Different *Madrasah*, but the Same Stories: Academic and Non-Academic Challenges Encountered by Teachers in Teaching A Foreign Language

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Abstract
This qualitative case study aimed to investigate English teachers' challenges in teaching English at Madrasah Tsanawiyah. It also aimed to find out the English teachers' effort to anticipate the challenges factors in teaching English. In this research, the researchers puposefully selected all the English teachers at Madrasah Tsanawiyah Jambi Timur and Madrasah Dharma Wanita as the participants. Data were collected through a demographic questionnaire and the interviews. The demographic data were analyzed descriptively. The interviews data were analyzed using within-case and cross-case displays and analyses. The result proved that there were four major themes including academic challengeing factors (students' demotivation and low students' basic English ability), non academic challengeing factors (lack of facilities, crowded classroom, socio economic level, and school management), teachers' effort, and leader's support.

Keywords: academic and non-academic challenges, madrasah, foreign language, Islamic education

Introduction

Teaching English in Indonesia has its own potential challenge. Nowadays, it has been a very global language. Since it has been an international language for this globalisation era, English has been taught earlier in primary school in the aim of good communication competence (Haryanto & Mukminin, 2012). Serving for this purpose, English language teaching departments at universities are enlarging their capacities to train more language teachers in teaching. So, the language teachers, especially English know how to transfer the

competence in English to the students. English language is one of compulsory subject that is learned by the students of madrasah tsanawiyah. Madrasah Tsanawiyah is the same level like Junior High School. Eventhough the students of madrasah tsanawiyah have learned English started from madrasah ibtidaiyah for several years, many of the students could not reach the desired communicative level. It happened because teaching English as a foreign context for the students of madrasah tsanawiyah is not an easy thing to do. However, it seems that English teachers struggle to teach their students effectively. Many challenging situations in EFL classrooms at Madrasah affected the learning as well as teaching. The English teachers have limited time for teaching and the students have very limited purposes of learning English.Some challenges faced by English teacher at Madrasah are curriculum, textbook, qualified teachers,lack of support, and affective administration.

Previous research shows that, for example, Rohmah (2009) found that the most challenges that are faced by English teachers at madrasah tsanawiyah are limited financial support and limited resources available (materials). Supplementary materials should be made available for the teaching and learning at madrasah. The materials of English should discuss Islamic value and provide the students with fun activities. Furthermore, Rohmah (2010) also stated that most of madrasah teachers have been educated within the Islamic education system, which has traditionally had a focus on preparing teachers to teach religious studies, hence there is a high incidence of mismatched teachers; for those who teach subjects that they have not been trained. The situation on teaching challenges also happened in public primary school in Turkey, Kizildag (2009), for example, showed that there are three main challenges experienced by English language teachers while teaching; institutional, instructional, and socio-economic challenges. Based on that case, financial support is one of the challenges found in the previous research.

Accordingly, the main reason of conducting this research at madrasah tsanawiyah because based on the survey by Ministry of Religious Affairs (MORA) as cited in Alwasilah (2009), English lesson is the lowest score that is achieved by the students of madrasah tsanawiyah than students of junior high school. That reason motivated the researchers to see deeply challenges in teaching English at madrasah tsanawiyah. The researchers were interested in investigating and identifying the challenges faced by English teachers in teaching English at two Madrasah Tsanawiyah and how to anticipate those challenging factors. The main purposes of this research were to identify and describe the challenges faced by English Teacher in Teaching English in Madrasah Tsanawiyah and to investigate the effort from the teachers to anticipate the challenging factors. To achieve the purposes of the study, two research questions guided this study were; (1) what are challenges faced by teachers in teaching English? and (2) what are teachers effort to anticipate those challenging factors?

Literature Review

Challenges in teaching English

In today's educational debates, many experts call for school vouchers, smaller classes, more standardized testing, or rigorous teacher accrediting as the key to improving student performance. Remarkably, none of these approaches addresses what actually goes on in the classroom (Larry, 2008). Three most critical challenges of the English language teaching and learning classroom according to Lynch (2008, as cited in Gamit, 2012) are as follow.

Ta'dib
Journal of
Islamic Education

P-ISSN : 1410 - 6973
E-ISSN : 2443 - 2512

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First, *lack of learner motivation*, students may not have inspired and interested towards the learning of English language. They have even fear of failure in exams and even in classroom interaction and so they cannot get involved easily in classroom interaction and learn the language comfortably. They need enough motivation from teachers and scope to learn English in classroom interaction. Second, *insufficient time, resources, and materials*, English is a foreign language and hence it cannot be learnt and taught as easily as mother tongue or first language. And when it is learnt or taught as second language, it requires long time and simultaneously adequate resources and materials to create English classroom climate which facilitate teaching-learning process. Third, *over-crowded English classes,* the number of learners in a classroom can range from one, for those who teach individual private learners, to fifteen or twenty learners in a typical classroom up to "multitudes of thirty-five or forty or even fifty or more learners packed into a language leaning situation." The over-crowded classes create number of problems such discomfort in the class, individual attention, evaluation, classroom management, maintaining learning effectiveness, etc. Those three critical challenges, as mentioned above, are necessarily needed to be overcome to improve quality of English Language Teaching.

Furthermore, Khan (2011) has argued that there are severals challenges of teaching and learning English as foreign language in Islamic environment, they are; *background of English teachers*, the teacher is the most important element in any educational programme. The teacher has a big responsibility to deliver the subject to the students. To achieve a better understanding of what language teacher education should be, it is important to take a closer look at the knowledge base of second or foreign language teachers of English, their pre-service education and in-service training. *Poor ability*, Mukattash (1983, as cited in Khan, 2011) noted that Arab students' challenges in learning English usually spring from the following reasons; a) school graduates have lack of information regarding the university or college they enrolled in, b) there is deficiency in the English language curricula offered by some schools and universities, c) poor teaching methodology; and d) problems with proper language environments. These conditions make the students getting rare to participate in learning English. *Lack of management,* the management can be defined as the minimum resources available in one institution. The teacher can not develop themselves in teaching because they have limited resources. The teacher will be easy to deliver the subject matter to the students if the Institution can provide a good management to the teachers.

From those explanations above, the researchers find that many aspects could be a challenging situation for the English teachers while teaching. The researchers notice that the previous points reflect on the challenges facts that faced by English teachers in teaching. However, there is no coherence between English and other subjects, the students' rare participation and lack of library access which helps students to enrich their knowledge.

Types of challenges in teaching English

Kizildag (2009) stated that there are three types of challenges in teaching English, they are institutional challenges, instructional challenges, and socio-economic challenges. The challenges from Institutions are caused by lack of support from the school or the Ministry of National Education. There are two kinds categories of institutional challenges; (1) lack of support: the category means that the institution were unsuccessful in providing the basic infrastructure for teaching communicative English and unwilling to solve it, (2) lack of understanding the nature of language teaching; this challenge appeared because the English

teachers do not get any professional trainings from their schools. They do not know how a foreign language should be taught and English teachers are put heavy burden through heavy workloads with crowded classrooms (Kizildag, 2009).

There are two main categories in instructional challenges; (1) a busy curriculum, in this category, Kizildag (2009) stated that it was full of unrealistic learning goals for readiness of learners and lack of flexibility in application, (2) inappropriate textbooks, and this category encompasses the lack of supplementary materials and incompability with the realities of the English learning and teaching context. Further, Crookes (1997, as cited in Kizildag, 2009) argued that second/foreign language teachers often perform their teaching tasks under the conditions of far less autonomy than other professions as regards curriculum, materials, and school structure. Kizildag (2009) described that the socio-economic challenges as the lack of support from the parents of the students. The English teachers were challenged by the parental understanding about English. This situation happened because of the lower socio-economic levels of the parents, the lower awareness of the importance of learning English.

Unlike Kizildag's study (2009), Riash (2011) devided two majors of challenging factors (unqualified teachers, larger school size and students population) in teaching English. The first is about the English teachers themselves and the second is about large class size. Unqualified teachers may suffer the following problems according to the general qualification of teachers in developing countries is inconvenient. Generally, unqualified teachers suffer from; (1) they are inefficient in using realistic evaluation methods, such as files of achievement and the methods of observation, interviews and performance measures, to know the level of students, (2) they are inefficient in designing activities and other preventive and remedial actions for coping weak students strengthen and to accelerate learning, (3) they do not cooperate with the family in the assessment of pupils to improve their education and performance, (4) their encouragement to students to express their opinions, feelings and point of views about what is offered to them and what is being studied is almost rare, and (5) they use traditional methods, strategies and culture of memorization not culture of innovation and creativity to master their performance.

Moreover, teaching English in crowded classes are difficult for teachers to communicate with students inside the class and give them chance to participate. Effective classroom organization can be achived through effective English environment at school, a conductive classroom situation, an interaction of stundents within the learning and teaching process and a stimulating teaching environment. Overcrowded classrooms have increased the possibilities for at-risk students, as well as others, to lose interest in school and do poorly on tests. Students do not get individual attention. Lot of them become frustrated and stressed and that makes them unable to concentrate or stay on task while in class. From both of challenging factors, the researchers see that challenges in teaching English come up because of some problems.

Academic and non-academic factors

For the current study, based on the theories from Kizildag (2009) and Riash (2011), the researchers devided two types of challenges factor faced by English teachers, they are academic and non academic factors. Academic challenging factors constitute problems are caused by lack of the students'attitude, students' motivation in learning English, and lack of students' ability in learning English. *Attitude* plays an important role in language learning process. A learner's attitude to the learning language will impact the learner outside the

classroom. Burden (2004) showed that a positive attitude would motivate learners to achieve their learning goals. Furthermore, Stern (1983) stated that there are three components constituted attitude, the first is cognitive component, which means the belief to a certain aim, the second is affective component, which means likes and dislikes about an aim and the third is conation component, which means someone's intention and action about a certain aim. In English learning process, if a student is eager to learn a foreign language, this positive attitude is helpful for his study. On the contrary, if he regards English as a very difficult language and learning because it wastes the time, this will inevitably restrain his English learning. The study done by Bahous, Bacha, & Nabhani (2011) found that promoting positive student attitudes towards the learning language could motivate students to learn and become efficient in the target language. The second challenges from academic factors are *motivation*. The motivation of EFL (English as Foreign Language) learners is still a problem in Indonesian schools context. Many students in Indonesia show low motivation in learning English. They come to class to fulfill their attendance list. Most of them are passive in teaching and learning process. Only few are brave to communicate in English. They are shy to speak English. They feel hesitate that they produce a lot of mistakes when they communicate in English. Motivation is one of the important affective factors in learning process, which helps to determine the level of proficiency achieved by different learners. Brown (2002) stated motivation is thought of as "an inner drive, impulse, emotion, or desire that moves one to a particular action (p. 152)." Proper motivation can facilitate learners' learning process.

The third challenge factor in teaching English is because of lack of *students' ability* in English. The biggest challenges that EFL teachers face on daily is communicating with their students. It is especially difficult for teachers of low-level classes because of their students are often able to say few or no words in English. This challenging situation happened because students in EFL classes often need more attention from teachers. The challenges from non academic factors were caused by lack of prior organization, lack of infrastructure for teaching communicative English, and lack of support by either the school management or the Ministry of National Education and economic challenges. The first challenges of non academic factor in teaching English is the *larger classroom size and students population*. According to a study, public schools have an average of 40 students per teacher, whereas private schools have average of 15 students per teacher (Aqel, 2005). In crowded classes, students do not seem to receive enough attention. Overcrowded classrooms have increased the possibilities for at-risk students, as well as others, to lose interest in school and do poorly on tests. Students do not get individual attention. Lot of them become frustrated and stressed and that make them unable to concentrate or stay on task while in class. The researchers agree with this point that large number of students inside the class in governorate schools makes real problem in teaching process because it makes students disable to concentrate in the class and it can stimulate in violance activities among the students. It also will affect the teacher, thus he/ she can't perform his/her duty well. So, bad classroom affects both teacher and students.

The second challenges of non academic factor are *lack of facilities*. In this factor, there are several challenges categories including *inappropriate textbooks* which were another dimension of non academic challenges, which encompasses the lack of supplementary materials and incompability with the realities of the English learning and teaching context at Madrasah. *Socio-economic challenges* as lack of support from the families.

Methodology

Research design

For this research, a qualitative design with a case study approach was used to investigate the challenges faced by English teachers in teaching English. The researchers chose the design and method because case study will allow them to explore bounded systems (cases) with in-depth data collection involving multiple sources of information (e.g. Interview, demographic survey and observation) (Mukminin, Rohayati, Putra, Habibi, & Aina, 2017; Mukminin, 2012; Prasojo et al., 2017). Creswell (2003) stated that qualitative research is carried out in natural setting without manipulating the data and kind of educational research which the reseacher focuses on the views of participants; ask general questions and the participants' experience; and provide rich narrative descriptions (Mukminin, Muazza, Hustarna, & Sari, 2015). Moreover, Creswell (2007) stated that case study research involves the study of an issue explored through one or more cases within a bound system. This research focused on the challenges faced by English teachers in teaching, what kinds of challenging factors that they have and how they anticipate those challenging factors.

Research sites and access

The site of this research took place at Madrasah Tsanawiyah Jambi Timur and Madrasah stsanawiyah Dharma Wanita. The researchers did the research at Madrasah Tsanawiyah because based on survey from MORA (as cited in Alwasilah, 2009) the English lesson is the lowest score that is achieved by the students. Madrasah tsanawiyah Jambi Timur and Madrasah Dharma Wanita were chosen as the sites of this research because no research conducted at this school. It due to the location of this school is too far from the urban area. Another reason for taking these schools as the place to do the research is because both schools have lower quality compared to other madrasah tsanawiyah schools. Therefore, the researchers wanted to know the challenges faced by English teacher in those schools. To get the access to the school and teachers, a variety of networking sources had already been used, including sending a letter from the dean of faculty of education, Jambi University to the schools.

Sampling procedure and participants

Creswell (2003) stated that nonprobability or purposive sampling is the method of choice for most qualitative research. In this research, the researchers employed purposive or nonprobability sampling technique in this study and they specified the characteristics of a population that will be taken as the participants of the research (Mukminin, Kamil, Muazza, & Haryanto, 2017; Mukminin & McMahon, 2013; Mukminin, Ali, & Fadloan, 2015). The advantage of choosing the purposive sampling is that will best help the researcher understand the problem and the research question (Creswell, 2003). In this research, the researchers' puposefully selected all the English teachers at Madrasah Tsanawiyah Jambi Timur and Madrasah Dharma Wanita as the participants. These three English teachers were considered typical cases and the best potential sources of data for the study because they have a good

experience in teaching English. To keep the teachers' identity, they were referred by pseudonym.

Data collection

In order to gain the necessary of the data in aswering the research questions, the data were obtained by giving demographic survey and doing in depth interview. Here, those techniques are linked each other. First, the researchers carried out the demographic survey and then interviewed the participants.The demograpy survey was the first step that the researcher did in collecting the data in this research. The researcher gave the demographic questionnaire to each participant. In this section, the researcher allowed the participants to skip any statement that they do not like to answer. Interview is one of the ways to collect the data in qualitative research. In this section, the researcher conducted a face to face interview to all the English teachers who had experience in teaching English as a foregin language at Madrasah Tsanawiyah Jambi Timur and Madrasah Dharma Wanita. The interview was the second step to do in collecting the data. The researcher used the interview guide that has been already prepared before doing the interview.

At the beginning of the interview, the researchers introduced her self and told her purpose of conducting the interview to each participant. All the participants were requested to describe about themselves. After that, the researchers asked each participant about their challenges in teaching English because English is not their primary or first language for the participants, they may answer either in Indonesian or English. During the interview, all participants were tape-recorded. Each interview lasted about 60 minutes, and with the permission of the participants, the results of the interview were transcribed and interpreted.

Data analysis

The demographic data were analyzed descriptively. The researcher used demographic survey in order to get the additional information about the participants before doing the interview. Christensen and Johnson (2008) explained that the usage of a qualitative research is to make the data plausible, credible, trustworthy and defensible. Based on the words "trustworthy and defensible", demographic survey will be useful to help the researcher to get the good samples or good participants for the research (Mukminin, Noprival, Masbirorotni, Sutarno, Arif, & Maimunah, 2015; Mukminin, Muazza, Hustarna, & Sari, 2015).

For the next step, the researchers transcribed the interview data. After transcribing the interview, then, all the transcripts were analyzed to identify categories according to the answers of the interview questions . Also, the researchers employed a coding process which would help the researcher to get specific data. Miles and Huberman (1994) stated that coding is analysis. Furthermore, Johnson and Christensen (2008) also state coding is a process of marking segments of data (usually text data) with symbols, descriptive words, or categories. Furthermore, to find and describe challenges factor in teaching English, the researchers analyzed and reanalyzed the individual interviews data by using *within-case* and *cross-case displays* (Miles & Huberman, 1994), and connected the data with research questions.

Findings

Related to the first question, the researchers had already specified two major themes based on the theory from Kizildag (2009) and Riash (2011), they are academic and non

academic factors. In Academic factors, the researchers categorized into three sub themes; motivation, ability, and attitude. After conducting the interview, all the participants felt that they did not find any challenges in term of attitude. Therefore, the sub themes attitude was classified into unchallenged factor under the major theme academic factor. Further, in non-academic factors also categorized into three sub themes; crowded classroom, facilities and socio economic. After doing the interview, the researcher found two new sub themes for non academic factor; school management issue and curriculum. The same thing happened like sub themes attitude, the sub theme curriculum was classified into unchallenged factor in term of non academic factor. This condition could happen because from the interview data, most of participants did not find any challenges in term of curriculum. There were two major themes related to the second research question (Table 1).

Table 1. *English teachers' challenges in teaching English at Madrasah Tsanawiyah*

Related to the first question	
Themes	Sub Themes
Challenging Factors	
Academic Factors	Students' demotivation
	Low students' basic English ability
Non Academic Factors	Crowded classroom
	Lack of facilities
	Socio economic level
	School management issue
Unchallenging factors	
Academic Factors	Attitude
Non Academic Factors	Curriculum
Related to the second question	
Teachers' effort	Giving Motivation
	Playing game
	Providing text book
	Teaching English using media
	Teaching English using traditional ways
Leader's support	

Academic challenged factors

In term of academic challenged factors, there are two sub themes emerged commonly in the interview data; students' demotivation and low students' basic English ability. *Students' demotivation,* one of the most common sub themes that emerged from the interview that is about students' demotivation. The sub themes emerged directly from the participants before the researcher asking about it. This sub theme related to lack of students' motivation, students' laziness, students' disconfidence and students' external problem. All of the participants in this research stated that motivation as the major component in learning English. Without having any motivation, the students can not receive the teaching materials

easily. The statement from the participants are supported by Krashen (1982) who stated that the most ideal affect condition is that learners have high motivation and strong self confidence, with it they can do better in learning language. Of the three participants, two of them mentioned in the interview that the biggest challenge while teaching is about lack of their students' motivation. She stated, "The students have less motivation to study English" (L. Personal communication, April 2017). In addition, another participant stated, "the students have no motivation, talent or interest to learn English" (A. Personal communication, April 2017).

Based on the findings above, they have the same challenge while teaching their students. They have the same perspective being asked about what the major challenge in teaching English as a foreign language is. In term of students' demotivation, lack of students' ability came up commonly from the interview. The findings above answered the statement from Krashen (1982) who stated that the students can not acquire their foreign language if they have no motivation in learning a language. The other challenge related to students' demotivation was about students' disconfidence. Self-confidence is one of the most important components that will help the students to achieve something. This is supported by Krashen (1982) who stated that self-confidence will help the students do better in acquiring a language. From the interview result, only one of them felt this challenge. She says "It is because most of students are shy to show their ideas" (N. Personal communication, April 2017). Further, the participants found other challenges related to students' demotivation that is about students' laziness. Students' laziness gave a bad impact in teaching and learning process. The students' laziness gave a strong influence to the the students' score and students' achievement. This point is also supported by Lou, Jian, and Wang (2004) who indicated that students' learning motivation had a strong influence on the learning outcome. One of the three participants stated, "Students' laziness being a challenge for me" (L. Personal communication, April 2017). She stated that it was a challenge too for her, because they are lazy to speak in English.

The statement from her can be seen that students' laziness gives a bad impact in learning process not only for the students themselves but also for the teacher while teaching. Interestingly, the last point emerged in the interview related to students' demotivation is about students' external problem. This point could answer the big question that researcher had "How could the students have a lack of motivation." One of the participants stated that the reason how the students' could have a lack motivation in learning was because of the students' parents. She said, "Not all of them are motivated in studing. It is because their parents force them to study at this school because they are not accepted to the other schools" (L. Personal communication, April 2017). From the statement above, the parents's ambitious could give a bad impact to their children's learning motivation. That statement gives other perception to the researcher that Madrasah Tsanawiyah is only the last choice for the students to study at. From the findings and the statement above, almost all the participants felt the same things related to the students' demotivation while teaching English as a foreign language which are lack of students' motivation, students' laziness, students' disconfidence and students' external problem.

Low students' basic English ability, the second sub-theme emerged in the interview data under the academic factor was students' low basic in English. One common finding was lack of vocabulary. Vocabulary is the most important aspect that must be learnt a language. Without grammar very little can by conveyed, without vocabulary *nothing* can be conveyed (Wilkins, 1974, as cited in Chen, 2009). Every single people will be able to master a language

if they have a lot of vocabulary. From the interview, all of the participants stated lack of vocabulary that made their students' teaching and learning process run ineffectively. She said, "The students do not understand when I say the word in English. So, I have to use two languages at the same time and it is rather tiring for me" (L. Personal communication, April 2017). In addition, another participation added "The challenge is the students cannot build the communication without mastering the vocabulary well. I think vocabulary is important to be master by the students" (N. Personal communication, April 2017). Another participant confirmed "The students lack of vocabulary(A. Personal communication, April 2017).

In brief, the statements from the participants above showed that lack of vocabulary becoming a serius challenge for them. In learning a language, the students should have enough vocabulary in order to help them to acquire the target language. Without having enough vocabulary, the students will be difficult to follow the materials that are given by the English teacher. Moreover, the English teachers faced a serius challenge because of limited vocabulary that their students have. They have to teach their students based on the materials that exist in the syllabus but at the same time they have to reliaze that their students have a limited vocabulary. Therefore, while teaching the English teachers have to use two languages at the same time in order to make the students understand what they are studying. Additionally, during the interview, she said, "Some of my students got difficulties to understand the teaching materials I have explained. It could happen because of low basic in English mastery from my students" (L. Personal communication, April 2017. She added "Some may be struggle, but some need to be guided" (L. Personal communication, April 2017). From the statement above, it is clearly stated that many of the students need to be guided while studying because they have low basic English mastery. In brief, two challenges that participants felt were students' low basic English masteryfactor and lack of vocabulary.

Non-academic challenged factors

The challenges from non academic factor constitude caused by lack of prior organization, lack of infrastructure for teaching communicative English and lack of support from the leader of school. In terms of non academic challenges factors, the problems hinder teachers in providing effective learning environment. Non academic factors cover facilities, socio economic, classroom, and school management issue.

Facilities, one of the common sub-themes that appeared from the interview under non academic challenges factor was about facilities. All the English teachers commented on the facilities at their school as a big challenge for them in teaching English as a foreign language. Lynch (2008, as cited in Gamit, 2012) stated clearly that facility is one of the important things in learning a language. The facilities like resources and materials could support someone in learning the target language better. The shocking result found that all the participants stated that they did not get enough support from school in providing good facilities for teaching English. She stated, "Facilities in my school is so poor in terms of textbook. The students only use worksheet. No book available from the school" (L. Personal communication, April 2017). In addition, another stated the same challenge related to facilities in terms lack of textbook. She commented, "No textbook is available, they only have the worksheet. So, the students do not have any specific textbooks" (N. Personal communication, April 2017).

Another major sub theme emerged related to school facilities was out date of sevice. This term related about no laboratory for English. Almost all of participants pointed out that

Ta'dib
Journal of
Islamic Education

P-ISSN : 1410 - 6973
E-ISSN : 2443 - 2512

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out date of English laboratory. One of teachers said that the facility in his school doesn't support us to have listening activities using the laboratory. She conveyed, "We don't have listening laboratory or English laboratory" (L. Personal communication, April 2017). Another participant commented, "there is no any labotatories, it will be difficult to have a listening test. So every teacher used their own media" (N. Personal communication, April 2017). The third participant added "When using media, it is so difficult to find the cassette. The material does not match to the textbooks and the textbook does not provide the cassette" (A. Personal communication, April 2017).

The statements above shows that the out date of service could be a serius challenge for English teachers in teaching process. By getting this information from the participants, encouraging the researcher to know deeply the reason "Why this challenge could happend?." As the researchers, we know that Madrasah Tsanawiyah is administrated by the Ministry of Education and the Ministry of Religious. It means there will be good support from both of them, but the fact is out of what the researcher expected. Here is the comment from one of the participants. She said, "There is big fund for the students but she doesn't know where the fund is gone" (L. Personal communication, April 2017). Surprisingly, she commented, "There are no any libraries at this school, there is no teacher's office as well. This is actually for the science laboratory only" (L. Personal communication, April 2017). In short, in terms of facilities, the English laboratory is out date of service and lack of textbook. They become a big challenge for English teachers while teaching English at madrasah tsanawiyah.

Socio economic level, in investigating participants' challenges, the researcher found that the majority of the participants' challenge in term of non academic related about socio economic. All the participants described the socio-economic challenges as the lack of support from the families. Working with low socio-economic level students, participants were challenged by the parental understanding of the importance of English. One of the participants illustrated "If the parents support their children, unconciously the students are motivated to study. It depends on the parents and socio economic factor" (N. Personal communication, April 2017).

Furthermore, the challenge that Nina had related to lack of parental support caused by low socio economic level. Lack of parental support and low socio economic level relates each other. The parents can not give a good support for their children in learning English because they have low socio economic. In this case, all the participants found that almost all of their students come from low socio economic level. The challenge that participants had also supported by Alwasilah (2009) who stated that the *madrasah* communities are usually of middle to lower status even lowest.For instance, one of teachers says "the students at this school mostly come from not good in economic" (L. Personal communication, April 2017). The same opinion is delivered by the second participant. She said, "I think that most students are from he middle class" (N. Personal communication, April 2017). The last participants also stated about his challenge in term of socio economic, he said, "They are from middle to lower class students." In addition, the first participant also illustrated, "Low of socio-economic level became a challenge for me while teaching because they need the dictionary. Sometimes they said they cannot afford to buy dictionary because it is not cheap" (L. Personal communication, April 2017).

In conclusion, there were two challenges appeared in terms of socio economic status; they were lack of parental support and low socio economic level. However, most of teachers used their own ways to anticipate this challenge. *Classroom condition*, the other factor that emerged in English teachers' challenges under non academic factor was classroom condition.

Two participants mentioned that crowded classroom caused ineffective teaching and learning process. The English teachers cannot give attention fully to the students because they cannot handle the class by themselves. This condition is supported by Valerian (1991, as cited in Ajibola, 2010) who stated large classes affect the quality of teaching and also affect the concentration of the students who are trying to learn in the classes.These include students not paying attention to the teacher and trying to hide from the teacher's attention. Crowded classes also create bad athmosphere in teaching process. First participant stated, "The class is very crowded. The ideal class should be not more than thirty students. While we have forty three, forty four, to forty five students in one class, it is also very hot and sometimes the students are very noisy too" (L. Personal communication, April 2017). Second participant stated, "It will be difficult if there are too many students. We cannot monitor the students one by one; it will be easy for us to handle the students if the class is not too crowded" (N. Personal communication, April 2017).

On the other hand, first participant explains crowded classroom is not a challenge for him although there are thirty three students in his class. He stated, "I do not have any challenges in term of crowded class" (A. Personal communication, April 2017). Moreover, second participant states the same challenge related to the real classroom condition at her school. She explained that the condition of the classroom is not appropriate with the population of the students in a class. She mentioned, "There are some classes that are not appropriate, the class is too small" (N. Personal communication, April 2017). In terms of the classroom condition, crowded classroom and small size classroom could be some challenges for the participants while teaching English.

School management issue was an emerging sub-theme that emerged in the interview. School management issue refers to the working environment. This covers uncover financial issue, relationship with the leader of school, teachers' disharmonity and unprofessional time management. Common important indicators of a school management condition based a study of Nursing Home Community Coalition of New York State (NHCC) conducted in 2003 are being threat with respect, having enough staff to care for others, getting support from and having a good relationship with supervisors, and working together as a team. Surprisingly, from three participants, Latifah is the one who has some challenges related to school management. During the interview, first participant mentioned about financial issue and it emerged for several times. She said, "The teacher is forbidden to know where the money is? What it is for? We are forbidden to ask about that."

From the statement above, first respondent stated clearly that there is financial issue in her school. The researchers are interested to know and investigate deeply "What's going on with the school management in their schools". Furthermore, the researchers found other findings related to school management issue in terms of relationship between the teacher and the leader of school. Suprisingly, one of participants wanted to share everything about school management in her school, including about school issue. The statement from her strengthen that there is something wrong between her and the leader. She stated, "If we want to ask about that, the headmaster will get angry because it is a secret. He tried to make it up the report" (L. Personal communication, April 2017). Another challenge that emerged in the interview was about teachers' disharmonity. From three participants, only first participants who had some challenges related to school management issue. The researchers did not find the same comments from the second participant. She said, "Eventhough they teach in the same school, I have personal problem with the leader and I have disharmonity with my

peers." As she commented that, from the three teachers, she is the only one to be sent to other province to study for graduate school.

Meanwhile, second participant explained that there was unprofessional time management in her school. Professional time management refers to schedulling English class in appropriate time. The challenge that she faced in teaching English as a foreign language when the class began in the afternoon. Unprofessional time management gives a bad impact to the students' motivation in learning English. She stated, "We go home at one forty five. The students are getting really tired when they have to study English in the afternoon" (N. Personal communication, April 2017). In conclusion, the findings above gave different perspective on school management issue. Each participant has his/her own perspective and can not be generalized in terms of school management issue.

Unchallenged factors

Firstly, before conducting the interview section, the researcher had already specified two major themes for the first question; academic and non academic challenges factors. In academic challenges factors, the researcher devided into three sub themes; students' dimotivation, low students' basic in English and students' attitude. Out of the researcher's mind, the result of the interview showed that there was no challenge in term of students' attitude. Hence, the researcher re-classified the sub themes. The sub theme students' attitude is categorized into unchalleges factor under major theme academic factors. For non academic challenges factor, the researcher found emerging sub theme in the interview data; school management and curriculum. On the other hand, curriculum is not a challenge factor for the participants. Therefore, the researcher classified it into unchalleges factor in under non academic factor.

In terms of *attitude*, the participants believed that their students have a positive attitude toward English. Attitude plays an important role in a language learning process. Attitude of the students will give an impact to the students' motivation in learning. Brown (2004) stated that positive attitude would motivate the learners to achieve their learning goals. According to the participants' opinion about attitude, they did not get any challenge from their students' attitude while teaching English as a foreign language. They expressed, "The students have good attitude in learning English" (L, N, & A. Personal communication, April 2017).

Based on the findings in terms of students' attitude, the participants felt that they got a positive attitude from their students. Every single thing will run well in teaching if the students show a positive attitude in learning process. A curriculum is made by the Ministry of Education for guiding the teachers in identifying the best concept for teaching, helping the teacher in planning interaction of students with the instructional content, materials and process evaluating the attainment of educational objective. Surprisingly, curriculum is not as an issue of challenging factor in teaching English at Madrasah Tsanawiyah. Moreover, the participants stated that there was no difference between curriculum of Madrasah Tsanawiyah with the general school. Before conducting the interview section, the researcher thought that there will be some differences between curriculum of Madrasah Tsanawiyah with curriculum of Junior high school. First participant stated, "There is no difference between MTS and Junior High School curriculum. In general schools, they have Islamic Religion subject while in Madrasah Tsanawiyah, they also learn Quran and Hadist, Arabic, etc." (L. Personal communication, April 2017). Second participant added that there is no difference, however, for English subject, they have similar standard and competency as junior high school.

The statements above showed that there was no difference between curriculum of Madrasah Tsanawiyah if we compare with the curriculum of Junior High School. In madrasah Tsanawiyah, the students will learn many subject related to Islamic education rather than students of junior high school. Basically for general subject such as English, Science, social and other general subject. Madrasah Tsanawiyah applied the same curriculum like Junior High School used. On the other hand, Abigail explains the differences between Curriculum of Madrasah Tsanawiyah and Junior high school based on the theme. Teaching materials in Madrasah Tsanawiyah have to contain Islamic values. One of the participant she mostly has the same ideas. She conveyed, "Our school is directed to have more Islamic values and topic in our lessons" (A. Personal communication, April 2017).

In brief, all the participants did not find any difficulties related to curriculum for Madrasah Tsanawiyah. They teach their students effectively under the guidance of curriculum.

Teachers' effort to anticipate challenging factors

There were two major themes related to the second question (as shown in table.1); teachers' support and leader support. *Teachers' Support*, English teachers'challenges in teaching English at Madrasah Tsanawiyah Jambi Timur and Madrasah Tsanawiyah Dharma Wanita based on their experience described in previous section. English teachers' challenges related to *academic factors and non academic factors*. Therefore, to minimize the challenges and to maximize the educational goals, the English teachers do their best through making some effort to anticipate those challenges factors. The English teachers use the following effort to minimize the challenges that they had while teaching.

Giving motivation, motivation identified as the most powerful influence on learning to most teachers. When the students come to the class with lack of motivation, it will be a challenge for the teachers. This condition motivates the teachers to give motivation to their students in learning. Giving motivation to the students is one of the great efforts to do. Dornyei (2001, as cited in Kizildag, 2009) stated that teachers believe that giving motivation to the students is one of their jobs by creating classroom task. From the interview, two from three participants state that giving motivation is the basic effort that they can do to get a good students' motivation in learning English. First participant commented before she taught the students, she reflected,

> "Sometimes I motivate them. English is important for them because lot of work and lot of occupations need in English skill. Learning English will help them to get a better life than their parents's life since they mostly come from middle to lower economic class family" (L. Personal communication, April 2017).

Furthermore, the second participant stated, "I just want to motivate them better in learning English" (N. Personal communication, April 2017). The effort from the participants can work well if the students naturally have a good motivation in learning process. By giving the motivation to the students could increase the students' willingness in learning and they will understand how important English for their future is.

Playing game is one of interactive efforts that can be used to solve the challenges. Kim (1995) emphasized that giving games to the students provide many advantages for the teachers and the students. By giving some games that related to the teaching materials could

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E-ISSN : 2443 - 2512

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improved students' willingness in learning English. The students enjoy the learning activity with fun way rather than learning in serius way. First participant, during the interview commented her effort to gather students' interest in learning English. She stated, "Sometimes I tell them how to play the game and it makes the students attractive to the game" (L. Personal communication, April 2017). By using this strategy, students will have better motivation in learning the target language."

Another participant stated the same thing like as the first one. The effective efforts to minize the challenges were to give some games. She stated, "To motivate the students, I give some games to them" (N. Personal communication, April 2017).Those statements showed that playing game is one of the great efforts to do. Giving some games to the students is so useful. Playing game could increase students' confidence in learning because in playing game the students will not think about their mistakes while practicing a language. The students will enjoy their activity by playing and they could improve their knowledge about the target language at the same time.

Providing textbooks is one of the important aspects that could help the teacher in teaching and learning process. Textbooks can give learners sense of security. The advantage of having textbooks stated by Rohmah (2009) is learners can look ahead to see what is coming next and review what has been covered. Textbooks also provide the opportunity for self-study. One of participants said that there is no textbook that can support her in teaching English. Therefore, she has to find the textbook by herself. She stated,

> "I still find another book because I think it is important for me and this is important for my students too. That's why I do not care about the school facility. As long as I can give what the students' need. I can buy it by myself" (L. Personal communication, April 2017).

The statement above showed that the participant provide the textbook by herself without having any support from the school. That is one of the effort that she can do to anticipate the challenge that she had while teaching English as foreign language. Another effort to anticipate the challenge while teaching relates to textbook providing was done by Naomi. She tries to find the teaching materials by herself. She provides the teaching materials by searching in the internet. She explaine, "We could download some materials based on the standard and give it to the students" (N. Personal communication, April 2017). In conclusion, eventhough the participants had a challenge in term of textbook and they did not get any support from school in providing the textbook, they give their best by providing the textbook and providing the materials by themselves.

Teaching English using media, the participants pointed out that teaching English by using media is one of the great efforts that they have to do in order to solve the challenges. Media is one of tools in for language teaching and learning which give a good contribution in learning process.The advantage by using media in teaching English is could improve the students' couriousity in learning English (Mateer, 2012). In this case, teaching by using media makes the students easy to understand the teaching materials and they could enjoy the learning process. Furthermore, two from three participants used several kinds of media in teaching English eventhough their schools do not provide the media for them. They thought that teaching English by using media is the best effort to motivate their students in learning English and to increase the students' knowledge in learning English, eventhough their school did not provide enough media for them. The first participant stated, "It will be better if we

give the materials by using the media and a specific strategies. So, the students will not be bored in learning" (N. Personal communication, April 2017). Therefore, second participant added, "By using some media, for example, in this week I use laptop and cassette, and for the next week, I will use another media, or by giving some questions in order to motivate them" (A. Personal communication, April 2017)

Another advantage by using media in teaching English is helping the teachers to provide interactive activity in teaching in learning process. Media is very usefull to assist the English teachers be creative in teaching. The teachers could transfer their knowledge with fun teaching and learning process. Second respondent states that she could teach her students creatively by providing some pictures to her students. She commented, "Making some pictures, and then asking the students to write based on the sequence of the picture will make them have good motivation in learning rather than by using a book all the time" (N. Personal communication, April 2017).

From the findings above, the participants revealed that teaching English by using media is the best choice to anticipate the challenge that they had in teaching English related to students' motivation and students' ability improvement in learning English. Media also helps the students to catch the teaching materials easily rather than reading their book every single days.

Using traditional ways, teaching English by using traditional way is the last choice that the teachers can do in solving the challenge. The out date of facilities caused this way is used by the English teacher in teaching. During the interview, the participants stated that they did not get any facilities that can support them in teaching listening. Hence, they choose this way as the last effort in teaching listening. In term of teaching English by using traditional way, first participant statd,s "I read the word, or a short conversation, and I ask my students to fill the blanks of a conversation and they just listen to me" (L. Personal communication, April 2017). The same opinion was explained by second participant related teaching English by using traditional way. He stated, "Traditionally, I read and they listen, then they write what they have already heard (A. Personal communication, April 2017). Eventhough, two teachers commented severals challenges that they face in teaching listening and finally they have to use traditional way in teaching listening. They were happy and they enjoy the teaching and learning process. For instance, first respondent shows her happiness in teaching although she got a limited support for teaching. She stated, "Try to do our best, use the things that we can used" (L. Personal communication, April 2017).

Leader's support, one of the common themes emerged in the interview data was about leader's support. It covers providing the media, providing dictionary for the students giving training for English teachers, and evaluating the teachers. Two from three participants mentioned in the interview that they got some support from the leader of school to solve some challenges that they had in teaching English. Second participant who has worked at current school during her service said, "From the leader, I think like giving and providing the media,and then by doing supervision" (N. Personal communication, April 2017). In addition, third participant states the same opinion related to leader's support. He agreed what first participant's comment, although there was a difference. He got the support from the leader in term of providing dictionary. He stated, "By using BOS funding, the school provides the dictionary for the students (A. Personal communication, April 2017).

Another support from the leader of school to anticipate the challenge is giving some training to the English teachers. It is carried out in order to give a good understanding to the English teachers how a foreign language should be taught. Giving the training is the best

support that is given by the leader of school. Kizildag (2009) stated that giving a training to the English teachers will help the teachers to teach their students in a good way. Second participant told that she got that kind of support from the leader of her school. She stated, "The leader gives some suppors by giving the trainings especially to the English teachers" (N. Personal communication, April 2017). Surprisingly, first respondent was the one who teaches in the same place as the second one, she states that she did not get any support from the leader of school during teaching at the current school. She commented, "Four years ago, I asked the leader to buy a LCD projector; it would make the students and the teacher easier to study" (L. Personal communication, April 2017).

Contrary with first participant's comment, second participant told that much support that she got from the leader, not only in providing media and giving some training but also in giving the schoolarship to the students who have low economic status. She stated that the students who have low economic status will get the scholarship; the school administrator will help with the administrational matter. In terms of leader's support, providing the media, providing dictionary for the students, giving training for English teachers, evaluating the teachers, and giving scholarship, are identified as the support given by the leaders of school in anticipating the challenges that English teachers had.

Discussion

The purpose of the research was to investigate deeply the English teachers' challenges in teaching at Madrasah Tsanawiyah. It also aimed to find out what kinds of effort that English teachers do in anticipating the challenges that they faced while teaching English as a foreign language. In the result of the research, every participant had various challenges in teaching English toward this research. The results showed that English teachers experienced two main challenged factors while teaching at their schools; (a) academic factor and (b) non academic factor. In academic challenged factor, it indicated clearly that the common sub themes emerged clearly in the interview data were related to students' demotivation, low students' basic English ability and students' attitude. Especially for students' attitude sub theme, it was categorized into unchallenged factor under the major theme academic factor. It was found by the researchers because from the interview result, all the participants commented that they did not find any challenges in term of students' attitude. Then, there were five sub themes emerged under the major themes of non academic factor; crowded classroom, facilities, socio economic, school management issue, and curriculum. Especially for the sub theme curriculum, it was classified into unchallenged factor because almost participants did not get any challenges. Additionally, there were two major themes that emerged in from the second question related to the teachers' effort in anticipating the challenges factors; teachers' effort and leader's support. Teachers' support included giving motivation, playing game, and providing text book. Then, there were five kinds of support from the leader of schools in anticipating the challenges that English teachers had while teaching, such providing the media, providing dictionary for the students ,giving training for English teachers, evaluating the teachers, and giving scholarship.

Based on the findings, the students' motivation could be identified as the most challenge factor that English teachers faced while teaching. All the participants thought that motivation is the important key element affecting students' learning process. The students will be easy to understand the teaching materials if they have a good motivation while following the learning process. In this case, the participants found that most of students have

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lack of motivation in learning process. It really challenges them in teaching. Lack of students' motivation influencees the teaching process and it is in line with the previous studies findings related to English teachers' challenges (Abrar & Mukminin, 2016; Abrar et al., 2018; Mukminin, Muazza, Hustarna, & Sari, 2015; Mukminin, Noprival, Masbirorotni, Sutarno, Arif, & Maimunah, 2015; Mukminin, Ali, & Fadloan, 2015; Sadtono et al., 1997; Rahman & Alhaisoni, 2013) who stated that low motivation caused the students to be difficult to achieve a good score in learning English. Furthermore, this research indicated that most of students have lack of vocabulary and have low basic in English. The English teachers faced a serious challenge when they have to teach the students with low basic in English and the students who have lack of vocabulary. As the researcher discussed above, this situation is supported by Wilkins (1974 as cited in Chen, 2009) who stated a language without vocabularym nothing can be conveyed. The teachers have to explain and translate the word in bahasa at the same time. Surprisingly, the reseacher did not find any challenges in term of students' ability from the previous research.

Another surprising thing is that students' attitude emerged as the unchallenged factor. Students' attitude influences students' motivation. If the students have a good attitude, it will motivate them to achieve learning goals. The English teachers in this research found that almost their students have a good attitude in learning English. They did not find any challenges in term of students' attitude. The finding of the students' attitude in this research is not in line with the previous research conducted by Mutawa (1986, 1994, as cited in Malallah, 2002) who showed that Kuwaiti students are not favour in English learning. They thought that English will not help them to get a better job and to get a bright future.

Furthermore, the researcher discussed another finding in terms of non academic challenged factors related to limited facilities for teaching and learning English which is crowded classroom. The findings showed that the English teachers found some challenges in sub theme facilities, they lack of textbook and the out date of facilities of English Laboratory. Most of English teachers in this research have the same opinion being asked about facilities that they got from their schools. Before conducting the interview, the researcher thought that Madrasah Tsnawiyah School had good facilities because this school administrated under Ministry of Education and Ministry of Religious Affair, but the fact was out of the researcher's thought. Overcrowded classes was the the biggest challenge that the participants had. They can not give the attention fully to their students because the class is so crowded. It also showed from the previous studies by Saikia (2013) and Rahman and Alhaisoni (2013) who found the same challenges in terms of lack of facilities and overcrowded class. It does not mean that the participants were not qualified in teaching English. This condition happened because of overcrowded classroom. The data from participants' profile showed that all the participants in this research were qualified in teaching English. All of them were graduated from faculty of teacher training and education and they took English department as their major. The finding from the previous research was not the same as the current research. Rahman and Alhaisoni (2013) stated that the English teachers faced a challenge in teaching because they were unqualified teachers.

The other common challenges factor under non academic challenged factor was socio-economics. Moreover, this finding in the interview data was approximately supported because participants had reported. They stated that this problem was caused by low social economic status. Most of students of Madrasah Tsanawiyah came from low social economic status (L. & A. & N. Personal Commnunication, April 2017). The same challenge in term of socio- economic is also supported by Alwasilah (2009) and (Arib, 2017). Surprisingly, school

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E-ISSN : 2443 - 2512

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management issue came up commonly in the interview data. In this research, the school management issue covered financial issue, relationship with the leader of school, teachers' disharmonity, unprofessional time management. Related to the previous research, the researcher did not find any previous researches that discussed about school management issue. The interview results revealed there was no challenge related to the curriculum, the teachers assert thatcurriculum was not a challenge factor for them in teaching English as a foreign language. They stated there was no difference between the curriculum of Madrasah Tsanawiyah compare with the curriculum of Junior High School. Kizildag's study (2009) indicated that curriculum as one of the challenge factors in teaching because there are many learning goals in curriculum but they are not realistic. The current finding in term of curriculum has different findingas the previous research. The challenging factors above can be minized by some effort from the participants and from the leader of school. They anticipated those challenges factor by giving motivation, playing game, providing textbook, teaching using media and teaching using traditional way. Giving Motivation is the first effort that participants did in anticipating the challenge. The participants believed that giving motivation is the greatest effort to do. This effort also supported by Dornyei (2001, as cited in Kizildag, 2009) who stated that giving motivation is the basic effort that could help the students in increasing students' willingness in learning.

Then, the second effort is by playing game. As the researcher stated in the findings above, giving games to the students could improve students' willingness to study and provide many advantages for the teachers and students (Kim, 1995). Other findings such as providing textbook, teaching using media and teaching using traditional way are in line with the Rohma (2009), Mateer (2012), and Erlina, Marzulina, Pitaloka, Astrid, Yansyah, & Mukminin (2018). Additionally, the researchers found some leader's supports in minizing the challenges that English teachers' had, they are providing the media, providing dictionary for the students giving training for English teachers evaluating the teachers, and giving scholarship.

Conclusion and Recommendations

The purpose of the research was to investigate the English teachers' challenges in teaching at Madrasah Tsanawiyah. It also aimed in finding out what kinds of effort that English teachers do in anticipating the challenges that they faced while teaching English as a foreign language. The result indicated the main challenges factor that English teachers faced in teaching in this research are academic factors (students' demotivation and low students' basic English ability) and non academic factors (lack of facilities, crowded classroom, socio economic level and school management). The interview result indicated two unchallenged factors in term of academic factor (students' attitude) and non academic factor (curriculum). From the findings, the researchers could conclude that all the participants faced some challenges in teaching English with the difference factors. The challenges that the participants had can not be generalized because each participant hashis/her own perspective to see something as a challenge or not. This finding is linewith the previous studies related to English teachers' challenges in teaching.

In this research, he participants provide their effort to anticipate the challenges factor that they got while teaching English such as providing the media, providing dictionary for the students, giving training for English teachers, evaluating the teachers, and giving scholarship. In the light of the result, English teachers at Madrasah Tsanawiyah found many challenges while teaching English. The researcher therefore compared academic challenged factors and

non academic challenged factors, and the English teachers found that non academic factor was the highest challenges that they had in teaching.

The researchers suggest some recommendations for English teachers and school administrators. Teachers should cater for individual differences and satisfy the students' needs and wishes. Next, teachers should do their best and exert sincere and double efforts to raise the students' achievement in English. The other suggestion is the school administration should try to make solution for getting rid of over crowded classes and number of students in class.The school administration should also provide schools with instructional media according to the needs of schools, because we live in the age of technology and this will facilitate learning and teaching. For further researchers who are interested in conducting the other research related to this topik, it will be interested to gain deep information about students' challenges in learning English at Pesantren, because the current research only focused on the English teachers' challenges in teaching English.

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