

## TEACHER'S CHALLENGES IN TEACHING ENGLISH AT PANJURA PRIVATE SENIOR HIGH SCHOOL IN MALANG

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**Abstrak:** *Tantangan guru bahasa Inggris dalam proses pembelajaran dan cara guru memecahkan tantangan dalam proses pengajaran, proses perencanaan, pelaksanaan pengajaran, dan evaluasi tetap relatif belum dieksplorasi dalam konteks Sekolah Swasta Menengah Atas di Indonesia dimana mengajar bahasa Inggris adalah salah satu pelajaran yang paling menuntut dan pekerjaan yang sulit. Penelitian ini bertujuan mengidentifikasi tantangan guru dan mengeksplorasi bagaimana guru bahasa Inggris menyelesaikan tantangan dalam mengajar bahasa Inggris di SMA Swasta Panjura di Malang. Dalam penelitian ini menggunakan metode kualitatif dimana salah satu guru Bahasa Inggris menjadi peserta. Wawancara dan observasi digunakan dalam penelitian ini sebagai instrumen untuk mengumpulkan data. Temuan menunjukkan bahwa guru mendapat beberapa tantangan dalam mengajar bahasa Inggris. Melalui pengamatan non-partisipan dan wawancara terstruktur dengan guru bahasa Inggris yang mengajar bahasa Inggris di kelas bahasa Inggris, ditemukan bahwa ada empat jenis tantangan guru dalam mengajar bahasa Inggris: (1) Guru tidak dapat mengendalikan ruang kelas dan mengatur waktu, (2) Guru tidak dapat memilih media yang sesuai, (3) Guru tidak dapat menilai perkembangan siswa, (4) Guru tidak dapat memilih metode yang sesuai. Melalui wawancara menunjukkan bahwa guru punya solusi untuk mengatasi tantangan dalam mengajar bahasa Inggris. Mereka adalah (1) guru harus menerapkan disiplin diri, menggunakan bahasa yang sopan, dan mendorong antusiasme, (2) guru harus menyiapkan media berdasarkan tujuan pengajaran dan manfaatnya, (3) guru harus melakukan pendekatan individual, memberi perhatian lebih kepada siswa, dan menjadi kreatif dalam mengajar, (4) guru harus dapat menentukan metode pengajaran yang sesuai. Akhirnya, implikasi dari penelitian ini diidentifikasi bahwa guru harus mampu menghadapi tantangan dan menjadi kreatif dalam proses pengajaran. Guru harus dapat menyadari kebutuhan siswa dalam situasi dan membuat solusi sendiri jika guru mendapat tantangan di kelas bahasa Inggris.*

**Kata kunci:** *Tantangan Guru, Solusi Tantangan Mengajar, Mengajar Bahasa Inggris.*

**Abstract:** Challenges of English teacher in learning process and the way of teacher solved the challenges in teaching process, planning process, teaching implementation, and evaluation remain relatively unexplored in the context of Indonesia Private Senior High School where teaching English is one of the lesson most demanding and a difficult job. This study attempted to identify the teacher's challenges and to explore how the English teacher solves with the challenges in teaching English at Panjura Private Senior High School in Malang. In this study uses qualitative method where one of English teacher becomes participant. Interview and observation are used in this study as the instruments to collect the data. The findings showed that the teacher gets some challenges in teaching English. through a non-participant observation and structured interview with the English teacher who taught English in English class, it was found that there were four kinds of teacher's challenges in teaching English: (1) The teacher could not control the classroom and manage time, (2) The teacher could

not choose appropriate media, (3) The teacher could not assess the students' development, (4) The teacher could not choose the appropriate method. Through an interview showed that the teacher had solution to solve the challenges in teaching English. They were (1) the teacher should apply self-discipline, use polite language, and encourage enthusiasm, (2) the teacher should prepare the media based on the teaching goals and its benefits, (3) the teacher should do an individual approach, give more attention to students, and be creative in teaching, (4) the teacher should be able to determine the suitable teaching methods. Eventually, the implications of this study are identified that the teacher should be able to confront the challenges and be creative in the teaching process. The teacher should be able to realize the needs of students in the situation and create own solutions if the teacher gets the challenged in the English class.

**Keywords:** Teacher's Challenges, Solution of the Challenges, Teaching English.

## A. Introduction

As globalization has accelerated, English has become one of the key competencies for international communication. English communicative competence can be called a "must" item to have in order to survive in the competitive modern world. In education, English has become the primary language of communication. (Karimova, 2016). In Indonesia, English is considered a foreign language which is taught from elementary to university level. Therefore, many people nowadays, particularly students, ought to master English. Mastering English is an important value for the students to have. By mastering English, students can improve their skill, thinking capacity, decisiveness, and expressiveness (Tsukamoto and Tsujioka, 2013).

In the Indonesian curriculum, there are four major English skills which have to be taught in the teaching and learning process. They are listening, speaking, reading and writing (Lie, 2007). Therefore, the learners must learn to listen, speak, read, and write in order to achieve the goals of the teaching and learning process. Teaching English is focused on the ability of the learners to be capable of mastering the four language skills. The learners should have the abilities in reading and listening to support their speaking and writing (Depdiknas, 2003).

Hikmah and Emzir (2013) argued that there are two factors that need to be considered in an effort to master foreign language skills. The first factor is the self-learning setting of both teachers and students. The second one is how the students independently access knowledge without the teachers' help. In terms of English teaching, these two significant factors relate to each other. Therefore, these two factors are inevitable if the teachers and learners are about to achieve the goal of English proficiency. The aim of the teaching and learning of English is not only to help the students have good skills in speaking, reading, writing and listening, but also to help them continue their study to the university level. The Regulation of Indonesian Minister of Education and Culture No. 59 of 2014 about Senior High School Curriculum 2013 states that every teacher must refer to what basic competency and a core competency that they will achieve in every learning process, the core and basic competencies consist of spiritual attitude, social attitude, knowledge, and skill competency. In addition, the System of National Education about the national goal of education as mentioned in Indonesian National Constitution No. 2 of 2003 states that national education is used to enrich the abilities and the characters of the nation. To meet this demand, the teacher must be responsible for a bunch of learning equipment starting from the planning process, teaching implementation, and evaluation since

teaching is a process of delivering knowledge done by the teacher to the students. That is why Crystal (2012) argues that one of the most demanding and a difficult job is teaching.

This is a challenge for the teachers as they have to understand what their students learn, how and why such learning influences them, and what lessons could be beneficial for them in the future (Derakhshan, 2015). Songbatumis (2017) states that teachers' challenge is a process where a teacher cannot control the class until the end of the learning activity. Hence, language teaching requires teachers to teach students to develop both academic and personal abilities. The teacher's challenges in teaching English include the lack of English exposure, classroom size, and a shortage of English teachers (Mishra, 2015). Another challenge is the English curriculum as it is overloaded and it becomes a major hurdle for effective classroom practice (Kanga'hi and Indoshi, 2012). One of the other challenges in the learning process is to make the learning process fun. To solve that challenge, the teachers should teach creatively. Therefore, it is very important to know the teacher's challenges in teaching English in order to discover the solutions and to develop themselves since the professional English teachers with a good attitude are expected to improve their teaching quality.

However, teacher's challenges are difficult to define because it is difficult for teachers to implement effective practices (Muthwii and Kioko, 2004). Thus, the teacher gets difficulty in teaching English in the classroom as they cannot control the whole classroom activity and due to the size of the classroom. Therefore, this is one of the reasons why it is crucial to investigate the teacher's challenges in teaching English and the solution of the challenges in teaching English. In other words, such investigation will give valuable information; it can be used to help the teachers in teaching English effectively and also to inform educators as well. Based on the previous explanation, there are a number of studies that have investigated the teacher's challenges in teaching English and the solution of those challenges. The findings of these studies indicated that the teacher's challenges are the lack of teacher's knowledge on students' field, lack of supervision time, and the confusion in selecting media for the students (Copland and Bums, 2014). Meanwhile, some other studies that have different results showed that students got difficulty to communicate with teachers because they had limited vocabulary and they were not able to express their ideas (Hamaidi, 2014). In addition Rasheed, et al, (2017) investigated teacher's challenges in teaching English is majority of the students were not able to communicate with their English teacher because the students were hesitant to communicate in English language due to the factor of anxiety and lack of confidence and they were unable to understand if the instructions were given in English language only.

Although there are several studies in the literature regarding the teacher's challenges in teaching English, there are only a few of researchers that conduct the study on teacher's challenges in teaching English in Indonesian private schools. Therefore, this study was conducted at Panjura Private Senior High School in Malang since English is a compulsory subject at that school. The researcher is interested in studying the teacher's challenges and solve of challenges in teaching English at Panjura Private Senior High School in Malang. Based on his preliminary observation and interview, the teacher stated that English had become one of the most difficult subjects and most students in the school got below the average score. The average score showed that students score was seventy under the standard of minimum completeness. This was also supported by students' testimony who said that they got difficulties in understanding the teacher's explanation. Based on the curriculum, English should be

taught in connection with communication as the main purpose of learning a foreign language. Thus, the researcher wants to find out specifically about the teachers challenge in teaching English. Furthermore, this study described teacher's challenges in teaching English and the way the teacher solve those challenges in senior high school level.

Based on the background above, the problems of this study are stated as follows:1) What are the teacher's challenges in teaching English at Panjura Private Senior High School in Malang? 2) How does the English teacher solve the challenges in teaching English at Panjura Private Senior High School in Malang?

## **B. Research Method**

A research design is a procedure for collecting the data, analyzing the data, interpreting the data, and reporting data in the studies (Creswell and Clark, 2007). The purpose of research design is setting an appropriate research procedure on the required data, the method will be applied to analyze the data, and it will answer the research questions or testing the research hypothesis (Dulock, 1993). The qualitative method was utilized to conduct this research because it answered the research questions and the purposes of the study. It was focused on the study of social phenomena and on giving voice to the feelings and perceptions of the participants under study. Lodico (2010) defines qualitative research as characterized by flexible, naturalistic methods of data collection and usually does not use standardized instruments as its major data source. Ary, Jacobs, and Sorensen (2010) argue that descriptive qualitative research is the research that asks questions about the nature, incidence, or distribution of variables; it involves describing but not manipulating the variables. In this study, the researcher discovered and analyzed the teacher's challenges in teaching English and solved of the challenges in teaching English at Panjura Private Senior High School in Malang. This study used the interpretive approach to provide a more complete and comprehensive understanding of the research questions. The interpretive approach aims to get an understanding, increase knowledge and shaped by social contexts and human experiences (Jackson, 2012). The interpretive approach is to discover the reality of the point of view and experience and the background (Yanow and Shea, 2011). Walsham (1995) stated that there are three theories in an interpretive case study; the first is the collection of data and guiding the design, interactive process of collecting the data as a theory and analyzing, the result of the case study. Therefore, the researcher described and interpreted the teacher's challenges and solved the challenges of teaching English.

In this study, the researcher used the purposive sampling technique because it was the most common sampling strategy in qualitative methods. The participant was selected based on the criteria in research questions. Purposive sampling is a process to select a sample based on certain considerations such as the characteristics of the population or characteristics have been known before (Notoatmodjo, 2010). This study involved the identification and the selection of the participant who have experienced the teacher's challenges in certain criteria. As this study examined the teacher's challenges that were faced by teacher in teaching English so that there were some requirements for the participant in the research. The criteria were the teacher should graduate from the English Department and the Faculty of Teacher Training Education and the teacher should have the teaching experiences for more than three years. And also, the teacher was certified. Podolsky (2016) stated that teacher can improve professionalism based on their experience. There were three English teachers who taught at Panjura Private Senior High School in Malang, but only one teacher was selected related

to the criteria as a research participant. Participant taught several classes and one class had a large number of students from 40 to 42 students. Participant graduated from IKIP Budi Utomo with 3.76 Grade Point Average (GPA), she majored in English Teacher Training and Education, and she was certified. The researcher chose the teacher because the teacher has taught for more than ten years, and the teacher has a lot of experiences in the teacher's challenges in teaching English. The above criteria could support the researcher to recognize the challenges of teachers in teaching English and find solutions to challenges in teaching English at Panjura Private High School in Malang.

### **C. Results and Discussion**

The results of this research are presented in line with the statements of the problem. The problems are concerned with the teacher's challenges in teaching English and the way to solve the teacher's challenges in teaching English at Panjura Private Senior High School in Malang.

#### **The Teacher's Challenges in Teaching English**

This part displays the teacher's challenges in teaching English at Panjura Private Senior High School in Malang. Through observation and interview with the teacher who taught English in the classroom, it was found that there were four kinds of teacher's challenges in teaching English: (1) The teacher could not control the classroom and manage time, (2) The teacher could not choose appropriate media, (3) The teacher could not assess the students' development, (4) The teacher could not choose the appropriate method.

#### **The Teacher Could Not Control The Classroom And Manage Time**

To control classroom and manage time were some of the most commonly explained challenges faced by teachers such as giving more time after class to the students to do tasks and managing students' discipline was one of the difficulties. On the 8<sup>th</sup> of August 2019, the researcher observed the XI grade of IPA class in Panjura Private Senior High School in Malang. It was found that the English teacher could not control the classroom and manage time during the teaching and learning process. It could be seen in the excerpt data below

Based on observation, it happened when the teacher asked the students to make seven groups consisted of six until seven students in each group. The teacher taught about gerund in the class. For each group, the teacher asked the students to write twenty sentences using gerund. The teacher gave twenty minutes for every group. The teacher asked the student to read their sentences, and then the situation in class was very crowded because the teacher could not control and manage the discipline, condition and the situation since the teacher only focused on one group at a moment. It was supported by interview. The teacher needed long time to explain the teaching material. From the beginning activity until the end of class, the teacher could not manage the time. Sometimes it happened in every class. Teacher said: *"Sometimes at the end of the classroom activity, I cannot manage the time because I still need more time to deliver the teaching material. Time has been determined in teaching and learning process is not enough"* App.2 .Line 45-49.

The excerpt showed that in managing discipline and time, the teacher felt worried about the learning process and could not control class activity effectively. The teacher was afraid that managing the class could disturb the students' development during the teaching and learning process. The teacher was also afraid that managing discipline

and time could limit the learning process. It depended on how the teacher taught the material and how the teacher could manage the classroom activity in the learning process. The teacher tried to be closer in every group to control the students' activity but the teacher could not do that well. In this case, the teacher believed that uncontrolled classroom management could cause the crowd in the learning process and disturb the students' development. Therefore, the teaching and learning process would not be effective.

### **The Teacher Could Not Choose Appropriate Media**

Teaching media can deliver a teaching material in the learning process and it can be used for simulating the mind, attention, feeling, and the students' ability or skill that can lead to teaching activity. Based on observation, teacher used media that was not irrelevant to the teaching material, it could confuse the students in understanding the lesson and it could make them difficult to understand the learning material. The observation was conducted on the 12<sup>th</sup> of August 2019 at the XI grade of IPS class in Panjura Private Senior High School in Malang, it was found that the teacher could not choose appropriate media for teaching. At the beginning of the class activity, the teacher explained about drama and the part of it. Then, the teacher gave an example of drama through a smartphone connected to a speaker. The teacher played the example of drama recording for 5 minutes twice. When the students finished listening to the audio, they felt confused and did not understand what the speakers said. The teacher did not give dialogue in the written form. So, the teacher could not choose suitable media to teach and it confused the students. It was supported by interview, not all teaching media could be used to delivery material because some media have high cost. Teacher felt hard to buy the teaching media. Teacher said: *"I often use teaching media to deliver the material, but some teaching media is difficult to find and also the cost of teaching media is expensive."* App 2 .Line 71-75.

The excerpt shows that not all teaching-media could be used in the teaching and learning process and not all suitable to explain or to be an example during the teaching and learning process. The teacher believed that incompatibility in choosing media could get the students confused and difficult to master the teaching material. Besides, the teacher also felt it difficult to find the media which was suitable for teaching material. Moreover, there were some students having low language ability and they faced some difficulties in understanding the material. In that way, the teacher believed that there were some media might not be helpful during the learning process because everything needed in the teaching and learning process must always be related to the media.

### **The Teacher Could Not Assess The Students' Development.**

During the teaching and learning process, the teacher found a number of challenges. One of the challenges that were faced by the teacher, it was difficult to assess the students' development. The teacher found that it was difficult to identify the students' problems and to assess the student's' progress in learning. Furthermore, the teacher also felt unable to assess students both as a group and as an individual. Based on the observation, it was conducted on 14<sup>th</sup> of August 2019 at the XI grade of IPA class in Panjura Private Senior High School in Malang, it was found that there were some students who got the problems when they did the task from the teacher. Then, they were monitored by the teacher during the learning process. The purpose was to assess the progress and the development of the students learning. On the other hand,

the teacher could not monitor all students because the number of students in the class was 41 students. This proved that the teacher had the difficulty to identify students' learning and to assess the students' development in doing the assignments. The teacher was not able to pay attention to all students in the classroom. Some of the students had a low ability and low level of concentration while receiving the teaching material from the teacher. Based on the interview, it was found that the teacher did not give respond when she got question because she did not have capability in assessing students' development.

Based on the finding above, the teacher believed that monitoring and assessing every student's work during the learning activities had a big influence on the teaching and learning process. The purpose was to know the development of the students' abilities. The big number of students also felt that they lacked an even and fair supervision and attention from their teacher. By assessing the students' development, the teacher could find the students' strengths and weaknesses in the learning process. In addition, the teacher claimed that it was difficult to monitor and to give more attention to all students while in fact; it is one of the most important parts in the teaching and learning process.

### **The Teacher Could Not Choose The Appropriate Method And Material.**

The method is one of the components needed as a teaching strategy that is used to facilitate the achievement of learning objectives. However, the teacher believed that it would be difficult to explain the learning material if the teacher did not choose and use learning methods that were accordingly with the material to be presented. Based on the observation, it was conducted on the 19<sup>th</sup> August 2019 at the XI grade of IPS class in Panjura Private Senior High School in Malang, it was found the teacher could not choose an appropriate method. The teacher explained the teaching material by using lecturing method in front of the class and the teacher only used Bahasa Indonesia to explain the material. The teacher did not use multilingual or trilingual to gain the students. The teacher could not determine the method suitable to the situation and atmosphere in the classroom. This method would bore the atmosphere in the classroom and then this method would make the students passive. It was supported by interview, the teacher had different opinion about teaching method, and the teacher stated that one method was enough to explain material in class. The teacher said: *"In every learning process, I always use one method without combining other methods because it is the goal to make the students active and fun."* App. 2. Line 3-6.

Based on the finding above, the methods used should be relevant with the teaching objectives otherwise it would make the teacher difficult to explain the learning material and to achieve the goals that had been formulated. The teacher believed that any method unsuitable with the classroom atmosphere and students' condition could neglect the students' needs. Besides, the students would become passive and it would make the teaching and learning process become the teacher-centered. Consequently, it could reduce students' creativity and activity. In addition, explaining the material in long learning hours could bore students in learning English.

### **The Ways of the Teacher Solved the Challenges in Teaching**

The second research question is dealing with solving the teacher's challenges in teaching English. This sub-section reports whether the teacher could solve the challenges in teaching English or not. The findings were presented based on the interview.

### **The Teacher Applied Discipline And Used Polite Language.**

Based on the data interview from English Teacher at SMA Panjura Malang, it was found that the English teacher solved the teacher's challenges by applying self-discipline, used polite language, and encouraged enthusiasm. Enthusiasm was important parts of the teaching process because it could create a conducive and pleasant learning climate. The teacher said: *"I applied the self-discipline and used polite language for every student in the classroom. The situation can be managed well and the learning process can run optimally. Finally, the students' enthusiasm for learning can be encouraged."* App. 2. Line 76-81.

### **The Teacher Prepared The Media Based On The Teaching Goals And Its Benefits.**

Based on data of interview from English Teacher at SMA Panjura in Malang, it was found that the English teacher solved the challenges by preparing media based on the teaching goals and the benefits of media. Selecting media could affect the aspects of students' intelligence and the teacher explored the contents of the material. Media could help the teacher to deliver the teaching material to students and it could improve certain skills such as listening and concentration. The media selection should refer to the aspects of cognitive, affective and psychomotor. It was purposed to encourage the students and to lift their motivation in learning the English material based on learning objectives easily. The teacher argued: *The selecting media should suitable with goal of learning process. I use media can make student's encourage their motivation to catch English material based on learning objectives easily.* App. 2. Line 71-75.

### **The Teacher Did An Individual Approach, Gave More Attention To The Students, And Was Creative In Teaching.**

Based on data of interview from English Teacher at SMA Panjura in Malang, it was found that the English teacher solved the challenges by doing individual approach, giving more attention to students, and being creative in learning. The teacher had own way of dealing with the students with different characteristics. The teacher paid more attention to students who had a low average of abilities because it could give students motivation to learn. The teacher also revealed that a comfortable atmosphere in the classroom and be creative in teaching and learning process could be created such as by employing games and having an outdoor class. Teachers said: *"I do the approaches to students individually; I should understand their students' character one by one. Thus, I can assess students' progress and development during the learning process."* App. 2. Line 53-57.

### **The teacher determined the suitable teaching methods.**

Based on data of interview from an English teacher at SMA Panjura in Malang, during the teaching and learning process, the teacher could use a variety of methods to achieve learning objectives. The teacher could use two languages such as English and Bahasa Indonesia in explaining the materials to avoid boredom in the classroom. By using a suitable method and language in the learning activity, the teacher could analyze and develop the students' ability. Teachers said: *"I choose suitable method with material. It can avoid boredom in the classroom activity. I will change the method that had been determined based on the situation and conditions in the classroom."* App. 2. Line 87-92.

## Discussion

This section discusses the finding of the research. The discussion covers the teacher's challenges in teaching English at Private Senior High School in Malang. The detailed discussion is presented as follows. Referring to the first research question, the findings showed that the teacher got the challenges in teaching English. According to the data, it was found that the teacher could not control the classroom and time. In managing discipline and time, the teacher was afraid could not control class activity effectively. Uncontrolled classroom management could cause the crowd in the learning process and could disturb the students' development. These findings were in line with a statement stated by Muthwii and Kioko (2004) that the teachers get the challenges in teaching and learning process in the classroom because the English teachers cannot control the whole classroom activities and due to the size of the classroom. Benbow (2007) states that there are several teacher's challenges of time management in classrooms such as the problem in time management when the teachers need additional time to give instruction or task, the difficulties in managing discipline, the students are crowded, and how to control the class activity.

Furthermore, it was reported that the teacher could not choose appropriate media for the teaching and learning process. Incompatibility in choosing media could confuse the students and make them difficult to master the topic. Besides, the teacher also felt difficulties to find suitable media for the teaching material. This is line with the finding of Copland and Bums (2014) who revealed that the teacher's challenges are the lack of teacher's knowledge on students' field, the lack of supervision time, and the confusion to select the teaching media for the students in the learning process. The last finding showed that the teacher could not choose the appropriate method. The teacher explained the material using lecturing method. This method bored the atmosphere in the classroom and it made the students passive. It is supported by Mumary (2017) who states that the teachers' challenges were mastery of English, the language proficiency issue, the limited mastery of teaching methods, and lack of professional development. In addition, there were also some challenges such as facilities issues including inadequate resources and facilities in the classroom, and limited time for the learning process.

In accordance with the second research questions which look at whether the teacher's solutions to the challenges in teaching English succeeded or not. The findings showed that to manage the class and time, the teacher needed to apply the self-discipline during the teaching and learning process. The teaching process would run optimally if the class activity could be managed well. This is in line with a statement of Setiawan (2016) that there are two kinds of disciplines which can be applied in class: preventive and corrective discipline. First, preventive discipline is used to follow and obey the rules for students in the school environment. Thus, students are expected to be disciplined and they could obey the rules. The second, corrective discipline is used to give instructions to students so they can comply with the rules. This means if the students violate the rules, they would be sanctioned. The sanction is meant to get the students to improve themselves.

The last finding of the last research problem showed that by using several teaching methods, the teaching goals would be achieved. In every classroom activity, the teacher always used the different method based on material, condition, and atmosphere to avoid boredom, to lift the students' motivation and to make the students easier to learn the material. This is supported by Zain (2016) who argues that learning methods can act as a tool to motivate students. By applying certain teaching methods,

students in one class can catch the knowledge conveyed by the teacher better. This means the teacher must know the good teaching methods that can be applied to certain learning materials. The teaching method can be called as a tool to motivate students or as an extrinsic factor, as a learning strategy, and as a tool to achieve goals.

#### **D. Conclusions**

The purpose of this research is to describe the teacher's challenges and how the teacher solved the challenges in teaching English at Panjura Senior High School Malang. Based on the result presented in the previous chapter, the English teacher seemed to face similar challenges in teaching English. First, the findings indicated that the English teacher could not manage the classroom and time well when teaching in the class. It was stated that in managing class and time, the teacher felt worried about the teaching process and also could not control class activity effectively. These could cause the crowd in class and might disturb the students' ability to understanding the lesson. Second, the findings revealed that the English teacher could not determine appropriate teaching media for the learning process. The teacher proposed that the use of media that was not in accordance with English material could confuse the students in understanding the lesson and make several students difficult to absorb the material. Third, the teacher got some difficulties to identify the students' problems and to assess the students' progress in teaching English. The teacher claimed that there were a big number of students that the teacher could not monitor. This proved that the teacher felt it difficult to identify students' ability and to assess the students' development in doing the tasks. Finally, the teacher believed that this research had highlighted a wide range of teacher's challenges faced in teaching English such as the teacher could not control classroom and manage the time well, the teacher could not choose appropriate media, the teacher could not able to assess the students' development, and the last, the teacher could not choose a method suitable with the material. In order to solve the challenges, this study also found the solutions implemented and mentioned by the teacher. Each of the challenges had its own solution to overcome teacher's challenges in the classroom.

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