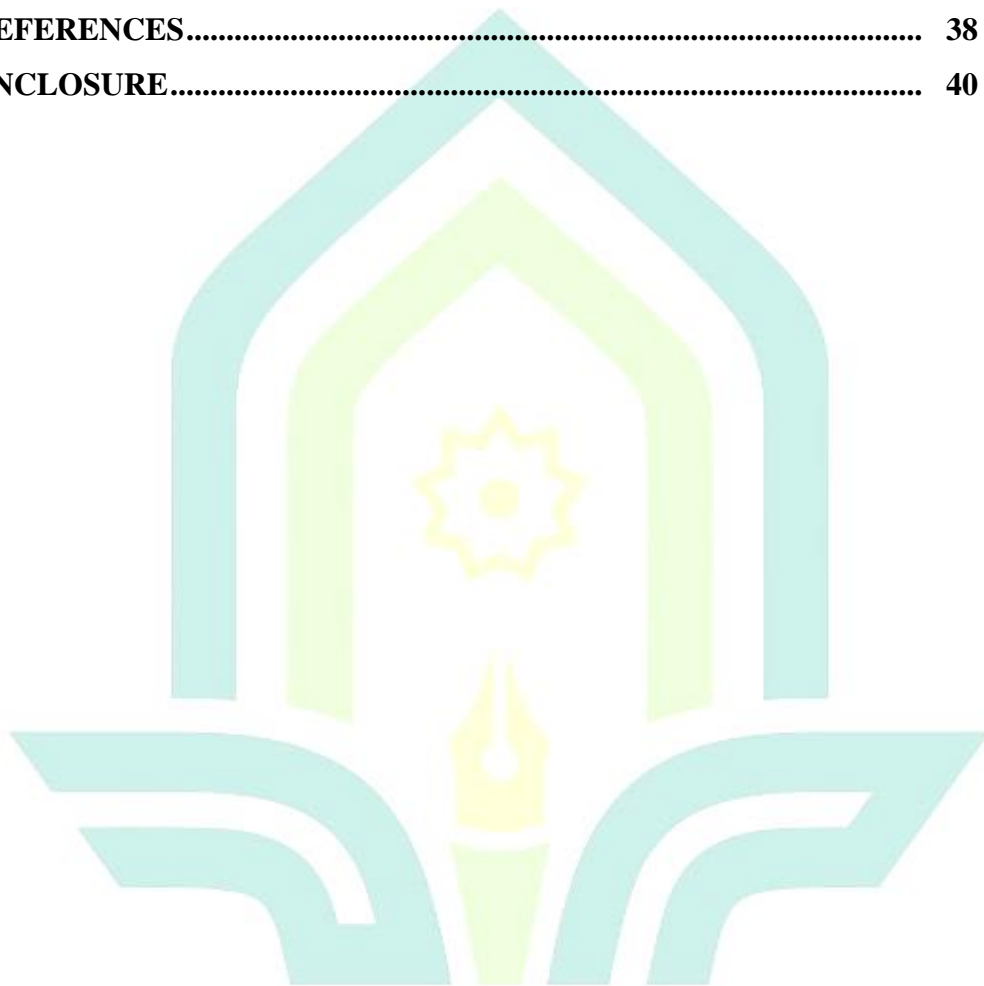
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TABLE OF CONTENTS

CHAPTER IV RESULTS AND DISCUSSION

CHAPTER V CONCLUSION

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 II

LITERATURE REVIEW

2.1   Theoretical Background

This chapter consists of several theories that are related to the topic as a basis for compiling the research.

2.1.1   Teaching English in Senior High School

In Indonesia, students who study English are EFL, but English is an important subject that is measured by its use in the National Examination at the Senior High School level. English becomes the benchmark of students' ability to move on to a broader level as described in the Ministry of Education Decree No. 34/2007. However, although English is a subject that is considered important, the fact is that the mastery of English by students in Indonesia is still low despite having studied English up to the Senior high school and higher education levels. Therefore, Indonesia's education curriculum continues to be revised.

The curriculum reference used in English subjects is the 2013 curriculum, which has undergone revisions to improve the quality of education. Taopan and Malaikosa (2020) explained that Curriculum 2013 refers to learning activities that must implement scientific activities (questioning, collecting data, observing, associating, and communicating). The purpose of the 2013 curriculum is to shape students' abilities and realize the character of virtuous students following the values of Pancasila.

Although the measurement of ability is only on writing and reading skills, in learning activities it is expected that teachers can hone the ability to speak and listening skills when implementing the 2013 curriculum.

Learning activities guided by teachers in the classroom are carried out according to the lesson plan and must pay attention to the determination of time allocation and learning load which has been explained in the Regulation of the Minister of Education and Culture Number 36 of 2018, explaining that English subjects have a time allocation of 2 lesson hours during the week, where one lesson hour lasts 45 minutes, while the learning load (all activities that must be carried out by students) structured assignments and other independent activities are no more than 60% of the face-to-face time of English lessons.

2.1.2   Teacher Strategies in Organizing English Learning Activities

Wanberg & Rohwer (2010) define teaching strategies as the strategies that teachers use to assist student learning, which refers to the structure, system, methods, techniques, and procedures during instruction from the teacher. According to Suharti, et al. (2020), teaching strategy is the general pattern and sequence of teaching and learning activities in the classroom carried out by teachers and students. Based on the definitions above, the principle is to emphasize the procedure of teaching-learning activities in the classroom performed by teachers and students.

There are various types of learning strategies applied in schools in Indonesia, but they must be under the objectives of a curriculum regarding

student learning outcomes. Based on the theory of Jim Scrivener in his book entitled Learning Teaching The Essential Guide to English Language Teaching third edition (1994), explaining the strategies that can be applied in English language teaching classes, namely 1) Multimedia; 2) using technology; 3) fillers; 4) dictation; 5) projects.

1. Using technology

   The use of technology and the internet can help teachers organize learning activities for students where students also need to be creative and they will continue to grow with the times (Shackelford et al, 1999). Geladze (2015) argues that one of the technologies that can be used in the classroom is the computer, and the internet is another complementary strategy. Access to the world of information has become easier and faster because of the development of cyberspace one of the favorable things in the world of education. Scrivener, (2011) also explained that teachers can use laptops, mobile phones, social media, online learning, learning applications, learning software, and PowerPoint presentations in the classroom to improve teaching and learning. Technology can be used as an interactive modern tool in delivering material, especially to hone the basic skills of writing, speaking, reading, and listening. For this reason, institutions and teachers must have adequate access to be able to utilize technology thoroughly.

2. Using multimedia

Multimedia or student learning tools through visual, audio, and audio-visual mediums used to assist teachers in explaining learning materials are some of the strategies that can be applied in the EFL classroom. Multimedia such as pictures, diagrams, songs/music, sound efects, and videos can be used to present material in other formats and keeping it as teaching resources (Scrivener, 2011). The sources that teachers use to find multimedia can be diverse, teachers can get it from the internet, magazines, books, or other resources. In a study conducted at the secondary school level, Allison and Rehm (2007) explained that the use of media can stimulate students to be more interested and increase their interest in learning. Creative and non-monotonous learning will help teachers make it easier to deliver material in the classroom. The use of multimedia is a form of progress from traditional teaching that only uses a blackboard and chalk as resources in the classroom. Monotonous teaching results in a less active class that is only teacher-centered as a resource provider.

3. Using fillers activity

Fillers are a form of light activities that teachers can do at the beginning, middle, or end of learning. Based on Scrivener, (2011) that the use of fillers helps warm up, relaxing, and activities to recall the material that has been learned. During warming up, students will enjoy the classroom atmosphere more and switch to "English Mode" and then disconnect with the outside environment (Paulikova, 2018). In

EFL learners, the mother tongue dominates the school environment, so fillers are beneficial to distract students' focus in the classroom. Fillers can take the form of games, storytelling and questions given by the teacher (Scrivener, 2011). The use of fillers can be related to the material being taught or not, the duration given should not dominate the allocation of learning time.

4. Using dictation activity

Dictation as a teaching strategy is one of the traditional activity to teach listening skill. Dictation is an activity where students write down the words of what they hear (Nation & Newton, 2009). This activity allows the teacher to fully control the class activities, meanwhile, students focus on the class situation, making the atmosphere conducive. In addition to honing listening skills, dictation has other benefits in teaching English as described by Bowen (2015), improving irregular vocabulary, providing practice for listening and writing skills, grammar practice, teaching new structures, showing the location of new paragraphs. Due to the simplicity of the strategy model, teachers can easily use it without much preparation. Dictation can be used for learning and assessment activities, depending on the needs of the learning process in the classroom.

5. Using Projects

A project is an activity that is given by the teacher with a certain period to work on and the results will be presented by the students. A

project activity makes students as actors and initiators, where their creativity and outlooks are enhanced for language skills. Scrivener, (2011) explains that in project activities students can research, write, perform, design, prepare, make, visit, & speak to people which then the results can be presented in front of the class. The project given is a task that serves to increase the development of student knowledge where the activities in the project still use the target language. Students can create groups when completing the project which consists of 3-4 students in it. Diaz (2016) explains in his research that the project has four stages before it can be declared complete, namely: preparation, execution, presentation, and final stage. Teachers must continue to guide and provide input on the work of a project, because projects are a form of activity that centers on student activity.

Determining the type of learning strategy is the responsibility of the teacher, but the teacher must position the needs of the appropriate class as the main basis for determining it. Teachers are expected to choose wisely by considering the student aspect as a reference, followed by the situation and conditions as in the current situation that implements the New Normal policy.

2.1.3 Challenges of Teaching English in Senior High School

Challenges faced by teachers can be quite diverse in EFL classrooms, but previous studies have found similarities in the observations made on EFL teachers, that came from student factors,

teacher factors, and external factors (Songbatumis, 2017). In this New Normal era, obstacles can be caused by various factors. Sowton, (2021) explained the major factors that influence the challenges of teaching in EFL Classrooms in his book entitled Teaching in Challenging Circumstances, and those are: 1) student negative attitude, 2) large class, 3) lack of learning skills, 4) lack of textbook, 5) lack of teaching specific skill facilities

1. Student negative attitude

   The biggest factor that contributes to teaching-learning issues in the EFL classroom is from students, which is related to negative attitudes. Harmer (2007) explained the major factors that influence the issues of teaching problem is student bad behavior. Learners can also be a factor in the emergence of barriers in teaching English, these barriers are usually found in the bad habits and attitudes of learners (Sowton, 2021). In classroom learning, there will be students who are excited and not excited about learning English. Lack of enthusiasm is caused by negative student beliefs that arise due to a bad mindset toward the language learning process that is difficult to do (Oxford, 2001). According to Krashen & Terrell (1982), Related behaviors that affect second language learning are motivation, self-confidence, and anxiety. As a teacher, the teacher must have tried well in choosing teaching strategies, students who have problem behavior can make teaching activities hampered.

2. Large class

Large classes can hinder teachers when organizing English class rooting. Baker & Westrup (2000) explain in their book that a large class is classroom condition that can hinder students' learning progress, from a crowded classroom situation, it can be interpreted if the number of students is too large, the classroom situation is too narrow, the noise caused by the learning environment. Large classes result in classroom conditions that are not conducive to student learning focus (Sowton, 2021). Student capacity can also influence the teachers in managing the class to be effective in teaching and learning. An optional Senior High-school class in one with 36 students and no less than 20 students (Permendikbud Number 17 the Year 2017). Classes that are to crowded will be difficult to manage, and become a problem hindering the teaching and learning process (Lestari, 2021). This causes the information that has been given not to be transmitted properly. Students who are motivated to learn can be inhibited by noisy and crowded classmates.

3. Lack of students learning skills

Besides bad behaviour and attitude, students' learning ability can also be an obstacle in teaching. Teaching-learning activities focus on four basic skills namely listening, reading, speaking, & writing which are then used to explore other more complex materials. Sometimes students have not mastered the basic skills so that learning the material is

difficult, so there is exposure to English which results in low and less optimal opportunities for language learning (Poedjiastuti, et al. 2021). Sowton, (2021) explains that the lack of learning skills can take the form of students' lack of vocabulary, limited understanding in grammatical material, the lack of confidence speaking the target language.

4. Lack of Texbooks resource

The lack of textbooks is another challenge in teaching english. Textbooks are one of the supporting resource for both teacher and student in the classroom. Textbooks are effective tools and instruments that can provide structure and teaching learning process. If the resources of the textbook are limited or even inadequate teachers and students can be burdened in providing the material studied, the topics that must be completed (Sowton, 2021). Resource needs follow the number of students and needs, the more students and needs, the resource must be balanced, otherwise there is a gap and causes problems for English teaching (Ajibola, 2010). Textbooks can be offline and online, teachers can freely choose the form of textbook as long as the content is by the needs of the material being taught. However, a textbook that can well support learning activities is a printed textbook whose form can be seen and read easily (Jahangard, 2007).

5. Lack of teaching specific skills facilities

Resources for teaching the four skills take different forms. Institutions or schools are required to be able to provide adequate facilities to teachers and students, but it will be an obstacle if these facilities are not available as they should. Sowton, (2021) explains that facilities such as textbooks, audio tapes/listening devices, computers, and language laboratories that can make it easier for students to improve skills must be available at school. If the demands for student learning outcomes are high but the facilities to support learning activities are inadequate, it will result in students feeling bored and lazy in learning (Dalyono, 2021). The best language learning is by practising it, if the teacher does not have support aids, then he cannot teach effectively so that the learning target is not necessarily achieved well. In fact, in teaching English four skills must be targeted in the learning process, namely speaking, writing, listening and reading. Four skills have different supporting facilities.

2.2   Previous Researches

Research conducted by Desi Wulandari, her research was conducted in 2019 entitled "Teachers' Challenges and Strategies in Teaching English in Rural Junior High Schools in Lamandau". Qualitative descriptive was used as the method in this study, while semi-instructed interviews and classroom observation were used to collect data. This research found that learning motivation, applying various teaching methods, and matching students' level are used as teaching strategies in English classes with 2013

curriculum, teaching media, teacher development, students; competence, students; motivation, parents and an inadequate number of teacher are the challenges faced by teacher while teachuing English.

Another research which is focused on teaching strategies and challenges was conducted by Ro Boy Jon, Rahimah Embong, Bambang Purnama, Ari Safar Wadi in 2021 entitled *The Challenges of English Language Teaching in Indonesia*. Scientific literature review was used as the method in this study. The research found that teaching strategies implemented by ELF teachers in Indonesia that were attract students' interest, teachers' performances, adaptation of language instructions and teaching media. Lastly, they find some obstacles while heading teaching-learning activities such are reduced unmotivated student, poor learning resources, limited time and opportunities to practice.

Research conducted by Novita Silta Pasutri, her research was done in 2020 entitled "Teachers' Strategy and Challenges in Teaching Higher-Order Thinkingskill in the Rural Area: a Case Study at Junior High School in Gaung District, Inhil, Riau". Qualitative with a observationl and interview is used as a research method. The research finds that learning methods used in teaching english are questioning, practice before assesement, and feedback. Another findings are some obstacle that teacher faced during teaching learning activity teachers' knowledge, passive students, students' low English proficiency, limited school facilities, and lack of resources

Those previous studies are different from this research, the first study only focuses on the types of teaching challenges in learning activities while the strategies are the type to cope with the challenges. Whereas the second study, only qualifies the teacher strategies based on a general perspective. And for the third study is more focused in teaching HOTS English. Meanwhile, in this study, the researcher tries to explain what kind of type of teaching strategy is implemented in the classroom to organize learning activities, and also researcher tries to explain what kind of challenges the teacher faced when teaching in the classroom

i. **2.3 Conceptual Framework**

As someone who teaches EFL classes, teachers are required to be able to recognize the conditions of the class concerning the conditions of the students, the environment, and aspects of teaching. However, teachers are human beings who cannot control everything as it should be. In addition, teachers have strategies that are applied when teaching in the classroom and also the types of obstacles faced by them. This research focuses on teachers' perceptions of the teaching experiences they have gone through in the English classroom. Therefore, two questions underlie this research.

The first question is How do the teachers organise learning activities in teaching English? It should be understood that the strategies applied by teachers should not be arbitrary. Teachers must be able to understand the

conditions of their class. The application of inappropriate strategies can result in not achieving learning objectives. Strategies such as using multimedia; using technology; using fillers activity; using dictation activity; using projects are strategies that can be applied by EFL students at the middle-school level. The experiences that teachers go through when teaching can help the world of education in organizing teaching-learning activities, providing images and examples if sometime later the conditions occur.

The second question is What are the challenges of advancing teaching strategies in the English classroom? Teachers as teaching devices must be able to understand the situation and adapt well so that learning activities can run smoothly, but issues must be encountered during the implementation of teaching in the classroom. Issues that arise can become obstacles when teaching and learning activities are carried out, even though teachers have used teaching strategies that are considered good and appropriate, several factors can trigger the emergence of obstacles in the EFL classroom such as: student bad behaviour; large class; the lack of coursebook; the lack of learning skills; lack of teaching specific skills facilities. The emergence of obstacles can also be an opportunity for teachers to better understand the situation of their class so that teachers can better adjust their needs and what needs attention.

CHAPTER III

RESEARCH PROCEDURE

3.1   Research Methodology

In this study, a qualitative descriptive type is used. Sugiyono (2016) states that natural research is qualitative research because the research is conducted naturally. The researcher wanted to use qualitative research because the researcher wanted to find, and understand the participants' experiences directly and transparently. This research design was chosen because the researcher wanted to know the experiences that participants went through when teaching EFL classes through a story.

3.2   Research Context

This research discusses the Teacherrs' experiencces when teaching english. This study took place in the Islamic Senior High School in Batang, Central Java, Indonesia. The participants are two english teacher of ten grade and twelve grade who has different background level in English.

3.3   Setting and Participants

This research conducted in Islamic Senior High School in Batang. The selection of the research location is based on experiences that have been carried out when the author implemented field practice assignments (PPL) in the school, so researchers want to further examine the findings that obtained during field observations for this research. This is one of the

schools implemented teaching strategy and faced the obstacle during teaching learning activity.

The research involved two English teachers as participants in the 2022-2023 school year. Mr. KF teaches in class XII Science the second is Mr. TW who teaches in class X . The selection of participants was due to different teaching backgrounds that are different from class X and XII, the majors of the classes studied also have differences where class XII has a Science major while class X has not been directed to a major or neutral. Teachers also have different backgrounds, Mr KF has more than 7 years of teaching experience at the school, while Mr TW has only been teaching at the school for one year. These differences will help obtain more varied data. The experience they have when teaching will be very helpful for the researcher.

3.4 Data Collection

The data in this research were collected in two ways, that are observation, and interview. Observation is done to observe how learning activities take place so that researchers will fully understand the problems being studied. Creswell (2012) said that the observation carried out by the researcher was to recognize and understand the obstacles related to the research being carried out. Interviews were conducted to extract detailed information from teachers regarding their experiences during teaching in the classroom. According to Esterberg & G (2002), as cited in Sugiyono

(2013), an interview is a communication to obtain specific information related to the topic of research conducted by 2 people.

3.5   Data Analysis

In analyzing the data that has been obtained, the researcher uses the theory by Braun & Clark (2006) which has 5 stages in its implementation, 1) listening to the recording repeatedly; 2) transcribing the data; 3) translating the data on each word sentence from the participant; 4) confirming the intention of the participant by communicating it; 5) asking for feedback from participants regarding the intention of the data provided so that the data can be truly trusted.

The theory that was used to help the researcher was the theory from several experts who have links to the studies in this study namely, strategy in teaching English to validate the implementation strategy in teaching EFL. Another theory that the researcher used was the theory of about the factors of challenges in teaching EFL which the researcher used for the basis of composing questions. The theory used in qualitative research to inform data collection, questioning, and data analysis is called the lens of theory (Creswell, 2009).

3.6   Research Outline

This study consists of several chapters that are important parts. In the first chapter, the researcher discusses the background of the study; the research question; the purposes of this research; and the report outline. Meanwhile, the second chapter in this study consists of three components,

namely the previous research section; theoretical review; and theoretical framework. In the third chapter, there is a section that discusses the research type; data collection; and data analysis in this research. In the fourth chapter, this research will discuss the findings and discussion section. For the last part of this study, namely chapter five, the researcher will discuss the conclusion and suggestions discussion that can be given after this research is conducted.

3.7   Research Schedule

No.	Activities	2022-2023							
		Jul	Aug	Sep	Nov	Dec-Jan	Feb-March	Apr-Jun	Jul-Nov
1.	Submission of research topic	■							
2.	Research topic approval		■						
3.	Writing research proposal			■	■	■	■	■	
4.	Proposal approval							■	
5.	Seminar proposal							■	
6.	Conducting and writing the research							■	
7.	Estimation of thesis examination								■

CHAPTER IV

RESULTS AND DISCUSSION

In this chapter present the data result of the teachers' interview and class observation based on research objectives of this study. The data result that have been collected then is discussed based on the expert theory in previous chapter.

4.1 Results

4.1.1 Strategies for teaching English in senior high School

The first strategy is using technology. Technology is one of the important components in teaching English. The application of technology as a tool to support learning activities has become a necessity in schools. With the development of the era, technology is a teaching resource that can support the development of all four skills. The information regarding the use of technology as a teaching strategy from the interviews with the participants gathered as follows:

> "The form of method used during teaching is PPT and cellphone. PPT is used to deliver the material while the cellphone is to help students explore the material that has been explained." (Participant 1)
> "Technology is a strategy that is often used in the classroom to facilitate student learning activities, one of which is mobile phones. Mobile phones can help students in finding the meaning of words, example sentences, grammar formulas and even as a tool to share materials and assignments through the WhatsApp application." (Participant 2)

Meanwhile, the observation explained that the use of technological strategies was found in both participants. The first participant used PPT when explaining Preposition material and mobile phones to interpret the meaning of sentences. While the second participant found the use of mobile phones to find difficult meanings when learning conversation materials.

The second strategy is using multimedia. Multimedia is a strategy that is different from technology because it deals with audio-visual forms such as pictures, videos and audio. Multimedia can be used as a teaching strategy in English teaching because it helps explore listening, speaking, writing and reading skills. The information about the use of multimedia as a teaching strategy by the participants was collected as follows:

> "Multimedia is used as an assistant in improving student understanding when explaining material. Students will pay more attention if presented with an interesting form of media. Humorous images, videos can restore student concentration." (Participant 1)
> "Multimedia is used to help students better understand the material being taught. Illustrations and images are examples of multimedia that are easy to use and also efficient. With multimedia students have creativity in responding and capturing the meaning." (Participant 2)

Meanwhile, the observation explains that both participants were found to use multimedia strategies in teaching activities in the classroom. The first participant used picture multimedia to explain preposition material. While the second participant found the use of multimedia illustrations as a guide to compose conversations.

The third strategy is using fillers. Filler is an activity that does not require much preparation and time because it is spontaneous or temporary. Filler itself is used to restore students' lost focus and enthusiasm. Filler is

also one of the light activities so that students still feel comfortable even though the activity is carried out during the learning period. The information regarding the use of fillers as a teaching strategy by participants was collected as follows:

> "Improving concentration and attracting attention from students' lost focus is one of the benefits of using filters. The filler used is a filler about relaxing questions before starting learning activities, so that it gives a relaxing effect to students. The questions given can be about material that has previously been learnt." (Participant 1)
> "One form of filler that is commonly used is short stories. The short story must be related to the material with a bit of humour so that students can refocus and concentrate. " (Participant 2)

Based on the observations that have been made, it appears that both participants apply the filler strategy in teaching and learning activities in the classroom. In the first participant, fillers are used to open learning activities in the form of simple questions about understanding the previous material. While in the second participant, the filler is used to encourage and concentrate students who are starting to be unconditioned by sharing short stories of the teacher's experience.

The next strategy is the use of dictation. Although considered old-fashioned dictation has benefits in developing listening and writing skills. The dictation system is that the words heard must be written down according to what the student captures. Dictation is also useful for improving vocabulary mastery. The information regarding the use of fillers as a teaching strategy by participants is collected as follows:

> "Dictation activities are used to train students' listening skills. one form of English exam in Indonesia for class XII uses the listening

section, dictation can be used for training in the implementation of the exam." (Participant 1)

"Dictation is a difficult activity to do because it requires mastery of more vocabulary. For students in class X, dictation is considered a time-wasting strategy because students have to listen to the audio repeatedly." (Participant 2)

Based on the observations that have been made, it has not been found that teachers use dictation strategies for teaching and learning activities.

The last type of strategy is using projects. This is an assignment that has a longer preparation period than other forms of assignments. Usually projects are used as a form of final or major assessment from teachers to students. Project is a student-activated activity because the teacher only provides direction. Based on the data obtained by the participants regarding the use of projects as a teaching strategy, it is explained as follows:

"Explaining about project assignments to students well in advance is a form of preliminary preparation. Projects are given with a certain time span depending on the size of the project. Direction and supervision are still given during the project work period" (Participant 1).

"Not all materials can be given projects as assignments. Because it takes 2-3 weeks of preparation until the project results can be displayed. Project is an activity that hones students' creativity, because all activities are carried out independently under the supervision of the teacher." (Participant 2)

In the observations that have been made in the classroom, there has not been found the use of project strategies as teaching and learning activities in the classroom.

4.1.2 Challenges of teaching English in senior high School

The first challenge teachers face is student bad attitude. Students who have a bad mindset towards English learning can have unacceptable

behaviours that appear as a form of dissatisfaction. This behaviour can become an obstacle when the teacher is teaching in the classroom. Based on the data that has been obtained through observation regarding student bad attitude as a teaching challenge, it is explained as follows:

> "A good teacher's effort in organising classroom activities cannot guarantee that all students will follow directions well. Laziness and lack of enthusiasm is one of the forms of students' bad behaviour in learning English." (Participant 1)
> "Reluctant to participate in class activities and lazy in doing assignments are forms of student bad attitude. Unmotivated students will be lazy and not eager to participate in class activities." (Participant 2)

In the observations that have been made, it was found that student bad attitude became an obstacle to the teaching process of the two participants. In the first participant, the form of student bad attitude is drowsiness and chatting in class. Meanwhile, the second participant found forms of student bad attitude such as laziness and unresponsiveness to the teacher's stimulus..

Large class is the second form of obstacle that teachers can face. Large classes are defined as uncomfortable classroom conditions that affect learning. Large classes can take the form of crowded conditions, too crowded, too hot so that it destroys the learning atmosphere. From the interviews that have been conducted by participants, the data will be presented in the following form:

> "A conducive and well-managed classroom can experience uncomfortable conditions. These uncomfortable conditions arise from the environment outside the classroom in the form of noise. As a result, the sound of teaching activities cannot be heard" (Participant 1).
> "Obstacles in teaching and learning activities can take the form of unfavourable classroom conditions. Hot temperatures, broken cooling facilities can interfere with teaching and learning concentration in the classroom." (Participant 2)

From the observations that have been made, there is data obtained. both participants have large class obstacles. In the first participant, the form of large class obstacles is noise from students in other rooms. While the second participant felt the hot classroom atmosphere, with fan facilities not working..

The third obstacle is the lack of students' learning skills. Students' limited learning skills greatly disrupt the flow of activities in the classroom. Meanwhile, in English there are four skills that are related to each other. It will be difficult if students do not master even understand the four skills because the learning material is a complex learning material. The information regarding the lack of students' learning skill as a teaching obstacle is obtained as follows:

> "Although the materials and subjects taught are English, 90% of the implementation uses mother tongue. This is due to students' inability to master basic skills (listening, reading, writing, and speaking)." (Participant 1)
> "Learning requires more time because students do not understand much of the vocabulary. So the process of deciphering one sentence takes a long time." (Participant 2)

In the observation data, it was found that the lack of students' learning skills became an obstacle in teaching. Both participants agree that the lack of mastery of skills in English hinders teachers in explaining the material. In the first participant, the form of students' inability to understand the teacher's speech is the obstacle faced. In the second participant, the obstacle is the long duration needed by students to interpret the text conversatition.

The fourth obstacle is the lack of textbook resources. Books are teaching-learning tools that complement classroom activities. Books contain

materials and exercises that can be used by teachers. Textbook is a media and reference on what to learn. The information about the lack of tetxbook resource as a teaching obstacle from the interviews with the participants gathered as follows:

> "Materials, activities, and questions do not need to rely on textbooks. The teacher is an adequate resource to provide materials that are organised according to the learning plan." (Participant 1)
> "Books used as student handbooks for learning should be easily accessible. If the stock owned is not proportional to the number of students needed, it has an impact on the inefficient borrowing process." (Participant 2))

In the observations that have been made, the lack of textbook resources has not been found as an obstacle in teaching..

The last obstacle is the lack of teaching specific skills facilities. Supporting facilities that are used to facilitate teacher and student activities will be a problem if they are not available properly. English language teaching requires certain devices to support the needs of each skill. The information regarding the lack of teaching specific skills facilities as a teaching obstacle from the interviews with the participants gathered as follows:

> "Facilities that are adequate and provide access to students who need them are a form of convenience. Speakers, language labs, and computers are forms of facilities that are often used." (Participant 1)
> "The school provides various facilities to support the development of English language skills. But for teaching activities it is rarely used. Only for the needs of certain materials." (Participant 2)

The observations made did not find any obstacles due to the lack of teaching specific skills facilities.

4.2 Discussion

4.2.1 Teacher Strategies in Organizing English Learning Activities

The first strategy is using technology, ased on the results of the interview above regarding the use of technology as a teaching strategy, it is found that both teachers use technology to support their teaching and learning activities. There is one type of technology used by both participants, namely using mobile phones. Activities such as searching for word meanings, are one type of activity that is often carried out by both participants for independent student activities. This is also in line with the opinion of Shackelford et al, (1999) where it is explained that the use of technology helps the teachers in organizing learning activities for students where students also need to be creative and they will continue to grow with time. One of the participants also explained that he often uses Microsoft PowerPoint or PPT software to explain the material in class. The explanation above shows that teacher strategies in organizing learning activities by using technology are by Scrivener (2011). He stated that teachers can use laptops, mobile phones, social media, online learning, learning applications, learning software, and PowerPoint presentations in the classroom to improve teaching and learning English.

The second strategy is using multimedia, from the two interviews that have been conducted, both participants use multimedia strategies for teaching activities in the classroom. From the data above, it is known that both participants agree that multimedia helps teachers in delivering material to students, another finding is that both participants also often use multimedia types of images, illustrations, and videos. These findings are in line with the

opinion of Scrivener (2011) who explains that multimedia such as pictures, diagrams, songs/music, sound effects, and videos can be used to present material in other formats and keep it as teaching resources. Another finding from the interview results is that both participants agree that the use of multimedia as a teaching strategy has the advantage of making it easier for students to understand the material taught, this is in line with the opinion of Allison and Rehm (2007) who explain that the use of media can stimulate students to be more interested and increase their interest in learning.

Third strategy is using filler activity rom the interview data that has been obtained, it shows that both participants apply the strategy of using filler activity. Another finding is that both participants have the same goal in using fillers, which is to make it easier for students to concentrate and get excited when participating in English learning activities. This is in line with the opinion of Paulikova (2018), who explains that if using filler activity, students will enjoy the classroom atmosphere more and switch to 'English Mode' and then disconnect from the outside environment. Another finding from the interview data is that the two participants used different types of fillers but with the same purpose, in the first participant the type of filler used was a simple question to recall the material that had been learned at the previous meeting, this data is by Scrivener (2011), who explains if the use of fillers helps warming up, relaxing, and activities to recall the material that has been learned. Then the type of filler used in the second participant is filler storytelling, where the participant shares a short story to encourage students.

This finding is the opinion of Scrivener (2011) which explains if fillers can take the form of games, storytelling, and questions given by the teacher.

The fourth strategy is using dictation activity, from the interviews, the participants showed different perceptions of using dictation as a teaching strategy. The first participant said that dictation is used as a strategy to train students' listening skills. This is the opinion of Bowen (2015) who explains that the benefits of using dictation activities are improving irregular vocabulary, providing practice for listening and writing skills, and grammar practice. The first participant also shared experiences if he usually played an audio which was then written down by students results they heard, this response is in line with the opinion of Nation & Newton (2009), which explains that dictation is an activity where students write down the words of what they hear. Different responses regarding dictation were given by the second participant who did not use dictation as a teaching strategy because it was considered too old-fashioned, another view given by the second participant regarding the reason he did not use this strategy was the lack of students' dictation skills which only hindered if this strategy was used for vocabulary learning purposes in grade X students.

The last strategy is using project activity, based on the results of the interview, both participants showed the same perception about using the project as a teaching strategy. Both participants gave the same answer that the project given as an activity has a certain period of work before the results are displayed. This is in line with the opinion of Diaz (2016) which states that

projects have four sequences, namely: preparation, execution, presentation, and final steps. Both participants also have the same perception, namely regarding the implementation of the project where the teacher is in charge of supervising because the purpose of project activities is the main activity of students. this opinion is by Scrivener (2011) who explains that teachers must continue to guide and provide input on the work of a project, because projects are a form of activity that centers on student activity.

4.2.2   Challenge of Teaching English in Senior Highschool

The first challenge is the students negative attitude, in the results of the interviews, both participants had the same perception regarding the obstacles when teaching English which came from students' bad attitudes. students' bad attitudes that become obstacles in the classroom are laziness, this is by the opinion of Oxford (2001) which explains that lack of enthusiasm is caused by negative student beliefs that arise due to a bad mindset towards the language learning process that is difficult to do. The findings of the two participants are also in line with the opinion of Krashen & Terrell (1982) who explained that related behaviors that affect second language learning are motivation, self-confidence, and anxiety.

Sedond challenge is the large class based on the findings above, it can be concluded that large classes are one of the obstacles to teaching and learning activities faced by both participants. Both participants have different perceptions of the type of large class faced. In the first participant, the large

class that becomes a problem is the noise caused by students from other classes, so that the teacher's voice is not heard clearly when explaining the material. The second participant had an experience with the large class that became an obstacle because the condition of the class is uncomfortable due to hot temperatures. The hot temperature that arises can be caused by the narrow classroom area or the malfunction of the cooling facilities. This is in line with the opinion of Baker & Westrup (2000) explain in their book that a large class is a classroom condition that can hinder students' learning progress, from a crowded classroom situation, it can be interpreted if the number of students is too large, the classroom situation is too narrow, the noise caused by the learning environment.

The third challenge is the lack of students' learning skills, based on the findings above, both participants agreed that the lack of students learning skills is another obstacle in teaching activities in English classes. The first participant gave an opinion that in the classroom he taught students 90% using Indonesian because the four skills (speaking, writing, listening, reading) were not yet acquired so teaching and learning activities were dominated by the mother language. This opinion is in line with Poedjiastuti, et al. (2021) sometimes students have not mastered the basic skills so learning the material is difficult, so there is exposure to English which results in low and less optimal opportunities for language learning. The second participant, explained his experience about the time that was used only to interpret words and sentences in the text due to the lack of skills when

learning English. This is by what Sowton (2021) explains the lack of learning skills can take the form of students' lack of vocabulary, limited understanding of grammatical material, the lack of confidence in speaking the target language.

The fourth challenge is the lack of textbook resource, based on the interviews with participants, there are differences in perceptions about textbook resources that can become obstacles. The first participant explained that books are not a reference in teaching. Because he always uses the material that has been prepared using PPT, with resources from the teacher's handbook, so students do not need other books to learn in class. Meanwhile, the second participant has an opinion if the textbook is one of the needs used in the classroom, but there is a problem because the number of textbooks is not sufficient, so the teacher feels burdened because it takes time for each required to borrow in the library and must be returned after completion. This agrees with the explanation from Sowton (2021) if the resources of textbooks are limited or even inadequate teachers and students can be burdened in providing the material studied and the topics that must be completed.

The last challenge is the lack of teaching-specific skills facilities, in the results obtained from the interviews that have been conducted, both participants have the same perception regarding supporting facilities for learning specific skills that can become obstacles if not available properly. Both participants have the same opinion if the school provides facilities to support teachers in teaching specific skills (listening, speaking, reading, and

writing) such as computers, headphones, speakers, language laboratories. This shows that the lack of teaching-specific skills facilities is not an obstacle in teaching English.

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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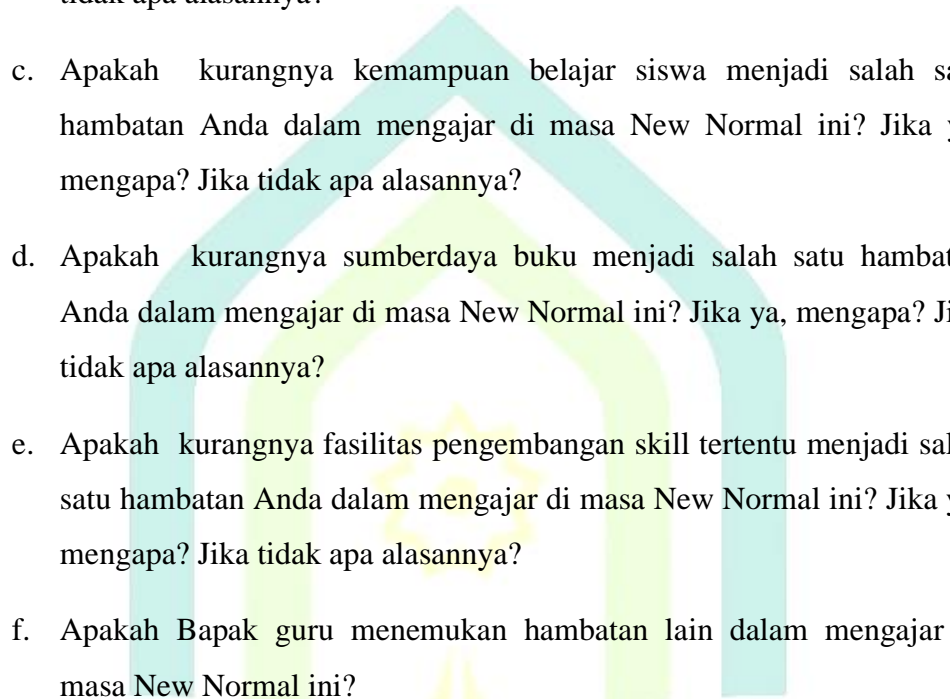
ENCLOSURE

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 pelaksanaanya? Jika tidak apa alasannya?

b. Apakah Anda menggunakan multimedia sebagai strategi belajar-mengajar di masa New Normal? Jika ya, bagaimana pelaksanaanya? Jika tidak apa alasannya?

c. Apakah Anda menggunakan filler sebagai strategi belajar-mengajar di masa New Normal? Jika ya, bagaimana pelaksanaanya? Jika tidak apa alasannya?

d. Apakah Anda menggunakan dictation sebagai strategi belajar-mengajar di masa New Normal? Jika ya, bagaimana pelaksanaanya? Jika tidak apa alasannya?

e. Apakah Anda menggunakan project sebagai strategi belajar-mengajar di masa New Normal? Jika ya, bagaimana pelaksanaanya? 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 percepsi 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 memadahi, 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 vidio 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 krativitas 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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