



**THE DIFFICULTIES OF TEACHING ENGLISH IN VOCATIONAL
HIGH SCHOOLS**

A Final Project

**Submitted in partial fulfillment of the requirement for the degree of *Sarjana
Pendidikan in English***

By:

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DECLARATION OF ORIGINALITY

I, Ellen Fitri Febiana, hereby declare that this final project entitled *The Difficulties of Teaching English in Vocational High Schools* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, 7th August 2019



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MOTTO AND DEDICATION

“Change will not come if we wait for some other person or some other time. We are the ones we’ve been waiting for. We are the change that we seek”

- Barack Obama-

“Percayalah, tidak ada yang sia-sia di dunia ini. Berusaha dan bersabarlah, kekuatan do’a nyata adanya”

-My Self-

This final project is dedicated to:

My beloved families

My happiness

My friends

And all of people who love me and I love them back

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ABSTRACT

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Keywords: challenge, teaching English.

The aims of this study are to investigate the problems faced by English teachers of SMK Bhina Tunas Bhakti Juwana and SMK Diponegoro Juwana and find out what the solutions to overcome it. This study used a case study design which focused on the descriptive qualitative. The subjects of this study are 3 English teachers and a class of each teacher. In collecting data, there were some research instruments used; observation and interview. The challenges factors are partly from students, teachers, and school facilities. First, from students are their language background, vocabulary mastery, motivation, boredom, students' gender, and mindset that English is difficult. Second, from teachers are teacher competencies, educational background, and their consistency using English during teaching and learning process. Third, School facilities also have challenges for the teachers in teaching English such as there is no LCD projector, there is no sound system in classroom to support listening section, there is no language laboratory. The solutions to overcome these challenges were also suggested. The efforts were done by the teachers and schools. The students were asked to communicate with foreigner through a group which is provided by teacher to increase their speaking skill and motivate them in learning English. They were also asked to make vocabulary lists and translate the material to increase their understanding. SMK Bhina Tunas Bhakti Juwana suggested to use multimedia as language laboratory. SMK Diponegoro Juwana provides portable LCD projector. Both of them provide a portable sound system to support language learning.

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CHAPTER I

INTRODUCTION

In this chapter, I present the general background of the study which contains factual problems and previous studies that are similar to my study. Then, I present the reasons for choosing the topic, the research questions, the objectives of the study, significance of the study, the limitation of the study, and outline of the study.

1.1 Background of the Study

English as an international language is important to be learned. The importance of English cannot be denied because English is the most common language spoken everywhere, for example in the world of international education, technology, and engineering. The main purpose of using language is to communicate one's needs, necessities, feelings, thoughts and ideas to others (Banu, 2009). English is a tool for oral and written communication. Someone can communicate to the other people in other countries by using English.

Teaching and learning English is not easy. According to Patil (2008), teaching English is not only transmitting knowledge to the students. Instead, it is to enable them to read, to speak and to write with fluency. Besides, teachers also help, facilitate, and encourage students to have enthusiasm, good attitude, and motivation towards English. Furthermore, learning English as a foreign language has become a certain necessity (Alrawashdeh & Al-zayed, 2017).

Teaching English becomes crucial issue when it is taught as a foreign language. It has been an important issue in countries where English is not their first language, so learning second or foreign language is difficult for learners because they cannot use English in real life situations because they should learn sentences in textbooks not in a real environment (Derakhshan & Shirmohammadli, 2015). We live in Indonesia where English is a foreign language. It means the frequent to use English in daily life is rare and many of learners felt difficult to learn it.

Teaching English as a foreign language is a challenging task. There were several factors which are becoming the challenge in teaching English, partly from the students, partly from the teachers, and partly from the schools' facilities. Start the factors from the students like their language background, families' background, enthusiasm, and motivation. Songbatumis (2017) found that students are challenged by their lack of vocabulary mastery, low concentration, lack of discipline, boredom, and speaking problem. If it is viewed from the teacher, the factor is like teachers' competence and teachers' background. Another factor from teachers' challenges are shortage of teachers' training, language proficiency issue, limited mastery of teaching methods, unfamiliarity to IT, and lack of professional development. The schools' facilities also influence it, for example lack of language laboratory, lack of LCD projector, lack of book references, and many more.

Language background of the students is a challenging factor for students in teaching English. Most of the students use their own language (mother tongue) in their daily life. In this case their language is the first language. Students do not belong to educated families and English is not commonly spoken by them (Rasheed, et. al., 2017). Therefore, their intensity to use English in daily life is too rare. They only use or learn English just in classroom and they have no exposure to English language outside the classroom. Students whose language background is weak, they cannot understand even the short sentences in English language. Besides the language background, students' motivation and enthusiasm also as the factors which is becoming the teachers' challenge in teaching English. Motivation from themselves and their surrounding is important to make them enthusiastic in learning English. If they have less motivation to learn English, surely they will feel difficult to understand about English. This condition becomes one of the challenges for the teacher in teaching.

Besides the factor from the students, teacher competences in teaching is the most important factor for themselves as the person who is educating, teaching, guiding, directing, assessing, and evaluating students, not only share knowledge in formal education. Celce-Murcia suggests that the English teachers need good competencies to make the effective English teaching and learning in the classroom so that they can gain the good achievement for the students. Teachers should make a creative teaching method and media to make the students interest with English. Valle (2002) also suggests those creating students' interests in learning English through the use of plays, songs, stories and real life experiences

could furthermore result in greater students' success and enjoyment in studying English.

Another factor is geographical position. Geographical position is one of the factor that influence teachers' challenges in teaching. As a simple, there are two conditions or locations that make the differences in teaching English will be looked significant. These are urban and rural area. Urban area relates to the area that are surrounding by cities and it is well populated areas compared to rural area which is sparsely populated areas and it usually farmland or country areas (Hossain, 2009). When English is a foreign language that is hardly used during daily local life, where students have limited opportunity to use and practice the language, this can lead to students thinking that English is not important, especially in rural areas (Sulistyo, 2016). The rate of school attendance in secondary schools has increased (Perfetti, 2005), but the quality of the education in rural areas, measured in standardized exams is far below the national average. It means the quality between urban and rural school is different. The differences can take a look from the environment, students input, students discipline, education system, school achievement, teachers' competences, and many more. Brown (2003) argues that a rural teacher has to be multitasking to teach multiple grades, plan extracurricular activities and fit in the educational environment. One of the common problems in rural areas is the recruitment of teachers, which is a key element in improving the quality of education. The rural language teachers usually have unbalanced socio-cultural, economic, ethnic and political conditions (Curz-Arcila, 2013).

Besides the geographical position, kinds of school also influence the challenges that face by English teachers in teaching. In this study, researcher wants to focus on vocational schools. Vocational school or more familiar with STM/SMK in Indonesia is a type of school that prioritizes its graduates to become a productive adolescent, not human burden. Many of them don't continue to college because their focus is getting job after graduate. Nowadays, vocational school probably still connoted as one of the less peaceful schools (Susanto, et. all, 2017). The students are known to be naughty, fighting, and identical to gender homogeneity that tends to be dominated by male students. The students' characters also to be the factor of teachers' challenges especially in teaching English. In this study, researcher will conduct the research in SMK Diponegoro Juwana and SMK Bhina Tunas Bhakti Juwana. These schools are located in Juwana but the location is in different district. Their quality are different too, start from the students input, education system, students character, school facilities, and the result of final exam.

1.2 Reasons for Choosing the Topic

There are several reasons why I choose the topic:

- (1) Teaching English as a foreign language is not easy.
- (2) As a teacher candidate, it is important for us to know what the challenges in teaching English because we can make it as our basic preparation when we are going to be teachers in the future.

- (3) Many of students thought that learning English is difficult; this condition makes them become less motivated in learning English.
- (4) Teaching English in Vocational School which is the majority of male students is very interesting to observe.

1.3 Research Questions

Based on the problems identified above, this study formulates the problems as follows:

- (1) What are problems faced by teacher in teaching English?
- (2) What are the teachers' solutions to overcome it?

1.4 Objectives of the Study

The purposes of the study are explained in the following statements:

- (1) To find out what problems faced by teacher in teaching English.
- (2) To find out what the solutions to overcome it.

1.5 Significance of the Study

By conducting the study about the teachers' challenges in teaching English, the writer hopes that the result of the research will be useful to give some contributions to English language teaching and learning as follows:

- (1) The writer hopes the result of this study could help English teachers to solve some of the difficulties that encounter them when teaching English.

- (2) For the researcher (as a teacher candidate), this study help her to get information about problems that faced by teachers. The information that she got, it can become as the stock to prepare for to be a teacher in the future.
- (3) For development of science, the writer hopes that this study is able to provide her, the readers and all parts of this study with a complete description related to teachers' challenges in teaching English. The writer also hopes that this study will improve education quality in Indonesia.

1.6 Limitation of the Study

The limitations of this study are:

- (1) This study focused on the difficulties of teaching English in Vocational High School. It means that the researcher want to know the English teachers' challenges in teaching.
- (2) This study focused on the students in English classroom of Vocational High School in SMK Bhina Tunas Bhakti Juwana and SMK Diponegoro Juwana.

1.7 Outline of the Study

This final project consists of five chapters, which can be described as follows:

Chapter I is introduction, which present the background of the study, the reason for choosing the topic, the research questions, the objective of the study, the significance of the study, the limitation of the study, and the outline of the study.

Chapter II presents the review of related literature, the review of theoretical study and the theoretical framework.

Chapter III is research design, research site, unit of analysis, source of data, data collection: the instruments for collecting data, procedure analyzing data, and trustworthiness.

Chapter IV presents general findings which consist of data and discussion of the result.

Chapter V presents the conclusions and the suggestions based on the research findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of related literature which consists of a review of the previous studies, review of related literature, and theoretical framework.

2.1 Review of Previous Studies

There has been some research written about the related study. The followings are some of them:

English as a foreign language also known as EFL, it is taught in schools, but it doesn't play an essential role in national or social life. Oxford and Shearin (1994) confirmed a foreign language is a language learnt only during formal education. It means learners don't study or use English in daily life. This condition makes the students lack of exposure about English.

Teaching English in Indonesia as a country which has languages varieties is not easy. English language instruction is really needed by students in EFL learning context to maximize the language exposure. Teachers' proficiency in spoken language as the model for students in class has become critical issue in language learning in Indonesia (Sulistyo, 2007). Teacher competence is important to facilitating successful English exposure and learning during classroom activities.

Becoming professional teacher, the teachers should require some competencies. Based on Minister of Education as stated in regulation number 16 years 2007, a teacher should have some competencies: pedagogic, professional, personal, and social competence. Febriana and Faridi (2016) verified that English teachers' fulfillment to the four competencies emerged in different values. There was a difference in the results of an assessment of teachers' competence in fulfilling pedagogical competence. The teachers felt that they had already had good competence in the pedagogical aspect, but in reality the implementation of teachers' pedagogical competencies in teaching and learning process had not implemented maximally. In order to improve qualifications and academic competence continuously in line with the development of science, technology and art, teachers have to have professional competence. Professional teachers prepare all needed to deliver the materials. Everything was prepared as the development of materials and media. Teachers needed to improve their skills so that they could teach the material properly. To realize it, the teachers should also increase their ability to participate in seminars and discussions known as the teachers' association (MGMP). Personal competence was one of the significant aspects in teachers' competence. Teachers' personality is an important factor for the success for their students learning. In reality to do their job, there were still some shortcoming occurred. Teachers should have responsibility, discipline and confident attitude. Another competence that equally important is social competence. This aspects included on how teachers participated in encouraging the school program, treating and caring the students as well as communicating

with the headmaster, fellow teachers and students' parents. Teachers' professional competencies were composed of four main subgroups such as curriculum competencies, lifelong learning competencies, social-cultural competencies and emotional competencies (Selvi, 2010).

Becoming a teacher, we should require some qualifications. Gursoy (2015) confirmed the prospective teachers should have fluency in their language. In accordance with fluency, they are also insecure about their phonological ability and appropriate use of tone and intonation. This condition makes them to be unconfident when they are teaching. It is important for EFL teachers to have a good command of English and to speak and write clearly, while also being prepared for class (Al-Maqtri & Thabet, 2013). Besides that, a teacher should enjoy when they are communicating in English, and they should have a lot of knowledge toward English language.

There are some students' perspectives about how good English teacher is. Drakulic (2013) shown a good English language teacher should be able to create a friendly and comfortable learning environment as well as an interesting and fun teaching environment but with a certain amount of discipline. One more, knowledge about social, cultural and political particularities of the target community is also recognized as important. And the last, a good teacher should have personal qualities of the teacher, like warmth, kindness, an enthusiastic approach, empathy, that are considered to be a prerequisite for creating a healthy and positive classroom interaction.

Teaching English as a foreign language is a challenging task. There are some challenges that are faced by teachers in teaching English, Fareh (2010) mentions some challenges: (1) improperly trained teachers or inadequate teaching methodology. (2) teacher-centered rather than learner-centered activities. (3) Students' aptitude, initial preparedness and motivation. (4) Compartmentalization versus whole language approach. (5) Lack of emphasis on developing skills; emphasis is rather on rote learning. (6) Textbooks and teaching materials. (7) Assessment methods. (8) Exposure to English.

There are other challenges that are faced by teachers in teaching English. Rasheed, et. al. (2017) figured out some challenges that are faced by English secondary school teachers in a multilingual classroom where English is the third language. The first challenge that is faced is a multilingual classroom. Teaching English in a multilingual classroom (students with different language backgrounds) is one of the biggest challenges that are faced by teachers. Moreover, the students have no exposure to the English language outside the classroom. The second challenge is a weak linguistic background. Students whose linguistic background is weak, they cannot understand even the short sentences in the English language and after several repetitions, students still feel shy to use the English language in their conversation. The third challenge is anxiety among learners. The students who have no background in the English language are more likely to act like a passive listener in the classrooms and do not take an active part in classroom discussions or activities. Students who study English in a classroom should be anxiety-free, because it can make the learning process more successful. The fourth challenge is

lengthy syllabus. Teachers have a limited time to cover the syllabus and the difficulty even increases when the class is multilingual. The students do not follow the directions given by the teacher. Hence, the teachers are bound to cover the syllabus on time so they cannot repeat the lesson over and over again. So the students did not really understand about the material that given by teachers. The last challenge that faced is lack of teachers training. English teachers were never given a single chance to attend any training based on English language pedagogy. Teachers, who are professionally trained, can handle their multilingual classrooms in much better way as compared to the teachers who are not trained. Multilingual classrooms are always challenging for the teachers therefore, teachers who teach in such classes should be trained enough to cope with the difficulties. Teachers suggested that, there should be trainings for the English language teachers to make the learning process in a multilingual classroom more effective and succeed.

Another challenge was found by Dhillon and Wanjiru (2013), there were some challenges that they found, such as 65% of the teachers agreed that school language policy is not fully reinforced. The majority of teachers (85%) also agreed that most learners use mother tongue in school thus affecting the learning of English, and nearly all teachers agreeing that learners had difficulties expressing themselves using English. The mixing of different languages in the language learning environment gives another challenge for teaching and learning English. Most of teachers (80%) feel that mixing of language during the lessons does not facilitate learning of English and neither does simultaneous learning of

English and their mother tongue. The students encountered difficulties in using English with different context.

In addition, the most challenging things are the language gap between teachers and students. Septiani and Pratama (2018) showed that English language proficiency between teachers and students is low. This condition made the students feel difficult to learn English. Moreover, the students' attitude especially boy students towards the teachers is bad. Therefore the teacher has to manage the class. In managing class, the teachers also challenged to create such a fun and attractive atmosphere to arise the students' interest in learning English. And the last challenge that faced by teachers is lack of school facilities, such as the LCD projector, loudspeaker, and etc.

However, geographical position also influences the challenges faced by teachers in teaching English. Teaching English in develop area is different with teaching English in a rural area. They have their own challenges. Songbatumis (2017) demonstrated that there are some challenges when teaching English in rural area. The challenges found are varied in which they are related to the students, the teachers, and the facilities. Students' side, the challenges are students' lack of vocabulary mastery, students' low concentration, lack of parents' support, lack of discipline, boredom, and speaking problem. 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. The last challenge that she found was from the facilities. 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. The available facilities in the school did not support English teaching and learning process, such as LCD projector and sound system were very limited. Beside that the availability of K13 based books were barely provided.

It can be said that students' achievements in rural area is lower than whom in the urban area. Hossain (2016) confirmed some low level achievements of English language in rural area, start from students did not practice English regularly because they believe that English is hard and they didn't interest with English. There are not many well-trained qualified English teachers who come to rural area because rural area did not have the facilities like the urban area and because of the poor salary. They did not interest to teach in rural area educational institutions because they think it may have an effect in their personality. They did not imply the right way of teaching method so the students were not interested to hear the teacher lesson. It might the teachers did not have any lesson plan before a class, so they could not imply the proper teaching method in classroom.

Besides from the teacher's problem, there are some factors for rural students which make them felt difficult in learning English. English teachers in rural schools are not only struggling with curriculum and their competences in English, but also with the socio-economic status of the students (Rahayu, 2016).

Ponmozhi and Thenmozhi (2017) found some problems that make rural students difficult in learning English such as parent education, parent occupation, parent's income and class strength. The parental occupation decides the quality of life of the family. The educated parents also educate their children in a better way. Parents who are living in rural areas are not aware of the importance of English and hand in children education to the schools only.

Furthermore, there are significant challenges and problems hampering principals and schools in the development of rural area. Plessis (2014) stated that rural area is not attractive for teachers because there are less financial resources available. Finally the number of teachers willing to teach in rural school is small. Lack of qualified teachers in many rural schools is simply because teachers do not want to stay in rural areas due to social, professional and cultural isolation. Many principals did not feel supported by the education system at the state or district level. Besides education system, poor funding in rural schools is one of the greatest challenges faced by rural education. This condition obstructs the development of rural schools.

In addition, there many things that encounter teachers when they are teaching in rural area, such as isolation, cultural adaptation, and misconceptions rural families have about education, motivation, infrastructure, and violence. These issues make urban teachers are not willing to take the challenge of teaching in rural area. This condition can be tolerated. Holguin and Morales (2016) have some ideas to help teachers move smoothly into rural area, these are (1) inclusion

in the syllabus of cultural particularities in rural areas, (2) the proper introduction of teachers to the community, (3) the participation of the community in the planning, (4) local support and (5) the access to learning resource centers.

Moreover, teaching in urban area also has challenges. The challenges can be seen from the study which is conducted by Gaikhorst, et. all. (2017) they confirmed that the most prominent challenge is parental contact. Interactions with highly educated and critical parents are difficult to handle. There are issues were most often recognized by the teachers as problematic: (1) too little time and capacity to pay sufficient attention to students at risk of academic failure, (2) adapting to the differences in cognitive development and language development of children, (3) dealing with parents from a different culture or background and values and/or who speak a different language than the teacher.

However, kinds of schools also influence the teachers challenge in teaching. For example vocational school which is the school orientation is work. It means the students after graduate is hoped to become productive human. Nowadays, vocational school or we more familiar with SMK is still connoted as one of less peaceful schools. The students are known to be mischievous, brawling, and identical to gender homogeneity that tends to be dominated by male students. Students' characters become one of the teachers' challenges in teaching. Susanto, et. all. (2017) found several things that made the students feel no peaceful in school such as vocational schools are known for their high discipline, peer

relationship, and the inequalities of parents and teachers' demands at school turn out to be the second highest stress or after school rule.

2.2 Review of Theoretical Studies

Theories that relevant to this study are presented here. They are about TEFL (Teaching English as a Foreign Language), Teacher's competence, Vocational schools, and also Challenge. These theories are presented here as guidance of conducting this present study.

2.2.1 TEFL (Teaching English as a Foreign Language)

TEFL is an abbreviation for Teaching English as a Foreign Language. Shearin (1994) define foreign language is a language learnt only during formal education. In formal education, we should need a teacher to teach it. Senge in Comensoli (2014:3) stated that teacher is an expert who is capable of imparting knowledge that will help learners to build, identify and acquire skills that will be used to face the challenges in life. Teaching is not only transmitting the knowledge. Teaching defines as guiding and facilitating learning, enabling learner to learn, and setting the condition for learning (Brown, 2000). TEFL (Teaching English as a Foreign Language) is defining by Collins Dictionary as the teaching of English to people whose first language is not English.

There are several methodologies in teaching English as a foreign language based on Nurhayati, et. all. (2008):

a. The Grammar Translation Method

At one time, Grammar Translation Method (GMT) is called as Classical Method. The focus of GTM was on grammatical rules, the memorization of vocabulary and of various declensions and conjugations, translations of texts, and doing written exercises.

b. The Direct Method

The basic principle of the Direct Method was that second language learning should be more like first language learning. The method would comprise a great deal of oral interaction, spontaneous use of language, no translation between first and second languages, and little or no analysis of grammar rules.

c. The Audio-Lingual Method

The Audio-Lingual Method (ALM), like Direct Method we have just examined, is also an oral-based approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the ALM drills students in the use of grammatical sentence patterns.

d. Communicative Language Teaching

There are many ways to teach language. One is called Communicative Language Teaching (CLT). This method is learner-centered and emphasizes communication and real-life situations. This method aims broadly to apply the theoretical perspective of the communicative approach by making communicative competence the goal of language and by acknowledging the interdependence of language and communication.

There are several factors based on individuals' differences which are affecting foreign language learning (Khasinah, 2014):

A. Age

Age is one of the factors in language learning. It is generally believed that children are better at language learning than adults. Mostly, the age studies focus on three topics:

(1) CPH (Critical Period Hypothesis)

The expression Critical period hypothesis is also sometimes used to refer to the concept that an age-related decline in neural plasticity is the cause of increasing difficulties in language learning (Penfield & Roberts 1959). According to this second meaning, the CPH is a potential explanation of age effects on language acquisition. It is important to stress at the outset that the expression "Critical Period Hypothesis" (CPH) is used with two different meanings. The first meaning of the CPH corresponds to an empirical hypothesis according to which humans are more efficient at language learning in the first years of life. In other words, the CPH states that age of acquisition is an important predictor of critical proficiency: the older one starts to learn a language, the smaller the odds of reaching native like proficiency.

(2) Ultimate attainment

Ultimate attainment has occasionally and erroneously been used as a synonym for native like proficiency; however, it accurately describes the final state of the

language acquisition (Birdsong, 2000:11). Ultimate attainment refers to the outcome of acquisition, and is used interchangeably with the terms final state.

(3) Rate Acquisition

Studies of the effect of age on the rate of language acquisition in general show that to some extent adults perform better than children in a formal instructional context. Larsen-Freeman and Long (1991:155) who stated that older learners were faster than children, and older children were faster than younger children This situation may bring significant information to the foreign language education. Children, teenagers and adults learn differently. Therefore, it is important for the teacher to consider the influence of age and maturity to the English classroom.

B. Intelligence

Intelligence is defined and measured in terms of linguistic and logical mathematical abilities. Ellis (1985:293) says that intelligence is general ability to master academic skills. Success in life and learning should correlate with high IQ (intelligence quotient) tests scores. The studies on intelligence show a strong relationship between intelligence and acquisition of a foreign language but only as far as academic skills are concerned. Learners with high IQ achieve better results on language tests.

C. Motivation

Motivation is a key factor in second language (L2) or foreign language (FL) learning success. Richards (1985:185) believes motivation as a factor that

determines a person want to do something. There are two types of motivation (Ellis, 1985:117):

a. Integrative motivation: a learner studies a language because he is interested in the people and culture of the target language or in order to communicate with people of another culture who speak it.

b. Instrumental motivation: a learner's goals for learning the second language are functional and useful, for example they need the language to get a better job, pass tests, and enable him to read foreign newspaper.

D. Self Esteem

Self esteem is a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself (Brown, 1987:101-102). It refers to individuals feel confident and believes them to be significant people Brown (1987:102) argues that global self esteem is relatively stable in a mature adult, and is resistant to change except by active and extended therapy.

E. Aptitude

Students need aptitude - some specific abilities, which are responsible for learning languages. Aptitude refers to specific ability a learner has for learning a second language (Ellis, 1986: 293). Richards (1985: 154) explains that aptitude is natural ability to learn a language.

F. Attitude

Attitude defines an expression of positive or negative feelings toward a language may reflect impression of linguistic difficulty or simplicity, ease or difficulty of learning, degrees of important, social status, etc (Richards, 1985: 155). Language attitudes are the attitude which speakers of different languages have toward other's languages or to their own language. Ellis (1985: 292) clarifies that attitude is sets of beliefs about factors as the target language culture, their own culture and, in case of classroom learning, of their teachers, and the learning task they are given.

G. Learning Style

Learning style also called as cognitive style. Ellis (1986: 299) mentions that learning style or strategy accounts for how learners accumulate new L2 rules and how they automate existing ones. Students' learning styles can be influenced by many factors among which are their genetic background, their culture and previous learning experience.

H. Personality

Personality has been described as a set of features that characterize an individual. The most important personality factors are: introversion/extroversion, self-esteem, inhibition, risk-taking, anxiety and empathy (Ellis, 1986:119-121). Studies which investigate personality traits are based on the belief that learners bring to the classroom not only their cognitive abilities but also affective states which influence the way they acquire a language.

I. Anxiety

Anxiety is an important aspect that affects English as foreign language learning. Brown (1994: 141) describes anxiety as a state of mind connected with feelings of uneasiness, frustration, self-doubt and worry.

J. Inhibition and risk-taking

Inhibition refers to the extent to which individuals build defenses to protect their egos. Guiora et al. (1972 and 1980) in Brown (1987) used alcohol and valium administered in differing quantities to reduce inhibition as measuring instrument. His study showed that subjects given alcohol showed better pronunciation while valium had no effect. It has been suggested that inhibition influences language learning in a negative way because it discourages the risk-taking, which is an essential element in this process.

2.2.2 Teacher's Competence

Competency is an underlying characteristic of a person related to the effectiveness of individual performance on the job or the basic characteristic of individuals who have a causal relationship or a cause and effect with the criteria referenced, effective or excellent or superior performance in workplace or at certain situation (Spencer, 1993). Based on Cambridge Dictionary, competence is the ability to do something well. Competence refers to the abstract and unseen representation of language knowledge inside our mind, with its probability to make and comprehend original utterances in a given language.

In teaching, teacher should have competencies. Based on Minister of Education as stated in regulation number 16 years 2007, a teacher should have various competencies in transferring knowledge to their student: pedagogical, personal, professional, and social competence.

A. Pedagogical Competence

Pedagogical competence is ability to manage the learning of learners includes an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential (Mulyasa, 2007)

There are several components included in the pedagogical competence:

- (1) Mastering the characteristics of students from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects.
- (2) Mastering learning theory and learning principles.
- (3) Develop a curriculum related to the subject taught.
- (4) Organizing education development activities.
- (5) Utilizing information and communication technology for the benefit of organizing educational development activities.
- (6) Facilitating the development of potential students to actualize their various potential.
- (7) Communicate effectively, empathetic, and politely with the students.
- (8) Organizing assessment and evaluation of learning processes and results.
- (9) Use the results of assessment and evaluation for the benefit of learning.
- (10) Take reflective action to improve the quality of learning.

B. Personal Competence

Modeling an educator or teacher is needed by their students. Therefore, a teacher needs to have the capability with regard to the development personality.

There are several components included in personal competence:

- (1) Acting in accordance with Indonesian religious, law, social, and cultural norms.
- (2) Showing yourself as an honest, noble person, and an example students and society.
- (3) Showing yourself as a solid, stable, mature, wise and authoritative person.
- (4) Demonstrate work ethic, high responsibility, pride in being a teacher, and self-confidence.
- (5) Uphold the ethics' code of the teaching profession.

C. Professional Competence

Professional competence is the mastery of learning materials is board and deep, covering mastery of curriculum content and substance of scientific subjects philosophically (Jamal, 2009:157).

There are some components included in professional competence:

- (1) Mastering the material, structure, concepts, and scientific mindset that supports the subjects taught.
- (2) Mastering the standards of competence and basic competencies of the subjects taught.
- (3) Develop creative learning materials.

(4) Develop professionalism on an ongoing basis by taking reflective action.

(5) Use information and communication technology to develop them.

D. Social Competence

Social competence is an ability of teachers as part of the public to communicate and interact effectively with others includes: learners follow teachers, parents or guardians of the students and community (Mulyasa, 2007).

There are some components included in social competence:

(1) Being inclusive, act, objective, and not discriminate because of gender consideration, religion, race, physical condition, family background, and socio-economic status.

(2) Communicate effectively, empathically, and politely with other educators, education staff, parents, and society.

(3) Adapting in place of duty throughout the territory of the Indonesia that has socio-cultural diversity.

(4) Communicate with the profession's own community and other professions verbally and in writing or other forms.

2.2.3 Vocational School

Vocational school or we know as SMK is one of the vocational education institutions has a mission and purpose to prepare work that are able to fill the jobs and are able to work professionally in the world of business and industry in Indonesia or in global competition. Vocational education is part of the education

system that prepares a person to be more able to work in a group or in one field of work from the fields of other overload (Murniati and Usman (2009: 1).

Work orientation is to be the focus of education in vocational school which then makes the students prepared with a variety of competence to each certain skill. Djohar (2008:50) defines vocational education organized the educational programs directly related to the preparation of individuals for paid or unpaid wages of employment, or for additional preparation for career requirements.

2.2.4 Teachers' Difficulties

Teachers might find some challenges in teaching English. Teachers faced these difficulties: they got heavy teaching loads, too many students, insufficient English language skills and cultural knowledge, inadequately equipped classrooms and technology, and the demand of tutorial teaching and learning style (Biyaem, 1997). Besides, learners got the interference from their mother tongue, less use English in the daily lives, unchallenging English lessons, being passive in class, being too shy to speak English with classmates, and lack of responsibility for their own learning.

Class condition also gives their own challenge in teaching English, such as crowded class. Emery (2012:4) one of the most often mentioned problems encountered by English teachers is that overcrowded classes and the effect of such condition can have on teaching and learning. Likewise, Baker and Westrup (2000:2) state several problems of teaching large classes, such as desks and chairs are fixed or difficult to move; students sit close together in little space for the

teacher and students to move in the classroom; walls between classrooms are thin, and noise will disturb other classes. Consequently, it is necessary that teaching and learning process requires comfortable and enjoyable atmosphere, otherwise, teachers might be in failure to fulfill students' need and achieve learning goals.

Psychological problem that students' mindset about English is most difficult. It is a common misinterpretation among students that English is the most difficult of all subjects (Pande, 2013:416). Psychological issues can affect students' motivation and learning attitude toward English language. The difficulty to motivate students toward English learning is challenging factor for teacher.

2.3 Theoretical Framework

In this research, I will concern to observe challenges in teaching English where is take a place in Vocational High School. As we know that factors of language learning success comes from several factors, partly from the teachers, partly from the students, and partly from the schools facilities and environment.

In this study is conducted on Minister of Education as stated in regulation number 16 years 2007 about teacher competences which is strongly related with TEFL theory that is stated by (Brown, 2000; Shearin, 1994). There are several competences that should be mastered: pedagogical competence, personal competence, professional competence, and social competence. Teacher competences are becoming one of the factors TEFL successes. Besides the teacher competences, students also influence English language learning in classroom. There are some factors affecting foreign language learning as stated by (Khasinah,

2014). These are age, intelligence, motivation, self esteem, aptitude, attitude, learning style, personality, anxiety, inhibition and risk-taking. Based on the output, teachers have their challenges that should be faced and they should overcome it to make learning English as foreign language success.

In addition, in relation of teachers' challenges, vocational school (Murniati& Usman, 2009; Djohar, 2008) as a school that prepare students are able to fill the jobs after graduates and are able to work professionally in the world of business and industry in global competition also has their own challenges when teachers are teaching English here.

The following is a figure of theoretical framework

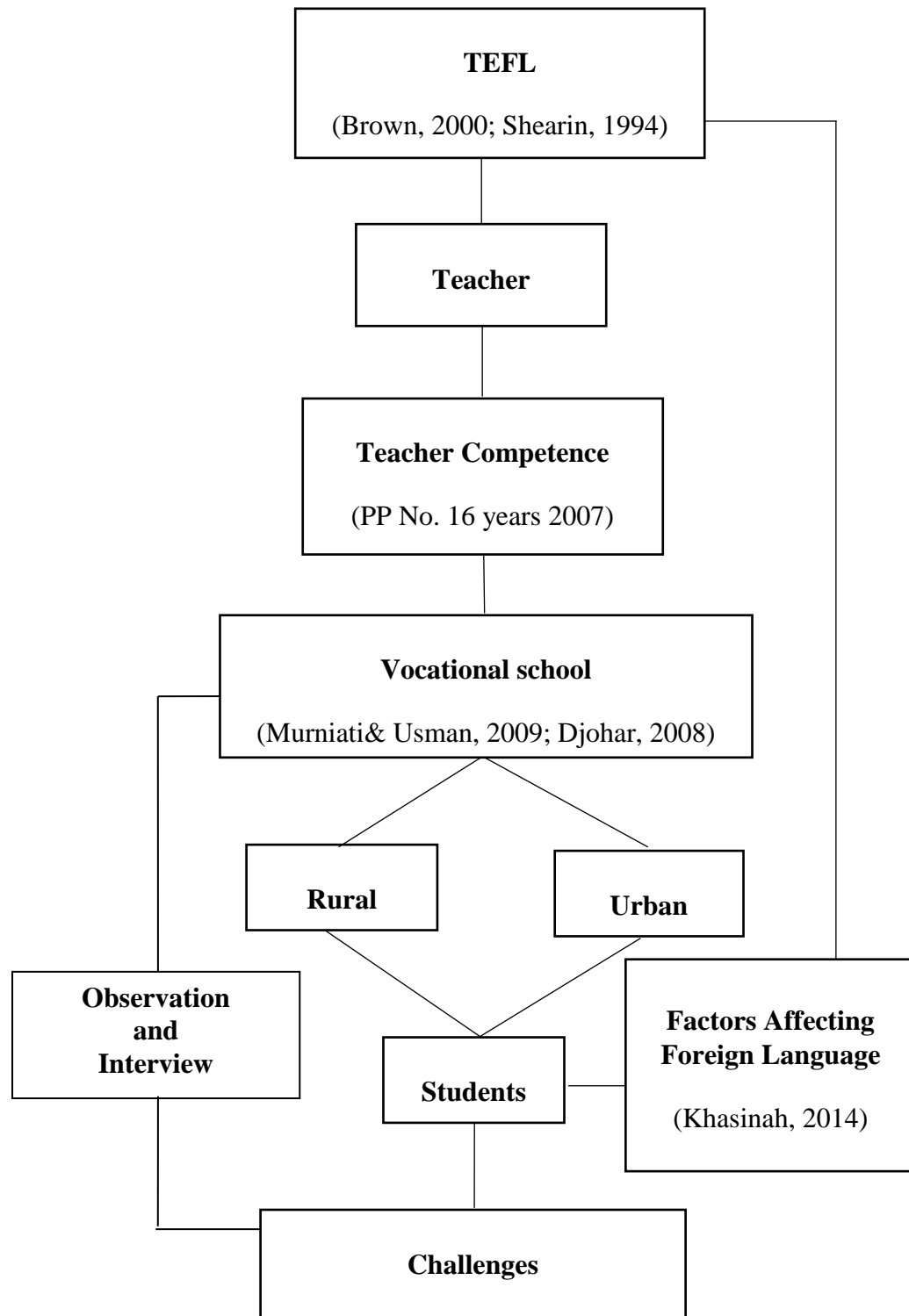


Figure 1. Theoretical framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In chapter five, the writer present conclusions of the analysis results based on chapter four. Moreover, the writer also provide suggestions for the English teachers, students, and future researchers theoretically, practicality, and pedagogically for having a better education system.

5.1 Conclusions

In this section, the conclusions are described of the whole study which had been obtained from the result. The conclusions are as follows:

There are some difficulties faced by teacher in teaching English. First is teacher competence. Both English teachers from SMK Bhina Tunas Bhakti Juwana and SMK Diponegoro Juwana have different educational background. Their competences as an English teacher are also different. Two of them cannot arrange and make lesson plan well. They also cannot master and deliver a material that appropriate with lesson plan. Although they are English teacher, they did not use English in whole of teaching and learning process. Second is a factors challenge from students. Some of the factors are students' motivation, boredom, language background, vocabulary mastery, and mindset that English is difficult and not too important. These condition cause challenges for the teacher itself in teaching English in class. Students' gender also causes challenges for teacher in teaching. The majority of Vocational High Schools' students are male. They are known as naughty, difficult to control, and impolite. Third, the lack of school

facilities can influence the English teaching and learning success. Both of the school does not have language laboratory and audio system in every class to support English language learning. SMK Bhina Tunas Bhakti Juwana has a LCD projector in every class, but the teachers did not use it to support their teaching and learning activity. Moreover, the total of LCD projector in SMK Diponegoro Juwana is very limited. Every class does not have LCD projector to support teaching and learning process. Fourth, the school location also influences English teaching and learning process. SMK Bhina Tunas Bhakti Juwana is located on the edge of highway. This condition makes the teaching and learning process not conducive because of the noise of vehicles. While SMK Diponegoro Juwana is in the farm area and far from the highway, but the location is prone to flooding.

The teachers have solutions to overcome the difficulties that they faced. Teacher A is asking the students to communicate or interact with foreigner through a group which is provided by her. This way is chosen to make the students interest in English. Teacher B always asks students to translate the material, so that the students understand the material. While teacher C, she asks students to make lists of vocabularies to improve their vocabulary mastery. She makes a teaching media to support her teaching in classroom and this way is used to replace the lack of LCD projector in classroom. The schools have solutions to overcome the lack of school facilities. SMK Bhina Tunas Bhakti Juwana use multimedia to replace language laboratory. Then, SMK Diponegoro Juwana provides portable LCD projector, but the total is limited. Both of them provide portable sound system to support language learning.

5.2 Suggestions

The result of the study finds out the teachers challenges in teaching English of Vocational High School. This study that has been conducted is not intended to criticize the English teachers, and the further researcher. It is expected that the result would be taken positively by them. The writer gives some suggestions for the people who would be related to this study.

The English teachers, as a role model of English learning for students in classroom should have good competence to become a good teacher. Teachers and future teachers should be friendly, patient, does not discriminate the students in the class. Teachers should use various creative methods to make them interest in English and feel easy to study English.

Toward the Vocational High School students, the writer suggests that students should learn English because it is important for their future. After they are graduated, they will find or get a job. English is important for them in the workplace.

In relation to the further researcher who might develop similar research, the writer suggests to use another kind of school which is not in this research. The further researcher is expected to notice the gaps between this final project and another related similar. It is also expected that this research can be continued as a comparison study or a reference to accomplish the other research process.

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