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THE PROBLEMS OF TEACHING ENGLISH AT MTs NEGERI 1 BOMBANA IN 2017/2018 ACADEMIC YEARS

La Mido

(Dosen Program Studi Pendidikan Bahasa Inggris FKIP Unidayan Baubau)

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui permasalahan-permasalahan dalam mengajar Bahasa Inggris pada MTs Negeri 1 Bombana. Penelitian ini merupakan penelitian kualitatif dengan menggunakan observasi dan wawancara sebagai instrument. Tahapan dalam menganalisis data yaitu: reduksi data, penyajian data, dan membuat kesimpulan. Hasil penelitian ini menunjukkan bahwa, terdapat dua permasalahan dalam mengajar bahasa Inggris pada MTs Negeri 1 Bombana, yaitu masalah yang berhubungan dengan guru, dan masalah yang berhubungan dengan siswa. Permasalahan yang berhubungan dengan guru adalah: kurangnya pengaturan waktu mengajar, metode mengajar yang kurang tepat, sikap guru dalam melakukan inovasi media instruksional, sedangkan permasalahan yang berhubungan dengan siswa yaitu: kurangnya motivasi belajar. Hasil ini dapat disimpulkan bahwa ada permasalahan dalam mengajar bahasa Inggris pada MTs Negeri 1 Bombana, dan masalah yang paling banyak ditemukan adalah masalah yang dilakukan oleh guru.

Kata Kunci: masalah, Guru, siswa, MTs Negeri 1 Bombana

INTRODUCTION

Nowadays, English is still regarded as one of the important role in building the development of the state and nation and building relation with other nations. English is not only used as official language in many nations, but also it influences on many different cultures in a large number of countries. It is the central language of communication in the world wide (Susanna, 2007). This is because English is a global language that widespread on earth. It can be proved by wherever you travel; you see an English signs and advertisement. Gerald, et al (2010) stated that, "English is a universal language; the language of communication across the country in the international world of trade, business, air transportation, and technology". Similarly, Crystal (1997) defines, "English was used as the language of communication in industries and this affected all facets of the society such as advertising, press, broadcasting, transportation, communication, sound recording and motion pictures.

In Line with the above statements, Sa'ad (2014) view that successful achievement of stated objectives in teaching and learning is always associated with using the right method. It is related to the teacher's attitude toward innovation in using instructional media.

Furthermore, Lestari (2015) argues that the objective of the teaching of English in Indonesia is mainly to enable the students to use English for communication both taught oral and written as revealed in the English. The students are expected to have a good capability in listening, speaking, reading, and writing.

In addition, Goodwyn (2005) states that English needed by Indonesian students for many reasons. By having a good command of English, the students have more chances to get a job. English helps students easy to maintain communication and tie relationship. English subject is one of the subjects which studied by students from elementary school to tertiary level. For

many years, lecture method was the most widely used in many schools. Based on the above explanation, the problem statement of this research was what problems do mostly occur in teaching English at MTS N 1 Bombana?

METHOD OF THE RESEARCH

This research was categorized as a qualitative research. This qualitative research applied case study approach based on the phenomena that the researcher got at the pre-observation. Gay (2006) stated that case study used to describe and interpret what is there about the condition or relationship, the opinion that have been grown, the process is in progress, consequences or effects that occur, or a growing trend, hence use qualitative research. Similarly to Guy, Merriam (1998) also argued that case study is an examination of specific phenomena such as a program, an event, a process, a person, an institution or social group.

The subject categories of informants in this study were those directly involved in the learning process: Teachers and learners and the Headmaster of MTS N 1 Bombana who known well about the school. This research was conducted in MTS N 1 Bombana and the research focused in class VIII. This study was carried out until the data obtained is completely saturated and able to represent the situation that has occurred. The time of this research was on February until April in 2017/2018 academic years.

In order to facilitate the data collection, the researcher used two instruments below:

Observational methods are useful means of gaining understanding about the process involved in a situation. In observation, qualitative researcher obtains data by simply watching the participants. The researcher used this method to record directly related the problems of teaching English at MTS N 1 Bombana. In accordance with the plan of this study which is systematically implemented then, it is appropriate to researcher use this method.

The second instrument was interview. The interview used in this study was an in-depth interview. It meant that the researcher asked several in-depth questions related to the focus of the problem so that with this in-depth interview, the data can be collected as much as possible. The researcher choosed this method of interview was to know the problem in teaching English that happened in MTS N 1 Bombana.

In qualitative research, there are three inner activities analysis according to Merriam (1998) as follows: The first was Data reduction. Reducing data means summarize, choosing key points, focusing on what matters, looking for themes and pattern". Therefore, the researcher select a range of assessed reprehensive data with the formulation of the problem, which is related to the problems of teaching English faced by teacher and students. The second one was presentation of the data. In this study, researcher presented data in the form of descriptive. Researcher describe in the form of description word. The last technique was conclusion drawing. In this analysis, the researcher analyzed the data more, intensively after all data obtained in the field was sufficient and considered sufficient, to be processed and arrange into research result up to the final stage of research conclusion.

One of the characteristics of qualitative research is that the research result should be negotiated with the informants. The goal is to abstain valid data. Therefore, negotiations can be referred as one way to be taken in order to check the validity of the data. In this study, the negotiation was done by showing the participants a narrative description of the research results of the important events during the research process. The respondents were asked to read the

result of this study. When the respondents found that the description did not match the reality the experience, then they were welcome to make corrections.

FINDING AND DISCUSSION

A. Finding

The problems of teaching English at MTS N 1 Bombana.

1) Poor Time Management

a. *Problems were related to the teacher*

The result of observation and interview found that the time for teacher in teaching English was not enough. English was taught 2 x 35 minutes for per meeting. It was certainly not enough in teaching English materials efficiently, even with the teacher's delays which often occur when teaching English. The following was the transcript of observation in Mrs. IDWT class.

Extract 1:

(On Tuesday, August 21th 2017, I went to school at 07.25. Five minutes before class started. But, until 07.40, Mrs. IDWT not come yet, then I waited for about 15 minutes until she come and we went to the class at 07.50. She was late for 15 minutes).

(Saat memasuki kelas, seperti biasa guru menyuruh siswa untuk menyiapkan kelas terlebih dahulu sebelum memulai pelajaran).

Teacher : *"Maaf ya ibu terlambat beberapa menit soalnya ibu tadi sedang ada pekerjaan tambahan. Sebelum ibu memulai pelajaran, ibu mau tanya dulu sama kalian beberapa kalimat. Yang di pojok, apa bahasa Inggrisnya apa kabarmu?"*

(Siswa yang diberikan pertanyaan tidak merespon pertanyaan guru).

Teacher : *"Kalau yang disebelahnya?"*

Student I : *"I am fine." (berbicara dengan suara kecil)*

Teacher : *"Coba tulis di papan."*

(Beberapa siswa yang mencoba menjawab belum ada, yang menjawab dengan benar sehingga ibu guru harus menjelaskan ulang mengenai materi Greeting and responsive. Seharusnya hari itu mereka belajar mengenai materi lain, namun dikarenakan waktu pengajaran bahasa Inggris telah habis maka ibu guru hanya memberikan mereka tugas).

(F.n, August 21th 2017) Based on observation.

Based on the observation above, it can be known that the teacher could not use the time efficiently. The teacher always comes late so that the learning that should be completed in that day becomes delayed. In addition, when the teacher entered in the classroom, she did not directly give the material but she has to manage the class first, so that the class becomes more comfortable to learn. It can lead to a lot of wasted time, but not to teach the material. It was because the time spent in the learning English is so limited, so that the teacher should be able to manage time in teaching English well.

The following is the transcript of interview to the students about insufficient times used by the teacher.

Extract 2:

Researcher : "Oke, seperti pertanyaan sama temannya tadi, apakah ibu guru bahasa Inggrisnya selalu tepat waktu kalau masuk mengajar ?"

Student : "Uh jarang kak, pasti terlambat kalau mengajar jam pertama."

Teacher : "Menurut adik kenapa bisa seperti itu ?"

Student : "Katanya ibu guru dia masih urus anaknya dan juga rumahnya jauh dari sekolah bu."

(F.n, August 8th 2017) Based on an interview.

Based on the result of interview above it can be known that teacher could not manage her time in teaching English. The cause of it due to the teachers who always come late to school. In addition, the time for explaining material is spent on teacher's delays. If this continues, then the effect will be on learning English that becomes ineffective.

2) Improper Use of Teaching Method

Method is a technique used by teacher to teach or to give a material to students in the class so the material can be understand and used well. Method is also meant as a way to reach an aim. It can be conclude that method is a good way to reach an intention. Teaching method is a set of procedures and experimental activities perform to achieve a certain goal. Edward Anthony (2001) stated that method is the depiction of a general plan of systematic presentation of language based on a chosen approach. Teaching method will also affect students' motivation and learning programmed.

The following is the transcript of student's response to the teaching method used by teacher.

Extact 3:

Researcher : "Bagaimana menurut adik metode pengajaran yang dilakukan oleh guru bahasa inggris ?"

Student : "Menurutku kak agak membosankan. Soalnya kita belajar begitu-begitu terus."

Researcher : "Maksudnya begitu saja bagaimana dek ? Apakah ibu guru tidak pernah melakukan variasi dalam proses belajar seperti permainan atau berpasang-pasangan?"

Student : "Maksudnya kak, ibu guru kalau mengajar dia kebanyakan menjelaskan. Jarang kita dikasih permainan."

(F.n, August 7th 2017) Based on interview

Based on observation in this research, the researcher found that the teacher did not use the varied method in teaching, so that the students in the class were bored and less responsive to the teacher. Sometimes the teacher is communicating with the students while she is only sitting on the chair all the time. The teacher has not developed the teaching method to be adjusted to the student's ability. In general the teacher keeps using the same methods for different materials. Teacher should be able to use appropriate methods with the materials, so that the students do not feel bored and sleepy when teaching and learning process. The learning process was more creative when the teacher gives students opportunities to participate.

3) Teachers Attitude Toward Innovation in using Instructional Media

Based on observation and interviews conducted by researcher, researcher found during of teaching English that the teacher did not use teaching media such as posters or using in focus. Giving pictures and posters actually very important because the library in this school does not have enough books to share in the classroom while studying.

The following is the transcript of interview to the students about the innovation of teacher in using of instructional media.

Extract 4:

Researcher : *"Apakah selama pengajaran ibu guru menggunakan alat peraga atau media lain selain buku ?"*

Student : *"Tidak pernah kak. Ibu guru hanya dia pakai buku kalau mengajar".*

Researcher : *"Apakah materi yang diajarkan mudah dipahami tanpa media?"*

Student : *"Sebenarnya susah kak, karena kita tidak lihat secara langsung apa yang diajarkan. Kita harus mengkhayalkan dulu apa yang ibu guru bilang".*

(F.n, 8th August 2017) Based on interview.

Based on the interview above, it can be known that during of teaching and learning process, the teacher did not use the teaching media such as poster, pictures or even LCD. Giving pictures and posters actually very important because the library in this school does not have enough books to share in the classroom while studying. In this case, it requires creativity and innovation of teachers. The teacher can create a picture on large paper to replace the media that can not be used. In addition to facilitate the teacher in delivering the material, it can also attract the students' attention because they tend to be interested in the pictures in learning.

4) Problems are Related to the Students

a) Lack of learner motivation

In the teaching and learning process, motivation is an important thing that students must have in learning English, so they can easily learn, especially in English. However, the fact is the students in MTsN 1 Bombana have less interest and motivation in learning English. Based on observation that made in eight grade (VIII A) shows that in the teaching and learning process, the students are more silent and less responsive to the teacher's questions. It is show that students have no interest and lack of motivation in learning English. The findings are elaborate as follows:

Extract 5:

(Guru memasuki kelas)

Teacher : *Oke, jadi kemarin kita belajar tentang apa ? siapa yang masih ingat ?"*

Teacher : *"Bahasa inggrisnya pengenalan apa ?"*

Students : *"Introduction bu".*

Teacher : *"Setelah introduction, kita belajar tentang apa ?"*

(Saat ditanya oleh guru soal pelajaran setelah itu, para siswa terdiam dan tidak ada yang menjawab).

Teacher : *"Kita belajar tentang greeting, apa itu greeting ?"*

(Lagi-lagi siswa tidak merespon pertanyaan guru)

Teacher : "Astaga, masa di lupa artinya. Siapa yang bawa kamus ? cari apa itu artinya dikamus".

(Based on observation, Monday, August 14th 2017)

Based on the result of observation above, the research her found that in the learning process, students tend to be more passive in responding to the teacher's questions. They tend to be silent and give no response to the task assigned by the teacher. This shows that they have no desire and motivation in teaching and learning process especially English. This can be proved by students who easily forget the material because they do not pay attention to the material provided by teacher.

The following is the transcript of interview of the English teacher (Mrs.IDWT about student's motivation in learning English).

Extract 6:

Researcher : "Jadi bagaimana dengan keadaan didalam kelas ketika ibu mengajar ? Apakah ada kendala yang ibu hadapi ?"

Teacher : "Banyak dek. Apalagi bahasa inggris ini bukan bahasanya kita, yah jadi banyak itu siswa yang hanya cuek dan bahkan kadang ada kita dapat dia lagi tidur sementara proses belajar. Mereka itu kurang sekali minatnya di Bahasa inggris. Kalau kita tanya kadang mereka hanya diam. Kalau sudah selesai waktunya bahasa inggris itu senang sekali mereka rasa."

Researcher : "Menurut Ibu kira-kira apa yang menyebabkan mereka bisa seperti itu ?"

Teacher : "Saya rasa karena mereka menganggap bahasa Inggris itu bukan bahasanya mereka dan juga bahasa inggris itu katanya mereka susah karena lain tulisannya lain juga bacanya. Pokoknya banyak alasannya mereka tidak minat di Bahasa inggris."

(F.n, August 8th 2017) Based on an interview.

Based on the result of interview above, this shows that when English learning took place, the students did not give a positive response to the teacher. They are more indifferent and even choose not to pay attention to their teacher in the classroom. This may be due to their understanding that English is not a language they use everyday so that they feel no need to learn it. If this continues, they will not get maximum results, eventhough they could pass English lessons, but the knowledge that they get is not sufficient.

The following is the transcript of interview of the students about their motivation in learning English.

Extract 7:

Researcher : "Siapa namanya dek ?"

Student : "Nisa Alfatihah kak."

Researcher : "Suka belajar bahasa inggris tidak dek ?"

Student : "tidak terlalu kak."

Researcher : "menurut adik kenapa adik tidak suka bahasa inggris ?"

Student : "karena memang saya kurang suka kak. Soalnya bahasa Inggris itu lain tulisannya, lain juga bacanya. Rumit sekali."

(F.n, August 8th 2017) Based on an interview.

Based on the result of interview with the students, it can be know that the students do not like English because they feel English is complicated, unlike the language that they use everyday example : Indonesian language which is English has a different in terms of writing and reading. That is why they are less interest in learning English.

B. DISCUSSION

1. The Problem of Teaching English

a. *Problems Related to the Teacher*

1) Poor Time Management

Time is one of an important element in education. Time neither indicates significance of efficiency nor the highest result that leads to it. When the teacher cannot control their time management, they can not be able to teach them effectively. Time management is the thread running through almost aspects of teaching – organizing the day, organizing the classroom, deciding how long and how often to teach various subjects, recording students progress, or keeping time consuming behavior problems to a minimum (Hancock, 2002).

Based on the result of observation in the teaching and learning process, the researcher found that another problem in teaching English is poor time management by teacher, so that the process of learning in the class becomes ineffective. This is indicated by the less time teachers can use to teach. Based on the result of interview to one of the students said that the teachers delay in teaching become the factor that cause the poor time management by teacher.

Andrew in Riash (2011) suggested that the most obvious difference between successful and unsuccessful people in learning can be seen from they way they exploit time. When teacher cannot manager their time, the spirit feels a little less welcome. Students learning suffer. As stated by Goodwyn (2005), people who are more effective in planning their time tend to be more productive, more energetic, more efficient, and to have higher self-esteem.

2) Improper use of Teaching Method

Based on the result of observation in this research, the researcher found that the teacher did not use the proper method to increase the students' interest in learning English. So that the students were easy to feel bored. Teachers tend to use old methods that make students less interested. One of which is the lecture method where in the process of teaching and learning, teachers more dominate. Students are rarely given the opportunity to participate. By lecture methods, students were often passive because there is no mechanism to ensure that they were intellectually engaged with the material. Besides, students' attention wanes quickly after fifteen to twenty minutes and the information tend to be forgotten quickly when students were passive.

It is indicated that teaching methods are no doubt very essential for ideal result of learning. It is obvious that successful learning and teaching take place when right teaching method is used by teacher. The use of varied methods can give the spirit to the students so that they do not get bored on the material provided by the teacher, Sa'ad (2014). He further explained that the view of successful achievement

of stated objective in teaching and learning is always associated with using the right method. Teacher should update their teaching methods and try to make English lesson lively. So that the students would enjoy English lesson.

3) Teachers Attitude Toward Innovation in Using Instructional Media

Media in Education has been extremely effective in teaching as a wide range of subjects. Media is changing the way we communicate with each other. The instructional media have emerged in a variety of resources which can be used to supplement or complement the teacher's efforts in ensuring effective learning by students. School text book and other instructional media play in a child's learning and help to ensure the students receive the balanced and relevant curriculum to which they are entitled. However, the problem of the teacher is likely to encounter in secondary schools is lack of variety of instructional media to teach English. It is related to the teacher innovation in using instructional media.

However, the fact is in MTsN 1 Bombana, there is no instructional media used by the teacher. Based on observation, it shows that teacher only uses a book as an instructional media. Besides that, media like audio visual, picture, or posters were not available. The teacher only explains the material through the blackboard. Instructional media are very important to help students acquire new concepts of, the skill and language competence. As stated by Naiman, et al. (1978) instructional media defined as the combination of various media types, such as text, images, sound and video to convey a message or information to an audience. It has introduces important changes in the Educational system and impact the way we communicate information to the learners.

b. Problems Related to the Students

1) Lack of Learner Motivation

Based on the result of the research, the researcher found that students have lack of motivation in learning. It was indicated by during the teaching-learning process; the students did not pay attention to the teacher and did not response to the teacher's question. In addition, they also feel that English is not important because it is not their language. The students have more difficulties in comprehending what teacher mean in learning process if they do not have motivation. Students' motivation has to do with students' desire participate in the learning process. As stated by Mitchell in Winardi 2002, motivation is represents the psychological progress, which lead to the emergence, the direction, and the persistence of voluntary actives directed toward particular goal. It means that the success of learning depends on high or low motivation of students. It can drive learners in reaching the learning goal.

Dempo & Helena Seli (2008) write motivation as the internal process gives behavior its energy and direction. The major successful and unsuccessful learners are that the successful learner knows how to motivate themselves and control their motivation. Motivating learners is an important task of the teacher in order to encourage the students to overcome the entire obstacle they face while learning. The purpose of motivation is to offer the students specific reasons why the lessons constant is important to know, comprehend, apply or perform. This motivation

should appeal to each students personally and engender a desire to learn the material. Therefore, how to make students keep high learning motivation becomes the first challenge for the teacher.

CONCLUSION AND SUGGESTION

A. Conclusion

a. The problem related to the teacher

In the teaching English, sometimes the teacher can not manage her time well. It can be shows through the teachers' delay in teaching. The inability of teachers to manage time causes the learning process to be ineffective. Besides, improper use of teaching method became another problem. The teacher can not use the proper method for certain material. The teacher tends to use the traditional method in delivering the material so that the students get bored quickly. The teacher should be able to create an interesting learning from the method the she used so that the students have any desire to learn English. In addition, Teachers' attitude toward innovation in using instructional media became another problem in teaching English. Teacher should be able to increase her creativity and innovation in create the interesting media to raise the students' desire to learn English.

b. The problems related to the students

Lack of motivation is become a crucial problem in the teaching English. Motivation can influence the students' willingness to study. When the students do not have the desire to learn, they will not give the positive response to their teacher in the learning process. It becomes one of the challenges for teachers find a way to motivate the students to learn.

B. Suggestion

- a. The researcher suggests to the teacher to more motivating students to learn especially English.
- b. The researcher suggest the teacher to use the media that it can be fact, puppets, which taken from self collection to support in teaching and learning activity, and to make the students do not confuse.
- c. The researcher suggest the teacher should update and give the varied of method to avoid students feel bored.
- d. The researcher suggests to the students that they should give attention to their teacher when the teacher explains the materials.

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