

ABSTRACT

Halimatus Sa'diyah, 2020, *The Analysis of Non—English Teacher Problems in Teaching English at Islamic Senior High School Nurul Ulum Banmaleng Gili Genting Sumunep.* Thesis, Tarbiyah Faculty, State Islamic Institute of Madura, Advisor: Drs. H. Mosleh Habibullah, M. Pd.

Keyword: Non-English Teacher Problem, Teaching English.

Professional teachers are teachers who have competencies or skill that appropriate with teacher profession. The quality of the teacher in Indonesia is classified as low, this proves that there are many teachers in Indonesia were not professional so that there were many teachers teach in the school not appropriate with the profession. Moreover, to improve teachers professional are the responsibility of the teacher itself. In addition, almost all teachers in Indonesia were not professional, both in understanding the material, delivery methods, class management and punishment.

In this research, there were three research focuses, namely: the first, what are the problems of non-English teacher in teaching English at Islamic Senior High School Nurul Ulum Banmaleng Gili Genting Sumenep. The second, what are the factors that cause the teacher having the problems. The third or the last, what is the solution that the teacher does to solve the problem when teaching in the class.

For this research, the researcher used qualitative approach because qualitative approach is one of the approaches that could be used to know the quality of phenomenon. This research was suitable to overcome the unknown problem and need to explore. Besides qualitative research, the researcher also used descriptive research. Descriptive research is a form of research that aims to describe a symptom, phenomenon, or incident that occurred. The researcher used descriptive research to get information based on phenomenon that occurred on the field such as problem, factor, and solution. The researcher used observation to collect the data and used non-participant observer because the researcher only joined the class and observed English teaching learning process. The researcher also used interview guidelines to collect the data and used semi structure interview so that easily and helping the researcher got information in the school when interview the teacher as data source. Then the researcher used documentation, the researcher took picture when English teaching learning process in the class and when the teacher got problems in the classroom and also took picture when the researcher conducted interview.

The result of research from all of classes at Islamic Senior High School Nurul Ulum Banmaleng Gili Genteng Sumenep, the researcher took conclusion that the teacher has problems when the teacher taught English in the class. The teacher felt difficulty to make students understood the material that the teacher had delivered. Then, the teacher difficult to make students active in the class because the methods used was less attractive and when the teacher gave task, many of them did not submit the task and some of them also were still cheating on each other. The lack of seriousness of students in learning English could be seen when many students didn't listen to the teacher explanation by told behind the teacher, played Hand phone, and didn't finish their task and also didn't submit the task. The factors that cause the teacher having the problems such as the teacher profession, because the teacher was Indonesian teacher or non-English teacher so the teacher had limited theory and also limited references of English but the teacher taught English to fulfill English lesson although the result didn't maximal. The teacher said that the teacher didn't have enough time to prepare at home before the teacher taught student in the classroom. In addition, lack of student interest in English so that students were not enthusiastic to learn English and also were not serious when the teaching learning proses. Whereas the solution from the teacher problem when the students difficult to understand the material so the teacher always tried to explain the material again until the student got the point and did their tasks. The teacher would like to prepare the material before taught the students in the classroom to make maximal result of teaching process. Then, the teacher would like to give motivation before started the material and before closed the meeting. Next, the teacher gave punishment as physic when the students were not serious to study and played hand phone during teaching learning process.

From the result of the research above, the teaching and learning process could be called success when the teacher had good profession or background that appropriate with the subject or lesson, because the teacher who had good profession have to know and understood what the method and media should be used so that could be achieved teaching purpose.

ABSTRACT

Halimatus Sa'diyah, 2020, *The Analysis of Non-English Teacher in Teaching English at Islamic Senior High School Nurul Ulum Banmaleng Gili Genteng Sumenep.* Skripsi, Tadris Bahasa Inggris (TBI), Fakultas Tarbiyah, Institute Agama Islam Negeri Madura, Pembimbing: Drs. H. Mosleh Habibullah, M. Pd.

Kata Kunci: Masalah Guru Bukan Bahasa Inggris, Mengajar Bahasa Inggris.

Guru profesional adalah guru yang memiliki kompetensi atau kemampuan yang sesuai dengan profesi keguruan. Mutu guru di Indonesia tergolong rendah, hal ini membuktikan bahwa banyak guru di Indonesia tidak profesional sehingga banyak guru mengajar di sekolah tidak sesuai dengan bidangnya. Oleh karena itu, untuk meningkatkan profesional guru adalah tanggung jawab guru itu sendiri. selain itu, hampir semua guru di Indonesia tidak profesional, baik dalam memahami materi, metode penyampaiannya, pengelolaan kelas, maupun pemberian hukuman.

Pada penelitian ini, ada tiga fokus penelitian, yaitu: pertama, apa masalah dari guru non-inggris dalam mengajar bahasa inggris di Madrasah Aliyah Nurul Ulum Banmaleng Gili Genteng Sumenep. Kedua, apa saja faktor yang menyebabkan guru memiliki masalah. Ketiga atau terakhir, apa saja solusi yang guru lakukan untu mengatasi masalah ketika mengajar di kelas.

Untuk penelitian ini, guru menggunakan pendekatan kualitatif karena pendekatan kualitatif adalah salah satu pendekatan yang bisa digunakan untuk mengetahui kualitas kejadian. Penelitian ini cocok untuk mengatasi masalah yang tidak diketahui dan masih membutuhkan penyelidikan. Selain penelitian kualitatif, peneliti juga menggunakan penelitan deskripsi. Penelitian deskripsi adalah sebuah bentuk penelitian yang bertujuan untuk menggambarkan suatu gejala, peristiwa atau kejadian yang terjadi. Peneliti menggunakan penelitian deskriptif untuk mrndapatkan informasi berdasarkan fenomena yang terjadi di lapangan, seperti masalah, faktor, dan solusinya. Peneliti menggunakan observasi untuk mengumpulkan data dan menggunakan observasi non-partisipan karena peneliti hanya mengikuti kelas dan mengobservasi proses belajar mengajar. Peneliti juga menggunakan pedoman wawancara untuk mendapatkan data dan peneliti menggunakan wawancara semi struktur supaya memudahkan dan membantu peneliti mendapatkan informasi di sekolah ketika mewawancarai guru di sekolah sebagai sumber data. Kemudian, peneliti menggunakan dokumentasi, peneliti mengambil foto ketika proses belajar mengajar di kelas dan ketika guru mendapatkan masalah di MA Nurul Ulum

Banmaleng Gili Genting Sumenep dan ketika guru mendapat masalah dan juga ketika peneliti melakukan wawancara.

Hasil dari penelitian dari semua kelas di MA Nurul Ulum Banmaleng Gili Genting Sumenep, peneliti menyimpulkan bahwa guru memiliki masalah ketika mengajar bahasa Inggris di kelas. Guru merasa kesulitan membuat siswa memahami materi yang sudah disampaikan. Kemudian, guru kesulitan membuat siswa aktif di kelas karena media yang digunakan kurang menarik dan ketika guru memberikan tugas, banyak diantara mereka tidak menyetorkan tugas dan beberapa diantara mereka juga masih saling menyontek satu sama lain. Ketidak-seriusan siswa dalam belajar bahasa Inggris dapat dilihat ketika banyak siswa yang tidak mendengarkan penjelasan guru dengan berbicara dibelakang, bermain HP, dan tidak menyelesaikan tugas mereka serta juga tidak menyetorkan tugasnya. Faktor-faktor yang menyebabkan guru memiliki masalah seperti profesi guru, karena gurunya adalah guru bahasa Indonesia atau guru non-Inggris, jadi guru memiliki teori bahasa Inggris yang terbatas dan juga referensi buku bahasa Inggris yang terbatas tetapi guru mengajarkan bahasa Inggris untuk mengisi pelajaran bahasa Inggris meskipun hasilnya kurang maksimal. Guru mengatakan bahwa guru tidak memiliki waktu yang cukup untuk persiapan di rumah sebelum mengajar di kelas. Selain itu, kurangnya minat siswa pada bahasa Inggris sehingga siswa tidak semangat belajar bahasa Inggris dan tidak serius ketika proses belajar mengajar. Sedangkan solusi dari masalah yang guru alami ketika siswa sulit memahami materi maka guru selalu mencoba menjelaskan materinya kembali sampai siswa mendapatkan poin dan mengerjakan tugasnya. Guru akan mempersiapkan materi sebelum mengajar siswa di kelas untuk membuat hasil yang maksimal dari proses mengajar. Kemudian, guru akan memberikan motivasi sebelum memulai materi dan sebelum menutup pertemuan. Selanjutnya, guru memberikan hukuman seperti fisik ketika siswa tidak serius belajar dan bermain HP selama pelajaran berlangsung.

Dari hasil penelitian di atas, proses belajar-mengajar bisa dikatakan sukses ketika guru memiliki profesi yang baik atau latar belakang yang baik yang sesuai dengan pelajaran, karena guru yang memiliki profesi yang baik harus mengetahui dan memahami apa saja metode dan media yang harus difahami supaya mencapai tujuan pembelajaran.