

**TEACHERS' DIFFICULTIES IN TEACHING ENGLISH AS A FOREIGN
LANGUAGE AT SMK MUHAMMADIYAH 3 MAKASSAR**
(A Descriptive Qualitative Research)



A THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Part Fulfillment of the Requirement for the Degree
of Education in English Department*

DESRI SUSIYANTI

10535599014

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

2019



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

LEMBAR PENGESAHAN


Skripsi atas nama **DESRI SUSIYANTI**, NIM 10535 5990 14 diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **0018 Tahun 1440 H/2019 M**, tanggal 22 Jumadil Awal 1440 H/28 Januari 2019 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Jumat tanggal 01 Februari 2019.

Makassar, 26 Jumadil Awal 1440 H
01 Februari 2019 M

Panitia Ujian :

1. Pengawas Umum : Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M. (.....)
2. Ketua : Erwin Akib, M.Pd., Ph.D. (.....)
3. Sekretaris : Dr. Baharullah, M.Pd. (.....)
4. Dosen Penguji : 1. Dr. Eny Syatriana, M.Pd. (.....)
2. Amar Ma'ruf, S.Pd., M.Hum., Ph.D. (.....)
3. Muh. Astrianto Setiadi, S.Pd., M.Pd. (.....)
4. Eka Prabawati Rum, S.Pd., M.Pd. (.....)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar


Erwin Akib, M.Pd., Ph.D.
NBM : 860 934



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : **Teachers' Difficulties in Teaching English as a Foreign Language at SMK Muhammadiyah 3 Makassar**
Name : **DESRI SUSIYANTI**
Reg. Number : 10535 5990 14
Programmer : English Education Department Strata I (S1)
Faculty : Teacher Training and Education

Makassar, Februari 2019

Approved by:

Consultant I

Consultant II



Ummi Khaerati Syam, S.Pd., M.Pd.


Eka Prabawati Rum, S.Pd., M.Pd.

Dean of FKIP
Makassar Muhammadiyah University

Head of English
Education Department


Erwin Akib, M.Pd., Ph.D.
NBM: 860 934


Ummi Khaerati Syam, S.Pd., M.Pd.
NBM: 977 807



Terakreditasi Institusi



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Nama : **Desri Susiyanti**
Stambuk : 10535 5990 14
Jurusan : Pendidikan Bahasa Inggris
Dengan Judul : **Teachers' Difficulties in Teaching English as a Foreign Language at SMK Muhammadiyah 3 Makassar**
Consultant I : Ummi Khaerati Syam, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
10/12/18		→ Raw data → Recording	Uf
		→ Change into past in chapter 5	Uf
		→ Revise abstract	Uf
26/12/18		Skll in chapter 3	Uf

Makassar, desember 2018

Approved by:
Head of English Education Department

Ummi Khaerati Syam, S.Pd., M.Pd
NBM: 977 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Nama : Desri Susiyanti
Stambuk : 10535 5990 14
Jurusan : Pendidikan Bahasa Inggris
Dengan Judul : Teachers' Difficulties in Teaching English as a Foreign Language at SMK Muhammadiyah 3 Makassar
Consultant I : **Ummi Khaerati Syam, S.Pd., M.Pd.**

Day / Date	Chapter	Note	Sign
7/1/18		OK Aa prepare your self Before. this exam.	

Makassar, Desember 2018

Approved by:
Head of English Education
Department



Ummi Khaerati Syam, S.Pd., M.Pd
NBM: 977 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Nama : Desri Susiyanti
Stambuk : 10535 5990 14
Jurusan : Pendidikan Bahasa Inggris
Dengan Judul : Teachers' Difficulties in Teaching English as a Foreign Language at SMK Muhammadiyah 3 Makassar

Consultant II : Eka Prabawati Rum, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
12/12/2018	Abstract I, II, III	Please some corrections	
20/12/2018		Please some corrections	
7/1/2019		Ok.	

Makassar, Desember 2018

Approved by:
Head of English Education
Department



Unni Khaerati Syam, S.Pd., M.Pd
NBM: 977 807



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Sultan Alauddin Telp. 866972 Kota Makassar



SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : Desri Susiyanti
Stambuk : 10535599014
Jurusan : Pendidikan Bahasa Inggris

Dengan ini menyatakan *Perjanjian* sebagai berikut:

1. Mulai dari *penyusunan proposal* sampai selesainya *skripsi* saya. Saya akan *menyusun sendiri skripsi* saya (tidak dibuat oleh siapapun).
2. Dalam penyusunan skripsi saya akan selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan Fakultas.
3. Saya tidak akan melakukan *penjiplakan (plagiat)* dalam penyusunan skripsi saya.
4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1, 2, dan 3, maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian saya buat dengan penuh kesadaran.

Makassar, Februari 2019

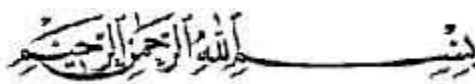
Yang Membuat Pernyataan,

Desri Susiyanti



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Sultan Alauddin Telp. 866972 Kota Makassar



SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Desri Susiyanti

Stambuk : 10535599014

Jurusan : Pendidikan Bahasa Inggris

Dengan Judul : **“Teachers’ Difficulties in Teaching English as A Foreign Language at SMK Muhammadiyah 3 Makassar”**.

Dengan ini menyatakan bahwa:

Skripsi/proposal yang dilakukan di depan Tim Penguji adalah asli hasil karya saya, bukan jiplakan dan tidak dibuat oleh siapa pun.

Demikian pernyataan ini saya buat dengan sebenarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, Februari 2019

Yang Membuat Pernyataan,

Desri Susiyanti

MOTTO AND DEDICATION

Motto

Resignation does not mean to giving up, be positive person, because your destiny is different from others

“Indeed, with hardship will be ease. So when you have finished your duties, then Stand up for worship. And to your Lord direct your longing”.

(Q.S. Al Insyirah 6-8)

“Indeed, this is for you a reward, and your effort has been appreciated”.

(Q.S. Al Insan 22)

*I dedicated this research paper to :
My beloved Parents, My Brothers and Sisters, My Big family,
and then all my beloved friends.*

ABSTRACT

Desri Susiyanti, 2019. “*Teachers’ Difficulties In Teaching English As A Foreign Language at SMK Muhammadiyah 3 Makassar*”. A Thesis of English Education Department Faculty of Teacher Training and Education of Muhammadiyah Makassar University Guided by Ummi Khaerati Syam And Eka Prabawati Rum.

The research attempted to find out the teachers’ difficulties in teaching English as a foreign language at SMK Muhammadiyah 3 Makassar. The research method of this research was the descriptive qualitative method. The data gathered through observation and interview which were collected from 3 English teachers.

The Result showed that teachers’ difficulties in teaching english as a foreign language in the school is not easy, because there is no basic knowledge and linguistic in the vocational school. There are many difficulties faced by the teacher in SMK Muhammadiyah 3 Makassar. Such as: lack of student’s basic knowledge in English lesson, the a lot of students in classroom, the students’ low concentration, the student’s absent in learning process, boredom, and the facilities in the school was low.

So The teachers’ difficulties in teaching English as a foreign language at SMK Muhammadiyah 3 Makassar was come from the students and the facilities in the school. Do not rule out the possibility of the teacher being a problem for themselves. Challenges in teaching English are also faced because of teachers’ limited teaching knowledge and development. English teaching challenges from teachers’ perspectives including shortage of training, limited mastery of teaching methods, unfamiliarity to IT, and lack of professional development.

Keyword : The Teacher, Teaching English As A Foreign Language.

ABSTRAK

Desri Susiyanti, 2019. “Kesulitan Guru Dalam Mengajar Bahasa Inggris Sebagai Bahasa Asing di SMK Muhammadiyah 3 Makassar”. Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar di bimbing oleh Ummi Khaerati Syam dan Eka Prabawati Rum.

Penelitian ini berusaha untuk mengetahui kesulitan guru dalam mengajar bahasa Inggris sebagai bahasa asing di SMK Muhammadiyah 3 Makassar. Metode penelitian dari penelitian ini adalah deskriptif metode kualitatif. Data dikumpulkan melalui pengamatan dan wawancara yang dikumpulkan dari 3 guru bahasa Inggris.

Hasilnya menunjukkan bahwa kesulitan guru dalam mengajar bahasa Inggris sebagai bahasa asing di sekolah tidak mudah, karena tidak ada dasar pengetahuan dan linguistik di sekolah kejuruan. Ada banyak kesulitan yang dihadapi oleh guru di SMK Muhammadiyah 3 Makassar. Seperti: kurangnya pengetahuan dasar siswa dalam pelajaran bahasa Inggris, banyak siswa dalam kelas, rendahnya konsentrasi siswa, siswa yang absen dalam proses belajar, kebosanan, dan fasilitas di sekolah masih rendah.

Jadi kesulitan guru dalam mengajar bahasa Inggris sebagai bahasa asing di SMK Muhammadiyah 3 Makassar datang dari para siswa dan fasilitas sekolah. Tidak memungkinkan guru menjadi masalah untuk diri mereka sendiri. Tantangan dalam mengajar bahasa Inggris juga dihadapkan karena guru mengajar ilmu pengetahuan dan berkembangnya yang terbatas. Tantangan dari perspektif guru termasuk kurangnya pelatihan, pengajaran bahasa Inggris yang terbatas, penguasaan metode pengajaran, kurangnya pemahaman teknologi, dan kurangnya pengembangan profesional.

Keyword: Guru, Mengajar Bahasa Inggris Sebagai Bahasa Asing.

ACKNOWLEDGEMENT



Alhamdulillah Rabbil Alamin, should be expressed for the belssings of Allah SWT for His endless blessing, love, guidance, health and mercy all the time in completing of written this thesis entitled “*Teachers’ Difficulties In Teaching English As A Foreign Language At SMK Muhammadiyah 3 Makassar*”. is submitted as the final requirement in accomplishing undergraduate degree at English Education Department, Faculty Of Teacher Training And Education, Makassar Muhammadiyah University. Salawat and Salam are addressed to the final and the chosen, religious messenger the prophet Muhammad SAW (peace be upon Him).

The researcher would like to express her deepest appriciation and gratitude to her parents, sisters and brothers, and then all her big families for prayer, financial, motivation and sacrificed for her success and their love sincerely.

The researcher realizes that in carrying out the research and writting this thesis, many people have contributed their valuable suggestions, guidances, assistances, and advices for the completion of this thesis. Therefore she would like to express his appreciation and thanks to:

1. Her greatest thanks are due to her first consultant Ummi Khaerati Syam, S.Pd., M.Pd. as the first consultant and Eka Prabawati Rum, S.Pd., M.Pd. as the second consultant who has given their valuable time and patient, to support assistance and guidance to finish this thesis.

2. Prof. DR. H. Abd. Rahman Rahim, SE., MM. The Rector of Muhammadiyah University of Makassar.
3. Erwin Akib, M.Pd., Ph.D. The Dean Of Teacher Training And Education Faculty.
4. Ummi Khaerati Syam, S.Pd., M.Pd. The Head of English Department of FKIP UNISMUH Makassar.
5. Ruslan, S.E., MM. The Head Master of SMK Muhammadiyah 3 Makassar and the teacher as participant in this thesis, Rusliah, S.Pd., Sawani, S.Pd., Musdalifah, S.Pd., that gave me time for doing research in SMK Muhammadiyah 3 Makassar.
6. The beloved roommates who had always make her happy and safety, it also always encourage her to finish this paper. Her beloved friends IPAZWEISAAL family, who had always given her big support, prayer and loves starting from Senior High School until now. Her beloved friends ISMAVINDA WIDI a.k.a (Isna, Marwah, Hervin, Indah, Waddah, Wiwit, Windi), who had always given her heppiness, loves, cares, support, prayer, and the sweet memories, starting from the first semester until finish this thesis, and for all her beloved friends of Freedom class English Department 2014 for their cares, support and all of the memories.
7. Finally, the reearcher would like to thank everybody who was important to the successful realization of this undergraduate thesis. This undergraduate thesis is far from perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive

thoughtfull suggestion and critics are welcomed. May Allah SWT the
almighty God be with us now and forever.

Makassar, Februari 2019

Desri Susiyanti

TABLE OF CONTENTS

THE TITLE SHEET	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
COUNSELLING SHEET	iv
SURAT PENYATAAN	v
SURAT PERJANJIAN	vi
MOTTO DAN PERSEMBAHAN	vii
ABSTRACT	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	x
LIST OF TABLES	xi
LIST OF FIGURE	xii

CHAPTER I INTRODUCTION

A. Background	1
B. Problem Statement	5
C. Object of the Research	6
D. Significant of the Research	6
E. Scope of the Research	6

CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings	8
B. Some Patient Ideas	10
1. Definition of Teacher.....	10
2. Teaching English As A Foreign Language.....	19
C. Conceptual Framework	23

CHAPTER III RESEARCH METHOD

A. Research Method.....	25
B. Population and Sample.....	25
C. Research Instrument.....	27
D. Procedure of Collecting Data	27
1. Observation	27
2. Interview	27
E. Technique of Data Analysis	28

CHAPTER IV FINDINGS AND DISCUSSION	
A. Findings.....	29
B. Discussion	41
CHAPTER V CONLUSSION AND SUGGESTION	
A. Conclussions	48
B. Sugestions	48
BIBLIOGRAPHY	
INSTRUMENTS	
CURRICULUM VITAE	

LIST OF FIGURE

FIGURE 2.1 Conceptual Framework.....	23
---	-----------

LIST OF TABLES

TABLE 4.1 The result of teacher's observation.....	29
---	-----------

LIST OF APPENDICES

APPENDICES I *List of Observation*

APPENDICES II *List of Interview and transcript*

APPENDICES III *Documentation*

CHAPTER I

INTRODUCTION

This chapter consists of five main section, namely background, problem statement, objective of the study, significance of the study and scope of the study.

A. Background

There are many kinds of language that are used to communicate. One of them is English. English as International Language has to be learned by people in the world. Adopted from Mappiasse and Ahmad (2014:1), English has become the most spoken languages in the world of today. Thus, the ability in using English is very important for everyone. As stated by Lauder (2008:3), English is being used for following technological and scientific improvements and also for better job opportunities. That shows that English plays an important role in many aspects in our life, such as in education, business, politic, ect. Therefore, both developed and developing country should realize that English is a language that is important to be learnt and mastered.

Teaching English has been an important issue in countries where English is not their first language, so learning second language is difficult for L2 learners because they cannot speak English in real life situations, because they should learn sentence in textbooks not in a real environment. Therefore, teachers should always look for useful strategies to reduce the difficulties of teaching English language (Long, 1969; Chen, 2007; Nunn, 2011), and they have to deal with many challenges and often have question about the best ways to teach.

English as a foreign language is nowadays more a commodity than an advantage. As a global language it develops very fast and it is both studied and used everywhere in the world as an official language, a second or a foreign language. What people or children study in the classroom or at home can hardly be qualified as the language spoken by natives. It is our aim to hereby demonstrate that classroom English fails to provide learners with every day, informal speech practice and to suggest ways of combating this phenomenon.

This is the experience faced by Romanian students who learn a foreign language, mainly by books and have few or no interactions, when they are thrown into real life situations in which they must interact with natives. The difficulties students encounter range from pronunciation differences, vocabulary differences, through grammar and communication issues to cultural ones. The variation learners experience is as broad as the spread of English and continues to change day by day. In this respect, Crystal (1978) recognized that even the best teaching materials provide learners with texts which are far from the real, informal kind of English, which is used very much more than any other during a normal speaking lifetime.

The ever growing need for good communication skill in English has created a request for English teaching around the world and become the responsibility of the English teacher. The success of English teaching in indonesia cannot be freed from the students cultural backgrounds, values, customs, and belief as well as the political standpoint of the goverment regarding this foreign language. English language teaching has then undergone more than four changes in its curriculum

since the country's independence and brought no significant impact upon the learning outcomes (Marcellino, 2008). Adopted from Lengkenawati (2015:1), in responding to the increasing need for english proficiency in this global era, indonesia, as developing country, has introduced English as a compulsory subject in teaching learning at primary school until secondary school, as well as at tertiary levels of education. However, teaching English as a foreign language in indonesia has experienced limited success. Previous research has shown that the teaching of foreign language English in the context of indonesia has experienced significant problems, such as low teachers competence, low students motivation, and low achievement of english competence among students.

Teaching English plays an important role in position and success as foreign language. Students generally find only a small amount of English inside and outside the classroom because English is not used for teaching the language in the classroom, or as a communication tool during social interaction. This absence places great responsibility on English teachers to ensure students learn English in a supportive environment, and bring successful language learning into the classroom. Thus, the language knowledge of teachers and teaching skills, along with a host of other complex skills, is important in teaching English as foreign language (Burn and Richard, 1990).

Based on previous experience by Linnan (2014) in his article, he stated that teaching and learning English in indonesia, need the ability especially in English language, so that they can become part of the global economy and help their country to move economically in turn. He also argues that the difficulties include

how teachers are sorted into various classes, the reduction of English language instruction time in the 2013 Curriculum, the use of poorly-written textbooks, and the less than optimum amount of English being spoken in the classroom.

Yuwono (2015) state that a study of English teaching in Indonesia by obtaining the perspective of principals and teachers of English in the city of Salatiga, Central Java. He said that teaching and learning English in Indonesia, especially in rural areas, is not ideal. He argues that the continuously revised curriculum does not seriously consider factors such as teacher qualification, teacher time availability, number of students each class, and the availability of resources and facilities, all of greatly affect the success of teaching and learning English in Indonesia.

Based on the researcher's experiences during observation called magang 1,2,3 and teaching practice (P2K), the researcher found some problems and difficulties that often happen especially for the teachers in teaching and learning process in the classroom. The first, the students did not understand what the topic given by the teacher. The second, students lack of interested in learning english especially in speaking instruction of conversation. The third, the students have affected by their mother tongue, so that they were difficult to express their ideas because they lack of vocabulary, and students pronunciation still low. The fourth, the use of poorly-written textbooks so that teachers can not judge thoroughly and in appropriate assessment instruments. The fifth, classroom management is lacking so students still often do not pay attention to teacher explanations and get in and out of class during the lessons. The sixth, lack of teacher skills in attain each of

the learning objectives, as well as the teacher's ability to make the right strategies for each learning to create fun learning. Furthermore, the reduction of English language instruction time in the 2013 Curriculum which is considered by teachers still less to optimize students' interest in learning.

This case, English teachers in teaching English as a foreign language need a creative way and select some good strategies that can help teachers and students to present their ideas in teaching learning process in the classroom. Griffiths (2007) stated, teachers can be able to promote language learning strategy used by their students. Bell (2007) suggested that teachers need to be enlightened with all methods, and they should construct their own principled methods or decide what principles they draw on in their teaching. Teachers cannot overlook the created methods and used by teachers. Teachers need a fundamental method to build their own teaching. According to Wardhaugh (1969), students should be stimulated to use the English language and attempting to use the innate process of language acquisition that they have.

Based on the explanation above, the researcher motivated to do a descriptive qualitative research about *Teachers' Difficulties In Teaching English As A Foreign Language*.

B. Problem Statement

Based on the background above, the researcher formulates the problem statement of the research as follow :

What are teachers' difficulties in teaching English as a foreign language at SMK 3 Muhammadiyah Makassar?

C. Objective of the research

Based on the problem statement above, the researcher intend to find out the teachers' difficulties in teaching english as a foreign language at SMK 3 Muhammadiyah Makassar.

D. Significance of the research

1. Based on existing problems, then this research aims as follows:

- a) For the researchers is to increase knowledge and with this research, later on researchers are aready to become professional and innovative teacher in teaching English.
- b) For the teachers can be a consideration and input in overcoming the difficulties that have been a problem in teaching the English language.
- c) For the students are expected to receive lessons from the teacher without any difficulties, so that the lesson can be easy to understand.

E. Scope of the research

The scope of research was teachers' difficulties in teaching english as a foreign language focuses on the skills and abilities of teachers in teaching English in the classroom, so the teachers know the differences of students ability, the level of motivation of students in learning, and also the use of techniques and strategies in teaching english, thus the classes are more effective in learning English and attain each of the learning objectives.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three main sections, namely previous related research findings, some pertinent ideas, and conceptual framework.

A. Previous Related of Research Finding

Many studies have been performed by the researcher related to description of English teachers' difficulties in teaching English as a foreign language. Some of them are mentioned with their report as follows :

Derakhshan & Shirmohamadi (2015) in their journal, "The Difficulties of Teaching English Language : The Relationship between Research And Teaching". They found that the difficulties of teaching English language between research and teaching was able to use different strategies to plan the lessons because these strategies are adaptable with the classroom situation even students have good strategies to learn English language. As a result, researchers and teachers should have a close cooperation with each other to get the best results in teaching and learning English language as well as decreasing the problems in teaching and learning English language as a second or foreign language.

Irimiea (2016) in their journal, " English As A Foreign Language. What Challenges Do Teachers Of English Face?". She found that challenges do teachers of English face went out from three assumptions: (1) English as a global develops very fast, (2) It is studied and used everywhere in the world as an official

language, a second or foreign language, and (3) What people or children study in the classroom or at home in different from the language spoken by natives. The teacher should create a friendly, relaxed learning environment, capable of enhancing the students reaction and adaptation capacity to specific professional or other situation.

Noom-ura (2013) under the title “English-Teaching Problems in Thailand and Thai Teachers’ Professional Development Needs”. The result of this research is Thai teachers of English view the problems involving themselves, curricula and textbooks, assessment, and other factors supporting teaching success at a moderate level. They see a high level of problems resulting from students’ lack of exposure to English and insufficient background of the language. Students lack of perseverance in practicing or seeking more opportunities to practice the language also contributes to their lack of confidence in using language for communication.

Furthermore, Alrawashdeh and Norma (2017) in their journal, “Difficulties That English Teachers Encounter While Teaching Listening Comprehension And Their Attitudes Towards Them.” They found that is vary from one teacher to another according to the place and type of education. This is highly affected by a large number of factors and different kinds of circumstances. Based on evidence of problems they found, the first, problems related to the profeciency of teachers. Teachers need more training courses that indicate their lack of experience. The concentration on teaching other skills leads to deviation from the main goal of teaching listening comprehension. Second, problems that face teachers regarding the educational environment and the availability of resources and teaching aids are

connected to the high number of students' in class and the lack of rich libraries, resources, teaching aids, supporting materials and audio-visual teaching facilities such as English lab.

The previous research above have similarity and different with this research. The similarity are they mostly described about the teachers' difficulties in teaching english language and also one of them used qualitative method same as this research. Alrawashdeh and Norma (2017) used all teachers as a population and used the sampel teachers was chosen randomly and the researcher itself are same. While the different is the place of the research and to get the data to solve the problems.

B. Some Concept of Teacher

1. Definition of Teacher

A teacher has been defined differently scholar. Although all scholar refer to the teaching profession, the TUKI dictionary defines a teacher as a person who teaches or facilitates the learning process (HakiElimu, 2009).

A teacher has also defined as a person an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skill that will be used to face the challenges in life. The teacher also provides to the learners knowledge, skills and values that enhance development. An educated person is capable of utilizing the available opportunities in both private and public sectors. The educated person can easily secure employment as well as having life skills that will enable him/her to interact well in the society. (Sange 2000:26)

Based on the definition above, in the general sense, people have no difficulty in explaining who the teacher really is. In this sense, the meaning of teachers is always associated with the professions associated with the education of children in school, in educational institutions, and those who have to know the teaching materials that exist in the curriculum. Therefore, Teachers can be defined as people whose job is related to business educating the nation in all aspects, both spiritual and emotional, intellectual, physical and other aspects.

2. Qualities of A Good Teacher

The minimum requirement for one to be regarded as a teacher shall be grade III a teaching certificate, the minimum qualification for the secondary school teacher shall be diploma in education from reputable teachers “colleges” this according to government policy on education.

According to the government education policy it is stipulated that. Teachers should be good models in the teaching and learning process. It is important to adhere to the following principles. Reflection on the learning process, patience, justice, feelings, understanding the learning environment, understanding learning differences, relationship, problem solving and mastery of the subject, discipline, interaction and motivation.

Still the national education policy stipulates on the qualities of teachers and their abilities to teach being diploma and degree in education for secondary schools. Teachers with diploma in education are expected to teach form 1-2 language.

Qualities of a good teacher are universal. Every teacher is expected to have such qualities in order for them to be regarded as a true teacher. Throughout the world, a successful teacher is expected to have qualities stipulated in the following criteria:

a. Should be knowledgeable in term of what they are teaching.

A good teacher is the one who knows exactly what they are teaching. The teacher who is knowledgeable will be able to teach confidently. The teacher who is well qualified and knowledgeable does well in the learning and teaching process as opposed to one who does not know their subject matter.

b. Should know the teaching methodologies as well as education psychology

Apart from possessing the knowledge of the subject matter/lesson, a teacher is also expected to have skills that will enable them to administer the teaching and learning process without any problem. Also the teacher is expected to promote and nurture different potentials among students. The teaching theories help the teacher to open learning opportunities to the pupils. Therefore, a teacher should effectively use the psychology of education to facilitate the teaching/learning process. Having the knowledge of education matters, is one thing but how to transmit skills to the learners is another thing. Most of the students do misconceive between knowledge and ability to teach. The correlation between knowledge and ability is not always direct. It is a fallacy to claim that every knowledgeable person can

teach. This is the difference between teaching profession and other profession. A teacher is supposed to teach what is expected to the learners and not what the politicians want.

c. Should have a sense of humour and love to their students.

Having a sense of humour will make someone a successful teacher. If you have a sense of humour, your class will be peaceful and there will be no unnecessary conflicts. A sense of humour will attract the students to love the subject and a teacher as well. Students will be interested to listen to a serious teacher. The most important thing is for the teacher to love his job despite the fact that sometimes the teaching job is associated with stress or depression. The teacher should overcome all of these. The teacher's love to the pupils will facilitate creation of the democratic teaching and learning process. At the same time learning will be more interactive and natural. Also there will be no any humiliation or victimization in the class. Love will help the teacher to create effective teaching and learning process.

d. Should have positive attitude

A positive attitude is the most important thing in the teaching profession as well as life general. In the teaching profession there are many challenges that a teacher is expected to face. Having positive attitude will enable a teacher to overcome all the problems that occur in the course of teaching. For example in the first day of teaching, one may find himself

teaching what they did not expect to teach and therefore not being able to teach as was expected. The teacher should be calm and try to overcome anxieties so that his/her teaching does not affect the pupils. Despite all these challenges, a teacher is expected to go on improving the teaching strategies.

e. Should be flexible and likes to learn more

A teacher is supposed to have reading culture so as to cope with the changes. A good teacher should be anxious to learn more so as to improve his teaching methodologies. It is equally important for a teacher to understand that everything is in the state of change, knowledge is not static, changes are inevitable and therefore a teacher should cope with changes. Every day is a new day and the teacher therefore should appreciate the changes. Accepting change will help the teacher to have peace of mind since pupils expect much from him/her especially when it involves new things. A teacher is always in the learning process. A teacher is expected update themselves with the changes since every day there are new things that are put into use.

f. Should be a role model

A good teacher should be a role model to the students. The teacher should have a hard working spirit, diligent, honest and should have good manners so that students can be able to emulate. The unqualified teacher will produce the half baked pupils while the qualified teacher will be able

to produce learners with true vision about life. For example we do not expect a teacher to be lazy, an alcoholic, a thief, brutal, harsh and dictator. In terms of decision making the person demonstrating the above named manners does not qualify to be called teacher because she/he will do nothing other than producing dictators and robbers in the society. Always pupils tend to emulate what the teacher does rather than what is said in the class.

3. Duties and Responsibilities of A Teacher

The teacher with qualities mentioned above has a key role to play while at school or at home. The following are:

a. To give knowledge and utilize potentials

A teacher has a responsibility to offer knowledge according to the level of the learners. This takes us directly to the main responsibility of a teacher who is considered to be a source of knowledge. In that case, presentation of the material is an important issue to be considered by all teachers regardless of the teaching modality used. These issues include involving the teacher to teach things that are relevant to the society. The teacher should not regard learners as empty vessels, but the teacher should know that learners know something. The teacher should give learners knowledge and skills to enable them to cope with the fast ever changing world.

The teacher plays a big role in moulding and shaping learners. The teacher normally nurtures the pupils from the early stages of learning to

the highest stage. Teachers are expected to train learners to be independent thinker and problem solve at the highest level. Perhaps these days we may not have teachers who are capable of doing this.

b. To facilitate the teaching and learning process

This is the most important step expected to be done by the teacher before entering the class. The teacher is supposed to prepare, plan, and facilitate the teaching and learning process. If a teacher is well prepared, she/he can also teach effectively learning process has not been effective. This lack of preparation affects teachers with high teaching load. It is imperative for a teacher to update his/her lesson notes every now and then. This help him/her to cope with the ever changing world.

c. To maintain and build discipline

One of the most difficult responsibilities of teachers is to maintain discipline. But if a teacher uses different approaches, it will be possible to maintain discipline in the class. One of the principles a teacher may use to maintain discipline in the class is to have class regulations. These regulations should be known to all the pupils and they should be displayed on the notice board together with their possible penalties. If the teacher is not fair enough, there is no point of having the regulations. The teacher is also supposed to build the attitude of patriotism to the country among pupils. Moreover, the teacher should train learners to develop sense of solidarity, honesty and love to the

nation. In the past this was done through teachings and sports and games.

d. Creative and Researchers

A teacher is always a researcher. They use most of their time conducting research on their students. Through research the teacher can easily understand their students learning abilities. In a research, the teacher identifies students potentials and their relevance to the society. The teacher normally creates new teaching approaches. The teacher is also supposed to equip themselves with changes so as to cope with science and technology. By updating their knowledge and skills, the teacher will be able to give relevant material to their students. In terms of creativity, a teacher is expected to be creative enough make his lesson natural and interesting to the students. Also being creative in the lesson. Moreover the teacher should provide room for students to practice as to reinforce the lesson.

e. A facilitator

A teacher is a facilitator in the learning and teaching process. In the past the teacher was considered the only source of knowledge, but nowadays the orientation is different. Instead the teacher is not considered to be the only source of knowledge but rather a facilitator in the learning process. The perspective teaching approach has changed the role of a teacher. The teaching approach today is based on the problem solving on the part of the students. Rather than being

considered the source of knowledge, the teacher is nowadays considered as just a facilitator.

f. The solicitor of knowledge

The teachers should act as solicitor of knowledge, due to the development of information technology finding information has now been easier. Pupils, nowadays are able to surf via internet for information they need. They therefore do not rely completely on the teacher. The responsibility of a teacher as a solicitor of information has essentially remained the same. The teacher normally solicits the relevant material to be used by learners.

g. Keeping class records

A teacher is supposed to use their time well at school to check for students attendance to keep students progress report and to make any other relevant follow ups regarding their students. The way the teacher handle these matter reflects their preparedness in general. If teacher has made preparation prior to teaching he will find the teaching process easier and will have enough time to attend the students. The teacher is also responsible for keeping records related to students, conduct, students personal history as well as academic progress. When parents put their children to school at the same time he put expectations on the teacher, so that his child can develop optimally.

C. Teaching English As A Foreign Language

1. TEFL in Indonesia

Unlike in its neighbour countries such as Singapore, Hongkong, and Malaysia, English is widely spoken as a second language. In Indonesia, English is more likely to be taught and learnt only as a foreign language. This means that learning and teaching English occurs mostly in classroom, rather than during daily communication. English learners in Indonesia do not have ready access to using English as a tool of communication during their daily lives outside the classroom. As stated by Oxford and Shearin, a foreign language in this context is a language learnt only during formal education. As such, English language teaching and learning in Indonesia presents particular challenges that are not encountered in countries such as Hongkong, where English is more commonly used on a daily basis.

Since English in Indonesia is taught as a foreign language and learnt mainly in classroom, the role of teacher is especially important because they are the main source and facilitator of knowledge and skills of this language. An English teacher is expected to play two roles at the same time: (i) teaching English and (ii) making the teaching-learning process as interesting as possible in order to engage students in learning. In an EFL context, students' exposure to English is limited, and the classroom is usually the only place they have the opportunity to use English. Thus, teachers' instructions and explanations may be the only language exposure during which students learn to use language for communication.

Several factors appear to impede the success of teaching and learning EFL in Indonesia. Teacher qualifications and low English proficiency, classroom size, students' motivation, classroom-oriented learning, and limited sources of learning are factors that strongly influence EFL teaching and learning success.

2. Handicap for Teacher in TEFL

a. Low Hours of English Language Teaching

Educational literatures which are taught in schools are not up to date, and are mainly old and boring. Even pictures of books are not attractive for students. Today's needs of students in English are not considered, while language is a dynamic phenomenon and the most educational contents are not different from 20 years ago. Some experts complain about the amount of time devoted to the course and believe that in many cases teachers cannot teach all subjects in this limited time. Because the students' learning motivation is low and on the other hand the content volume is high and teaching in the short term is very difficult. In addition, the studies on the state of language teaching in school, some teachers and experts suggest that the content, examples and illustration of language books are not diverse and the provided exercises do not strengthen language skills (reading, writing, speaking, and listening).

b. Lack of Interest and Motivation for Learning English

This factor is the most important obstacle in learning English. Most students are not interested in learning the language and just think about passing the course, because they are not interested. They do not listen to their teacher and do not learn anything, even if they learn something they will forget it quickly, because they are tired of its repetition. English teacher should encourage the students to learn the language by repeating. This encouragement should not be verbalized, but some awards should be considered to increase the motivation and interest in students.

c. Lack of Concentration in Class

The second factor is the lack of concentration. When students do not have the concentration cannot learn the material. Concentration depends on these factors:

- 1) Fatigue and insomnia
- 2) Environment
- 3) Family problem

When all these factors are eliminated, the students can do his best the language and gain a good score.

d. Most English Teachers Lack The Proficiency in The English Language

Unfortunately, most teachers in high school are not fluent in English and they are unable to teach the English language orally. They teach English in the form of written language to students and this is not a hundred percent learning. English teaching is best done when the teachers teach the language orally.

D. Conceptual Framework

The conceptual framework of this research described as follow :

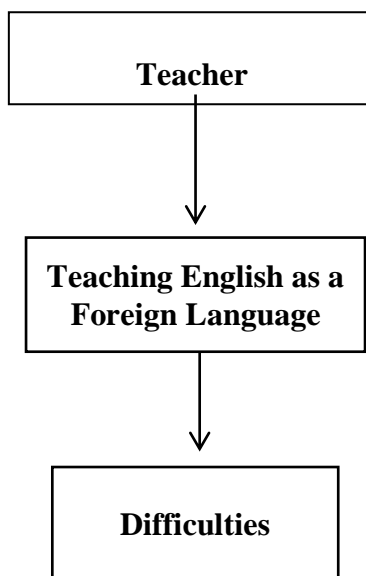


Figure 2.1 Conceptual Framework

Based on conceptual framework above, the researcher examined the skills of teachers in teaching english as foreign language at the classroom, researcher used classroom observation and interview to the teacher. This part consisted of three components, such as teacher, teaching english as a foreign language and difficulties. The first is teacher, how the teacher teaching and learning English process in the classroom without any problem. The second is teaching english as a foreign language, In indonesia English is more likely to be taught and learnt only as a foreign language. This means that learning and teaching English occurs mostly in classroom, rather than during daily communication. English learners in indonesia do not have ready access to using English as a tool of communication during their daily lives outside the classroom. English language teaching and learning in Indonesia presents particular challenges that are not encountered in

countries such as Hongkong, where English is more commonly used on a daily basis. Therefore, the teacher especially in the vocational school know how they teaching EFL in classroom without difficult. The last, difficulties are obtained by the teachers itself, what is actually difficulties faced by the teacher during in teaching EFL in the classroom espeacially in the vocational school.

CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the methodology of this research. The researcher began by outlining the method that the researcher used for this study, and followed by sample and population, research instrument, procedure of data, collecting data and technique of data analysis.

A. Research Design

According to Moleong (2000), qualitative research is a research procedure that produces descriptive data in the form of written or verbal words from people and observed behavior.

Meanwhile, descriptive research is a form of research aimed at describing or describing existing phenomena, both natural phenomena and human engineering. The purpose of descriptive research is to make systematic, factual and accurate data regarding the facts and characteristics of a particular population or area. This research used to find out what problems and difficulties faced by the teacher in teaching English as a foreign language at SMK Muhammadiyah 3 Makassar.

B. Population and Sample of the study

According to Sugiyono (2011:80) "The population is a generalization region consisting of objects / subjects that have certain qualities and characteristics established by the researcher to be studied and then drawn conclusions". The opinion above became one of the reference for the researcher to determine the

population. The population were the English teacher of SMK Muhammadiyah 3 Makassar.

According to Sugiyono (2011: 81) "The sample is part of the number and characteristics possessed by the population." So the sample was part of the existing population, while for sampling used certain methods based on existing considerations. In this sampling technique the researcher used purposive sampling technique. Sugiyono (2011: 84) explains that: "Purposive sampling is a technique of determining samples with certain considerations." From the statements above the researcher used 3 English teachers of X, XI, XII class in SMK Muhammadiyah 3 Makassar.

C. Location

The location of this research was conducted at SMK Muhammadiyah 3 Makassar. This school was located in Jalan Muhammadiyah No. 51 B Makassar, and then the school only has 3 English teachers that consist one of teacher for overall classes. Participant 1 who was taught for all in X class, Participant 2 who was taught for all XII class, and Participant 3 who was taught XI class. Each class consists of four majors namely AP classes (Office Administration), TKJ (Computer and Network Engineering), AK (Accounting), and Nursing.

D. Data and Source of Data

The data was obtained directly by required data. It was collected from observation and interview in SMK Muhammadiyah 3 Makassar. Observations were conducted in the class when situation English learning programs implements and interview was conducted to teachers in SMK Muhammadiyah 3 Makassar.

E. Research Instrument

This research was applied with two instruments those observation and interview. The research was identified the teachers.

F. Procedure of Collecting Data

In collecting data, the researcher was collected the data the following procedures:

a) Observation

Observation was the first process to getting information from the location. In the tabulation phase, the research was gathered information related to the topic. This information was obtained from various sources, then, we can know about the condition in school, teacher, student, and area.

b) Interview

After collecting the data, the researcher was clasified the data through interviews. Interview was helped to strengthen and clarify information gained from previous research.

G. Technique of Data Analysis

Qualitative data analysis was used in this research which adopted from the qualitative data analysis techniques of Sugiyono. Sugiyono (2010) which includes four steps, namely:

a). Data collecting

This process was performed since the start of the study investigators. The obtained data were still in rough shape so that they need the data selection.

b). Data reduction

Data reduction was the electoral process, focused on simplification and transformation of raw data that emerged from the written records on the field, in other words, the researcher sort out the key things or data in accordance with the research was focused.

c). Display data

Reduced data were presented in the form of brief descriptions, charts, graphs, make it easy understand good overall.

d). Conclusion

The obtained data and the conclusions were drawn from the researcher whether the objective have been achieved or not, if desired has been reached, discontinued study.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher is going to analyze the data of the teachers' difficulties in teaching English as a foreign language. The data collected from three teachers with all of the class at the school each teachers get three classes were analyzed into kinds of instrument, namely observation classroom and interview to the teachers.

A. Findings

The researcher has finished the research procedure such as, observation and interview. It can be seen from the result both of observation and interview. Below are the detail answer of the research questions, the answer from the observation and interview lead to answer the research questions. The question are:

1. The Teachers' Difficulties in Teaching English as a Foreign Language

To know teaching and learning in the classroom the researcher uses observation method to collecting the data based on the observation check list that have been made in by the researcher.

a. Observation

Table 4.1
The result of Teacher's observation

No	The sample	The result of Teacher's observation
1.	Participant 1 (Teachers X class of TKJ)	<p>Based on the table above, it can be explained that the teacher had another position in other school and have the same time with that. She was also the homeroom in the class. She had a time that seems to be in a hurry and makes the learning process not focus. The time that her used is limited to the many classes it holds to make it less attention to the motivation of the students in learning.</p> <p>The teaching used book and in internet to support her teaching in class and the students always stimulate to be more active in learning activities by grouping, it is because the number of students in class too much, the teacher need to teach explicit for made the class was controlled well. The teacher open the class mixing sometime by using indonesian language and the opposite, there is no fun condition that make the learner happy to start the lesson material.</p>
2.	Participant 2 (Teachers XI of TKJ)	<p>Based on the data above, it can be explained that she taught disciplinely, she used time allocation in learning process very well. However, Sometimes studying English seriously without humors made the students felt tedious and doing other things with their friends that the students were difficult to understand the lesson well. The teacher's very calm and friendly to the students that made them have great interaction as good as a friendship. This case made the students acted impolite to the teacher, they did not respect their teacher and even they played during learning process.</p> <p>As we know, the media have big support in learning process and it interests the students' enthusiasm. The book in the school is not completely to support the teacher's teaching in classroom, because some books are missing every page, so the teacher has constraintson the book. The teacher sometimes using book, she</p>

always combined her teaching in other materials like downloading books in internet to learn in class and give more creative learning to students.

Although the teacher taught English but the teachers still communicated and explained by using Indonesian. The teacher sometimes combined English and Indonesian when the teachers spoke but the teacher spoke Indonesian a lot than English. In order that, the students communicated by using Indonesian a lot even though for giving the question and the students less vocabulary and still have wrong pronunciation because they never received in listening. English was only used in written language.

3. Participant 3
(Teachers XII class
of TKJ)

Based on the data above, it can be explained that she had another position in school except as an English teacher but she had also taught disciplinely and she looks a positif aura, she used time allocation in learning process very well. Sometimes her studying English seriously but she always get a sense of humors in teaching learning process made the students felt fun and understand the lesson well. The teacher's very friendly to the students that made them have great interaction as good as a friendship, it caused the teacher's is still young. This case made the students acted impolite to the teacher, they did not respect their teacher and even they played during learning process but she can handle her class.

Other than book she used LCD and internet to support her teaching in class. She did not limit learning resources fom the students itself or materials that are easily obtained by students in their environment and related to the lesson given by the teachers.

The teachers still communicated and explained by using Indonesian. The teacher sometimes combined English and Indonesian when the teachers spoke but the teacher spoke Indonesian a lot than English. Sometimes the teacher used her gesture to explaine what her mean to students when she did not used indonesian language for easily students got the

point from teacher.

After having observation the teaching and learning process to the teacher in the class, the researcher found some problems faced by the teacher and the students. The problem come from theirselves, because willingness to study English is low especially to the students. They think if English is not their daily language and always felt bored, then they have no able to study hard. However, the eacher still combined their language when they teaching in classroom.

b. Interview

It is obvious from the interview to the teachers what actually teachers difficulties in teaching and learning english in the classroom as a foreign language. The questions follow:

1. How is your students interst in learning English ? Are they enthusiastic during the learning process?

P1 : Yes , they are very enthusiastic in learning. Especially class X. AK, they were during the learning process I never found difficulties because they did have an interest in learning English, even among those who wanted to take private lessons. So I am very happy to teach there and motivated to teach there. And then I also saw from the feedback when I gave the assignment that in general they were working on the task even though they had to appear in front of the class they could because they were confident and they were prepared from home.

P2 : *I think that student interest is sometimes unbelievable sometimes too low at all depends on the way we teach them, for example we use the game sometimes they got spirit but if we start with the material sometimes they were bored..*

P3 : *Of course they are enthusiastic especially interspersed with jokes in the learning process it is actually not necessarily with the teori but sometimes the inclusion in to the mind of students should be getting them calm or relaxed..*

This statement showed that how the teachers pay attention to the students interest in learning, invitation and motivation students in the same way what they like, so that the teachers are required at least they use variety of approaches to attract students attention in learning especially in the foreign language that is basically it is not their daily language.

2. *How do you provide the materials in the classroom? Do you use media other than textbook?*

P1 : *Yes, I prepared my learning method indeed from home before entering the class and started the lesson, sometimes I also used media such as pictures I took from newspapers, magazines and also examples that I had prepared from home, and I also do not forgot I always using a laptop..*

P2 : *Yes sometimes like that because it is normal that happens at school because it is lacking in the cost of buying a new book that has been revised sometimes it has not updated the material that should have been in 2014 it*

was still 2014 it has already missed it. So I filter it with the help of internet media..

P3 : The media is in class as I teach, besides books sometimes I use LCD. But not all the material in the class uses LCD.

Based on that statement above, the teachers using media as a supporting in teaching and learning in the classroom, helping and facilitating teachers in teaching learning so that the teaching learning is not to be boring and monotonous, improve the creativity of teachers and students to become more active in learning activities, and to invite students to be relaxed during the learning activities.

3. *How would you act when describing the objectives and topics of learning in the classroom? Do you use your gesture or mother tongue to communicate?*

P1 : Before entering the lesson I give perceptions about the previous material and tell students what material they will learn next. Yes, I use my body language to explain what I mean to students. Sometimes I also combine with English so they understand my point.

P2 : I usually presenting the learning objective by using Indonesian language, sometimes it is also accompanied by English so that they understand, but sometimes they don't understand at all, they more understand if we explain using Indonesian only.

P3 : Sometimes I use English, I follow it with body movements, for example, I told them to erase the blackboard, "can you erase the

whiteboard please!" while pointing to the blackboard, they already understood. Language body (gesture) is actually very helpful when we talk to students or explain.

The illustration above showed that how important the teachers facilitate to students with convenience to interaction and communication each others. For example, using body language (gestures) if the students did not understand what the teachers means. So that the teachers should give something that the students have abilities to building a sense of concern for the surroundings.

4. What technique or strategies do you use in presenting materials ?

P1 : The technique that I used was directly like I gave them the topic first and then they themselves were looking for the topic that I explained and after that they presented with their group in front of the class.

P2 : When talking about technique, it's actually a technique, a strategy, all methods are not the same. In general, the strategies that I discuss, the learning strategies are usually cooperative learning or discussion, usually lectures are combined all but depends on the learning material.

P3 : Yes, as I pointed out earlier when we talked, show it with language body (gesture), but not all sometimes there are languages that are difficult to show with the language body. so, the meaning must be explained because this is the level of vocational school, especially here the material is actually different from high school, high school material is much more complicated while their vocational school only learns the basics rather than high school.

The statements illustrated above that using strategy or technique to use in presenting materials, where the teachers used to support their materials in the classroom. Technique or strategy are different things, techniques are a way of implementing specific methods, while strategy is the steps that the teachers should accomplish the learning objective.

5. *Do you always review the material before? What action do you perform in the activity and how the students response?*

P1 : Sometimes I did review my previous material, and students' responses were only part of them, about 70% of students responded because they still remembered the material previously given.

P2 : Sometimes before starting the lesson, I will reflect on the previous learning that they have already obtained, usually they have gotten a shadow of the material for the next meeting.

P3 : Previous material, of course it's called perception and must be done every time we teach, when we enter new material or if it stays there it must be.

The statements illustrated that reviewing the materials before to students can improve the students ability to stay back in memory of the lesson that they have got it and It also gets students attention to more understand the lesson.

6. *How do you evaluate your students?*

P1 : I evaluate based on their daily activity, when the material takes place there is a response and feedback from the students there I immediately

give an assessment based on their knowledge, duties and attitudes. So I looked directly at them and evaluate them because if I passed the test I did not believe the value they got was different from when I saw it directly.

P2 : Evaluating students there are several ways, student assessment based on k13 has the name of knowledge assessment, skills assessment and attitude assessment. For the assessment of student knowledge, in which there is an oral test, the question and answer is directly in writing, there is also an assignment. Assessment of students' skills, namely their ability to make works such as those that have been given to students in the class that is making invitation letters that are designed as beautifully as possible. When evaluating our attitude when we teach in the teaching and learning process, how do they respond to what we give, how do they or their character discuss and talk with their friends, we observe it using the attitude assessment format from k13.

P3 : Students' evaluate of their behavior are seen from their daily attitudes, but judging from their values they are automatically seen from when they are doing tasks.

All teachers assessed their students in three categories according to k13 such as, attitude, knowledge, and ability.

7. How do you interact with students in the learning process?

P1 : I have a system approach with those students, because in particular at Muhammadiyah Vocational Schools they are not perfect, they are very lacking in learning English, their characters are different. It's different

maybe high school with vocational school well, so I use my approach to how they like the lesson first, you don't have to force it to understand the lesson. That's how I interact with students in the classroom.

P2 : When interacting with them sometimes using indonesian language sometimes using English language, so that they understand because sometimes they don't understand when we used fuul English, for what we explain length times without don't understand what we are saying. So we always combine. Even thought the lecturer said "If you are active to speak english you are active in speaking english but if you are active to speak indonesian you will active speaking indonesia". So it depends on the students ability here also like a Junior high school, they are already high school but still stammering as before in the class taught by part of body I told them to repeat before starting the lesson.

P3 : If interacting with students is looking at his eyes. Sometimes if we talk to the student that must be considered, one by one pays attention to us or not, similar to the face to face, we know oh this is paying attention to me which does not mean to be flicked by a rebuke as the name implies or flattered, that's the name that has interacted with them.

This statement showed that how important to buliding communication each others in th classroom. Although the lesson is a foreign language but the teachers always facilitate students to increasing their language about english language.

8. *How would you act to students who do not like English lessons? And what do you do to motivate students in learning?*

P1 : *Yes it is undeniable also that there are students who do not like English lessons, but if I often motivate them sometimes with telling experience, And also as I said earlier by approaching them first so they like the lesson first rather than immediately mastering the lesson.*

P2 : *If students who do not like English lessons how do we create good learning innovations so that they are interested in learning English. For example, if we use games, maybe he doesn't like it, but they enjoy and after a long time they will like English.*

P3 : *By giving them what they like. With the meaning we follow what they want so that they are interested if they are interested in being happy with the teacher, they automatically like the lesson.*

The illustration showed that teachers are supposed to elicit how they can help their students. The teachers facilitate students to improving their skills and create a good strategy to help the teachers in gathering students background. It also important the teachers have a good sense of humour will attract the students to love the subject and a teacher as well

9. *How do yo evaluate your teaching ?*

P1 : *I judge my teaching by looking at the abilities of students, when students have feedback and are able to master the material that I have given, I can conclude that my teaching has succeeded or not. For example, when I teach IKD giving them material and after that around 60% is*

failed, then I will self-introspection means I have not delivered the material before. Sometimes I also use other strategies to repeat the material so that they can achieve the true value.

P2 : How to evaluate my teaching, now the teacher is required to provide a self-assessment format so we evaluate the results obtained by students if for example there are many remedial ones there we evaluate ourselves about our lack or lack of teaching so that students do not achieve completeness minimal. So there is a special format provided by teacher workbook 4 in terms of learning devices, in workbook 1 that is related to syllabus, SKL, KIKD, KKM, RPP all of them are in the workbook 1. Besides that also workbook 2 there is a teacher's code of ethics teachers, education providers and teaching journals, for workbook 3 there are names of remedial books and enrichment (improvement), there are also absorptive skills of students and analysis of questions, grids. In workbook 4 there is an evaluation of teacher performance.

P3 : By asking students for opinions sometimes representatives from them even from other teachers.

This statement showed that how important to evaluate the teachers teaching. the teachers should to know teacher's ability in the level of teaching during the teaching and learning process, students responses and feedback during learning, and what things are important to improving and increasing.

10. What do you expect as an english teacher?

P1 : *Of course I want my students to be good in speaking English. But not only that I also want they can making money, they can get a decent work. Hopefully also my students can speaking English although not fluently but they can get a job.*

P2 : *My hope is how students realize the importance of English in their daily lives because I don't think they are passionate about learning because they don't know how important we are to speak English. And also students are eager to learn because almost all of their subjects are of less interest especially nowadays they are much influenced by technological development so they have more time for it than learning.*

P3 : *Yes of course they are smart and smart in English language learning for sure.*

This statement illustrated that the expecting the teachers to students will be love the lesson especially English. Because nowadays are able to surf via internet for information they need. So that teachers can be remained the same as a information for students.

Based on the results of the interviews above, it can be seen that started P1, P2, P3 did many ways to make the students did not feel bored in study English. The students got remedial, it is because the students did not care the material and also It is because lack of students basic and lazy study English in teaching process.

B. Discussion

This research was conducted in SMK Muhammadiyah 3 Makassar with population teachers who teach English in 1st, 2nd, 3rd grade. The objective of this research aimed to find out what teachers' difficulties in teaching English as a foreign language.

Teaching English as a foreign language is a challenging duty in the places where English has inadequate exposure. Lack of English exposure also serves less opportunity for students to use English. Khan (2011) argues that the lack of English purposes demotivate students to practice and understand English due to students' insufficient background knowledge of English. Moreover, it gets more difficult for teachers to encourage students to be enthusiastic in using English due to the lack of English exposure (Khan, 2011). In addition, lack of facilities and equipment hinder teachers to embody an effective teaching process (Fatiloro, 2015; Nurkamto, 2003).

Songbatumis (2017) in his journal with tittle "Challenges In Teaching English Faced By Teachers at MTsN Taliwang, Indonesia". The result of this research conducted that a number of challenges emerged, partly coming from students, partly from teachers, and partly from the school's facility. Students are challenged by their lack of vocabulary mastery, low concentration, lack of discipline, boredom, and speaking problem. Meanwhile, teachers' challenges are shortage of teachers' training, language proficiency issue, limited mastery of teaching methods, unfamiliarity to IT, and lack of professional development. In

addition, facilities issues including inadequate resources and facilities, and time constraint.

Based on statement illustrated by Annawawi (2011) in her article, she stated there is many problems in teaching english as a foreign language such as lack of motivation, poor scheduled time, not enough resources and materials, and the excess of students in each classroom are undoubtedly some of the problems that teachers have to face in teaching English as a foreign language. To overcome these problems is actually the responsibility of the educational system. However, the teachers also have to use their creativity to be aware of the limitations and constraints, and collectively make an effort to address and find ways to deal with the frustration these problems bring about.

According to Gultom (2015), Language teaching is not just a matter of teaching the knowledge. It is more of teaching the skills. It takes a long time to train someone to become fluent in using the language skills. In reality, the class size is usually big while the allotted time for English subject is very little and the meeting frequency is very low. A Foreign language must be taught intensively in small classes with high frequency of meetings. It is best if it is conducted on the daily basis so that the students can achieve quick results and progresses. When the students can feel the progress, they will be motivated to learn more.

Yulia (2013), she stated that The teachers claimed that it was due to students' low motivation : in fact, the students' eagerness listen to the teacher as the models of English language expressions was good. Teachers need to motivate students to learn English by improving their teaching techniques as well as their

speaking competence in class to achieve student integrative motivation as English is valuable for them.

English teachers must be able to select instructional materials such as books, journals, audio-video tape recorders and cassettes, self-access and computerized language instruction to facilitate language learning so that the students can achieve effective language learning (Richards, 2001:230)

Based on the explanation above, the researcher conclude that teaching English as foreign language in the school is not easy, there are many difficulties faced by the teacher in SMK Muhammadiyah 3 Makassar. There are:

1. Lack of the student's basic

P2 and P3 argued that the difference between a vocational school and high school is the basis of their knowledge of the basics of the English language itself. The vocational school is only relearning the basics that have been studied in junior high school while the high school is learning advanced from basic English. There were many students in SMK Muhammadiyah 3 Makassar did not have a basic of English. The students knew about English when they 1th grade in Junior High School. It is made learning process become unfold. The teachers need to explain the material repeatedly to the students, that need much time to handle.

2. The number of students in class too much

The minimal number of students in the class is 20 students while SMK Muhammadiyah 3 Makassar each class has more than 20 students. It is made the teacher difficult to control class and manage in learning

process. So the students can play with their friends, disturb another students and the learning process is not efisien.

3. Students low concentration

Students' low concentration in classroom causes challenges in comprehending knowledge transferred by the teacher. From the data collected by observation in the classroom that when the teacher was explaining a certain topic, the teaching process was interrupted by students who were busy in talking and doing other things. Therefore, the teacher needed to stop and give the students advices. Khajloo (2013) says that students do not concentrate in learning English, otherwise, they will do their best and get good scores.

4. Lack of students motivation

Lack of students' motivation, based on the data from observation in the classroom that the students get difficulty in concentration in learning process. McDonough (2007, 2) describes teacher's role in this matter as follows: "It involves providing a supportive and challenging learning environment, but also facilitating the development of the learners' own motivational thinking, beyond simply identifying their original orientation". Likewise, willingness in role transfer between teacher and students cultivates motivation to learn, thus positive feelings on account of the fact that students assume more active roles in learning.

5. Students absent in learning process

In one part material, the teachers sometime took three until four meeting, each meeting the teachers gave the material and continue the next meeting. It means that, every meeting has important material to understand by students. In SMK Muhammadiyah 3 Makassar many students absent in learning process. It because the students feel bored, and sometimes students were lazy to study English. The students got difficult to understand the material what the teachers has explained to them before, it because they absent in learning process and teachers also difficult to repeatly the material. The teachers gave examination after the material has been done to measure the prior knowledge of students. Some students got remedial it because they absent in learning process.

According to condition above, to handle the student's remedial the teachers need to repeat the material and give examination or remedial to students. It means that, if the students are lazy to study English the teachers need to make a success of learning process.

6. Learning Students who are bored learning

English requires high concentration when students got tired of learning, the concentration will disappear. Thus the material provided by the teacher will be difficult for students to absorb. Based on observation in every class, the researcher found that students who look tired of ignoring lessons and preferring to act on other activities such as telling a friend, or even asking a friend.

7. The facilities

Songbantumis (2017) stated that In facilities issue, it covers not only about the things concern with facilities provided and time devoted, but also the support facilitated by students' parents to learn English. P3 is explained that the availability of K13-based books in all classes was almost completely not updated, even many pages of the book were lost. In addition, P2 agrees that the facilities available at the school do not support the English teaching and learning process. It caused that book is one of the most important media to support the teaching and learning process in the classroom. Such inadequacy “constitutes a challenge to the teaching of English in which large numbers of students require a large number of resources” (Ajibola, 2010, p. 97).

It is also that the researcher found the library in the school almost never open, P2 described that the library only open when students want to take books during the lesson. In the event that the library is also means as a learning media and learning resources for students. So the students and teachers can be able enjoyed the means of school together.

All in all, the teachers' difficulties in teaching English as a foreign language at SMK Muhammadiyah 3 Makassar was come from the students and the facilities in the school. Do not rule out the possibility of the teacher being a problem for themselves. Challenges in teaching English are also faced because of teachers' limited teaching knowledge and development. English teaching

challenges from teachers' perspectives including shortage of training, limited mastery of teaching methods, unfamiliarity to IT, and lack of professional development. So The teacher is also supposed to equip themselves with changes so as to cope with science and technology. By updating their knowledge and skills, the teacher will be able to give relevant material to their students. In terms of creativity, a teacher is expected to be creative enough make his lesson natural and interesting to the students. Also being creatively in the lesson. Moreover the teacher should provide room for students to practice as to reinforce the lesson.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, the first section deals with the conclusion of findings of the research and the other one deals with suggestion.

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher drew the conclusion:

The teachers' difficulties in teaching English as a foreign language at SMK Muhammadiyah 3 Makassar came from the students and the facilities in the school. Do not rule out the possibility of the teacher being a problem for themselves. Challenges in teaching English are also faced because of teachers' limited teaching knowledge and development. English teaching challenges from teachers' perspectives including shortage of training, limited mastery of teaching methods, unfamiliarity to IT, and lack of professional development.

B. Suggestion

1. The teacher must develop skills in teaching English, the willingness to prepare many teaching materials, knowledge of the broad characteristics of student language and the structure of English and a warm friendly attitude that will balance the balance of students' lack of knowledge.

The teachers should have a good and right strategy to create fun learning in the classroom. Find and develop the alternative approach to building

2. spaces between students and teachers in teaching-learning process like listening exchanging their students ideas and perception about English lesson before entering the lesson. It also using media other than books like internet but the teachers can explore the media in their environment first or outdoor like other than in classroom, and then invite the students to practicing in English vocabulary every meeting.
3. Teachers must create a relaxed atmosphere in their class before starting learning activities.
4. Every school and class must have a supply of facilities, especially for learning English.

BIBLIOGRAPHY

- Ajibola, M. A. (2010). Confronting the challenges 66 *Journal of Foreign Language Teaching & Learning* Vol.2 No.2 July 2017
- Burn., & Richard (1990). *Second' and 'foreign' in Second Language Acquisition Foreign Language Learning*, (Philadelphia, PA : [tp], 1990) p. 2)
- Chen, Y. (2007). *Learning to learn: The impact of strategy training*. *ELT Journal*, 619(1), 20-29. Retrieved January 01, 2007, from <http://dx.doi.org/10.1093/pplin/amp007>
- Crystal, David. (1978). *Advanced Conversational English*, Longman. Griffiths, C. (2007). Language learning strategies: Student's and teacher's perceptions. *ELT journal*, 61(2), 91-99, <http://dx.doi.org/10.1093/elt/ccm001>
- Daerakshan, Ali & Shirmohamadi, Marjan. (2015). *The Difficulties of Teaching English Language : The Relationship Between Research and Teaching*, vol 7, No. 1, March 2015, p. 107. Retrieved March 06, 2015, from <http://dx.doi.org/10.5296/ijl.v7il.6648>
- Fatiloru, O. F. (2015). *Tackling the challenges of teaching English language as second language (ESL) in Nigeria*. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 26-30.
- Gultom, Effendy. (2015). *English Language Teaching Problem Indonesia*. proceeding: 7th International Seminar on Regional Education, vol. 3, November 5-7, 2015
- HakiElimu. (2009). "Who is a Teacher?" *Quality Teacher for Quality Education : Deer es Salam : Print Factory LTD*, (Online). Retrieved 2009, from http://hakielimu.org/files/publication/WHO%2015%20A%20TEACHER_R.pdf
- Irimiea, Silvia. (2016). *English as a Foreign Language. What Challenges Do Teachers of English Face? LXI,1, 2016, PP. 145-158*. Retrieved 2017, from http://studiageographia.geografie.ubbcluj.ro/wp/context/uploads/2017/01/irimiea_1_2016.pdf
- Kannan, R. (2009). Difficulties in learning English as a second language. *ESP World*, 8(5), 1-4.
- Khajloo, A. I. (2013). Problems in teaching and learning English for students. *International Journal of Engineering Research and Development* Vol. 7, 56-58
- Khan, I. A. (2011). Challenges of teaching/learning English and management. *Global Journal of Human Social Science* Vol. 11, 68-79
- Lauder, A. (2008). The status and function of English in Indonesia: A review of key factors. *Makara, Social Humaniora*, 12(1), 9-20.

- Lengkenawati, N. S. (2015). *EFL Teachers Competence in The Context of English Curriculum 2004 : Implication for EFL Teacher Education*, (Indonesia University of Education).
- Linnan, Christopher. (2014). *Thought on Teaching English in Indonesia*, (Online). Retrieved from <http://indonesiaful.com/2014/12/25/thoughts-on-teaching-english-in-indonesia/>
- Long, R. B. (1969). *Linguistic universal , deep structure, and English as a second language*. *TESOL Quarterly*, 3, 123-132. Retrieved June 02, 1969, from <http://dx.doi.org/10.2307/3586098>
- Mappiasse, & Ahmad. (2014). *Evaluation of English as a Foreign Language and Its Curriculum in Indonesia: A Review*. (Canadian Center of Science and Education, vol 7, No. 10, 2014) Retrieved september 22, 2014, from <http://dx.doi.org/10.5539/elt.v7n10p113>
- Marcellino. (2008). *English Language Teaching Indonesia : A Continuous challenge in Education and Cultural Diversity*, (Jakarta : Universitas Katolik Atma Jaya, 2008) p,57.
- Moleong, Lexy J. (2000). Metodologi Penelitian Kualitatif. In *Metodologi Penelitian Kualitatif* (p. 3 & 17). Bandung: PT Remaja Rosdakarya.
- Musdalifah Y, S.Pd., English teacher SMK Muhammadiyah 3 Makassar, interview by researcher in Makassar, November 05 2018.
- Noom-ura, S. (2013). *English Teaching Problems in Thailand and Thai Teachers' Professional Development Needs*, vol 6, No. 11, October 2013, p. 144.
- Nunn, R. (2011). *Improving method-in-use through classroom observation*. *IRAL*, 49,55-70. Retrieved April 07, 2011, from <http://dx.doi.org/10.1515/iral.2011.003>
- Nurkamto, J. (2003). *Problema pengajaran bahasa Inggris di Indonesia*. *Jurnal Ilmiah Masyarakat Linguistik Indonesia* 21(2), 288-307
- Oxford, R.L, & Shearin. (1994). *Languge Learning Motivation : Expanding The Theoretical, The Modern Language*.
- Richards, Jack C. (2001). *Curriculum Development in Language Teaching*, New York: Cambridge University Press.
- Rusliah, S.Pd., English teacher SMK Muhammadiyah 3 Makassar, interview by researcher in Makassar, December 06 2018.
- Sange, J. (2000). *School that Learn*, DoubleDay Publishing Group New York *Sheria ya Elimu*, (Surra ya 353 R.E. 2000).
- Sawani, S.Pd., English teacher SMK Muhammadiyah 3 Makassar, interview by researcher in Makassar, November 06 2018.
- Songbatumis, AM. (2017). *Challenges In Teaching English English Faced By Teachers at MTsN Taliwang, Indoneisa*. *Journal of Foreign Language Teaching and Learning* vol.2 No.2 july 2017. <http://journal.umy.ac.id/index.php/FTL/article/download/3208/2886>

- Sugiyono. (2010). *Metode Penelitian Pendidikan* (pp. 337-345). Bandung: Alfabeta.
- Sugiyono. (2011). *Metode Penelitian Pendidikan. "pendekatan kualitatif, kuantitatif, dan R&D* (pp. 80-81). Bandung: Alfabeta.
- Suryati. (2013). In *Teaching Practicum Booklet* (p. 15). Jambi : Salim Media Indonesia .
- Wardhaugh, R. (1969). Current problems and classroom practices. *TESOL Quarterly*, 3(2), 105-116. <http://dx.dr.org/10.2307/3586096>
- Yulia, Yuyun. (2013). *Teaching Challenges in Indonesia: Motivating Students and Teachers' Classroom Language*. Indonesian Journal of Applied Linguistics, vol. 3 No. 1, July 2013, pp. 1-6 <http://ejournal.upi.edu/index.php/IJAL/article/view/186>
- Yuwono, GI. English language teaching in disentralised indonesia: voice from the less privileged school, the case of jambi university, (RMIT Universitas : August, 2015), p.17

APPENDICES

APPENDICES I

OBSERVATION IN THE CLASS

Teacher's name : Participant 1

Class : X.TKJ

Tabel
The Result of Teacher's Obsevation In Learning Process

No	Statement	Yes	No	Description
1.	<p>Teachers are able to appear passionate and earnest in learning activities.</p> <p><i>Guru dapat tampil bersemangat dan sungguh-sungguh dalam kegiatan pembelajaran.</i></p>		√	<p>The teacher could not able to appear passionate and earnest in learning activities. It caused the teacher has another position in the other school and also have the same time in another class, it made her to come in the class earlier and she looks be in a hurry.</p> <p><i>Guru tidak bisa tampil bersemangat dan sungguh-sungguh dalam kegiatan belajar. Itu disebabkan guru memiliki posisi lain di sekolah lain dan juga memiliki waktu yang sama di kelas lain, itu membuatnya datang di kelas lebih awal dan dia terlihat sedang terburu-buru.</i></p>
2.	<p>Learning is done variably over time allocations that are available, not monotonous and boring.</p> <p><i>Pembelajaran dilakukan variabel dari alokasi waktu yang tersedia, tidak monoton dan membosankan.</i></p>		√	<p>The teacher taught very seriously no humors in the opening materials.</p> <p><i>Guru itu mengajar dengan sangat serius tidak ada humor dalam bahan pembuka.</i></p>

3.	<p>The teacher recognizes and recognizes the name of each student in his class.</p> <p><i>Guru mengenali nama setiap siswa di kelasnya.</i></p>	√	<p>The teacher did not know the character and name of the students. It caused some cases that the teacher had many activities except teaching because she has a position in another school, the teacher only knew some impolite students in the classroom, and the teacher only knew some unique students because the students in 1st grade was the students in first year. And the number of students in class too much . Thats made the teachers difficult to control their students in learning process.</p> <p><i>Guru tidak tahu karakter dan nama siswa. Hal ini menyebabkan beberapa kasus bahwa guru memiliki banyak kegiatan kecuali mengajar karena dia memiliki posisi di sekolah lain, guru hanya mengenal beberapa siswa yang tidak sopan di kelas, dan guru hanya mengenal beberapa siswa yang unik karena siswa di kelas 1 adalah siswa di tahun pertama. Dan jumlah siswa di kelas terlalu banyak. Hal itu membuat para guru sulit mengendalikan siswa mereka dalam proses belajar.</i></p>
4.	<p>Teachers encourage students to be more actively involved in learning</p> <p><i>Guru mendorong siswa untuk lebih aktif terlibat dalam pembelajaran</i></p>	√	<p>The teacher taught firmly which made the students was more active in learning process. The teacher always gave the question to stimulate the students to think and at the last stage of the learning activities, the teacher gave a chance to the students to gave questions about the understood material that have studied.</p> <p><i>Guru mengajar dengan tegas</i></p>

				<p>yang membuat siswa lebih aktif dalam proses belajar. Guru selalu memberikan pertanyaan untuk merangsang siswa untuk berpikir dan pada tahap terakhir dari kegiatan pembelajaran, guru memberikan kesempatan kepada siswa untuk memberikan pertanyaan tentang materi yang dipahami yang telah dipelajari.</p>
5.	<p>Teaching and learning activities are aided by media or learning resources</p> <p><i>Kegiatan belajar mengajar dibantu oleh media atau sumber belajar</i></p>	√		<p>Although did not give facility in language laboratarium. But every class competely with listric flow, so the teacher sometimes used a media like LCD and speaker, the process of teaching used a media book, picture. But there are class did not have listric flow, so the teachers aksed the students move anoth./er place which has a listric flow to use a media, like LCD and speaker.</p> <p><i>Meski tidak memberikan fasilitas dalam laboratarium bahasa. Tetapi setiap kelas bersaing dengan aliran listrik, sehingga guru terkadang menggunakan media seperti LCD dan pembicara, proses pengajaran menggunakan buku media, gambar. Tetapi ada kelas yang tidak memiliki aliran listrik, sehingga para guru meminta siswa untuk pindah ke tempat lain yang memiliki aliran listrik untuk menggunakan media, seperti LCD dan speaker.</i></p>
6.	<p>Learning media in the implementation of learning in use effectively and efficiently</p>	√		<p>The teacher could use the learning media effectively and efficiently. It could be seen by the experiences and the talent of the teacher operated all the</p>

	<p><i>Media pembelajaran dalam pelaksanaan pembelajaran di gunakan secara efektif dan efisien</i></p>		<p>media in the class well. It made the students did not feel bored in learning activities.</p> <p><i>Guru dapat menggunakan media pembelajaran secara efektif dan efisien. Itu bisa dilihat dari pengalaman dan bakat guru yang mengoperasikan semua media di kelas dengan baik. Hal itu membuat siswa tidak merasa bosan dalam kegiatan belajar.</i></p>
7.	<p>English speaking teachers are active and introduce English as the language of instructional instruction</p> <p><i>Guru yang berbicara bahasa Inggris aktif dan memperkenalkan bahasa Inggris sebagai bahasa instruksi pembelajaran</i></p>	√	<p>The teacher communicated in two languages: Indonesian, and English.</p> <p><i>Guru berkomunikasi dalam dua bahasa: Indonesia, dan Inggris.</i></p>

Teacher's name : Participant 2
Class : XI.TKJ

Tabel
The Result of Teacher's Obsevation In Learning Process

No	Statement	Yes	No	Description
1.	<p>Teachers are able to appear passionate and earnest in learning activities.</p> <p><i>Guru dapat tampil bersemangat dan sungguh-sungguh dalam kegiatan pembelajaran.</i></p>	√		<p>The teachers appeared passionate in learning process, it could be seen in her discipline in teaching. Although she taught all the times at school, she always come early before learning process begin.</p> <p><i>Guru terlihat bersemangat dalam proses belajar, itu bisa dilihat dari kedisiplinannya dalam mengajar. Meskipun dia mengajar sepanjang waktu di sekolah, dia selalu datang lebih awal sebelum proses belajar dimulai.</i></p>
2.	<p>Learning is done variably over time allocations that are available, not monotonous and boring.</p> <p><i>Pembelajaran dilakukan variabel dari alokasi waktu yang tersedia, tidak monoton dan membosankan.</i></p>		√	<p>She did not used games or something to support her teaching,her teaching still look monotonous and seriously so that students felt bored.</p> <p><i>Dia tidak menggunakan permainan atau sesuatu untuk mendukung pengajarannya, pengajarannya masih terlihat monoton dan serius sehingga siswa merasa bosan.</i></p>
3.	<p>The teacher recognizes and recognizes the name of each student in his class.</p> <p><i>Guru mengenali nama setiap siswa di kelasnya.</i></p>	√		<p>The teacher knew the character and name of the students. It was seen from his communication and interaction with her students in learning process. She knew her students well because she taught in the 2nd grades that have known since the students were in first grade.</p> <p><i>Guru tahu karakter dan nama siswa. Itu terlihat dari komunikasi dan interaksinya</i></p>

				<i>dengan siswanya dalam proses pembelajaran. Dia mengenal murid-muridnya dengan baik karena dia mengajar di kelas 2 yang telah dikenal sejak siswa di kelas satu.</i>
4.	Teachers encourage students to be more actively involved in learning <i>Guru mendorong siswa untuk lebih aktif terlibat dalam pembelajaran</i>	√		<p>The teachers encouraged the students to be active in learning process by giving some questions to the students when she explained the lesson in learning process. She also gave the students opportunity to give question about the unknown explanation of the lesson and she evaluate to the students by giving some tasks or quizzes.</p> <p><i>Para guru mendorong siswa untuk aktif dalam proses pembelajaran dengan memberikan beberapa pertanyaan kepada siswa ketika dia menjelaskan pelajaran dalam proses belajar. Dia juga memberikan kesempatan kepada siswa untuk memberikan pertanyaan tentang penjelasan yang tidak diketahui dari pelajaran dan dia mengevaluasi kepada siswa dengan memberikan beberapa tugas atau kuis.</i></p>
5.	Teaching and learning activities are aided by media or learning resources <i>Kegiatan belajar mengajar dibantu oleh media atau sumber belajar</i>	√		<p>She did not confine the students on media, the teacher used some learning resource expect book such as internet or LCD.</p> <p><i>Dia tidak membatasi siswa di media, guru menggunakan beberapa buku sumber belajar seperti internet atau LCD.</i></p>

6.	<p>Learning media in the implementation of learning in use effectively and efficiently</p> <p><i>Media pembelajaran dalam pelaksanaan pembelajaran di gunakan secara efektif dan efisien</i></p>	√	<p>The teacher could use the learning media effectively and efficiently. The talent of the teacher operated all the media in the class and use facilities in school well.</p> <p><i>Guru dapat menggunakan media pembelajaran secara efektif dan efisien. Bakat guru mengoperasikan semua media di kelas dan menggunakan fasilitas di sekolah dengan baik.</i></p>
7.	<p>English speaking teachers are active and introduce English as the language of instructional instruction</p> <p><i>Guru yang berbicara bahasa Inggris aktif dan memperkenalkan bahasa Inggris sebagai bahasa instruksi pembelajaran</i></p>	√	<p>The teacher communicated in two languages : Indonesian, and English.</p> <p><i>Guru berkomunikasi dalam dua bahasa: Indonesia, dan Inggris.</i></p>

Teacher's name : Participant 3
Class : XII.TKJ

Tabel
The Result of Teacher's Obsevation In Learning Process

No	Statement	Yes	No	Description
1.	<p>Teachers are able to appear passionate and earnest in learning activities.</p> <p><i>Guru dapat tampil bersemangat dan sungguh-sungguh dalam kegiatan pembelajaran.</i></p>	√		<p>The teachers appeared passionate and earnest in learning activities. It caused the teacher has another position in the school besides teaching as a teacher. It could be seen in her discipline in teaching. she always come early before learning process begin.</p> <p><i>Para guru terlihat bergairah dan sungguh-sungguh dalam kegiatan belajar. Hal itu menyebabkan guru memiliki posisi lain di sekolah selain mengajar sebagai guru. Itu bisa dilihat dari kedisiplinannya dalam mengajar. dia selalu datang lebih awal sebelum proses belajar dimulai.</i></p>
2.	<p>Learning is done variably over time allocations that are available, not monotonous and boring.</p> <p><i>Pembelajaran dilakukan variabel dari alokasi waktu yang tersedia, tidak monoton dan membosankan.</i></p>	√		<p>She taught seriously but she get some a sense humors in her teaching, the students sometimes felt bored and doing others things. Although she got in the last stage of learning process.</p> <p><i>Dia mengajar dengan serius tetapi dia mendapatkan beberapa rasa humor dalam pengajarannya, para siswa terkadang merasa bosan dan melakukan hal-hal lain. Meskipun dia masuk tahap terakhir dari proses pembelajaran.</i></p>
3.	<p>The teacher recognizes and recognizes the name of each student in his class.</p>	√		<p>The teacher knew the character and name of the students. It was seen from his communication and interaction with her students in learning process. She knew</p>

	<i>Guru mengenali nama setiap siswa di kelasnya.</i>		<p>her students well because she taught in the third grades that have known since the students were in first grade.</p> <p><i>Guru tahu karakter dan nama siswa. Itu terlihat dari komunikasi dan interaksinya dengan siswanya dalam proses pembelajaran. Dia mengenal murid-muridnya dengan baik karena dia mengajar di kelas tiga yang telah dikenal sejak siswa di kelas satu.</i></p>
4.	<p>Teachers encourage students to be more actively involved in learning</p> <p><i>Guru mendorong siswa untuk lebih aktif terlibat dalam pembelajaran</i></p>	√	<p>The teachers encouraged the students to be active in learning process by giving some questions to the students when she explained the lesson in learning process. She also gave the students opportunity to give question about the unknown explanation of the lesson.</p> <p><i>Para guru mendorong siswa untuk aktif dalam proses pembelajaran dengan memberikan beberapa pertanyaan kepada siswa ketika dia menjelaskan pelajaran dalam proses belajar. Dia juga memberikan kesempatan kepada siswa untuk memberikan pertanyaan tentang penjelasan yang tidak diketahui dari pelajaran tersebut.</i></p>
5.	<p>Teaching and learning activities are aided by media or learning resources.</p> <p><i>Kegiatan belajar mengajar dibantu oleh media atau sumber belajar</i></p>	√	<p>She did not limit the media and learning resource to students with using internet and LCD as media in teaching learning process.</p> <p><i>Dia tidak membatasi media dan sumber belajar bagi siswa dengan menggunakan internet dan LCD sebagai media dalam proses belajar mengajar.</i></p>

6.	<p>Learning media in the implementation of learning in use effectively and efficiently</p> <p><i>Media pembelajaran dalam pelaksanaan pembelajaran di gunakan secara efektif dan efisien</i></p>	√		<p>The teacher used LCD and internet to support her teaching, her make fun and creative learning with the students environment.</p> <p><i>Guru menggunakan LCD dan internet untuk mendukung pengajarannya, membuat pembelajaran yang menyenangkan dan kreatif dengan lingkungan siswa.</i></p>
7.	<p>English speaking teachers are active and introduce English as the language of instructional instruction</p> <p><i>Guru yang berbicara bahasa Inggris aktif dan memperkenalkan bahasa Inggris sebagai bahasa instruksi pembelajaran</i></p>	√		<p>The teachers taught and communicated by using three languages; English and Indonesian in learning process.</p> <p><i>Para guru mengajar dan berkomunikasi dengan menggunakan tiga bahasa; Bahasa Inggris dan Bahasa Indonesia dalam proses pembelajaran.</i></p>

APPENDICES II
TRANSCRIPT OF INTERVIEW

➤ *Participant 1 (Teacher X class of TKJ)*

Q : Bagaimana minat siswa Anda untuk belajar bahasa Inggris? Apakah mereka antusias selama proses pembelajaran? (*How is your students interest in learning English ? Are they enthusiastic during the learning process?*)

P1 : *iyah, mereka sangat antusias dalam pembelajaran. Terkhusus mungkin kelas X. AK, mereka itu selama proses pembelajaran saya tidak pernah menemukan kesulitan karena mereka memang mempunyai minat untuk belajar bahasa inggris, bahkan diantara mereka ada yang mengambil les privat. Jadi saya sangat senang mengajar disana dan termotivasi mengajar disana. Yah mereka sangat antusias.*

Q : Jadi selama pelajaran mereka sangat antusias begitu?

P1 : *yah, dan kemudian juga saya lihat dari feedbacknya pada saat saya berikan tugas pada umumnya mereka itu mengerjakan tugas meskipun itu mereka harus tampil didepan kelas itu mereka bisa karena mereka percaya diri dan mereka sudah siapkan dari rumah.*

Q : Bagaimana Anda menyediakan materi di kelas? Apakah Anda menggunakan media selain buku teks? (*How do you provide the materials in the classroom? Do you use media other than textbook?*)

P1: *Ya, kalau misalnya materi itu materi pengajaran saya itu saya siapkan dari rumah. Dalam artian sebelum saya mengajar "I have prepared the material and sometimes I used media". Seperti gambar saya ambil dari newspaper or magazines. Kemudian juga seperti invitation saya memang sengaja membawa dari rumah sebagai media saya, dan juga saya menggunakan laptop.*

Q : Bagaimana Anda akan bertindak ketika menjelaskan tujuan dan topik pembelajaran di kelas? Apakah Anda menggunakan gerakan atau bahasa ibu untuk berkomunikasi? (*How would you act when describing the objectives and topics of learning in the classroom? Do you use your gesture or mother tongue to communicate?*)

P1: *Sebelum memasuki pelajaran saya memberikan persepsi mengenai materi sebelumnya dan memberitahukan kepada siswa materi apa yang akan mereka pelajari selanjutnya. Iyah saya menggunakan bahasa tubuh saya untuk menjelaskan apa yang saya maksud kepada siswa. Terkadang juga saya kombain dengan bahasa inggris agar mereka mengerti maksud saya.*

Q : **Teknik atau strategi apa yang Anda gunakan dalam menyajikan materi?** *(What technique or strategies do you use in presenting materials ?)*

P1: *teknik yang saya gunakan itu secara langsung seperti saya memberikan mereka topic dulu kemudian mereka sendiri yang mencari topic yang saya jelaskan dan setelah itu mereka presentasikan dengan grup mereka didepan kelas.*

Q : **Apakah Anda selalu meninjau materi sebelumnya? Tindakan apa yang Anda lakukan dalam aktivitas dan bagaimana respons siswa?** *(Do you always review the material before? What action do you perform in the activity and how the students response?)*

P1: *terkadang saya memang mereview materi saya sebelumnya,*

Q : **Bagaimana respon siswa?**

P1: *yah kalau saya mereview pelajaran saya respon siswa ya hanya sebagian saja dari mereka sekitar 70% siswa yang merespon karena mereka masih mengingat materi yang diberikan sebelumnya.*

Q : **Bagaimana Anda menilai siswa Anda?** *(How do you evaluate your students ?)*

P1: *penilaian apa ini, apakah pengetahuannya, sikapnya, atau apa?*

Q : **semuanya mam.**

P1: *saya menilainya berdasarkan daily activity mereka, pada saat materi berlangsung disitu ada respon dan feedback dari siswa disitu saya langsung berikan penilaian berdasarkan pengetahuan mereka, tugasnya dan sikapnya. Jadi saya melihat langsung dan menilai mereka karena kalau lewat ujian itu saya tidak percaya dengan nilai yang mereka dapat berbeda dengan ketika saya liat secara langsung.*

Q : **Bagaimana Anda berinteraksi dengan siswa dalam proses pembelajaran?** *(How do you interact with students in the learning process?)*

P1 : *saya dengan siswa itu saya adakan system pendekatan, karena khususnya di SMK Muhammadiyah itu mereka tidaklah sempurna, mereka itu sangat kurang dalam pembelajaran bahasa inggris, karakter mereka berbeda-beda. Berbeda mungkin SMA dengan SMK yah, jadi saya gunakan pendekatan saya itu bagaimana mereka suka dulu dengan pelajarannya tidak usah harus memaksakan untuk memahami pelajarannya. Seperti itu cara saya berinteraksi dengan siswa didalam kelas.*

Q : **Bagaimana Anda akan bertindak terhadap siswa yang tidak menyukai pelajaran bahasa Inggris? Dan apa yang Anda lakukan untuk memotivasi siswa dalam belajar?** (*How would you act to students who do not like English lessons? And what do you do to motivate students in learning?*)

P1: *iyah tidak dipungkiri juga bahwa ada siswa yang tidak menyukai pelajaran bahasa inggris, tapi kalau saya sering memotivasi mereka terkadang dengan pengalaman menceritakan beberapa pengalaman saya. Dan juga seperti yang saya bilang tadi ya dengan cara mendekati mereka terlebih dahulu agar mereka menyukai pelajaran terlebih dulu daripada langsung menguasai peajarannya.*

Q : **Bagaimana Anda mengevaluasi pengajaran Anda?** (*How do yo evaluate your teaching ?*)

P1: *saya menilai pengajaran saya itu dengan melihat kemampuan dari siswa, ketika siswa sudah ada feedbacknya dan sudah mampu menguasai materi yang sudah saya berikan maka saya bisa simpulkan bahwa pengajaran saya sudah berhasil atau tidak. Misalnya ketika saya mengajar IKD memberikan mereka materi dan setelah itu sekitar 60% gagal maka saya akan intropeksi diri berarti saya kurang menyampaikan materi sebelumnya. Terkadang juga saya menggunakan strategy lain untuk mengulang materi agar mereka bisa mencapai nilai yang sebenarnya.*

Q : **Apa yang Anda harapkan sebagai guru bahasa Inggris?** (*What do you expect as an english teacher?*)

P1: *of course I want my students to be good at speaking English.*

Q : **hanya itu saja mam?**

P1: *Not only that saya juga mau mereka bisa menghasilkan uang, bisa mendapatkan pekerjaan yang layak. Saya harap siswa saya juga ketika mereka*

bisa bercakap bahasa inggris meskipun itu tidak fluently setidaknya mereka dapat pekerjaan yang layak.

➤ *Participant 2 (Teacher XI class of TJK)*

Q : Bagaimana minat siswa Anda untuk belajar bahasa Inggris? Apakah mereka antusias selama proses pembelajaran? (How is your students interest in learning English ? Are they enthusiastic during the learning process?)

P2 : *kalau menurut saya minat siswa itu kadang luar biasa kadang juga rendah sekali tergantung dari cara kita mengajar mereka, kalau misalnya kita pakai game kadang-kadang mereka semangat tapi kalau kita langsung mulai dengan materi kadang mereka itu bosan.*

Q : Bagaimana Anda menyediakan materi di kelas? Apakah Anda menggunakan media selain buku teks? (How do you provide the materials in the classroom? Do you use media other than textbook?)

P2: *ya kadang seperti itu karena biasa yang terjadi disekolah karena kurang biaya beli buku baru yang sudah direvisi kadang sudah tidak update lagi materinya yang seharusnya 2017 itu masih 2014 itu kan sudah ketinggalan sekali. Jadi saya tapisnya dengan bantuan media internet (google).*

Q : Bagaimana Anda akan bertindak ketika menjelaskan tujuan dan topik pembelajaran di kelas? Apakah Anda menggunakan gerakan atau bahasa ibu untuk berkomunikasi? (How would you act when describing the objectives and topics of learning in the classroom? Do you use your gesture or mother tongue to communicate?)

P2 : *biasanya menyampaikan tujuan pembelajaran ya pakai bahasa indonesia kadang juga disertai bahas inggris supaya mereka mengerti juga tapi terkadang mereka tidak mengerti sama sekali mereka lebih mengerti kalau kita jelaskan pakai bahasa indonesia saja.*

Q : Teknik atau strategi apa yang Anda gunakan dalam menyajikan materi? (What technique or strategies do you use in presenting materials ?)

P2 : *kalau berbicara tentang teknik ya sebenarnya teknik, strategi, metode semuanya itu tidak sama ya. Kalau umumnya strategi saja yang saya bahas, strategi pembelajarannya biasanya kooperatif learning atau diskusi biasanya juga ceramah dikombain semua tapi tergantung dari materi pembelajarannya.*

Q : Apakah Anda selalu meninjau materi sebelumnya? Tindakan apa yang Anda lakukan dalam aktivitas dan bagaimana respons siswa? (Do you always review the material before? What action do you perform in the activity and how the students response?)

P2 : *kalau yang saya lakukan terkadang sebelum memulai pembelajaran saya refleksi dulu pembelajaran sebelumnya yang mereka telah dapatkan biasanya mereka sudah mendapatkan bayangan materi untuk pertemuan selanjutnya.*

Q : Bagaimana Anda menilai siswa Anda? (How do you evaluate your students ?)

P2 : *kalo mengevaluasi siswa itu ada beberapa cara, penilaian siswa berdasarkan k13 ada namanya penilaian pengetahuan, penilaian keterampilan dan penilaian sikap. Untuk penilaian pengetahuan siswa yaitu didalamnya itu terdapat tes lisan yang tanya jawab secara langsung ada juga secara tertulis, ada juga dalam bentuk penugasan. Penilaian keterampilan siswa yaitu kemampuan mereka membuat karya seperti yang sudah berikan pada siswa dikelas tadi yaitu membuat surat undangan yang didesign secantik mungkin. Kalau penilaian sikap kita nilai pada saat kita mengajar pada proses belajar mengajar bagaimana mereka merespon apa yang kita berikan bagaimana sifatnya atau karakter mereka ketika berdiskusi dan sebagainya berbicara dengan temannya itu semua kita amati dengan menggunakan format penilaian sikap dari k13.*

Q : Bagaimana Anda berinteraksi dengan siswa dalam proses pembelajaran? (How do you interact with students in the learning process?)

P2 : *kalau cara saya berinteraksi dengan mereka ya kadang memakai bahasa indonesia kadang pakai bahasa inggris pokok di mix lah supaya mereka mengertilah karena terkadang mereka tidak mengerti ketika kita menggunakan full english buat apa kita menjelaskan panjang kali lebar pakai bahasa inggris kalau mereka tidak mengerti apa yang kita sampaikan, Jadi kita selalu kombain. Walaupun ada dosen mnegatakan "if you are active to speak english you are active in speaking english but if you are active to speak indonesian you will active speaking indonesia. Jadi semua itu tergantung karena kemampuan siswa disini juga masih seperti anak SMP, sudah SMA tapi masih terbata-bata seperti tadi dikelas saya ajarkan part of body saya suruh ulang-ulang sebelum memulai pelajaran.*

Q : Bagaimana Anda akan bertindak terhadap siswa yang tidak menyukai pelajaran bahasa Inggris? Dan apa yang Anda lakukan untuk memotivasi

siswa dalam belajar? (*How would you act to students who do not like English lessons? And what do you do to motivate students in learning?*)

P2: *kalau siswa yang tidak suka dengan pelajaran bahasa inggris bagaimana caranya kita menciptakan inovasi belajar yang baik supaya mereka tertarik belajar bahasa inggris. Misalnya kita pakai games awalnya mungkin dia tidak suka tetapi mereka menikmati dan lama-lama mereka akan suka dengan bahasa inggris.*

Q : **Bagaimana Anda mengevaluasi pengajaran Anda?** (*How do yo evaluate your teaching ?*)

P2: *cara mnegevaluasi pengajaran saya itu, sekarang ini guru itu diharuskan menyediakan format penilaian diri jadi kita mengevaluasi dari hasil yang diperoleh siswa kalau misalnya ada beberapa banyak yang remedial disitu kita mengevaluasi diri kira-kira kesalahan atau kekurangan kita dalam mengajar sehingga siswa itu tidak mencapai nilai ketuntasan minimal. Jadi ada format khusus yang disediakan guru buku kerja 4 dalam istilah perangkat pembelajaran, dalam buku kerja 1 itu terkait silabus, skl, kkd,kkm,rpp semuanya itu ada dibuku kerja 1. Selain itu ad juga buku kerja 2 ada kode etik guru,pwmbiasaan guru, kelender pendidkan dan jurnal mengajar, untuk buku kerja 3 ada namanya buku remedial dan pengayaan (perbaikan) ada juga daya serap siswa dan analisis soal, kisi-kisi. Pada buku kerja 4 ada evaluasi kinerja guru.*

Q : **Apa yang Anda harapkan sebagai guru bahasa Inggris?** (*What do you expect as an english teacher?*)

P2: *harapan saya sebenarnya adalah bagaimana siswa itu menyadari pentingnya bahasa inggris dalam kehidupan sehari-harikarena saya rasa mereka itu tidak semangat belajar karena mereka belum tahu bagaimana pentingnya kita berbahaa inggris. Dan juga siswa bersemangat belajar karena hampir semua mata pelajaran minat mereka kurang apalagi jaman sekarang mereka banyak dipengaruhi oleh pengembangan teknologi jadi mereka lebih ada waktu untuk itu daripada belajar.*

➤ *Participant 3 (Teacher XII class of TKJ)*

Q : Bagaimana minat siswa Anda untuk belajar bahasa Inggris? Apakah mereka antusias selama proses pembelajaran? (*How is your students interest in learning English ? Are they enthusiastic during the learning process?*)

P3 : *tentu saja mereka antusias apalagi di selingi dengan candaan dalam proses pembelajaran itu sebenarnya tidak mesti dengan teori akan tetapi terkadang memasukkan kedalam pikirannya siswa seharusnya mengajak mereka untuk tenang atau santai.*

Q : Bagaimana Anda menyediakan materi di kelas? Apakah Anda menggunakan media selain buku teks? (*How do you provide the materials in the classroom? Do you use media other than textbook?*)

P3: *kalau media dikelas seperti yang saya ajarkan, selain buku terkadang saya memakai lcd. Akan tetapi tidak semua materi dikelas menggunakan lcd.*

Q : Bagaimana Anda akan bertindak ketika menjelaskan tujuan dan topik pembelajaran di kelas? Apakah Anda menggunakan gerakan atau bahasa ibu untuk berkomunikasi? (*How would you act when describing the objectives and topics of learning in the classroom? Do you use your gesture or mother tongue to communicate?*)

P2 : *kadang saya menggunakan bahasa inggris saya ikutkan dengan gerakan tubuh misalnya saya menyuruh menghapus papan tulis, "can you erase the whiteboard please!" sambil menunjuk papan tulis, itu mereka sudah mengerti. Language body (gesture) sebetulnya itu sangat membantu ketika kita berbicara dengan siswa atau menjelaskan*

Q : Teknik atau strategi apa yang Anda gunakan dalam menyajikan materi? (*What technique or strategies do you use in presenting materials ?*)

P3 : *ya seperti yang saya tunjukkan tadi ketika kita bicara ya tunjukkan dengan language body (gesture), tapi tidak semua kadang-kadang ada bahasa yang susah di tunjukkan dengan language body . so, harus dijelaskan artinya karena ini tingkat SMK, apalagi disini sebenarnya materinya beda dengan SMA, SMA itu*

materinya jauh lebih rumit sedangkan SMK mereka hanya mempelajari dasar-dasar daripada SMA.

Q : Apakah Anda selalu meninjau materi sebelumnya? Tindakan apa yang Anda lakukan dalam aktivitas dan bagaimana respons siswa? (*Do you always review the material before? What action do you perform in the activity and how the students response?*)

P3 : *materi sebelumnya, tentu saja itu namanya persepsi dan harus dilakukan setiap kita mengajar, ketika kita memasuki materi baru atau kah tetap disitu harus ada.*

Q : Bagaimana Anda menilai siswa Anda? (*How do you evaluate your students ?*)

P3 : *penilaian siswa dari perilakunya dilihat dari sikap kesehariannya, tapi menilai dari nilainya ya otomatis dilihat dari ketika mereka mengerjakan tugas.*

Q : Bagaimana Anda berinteraksi dengan siswa dalam proses pembelajaran? (*How do you interact with students in the learning process?*)

P3 : *kalo berinteraksi dengan siswa dengan menatap matanya. Terkadang kalau kita berbicara dengan siswa itu yang harus diperhatikan itu one by one memperhatikan kita atau tidak, sama dengan hal face to face dia harus melihat kita kan, kita tahu oh ini memperhatikan saya yang ini tidak berarti disentil-sentilah dengan teguran seperti disebut namanya atau disanjung, nah itu namanya sudah berinteraksi dengan mereka.*

Q : Bagaimana Anda akan bertindak terhadap siswa yang tidak menyukai pelajaran bahasa Inggris? Dan apa yang Anda lakukan untuk memotivasi siswa dalam belajar? (*How would you act to students who do not like English lessons? And what do you do to motivate students in learning?*)

P3 : *dengan memberikan apa yang mereka suka. Dengan arti kita ikuti apa yang mereka mau supaya mereka tertarik kalau sudah tertarik senang dengan gurunya ya otomatis suka dengan pelajarannya.*

Q : Bagaimana Anda mengevaluasi pengajaran Anda? (*How do yo evaluate your teaching ?*)

P2: Q : *Apa yang Anda harapkan sebagai guru bahasa Inggris?* (*What do you expect as an english teacher?*)

P3: *dengan meminta pendapat siswa terkadang perwakilan dari mereka bahkan dari guru lain.*

Q : **Apa yang Anda harapkan sebagai guru bahasa Inggris?** (*What do you expect as an english teacher?*)

P3: *ya tentu saja mereka pintar dan pandai dalam pelajaran bahasa inggris pastinya.*

Q : **makasih banyak mam.**

APPENDICES III DOCUMENTATION

1. OBSERVATION IN THE CLASS

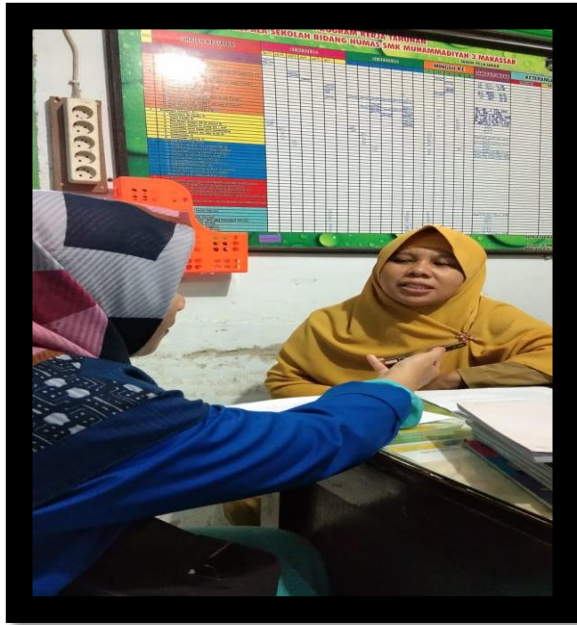






2. INTERVIEW TO THE TEACHER







UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Kantor: Jl. Sultan Alauddin No. 259 Telp. (0411) 860 837 Fax (0411) 860 132 Makassar 90221/http://fkip-unismuh.info

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 1281/FKIP/A.I-II/X/1440/2018
 Lampiran : 1 Rangkap Proposal
 Hal : **Pengantar LP3M**

Kepada Yang Terhormat
Kepala LP3M Unismuh Makassar
 Di -
 Makassar

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa Mahasiswa yang tersebut namanya di bawah ini:

Nama : **DESRI SUSIYANTI**
 N I M : 10535599014
 Jurusan : Pendidikan Bahasa Inggris
 Alamat : Jl. Monumen Emmy saelan 3 No.53

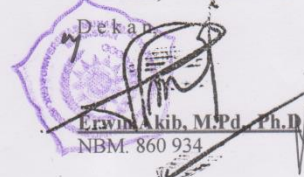
Adalah yang bersangkutan akan mengadakan penelitian dalam penyelesaian Skripsi.

Dengan Judul : **Teachers' Difficulties in Teaching English as a Foreign Language at SMK Muhammadiyah 3 Makassar**

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

وَالسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Makassar, Oktober 2018

Dekan

Erwin Akib, M.Pd., Ph.D.
 NBM: 860 934



UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT-
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 E-mail :lp3munismuh@plasa.com



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 163/Izn-5/C.4-VIII/X/37/2018
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

16 Safar 1440 H
25 October 2018 M

Kepada Yth,
Bapak / Ibu Kepala Sekolah
SMK Muhammadiyah 3
di -
Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 1281/FKIP/A.1-II/X/1440/2018 tanggal 25 Oktober 2018, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **DESRI SUSIYANTI**
No. Stambuk : **10535 599014**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Teachers' Difficulties in Teaching English as a Foreign Language at SMK Muhammadiyah 3 Makassar"

Yang akan dilaksanakan dari tanggal 27 Oktober 2018 s/d 27 Desember 2018.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

السلام عليكم ورحمة الله وبركاته

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716

CURRICULUM VITAE



DESRI SUSIYANTI. The writer was born 26th of December 1996 in Jeneponto, South Sulawesi. She is the last children from seven children in her family. Her father's name is Makkamula and her mother's name is Basmawati.

She started her Elementary School at SD Inpres Agang Je'ne 2002 in Jeneponto and finished in 2008. At the same year, she continued her study to Junior High School of SMPN 1 Binamu of Jeneponto and finished on 2011. After that, she continued her education in Senior High School of SMAN 1 Binamu of Jeneponto and finished in 2014. She enrolled and accepted studying in S1 English Education of Makassar Muhammadiyah University in 2014 and completed her study with her skripsi in tittle "*Teachers' Difficulties in Teaching English as a Foreign Language at SMK Muhammadiyah 3 Makassar*" in 2018.