

CHAPTER IV

FINDING AND DISCUSSION OF RESEARCH

This chapter presents the result and discussion of the researcher. The researcher has collected the data by using observation, interview, and documentation. The data will be discussed based on the theory explained in the second chapter. Then, concept and the answer of the research focuses stated in the first chapter will be discussed in this chapter.

A. Research Finding

In this research, the researcher explained about the problem of English teacher in teaching English at Islamic Senior High School Nurul Ulum, what are the factors that cause the teacher having the problems, and what are the solution that the teacher does to solve the problem when teaching in the class of Senior High School Nurul Ulum Banmaleng Gili Genteng Sumenep.

1. The Problems of Non-English Teacher in Teaching English at Islamic Senior High School Nurul Ulum Banmaleng Gili Genteng Sumenep.

In this point, the researcher is going to analyze the problem of non-English teacher in teaching English from the observation, there were three classes of that school. They are:

a. First Meeting

1. In Ten Grade

It was the first meeting and first class in this research. It was conducted by the researcher on Wednesday 12th August 2020. It started 07:30 AM till 09:00 AM. In this part, the researcher was as non-participant observer in teaching English process. The researcher described it from the result of research that had been gotten through observation, interview, and documentation. The researcher took the data from teacher and students activities when the teaching learning process in the classroom. The researcher described based on the result of observation when the teacher explained the material to the students and the material about “Reading Section”. He taught students to read the text on the LKS book.⁵³

a. Pre-Teaching

On Wednesday at 07.30 AM. It was time to teach English as first lesson for the Ten Grade. So the teacher came to the classroom and the students waited teacher to arrive in the classroom. The teacher started the class by saying greeting. He said “Assalamu’alaikum Warohmatullahi Wabarakatuh” and the students answered “Wa’alaikum Salam Warohmatullahi Wabarakatuh”. After that the students continued by reading a prayer together before the material

⁵³ Observation on Wednesday 15th July 2020.

began. When the students have finished praying, then the teacher said “Good morning my students!” and “How are you today?” after the students answered the teacher’s greeting and question, the teacher continued to check students’ attendance and fills in the teacher’s journal or teacher’s attendance.

b. Whist Teaching

In this part is the main section of teaching learning activities in the classroom. The teacher opened the LKS book and asked to the students to read the text in point B that is “reading section” of LKS after the teacher explained that, the teacher gave assignment in group form. Every group there were 2 students because in that school had limited LKS book such as one table one book and every table there were 2 students. Every meeting when the teacher gave assignment must be made a group so that the students could be easy to do it because the students couldn’t independent to study English. The teacher explained about the material, he said that to his students:

Teacher : Okay my students, for the material today about Reading Section in point B. Look at the LKS book in page 5. Here there is a text and we would like to study to read the text. Anyway, have you studied at home?

Students : No, Sir.

Teacher : Well, before I will read first and you all repeat after me. Next, you have to translate this text use dictionary. Do you understand what I mean?

Students : Yes, Sir.



Picture 4.1 The teacher read the text with his students together.

After that the teacher read the text and the students repeated after him. After they finished to read the text the students tried to translate the text use dictionary and the teacher left them in the classroom to the office. I was as researcher joined the teacher to the office. Actually the teacher spoke mixing between Indonesian and English during teaching learning process in the classroom.⁵⁴

Before changing hours, the teacher backed to the classroom to check his students what were they finished their assignment to translate the text. He said that:

- Teacher : Okay, my students. Have you finished your assignment to translate the text?
 Students : No, Sir.
 Teacher : Why are you didn't finishing it? I have asked you to translate the text and why are you don't finished it?
 Student A : Because I don't know Sir.
 Student B : Yes right, Sir.
 All students : Yes, Sir.

⁵⁴ Observation on Wednesday, 15th July 2020.



Picture 4.2 The teacher checked the students when they did the task.

Apparently, not all of students finished the text and there are many students who cheated the result of translate to other students. Although they was cheated the meaning, but they did not finish the assignment completely and perfectly. After the teacher asked to the students about their assignments, the students said that they were not finished the assignment because they did not knew how to translate and finished it because the teacher did not open question for the students. He only explained the material and asked his students to translate the text after that he left them into office. Then, after he knew if the students did not finish their assignment with the reason they did not knew to translate perfectly and finished completely, he was speechless to say anything and tried his students to finish their assignments at home. He asked to the students to write the difficult meaning on their notebook or LKS book.⁵⁵

⁵⁵ Observation on Wednesday, 15th July 2020.

c. Post Teaching

On 09.30 A.M. the teacher finished his subject or lesson and he would like to be closed his class. Before the teacher closed his class, the teacher asked to the students always studied at home so that made their English ability better than before. After that, the teacher said:

Teacher : Okay my students don't forget to study at home and see you next meeting. Let's close our class by reciting Hamdalah together.

Students : Yes, Sir. Alhamdulillah robil 'alamin.

Teacher : That's all for me, Wassalamualaikum Warohmatullahi Wabarkatuh.

Students : Yes, sir. Waalaikum Salam Warohmatullahi Wabarkatuh.

After the teacher closed the class, he left the students into office and next he moved on other class.⁵⁶

2. In Eleventh Grade

It was the first meeting and second class in this research. It was conducted by the researcher on Wednesday 12th August 2020. It started from 09:00 AM till 10:30 AM. In this part, the researcher was as non-participant observer in teaching English process. In second class, the researcher joined the teacher directly entered to the next class especially Eleven Grade. Before the teacher started the class, the teacher gave information to students if I came as researcher to their class and the teacher said "My students, please

⁵⁶ Observation on Wednesday, 15th July 2020.

be conducive during teaching and learning activities”. After that, the teacher asked researcher to enjoy the class until finished.

Next, the researcher described it same with previous class, that is from the result of research that had been gotten through observation, interview, and documentation. The researcher took the data from teacher and students activities and the researcher described based on the result of observation when the teacher explained the material about “Offers and Suggestions”. He taught students to read the conversation on the whiteboard.⁵⁷

a. Pre Teaching

In second class, the teacher started the class from 09:00 AM until 10:30 AM. Similar with previous class, he started the class by saying “Assalamualaikum Warohmatullahi Wabarkatuh, Good morning my students! Then How are you today?” he said greeting and asked the students condition consecutively. After the students responded, the teacher gave stimulus about Offers and Suggestions. At that time, the teacher looked one of his students at eleven grade fall her book on the floor and the teacher said “Can I help you to take your book, Maria?” All of students silent, then the teacher translated his sentence into Indonesia and he said “bolehkah saya membantumu mengambil bukumu, Maria?” then his students laugh together and Maria said “No, Sir. Thank you.”

⁵⁷ Observation on Wednesday 15th July 2020.

Then, they laughed together because they did not know the teacher mean when the teacher used English sentence. So, they felt funny and looked embarrassed in front of the teacher and researcher. After that, the teacher gave information to students about the material who they would like to study.

b. Whist Teaching

It is about main point of English in teaching and learning activities in the class. The teacher started the English class by informing the material that would be studied while teaching and learning activities. Offers and Suggestions was material that they would be discuss in that day. Next, the teacher wrote conversation on the whiteboard based on the packet book. The teacher wrote the material on the whiteboard because the students did not have the books, so every meeting the teacher wrote the material on the whiteboard before explained it. In Eleventh Grade there were no handbooks or LKS books for students and the teacher used packet book that provided by the school. The teacher said that he would like to write the conversation on the board. He said that:

Teacher : Okay my students, today we would like to study about Offers and Suggestions, I will write the conversation on the whiteboard and you have to write on your notebook.

Students : Yes, Sir.

Teacher : Open your book and write it. Do you understand what I mean?

Students : Yes understand, Sir.



Picture 4.3 The teacher read the conversation on the whiteboard.

Actually the students did not answer the teacher directly before the teacher translated his sentence into Indonesia. Then, the teacher continued to write the material on the whiteboard till finished. After teacher finished his writing, the teacher waited students to finish their writing and teacher read the conversation soundly in front of students. The fact, when the teacher read and explained the contents of the conversation, there were many students spoke themselves and did not respect the teacher's explanation. In addition, one of them played Hand Phone behind the teacher when the teacher explained the material in front of them.

Next, the teacher tried to say "Hello!!" to the students when he felt his class didn't conducive and noisy. He said that:

Teacher : Hello, my students!!

Students : Hello, Sir!

Teacher : Attention please! Now, I would like to read this conversation and you repeat after me. After that, you study to speak soundly in front of your classmates appropriate this conversation. Do you understand what I mean?

Students : Yes, Sir.

After the teacher checked the students' understanding with used Indonesia, the teacher continued to read the conversation on the whiteboard by followed his students. Then, the teacher mentioned two names of his students to come forward and practiced the conversation in front of their teacher and their classmates. The teacher said:

Teacher : F and M come forward, please. You practice this conversation soundly in front of us.

Student F : Don't us Sir. We don't know to read it.

Student M : Yes right, Sir. I don't know. Boys first sir and ladies after boys.

Teacher : why do you manage teacher? Okay I will change to be one boy and one girl, come forward please!

Students : Yes, Sir.

Finally, they came forward and tried to practice the conversation with bad pronunciation in front of their teacher and their classmates. The students practiced conversation with turns until finished. Based on the students responses when the researcher asked why they had bad conversation or they didn't knew to read English, because the teacher seldom to teach them pronunciation practice so they had bad pronunciation. Moreover, the teacher never asked them to memorize vocabulary, so no wonder if the students felt difficult to read and write English properly.⁵⁸

⁵⁸ Observation on Wednesday 15th July 2020.



Picture 4.4 The students practice the conversation in front of them.

c. Post Teaching

On 10:30 AM finally the material had be done and the teacher would like to close the classroom. Before the teacher closed the classroom, the teacher said that “Okay, my students. Looked at in page 8 until eleven, there were questions there and you have to answer the question and submit next week.” And the student responded “Wow... so many Sir. We don’t know the meaning.” And the teacher said “look for the meaning on the dictionary. Okay see you next week, Wassalamualaikum Warohmatullahi Wabarkatuh.”

From the second class in first meeting, the researcher only followed the teacher activities until the teacher finished his class. Then, the researcher and the teacher backed to the office to enjoyed time to take rest until the teacher taught next class specially Twelfth Grade as last grade to taught in first meeting.

3. In Twelfth Grade

It is the third class of first meeting in English class and also last research for first meeting. It was conducted by the researcher on 11:00 AM until 12:30 PM. The material about “Writing and Describing Captions” and the teacher would like to explain the material based on the packet book.

a. Pre Teaching

In this section, before the teacher started the material in Twelfth Grade, the teacher conducted same activities with other classes such as Ten Grade and Eleven Grade. He said greeting such as “Assalamualaikum Warohmatullahi Wabarkatuh, good morning my students? And how are you today?” After that the teacher checked the student attendances and continued to fill the teacher journal or teacher attendance. Then, the teacher said “Okay my students. Today, we will continue the material from previous meeting about captions, when previous meeting we studied about the definition of captions and criteria of captions. But now, we will study about writing and describing captions. Are you ready to study?” and the students answered the teacher question, they said “Yes, Sir.”

b. Whist Teaching

In this part, the teacher continued to explain the material that they would like to discuss in the class. The

teacher started the explanation from writing captions and then the teacher explained about describing captions based on the packet book of English. In that class, some students spoke each other when the teacher explained the material. Then, the teacher said:

- Teacher : Attention please! Don't speak self during I explain the material or you are going to change me standing here and explain this material. Do you want?
- Students : No, Sir. We will hear your explanation.
- Teacher : Okay, don't be noisy.
- Students : Yes, Sir.
- Teacher : Ok, I will continue about descriptive words. You can look at this book. Here, there are three pictures and every picture there are a poor boy and also a police. What do you think and can you describe this picture?
- Student J : What is "describe", Sir?
- Teacher : Ok, describe is like describing. It has similar meaning. What is it?
- Students : What is it Sir?
- Teacher : In Indonesia say "gambaran". What is other definition in Indonesia H? (Then, the teacher mentioned the name of researcher specially my name and he asked the definition of describing. So, the researcher answered teacher question directly.)
- Researcher : Describing or describe is "menggambarkan sesuatu benda" or simple definition "menjelaskan orang, hewan, atau benda".
- Teacher : Yes right. Do you understand my students? So, the meaning of describing is "menggambarkan, mendeskripsikan, atau menjelaskan suatu benda, orang, atau hewan".
- Students : Yes, Sir.



Picture 4.5 The teacher stopped his explanation when students were noisy.

After the teacher explained the material and asked his students to describe a picture on English packet book. Then, the teacher continued to give conclusion from the material that they learnt in that day and the teacher wrote some questions for students' homework on the whiteboard.⁵⁹

c. Post Teaching

After teacher wrote the students' homework about writing and describing captions, the teacher would like to explain how to do that homework. Finally, the teacher was closed the class by saying "See you next week and Asslamualaikum Warohmatullahi Wabarkatuh."

b. Second Meeting

1. In Ten Grade

It was the second meeting and first class in this research. It was also conducted by the researcher on Wednesday 19th August

⁵⁹ Observation on Wednesday 15th July 2020.

2020. It similar time with previous meeting, the teacher started the lesson from 07:30 AM till 09:00 AM for first class specially Ten Grade. The material that day was about “Reading Section” to be continued from the material last week.

a. Pre Teaching

On Wednesday 07:30 AM, the teacher started this class by saying “Assalamuallaikum Warohmatullahi Wabarkatuh” and say “good morning!” Next he checked the students attendances after that fulfill the journal class or teacher attendance. In previous meeting the teacher asked to students to finish their assignment and submitted to the teacher next meeting.

b. Whist Teaching

The teacher started the material with asked his students to submit their assignment that the teacher gave in previous meeting. At that time, the teacher asked the student to translate a text in point Reading Section and the students came forward to submit their task. The teacher said:

Teacher : Ok my students, in previous meeting I asked you to finish your task at home. Are you finished it?

Students : Yes, Sir.

Teacher : Ok, let come forward and submit it.

Students : Yes.

Apparently, some of them couldn't be submitted their assignment because they didn't finishing their task at home.

Then, they said:

Student W : I forgot sir.

Student H : Yes, me too, Sir.

Teacher : What should you do when you are forgot your task? When you don't submit your assignment, I don't give you scores. Your scores are zero in this task.

Students : No, Sir. We will finish it soon.

Students W: Guys, give me cheating please!

After the teacher said that the teacher didn't responded the students' action, but he was going to correct his students' task on his desk until finished. Then, he called student's name one by one to take their books and also until finished. For the students who late to submit the task, the teacher asked to submit in last time or before the teacher closed the class. Next, the teacher said:

Teacher : Ok my students. Now, we are going to study about next material and that are about "Writing" and look at in page 7, there is Grammar Corner and the topic are personal, possessive, and reflective pronouns.

Students : Yes, Sir.

Teacher : Ok, We will read number 1 until 5 together.

Students : Ok, Sir.



Picture 4.6 The teacher read the text but some students spoke themselves and one of them played hand phone.

When the teacher read and explained the material, some of students spoke themselves and played hand phone. The teacher summoned students who spoke themselves and also played hand phone. After that the teacher looked at the hand phone and the teacher said:

Teacher : Ok my students! Because time is over, so we continue this material next week.
Students : Yes, Sir.

Before the teacher closed the class the teacher asked the students who late to submit the task about translate the text last week.

c. Post Teaching

The teacher finished the class almost late because he was still corrected the task from the students who late to submit. Finally, on 09:03 A.M. the teacher closed the class by saying “Ok, thank you for your nice attention, the last I say Wassalamualaikum Warohmatullahi Wabarkatuh.”⁶⁰

2. In Eleventh Grade

In this class especially Eleventh Grade as second class of second meeting the researcher conducted the research. The teacher started the lesson on 09:10 because he came late to close class before. Then, the researcher was still joined the teacher to do

⁶⁰ Observation on Wednesday, 19 August 2020.

observed in next class. Here, the teacher continued the class from previous meeting and the material about Offers and Suggestions.

a. Pre Teaching

The teacher would like to started the class such as class before, he said greeting and saying “Assalamualaikum Warohmatullahi Wabarkatuh” and “Hallo my students! Good morning!” then the teacher asked the students conditions and checked students attendances.

b. Whist Teaching

In this point, the teacher started the material with remind the students about the material before, that is about offers and suggestions. The teacher said:

Teacher : Ok my students, based on the material last week, I only taught you the conversation but not to identify the sentences. So today, I will continue the material about the offers and suggestions from the context of conversation before. Do you understand what I mean?

Students : Yes, Sir.

Teacher : Ok, Let open your handbook and read together the conversation before, then I am going to explain the context of conversation.

Students : Ok sir.



4.7 The teacher explain the material about offers and suggestions.

Then, the students opened their handbooks and read together the conversation about Offers and Suggestions. After that, the teacher explained the context of that conversation. After the teacher explained the material, the teacher opened question. Next, not all of students up their hands and they were silent. The teacher said:

Teacher : Ok, because all of students understand about this material, so R come forward and made an example about Offers or Suggestions.

Student R : No, sir. I don't know. I don't understand.

Student F : Sir! In previous meeting you gave us a task and you are going to correct it, sir.

Teacher : Oh yeah... Ok let submit your task on my desk.

Students : Ok sir.

Student H : I forgot sir, so my task is not finished.

Students D : My task is finished sir, but I left my book at home.

Teacher : D is same with H. you are not finished your tasks. What do you want?

Students H and D : Sorry sir, we are wrong.

Teacher : Ok, next you must finish your task. Don't be like that again.

Students : Yes sir.



4.8 The teacher chose Rendi to make an example about offers.

In fact, every teacher gave a task to his students, not all of students finished their task with kinds of reasons such as they didn't know to finish, they forgot to finish the task, they left the book at home and other reasons. Besides, the teacher could not to do anything to naughty students. In the end the teacher always gave in to his students and forgave them.⁶¹

c. Post Teaching

The last, the teacher would like to close the lesson. Before the teacher closed the lesson, he said to his students when he was going to bring their books to correct at home and he would like to bring next week. After that the teacher closed the class by saying “Thank you for your nice attention, Wassalamualaikum Warohmatullahi Wabarkatuh.”

⁶¹ Observation on Wednesday, 19 August 2020.

3. In Twelfth Grade

In this classroom was the last grade, last meeting, and also last research from the researcher took the data observation in the field. The researcher conducted the research in this class with support of the teacher. The researcher started on Wednesday 11:00 am. For this class, the teacher would like to continue the material about “Writing and Describing Captions”.

a. Pre Teaching

Before teaching and learning activities, the teacher started the lesson same with previous class by saying “Assalamualaikum Warohmatullahi Wabarkatuh” and then “Good morning my students!” after that the teacher fulfill the journal class and checked the students attendances.

b. Whist Teaching

In this part, the teacher asked the students homework directly after he checked the student attendances. The students submitted their task and the teacher corrected their tasks. Then, the teacher said:

Teacher	: All mean scores are equal. Are you cheating?
Students	: No sir.
Teacher	: Please be honest! Are you cheating?
Students	: Hmm... no sir.
Teacher	: Who is cheating? Honesty!
Student T	: L cheated to me sir.
Teacher	: Who else?
Student L	: No sir. T cheated to me sir.
Student K	: M too sir, she cheated to me this morning.
Teacher	: Ok stop.



4.9 The students were silent when the teacher asked them about the result of their tasks.

In the end, some students admitted that they were cheating and they blamed each other. After teacher knew that the students were cheating, the teacher continued his work to correct the student tasks until finished. Then, the teacher shared books of students until finished and looked for the page or the material to discuss at that day. The teacher chose “Reflection of Captions” as the last material from that unit or chapter. So, before the teacher continued to the next unit or charter, the teacher took Reflection to discuss or to answer with students together. He said:

Teacher : Ok my students, after I correct your task, I will check again your understanding about Captions. So, for the first question that you have to answer is what do you know about captions?

Students : We do not know sir. What is caption?

Teacher : Please, look at your handbook, because last week we studied about it.

Students : Ok sir, captions is a text that appears below in image. Captions can consist of a few words of description, or several sentences.

Teacher : That's good. Can you memorize it and read the definition without you look at your books?

Students : That is difficult to read sir, we cannot to memorize because it's difficult to read, hihhi.

Teacher : Be serious please. Let's try to read it together.

Students : Yes sir.

After that the teacher read the text with his students and then he continued to the next questions until finished. Then, the teacher looked at the student who played the hand phone when the teacher explained the material and the teacher said:

Teacher : What are you doing F?

Student T : He chat his girlfriend sir, hihhi

Student F : No sir. I only look at the time sir. (Then, F beat T's shoulder because T said that he chat his girlfriend).

Students : No sir, he is lie, sir.

Teacher : Stop! F closes your hand phone now. Do not play again.



4.10 The teacher approached the student who was played hand phone and the teacher tweaked his ear because T beat his seatmate.

Next, the teacher took his hand phone and played the screen to check the time, and then the time is over so the teacher prepared to go home.⁶²

c. Post Teaching

At 12:27 p.m. the teacher closed the lesson and he said to his students to always study at home before going to school, and then the teacher said “thank you for your nice attentions! See you next meeting, Wassalamualaikum Warohmatullahi Wabarkatuh”.

In this point, the researcher would explain about the result of interview with the teacher at Islamic Senior High School Nurul Ulum Banmaleng Gili Genting Sumenep. The researcher conducted the interview at the office of school on Wednesday, 19th August 2020. After teacher taught some classes in second meeting, the researcher was going to interview the teacher as informant or object to get the data of research.

The first interview the researcher asked about the problems of non-English teacher in teaching English at Islamic Senior High School Nurul Ulum Banmaleng Gili Genting Sumenep. The teacher said:

“During I taught English in this school, I had some problems when I taught them in the class. Besides, I was as non-English teacher but I taught English here, I think I could not maximal in teaching and learning process, I

⁶² Observation on Wednesday, 19 August 2020.

didn't had a method, and media to use during teaching and learning process. In addition, I felt boring when I taught them without media or entertainment in the classroom. This school has limited book and has limited tool or media to use, so I was more difficult to make students interesting to English lesson. They always said that English was difficult to teach because reading and writing are differences. Not all of problems from me as non-English teacher who taught English here, but there are many problems from my students. For example they didn't respect it when learnt English, when I was serious but they were not serious, when there is a task they didn't submit, they still cheated each other, they were not interesting to learn English, and then some of them played hand phone when I explained in front of them. Moreover, since this pandemic it was easier for them to cheat.”⁶³

2. The Factors that Cause the Teacher Having Problems in Teaching English at Islamic Senior High School Nurul Ulum Banmaleng Gili Genting Sumenep.

The fact, the teacher as non-English Teacher in teaching English has some problems when he taught the students in the classroom. It was found by teacher when he taught English. In this part, the researcher would explain about the result of observation in first meeting and second meeting on Wednesday 12th August 2020 and Wednesday 19th August 2020, that were about the factors that cause the teacher having problems when the teacher taught his students in the classroom. In addition, the researcher would like to explain about the result of interview between the researcher and the teacher in the office after the teacher finished his English class and that is about the factor that the teacher having the problems.

⁶³ Hamzah Fansori Teacher at Islamic Senior High School Nurul Ulum Banmaleng Gili Genting Sumenep, Direct Interview. (On Wednesday, 19 August 2020 at 10:35-10:55 a.m).

Based on the result of the first observation in first meeting, the researcher concluded that the school has limited book so the teacher taught them with two students one book, I mean one book for one seatmate. The teacher explained the material used mixing languages such as Indonesia and English, and sometimes he used Madura when the students were difficult to understand. During teaching and learning process, some students spoke each other until the teacher stopped his explanation and checked students focus. Besides, there is student played hand phone covered in books but the teacher didn't know about it. When the teacher gave a task, not all of students submitted it. Then, the teacher asked the students to do their tasks again and asked them to submit next meeting. In other class, when the teacher spoke full English, the students were silent until the teacher translated the sentences into Indonesia because they didn't understand the teacher mean. Moreover, the teacher wrote the material on the whiteboard before explained the material because not all of students had packet book so they needed to write on their handbook. In addition, the teacher ever asked researcher to explain the material when he was speechless to explain at that time.⁶⁴

Next the result of second observation in second meeting, the teacher continued the material from previous meeting. Every class almost submitted a task from last meeting and also some of them also didn't submit the task with the reason they forgot to bring the book, they didn't know to answer the questions, they didn't know to translate the text. The

⁶⁴ Observation on Wednesday, 12th August 2020.

teacher gave punishment for student who played hand phone while the teacher explained the material. In fact, the teacher knew that some of student tasks had similar answer and the teacher asked to them, finally they admitted and blamed each other. When the teacher run out of material to discuss while the time was still long, the teacher left the students to the office and sometimes also he closed the class then gave them a task to submit next meeting.⁶⁵

After observation, the researcher collected the data from interview with the teacher. The teacher said that he has problem as non-English teacher in teaching English and there are some factors that cause the teacher has a problems in teaching and learning process. The teacher said:

“Actually there are some factors that cause I had problems when I taught English here. I divided into two factors that are internal and external factors. From internal factors, I was non-English teacher or Indonesian teacher who taught English, I could not maximal to teach them because I didn’t have enough theories of English and I didn’t have other references except LKS book or packet book, I taught them here because I ever like to my teacher in the past, so I also like to the lesson. Actually, I was difficult to look for media appropriate the material and I also didn’t have enough time to prepare before I taught them. Next about student factors, I think they didn’t respect because they dislike to English subject, when I was serious but they were not serious with they spoke each other, they didn’t submit the task because they didn’t understand the material and they felt difficult to answer the question so they gave reason and then they said that they didn’t know to answer and they forgot to bring their book. Then, they still cheated when I gave a task because they didn’t know to answer. They were not interesting to learn English because English subject had different ways to learn such as the reading and writing were differences. The last, the factor they played hand phone because they felt boring study English in the class.”⁶⁶

⁶⁵ Observation on Wednesday, 19th August 2020.

⁶⁶ Hamzah Fansori Teacher at Islamic Senior High School Nurul Ulum Banmaleng Gili Genting Sumenep, Direct Interview. (on Wednesday, 19 August 2020 at 10:35-10:55 a.m.)

Based on the result of interview between the researcher and the teacher at Islamic Senior High School Nurul Ulum Banmaleng Gili Genting Sumenep, there were some factors that cause the teacher having problems when he taught English. The factors are:

a. Internal Factor

1. The teacher was Indonesian teacher or non-English teacher who taught English.
2. The teacher didn't have enough theory of English specially grammar or tenses.
3. The teacher didn't have other references of English except LKS book and packet book from the school.
4. The teacher was difficult to look for interesting media that appropriate with the material.
5. The teacher didn't have enough times to prepare before taught his students.

b. External Factor

1. The school had limited facilities to English subject.
2. The students dislike to English subject.
3. The students didn't respect to the teacher and also to English subject.
4. The students were difficult to understand the material.
5. The students bored to learn English.
6. The students didn't know to answer the question
7. The students were not serious to study.

3. The Solution that the Teacher Does to Solve the Problem when Teaching in the Class at Islamic Senior High School Nurul Ulum Banmaleng Gili Genteng Sumenep.

In this part, the researcher is going to explain about the result of observation in the first meeting and second meeting on Wednesday 12th August 2020 and Wednesday 19th August 2020, that was about the solution that the teacher does to solve the problem when he taught in the class at Islamic Senior High School Nurul Ulum Banmaleng Gili Genteng Sumenep.

Based on the result of observation, the researcher is going to explain about the teacher did to solve the problem when he taught in the class. During teaching and learning activities, the teacher got some problems and from those problems the teacher did something to solve the problem such as the teacher prepared the material before he taught his students in the class, the teacher explained again or repeated the material until the students really understood the material and the teacher explained use mixing language, the teacher gave punishment when the students played hand phone in the class.⁶⁷

Next, the researcher continued to the last question. That is about what is the solution that the teacher does to solve the problem when teaching in the class. The teacher continued to answer the last question, he said:

“I overcame these problems with prepared the material before taught them in the classroom. Then, I tried to give them motivation

⁶⁷ Observation on Wednesday 12th August 2020 and Wednesday 19th August 2020.

about English such as English is important subject for study because English is international language. When my students didn't submit the task, I tried to explain again about the material that they didn't understand and I asked them to do their tasks again. Sometimes, I gave punishment to them when they cheated each other and they played hand phone for other needed beside online class. In this situation especially pandemic covid'19, I felt better for them because they were able to bring hand phone and all of their parents more appreciate to fulfill their needed such as their parents brought hand phone for them to join online class. I think this moment should be used properly because students can learn more easily helped by hand phone, although there is no wifi and the network on Giliraja Island is not good.”⁶⁸



Picture 4.11 The researcher did interview with the teacher in the office.

Based on the result of observation and interview with the teacher at the office of Islamic Senior High School Nurul Ulum Banmaleng Gili Genteng Sumenep, there were some solutions that the teacher did to solve the problems. The solutions are:

- a. The teacher prepared the material before he taught his students in the class.
- b. The teacher was going to give motivation about English.
- c. The teacher explained again when the students were difficult to understand the material.

⁶⁸ Hamzah Fansori Teacher at Islamic Senior High School Nurul Ulum Banmaleng Gili Genteng Sumenep, Direct Interview. (on Wednesday, 19 August 2020 at 10:35-10:55 a.m.)

- d. The teacher used mixing language when he explained the material to make students easily understand the material.
- e. The teacher gave punishment when the students were not serious to study and played hand phone while teaching learning activities.

B. Discussion

In this part, the researcher is going to discuss or answer the research focuses after analyzing the problems in research finding. In this research, there were three research focuses they are what are the problems of non-English teacher in teaching English at Islamic Senior High School Nurul Ulum Banmaleng Gili Genteng Sumenep, what are the factors that cause the teacher having the problems, and what is the solution that the teacher does to solve the problem when teaching in the class.

1. The problem of non-English Teacher in teaching English at Islamic Senior High School Nurul Ulum Banmaleng Gili Genteng Sumenep.

After the researcher observed to the class and the researcher did interview with the teacher, the researcher analyzed the problem of non-English teacher in teaching English at Islamic Senior High School Nurul Ulum Banmaleng Gili Genteng Sumenep in research finding. Here, the researcher is going to discuss the result. In fact, the teacher had some problems when he taught his students in the class. During teaching learning activities, the teacher got the problems when the

teacher gave a task to his students because not all of students submit the task that gave by teacher. The teacher felt difficult to teach because the school had limited book for students so to avoid cheating of students, the teacher made a group such as seatmates. The teacher always used mixing language such as Indonesia, English, and Madura. The students also spoke each other when the teacher explained the material. The teacher asked the students to translate the text but not all of student finished the task, because the teacher left the students to the office so the students were not serious to study in the class.

The explanation above related with the theory in chapter II about the problem in English teaching process. The problem as follow: the teacher has poor performance so he left his students to the office. It also emerged that there is low teacher professionalism, lack of the teacher commitment and enthusiasm which contributes to a laissez-faire and chaotic environment where violent and potentially violent behavior can proliferate given the problems and issues of the surrounding social context. The vignette below on case study 2 articulates the intensity of the problems, the teacher who are left are now overloaded with some having to teach subject they have never been trained to teach during their in-service years. These teachers are demoralized, dispirited, and always lamenting about the years left before they take their pensions. There is always chaos in the school as

most classes are unoccupied by the teachers. The quality and standard of education is very poor.⁶⁹

After the teacher backed to the class before changing hour, the teacher asked students to submit their task. In fact, the students didn't submit their task because not all of students finished and completed their translated perfectly. Then, the teacher was speechless when the students gave reason that they didn't know to translate the text, they said difficult to translate because they didn't have dictionary to help them.⁷⁰

During learning English in the class, some of the students were not serious such as they spoke each other, they played hand phone covered in books, and they were noisy. The teacher only said "attention please!" then he continued his explanation without focused to students naughty. The students didn't respect to teacher explanation because they looked at boring join English class, and they always said understand when the teacher checked students understanding.

From the result of interview the teacher said that he was Indonesian teacher who taught English and it was be professional because it was differences with his proficiency. Then, the teacher said that he always stagnant in teaching English because he seldom brought media to the class and he also said that he used similar method every teaching such as read the material, conversation practice, translate the text and gave a task. The teacher said that he

⁶⁹ Tshilidzi Netshitangani, *The Unprofessional Conduct of Educators in South African Secondary Schools and the Escalation of Violence*, (Universitas of South Africa, 2014), page 1844.

⁷⁰ Observation on Wednesday 12th August 2020.

was difficult to look for media because there was no tool that suitable with the material, and then he was difficult to searching on Google or You-tube because in the island the network was difficult.

Then, the researcher will summarize and make specific of the problems from the result of observation, interview, and documentation. Some of the problems who researcher found are:

1. The teacher was difficult to make students understand the material that has been delivered.
2. The teacher was difficult to make students active in the class because the method used is not appropriate with students' need and students' ambition.
3. Some student didn't confidence to pronounce the word or the sentence when they spoke and practiced in the classroom.
4. Some of students still cheated when the teacher gave the task.
5. When students were given the opportunity to ask questions, they looked confused about what to ask.
6. Students were not serious and not focus in listening the teacher's explanation and they played hand phone.
7. When the teacher gave a task, some students didn't submit the text from the teacher

2. The Factor that the Teacher Having the Problems at Islamic Senior High School Nurul Ulum Banmaleng Gili Genting Sumenep

The factors that cause the teacher having problems in teaching English are the teacher profession is Indonesian teacher not English teacher but he had ability of English so he taught English at Islamic Senior High School Nurul Ulum Banmaleng Gili Genting Sumenep. The reason from the school chose him as English teacher there, because there was no teacher beside him who knew about English so the school chose him as English teacher. Then, he was became non-English teacher who taught English. The teacher could English as hobbies, he thought that English and Indonesia has similar steps to teach but they had different language. In fact, he was non-English teacher who taught English has weaknesses in theory although he was indeed able to speak English, but he still had problems when teaching English.

It has similar with this theory and also relates with chapter II, the causes of unprofessional teachers include:

- a. Not mastering teaching materials.
- b. Cannot deliver teaching materials.
- c. Less skilled in varying teaching.
- d. Not able to manage class.
- e. Low teacher competence.

f. The low level of teacher welfare. So that they do not focus on teaching and looking for side jobs.⁷¹

From the observation and interview with the teacher, the researcher got the data of the factors that influence the problems. There were some factors that cause the teacher having problems. They were internal factors and external factors. Internal factors were the factors possessed by the teacher as informant in this research and the factor was the teacher profession, it's mean that the teacher is Indonesian teacher or non-English teacher but taught English because he had English skill so he taught English at Islamic Senior High School Nurul Ulum Banmaleng Gili Genteng Sumenep. In addition, the teacher could not maximal to teach English such as in first meeting especially in twelfth grade, the teacher could not to answer the students question maximally at that time.⁷² Beside LKS book and packet book from the school, the teacher didn't have other references of English books. He could not to buy other book because in the island there was bookstore. So, the teacher had limit theory of English about it. Moreover, the teacher was difficult to look for media to use in teaching and learning activities because he was difficult to get the tool with the reason he was stay at a little island which has limited anything. Then the teacher said that he didn't have enough time at home to prepare before taught his students at school.

⁷¹ Yuli Maghfiroh, *Guru Tidak Profesional*, (Unuversitas Kristen Satya Wacana Salatiga: 2009), page 6.

⁷² Observation on Wednesday, 12th August 2020.

After internal factor above, there were also external factors that cause the teacher having problems. So, external factor is the factor or affect that came from outside such as from the school that had limited facilities to help the teacher need while he taught in the school. Besides from school, there were also external factors from the students such as the students dislike to English subject because they thought that English was difficult to understand and then reading and writing were different, so they dislike it. Next factor, the students didn't respect when they studied English in the class, they spoke each other when the teacher delivered the material to them. The subject or the lesson felt boring for students because the method was not interesting and unattractive, so the students played hand phone when the teacher explained.⁷³

From the explanation above related with the theory in chapter II, that are the internal factors and external factors of the teacher problem in teaching English in the class. Then the researcher concluded the factors are:

- a. Teacher professionalism or teacher background
- b. The teacher didn't have enough theory so he didn't maximal to teach.
- c. The teacher had limited references of English books.
- d. The teacher was difficult to look for media that suitable with the material.

⁷³ Observation and interview on Wednesday 12th and 19th August 2020.

- e. The teacher didn't enough time to prepare at home.
- f. The students dislike to English subject.
- g. The students spoke each other when the teacher delivered the material.
- h. The students thought if English difficult to understood and
- i. The students felt boring to learn English because the method was not interesting and unattractive to use.

3. The Solution that the Teacher Does to Solve the Problem when Teaching in the Class at Islamic Senior High School Nurul Ulum Banmaleng Gili Genting Sumenep.

The factors and solutions are the couples in life, they always go hand in hand because they complement and need each other. When there were factors and there must be solutions, conversely when there were solutions there must be factors before. So in this part, the researcher is going to discuss about the solution based on the result of observation, interview, and then documentation. On Wednesday 12th August 2020 and Wednesday 19th August 2020, the researcher collected the data about the solution that suitable with the problems and factors of teacher.

Based on the result of observation, interview, and documentation, the researcher got the data about the solution to overcome the problem such as the teacher explained the material again when there was student didn't submit the task, the teacher did it until

students really understood although the teacher used Indonesian and Madura in English class. Then, the teacher gave punishment when the students were naughty such as they spoke each other and they played hand phone in the class.⁷⁴ Besides, the teacher said in his interview that he would prepare the material before he taught the students in the class and the teacher also said that he would give motivation about English next meeting because he wanted to make his students respected and then they were serious to learn in the class.⁷⁵ So, the reseacher concluded the solution from the problem above as follows:

- a. The teacher tried to explain the material again although he had delivered before. it was solution that used by teacher to make students finished their task.
- b. The teacher would prepare the material at home before he taught in the class and make students interesting and active in the class.
- c. The teacher would give motivation about English so that the students more respect to study English.
- d. The teacher gave punishment as physic when his students were not serious to study, they cheated a task, and played hand phone while teaching and learning process.

From the solution above it is relate with the theory. To improve abilities, so the teacher must do those:

- a. Prioritizing the interest of students.
- b. Mastering the material and techniques to teach it to students.

⁷⁴ Obsevation on Wednesday 12th – 19th August 2020.

⁷⁵ Hamzah Fansori Teacher at Islamic Senior High School Nurul Ulum Banmaleng Gili Genteng Sumenep, Interview on Wednesday, 19th August 2020.

- c. Conduct evaluations to determine student abilities.
- d. Think systematically and learn from experience.
- e. Part of learning community in their professional environment.

Then, to improve teacher's abilities, the government has to provide professional teacher allowances for civil servant and honorary teachers.⁷⁶

Basically, according to P3G, teacher competence start from the analysis of the duties of a teacher, either as a teacher, supervisor, or as a class administrator. There are ten competencies teacher according to P3G, namely:

- a. Mastering the ingredients.
- b. Manage teaching and learning programs.
- c. Manage the class.
- d. Using media and learning resources.
- e. Mastering educational foundation.
- f. Manage teaching and learning interactions.
- g. Assessing learning achievement.
- h. Become familiar with the functions and services of extension guidance.
- i. Know and organize school administration.
- j. Understand and interpret research result for teaching purposes.⁷⁷

⁷⁶ Yuli Maghfiroh, *Guru Tidak Profesional*, (Unuversitas Kristen Satya Wacana Salatiga: 2009), page 6.

⁷⁷ Nadjamuddin Royes, *Profesionalisme Guru dalam Mengembangkan Materi Ajar*, (Banyuasin: 2017), page 121.

The differences between the finding and the theory above were the finding had been some solutions that used by teacher but the goals hoped the classes were better. Whereas in the theory, there were many solutions that used by teacher to make classes more actives.

Personal and professional values that form the basis for the assessment of professional behavior difer according to culture, which makes the pre-existing concept difficult to apply to student with non-Western backgrounds. Differences of opinion about unprofessional behavior, based on different cultural values, can lead to friction about actual behavior in the work place. Participant see such differences as difficult to overcome, since a students will not easily change internalized values originating from his or her upbringing. Especially the descriptions of behavior do not seem to be applicable to non-Western students according to the expert.⁷⁸ It means this theory relates with the research place. So some of problem occurred because different cultures and in the island had poor media, method, and performances, so the school chose the teacher as a filter than there was no teacher of English.

Based on the result of observations, interview, and documentation from three classes, it could be concluded that the method used by the teacher is the same method even though the materials were different. The researcher looked at the students feeling passive during the lesson because students only seen and listened the

⁷⁸ Marianne and Anne, *Development a Two-dementional Model of Unprofessional behavior Profiles in Medical Students*, (Kusurkar, CrossMark: 2018), page 223.

teacher explanations. None of the media was brought and used by the teacher to invite students more active in class. The reason is, in addition to the lacked of teacher preparation when he was teaching. Teacher also had difficulty finding the right tools to be used as learning media because of the limited materials or tools in the island.