

**ENGLISH TEACHERS' CHALLENGES ON THE
IMPLEMENTATION OF CREDIT SEMESTER SYSTEM (SKS)
AT SMAN 3 SIDOARJO**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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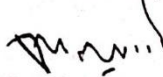


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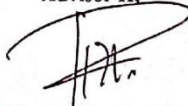
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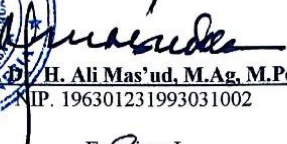
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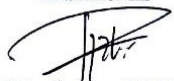
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ABSTRACT

Gita, Daun Lara. (2019) *“English Teachers Challenges on The Implementation of Credit Semester System (SKS) at SMAN 3 Sidoarjo”* An Undergraduate Thesis. English Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor I: Dr.Phil. Khoirun Niam, Advisor II: Rizka Safriyani, M.Pd

Key Word : *Challenge, Credit Semester System (SKS), teaching English*

Every beginner or experienced teachers will always face a kind of challenges when they are teaching English, because teaching a foreign language can create challenges for them especially for teachers who teach with Credit Semester System (SKS) implementation, they should separate their concentration in the class between today's material with other materials that students have, because every students have different level abilities. Therefore, teachers should adapt learners need, and find the solution for the challenges. This research investigates the challenges faced by English teachers' in teaching inside the classroom on the implementation of Credit Semester System (SKS) at senior high school and the strategies in dealing with the challenges. This study uses qualitative method, while observation checklist and interview guideline were used as the instruments of the research. The researcher did observation six times to three English teachers in different classroom to know the challenges faced by the teachers. Furthermore, the researcher also did the interview with the teachers to know the strategies used by the teachers. The result of this study shows that teachers faced six kinds of challenges, those are using UKBM, handling students in interaction, respecting the students, preparing teaching aids, managing students in different ability, and disruptive behavior. The teachers uses several kinds of strategies such as, changing the content of material with learners need in terms of language items, encouraging students to think around the topics, giving every students a chance to participate, giving a positive reinforcement, using UKBM (Individual Learning Worksheet), using gestures, using whiteboard, giving students different tasks, identifying students' strength, making a group, making classroom contract and giving students further assignment. The result of this research is in line with the previous research.

ABSTRAK

Gita, Daun Lara. (2019) *“English Teachers Challenges on The Implementation of Credit Semester System (SKS) at SMAN 3 Sidoarjo”* An Undergraduate Thesis. English Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor I: Dr.Phil. Khoirun Niam, Advisor II: Rizka Safriyani, M.Pd

Key Word : *Challenge, Credit Semester System (SKS), teaching English*

Setiap guru pemula atau berpengalaman akan selalu menghadapi tantangan ketika mereka mengajar bahasa Inggris, karena mengajar bahasa asing dapat menciptakan tantangan bagi mereka terutama bagi guru yang mengajar dengan penerapan system kredit semester (SKS), mereka harus membagi konsentrasi mereka di kelas antara materi hari ini dengan materi lain yang dimiliki setiap siswa, karena setiap siswa memiliki kemampuan tingkat yang berbeda. Oleh karena itu, guru hendaknya menyesuaikan kan kebutuhan pelajar, dan menemukan solusi untuk tantangan tersebut. Penelitian ini menyelidiki tantangan yang dihadapi guru bahasa Inggris dalam mengajar di dalam kelas pada pelaksanaan system kredit semester (SKS) di sekolah menengah atas dan strategi dalam menghadapi tantangan tersebut. Studi ini menggunakan metode kualitatif, sementara ceklist pengamatan dan pedoman wawancara digunakan sebagai instrument penelitian ini. Peneliti melakukan pengamatan enam kali untuk tiga guru bahasa Inggris di kelas yang berbeda untuk mengetahui tantangan yang dihadapi oleh guru. Selain itu, peneliti juga melakukan wawancara dengan para guru untuk mengetahui strategi yang digunakan oleh para guru dalam menghadapi tantangan tersebut. Hasil penelitian ini menunjukkan bahwa guru menghadapi enam jenis tantangan, yaitu menggunakan UKBM, menangani siswa dalam interaksi, meresponsiswa, mempersiapkan kanalat peraga, mengelola siswa dengan kemampuan berbeda, dan siswa yang berperilaku mengganggu. Para guru menggunakan beberapa jenis strategi seperti, mengubah isi materi yang dibutuhkan pelajar dalam hal item bahasa, mendorong siswa untuk berpikir kritis tentang topik yang akan dibahas, memberikan setiap siswa kesempatan untuk berpartisipasi, memberikan penguatan positif, menggunakan UKBM (lembar kerja pembelajaran individu),

menggunakan gestur, menggunakan papan tulis, memberi siswa tugas yang berbeda, mengidentifikasi kekuatan siswa, membuat grup, membuatkontrak kelas, dan memberikan tugas lebih lanjut kepada siswa. Hasil dari penelitian ini telah mendukung dan sejalan dari penelitian sebelumnya.

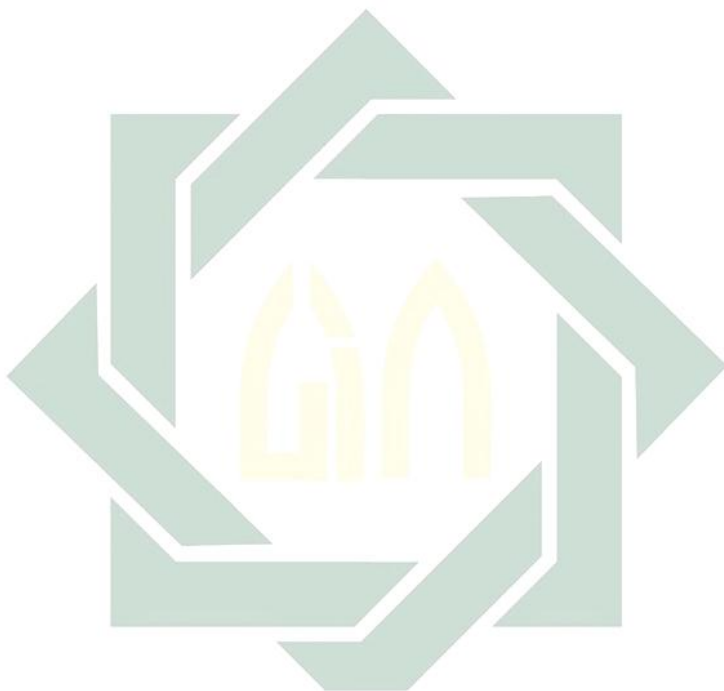


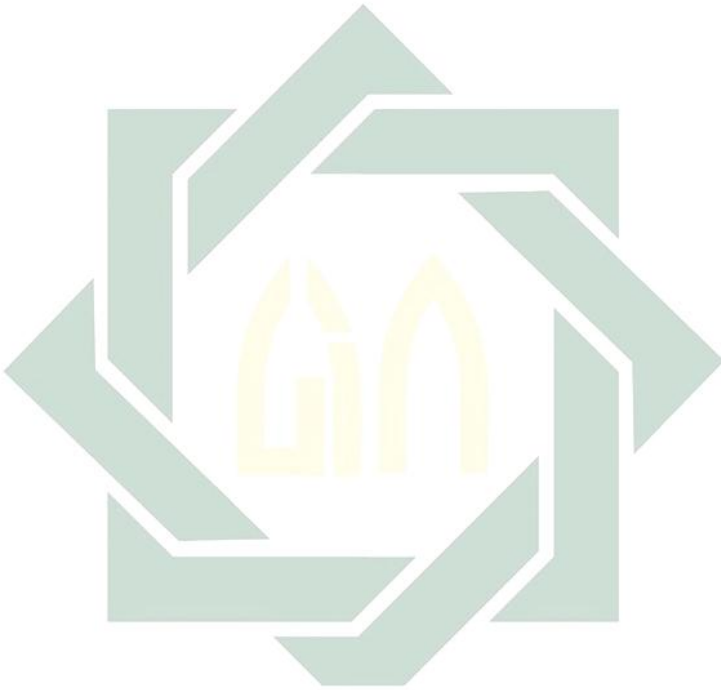
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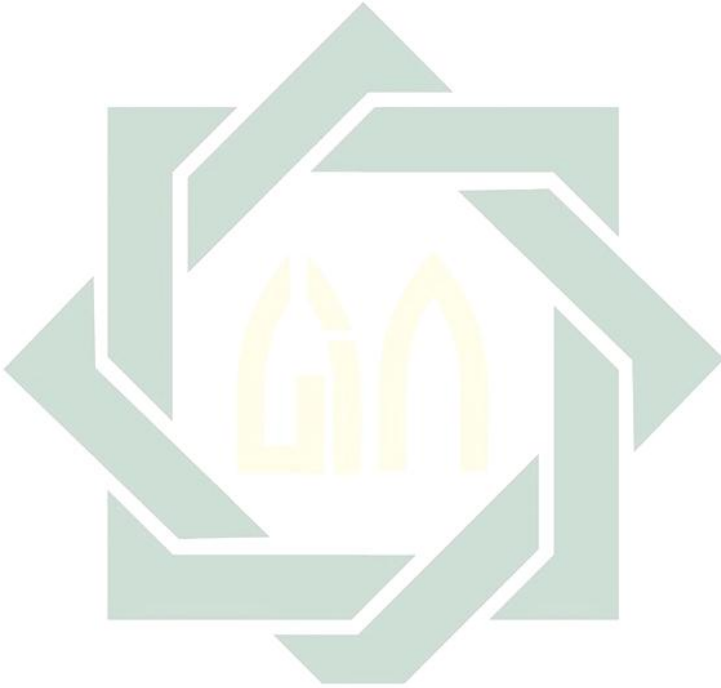
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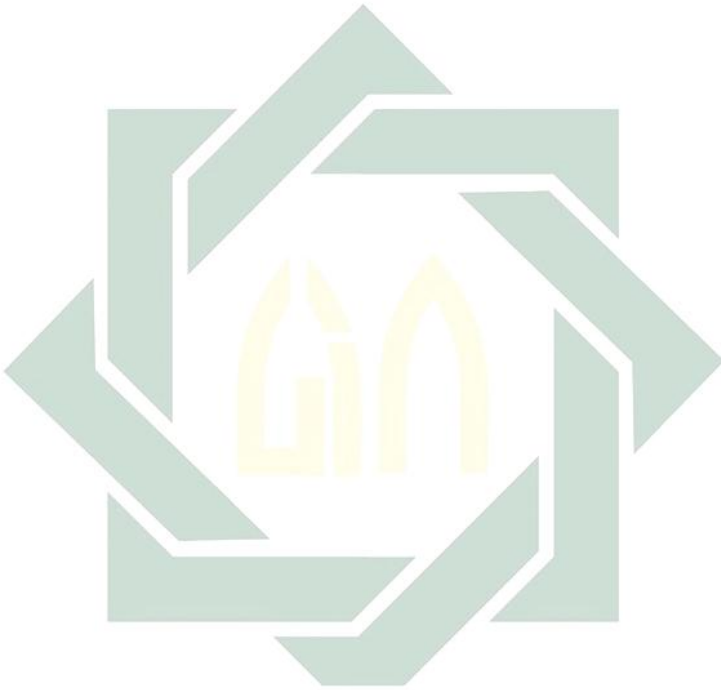
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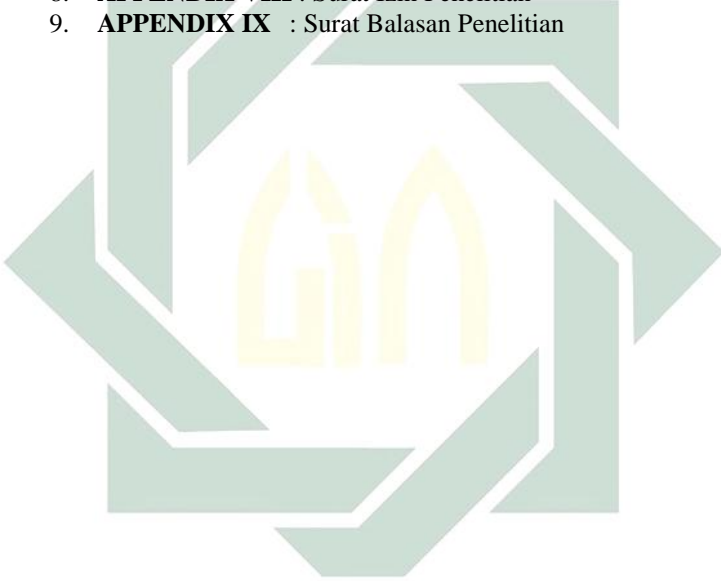
LIST OF ABBREVIATIONS

1. **SKS** : Credit Semester System
2. **UKBM** : Unit Kegiatan Belajar Mandiri
3. **ELT** : English Language Teaching



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1. **APPENDIX I** : Observation Checklist
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CHAPTER I INTRODUCTION

This chapter discusses about what will be researched, what are the significant, and why this research done. Some points are displayed by the researcher to answer those headings.

A. Research Background

Credit Semester System (SKS) is one of innovative learning to replace the basic package system, because learning with basic package system makes the students who have high abilities in the class will be forced to follow their friends in standard abilities and standard speed of learning. According to Jeremy Harmer, adolescent is a learner that understand the need for learning with the right goals and can be responsible enough to do what is asked of them¹. Moreover, Credit Semester System (SKS) is one of appropriate system for adolescent learner or senior high school, because they can determine their learning speed by themselves². Furthermore, that kind of learning system is considered appropriate for the students who have high abilities and speed of learning in the class³. Implementing Credit Semester System (SKS) can facilitate the students learning speed based on their ability, interest and talent. So, the students can learn from their senior high school only for about 2 years⁴. Moreover, teachers have important role in the class, how the way the class running well it depends on how the teacher in managing the class and how the teacher control their students in a class⁵. Furthermore, every beginner or experienced teachers will always face a kind of challenges when they are teaching English. According to Jeremy Harmer⁶, teaching a foreign language can create challenges for them especially for teachers who teach at SMAN 3 Sidoarjo, they should separate their concentration in the class between today's material with other materials that students

¹ Harmer Jeremy, *"The practice of English Language Teaching Fourth edition"* (USA: Pearson, 2009) 83.

² Menteri Pendidikan dan Kebudayaan *"Panduan Penyelenggaraan Sistem Kredit Semester untuk Sekolah Menengah Pertama/ Madrasah Tsanawiyah dan Sekolah Menengah Atas/ Madrasah Aliyah"* (BSNP, 2010), 1-2.

³Ibid,

⁴Ibid,

⁵ Harmer Jeremy, *"The practice of English Language Teaching Fourth edition"*(USA: Pearson, 2009), 108.

⁶Ibid,

have because in teaching with Credit Semester System (SKS) teacher should manage a different ability inside the classroom, because there are three kinds of different ability inside the classroom. Those are students who are fast, normal and low in learning speed⁷. Therefore, it is challenging for a teacher who teach at SMAN 3 Sidoarjo, because every students has different ability, interest, and talent.

The previous study that related with this research was done by Beby Aulia Rosa. “Challenges Faced by Elementary School’s Teacher to Teach English at SDI Al Muttaqin Driyorejo Gresik” English Education Department Faculty of Education and Teacher Training, Sunan Ampel State Islamic University of Surabaya⁸. This research explains about the challenges that teacher faced when they teach the elementary students. In this research, the researcher only examines a teacher in a class as a participant and the challenges faced by teacher in this research are respecting students, being even handed, difficulties in teaching writing and speaking. However, this study focuses on teacher challenges in teaching English on the implementation of credit semester system in senior high school. This study uses a qualitative method because the school has applied this system or Credit Semester System (SKS) and the participants of the study were three of English teachers attending in different classes at SMAN 3 Sidoarjo. In the school, there are 12 Credit Semester System (SKS) for English subject that should be done by students. However, this system requires students to take 2 SKS for English subject in every semester or more because it depends on students’abilities. In teaching with Credit Semester System (SKS) teachers should teach the students with UKBM (*Unit Kegiatan Belajar Mandiri*) and after the students finish their UKBM (*Unit Kegiatan Belajar Mandiri*), teachers give a formative test based on the UKBM’s worksheet. Furthermore, after all the unit in UKBM

⁷ Rosa, Beby Aulia. “Challenges Faced by Elementary School’s Teacher To Teach English At SDI Al Muttaqin Driyorejo Gresik” An Undergraduate Thesis. English Education Department Faculty of Education and Teacher Training, (Sunan Ampel State Islamic University, Surabaya 2018), 6

⁸ Rosa, Beby Aulia “Challenges Faced by Elementary School’s Teacher To Teach English At SDI Al Muttaqin Driyorejo Gresik”An Undergraduate Thesis. English Education Department Faculty of Education and Teacher Training, (Sunan Ampel State Islamic University, Surabaya 2018),7

has finished, the students can do the final exam and the students can move to the next grade. This school was chosen as the research location because this school is one of “Referral Based School” in applying Credit Semester System (SKS) longer than another school.

Furthermore, the researcher wants to conduct this research in order to know what are the challenges that English teachers encounter in implementing Credit Semester System (SKS) and researcher hopes that after finishing this research, the other teachers will know what are the strategies that English teachers’ do in dealing with the challenges in teaching English on the implementation of Credit Semester System (SKS).

B. Research Questions

In relation with the background of the study, the research will be formulated as these following questions:

1. What challenges do English teachers’ face on the implementation of Credit Semester System (SKS) at SMAN 3 Sidoarjo?
2. What are the teachers’ strategies in dealing with the challenges?

C. Objectives of the Research

According to the research questions above, the objectives of the research are:

1. To describe challenges faced by English teachers’ on the implementation of Credit Semester System (SKS) at SMAN 3 Sidoarjo
2. To find out the teachers strategies in dealing with the challenges on the implementation of Credit Semester System (SKS) inside the classroom

D. Significance of the Research

The result of this research has expected to give advantage and contribution for English teachers and further researcher.

1. For English Teacher, the result of this research can be used as reference in teaching senior high school on the implementation of Credit Semester System (SKS) and the strategies will help the teacher to solve the problem when facing the challenge inside the classroom.
2. For Further Research, This research gives a benefit in giving academic information for the future research in ELT

research especially in challenge to teach English on the implementation of Credit Semester System (SKS).

E. Scope and Limitation

This research has focuses on two scopes:

1. The first scope is about English teachers' challenges. Challenges means teachers difficulty in teaching English on the implementation of Credit Semester System (SKS) inside the classroom. The researcher limits the research only focus on three English teachers at SMAN 3 Sidoarjo whom has English education background in teaching English on the implementation of Credit Semester System (SKS).
2. The second scope is about teachers' strategies. Strategies means a plan of action to solve teachers' difficulty in dealing with the challenges on the implementation of Credit Semester System (SKS) faced inside the classroom.

F. Definition of Key Term

In this research, the researcher uses several definition of key terms in order to make clear and misinterpretation. Thus, those terms will explain details.

1. Credit Semester System (SKS)

According to National Education Standards (BSNP 2010) stated that Credit Semester System (SKS) is one of the innovative learning style in the education's field because Credit Semester System (SKS) provides the various method and flexible in teaching learning process based on the abilities, interests and talents of the students. So, the students who have high abilities can learn from their senior high school only for about 2 years⁹. In this research, Credit Semester System (SKS) is a new system that requires students to take 2 SKS for English subject in every semester or more because it depends on students'abilities.

2. Challenges

⁹Menteri Pendidikan dan Kebudayaan "Panduan Penyelenggaraan Sistem Kredit Semester untuk Sekolah Menengah Pertama/ Madrasah Tsanawiyah dan Sekolah Menengah Atas/ Madrasah Aliyah" (BSNP, 2010), 1-2.

Challenge is a situation that requires a great effort in order to be done successfully and attempts a strength, skill or ability of person.¹⁰ In this research, challenge is teacher' difficulties in teaching students inside the classroom on the implementation of Credit Semester System (SKS).

3. English Teaching and Learning Process

English teaching and learning carried out with integrity skills (four language skills) such as Listening, Reading, Writing, and Speaking that applied at course. It is adapted with reality because after teaching and learning process has done, student competences to use English or communicate both speaking and writing¹¹. In this research, English teaching and learning process is a class activity from pre-activity until post activity.

4. Strategy

Strategy is a plan of action chosen to bring about a desired future, such as achievement of a goal or solution to a problem¹². In this research, strategy is a plan of action chosen by the teacher to dealing with the challenges faced in the class during the learning process.

¹⁰Toynbee, J. Arnold "A Study of History" (London: Oxford University Press, 1987, 125.

¹¹Kementerian Pendidikan Nasional, "Bahasa Inggris Umum (Competency-Based Curriculum for General English), 2009", 2

¹²Strategy, "Oxford Dictionary 2010", accessed July 2019

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about what are the theoretical framework in this research and the researcher provides the report of previous studies below in order to give clearest picture of the differentiation among the existence research.

A. Theoretical Framework

1. Credit Semester System (SKS)

Credit Semester System (SKS) is one of the innovative learning style in the education's field and according to John Harris, the qualifying of exam learners is based on national examination both oral and written test. Then, for students who passed the exam will be graduated from that instation¹³. It is supported with the government regulation number 19 year 2005 about standard National Education mentioned that the learning process in education unit is organized interactively, inspirational, fun, challenges, motivates learners to actively participate, and provides sufficient space for initiative, creativity, and independence in accordance with talent, interests, and physical and psychological development of learners, and the learning burden can be expressed in the form of a credit unit semester¹⁴. However, that should be underlined that every students has their own abilities, interests and talents. So, it's too rigid to know the abilities, interests and talents of the students only from the final exam without considering another factors. Credit Semester System (SKS) provides the various method and flexible in teaching learning process and based on the abilities, interests and talents of the students¹⁵. So, how the way teacher measures the ability of students is based on abilities, interests and talents

¹³Harris John, *Brief History of American Academic Credit System: A Recipe for Incoherence in Students Learning*. (Journal, Samford University, September 2002)

¹⁴Menteri Pendidikan dan Kebudayaan "Panduan Penyelenggaraan Sistem Kredit Semester untuk Sekolah Menengah Pertama/ Madrasah Tsanawiyah dan Sekolah Menengah Atas/ Madrasah Aliyah" (BSNP, 2010), 1

¹⁵Menteri Pendidikan dan Kebudayaan "Panduan Penyelenggaraan Sistem Kredit Semester untuk Sekolah Menengah Pertama/ Madrasah Tsanawiyah dan Sekolah Menengah Atas/ Madrasah Aliyah" (BSNP, 2010), 1-2

of the students. Furthermore, the students who advanced in learning process they can learn from their senior high school for about 2 years.

a. The Characteristics of Credit Semester System (SKS)

According to 2nd regarding no.158 year 2014 of Education and Culture minister, there are four characteristics that should be applied in Credit Semester System (SKS), those are;

- 1) Flexibility: in the sense of organizing Credit Semester System (SKS) with flexibility. It means subjects and resolution time of study which allows learners to determine and set the strategy of learning independently
- 2) Superiority: in the sense of organizing Credit Semester System (SKS) that allows the learners gain the opportunity to learn and achieve optimal level corresponding with the talents, interests, and abilities or speed of learning
- 3) Sustainable: it means holding of Credit Semester System (SKS) will allow the learners immediately follow the next subjects or programs without further constrained by other learners
- 4) Justice: in organizing Credit Semester System (SKS) the learners will have an opportunity to obtain treatment in accordance with the capacity for learning and learners will have an achievement based on their ability.

Those characteristics clarifies that Credit Semester System (SKS) is not like acceleration programs that have been revoked the permission to convene it. Credit Semester System (SKS) seeks more intact service learning to learners who have aptitude, interest, and ability or learning speed. Therefore, students can determine their learning strategies, subjects or more programs as well as learning accomplishment by themselves not by the school¹⁶. In this

¹⁶Menteri Pendidikan dan Kebudayaan “*Panduan Penyelenggaraan Sistem Kredit Semester untuk Sekolah Menengah Pertama/ Madrasah Tsanawiyah dan Sekolah Menengah Atas/ Madrasah Aliyah*” (BSNP, 2010), 5-6.

research, there are 12 Credit Semester System (SKS) for English subject that should be done by students. However, this system requires students to take 2 SKS for English subject in every semester or more because it depends on students' abilities.

b. The Principles of Credit Semester System (SKS)

Credit Semester System (SKS) in several schools have not all been aligned with the provisions that contained in the Minister of Education and Culture No. 158 year 2014 about Credit Semester System (SKS) in primary and secondary education. So, every school that use this system or Credit Semester System (SKS) should pay attention to the principles of the Credit Semester System (SKS) as follows.¹⁷

- 1) Every student must be treated and served based on their talents, interests, abilities, and learning styles and needs of educational ecosystem. Credit Semester System (SKS) implementation means giving a good service not only for fast learner but also for all groups of learners including fast learners, a normal learner, and a slow learner.
- 2) The learning process must be designed and developed as an interactive process that organizes learning experiences to build attitudes, knowledge, skills, and characters through face-to-face, structured, and self-learning experiences.
- 3) Every student must be facilitated. So, they can be able to get their achievement in each subject optimally based on their ability, interest and talent. Furthermore, for a low learner, they should be assisted with a remediation programs to pursue their competency as a normal learners. Moreover, for a fast learner, they get a study package. So, they can complete each subject in a faster time than another learner.

¹⁷Ibid,

- 4) The assessment should use a competency-based assessment. It means each learner is measured based on their individual ability. Furthermore, the student's competence is measured by the criteria each KD in every subject. The final score students' depend on final exam and summative assessment that held in each semester.
- 5) The learning materials should use the main study packages. For example, it can be in the form of textbook (BTP) or modules and UKBM (*Unit Kegiatan Belajar Mandiri*) which are packaged in the form of individually intact learning units that can be learned independently and it can be printed or digital.
- 6) The education program is using 2013 curriculum structure. All required subjects must be taken by each student. Therefore every learner has a quota in high school for six (6) semesters, there must be no compression into the program less than six semesters. In the Credit Semester System (SKS) implementation, every students can learn more efficiently. So, the learning process can be less than 6 (six) semesters by completing all subjects faster than another learner. However, for learners who do not able to complete all subjects in six (6) semesters, they still have 8 semesters to finish all the subject.
- 7) Teachers should act as a facilitators, character builders, and learning resources. Furthermore, teacher should give a classical learning process, small group learning, and private learning based on students' ability interest and talent.

c. Qualified Teacher in Teaching English on The Implementation of Credit Semester System (SKS)

According to the law of the Republic of Indonesia number 14 year 2005 about teachers and lecturers, the role

of teachers is to develop their competence to support SKS as follows.¹⁸

- 1) Developing educational insight or foundation to support professional task in conducting learning with Credit Semester System (SKS) to develop the character and ability of the Higher Order Thinking Skills (HOTS)
- 2) Understanding every learners in providing learning services Individual
- 3) Drafting teacher guidelines
- 4) Developing syllabus
- 5) Making the learning process (RPP) that contain about Character Education and ability of Higher Order Thinking Skills (HOTS)
- 6) Developing curriculum subjects' in the form of UKBM (*Unit Kegiatan Belajar Mandiri*).
- 7) Implementing character education and ability of Higher Order Thinking Skills (HOTS) learners in teaching and learning process
- 8) Implementing Techno Pedagogical Content Knowledge (TPACK) in teaching and learning process
- 9) Developing a Higher Order Thinking Skills (HOTS) questions based on 4C (*Critical Thinking, Collaborative, Communicative and Creative*)
- 10) Implementing the process of evaluation and learning outcomes in form of formative assessment and summative assessment
- 11) Developing learners to actualize the various potentials, such as fast, normal, and slow learners.

d. Classroom Management

¹⁸Menteri Pendidikan dan Kebudayaan “*Panduan Penyelenggaraan Sistem Kredit Semester untuk Sekolah Menengah Pertama/ Madrasah Tsanawiyah dan Sekolah Menengah Atas/ Madrasah Aliyah*” (BSNP, 2010), 11-12

In teaching with Credit Semester System (SKS) there are three kinds of classroom management:¹⁹

1) Cross Group Learning Service

Cross group learning service is a group learning service that contain of students/S who are (fast, normal and slow) in one heterogeneous class by one teacher. For example, students get their learning material in homogenous class by one teacher, after the learning process finished, they should come back to their original class or heterogeneous class.

2) Individual Service

Individual service is a group learning service that contain of students/S who are (fast, normal and slow) in one heterogeneous class by one teacher. It means that a teacher should manage a different ability of students in one class. The figure of setting arrangement is described below.

Teacher (Heterogeneous Class)		
S 1	S 7	S 13
S 2	S 8	S 14
S 3	S 9	S 15
S 4	S 10	S 16
S 5	S 11	S 17
S 6	S 12	S 18
S 19	S 20	S 21

Table 2.1 Figure of Individual Service

¹⁹Menteri Pendidikan dan Kebudayaan “*Panduan Penyelenggaraan Sistem Kredit Semester untuk Sekolah Menengah Pertama/ Madrasah Tsanawiyah dan Sekolah Menengah Atas/ Madrasah Aliyah*” (BSNP, 2010), 22

3) Group Service

Group service is a group learning service that contain of students/S who are (fast, normal and slow) in one heterogeneous class by two teachers or team teaching. The figure of setting arrangement is described below.

Teacher 1 (Heterogeneous Class)		
S 1	S 7	S 13
S 2	S 8	S 14
S 3	S 9	S 15
S 4	S 10	S 16
S 5	S 11	S 17
S 6	S 12	S 18
S 19	S 20	S 21
Teacher 2 (Heterogeneous Class)		

Table 2.2 Figure of Group Service

e. Learning Regulation of Credit Semester System (SKS)

According to the regulation of Education and Culture Minister No. 59 year 2014 on curriculum 2013, the learning regulation on the implementation of Credit Semester System (SKS) are mentioned below²⁰ ;

- 1) The learning experience must be followed by learners in one week, one semester, and one year lesson
- 2) The learning burden consists of teaching and learning process inside the classroom, structured activities, and individual activities
- 3) Teaching and learning process inside the classroom consists of lesson hours per week. An hour duration of the lesson is 45 minutes

²⁰Menteri Pendidikan dan Kebudayaan “*Panduan Penyelenggaraan Sistem Kredit Semester untuk Sekolah Menengah Pertama/ Madrasah Tsanawiyah dan Sekolah Menengah Atas/ Madrasah Aliyah*” (BSNP, 2010), 7

- 4) There are six kind of semester in Credit Semester System (SKS). The first is 2 semester for 10th grade, 2 semester for 11th grade, and 2 semester for 12th grade
- 5) The load of learning in one week for 10th grade is 42 hours, 11th grade is 44 hours, and 12th grade is 44 hours
- 6) The load of learning in one semester of 10th grade and 11th grade are 18 weeks effective
- 7) The load of learning for 12th grade in odd semester is 18 effective week and for even semester is 14 weeks effective.

In this research, especially for the implementation of Credit Semester System (SKS), the students who passed their learning regulation that they have, they can exactly move to the next semester without waiting for their friend, because every students have different ability, interest and talent.

2. Challenges in Teaching

Challenges is a situation that requires a great effort in order to be done succesfully and attempts a strength, skill or ability of person²¹. As a new system, Credit Semester system (SKS) is challenging especially for a teacher. The teachers here need an extra effort to make an effectiveness learning process in teaching English on the implementation of Credit Semester system (SKS)²². In this research challenges are teacher difficulties in teaching students inside the classroom. There are some challenges in teaching English as a foreign language;

a. UKBM (*Unit Kegiatan Belajar Mandiri*)

UKBM (*Unit Kegiatan Belajar Mandiri*) is a learning unit that arranged sequentially from easy to difficult according to the competences (KD) that students learned. In Credit Semester System

²¹Toynbee J. Arnold, "A Study of History" (London: Oxford University Press, 1987), 125.

²²Musta'in, Bambang Budi Wiyono, "Managing Curriculum 2013 credit semester management system at National Senior High School Sidoarjo region (multisites at Smani, Sman 3 and Sman 1 Krian Sidoarjo)" (Journal of Social Sciences (COES&RJ-JSS) ISSN (E): 2305-9249 ISSN (P): 2305-9494, State University of Malang, Malang, East Java, Indonesia, (July 2017)), 4-5

(SKS), the form of UKBM is the students as a center in the teaching and learning process. UKBM is one of learning tool to achieve knowledge competencies and skills in learning for developing and facing 21st century.²³ UKBM should build the skills of the students such as 4C (critical thinking, creativity, communication, collaborative), Character Education (PPK) and also High Order Thinking Skill (HOTS). Therefore, UKBM is challenge for teacher to teach with Credit Semester system (SKS), because, teacher should correlate the activity in a class with UKBM's worksheet.

b. Being Even handed

Teacher always focus on group who active one and it will make another group become not forthcoming and shyness in the class. Therefore, teacher should be able to differentiate the students who active and quite one.²⁴ Furthermore, teacher should control all of the student activities in a class, because how the class is running well it depends on how teachers manage the class.

c. Respecting the Students

A good teacher should respect to the students in the class when another students are doing well and another students are need some reinforcement or not. Teacher should respect them because every students has different competences and skills in the class.²⁵ Therefore, teacher should critical to the students in the class.

d. Teaching Aids

According to Thakur Jyoti, a survey from Indian's teachers shows that providing teaching aids is very difficult. Teacher have limited time to

²³Kemendiknas. *Panduan Pengembangan Unit Kegiatan Belajar Mandiri (UKBM)*.2017, 1

²⁴ Harmer, Jeremy, "*The practice of English Language Teaching Fourth edition*" (USA :Pearson, 2009), 114-115

²⁵ Harmer, Jeremy, "*The practice of English Language Teaching Fourth edition*"(USA: Pearson, 2009),114-115

provide teaching aids because teacher always teach everyday that means the teacher not only English teacher but also a class teacher so the teacher must handle the class everyday and the most teaching and learning process are done without some teaching aids. Teachers also feel hard to take initiative of teaching aids even in simple cards or flashcards.²⁶ Therefore, teaching aids is one of challenge for teacher who are hardly to take initiative to prepare a teaching aids.

e. Managing Mixed Ability

Managing mixed ability is one of challenge for teacher to teach with Credit Semester System (SKS) because teacher measures the ability of students is based on abilities, interests and talents of the students. According to Jeremy Harmer, many teacher are worried if they have students in mixed ability.²⁷ In fact, every class always have students who are different of abilities, interests and talents especially in teaching with Credit Semester System (SKS). So, teacher should be able to manage mixed ability students and the class will be running smoothly.

f. Disruptive Behavior

Disruptive behavior is a students' behavior that can disturb another students or teacher inside the classroom, such as; leaving class without permission, sleeping inside the classroom, arriving to class late, coming to class without book, speaking while teacher is speaking, speaking while another student is speaking, coming without homework, text messaging during class, not participating, looking someone else's paper during a test, leaving class without permission and speaking out loud without raising

²⁶ Thakur, Jyoti, "Challenges and Prospects in Teaching English at Elementary School Level" (India: Chitkara University, 2013), 127

²⁷ Harmer, Jeremy "The practice of English Language Teaching Fourth edition" (USA: Pearson, 2009),129-130

hand²⁸. According to Ghazi, there are some factors that influence a disruptive behavior, those are the lack of teacher motivations, parents do not pay attention, students' physics and poverty.²⁹

According to Veiga, there are three kinds of student disruptive behavior³⁰:

1) Distraction Transgression

This kind of behavior is about disruption, omission, bullying to another friend inside the classroom, don't attend to the class and lateness.

2) Schoolmates Aggression

This kind of behavior is about physical and verbal disruption to the friend and material inside the classroom.

3) Authorities Aggression

This kind of behavior is about provocation attitudes inside the classroom for example students come to school in drunkenness situation or using a drug, physical aggression, and doing a robberies.

Those kind of disruptive behavior is a behavior that may students do in a class and it can make another students disturbed. Furthermore, one of the high level of disruptive behavior is Authorities aggression.

3. Strategy in Dealing with The Challenges

a. Possible Strategies in Dealing with UKBM (*Unit Kegiatan Belajar Mandiri*)

²⁸ Corps, Peace, "Classroom Management", (Information Collection and Exchange Publication No. M0088 Washington, 2008), 72-73

²⁹ Ghazi, et al, "Types and Causes od Students' Disruptive Behavior in Classroom at Secondary Level in Khyber Pakhtunkwa Pakistan", (American Journal of Education Research, Vol. 1 No.9, 2013), 350-355

³⁰Veiga, H Feliciano, "Disruptive Behavior Scale Professed by Students : Development and Validation", International Journal of Psychology and Psychological Therapy, (Universidade de Lisboa, Portugal , 2008), 204-207.

According to Alan Cunningsworth, every coursebook used by teachers in teaching and learning process should require the learners need and match to the aim and objectives of learning program³¹. The possible strategies in facing unrelated coursebook with learners need can be done by making the content of material with learners need in terms of language items, skills and communicative strategies and encouraging students to think around these topics.

b. Possible Strategies with Being Even Handed to Students

Being even handed is one of skill that should be mastered by the teacher in order to make a successful teaching and learning process. Based on Scott et al, there are three kinds of strategies to be even handed to the student inside the classroom³².

1) Impartiality

Teacher should be impartiality to every students inside the classroom, because students need an instructor to treat them equally. Some of teachers may support some students, but it is impossible that teacher do not like some students more than others. In fact, the differences in liking the students may foster differences in interactions to the students, for example the teachers allow certain students to dominate the discussion. Therefore, to avoid the impression of partiality, the teacher should be careful to monitor the behavior and interactions with all students inside the classroom.

2) Giving Students a Chance to Participate

Teacher should give every students a chance to participate in a class, for example when teachers give some questions teachers should give every students a chance to answer the question.

³¹Cunningsworth, Alan, “ *Choosing Your Coursebook*”, (Macmillan Education, 1995), 15.

³²Scott, Wendy and Lisbeth H. Ytreberg, “Teaching English to Children” (USA: Pearson Education Limited,2004), 87

Teacher should be more pay attention to the students who are quiet in a class.

3) Propriety

Teacher should be propriety to all students inside the classroom. Propriety here means the teacher should act in socially acceptable manner that makes students do not offend their sensibilities.

c. Possible Strategies in Respecting Students

Teacher should give a positive reinforcement to students who have different level abilities. According to B.F. Skinner's, reinforcement theory is describing about how people learn the behavior and how people learn to act. While positive reinforcement means teachers should give a positive response to something or do some positive action. For example, in a class there is student who get a good mark, so teacher should give him or her some reward in order to motivate other students and have some benefits to the whole class. There are some actions that shows a positive reinforcements based on B.F. Skinner's.³³

- 1) A smile
- 2) Pat on back standing
- 3) Sitting near the student
- 4) Considering positive point for the student
- 5) Spending some activities with the student
- 6) Giving student different choices
- 7) Don't criticize the student
- 8) To concentrate on their positive behavior

To conclude, teacher should be able to pay attention to all of students in a class, especially to students who have different ability. Teachers should give them a positive reinforcement in order to motivate them.

d. Possible Strategies in Providing Teaching Aid

³³Gordan, Marzieh “ *A Review of B.F Skinner ‘Reinforcement Theory of Motivation’*”, (School of Language Studies and Linguistics, University Kebangsaan Malaysia, 2014), 681-682

According to Zuliati Rohmah, there are three kinds of teaching aids that can be used by the teacher as a teaching aids when they are teaching inside the classroom³⁴.

1) Whiteboard or Coursebook

This kind of teaching aid is one of teaching tool that very useful, because students who as a visual learners is really appreciate it.

2) Movie or Audio Devices

This kind of teaching aid is one of teaching tool that make students who as an auditory learners more understand with the material.

3) Gestures

This kind of teaching aid is one simple teaching aid, because teacher can use their own body language or students' body language to help the teaching and learning process to be more interesting and clarifying different items.

Those kind of strategies is one of appropriate strategies that teacher can do to deal with providing teaching aids, because it is easily to find inside the classroom area.

e. Possible Strategies in Managing Mixed Ability

Teacher as a model in the class how the class running well it depend on how the teacher in managing the classroom. According to Jeremy Harmer, there are kinds of strategies to manage students in different level of ability³⁵.

1) Giving Students Different Tasks

Teacher should give students different tasks depend on their ability in order to pick a correct response or more alternative from the student. The teacher may ask the student to look at the same reading text, but the teacher should ask them to give different response about the text. For

³⁴Rohmah, Zuliati. *"Teaching English Joyfully"* (Malang: CV Bintang Sejahtera,2012), 25

³⁵Harmer, Jaremy *"The practice of English Language Teaching Fourth edition"* (USA: Pearson, 2009) ,128-129

example, Group A should interpret the information in reading text with makes a Chart or Table, Group B should answer the open ended questions from the text, and Group C should answer the multiple choices about the text.

2) Giving Students Different Roles

Teacher should give students different roles in order to give students' chance to express their own argument. If students are doing some role play, such as a police officer who gives questions to the witness. Teacher may give a chance to the police officer to express what they want to say to the witness. Another example is when students do a debate session, teacher may give a list of arguments to prepare while for another students who are less in support, teacher should tell them to come up with their own arguments.

3) Giving Reward Early Finishers

Teacher should give a reward for student who finished the task earlier than another students. For example, if the students are doing the same assignment and the student who finished that task earlier, teacher should give them a reward to appreciate their efforts and challenge them further.

4) Encouraging Different Students Responses

Teacher can give the student same task, but teacher should accept if the answers will be different from each other. For example, For example, teacher ask students to write some statements that contain the words *in, tomorrow, my, hope, the moon* and *five*. The more proficient students will have clear and good sentences but there are some student who are not so be able, have less sentences than proficient students. Therefore, teacher should encourage different student responses and should give more the stimulus to the student who are not so be able in answering the questions.

5) Identifying Students Strength (Linguistic or Non Linguistics)

Teacher should know who the students are, one of the way that teacher can do for managing mixed ability is not only force them to increase their linguistic ability but also teacher should give chance for the students to do some activities that based on their ability. For example, Students who have a good thing to do with art, teacher can ask them to design a poster or wall chart. Student who have develop in scientific intelligence, teacher can ask them to explain a scientific concept.

f. Possible Strategies with Disruptive Behavior

In most of school in Indonesia always there are 35 students or more in one class and that is a challenge for a teacher to manage the classroom well and delivering the lesson effectively. In fact, there are also students who has disruptive behavior that can affect the teaching and learning process inside the classroom. According to Susan Holland, there are some strategies to deal with this situations³⁶.

1) Talking Without Sound

Teacher can make a gesture without words to students who talk each other to their friend to ask them to silence. So, when the noise level is getting loud in a class the teacher can apply this strategy also in order to ask them focus to the teaching and learning process.

2) Fun Atmosphere

Teacher should be able to make a class become a funny class because the more fun that teachers' have, the more children will pay attention to us because they feel excited to know what the teacher will do next. In fact, any mood that teachers have is contagious. Therefore, it is

³⁶Holland, Susan, "Strategies for teachers: How to deal with disruptive behaviour class", 2016. <https://owication.com/academia/10-teaching-strategies-for-a-disruptive-class> (accessed on April4, 2019)

really important that teacher mood is filled with joy in teaching and learning process.

3) Have a Sense of Humor

Teacher should be able to have a sense of humor inside the classroom because this is the best strategy to disarm a bad situation inside the classroom. However, teacher should be aware with the sense of humor. If teachers bring it too far, the students will not understand their limits and the class may become a rough class. So, teacher should make sure that students have a guideline for classroom behavior and the student will get the sense of humor.

4) Taking Charge

Teachers should be able to take a charge for their students because every student needs to be in a charge. Teachers should walk confidently in front of the students, speaking with poise and believing to yourself that you have a great ability to control the classroom, because if the teacher will do this strategy, students will feel frightened and will follow the rules of the class

5) Silence Game

This strategy was found by Maria Montessori. She used this strategy to teach students the power of silence. First, she asks students to close their eyes and listen. It takes time for about 1 minutes. When students open their eyes, she asks students to give name all of sounds that they heard. The students may hear sounds of air conditioning (AC) or heating vent, other children breathing, and noising in the hallway. In the next day, teacher should be able to do it more for a few seconds longer. Everyday, the teacher should be able to do it over and over because it is amazing to listen sounds that they never heard before. Furthermore, this silence game sets the tone for teaching students the value of silence.

6) Behavior Tickets

This strategy adopted from Georgi Parvanov. Teachers can give this behavior ticket to the disruptive students. Furthermore, teachers should give some consequences to the disruptive students, such as three behavior tickets require students to prepare and do a class presentations or students should do an additional worksheet from the teacher³⁷.

7) Punch Cards

This game is adapted from Lawrence F. Lihosit³⁸. The rules of the game are first, teacher should determine five to ten behaviors that need to reinforce and reward, list and discuss those behavior with students. Teachers should reward for those behaviors to reinforce them. Second, to earn the rewards, teacher should give each student 3-4 cards. When students do a good behavior that stated in the list, teacher can punch their card. Third, students can collect their Punch cards to exchange for things that they want to do. For example, 15 punches card may entitle a student to choose a new seat in the classroom, 10 punches card may allow a student to select a game to play inside the classroom.

4. English Teaching and Learning

a. The Fundamental of English Teaching and Learning

English language is one of a tool for communication both speaking and writing. Communication is understanding and expressing information, developing information, technology, and culture. Those kind of things can be covered by four skills in English language teaching and learning, those kind of four skills are listening, speaking, reading, and

³⁷ Corps, Peace, “*Classroom Management*”, (Information Collection and Exchange Publication No. M0088, Washington, 2008), 77

³⁸ Corps, Peace, “*Classroom Management*”, (Information Collection and Exchange Publication No. M0088, Washington 2008),70

writing. Those four skills is important for our life and need to be improved and developed all the time³⁹.

In Our Country, English as a Foreign Language (EFL). Then, English is taught in every school as a compulsory subject⁴⁰. Michael West stated that a foreigner is learning English to express ideas rather than emotion because for the emotional expression we have a mother tongue to express it.

As a conclusion, English language should be arranged in teaching and learning process as a compulsory subject which appropriate with the standard based on UU No.20 year 2003 and PP No.19 year 2005 about National Education System in Indonesia⁴¹. In this research, English teaching and learning process is a class activity from pre-activity until post activity.

b. The Objectives of English Teaching and Learning

English is one of international language that should be mastered because English simplify people for accessing information and technology currently.

There are some objectives of English language teaching and learning process⁴².

- 1) Increasing communication competence or skill both speaking and writing.
- 2) Developing learners understanding about relationship between language and culture about the country
- 3) Having awareness because English helps to compete with the people around this world.

³⁹Kementerian Pendidikan Nasional, "Bahasa Inggris Umum(*Competency-Based Curriculum for General English*), 2009, 2

⁴⁰ Geoffrey Broughton, et.al., "Teaching English as a Foreign Language", (New York: Routledge, 2003), 6

⁴¹Kementerian Pendidikan Nasional, "Bahasa Inggris Umum (*Competency-Based Curriculum for General English*), 2009", 1

⁴²TriIlmaSeptiana, "Implementasi Pendidikan Karakter dalam Pembelajaran Bahasa dan Sastra", (IAIN Sultan Maulana Hasanuddin Banten), 2017

As told before, Indonesia is one of English as a Foreign Language (EFL)'s country and English is taught in schools as a compulsory subject. Every beginner or experienced teachers will always face a kind of challenges when they are teaching English, because teaching a foreign language can create challenges⁴³. Therefore, the researcher here need to know teachers' challenges in teaching English on the implementation of Credit Semester System (SKS).

5. The Role Of Teacher

Teacher is a model in a class how the way the class running well it depends on how the teacher in managing the class and how the teacher control their students in a class. Furthermore, Teacher also has a specific roles in teaching and learning process in the classroom. According to Jeremy Harmer, there are five roles of teacher. Those are:

a. The Teacher as a Controller

It means here teacher as a controller inside the classroom. For example teacher should give explanations, organize question and answer, lecturing, and making announcement or bringing a class to order.

b. The Teacher as a Prompter

It means here the teacher as a prompter. For example when the students do presentation in front of the class and the students miss some pronounce there, so the teacher should prompt it wisely. When the teachers motivate the student, they need to do in calm way and encouragingly but above all the teacher should do wisely.

c. The Teacher as a Participant

It means that the teacher as a participant in a class. For example, after the students do some discussions, role play or group decision, teacher should give some feedback after all the activity finish. It means that the teacher can live things up from the

⁴³Rosa, Beby Aulia. "Challenges Faced by Elementary School's Teacher To Teach English At SDI Al Muttaqin Driyorejo Gresik" An Undergraduate Thesis. English Education Department. Faculty of Education and Teacher Training, (Sunan Ampel State Islamic University, Surabaya, 2018), 6

inside instead of always having to prompt or organize from outside the group.

d. The Teacher as a Resource

It means that the students still have of their teacher as a resource to increase their knowledge. For example when the students has difficulties in translating word in English the teacher can immediately give the clue to the students or give the answer exactly. Here, the teacher should be a dictionary for the students if the students has difficulties. According to Jeremy Harmer the important role of teacher is teacher should know all about language. If the teacher can't answer it, teacher can say "I don't know the answer but I will look for it and answer it tomorrow". This means, of course, that we will have to give them the information the next day otherwise they may begin to lose confidence in us.

e. The Teacher as a Tutor

According to Jeremy Harmer the teacher should go around the group and explain something that they need briefly. This role is the blending roles of prompter and resource. Furthermore, the teachers need to be aware of how they carry out that role, how they perform when teaching in the class⁴⁴. To conclude, teacher as a tutor it means that the students need the teacher who are always care to them and always help them in a hard condition. However, sometime teachers get difficulties in control the students in a group working.

B. Previous Studies

There are some studies that have related topics with this research were conducted by other researchers. Therefore, the researcher mentions the previous studies below in order to give gap and differentiation among upcoming research.

⁴⁴ Harmer, Jeremy, "The practice of English Language Teaching Fourth edition"(USA : Pearson, 2009),108

1. The previous study related with this research was done by Windi Anggia. She graduated from State Islamic University of Maulana Malik Ibrahim Malang and the title of her research is *“The Implementation Of Semester Credit System (Sks) Based Learning System In Social Studies Department Of Sman 2 Malang”*⁴⁵. This study uses qualitative study and the participants of this study was three teachers in a school. This research explains the information about how is the implementation of Credit Semester system (SKS) in social studies department and the positive and negative effect in implementing it. There are two result of this research those are positive and negative impact in implementing Credit Semester system (SKS). The positive impact shows that Credit Semester system (SKS) support a potential and learning strategy of students became Short Semester (SP). The negative one shows that Credit Semester system (SKS) make a gap of different learning patterns. To gain the valid data, the researcher interviews the teacher to ask about the effect of implementing Credit Semester System (SKS) at SMAN 2 Malang.

The differences among these studies are the subject and strategy. This study focus on teacher challenges in teaching English on the implementation of Credit Semester system (SKS) while the researcher above focus on the effect of Credit Semester system (SKS) in Social Studies Department.

2. The second previous study was done by Beby Aulia Rosa. *“Challenges Faced By Elementary School’s Teacher To Teach English At Sdi Al Muttaqin Driyorejo Gresik”* English Education Department Faculty of Education and Teacher Training, Sunan Ampel State Islamic University of Surabaya⁴⁶. This study uses qualitative study and the

⁴⁵ Anggia Windi, *“The Implementation Of Semester Credit System (Sks) Based Learning System In Social Studies Department Of Sman 2 Malang”*(State Islamic University of Maulana Malik Ibrahim Malang, 2017)

⁴⁶ Rosa, Beby Aulia., *“Challenges Faced by Elementary School’s Teacher To Teach English At SDI Al Muttaqin Driyorejo Gresik”* An Undergraduate Thesis. English

participants of this study was a teacher in an elementary school. This research explains about the challenges that teacher faced when teach the elementary' students. The result of this research shows that the challenges that faced by teacher are respecting students, being even handed, difficulties in teaching writing and speaking. In this research, the researcher only examine a teacher in a class as a participant in order to know the challenges of that teacher in a class. To gain the valid data the researcher doing observation and interview about the challenges.

The differences among these studies are the object and curriculum. This study focus on teacher challenges in teaching English of Senior High School on the implementation of Credit Semester System (SKS) and the study above focused on teacher challenges in teaching elementary school towards 2013 curriculum.

3. The third previous study related with this research was done by Ekrem Solak and Adem Bayar. "*Current Challenges In English Language Learning In Turkish Efl Context*"⁴⁷. This study explains about the challenges that students of EFL (English as Foreign Language) faced when they learnt an English subject in a class. The study uses qualitative study and the participants of this study was twenty two students at various department of state university of Turkey. This research tells about the challenges of learning English language and the solution or strategy to deal with challenges. The result of this study shows that teachers' challenges are teaching methods, teaching materials, approach, classroom management, students' attitudes, and linguistics practice.

The differences among these studies are the object and curriculum. The researcher will limit the object on three of English teacher' at Senior High School and focus on teacher challenges in teaching English on the implementation of Credit Semester System (SKS). On the

Education Department. Faculty of Education and Teacher Training, (Sunan Ampel State Islamic University, Surabaya 2018)

⁴⁷Ekrem Solak and Adem Bayar "*Current Challenges in English Language Learning in Turkish EFL Context*",(Turkey, 2015)

other hand, the object of the study above was twenty two students at various department of state university of Turkey and focused on teacher challenges in teaching English Teacher Education Department.

4. The fourth previous study was done by Aisyah Mumary Songbatumis, She is from University of Muhammadiyah Yogyakarta. "*Challenges in Teaching English Faced By English Teachers at Mtsn Taliwang, Indonesia*"⁴⁸. This study uses qualitative study and the participants of this study was three teachers in a school. This study explains about the challenges that teacher faced in teaching English at junior high school and how the strategies that teacher do to solve that problems. The result of this study shows that teachers' challenges are short time of teachers' training, classroom management, language proficiency issue, limited mastery of teaching methods and IT.

The differences among these studies are the object and curriculum. This study focus on teacher challenges in teaching English of Senior High School on the implementation of Credit Semester System (SKS) and the study above focused on teacher challenges in teaching Junior High School towards 2013 curriculum.

5. The fifth previous study was done by Michaela Cosma. He is from Department of English Language, West University of Timișoara, Romania and the title of his research is "*The Challenge of Teaching English to Adult Learners in Today's World*"⁴⁹. This study explained about teachers' challenges in teaching adult or senior high school. This study uses qualitative study and the researcher using questionnaire to 20 teachers who teach adults in some senior high school. So the researcher here describe the challenges that faced by teachers and also the solution of it.

⁴⁸Aisyah Mumary Songbatumis, "*Challenges In Teaching English Faced By English Teachers At Mtsn Taliwang, Indonesia*", University of Muhammadiyah Yogyakarta (2017)

⁴⁹Michaela Cosma "*The Challenge Of Teaching English To Adult Learners In Today's World*", doi: 10.1016/j.sbspro.2015.07.380, Department of English Language, West University of Timișoara, Romania, 2015

The result of this study shows that teachers' challenges are student attitude, behavioral and the lack mastery of teaching method.

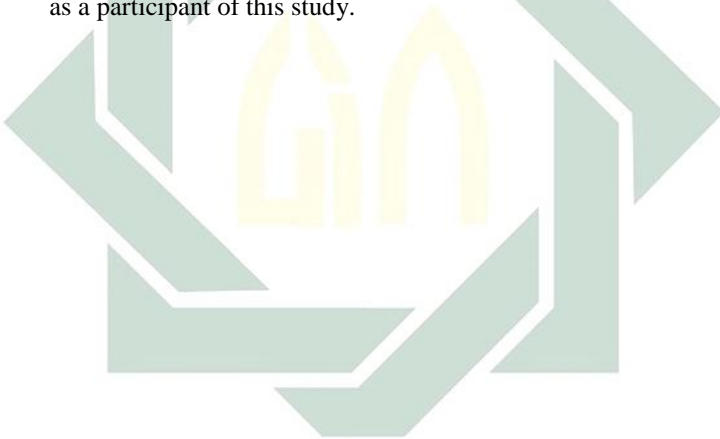
The differences among these studies are the object and curriculum. This study focus on teacher' challenges in teaching English on the implementation of Credit Semester System (SKS) and the object of this study will three of English Teacher of Senior High School. On the other hand, the study above focused on teacher challenges in teaching adults by using difference curriculum and the object of the study above was 20 teachers who teach adult in some senior high school.

6. The sixth previous study was done by Reni Retno Setyo. The title of her research is "*The Barriers of Using UKBM (Individual Learning Worksheet) in Economic Subject of 10th Grade at SMAN 4 Malang*"⁵⁰. This study explains about students' obstacles in Using UKBM (*Individual Learning Worksheet*) in Economic Subject. The approach of this study is qualitative study and the participants of this study is students of 10th grade in senior high school. The result of this study shows that students can't apply this worksheet individually, students who already completed this worksheet should wait their friends to continue the next worksheet because teacher couldn't provide the right service in teaching and learning process based on students' abilities.

The differences among these studies are the participants and the method. That study uses case study that identify students' barriers of using UKBM's worksheet in Economic subject and the participants of that study is students of 10th grade in senior high school. On the other hand, this study will focus on teacher' challenges in teaching English on the implementation of Credit Semester System (SKS) and the object of this study will be three of English Teachers of Senior High School.

⁵⁰Reni, Retno Setyo, "*The Barriers of Using UKBM (Individual Learning Worksheet) in Economic Subject of 10th Grade at SMAN 4 Malang*"⁵⁰. An Undergraduate Thesis. Faculty of Economy, State University of Malang.2018

To conclude, this research is different from previous studies. In this research, the researcher will explain more about the challenges that English teachers' encounter in teaching English inside the classroom on the implementation of Credit Semester System (SKS). Credit Semester System (SKS) makes different with previous studies because Credit Semester System (SKS) provides the various method and flexible in teaching learning process and based on the abilities, interests and talents of the students. Teaching with Credit Semester System (SKS) also requires teacher to use the UKBM's worksheet as a student center in the class. Therefore, the researcher wants to conduct this research in order to know the challenges that teacher faced inside the classroom and the solution in dealing with the challenges. Furthermore, the researcher here will take three English teachers attending in different classes at SMAN 3 Sidoarjo as a participant of this study.



CHAPTER III

RESEARCH METHOD

In this chapter of this research, researcher presents the research methodology of this research and how the way the researcher collect the data. It will explain detail below.

A. Research Design

In this research the writer used a descriptive analysis. It means that the researcher here described the data narratively because one of characteristics of qualitative method is natural setting which the researcher needs to face-to-face interaction over time in order to get the information that related with this study⁵¹. This research used qualitative method because it was described a real phenomenon about teachers' challenges inside the classroom with a natural setting.

B. Research Subject

Participants here are the teachers' who are able to share their experiences, involved in phenomenon directly, available to interview, and not under pressure⁵². The subjects of this research are three of English teachers in different classes at SMAN 3 Sidoarjo and the teachers get some training in teaching English especially on the implementation of Credit Semester System (SKS).

C. Setting of the Research

1. Place

This research was conducted at SMAN 3 Sidoarjo which located in St. Dr.Wahidin NO. 130 Sidoarjo. This school was chosen as the research location because this school is one of "Referral Based School" in applying Credit Semester System (SKS) longer than another school.

2. Time

This research was conducted on April 2019. The observations and interviews was started from 8th until 11th April 2019.

D. Data

⁵¹Ibid,

⁵² J.R. Raco, "*Metode Penelitian Kualitatif*" (Jakarta: Gramedia Widiasarana Indonesia, 2010), 109

There are some data used in qualitative method, such as visual data (photography, film, and video), document data, internet, observation and interview⁵³. Qualitative research data can be obtained with many ways: interview, observation, and documentation⁵⁴. To answer the problems, researcher used two types of data, which are primary and secondary data. Primary means word or action in qualitative research while secondary is supporting data such as video recording. Those were explained details:

1. Primary Data

Primary data is data collected by first-hand experience, or the researcher obtained directly from the source. The primary data of this research was the challenges that teachers faced when teaching English and the solutions in dealing with the challenges. This primary data gained by observing and interviewing the teacher. The researcher observed the teachers in the first and second meeting in every teachers and sixth meeting as the total. Furthermore, the researcher interviewed three times in three different English teacher. In addition, to find the follow-up activity as result of the challenges faced by the teachers to teach English, the researcher did the observations to the teacher inside the classroom by using observation checklist (See Appendix 1), and the researcher did some interviews to the teachers by using interview guideline (See Appendix 2) for solutions in dealing with the challenges in teaching English inside the classroom.

2. Secondary Data

Secondary data is data which support the primary data. In this research, video recorder and audio recorder used as secondary data. Video recorder used when the researcher observed teachers challenge inside the class. The researcher observed the teachers in the first and second meeting in every teacher and sixth meeting as the total. Furthermore, the researcher used audio recorder when the researcher interviews the teachers about the solution in dealing with the challenges.

⁵³Rowohlt, TaschenbuchVerlag GmbH, Reinbekbei Hamburg, *An Introduction to Qualitative Research Fourth Edition Sage* (Hants: Colour Press Ltd) 2009), 219

⁵⁴J.R. Raco, *"Metode Penelitian Kualitatif"* (Jakarta: Gramedia Widiasarana Indonesia, 2010), 111

The researcher interviewed three times in three different English teachers.

E. Source of Data

There are two kind of sources in this research, the first is primary and secondary sources. The primary source in this research is the English Teacher who faced challenges to teach English in different classes. In this research, the researcher found the challenges in teaching English through observing the teaching and learning process. Then, the English teachers was interviewed by the researcher based on the questions in interview guideline. Furthermore, the secondary sources in this research are video recorder and audio recorder. The video was taken by the researcher when the teachers teach English inside the classroom and the audio was taken by the researcher when the researcher interviews the teachers about the solution in dealing with the challenges.

F. Data Collection Technique

According to John. W Creswell⁵⁵, the data collection of qualitative research through examining documents, observing behavior, or interviewing participants. Therefore, to obtain the valid data, the researcher used two kinds of data collection technique. Those are observation and interview.

1. Observation

According to John. W Creswell⁵⁶, observation data is in which the researcher takes field notes on the behavior and activities of the individuals at the research location. To support the data for answering the first research question about teachers' challenges in teaching English inside the classroom on the implementation of Credit Semester System (SKS), the researcher used observation. The researcher observed the teaching and learning process in the class. The researcher was doing non participation observation. It means that the researcher just sits in the class to observe the teaching and learning process with a natural setting. From the observation report the researcher found out about the challenges to teach English on the implementation of Credit

⁵⁵Ibid,

⁵⁶Ibid,

Semester System (SKS) inside the classroom. The researcher will checklist the challenge based on the observation guideline and made notes. The researcher here observed three different English teachers and two meeting every teacher. So, the researcher observed six times as the total.

2. Interview

According to John. W Creswell, interview data is in which the researcher do face to face with the participant and it can be by telephone or communicate⁵⁷. In this research, the researcher used face to face interview to answer the second research question about the strategies in dealing with the challenges faced by teachers on the implementation of Credit Semester System (SKS). The researcher interviewed three English teacher. The researcher asked some question about the strategies in dealing with the challenges and the researcher made notes and record the teacher's responds in answering the researcher questions.

Research Question	Data Collection Technique	Research Instrument
RQ 1	Observation	Observation Checklist
RQ 2	Interview	Interview Guideline

Table 3.1 Figure of Research Design

G. Research Instrument

Sugiyono stated that research instrument consisted of the researcher itself but it was supported by other Instruments based on research focus and the instrument of this research is researcher itself. Researcher designs the research instrument as following bellow:

1. Observation Instrument (Observation Checklist)

The researcher used observation checklist to gain the data to answer first research questions that is often uses in research to know about the natural setting in the field. Moreover, the researcher wrote notes during the observation. The Observation checklist was adopted from

⁵⁷Ibid,

Jeremy Harmer, Jack C Richard, and Guideline of Credit Semester System (SKS) Implementation (Appendix I). The researcher also used field note when observed about the challenges inside the classroom in order to help the researcher complete the observation checklist.

2. Interview Instrument (Interview Guideline)

The researcher used interview guideline to gain second research question about the strategies in dealing with the challenges. Three English teachers were interviewed by semi-structural or open ended question. In this type of interview, the researcher wants to know specific and deep information about the solutions that teachers do in dealing with the challenges⁵⁸. The interview guideline was adopted from Jeremy Harmer, Jack C Richard and Guideline of Credit Semester System (SKS) Implementation (Appendix II). The researcher also used field note to write the information and audio recorder to record the important information from three English teachers in order to avoid incompletely data during interview session.

H. Data Analysis Technique

Analyze means cultivating, organizing, solving, and finding the data. In qualitative research, data analysis technique has meaning to organize result of observation and interview the opinion, theory or new ideas⁵⁹. In data analysis technique, this research used descriptive analysis. It means that the data was analyzed and described narratively.

1. First, the researcher analyzed all of the result of observation in the class. The researcher collected the teachers' challenges from the first meeting and until the sixth meeting as the total. The researcher checked the observation checklist which contains checklist and notes about the challenge that teacher faced in the class when teaching English. The researcher classified the challenges faced by the teacher from the first meeting and until the sixth meeting. The researcher chose the

⁵⁸ Catherine Dawson, *"Metode Penelitian Praktis"*, (Yogyakarta: Pustaka Pelajar, 2010), 31

⁵⁹ J.R. Raco, *"Metode Penelitian Kualitatif"* (Jakarta: Gramedia Widiasarana Indonesia, 2010), 121

challenge which appear from the first meeting until the last meeting. For the interview the researcher collected the data from the interview guideline which contains notes from the interview between the researcher and the teacher. Then, the researcher summarized the interview about the strategy or solution in dealing with the challenges in teaching English.

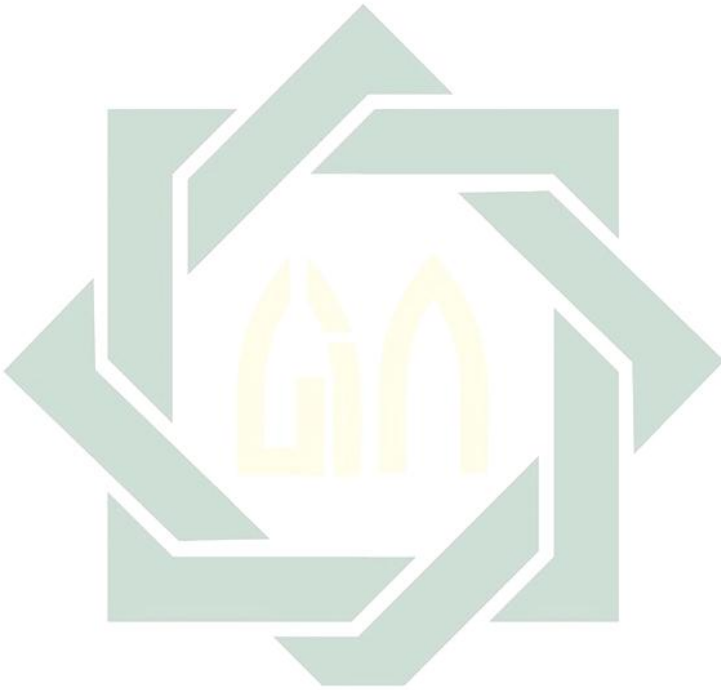
2. Second, when all of the data were collected, the researcher started to describe the findings and all of the data narratively. The description made by the researcher based on the data that collected from observation and interview.
3. Third, the researcher analyzed the findings against the theories from the theoretical framework. The analysis more focused on teacher' challenges to teach English. Then, the researcher compared the challenges faced by the teacher with the criteria presented in theoretical framework to know whether the teachers faced same challenges stated on the theoretical framework or not.
4. Fourth, the researcher described the teachers' solution in dealing with the challenges inside the classroom based on theoretical framework.

I. Research Stages

The researcher has the following stages in doing the research:

1. First stage is the researcher asked permission to school, which is SMAN 3 Sidoarjo. After the researcher got some permission from headmaster, then researcher made an appointment with English teachers to do observation.
2. Second stage, the researcher did the observation during teaching and learning process about the challenges that teacher encounter in teaching on the implementation of Credit Semester System (SKS) and this observation was done two meetings each teacher and sixth meeting as the total in order to make the valid data and seen naturally. Video recording and observation checklist are needed in this activity. In this step, the researcher also asked the teachers' permission to take a note and record the teaching and learning process.
3. The third, after the observation was done. The researcher did an interview with the teachers about the solution in

dealing with the challenges to teach English. While asking questions, the researcher recorded the interview process using the recorder and wrote some notes from the answers.



CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, researcher presents the results of this research, by indicating the findings and discussions that in line with the theory to answer the research questions.

A. Research Findings

1. Challenges Faced By English Teachers' on The Implementation of Credit Semester System (SKS)

To collect the data from the first question about the challenges that English teachers' face on the implementation of Credit Semester System (SKS) at SMAN 3 Sidoarjo, the researcher used observation checklist to observe the teacher' class six times meetings because the researcher needs to come to the class in order to know the challenges faced by teachers in teaching English on the implementation of Credit Semester System (SKS). There are six kind of challenges that the researcher found, those are using UKBM' worksheet (*Unit Kegiatan Belajar Mandiri*), handling students in interaction, respecting the students, preparing teaching aids, managing students in different ability, and disruptive behavior. The following explanations are the detail explanation of research findings.

a. Using UKBM (*Unit Kegiatan Belajar Mandiri*)

The researcher found that teachers get difficulties to use the UKBM (*Unit Kegiatan Belajar Mandiri*) inside the classroom, because teachers feel that the material of UKBM (*Unit Kegiatan Belajar Mandiri*) is less suitable with learners need, because every student always has different level of ability inside the classroom. The challenge based on the first teacher was the questions are not suitable with learners need. Furthermore, the challenge based on the second teacher was the topics are not suitable with learners need and the challenge based on the third teacher was the activities do not make students to be attractive, and there is no interesting picture to attract students to do the worksheet.

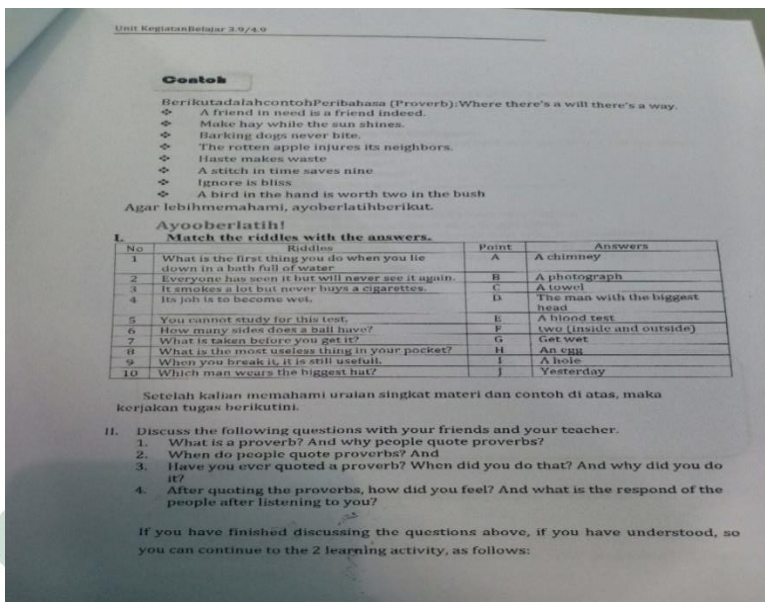


Figure 4.1 Example of UKBM's Worksheet

b. Handling Students in Interaction

The researcher found that teachers face difficulty to handle students in their interaction that based on three English teachers is handling students who are quiet and talkative ones. For example, when teachers give a question and students who are talkative ones always answers the question. So, it will make teachers only pay attention to students who are talkative ones. In the other hand, students who are quiet one wanted teachers' attention to respect them or to answer their questions.



Figure 4.2 Interaction between Students and Teacher

c. Respecting the Students

The researcher found that three English teachers face difficulty to respect students in different level of abilities. For example, student A has a material about recount text from his or her UKBM (*Unit Kegiatan Belajar Mandiri*) and student B has a material about narrative text or the highest part of UKBM (*Unit Kegiatan Belajar Mandiri*). So, if teachers only respect to student who has high ability it will push down the psychology of another students. Then, the point is teacher should give reinforcement to the students that have different level of abilities because it can stimulate another students to study hard when they know if their friends have reach the highest part of UKBM (*Unit Kegiatan Belajar Mandiri*).

d. Preparing Teaching Aids

The researcher found that teachers face difficulty to prepare teaching aids for teaching and learning process. The challenges based on the first and second teachers such as teachers have no teaching aids and teachers have no time for

preparing teaching aids. So, the challenge based on the third teacher is hard to take initiative. For example, in some class actually students should have formative test, but teachers feel that students are not prepare yet. So, teacher should give more material to the students but teacher have no time for preparing the teaching aids because it was suddenly happened at that time.

e. Managing Students in Different Abilities

The researcher found that three English teachers face difficulty to manage the class in different level of abilities, because teachers hard to explain the material in different level of abilities. For example, students who have high abilities or highest part of UKBM (*Unit Kegiatan Belajar Mandiri*) will practice singing a song and students who have medium abilities will practice to read about explanation text. It will hard for teacher to manage a class because singing a song need an instrument and it will disturb students who practice to read about explanation text.

f. Disruptive Behavior Students

The researcher found that three English teachers face difficulty to encounter students' disruptive behavior inside the classroom. The kind of disruptive behavior that mostly students do are Distraction Transgression and Schoolmates Aggression. The example of Distraction Transgression such as speaking while teacher is speaking, using their phone in teaching and learning process, asking permission to go to bathroom and do not want to comeback, leaving class without permission, feeling asleep in the class, and coming to class without books or homework. Furthermore, the example of Schoolmates Aggression are talking with another student when expected to be doing work on own (e.g., reading silently), looking at another students paper during a formative test.

2. Strategies in Dealing with Challenges in Teaching English on The Implementation of Credit Semester System (SKS)

a. Strategies in Dealing with Using UKBM (*Unit Kegiatan Belajar Mandiri*)

There are two kind of strategies that mostly used by teachers. The first strategy is changing the content of material with learners need in terms of language items. For example, teachers change the questions and give more an interesting picture to attract students to do the worksheet. Furthermore, the second strategies is encouraging students to think around these topics. For example, the topic is about Explanation Text, but teachers asks students to do a debate session in order to encourage students to be attractive in a class.

b. Strategies in Handling Students in Interaction

The strategies that teachers used in handling students in interaction was giving every students a chance to participate in a class. For example when teachers give some questions teachers should give every students a chance to answer the question. Teacher should not pay attention to the students who talkative ones only but teacher should more pay attention also to the students who are quiet in a class.

c. Strategies in Respecting The Students

The strategies that teachers used in respecting the students in different level of competences was giving a positive reinforcement to the students and sitting near the students. For example, in a class there is student who has high level of UKBM (*Unit Kegiatan Belajar Mandiri*). Then, teacher should give him or her some reward in order to motivate other students and have some benefits to the whole class. Sometimes, teachers also sit near the students who have medium ability to push the motivation of students in learning process.

d. Strategies in Preparing Teaching Aids

The strategies that teachers used in preparing teaching aids when teachers have no time to prepare teaching aids and hard to take initiative are UKBM (*Unit Kegiatan Belajar Mandiri*), body language and whiteboard. Teachers used UKBM (*Unit Kegiatan Belajar Mandiri*) because in that worksheet students can see the word that they learned through the pictures. Furthermore, teachers used the body language to help in clear instruction and teachers used whiteboard to explain the material.

e. Strategies in Managing Students in Different Ability

The strategies that teachers used in managing students in different ability was giving students different tasks, identifying students' strength and making a group based on the UKBM (*Unit Kegiatan Belajar Mandiri*). The first was giving students different tasks for example Group A should do the worksheet unit I about caption text and Group B should do the worksheet unit II about news item text. The second was identifying students' strength for example Students who have a good thing to do with art, teachers can ask them to design a poster or wall chart, students who have a good thing in telling story, teachers can ask them to tell the story in front of the class. The last strategies was making a group based on the UKBM (*Unit Kegiatan Belajar Mandiri*), for example Teachers give a dialogue about invitation text to Group A and Teachers give discussion assignment to Group B in pair about advertisement text.

f. Strategies in Encountering Disruptive Behavior Students

The strategies that teachers used in encountering disruptive behavior students was making classroom contract and giving students further assignment. The first is about classroom contract, for example on the first meeting teachers make classroom contract about what students should do and should not

do. The teachers also give a punishment to the students who are breaking it such as when students are using a phone in teaching and learning process, teachers may confiscate the phone. The second is about giving students further assignment, for example there is a students who ask permission to the bathroom and do not want to come back to the class, here teachers will punish them to give further assignment in order to give deterrent effect to the students.

B. Research Discussion

1. Challenges Faced by English Teachers on The Implementation Of Credit Semester System (SKS)

In this part, the researcher discusses about the findings by reflecting based on several theories. Moreover, it discusses about teachers' challenge in teaching English on the implementation of Credit Semester System (SKS) and the strategies in dealing with the challenges that teachers faced inside the classroom. According to the definition of challenge that researcher mentioned in definition of key term, challenge means something difficult that requires great effort, strength, skill or ability to reach it. In this research, challenge means teacher difficulty in teaching English on the implementation of Credit Semester System (SKS) inside the classroom. The researcher identified sixth challenges based on Jeremy Harmer, Jack C Richard and Guideline of Credit Semester System (SKS) Implementation. Furthermore, those kind of challenges are using UKBM's worksheet (*Unit Kegiatan Belajar Mandiri*), handling students in interaction, respecting the students, preparing teaching aids, managing students in different ability and disruptive behavior students.

The first challenge is using UKBM's worksheet (*Unit Kegiatan Belajar Mandiri*). According to Guideline of Credit Semester System (SKS) Implementation stated that teachers who are teaching English on the implementation of Credit Semester System (SKS) should use the UKBM's worksheet, because UKBM's worksheet is one of requisite

in teaching with Credit Semester System (SKS).⁶⁰ According to guideline of UKBM's worksheet, UKBM's worksheet also builds the skills of the students such as 4C (critical thinking, creativity, communication, collaborative), Character Education (PPK) and also High Order Thinking Skill (HOTS).⁶¹ Therefore, it is challenging for teacher who teach with Credit Semester System (SKS). Furthermore, the researcher also found some challenges in the field such as the questions are not suitable with learners need, the topics are not suitable with learners need, the activities do not make students to be attractive, and there is no interesting picture to attract students to do the worksheet. Those challenges are also related with the previous study "*The Barriers of Using UKBM (Individual Learning Worksheet) in Economic Subject of 10th Grade at SMAN 4 Malang*". In that study, the researcher also found that teacher couldn't provide the right service in teaching and learning process based on students' abilities.⁶²

The second challenges is handling students in interaction such as handling students who are quite and talkative ones. This challenge is in line with "*Challenges In Teaching English Faced By English Teachers At Mtsn Taliwang, Indonesia*"⁶³. In that previous study also stated that teachers have difficulties to handle the different students inside the classroom. According to Jeremy Harmer, teachers may face challenge to draw out students who are quite ones and control talkative ones, because teacher will get difficulties in understanding this

⁶⁰Menteri Pendidikan dan Kebudayaan "*Panduan Penyelenggaraan Sistem Kredit Semester untuk Sekolah Menengah Pertama/ Madrasah Tsanawiyah dan Sekolah Menengah Atas/ Madrasah Aliyah*" (BSNP, 2010), 1-2

⁶¹Kemendiknas. *Panduan Pengembangan Unit Kegiatan Belajar Mandiri (UKBM)*.2017, 1

⁶²Reni, Retno Setyo, "*The Barriers of Using UKBM (Individual Learning Worksheet) in Economic Subject of 10th Grade at SMAN 4 Malang*"⁶². An Undergraduate Thesis. Faculty of Economy, State University of Malang.2018

⁶³Aisyah Murny Songbatumis, "*Challenges In Teaching English Faced By English Teachers At Mtsn Taliwang, Indonesia*", University of Muhammadiyah Yogyakarta (2017)

situation.⁶⁴ The researcher also found the challenges in handling students in interaction such as, when teachers give a question and students who are talkative ones always answers the question. So, it will make teachers only pay attention to students who are talkative ones. In the other hand, actually students who are quiet one wanted teachers' attention to respect them or to answer their questions because Harmer stated that the teacher as a tutor it means that the students need the teacher who are always care to them and always help them in a hard condition.

The third challenges is respecting to the students. This challenge is in line with "*Challenges In Teaching English Faced By English Teachers At Mtsn Taliwang, Indonesia*"⁶⁵. In that previous study also stated that teachers have difficulties to respect students inside the classroom. Respecting the students is one of vitality that should be done by teachers, because when teachers are dealing with kind of problem, teachers may face challenges to treat the students in a class⁶⁶. In fact, the researcher also found challenges in respecting the students such as teachers face difficulty to respect students in different level of abilities. It is between students who have a high level of UKBM (*Unit Kegiatan Belajar Mandiri*) and not because according to Jeremy Harmer, teachers should be a prompter in a class.⁶⁷ For example when the teachers motivate the student, they need to do in calm way and encouragingly but above all the teacher should do wisely.

The forth challenges is preparing teaching aids. This challenge is in line with "*Challenges Faced By Elementary School's Teacher To Teach English At Sdi Al*

⁶⁴Harmer, Jeremy, "*The practice of English Language Teaching Fourth edition*"(USA : Pearson, 2009), 108

⁶⁵Aisyah Mumary Songbatumis , "*Challenges In Teaching English Faced By English Teachers At Mtsn Taliwang, Indonesia*", University of Muhammadiyah Yogyakarta (2017)

⁶⁶Middendorf, Joan & Elizabeth Osbor. *Learning Student Names*. (USA: Indiana University, 2012), 3.

⁶⁷Harmer, Jeremy, "*The practice of English Language Teaching Fourth edition*"(USA : Pearson, 2009), 108

Muttaqin Driyorejo Gresik”⁶⁸. In that previous study also stated that teachers have difficulties to prepare teaching aids inside the classroom. According to Jyoti Thakur, a survey from Indian’s teachers shows that providing teaching aids is very difficult if teachers have limited time to provide teaching aids.⁶⁹ In fact, the researcher also found the challenges that related with preparing teaching aids such as teachers have no teaching aids, teachers have no time for preparing teaching aids, and teachers hard to take initiative.

The fifth challenges is managing students in different ability. This challenge is in line with “*The Challenge of Teaching English to Adult Learners in Today's World*”⁷⁰. In that previous study also stated that teachers have difficulties to manage students in different ability. According to Jeremy Harmer, many teachers are worried if they have students in mixed ability because every students always have different abilities.⁷¹ In fact, the researcher also found challenges in managing students in different ability such as teachers hard to explain the material in different level of abilities. According to Jeremy Harmer, teachers should be resource to the students.⁷² It means that the students still have need of their teacher as a resource to develop their knowledge. Therefore, Teacher should be able to manage the students inside the classroom, because how the way the class running well, it depends on how teachers in managing the class.

⁶⁸ Rosa, Beby Aulia., “*Challenges Faced by Elementary School’s Teacher To Teach English At SDI Al Muttaqin Driyorejo Gresik*” An Undergraduate Thesis. English Education Department. Faculty of Education and Teacher Training, (Sunan Ampel State Islamic University, Surabaya 2018)

⁶⁹Thakur, Jyoti, “*Challenges and Prospects in Teaching English at Elementary School Level*” (India: Chitkara University, 2013),127.

⁷⁰Michaela Cosma “*The Challenge Of Teaching English To Adult Learners In Today's World*”, doi: 10.1016/j.sbspro.2015.07.380, Department of English Language, West University of Timișoara, Romania, 2015

⁷¹Harmer, Jeremy, “*The practice of English Language Teaching Fourth edition*”(USA : Pearson, 2009), 129-130

⁷²Harmer, Jeremy, “*The practice of English Language Teaching Fourth edition*”(USA : Pearson, 2009), 108

The last challenges is disruptive behavior students. This challenge is in line with “*Challenges Faced by Elementary School’s Teacher to Teach English at Sdi Al Muttaqin Driyorejo Gresik*”⁷³. In that previous study also stated that teachers have difficulties to prepare handle students’ disruptive behavior inside the classroom. According to Ghazi, there are some factors that influence a disruptive behavior, those are the lack of teacher motivations, parents do not pay attention, students’ physics and poverty.⁷⁴ In every teaching and learning process that the researcher observed, teachers always faced a challenge with students who have disruptive behavior. According to Veiga, there are three kinds of disruptive behavior. The first is Distraction Transgression. This kind of behavior is about disruption, omission, bullying to another friend inside the classroom, don’t attend to the class and lateness. The second is Schoolmates Aggression. This kind of behavior is about physical and verbal disruption to another friend and material inside the classroom. Furthermore, the last is Authorities Aggression. This kind of behavior is about provocation attitudes inside the classroom⁷⁵. In the other hand, there are two kinds of disruptive behavior that teachers mostly faced in teaching and learning process such as Distraction Transgression and Schoolmates Aggression. In fact, the researcher also found kinds of challenges with disruptive behavior. The example of Distraction Transgression such as speaking while teacher is speaking, using their phone in teaching and learning process, asking permission to go to bathroom and do not want to comeback, leaving class without

⁷³ Rosa, Beby Aulia., “*Challenges Faced by Elementary School’s Teacher To Teach English At SDI Al Muttaqin Driyorejo Gresik*” An Undergraduate Thesis. English Education Department. Faculty of Education and Teacher Training, (Sunan Ampel State Islamic University, Surabaya 2018)

⁷⁴Ghazi, et al, “*Types and Causes od Students’ Disruptive Behavior in Classroom at Secondary Level in Khyber Pakhtunkwa Pakistan*”, (American Journal of Education Research, Vol. 1 No.9, 2013), 350-355

⁷⁵Veiga, H Feliciano, “*Disruptive Behavior Scale Professed by Students : Development and Validation*”, International Journal of Psychology and Psychological Therapy, (Universidade de Lisboa, Portugal , 2008), 204-207.

permission, feeling asleep in the class, and coming to class without books or homework. Furthermore, the example of Schoolmates Aggression are talking with another student when expected to be doing work on own (e.g., reading silently), looking at another students paper during a formative test.

2. Strategies in Dealing with The Challenges

There are sixth of challenges that faced by teachers in teaching English on the implementation of Credit Semester System (SKS) and there are so many strategies that teachers used in dealing with the challenges.

According to Alan Cunnigworth there are strategies in dealing with the content of teaching material such as, changing the content of material with learners need in terms of language items and encouraging students to think around these topics.⁷⁶ In fact, it is suitable with the strategies that teachers do in dealing with UKBM (*Unit Kegiatan Belajar Mandiri*). The first strategy is changing the content of material with learners need in terms of language items. For example, teachers change the questions and give more an interesting picture to attract students to do the worksheet. Furthermore, the second strategies is changing the content of material with learners need in terms of language items For example, the topic is about Explanation Text, but teachers asks students to do a debate session in order to encourage students to be attractive in a class.

According to Scott et al, there are three kinds of strategies to be even handed to the student inside the classroom. One of them is giving Students a Chance to Participate.⁷⁷ It is suitable with the strategy that teachers use in handling students in interaction. Teacher should give every students a chance to participate in a class, for example when teachers give some questions, teachers should give every students a chance to answer the

⁷⁶Cunningsworth, Alan, “ *Choosing Your Coursebook*”, (Macmillan Education, 1995), 15.

⁷⁷Scott, Wendy and Lisbeth H. Ytreberg, “Teaching English to Children” (USA: Pearson Education Limited, 2004), 87

question. In the field, teachers also do this kind of strategies. For example when teachers give some questions teachers should give every students a chance to answer the question. Teacher should not pay attention to the students who talkative ones only but teacher should more pay attention also to the students who are quiet in a class.

According to B.F. Skinner's, there are many kinds of strategies that teachers can do in respecting their students. Such as, giving positive reinforcement and sitting near the students.⁷⁸ Positive reinforcement means teachers should give a positive response to do something or do some positive action. For example, in a class there is student who get a good mark, so teacher should give him or her some reward in order to motivate other students and have some benefits to the whole class. Furthermore, teachers should be able to sit near students in order to respect and give attention individually. In fact, teachers who teach at SMAN 3 Sidoarjo also did this strategies. The example of giving positive reinforcement is when there is student who has high level of UKBM (*Unit Kegiatan Belajar Mandiri*). Then, teacher should give him or her some reward in order to motivate other students and have some benefits to the whole class. Sometimes, teachers also sit near the students who have medium ability to push the motivation of students in learning process.

According to Zuliati Rohmah, there are many kinds of teaching aids that can be used by the teacher as a teaching aids when they are teaching inside the classroom such as whiteboard, coursebook, and gestures.⁷⁹ In the field, teachers also did this kinds of strategies such as when teachers have no time to prepare teaching aids and hard to take initiative, teachers will use UKBM (*Unit Kegiatan Belajar Mandiri*), body language and whiteboard as a teaching aids. Teachers used UKBM (*Unit Kegiatan*

⁷⁸Gordan, Marzieh " *A Review of B.F Skinner 'Reinforcement Theory of Motivation'*", (School of Language Studies and Linguistics, University Kebangsaan Malaysia, 2014), 681-682

⁷⁹Rohmah, Zuliati."Teaching English Joyfully".(Malang: CV Bintang Sejahtera, 2012), 25.

Belajar Mandiri) because in that worksheet students can see the word that they learned through the pictures. Furthermore, teachers used the body language to help in clear instruction and teachers used whiteboard to explain the material.

According to Jeremy Harmer, there are many kinds of strategies in managing mixed ability such as giving students different tasks and identifying students' strength.⁸⁰ It was suitable with the strategies that teacher did in managing students in different ability. The first was giving students different tasks for example Group A should do the worksheet unit I about caption text and Group B should do the worksheet unit II about news item text. The second was identifying students' strength for example Students who have a good thing to do with art, teachers can ask them to design a poster or wall chart, students who have a good thing in telling story, teachers can ask them to tell the story in front of the class. According to Jeremy Harmer, teachers should be able to be a controller inside the classroom. It means here teacher as a controller inside the classroom.⁸¹ For example teacher should give explanations, organize question and answer, lecturing, and making announcement or bringing a class to order. It is suitable with the third strategies that teachers did in managing mixed ability. For example, teachers also make a group based on the UKBM (*Unit Kegiatan Belajar Mandiri*), for example Teachers give a dialogue about invitation text to Group A and Teachers give discussion assignment to Group B in pair about advertisement text.

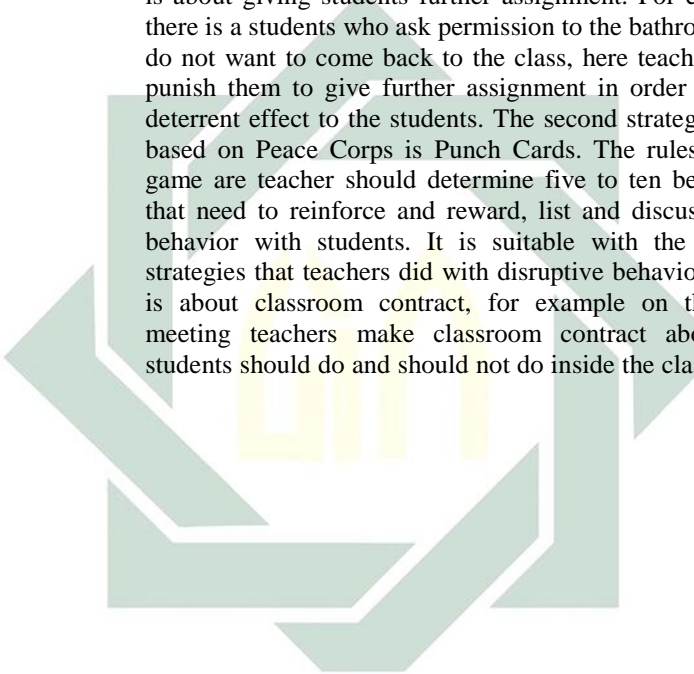
According to Georgi Parvanov and Lawrence F. Lihosit there are two kinds of strategies that teachers did with disruptive behavior students.⁸² The first is behavior tickets. For example, teachers can give this behavior ticket

⁸⁰Harmer, Jeremy, *"The practice of English Language Teaching Fourth edition"*(USA : Pearson, 2009), 129-130

⁸¹Harmer, Jeremy, *"The practice of English Language Teaching Fourth edition"*(USA : Pearson, 2009), 108

⁸²Corps, Peace, *"Classroom Management"*, (Information Collection and Exchange Publication No. M0088, Washington, 2008), 70

to the disruptive students. Furthermore, teachers should give some consequences to the disruptive students, such as three behavior tickets require students to prepare and do a class presentations or students should do an additional worksheet from the teacher. It is suitable with the first strategies that teachers did with disruptive behavior and it is about giving students further assignment. For example there is a students who ask permission to the bathroom and do not want to come back to the class, here teachers will punish them to give further assignment in order to give deterrent effect to the students. The second strategies that based on Peace Corps is Punch Cards. The rules of the game are teacher should determine five to ten behaviors that need to reinforce and reward, list and discuss those behavior with students. It is suitable with the second strategies that teachers did with disruptive behavior and it is about classroom contract, for example on the first meeting teachers make classroom contract about the students should do and should not do inside the classroom.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion that summarizes the result of the study that has been explained in the previous chapter. Some suggestions are also given to some elements related to this study.

A. Conclusion

This study was expected to know the result of two research questions about kinds of challenges faced by teachers to teach English on the implementation of Credit Semester System (SKS) and the strategy in dealing with the challenges. According to the explanation presented in the previous chapter, the researcher concludes the result of the research questions as follows:

1. The English teachers of SMAN 3 Sidoarjo faced sixth challenges in teaching English on the implementation of Credit Semester System (SKS). The challenges are:
 - a. Handling the UKBM (*Unit Kegiatan Belajar Mandiri*)

The questions are not suitable with learners need, the topics are not suitable with learners need, the activities do not make students to be attractive, and there is no interesting picture to attract students to do the worksheet
 - b. Being Even Handed in Interaction

Teachers have a challenge to draw out students who are quiet and talkative ones
 - c. Respecting The Students

Teachers face difficulty to respect students in different level of abilities. It is between students who have a high level of UKBM (*Unit Kegiatan Belajar Mandiri*) and not.
 - d. Providing Teaching Aids

Teachers face difficulty to provide teaching aids for teaching and learning process such as teachers have no teaching aids, teachers have no time for preparing teaching aids, and teachers hard to take initiative.
 - e. Managing Mixed Ability

Teachers face difficulty to manage the class in different level of abilities, because teachers hard to explain the material in different level of abilities.

f. Disruptive Behavior

Teachers face difficulty to encounter students' disruptive behavior inside the classroom. The kind of disruptive behavior that mostly students do are Distraction Transgression and Schoolmates Aggression.

2. The strategies used by English teachers at SMAN 3 Sidoarjo in dealing with the challenges are:

a. Handling the UKBM's Worksheet (*Unit Kegiatan Belajar Mandiri*)

There are two kind of strategies that mostly used by teachers. The first strategy is changing the content of material with learners need in terms of language items. The second strategies is encouraging students to think around these topics.

b. Being Even Handed

The strategies that teachers used in being even handed to the students was giving every students a chance to participate in a class.

c. Respecting The Students

The strategies that teachers used in respecting the students in different level of competences was giving a positive reinforcement to the students.

d. Providing Teaching Aids

The strategies that teachers used in providing teaching aids are using UKBM's worksheet using body language or gestures and using whiteboard.

e. Managing Mixed Ability

The strategies that teachers used in managing mixed ability was giving students different tasks, identifying students' strength and making a group based on the UKBM's worksheet

f. Disruptive Behavior

The strategies that teachers used in encountering disruptive behavior students was making

classroom contract and giving students further assignment.

B. Suggestions

Based on the result of the research, the researcher gives some suggestions as the following explanation:

1. For English Teacher

Teaching English is not easy for a teacher because every beginner or experienced teachers will always face a kind of challenges when they are teaching English, because teaching a foreign language can create challenges for them. There are so many advantages in this research that can be useful for a teacher. For example, when teachers face a challenge with disruptive behavior, the teacher can give silence game, behavior tickets or punch cards to the student. When teachers face a challenge in managing different level of competences, teachers can give students different tasks, different roles, and identifying student strength.

2. For Further Researcher

The researcher here focusses on teaching English on the implementation of Credit Semester System (SKS) inside the classroom. If there is further researcher who will conduct with the same topic of the research, it will much better if they expand the innovative approaches in dealing with the challenges in teaching English Senior High School on the implementation of Credit Semester System (SKS).

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