

**EFL TEACHERS' CHALLENGES AND STRATEGIES IN  
TEACHING IN THE DISTRACTED CLASSROOMS: A Case  
Study in SMA Bahrul Ulum Sekapuk**

**THESIS**

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



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## ABSTRACT

Ustadzah. (2019). *EFL Teachers' Teaching Strategies in the Distracted Classrooms*. A thesis. English Education Department, Faculty Of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisor I: Drs.Muhtarom, M.Ed, Grad, Dip.TESOL, Advisor II: H.Mokhamad Syaifuddin, M.Ed, Ph.D.

Key Words: *EFL teacher, teaching strategy, distracted classroom.*

This study is to describe the challenges and teaching strategies used by the EFL teachers in teaching in the distracted classrooms to the grade eleven students of SMA Bahrul Ulum Sekapuk in academic year 2018/2019. It was conducted to investigate the teachers' teaching challenges and the strategies they used to cope those challenges they met. The researcher used descriptive qualitative to analyze the data. The researcher collected the data by observing teaching learning process and conducting interview with the EFL teachers. The researcher used two research instruments, there are observation checklist and interview guided. Based on the collected data, the researcher concluded that there were eight challenges faced by the teachers which are (1) tired of raising voice, (2) unequal voice, (3) unequal attention, (4) disparate interaction, (5) annoying noise, (6) inactive students, (7) stubborn students, and (8) thin school wall. The strategies used by the teachers to cope those challenges are (1) making eye contact to all of students, (2) praising the obedient students, (3) asking questions to draw students' attention, (4) warning the students, (5) giving a purpose to listen to others, (6) using mimes and gestures, (7) using the class list for nomination, (8) giving students responsibilities, (9) changing students' seat, (10) involving students in the lesson, (11) using group work, and (12) giving written instruction. Based on the conclusion, the researcher offers several suggestions to cope the challenges faced by the EFL teachers. The teacher should use more creative strategies to make the learning process more effective and efficient and the school should build the thicker wall so that the class will not be distracted by the noise outside the class.

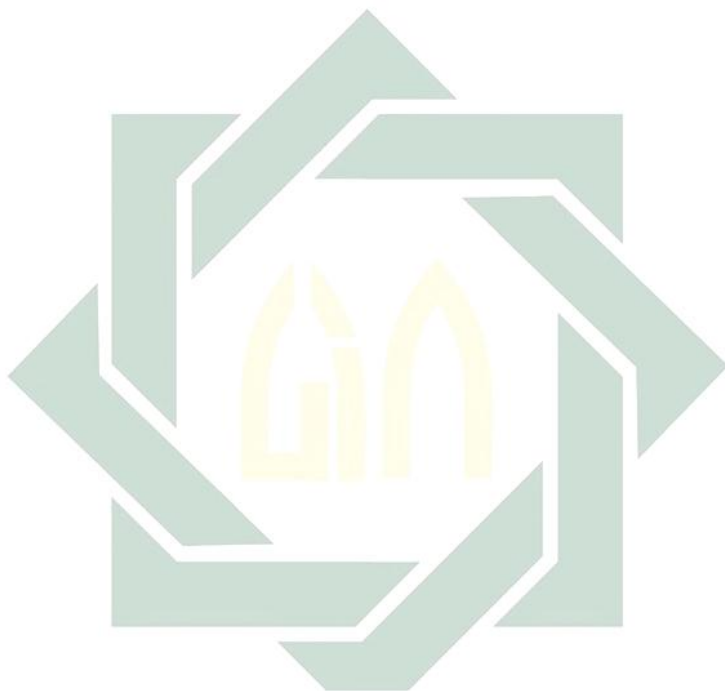
## ABSTRAK

Ustadzah. (2019). *EFL Teachers' Teaching Strategies in the Distracted Classrooms*. Skripsi. Program studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: Drs.Muhtarom, M.Ed, Grad, Dip.TESOL, Pembimbing II: H.Mokhammad Syaifuddin, M.Ed,Ph.D.

Kata Kunci: *guru Bahasa Inggris Sebagai Bahasa Asing , strategi mengajar, ruang kelas yang terganggu.*

Penelitian ini adalah untuk menggambarkan tantangan dan strategi mengajar yang digunakan oleh guru bahasa Inggris untuk mengajar di kelas yang terganggu pada siswa kelas sebelas SMA Bahrul Ulum Sekapuk pada tahun akademik 2018/2019. Hal ini dilakukan untuk mengetahui tantangan mengajar para guru dan strategi yang mereka gunakan untuk mengatasi tantangan tersebut. Peneliti menggunakan deskriptif kualitatif untuk menganalisis data. Peneliti mengumpulkan data dengan mengamati proses belajar mengajar dan melakukan wawancara dengan guru bahasa Inggris. Peneliti menggunakan dua instrumen penelitian, yaitu daftar periksa observasi dan pedoman wawancara. Berdasarkan data yang dikumpulkan, peneliti menyimpulkan bahwa ada delapan tantangan yang dihadapi oleh para guru yaitu (1) lelah menaikkan suara, (2) suara yang tidak setara, (3) perhatian yang tidak sama, (4) interaksi yang tidak merata, (5) kebisingan yang mengganggu, (6) siswa tidak aktif, (7) siswa yang bandel, dan (8) dinding sekolah yang tipis. Strategi yang digunakan oleh guru untuk mengatasi tantangan tersebut adalah (1) melakukan kontak mata dengan semua siswa, (2) memuji siswa yang nurut, (3) mengajukan pertanyaan untuk menarik perhatian siswa, (4) memperingatkan siswa, (5) memberikan tujuan untuk mendengarkan orang lain, (6) menggunakan pantomim dan gerakan, (7) menggunakan daftar kelas untuk nominasi, (8) memberikan tanggung jawab kepada siswa, (9) mengubah tempat duduk siswa, (10) melibatkan siswa dalam pelajaran , (11) menggunakan kerja kelompok, dan (12) memberikan instruksi tertulis. Dari kesimpulan tersebut, peneliti menawarkan beberapa saran untuk menghadapi tantangan-tantangan yang dihadapi oleh guru. Guru seharusnya menggunakan strategi yang lebih kreatif lagi dan sekolah

seharusnya membangun dinding yang lebih tebal sehingga kelas tidak akan terganggu oleh kebisingan di luar kelas.





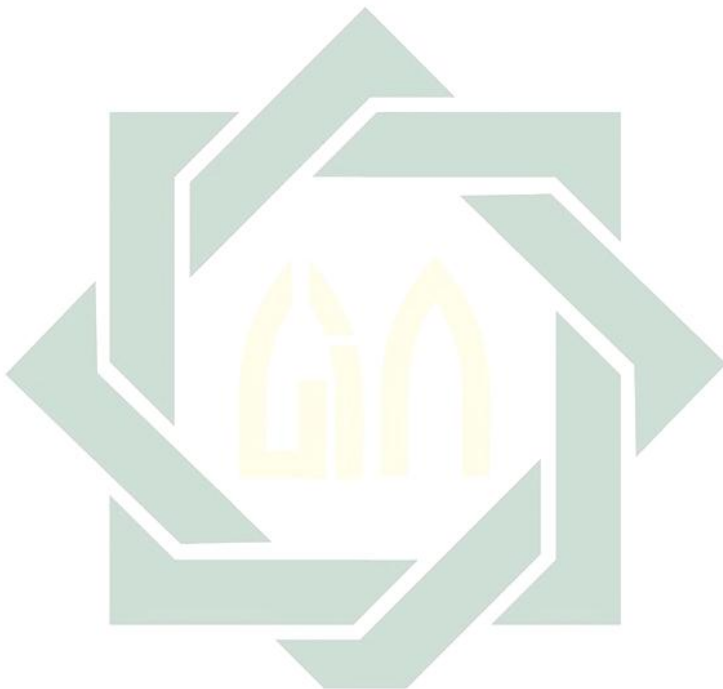
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## CHAPTER I INTRODUCTION

This chapter presents a brief description of the whole content of the research included research background, research questions, objectives of the study, significance of the study, scope of the study, limitation of the study, and definition of key terms.

### A. Research Background

Teaching is the way to deliver information about a topic that would be learned by the students. The purpose of the teaching learning process is to make students get knowledge and able to understand the knowledge. To achieve the purpose of teaching, the teacher's creativity is a key in choosing the materials and strategies of teaching to make the students easy to understand the lesson. Besides that, the role of the teacher is also very important to make learning process run well.

Teacher's performance is one of the internal factors that highly influences the teaching and learning quality<sup>1</sup>. Supporting teacher's performance can be applied with Incorporating as many learning strategies as possible as a way to shape a student-friendly classroom<sup>2</sup>. In the other hand, External factor such as environment condition also affects the students' performance in the class. Therefore, students' educational zone requires an environment condition that affects their performance instead of any distraction. There are many kinds of distractions, such as lateness, unprepared, technology, and including from the noise<sup>3</sup>. As for, This study will focus on the distraction that comes from the noise.

Noise is defined as unwanted sound. Noise may disturb the health of individuals or populations in some situations<sup>4</sup>. Moreover, teachers

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<sup>1</sup> Buchari, *The Impact of Noise Level on Students' Learning Performance at State Elementary School in Medan*, American Institute of Physics, 2017.

<sup>2</sup> Andrea Appelhans, *Effective Teaching Strategies*, University of North Carolina at Chapel Hill, 2010, 15.

<sup>3</sup> Loc.cit

<sup>4</sup> Birgitta Berglund & Thomas Lindvall, *Community Noise* (Sweden: Jannes Snabbtryck, 1995), 24.

have important role in the class. How the way the class running well depends on how the teacher in managing the class and how the teacher controll their students in a class, especially in a noisy class<sup>5</sup>.

Rob Plevin in his book “Take Contol of the Noisy Class” explained that building a good relationship with students is the best strategy to control every classroom problem. If teacher has good relationship with students, he will not easy blame the school system, the setting, the building, the students, etc.<sup>6</sup>

As one of a problem in the classroom, a noisy class is faced by the EFL teacher in SMA Bahrul Ulum Sekapuk Ujungpangkah Gresik. The researcher had done a little survey to some schools in Ujungpangkah and this school is one that has the distraction problem. The problem here comes from the school condition that uses the school hall as some classes which are seperated with a curtain from wood. This makes the sounds from one class to the other class are collided that disturbs students’ concentration in learning. In addition, the noise also comes from the students who are mostly take a fancy to talk with others while the teacher is explining the lessons in front.

Furthemore, the researcher conducts this research in order to investigate the teacher’s challenges in teaching English in a noisy class and the strategies used by the EFL teacher in SMA Bahrul Ulum Sekapuk Ujungpangkah Gresik to teach English in that kind of class situation. After finishing this research, the researcher hopes that the other teachers who may face the same problem can use those appropriate strategies.

As this research talks about the challenges and strategies in the distracted classrooms, there are some alike previous studies that support this research. The first previous study was conducted by Mary Grace Flores Villanueva entitled “Integrated Teaching Strategies Model For Improved Scientific Literacy In Second-Language Learners” in 2010. The researcher used mix method in this study and collected the data through literacy test, classroom observation, interview, and science notebook checklist. The data suggested that the scientific literacy strategy improved the

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<sup>5</sup> Jeremy Harmer, “*The practice of English Language Teaching Fourth edition*” (USA : Pearson, 2009),108

<sup>6</sup> Robi Plevin, *Take Control of the Noisy Class*. (Crown House Publishing, 2016), 79.

experimental learners' problem solving skill. Teachers' gradual improvements in the use of the model suggest that they were able to use the scientific literacy strategy to support the cognitive and linguistic development of second-language learners<sup>7</sup>.

The second previous study was written by Kate E.Bokan-Smith, with the title "A Mixed Methods Study Of Motivational Teaching Strategies In The ESL Classroom In Australia". The researcher did this research using mix method and collected the data through observation, interview, and distributing questionnaires. The finding of this research was new insight into teachers' motivational strategy use and students' perceptions of their teachers' strategic choices<sup>8</sup>.

The third previous study entitled "A Case Study Of Teaching Strategies Associated With Different Formats For Core French". It was written by Christopher Paul Hilmer. It was a mix method research. The researcher used classroom observation, interview, and instrument in order to get the data of this research. He found that there was no difference in thus teacher's use of teaching strategies between the two program formats<sup>9</sup>.

This research will be different with those previous studies. Although those previous studies talked about teaching strategies, but this research will be more focus on the strategies used to teach in a distracted classroom, more specifically in the noisy class. The researcher is sure that EFL teacher who teaches in a noisy class must have different teaching strategies with they who teaches in a regular class.

## **B. Research Questions**

The questions of this research are formulated as follows:

1. What are the challenges faced by EFL teachers to teach English in the distracted classrooms in SMA Bahrul Ulum Sekapuk?

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<sup>7</sup> Mary Grace Flores Villanueva, Bachelor degree thesis, "*Integrated Teaching Strategies Model For Improved Scientific Literacy In Second-Language Learners*" (Nelson Mandela Metropolitan University, 2010),5.

<sup>8</sup> Kate E.Bokan-Smith, Master degree thesis, "*A Mixed Methods Study Of Motivational Teaching Strategies In The Esl Classroom In Australia*". (Sydney: The University of Sydney, 2016),3-4.

<sup>9</sup> Christopher Paul Hilmer, Master degree thesis, "*A Case Study Of Teaching Strategies Associated With Different Formats For Core French*" (University of Toronto, 2015),3.

2. What are the EFL teachers' strategies to cope the challenges in teaching English in the distracted classrooms in SMA Bahrul Ulum Sekapuk?

### **C. Objectives of the Study**

Based on the problem statement above, the researcher has the following objectives which are:

1. to find out the challenges faced by EFL Teachers to teach English in distracted classrooms in SMA Bahrul Ulum Sekapuk,
2. to investigate the EFL teachers' teaching strategies to cope the challenges in the distracted classrooms in SMA Bahrul Ulum Sekapuk.

### **D. Significance of the Study**

To show the significance of this study, here are the researcher's statements about this case. The researcher expects this study to give benefits for the EFL Teacher and the next researcher.

1. For the EFL teacher

The findings of this study hopefully can be reference for EFL teachers who may face or teach in a distracted classroom. By applying the strategies found in this study, hopefully they can obtain improvement of the quality in teaching learning process, especially in facing the distracted classroom.

2. For the next researcher

After reading this research, the researcher hopes that there will be the next researcher that will continue this research theme. There are another kinds of classroom distraction as like lateness and technology that the next researcher can study. They may also be able to observe about the effectiveness of the strategies used by the EFL teachers in those kinds of classroom situation.

This research can also be one of the resources of thoughts for further research.

### **E. Scope of the Study**

The scope of this study is only on the EFL teacher challenges and teaching strategies in a distracted classroom. Since there are a lot of teaching strategies that EFL teachers can use, the researcher only

observed those strategies that could effectively be used in a distracted classroom. Likewise the distracted classroom, it also has several varieties. The researcher did not observe all the distracted classroom types, but the focus was on the noisy class, one of the type of distracted classroom.

## **F. Limitation of the Study**

There are various aspects of classroom distraction that are too broad. In order to limit this study, the researcher restricted it to the English distracted classroom of SMA Bahrul Ulum Sekapuk Ujungpangkah Gresik, specifically in social science class and natural science class grade eleven. The reason of why the researcher chooses those classes was because those two classes had different English teacher and the researcher wants not only observe one EFL teacher but also two EFL teachers. The researcher choosed two EFL teachers in order to make this research is objective.

## **G. Definition of Key Terms**

The researcher writes down some definitions of key terms in order to help the reader to understand this study easily and to make them having the equal commentation as the researcher.

### **1. EFL Teacher**

EFL teacher or English as Foreign Language teacher is a teacher who teaches English subjects as an additional language in a non-English speaking country. While teacher himself is the primary component who holds important roles in managing the teaching learning process in big classes, Competencies and personalities are some requirements needed by the teacher. A teacher must fulfill three competencies which are cognitive, affective, and psychomotoric<sup>10</sup>. In this research, the researcher defines the EFL teacher as a teacher who teaches English as foreign language in the scholl, exactly in SMA Bahrul Ulum Sekapuk.

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<sup>10</sup> H Brown – Douglas, *Teaching by Principle An Interactive Approach to Language Pedagogy* (San Fransisco : Longman, 2001), 342.



## 2. Teaching Strategy

Strategy is all these perspective, position, plan, and pattern. Strategy concerns how people will achieve their aims<sup>11</sup>. Then, teaching strategy is teacher's plan that contains a series of activities designed to achieve specific educational objectives. In this research, the researcher defines teaching strategy as the way EFL teachers plan the teaching-learning activities to deliver the materials effectively in order to cope the challenges faced.

## 3. Distracted Classroom

Distraction is defined as everything that disturb someone's attention or bother someone from something which they should be focused. The distraction may be from Lateness, Talking, Technology, Being Unprepared, Eating, and Noise.<sup>12</sup> Then, it can be concluded that distracted classroom is a classroom situation which is interfered by one of those classroom distractions or more. The distracted classroom in this study focused on noisy, one of classroom distractions' typ. So, noisy class is a class disturbed by noise inside or outside classroom environment that bothers students' attention to the teaching-learning activity.

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<sup>11</sup> Fred Nickols, *Strategy Definitions and Meanings* (2017), 7.

<sup>12</sup> Martin H.Manser, *Oxford Learner's Pocket Dictionary New Edition* (New York : Oxford University Press, 1983), 122.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the review of literature that is used in this research. Related to the topic of this research, the researcher has presented some review of literature that have been divided into four parts. Those parts are : EFL teacher, distracted classroom, challenges in teaching noisy class, and strategies in handling noisy class. The researcher has explained those four parts briefly according to the theory related to the research.

#### **A. Theoretical Framework**

##### **1. EFL Teacher**

According to Harmer, there are many metaphors to describe the teacher such as teacher is actors because they are always on the stage, teachers are orchestral conductors because direct construction and set the pace and tone and the last is the teacher is gardeners because they plant the seeds and then watch them grow. In addition, the teacher is the person who is given responsibility to become an educator in education and also they have the right in education and teaching in formal education institutions. Besides that, teacher is as professional educator with their work educating, teaching, guiding, assess and evaluate students start from elementary school, junior high school, senior high school and the last is university. Also they have an obligation to manage the class. In teaching learning process, the teacher has to give facilities for the students to make teaching learning process are easy, active and more comfortable<sup>13</sup>.

Specifically, in English teaching, the term EFL (English as Foreign Language) is a common word. EFL (English as Foreign Language) Teacher is a teacher who teaches English in a country where English isn't native language. English is only used as an additional language in non-English speaking country. Competent teachers must have language content knowledge.

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<sup>13</sup> J.Harmer, *The practice of English language teaching* (London: Longman, 1991).

Content knowledge enables teachers to help students cope with problems encountered while learning and understanding the topics covered in lessons. Content knowledge includes aspects such as grammar and the other features of language mastery that are necessary for students to build communicative competence in their use of English<sup>14</sup>.

Teacher professional development is a term used to describe the continuing process of teacher improvement, in the context of EFL teachers, the term is specifically used to refer to the process in which teachers increase their English skills and propositional and procedural EFL knowledge sets. In response to the essential role of EFL teachers, models of teacher professional development must cover two areas, which are:

- a) propositional knowledge—encompassing the content subject that teachers teach, such as the English materials they use,
- b) procedural knowledge—related to the processes, procedures and strategies that help teachers perform teaching tasks.

One specific model of teacher professional development includes implementing a ‘critical friends group’, which involves teachers as researchers working with material development activities, where experts are invited into school contexts to join these training and development programs. All these proposed models seek to help teachers build English competence and English-teaching skills. They also aim to create a change in mindset in relation to strengthening teachers’ identity as English teachers by implementing these models of professional development.

Models that involve colleagues giving feedback and suggestions to each other benefit teachers in many ways. First, teachers gain more objective feedback to enable reflection on their teaching practice, and this objective feedback broadens the ways they can think about how to teach more successfully. Second, teachers can share ideas related to applicable techniques to use more effective and interesting materials during their teaching practice. Having teachers conduct research, particularly action research, is useful because it enables them to identify

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<sup>14</sup> Soepriyatna. *Investigating and Assessing Competence of High School Teachers of English in Indonesia*. Malaysian Journal of ELT Research 8.2, 2012, 38-49.

problems that occur in their own classroom contexts. They are able to build skills and knowledge regarding ways to solve their students' problems during the learning process. Additional benefits to those from implementing actions following reflection include improved writing skills gained from reporting their research in written form<sup>15</sup>.

## 2. Distracted Classroom

Distraction is defined as everything that disturb someone's attention or bother someone from something which they should be focused.<sup>16</sup> Distractions can come in various forms and can deter students from paying attention to important lessons. Stephanie Cai stated that there are six types of classroom distractions. Those six types are (1) Lateness, (2) Talking, (3) Technology, (4) Being Unprepared, (5) Eating, (6) Noise<sup>17</sup>. As the cope of this study is only in the noisy class, the researcher will explore more about the definition of the noisy class and not for all the types of classroom distractions.

Noise is defined as unwanted sound. Noise may disturb the health of individuals or populations in some situations. The noise in a classroom is made up from external noise which is transmitted through the building envelope, plus internally generated noise, so that children in school may be exposed to noise from a wide variety of sources. External noise is likely to consist of a range of environmental noise including noise from transportation sources, industrial noise, plant noise and noise of people outside the school<sup>18</sup>.

One of the first areas that make a noticeable impact on student success is the physical environment of the classroom. This can pertain to a variety of details. It can be structure, resources, color. All of these can play a role in determining

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<sup>15</sup> Irmawati. *Models of Tefl Teachers' Professional Development*. (TEFL IN International Conference, 2014),172.

<sup>16</sup> Martin H.Manser, *Oxford Learner's Pocket Dictionary New Edition* (New York : Oxford University Press, 1983), 122.

<sup>17</sup> Stephanie Cai, *List of Classroom Distractions*, <https://classroom.synonym.com/list-classroom-distractions-7882007.html>, (Leaf Group, 2010).

<sup>18</sup> Bridget Shield and Julie Dockrell, *The Effects of Noise on Children at School:A review*, (J.Building Accoustics, 2003),3.

whether the classroom will be conducive for learning. Each may not have a large effect individually, however together they can work to strengthen a student's ability to learn.

When a student first steps into a room they will make a judgment about the type of class they are going to be taking. They will look to see how desks are arranged. They will notice what is hanging on the walls. The way in which a teacher sets up their class allows them to communicate with their students non-verbally. By adding various learning centers or activity centers the students will know that this is a classroom that likes to do hands-on experiments. It also conveys that they will not just sit and take notes, but they will act out what ever subject they are learning. The wall art will demonstrate to the student that the teacher cares about their work enough to show it off. Students will also gain an understanding of the social expectations of the teacher in the classroom based on how the desks are organized. Each of these tools can be used in any classroom regardless of the content<sup>19</sup>.

### 3. Challenges in Teaching Noisy Class

Generally, teaching English might seem similar to any other teaching, yet it has its own unique challenges. Below are the challenges encountered in English teaching.

The first challenge is severe shortage of training. In some countries, problems regarding a severe shortage of trained English teachers are reported<sup>20</sup>. Thus, teachers might “find themselves teaching English either without sufficient English training generally or in teaching English to learners particularly<sup>21</sup>. Teachers whose teaching training is not enough might strive to embody teaching methods effectively<sup>22</sup>.Applying appropriate

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<sup>19</sup> Steve Grubaugh and Richard Houston, *Establishing a Classroom Environment That Promotes Interaction and Improved Student Behavior*, The Clearing House , Vol. 63, No. 8 (Apr., 1990), pp. 375-378. Accessed November 6, 2013.

<sup>20</sup> D Nunan, *The impact of English as a global language on educational policies and practices in the Asia-Pacific region*, (TESOL Quarterly,2003), 589-613.

<sup>21</sup> S. Garton, Copland, F., & Burns, A, *Investigating global practices in teaching English for young learners: Project report*. (London, England: British Council, 2011),13.

<sup>22</sup> W. Littlewood, *Communicative and task based language teaching in East Asian classrooms. Language Teaching*, (2007), 243-259.

teaching methods and techniques is tough because the teachers do not merely think of how to transfer four language skills, but also how to remain students' motivation and enthusiasm in learning and practicing English<sup>23</sup>.

Crowded class becomes one of the challenge in teaching in. Emery said that one of the most often mentioned problems encountered by English teachers is that over crowded classes and the effect of such condition can have on teaching and learning<sup>24</sup>. Baker and Westrup state several problems of teaching large classes, such as “desks and chairs are fixed or difficult to move; students sit close together in rows; little space for the teacher and students to move in the classroom; walls between classrooms are thin, and noise will disturb other classes”<sup>25</sup>. Consequently, it is necessary that teaching and learning process requires comfortable and enjoyable atmosphere, otherwise, teachers might be in failure to fulfill students' need and achieve learning goals.

Lack of vocabulary is also challenge that teacher may face. Hasan stated that one of the most challenging tasks students encountered is mastering vocabulary<sup>26</sup>. Maruyama (1996) as cited in Hoa and Mai (2016) point the reason why students lack vocabulary, i.e. “students believed that they did not need to know words because they were not common, even rarely used in their daily lives, therefore, they have no motivation to learn the words”. Consequently, students in English as a foreign language context are limited by their knowledge of grammar and vocabulary of the target language and have to struggle to comprehend the content<sup>27</sup>.

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<sup>23</sup> A.A. Ansari, *Teaching of English to Arab students: Problems and remedies*, (Educational Research 3(6), 2012), 519-524.

<sup>24</sup> H. Emery, *A global study of primary English teachers' qualifications, training and career development*, (ELT Research Papers, 2012), 1-32.

<sup>25</sup> J. Baker, & Westrup, H., *The English language teacher's handbook*. (London, UK: Continuum, 2000), 2.

<sup>26</sup> L.-N. K. Hasan, *The effect of lack of vocabulary on English language learners' performance with reference to English departments students at Salahaddin University-Erbil*. (ZANCO Journal of Pure and Applied Sciences, 2016), 211-227.

<sup>27</sup> H. V. Chung, Doctoral Dissertation: “A study of reading comprehension problems in English encountered by first year students of faculty of Vietnamese studies at Hnue”. (Hanoi: Hanoi National University of Education, 2016) 5-6.

The next challenge that teacher may find is linguistic problems. Mukattash categorized English teaching challenges that are encountered into two: first, most inaccuracies done regarding the pronunciation, morphology, syntax, and spelling; second, most of students have problems in expressing themselves when using English<sup>28</sup>. The first issue is also strengthened by Khan that “specific problem connected to pronunciation, stress, and intonation become problem for students”<sup>29</sup>. As a consequence, these linguistic problems are found in all language skills, which make students demotivated in practicing a target language. Another issue regarding linguistic problem is first language or mother tongue interference. Both teachers and students frequently talk using their mother-tongue language which unconsciously affects their English performance<sup>30</sup>.

Psychological problems is also a teaching challenge that sometimes faced by the teachers. Pande asserted that “it is a common misinterpretation among students that English is the most difficult of all subjects”<sup>31</sup>. Similarly, Fatiloro states that the challenging difficulty in teaching English as a foreign language is meeting students’ awful attitude in practicing English. For instance, students can be fearful to speak in front of their classmates, particularly when it comes to the presence of a competitive student in the classroom<sup>32</sup>.

According to Le Phuoc Ky, M.A, He stated some challenges in teaching a large class that are related to noisy class which are the teacher is getting tired in short period of time in rising their voice, teacher’s voice can not be heard in the back row, Some students are shouting and screaming during lessons, some

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<sup>28</sup> L. Mukattash, *The problem of difficulty in foreign language learning*, (Amman, Jordan: University of Jordan, 1983).

<sup>29</sup> I. A. Khan, *Challenges of teaching/learning English and management*, (Global Journal of Human Social Science Vol. 11, 2011), 72.

<sup>30</sup> O. F. Fatiloro, *Tackling the challenges of teaching English language as second language (ESL) in Nigeria*, (IOSR Journal of Research & Method in Education (IOSR-JRME) 2015), 26-30.

<sup>31</sup> V. B. Pande, *Problems and remedies in teaching English as a second language*, (Confluence, 2013), 416-421.

<sup>32</sup> O. F. Fatiloro, *Tackling the challenges of teaching English language as second language (ESL) in Nigeria*, (IOSR Journal of Research & Method in Education (IOSR-JRME), 2015), 26-30.



students are annoyed with the noise during lessons, the teacher can not give equal attention to all of students, some students do not actively participate in the classroom, some students get bored, some students start to do something else rather than English, the teacher's interaction is restricted to the students in the front row, and the teacher takes too much time to call everybody in the class to answer his questions<sup>33</sup>.

#### 4. Strategies in Handling Noisy Class

##### a. Definition of Teaching Strategies

Teaching strategies in education strategy can be defined as a plan method, or series of activities designed to aducational Achieves a particular goal. Strategy can be defined as a plan that contains a series of activities designed to achieve specific educational objectives.

Teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which have planed. In other word, teaching strategies are approaches to teaching students. The teachers have to apply the strategy to balance between the method which the teacher's used and the way of the teacher's used to apply the materials<sup>34</sup>.

While Hamzah B. Uno stated that the teaching strategy is the means that will be used by teachers to select learning activities that will be used in the learning process. Selection is done by considering the circumstances, learning resources, needs and characteristics of learners faced in order to achieve specific learning goals. Teaching strategies is a way of making decisions about an individual class, or even an entire curriculum, begining with an analysis of key variables in the teaching situation. These variables include the characteristics of the learners, the learning objectives, and the instructional preferences of the teacher. Once these variables have been analyzed, informed decisions can be made about structure,

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<sup>33</sup> Le Phuoc Ky. M.A., *Problems, Solutions, and Advantages of Large Classes*, [www.onestopenglish.com](http://www.onestopenglish.com), 2002.

<sup>34</sup> Aswan et al, *Strategi Belajar Mengajar* (Jakarta. Reneka cipta, 2010),43.



methods of assessment, and other key components. The process of planning a course is not an easy one<sup>35</sup>.

b. Teaching Strategy in a noisy class

Ali Merc and Gonca Subasi stated some strategies that can be effectively implemented in teaching in a noisy class. Teachers need different strategies to use in teaching in a noisy class. If teachers do not use different methods and strategies to attract students' attention, it will make the classroom management harder. Here are some strategies that EFL teachers can use in a noisy class : using eye contact, being silent, giving a surprise activity as a reward, asking questions to draw students' attention, informing the cooperating teacher, warning, using mimes and gestures, giving a purpose to listen to others, listening to a song as a reward, using the class list for nomination, giving students responsibilities, praising the silent students, changing the students' seats, involving them in the lesson, stopping the activity, and giving enjoyable activities. Those strategies were found by Ali and Gonca as their solutions in facing the noisy class, one type of classroom management problems<sup>36</sup>.

## B. Review of Previous Study

The researcher uses some relevant previous study in order to prove the originality of the research. The first previous study was conducted by Buchari and Nazruddin Matondang in 2017 entitled *The Impact Of Noise Level On Students' Learning Performance At State Elementary School In Medan*. This study was conducted to determine the level and impact of noise on pupils' learning performance that was observed through a survey. This research was conducted in State Elementary School (SDN 060882) Medan located on the corner of Abdullah Lubis Street and Pattimura Street, Medan. The research was carried out for 4 (four) months. This study used a survey to get the facts of phenomena that exist and to find the actual information to get to the truth. A survey generally uses the

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<sup>35</sup> Hamzah Uno, *Learning Model*, [Online]. Available: <http://www.blogspot.co.id/2016/12/> (Jakarta: Earth Literacy, 2008).

<sup>36</sup> Ali Merc and Gonca Subasi, *Classroom Management Problems and Coping Strategies of Turkish Student EFL Teachers*, (Turkish Online Journal of Qualitative Inquiry, 2015),52-53.

instruments such as questionnaires and checklists that are filled by the selected respondents. The object of this research was the students in the school environment. In this research, the researcher found some improvements which are suggested to reduce the noise such as the reposition of windows, accoustic material to cover the classrooms' wall, or bamboo trees or grasses as the barred around the school area<sup>37</sup>.

The second previous study is a thesis written by Meria Santi Sibarani. Her research title is English Teachers' Strategies In Managing A Large Class At Smpn 4 Kota Jambi. The purpose of this research was to identify English teachers' strategies in managing a large class. This research used descriptive qualitative approach. The major instrument used was interview. There were four English teachers that involved as participants in this research. Based on the result of study, there are some strategies that used by teacher to manage large class. There are organization, rules, and communication<sup>38</sup>.

The third previous study is entitled The Preferences Of In-Service Elt Teacher's Language Learning Strategies In Their Own Language Process written by Harice Kubra. The purpose of this study was to give information about the Language Learning Strategies (LLS) preferences of primary and secondary school ELT teachers in their own foreign language learning. Since LLS use of young learners has been a growing area, in this study, teachers who have been teaching young learners in public primary and secondary schools are determined as participants. Data is collected from 81 in-service ELT teachers via a questionnaire namely Strategy Inventory for Language Learning (SILL) designed by Oxford and a semi-structured interview which is formed by the researcher's herself. As a result of the study, LLS usage of in-service ELT teachers are identified as moderate frequency level; additionally, taking Oxford's classification as a basis, the mostly used strategy group of ELT teachers is seen as social strategies whereas the least one is affective strategies; moreover, it is indicated that there is no mean difference

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<sup>37</sup> Buchari - Nazruddin Matondang, "The Impact Of Noise Level On Stdents' Learning Performance At State Elementary School In Medan". J. Building Acoustics 10(2), 2017, 97-106.

<sup>38</sup> Meria Santi Sibarani, Bachelor degree Thesis: "English Teachers' Strategies In Managing A Large Class At Smpn 4 Kota Jambi"(Jambi: University of Jambi,2017), 1-3.

on the LLS preferences of ELT teachers in terms of their genders, ages and teaching experiences<sup>39</sup>.

The fourth previous study is a thesis conducted by Rian Febriansyah entitled *Teachers' Politeness Strategy In Giving Feedback On Thesis Proposal Presentation Of English Teacher Education Department Of Uin Sunan Ampel Surabaya*. This research was conducted to investigate what politeness strategy used by the teacher when giving corrective feedback in students' thesis proposal presentation and to describe how the students response toward teacher's politeness strategy. The participants of this research are the teacher and the students in thesis proposal presentation in year 2018. The researcher uses two research instruments, there are video recording and questionnaire. To analyze the data, the researcher uses coding. The result show that, during period of July until October 2018, there are four teachers who become the examiner of thesis proposal presentation. When giving the feedback to the students' presentation, the teachers use three of four of politeness strategy<sup>40</sup>.

The last previous study is conducted by Suwirman Nuryadin by the title *Effects Of Classroom Noise On Teaching And Learning Of High School Students In Jakarta*. This study concerns classroom noise of high school in Jakarta, Indonesia. Goals of this study are to investigate sources of school noise, effects of noise on teaching and learning of high school students, determine the relationship between noise levels and degree of annoyance. and experiments to reduce school noise levels. 120 students, between ages 19–22 years took part in study. Noise measurements, questionnaire, and experiments for restrictions of noise levels were carried out<sup>41</sup>.

This research is different from those five previous studies in term of challenges and strategies used by the ELT teachers in teaching in a distracted classroom. One of those previous studies discussed about teaching strategies but in different classroom conditions with this

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<sup>39</sup> Harice Kubra, "*The Preferences Of In-Service Elt Teacher's Language Learning Strategies In Their Own Language Process*", international journal of language education and teaching. Vol.5, Issue 1, April 2017, 359-360.

<sup>40</sup> Rian Febriansyah. Bachelor Degree Thesis : "*Teachers' Politeness Strategy in Giving Feedback on Thesis Proposal Presentation of English Teacher Education Department of UIN Sunan Ampel Surabaya*" (Surabaya: UINSA, 2018), vi.

<sup>41</sup> Suwirman Nuryadin, "*Effects of Classroom Noise on Teaching and Learning of HighSchool Students in Jakarta*" International Journal of Science and Research, Vol. 5 Issue 8, August 2016,1.

study. Some of them talked about certain teaching strategies to teach certain subjects, and there is also a study that talked about classroom noise but no strategies used are discussed. Therefore, the researcher constructed a research entitled “EFL Teachers’ Challenges and Strategies in Teaching in The Distracted Classrooms: A Case Study in SMA Bahrul Ulum Sekapuk”.

The researcher formulated the title above as a result of reading those previous studies about some specific teaching strategies to reach some goals, teaching strategies in a large class, and effects of classroom noise. The researcher intended to do the similar research with what was done by Meria Santi entitled English teachers’ strategies in managing a large class, but she conducted it with the different classroom problem which is classroom noise written by Suwirman Nuryadin. The researcher expects that large class and noisy class are two different problems in teaching that definitely have the different teaching strategies too.



## **CHAPTER III RESEARCH METHOD**

This chapter provides the organization of the research method which is focused on answering the research questions. The discussion includes research design and approach, setting and subject, data and source of data, data collection technique, research instrument, and data analysis technique.

### **A. Research Design and Approach**

In conducting this research, the researcher used qualitative method. Creswell said that qualitative research is used in order to inquire a matter so that the researcher can get obvious understanding of particular phenomenon. The key concept, idea, or process studied in qualitative research are the definition of the central phenomenon<sup>42</sup>. In addition, Christensen and Johnson stated that “qualitative research is focus on understanding the ‘insider’s perspective’ of people and their culture, and this requires direct personal and often participatory contact”. They also stated that getting close to the objects of the research through participant observation is an important thing in qualitative research, so that they can suffer for themselves the subjective dimensions of the phenomena they study<sup>43</sup>. So, the researcher used qualitative method to get affluent information and intimate understandings from the participants. This research was included as a qualitative research because the research design, data collection technique, and data analysis technique enroll the characteristic of qualitative research. In this research, the researcher analyzed the data to describe about the ELT teachers’ challenges and teaching strategies when they were teaching in a distracted classroom at SMA Bahrul Ulum Sekapuk Ujungpangkah Gresik.

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<sup>42</sup> John W. Creswell, *Educational Research Fourth Edition* (USA : Pearson Education, 2002), 16.

<sup>43</sup> R. Burke Johnson – Larry Christensen, *Educational Research 5<sup>th</sup> Edition* (USA : SAGE Publications), 87.

## B. Research Setting and Subject

The researcher conducted the research at SMA Bahrul Ulum Sekapuk Ujungpangkah Gresik. The researcher choosed this school after doing a mini survey to some schools in UjungPangkah and she found that this school complied the criteria of distracted classroom. The distractions of the classrooms here came from the school noise that occured from the classroom environment. Besides the location of the classrooms that reside in the school hall which was broken up into some classes, the students also had less awareness to study that they often made noisy in the classroom while learning with teachers by talking with other friends or disturbing other friends.

The researcher investigated two English teachers who taught in different class but the same level with the same classroom condition. The first English teacher taught in *IPS* class grade eleven and the second one taught in *IPA* class grade eleven. The researcher choosed those two English teacher because they taught in the different classes which could be categorized as distracted classrooms. Accidentally, this school had only those two English teachers that the researcher directly asked them to be the objects of her research. The researcher did not accuse the number of students in each class because the researcher's focus was the teachers.

## C. Data and Source of Data

The data in this study were primary data. Those data were collected from observation and interview with the video recorder, field note, and interview guided as the instruments to support in collecting the data.

### 1. Data

The data in this study were in the form of (a) lists of the teachers' problem. This data answer ed the first research question that asked about what the challenges faced by the EFL teachers in teaching English in a distracted classroom is, and (b) their teaching strategies to face the problems. This data responded the second research question that inquired about the way the EFL teachers used in facing the problems. So, the EFL teachers' problem and strategies were what the researcher collected as the data in this research.

## 2. Source of data

As there were two data that the researcher collected, there were also two sources of data. The first source of data that resulted the first data was the process of teaching - learning. The researcher tried to find the data through observation by watching the teaching-learning process. The second source of data was the teacher as the object of interview. The EFL teachers were the information resources to answer some questions asked by the interviewer in this interview.

## D. Data Collection Technique

The researcher obtained the data through two techniques of data collection as follows:

### 1. Observation

Gay and Mills asserted that observation is watching the participants that we will observe with the suppression to comprehend their natural environment without modifying and manipulating<sup>44</sup>. Observing is the way in order to determine the current status of phenomena in observational study. The information will be more objective if we gather them by observing the participants, not by asking them.

Before doing the observation, the researcher asked permission to both of the EFL teachers to join in their class in order to do the classroom observation. After they had given permission, the researcher came to the class and started doing the classroom observation. During the observation, the researcher took a seat at the back to explore the teachers' challenges or problems when teaching in a distracted classroom and the way they faced the problem or the strategies they used to solve those kinds of problems. Since the observation objects were the EFL teachers, the researcher only focussed on the teachers and did not distract the teaching learning process by asking questions to both the teachers and students during the observation.

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<sup>44</sup> Gay, L.R. - Mills. Geoffrey E. & Airasian, Peter, *Education Research: competencies for analysis and applications*, 10th Ed. (New York: Pearson Education, 2012),465.



## 2. Interview

According to Sugiyono, Interview is a meeting of two people to exchange information and idea through and responses, outcoming in communication of meaning about a certain topic<sup>45</sup>. Whilst Hadi stated that interview can be defined as method of data collection by using question and answer undertaken unilaterally by systematic and based on the objective of the inquiry.

There are three types of interview. They are (a) unstructured interview. In conducting this type of interview, the interviewer does not need to prepare the systematic plan of question, (b) structured interview. In this second type of interview, the interviewer must ready the list of questions that will be asked to the object of interview before making it, (c) semi structured interview. The interviewer uses a set question which is developed to obtain the particular information. When the interviewer found interesting or important answer that emerge unexpectedly from the object of interview, the interviewer can develop the planned questions that have been set up<sup>46</sup>.

The type of interview that the researcher used was the second type, structured interview. The researcher gained it with the EFL teachers after the teaching-learning process was done. The researcher had told to the teacher before joining the classroom observation that she would also talk in interview with them. So, the researcher conducted the interview after joining the second meeting of the classroom observation. The interview was conducted in order to add the data of the teachers' problem and the strategies used and also to cross check the data that the researcher had gotten from the observation to ascertain that the data from the observation were really valid.

## E. Research Instruments

This research used two research instruments. Here were the two instruments that the researcher used:

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<sup>45</sup> Sugiono, *Metode penelitian kuantitatif, kualitatif dan R&d* (Bandung: Alfabeta, 2008), 231.

<sup>46</sup> Hadi, *Membaca Cepat dan Efektif* (Bandung: Sinar Baru, 1987), 39.



### 1. Observation checklist

The teachers were observed by the researcher using the observation checklist. In this case, The researcher analyzed all the activities in the class during the teaching learning process. The researcher observed whatever done by the English teacher related to the teachers' challenges and strategies in teaching in the classroom. It was used to investigate the English teaching and learning process in the distracted classroom. While observing the teaching-learning activities, the researcher took a note in the observation checklist brought.

### 2. Interview Guided

Wherefore the researcher used structured interview, she prepared the list of questions or interview guided that she asked to the EFL teachers. So, when the researcher conducted the interview with the teachers, she was ready with the guided so that the interview was right on target and the topic was not widen.

## **F. Research Stages**

Before conducting this research, the researcher conducted some stages as follows.

1. The first thing that the researcher did was asking permission to the school to conduct the research. After the school gave permission to do the research there, the researcher contacted both the two EFL teachers to make an appointment about when the researcher could come to the school to do the classroom observation and ask for some questions in interview.
2. The second thing to do after making an appointment was doing the classroom observation. As the schedules of the teachers to teach were in the same days with the different times, the researcher did the classroom observation in the same days but in different times. The researcher came to the class to do the observation twice. At 07.00-08.30 am, the researcher came to XI IPS class and at 10.00-11.30, the researcher came to XI IPA class.
3. The third stage of doing this research was doing interview with the teachers. The researcher had said to the teachers when making appointments that there would be interview after doing the observations to collect more data. The researcher was

welcome to do the interview in the second day after observation. So, the researcher met the teachers in the school office and asked them some questions that the researcher had prepared.

4. The last stage to do was analyzing the data found with the technique of data analysis. After analyzing the data, the researcher started to display the data in the form of narration in the research findings. Then, the researcher discussed those data with the related theory to support them and to make sure that the data was valid. The last one was drawing conclusion from the data provided in the data findings and discussions.

## **G. Data Analysis Technique**

In analyzing the data, the researcher used the qualitative data analysis technique. It is the process whereby researcher systematically search and arrange their data in order to increase their understanding of the data and to enable presenting the result to others. After collecting the data, the researcher listened to the recording from interview while writing the transcription to make the researcher easier to read and re-read the data founded. Since the researcher had taken a note while doing the observation, the researcher could directly re-read the observation note.

To describe the ELT teachers teaching challenges and strategies in distracted classroom, the data analysis was conducted as follows.

### **1. Coding**

The first stage in analyzing qualitative data here involved coding. The most common approach was to read and reread all the data and sort them by looking for units of meaning-words, phrases, and sentence to make it easy to be learned.

#### **a. Observation**

The researcher used two observation checklists in conducting the observation. Since these instruments answered both of the research questions, the first checklist talked about the teachers' challenges and the second one talked about the teaching strategies. After doing the observation, the researcher grouped the challenges into several groups, which are challenges faced by the teachers, by the students, and from the school environment. While the data from the second instrument about the strategies, the researcher did not group

them into several parts but match them to which challenges they overcame.

b. Interview

In doing the interview, the researcher did not separate which questions related to the challenges and strategies. So in this coding, the researcher put together the challenges mentioned by the teachers and also the strategies they used to cope those challenges. So that, the researcher were easier to display them in the findings. In this interview, the researcher also clarified some unrelated informations into one group. Those were like the main challenge the teachers faced and what they did when the strategies they used were not effective.

## 2. Data Reduction

Data reduction is is the process of reducing the data that was not related to the research questions. So, the important information had to be taken and unimportant information had to be ignored.

a. Observation

The data from the observations had clearly related to the research questions. So, the researcher did not do any reduction from the data that were gotten from the observation.

b. Interview

In this case, the researcher reduced some unrelated informations that the researcher had grouped in the process of coding. Those informations were about the main challenge the teachers faced and what they did when the strategies they used were not effective. The researcher considered that those data did not support the research questions of this study.

## 3. Data Display

Data display is used to know the entire description of the result. In this stage, the researcher started to write the findings from the classroom observation and interview in the way of narration. As this research was descriptive qualitative research, the data had to be performed obviously in narration.

In displaying the data, the researcher did not separate which data gotten from the observation and which were gotten from the interview. So, the data were explained narratively in general. After it had been conducted, the researcher was able to draw conclusion and verify it to be meaningful data.

#### **4. Conclusion and Verification**

The last step of data analysis in conclusion and verification. The researcher did this step in order to conclude and verify the data found to make the data valid. After performing the suitable data with the research objectives in the way of narration, the researcher wrote the challenges and strategies from the observation and interview together than related the data found with the theoretical framework. So that, the data validity could be proved with the supporting theory.



## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presents the data findings and discussions related to the proposed questions based on the data gathered during the investigation. The findings of this research covers the teachers' challenges and strategies in teaching in the distracted classrooms.

#### **A. Findings**

This section consists of two parts. The first part describes about the teachers' challenges in teaching in the distracted classrooms, and the second part describes about the strategies used by the teachers to cope those challenges

##### **1. Teachers' Teaching Challenges in the Distracted Classrooms**

Every teaching learning-proces may have their own different challenges. The challenges may come from many aspects. As this study talked about the teaching challenges in the distracted classrooms, the researcher found some strategies used by the teacher coming from three aspects. Those are challenges for the teachers, students, and school facilities.

##### **a. Challenges for the teacher**

As the internal factor in teaching-learning proces, teachers did not escape from the challenges. Here are the challenges for the teachers in teaching in the distracted classrooms.

##### **1) Unstable Teacher's Voice**

In general, the teacher voice was loud in teaching and learning process. Students in the back row could hear the teacher's voice when the teacher was explaining the materials. However, the teacher's voice sometimes was low in short period of time so that some students in the back row could not hear the voice clearly. It was because the teacher should always use loud voice when explining the materials. Mrs.Reni said in the interview "it will be quickly getting tired in teaching in the distracted classroom because we have to be powerful if we explain

the lessons or give the instructions to the students”<sup>47</sup>. Mr.Dito also complained the same problem with Mrs. Reni when being asked about the teacher’s challenge. He said “I have the problem about the voice. I can not speak as loud as the other teachers. So, I will be tired quickly to speak in the class if the class is noisy”<sup>48</sup>.

## 2) Dissimilar Teacher’s Attention

According to the classroom observation, I found that teacher’s attention were mostly focussed on the active students and they who sat in the front row. They who sat in the back row and did not get attention from the teacher sometimes did another activity beyound the lessons. Some of them were talking, playing handphone, and sleeping. Because the class was too noisy, when the teacher kept the students in the front row, the back row students were doing other activities. On the contrary, when the teacher visited the students in the back row, some students in fthe front row were noisy. Mr.Dito stated that facing the students who did not pay attention was the main challenge he faced. When the researcher asked about the main challenge, He said “facing the students who do not pay attention. They may have been tired to study because I teach in the noon”<sup>49</sup>.

## 3) Teacher’s Interaction

Mostly, Teacher’s interaction was restricted to the students in the front row. It might because they gave more attention to the teachers, so that the teacher was restricted on them. The interaction here was like when the teacher proposed questions. She tended to ask the students in the front row. In this case, Mrs. Reni stated “It will also be difficult to interact with all of students, moreover they

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<sup>47</sup> Interview with Mrs.Reni (not the real name), on 13<sup>th</sup> of May 2019 in the office of SMA Bahrul Ulum Sekapuk.

<sup>48</sup> Interview with Mrs.Dito (not the real name), on 13<sup>th</sup> of May 2019 in the office of SMA Bahrul Ulum Sekapuk.

<sup>49</sup> Ibid

who sit in the back rows”<sup>50</sup>, when the researcher asked about her challenges as EFL teacher.

### **b. Challenges for the students**

Students can be said as the most important component in teaching-learning process. However, students could also cause some problems during lesson, moreover they were studying in the classrooms that were distracted. The explanations below explained some challenges for the students.

#### **1) Students’ attention**

Some students’ attention was not focuss on the teacher. They were annoyed with the noise that they did not concentrate. Therefore when the teacher gave them task or asked them questions, they could not do and answer well. In this case, Mr.Dito stated “they are less focus and seldom notice the lessons. They sometimes turn around their heads if they are called by their friends outside the class”<sup>51</sup> in the interview when the researcher asked him about the challenges coming from students. In addition, Mrs. Reni also said that drawing students’ attention was one of the challenges that she faced in teaching in the distracted classroom. She said the similar statement with Mr.Dito when the researcher asked about the challenges coming from the students. “Yes, certainly. The students sometimes do not pay attention”<sup>52</sup>. It was Mrs.Reni’s statement about the students’ attention.

#### **2) Students’ participation**

Some students’ did not actively participate in the classroom. The researcher saw when doing the observation, some students were passive even the teacher had asked them to ask questions. The teacher had to force them to be active in the class by answering questions or

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<sup>50</sup> Interview with Mrs.Reni, Op.Cit.

<sup>51</sup> Interview with Mr.Dito, Op.Cit.

<sup>52</sup> Interview with Mrs.Reni, Op.Cit.

working in group. By forcing them, they became more active to contribute in the learning activity. Mrs.Reni stated “I ask them questions or I ask them to have presentation in the class because many students are passive if I do not force them”<sup>53</sup>.

### 3) Students’ boredom

The less of participation of the students in the learning activity might make some students boring. They such did not have motivation to join the lesson. In the both classroom observations in natural science and social science class, the researcher saw that some students even were not focuss to the teacher’s explanation, did not actively participate, did not answer teacher’s question, and could not do the task well. Students who sustained boredom were mostly they who sat in the back row. They might be boring because teacher’s attention also was not always equal to all of students. So, when the teacher did interaction frequently to the students in the front row, the students in the back row did not notice and they were looked boring.

### 4) Students’ own activities

Another challenges faced by the teacher was some students who started doing another activity than English. Some of them were talking with others, playing gadget, and slept. Mrs.Reni stated about the challenges from students in the interview “the students sometimes do not pay attention, playing gadget, talking with friends, or sleeping”<sup>54</sup>. Eventhough the rule said that they might not play gadget during the lessons, some of them did not obey it. Both Mrs.Reni and Mr.Dito said that the role of the class was that students were not permitted to play the gadget during lessons. They were only allowed to use it when the teacher asked them to search something related to the lessons. Mrs.Reni said “actually, I do not allow the

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<sup>53</sup> Ibid.

<sup>54</sup> Ibid.



students to play gadget in the class. I will only allow them to play their gadget if I ask them to search for lessons or others, but they often break the role”<sup>55</sup>. In addition, Mr.Dito also said “the students are forbidden to play their gadget during lessons except for searching for lessons. But, it is difficult to forbid them. Many of them still disobey”<sup>56</sup>.

c. Challenges for the school facilities

The challenge for the school facilities coming from school wall that was too thin. It was such the main source of the noise that disturbed the class. It was because the voice from the next class could be heard. So, it distracted students’ attention, moreover the students in the back row. They sometimes did not pay attention to the teacher but started hearing the teacher or their friends from the class beside. In this case, Mr.Dito told about the challenge coming from the school facilities. He said “the class is not soundproof. So, the voice from outside the class disturbs the students’ learning activities”<sup>57</sup>. Mrs.Reni told the same problem that she said “when joining the classroom observation yesterday, you sat in the back row right? The classrooms’ dividers are only from the thin woods, so the techers’ and students’ voice from the next class are heard and it disturbs my class”<sup>58</sup>.

## 2. Teacher’s Teaching Strategies in the Distracted Classrooms

From the challenges that were faced by the EFL teachers in teaching in the distracted classrooms, they used several strategies that helped them to easily deliver the materials and engage the students to do the learning activities. Here are the strategies that the teachers used.

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<sup>55</sup> Ibid.

<sup>56</sup> Interview with Mr.Dito, Op.Cit.

<sup>57</sup> Ibid.

<sup>58</sup> Interview with Mrs.Reni, Op.Cit.

a. Making eye contact

The Teacher made eye contact moreover to the students who did not pay attention when the teacher was giving instruction, explaining, or asking questions. When some students were not focuss and the teacher looked at them intensely, they started to pay attention to the teacher again.

However, doing eye contact equally was a little bit difficult to do. Since the teacher's eyes are only two, he will not be able to make eye contact to all of students in one time but some stubborn students threw of their focus when the teacher did not make eye contact to them. That was why the teacher made eye contact moreover to the students who were hard to focus to the lesson.

b. Praising the obedient students

The teacher often commended the students who obeyed to his instruction by saying "Good students" or "Good job". It was such teacher's way to appreciate the obeyed students. Mr.Dito stated "I just give them praise, like "Good job" etc. The students may be happy because of that praise. They feel that their works are appreciated by the teacher",<sup>59</sup>.

c. Drawing students' attention

Teacher drew students' attention by asking some questions like "Hello... are you there?, can you answer number one?, Are you done with your work? Attention please!" etc and checking attention by questioning "oke, what must you do?". When students could explain what the teacher explained or instructed meant that they paid attention to what the teacher's explanation and instruction. The teacher often asked more to the students in the back row, but some of them could not answer because they did not pay attention. Then, the teacher repeated what he explained once more and asked them again. So that, the students started to pay attention because they had to answer the teacher's question again.

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<sup>59</sup> Interview with Mr.Dito, Op.Cit.

d. Warning the students

The teacher warned the students when they started doing something else rather than English. When some students talked each other, he warned them by saying “Hello, stop discussing and do your work”. He also reprimanded when some of the students playing gadget, and hearing the class beside.

Unfortunately, some students were not easy to be warned. They still run over the same thing or do another thing even the teacher had warned them. So, the teacher’s warnings were not given once or twice but many times. However, the students yet listen to the teacher’s warning even some minutes later, they violated again.

e. Listening to others

The teacher taught the students to appreciate others by giving them chance to both speak and listen to others. The teacher always said “Listen to your friend please!” when there was a student talking to answer questions or present the work. In group discussion, the teacher asked them to give their opinion one by one and asked others to listen to their friend. By doing that, they did not make noise because the teacher always controlled the group work.

f. Using mimes and gestures

Mimes and gestures were also used by the teachers in giving warning to the students. They mostly used their hand and chin as the gestures. They also used their mimes to rebuke the students when they broke the class roles. When doing the classroom observation, the researcher saw the teacher warned the students when they played their cell phone. He clapped his hands and pointed his hand to the cell phone and directed it to their bag. He intended to ask the students to put in the cell phone to their bag. It shew that the mimes and gestures were used by the teacher in warning the students.

The teachers’s face were optimist, because they did many movements during the lessons. The teachers were looked confident and brave. Their hand also moved actively when

they were explaining the materials. They was always smiling too. This made the learning process was serious but relax.

g. Using nominations

Class nominations were used by Mrs.Reni by giving stars and stuck it on the nomination book. It was aimed to motivate the students so that they would be active and enthusiastic to do every task given. In the end of the semester, She gave a present to the students who could collect the most stars. Mrs.Reni said in the interview “I use star point system for the active students or they who want to answer my questions. So, they feel happy because they get the reward. Then, I give presents for the one who can get the most stars in the end of the semester”<sup>60</sup>.

h. Giving students' responsibilities

Giving responsibilities to students was one of the strategy used by the teacher in order to make them active in the class. In this case, the teachers gave the responsibility to the students who were not active enough in the class. The teachers asked them to lead the group work and presented the result of the discussion. By doing that, they were be more active in the group discussion because they had responsibilities to show the discussion result to others. Mrs.Reni said “I prefer giving group work. I will choose the students who seldom give their attention to me to be the group leader. They will get the job to present their group's works. At least, they will have responsibility to join the group work”<sup>61</sup>.

i. Changing students' seats

Changing students' seats become grouping were effective in the noisy class according to both of the teachers. It could ease the teachers to control the students' activity. The teachers came to each group to check and help them to do the task. While when they worked individually, teachers were

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<sup>60</sup> Interview with Mrs.Reni, Op.Cit.

<sup>61</sup> Ibid

difficult to control them one by one. The researcher saw in the classroom observation that the students changed their seat according to the group chosen by the teachers. It helped the teachers a lot to do the classroom control.

j. Involving students in the lesson

The teachers involved the students in the lesson by actively asking question to less active students. The teachers did not give too much explanation. After giving a little explanation about the lesson, he directly gave them task. When doing group work, the teachers also came to each group to make sure that all of them involved in the group discussion.

k. Using group work

Group work was an effective strategies according to the teachers. It could cope some problems in one time. Group work eased the teachers in controlling students work, interacting with students, and making them active in the class. In grouping the students, the teachers choosed the less active students to be the leader that had responsibility to lead and presented the result. So, they could not choose their group members by themselves. Mr.Dito told the effectiveness of choosing group work in interview. He said “It is more effective in the distracted classroom because I am easier to control their work”<sup>62</sup>. In addition, Mrs.Reni also said “I prefer giving group work”<sup>63</sup>.

l. Giving written instruction

Written instruction was one of the strategy applied by Mr.Dito to cope the problem that he could not speak too loud. He said that giving written instruction was also affective. He just wrote the instruction in the whiteboard and asked his students to read it by knocking the whiteboard. By doing it, the students who were noisy were directly noticed that instruction given. When the researcher asked him about the

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<sup>62</sup> Interview with Mr.Dito, Op.Cit.

<sup>63</sup> Interview with Mrs.Reni, Op.Cit.

strategy he used, Mr.Dito stated “Kalau saya sih suka memberi instruksi tertulis di papan tulis. Misalnya saya tulis “I like to give written instruction. For example, I write “Open your book page 13 and do the task!” after that, I ask their attentions orally. If they do not care, I knock the whiteboard using the board marker to make them read”<sup>64</sup>.

### 3. Teachers’ Strategies as Solutions to the Teaching Challenges

As the answer to the second research question about the teachers’ teaching strategies as the way to cope the teaching challenges, the researcher has explained clearly in point 2 about the teachers’ teaching strategies in the distracted classroom. However, the researcher summarize the challenges and the strategies in the table below to give the more obvious informations about what strategies that are appropriate with such challenges.

**Table 4.1 Teachers’ Strategies as Solutions to the Teaching Challenges**

<b>Challenges</b>	<b>Solution Strategies</b>
The teacher is getting tired in short period of time in rising their voice	<ul style="list-style-type: none"> <li>- Using mimes and gestures</li> <li>- Changing students’ seats</li> <li>- Giving written instruction</li> </ul>
Teacher’s voice can not be heard in the back row	<ul style="list-style-type: none"> <li>- Using mimes and gestures</li> <li>- Changing students’ seats</li> <li>- Giving written instruction</li> </ul>
The teacher can not give equal attention to all of students	<ul style="list-style-type: none"> <li>- Changing students’ seats</li> <li>- Using group work</li> </ul>
The teacher’s interaction is restricted to the students in the front row	<ul style="list-style-type: none"> <li>- Changing students’ seats</li> <li>- Using group work</li> </ul>
Some students are annoyed with the noise during lessons	<ul style="list-style-type: none"> <li>- Drawing students’ attention</li> <li>- Giving students’ responsibilities</li> <li>- Involving students in the lesson</li> </ul>
Some students do not actively	<ul style="list-style-type: none"> <li>- Praising the obeyed students</li> </ul>

<sup>64</sup> Interview with Mr.Dito, Op.Cit.

participate in the classroom	<ul style="list-style-type: none"> <li>- Drawing students' attention</li> <li>- Using nominations</li> <li>- Giving students' responsibilities</li> <li>- Involving students in the lesson</li> </ul>
Some students start to do something else rather than English	<ul style="list-style-type: none"> <li>- Making eye contact</li> <li>- Warning the students</li> <li>- Using mimes and gestures</li> <li>- Involving students in the lesson</li> </ul>

The last challenge that the teachers' face came from the school facilities. The challenge was the thin school wall. As the main problem that cause the noise distraction in the teaching-learning process, all the challenges might be caused by this thin school wall. Therefore, all the strategies also coped this main challenge.

## **B. Discussions**

### **1. Teachers' Teaching Challenges in the Distracted Classrooms**

From the explanation in the findings, It can not be neglected that teaching English in a distracted classroom was difficult to the teachers which can be seen from the result of observation and interview. According to Le Phuoc Ky, M.A, He stated some challenges in teaching a large class that are related to noisy class which are the teacher is getting tired in short period of time in rising their voice, teacher's voice can not be heard in the back row, Some students are shouting and screaming during lessons, some students are annoyed with the noise during lessons, the teacher can not give equal attention to all of students, some students do not actively participate in the classroom, some students get bored, some students start to do something else rather than English, the teacher's interaction is restricted to the students in the front row, and the teacher takes too much time to call everybody in the class to answer his questions<sup>65</sup>.

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<sup>65</sup> Le Phuoc Ky, Op.Cit.

The researcher used those theory in making the instrument of observation and found eight challenges faced by the EFL teachers. Those eight challenges were categorized into three categories: challenges coming from the EFL teachers, the students, and the school facilities. The challenges coming from the EFL teachers were 1) the teacher was getting tired in short period of time in rising their voice, 2) teacher's voice could not be heard in the back row, 3) the teacher could not give equal attention to all of students, and 4) the teacher's interaction were restricted to the students in the front row. The challenges coming from the students were 5) Some students were annoyed with the noise during lessons, 6) Some students did not actively participate in the classroom, and 7) Some students start to do something else rather than English. While the challenges coming from the school facilities were found by the researcher through interview. The teacher stated that 8) the thin school wall was the problem that came from the school facilities. Baker and Westrup state several problems of teaching large classes, such as "desks and chairs are fixed or difficult to move; students sit close together in rows; little space for the teacher and students to move in the classroom; walls between classrooms are thin, and noise will disturb other classes"<sup>66</sup>

## **2. Teachers' Teaching Strategies in the Distracted Classrooms**

Ali Merc and Gonca Subasi stated some strategies that can be effectively implemented in teaching in a noisy class which are using eye contact, being silent, giving a surprise activity as a reward, asking questions to draw students' attention, informing the cooperating teacher, warning, using mimes and gestures, giving a purpose to listen to others, listening to a song as a reward, using the class list for nomination, giving students responsibilities, praising the silent students, changing the students' seats, involving them in the lesson, stopping the activity, and giving enjoyable activities<sup>67</sup>.

The researcher used those thirteen strategies to teach in noisy class as the observation checklist in doing classroom observation

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<sup>66</sup> J. Baker, & Westrup, Op.Cit.

<sup>67</sup> Ali Merc and Gonca Subasi, Op.Cit.



and the she found ten strategies implemented by the teachers which were appropriate with what Ali Merc and Gonca said. Those ten strategies were 1) teacher made eye contact to all of students, 2) teacher praised the obedient students, 3) teacher asked questions to draw students' attention, 4) teacher warned the students, 5) teacher gave a purpose to listen to others, 6) teacher used mimes and gestures, 7) teacher used the class list for nomination, 8) teacher gave students responsibilities, 9) teacher changed students' seat, and 10) teacher involved students in the lesson.

Making eye contact with the students was done by the teachers in order to ask for their attention when students did not pay attention to the teachers during lessons. Eye contact is the other aspect of non-verbal communication. It can help the teachers to get their students' attention as long as it was not done too much because Sometimes, too much eye contact is instinctively felt to be rude, hostile and condescending<sup>68</sup>. However, there is a strong link between the amount of eye contact people receive and their degree of participation in group communication and language learning. So that teachers can use eye contact as a correction technique too. The greater the eye contact, the closer the relationship<sup>69</sup>.

According to the teachers, Teacher's praise is one tool that can be a powerful motivator for students. By praising the obedient students, it could motivate the other students to do the tasks or actively participate in the class. Unfortunately, the praises that the teachers used were general praises as what Mr.Dito said that "I just give them praise, like "Good job" etc. The students may be happy because of that praise. They feel that their works are appreciated by the teacher", whereas a praise statement such as '*Good job!*' is inadequate because it shows a behavioral description. However, such a statement becomes acceptable when

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<sup>68</sup> Chen, X. *A Cross-Cultural Perspective on Reading Motivation*. (OISE, University of Toronto. 2005),224.

<sup>69</sup> E. Ushioda. *Motivation from within, Motivation from Without*. (University of Warwick.2008).

broadened to include a behavioral element: *"You located eight strong source documents for your essay. Good job!"*<sup>70</sup>

Asking questions to students were also one of the strategies used by the teachers to draw students attention and participation in the class. Mrs.Reni said that by giving questions, students could be more active in joining the teaching learning activity, "I ask them questions or I ask them to have presentation in the class because many students are passive if I do not force them". Questions are important forms of instructional interactions as they act as motivational stimulation. Teachers have the ability to construct students' thinking and ways of inquiry through asking questions<sup>71</sup>. Another benefit of asking questions is helping teachers to keep students actively involved in the lesson<sup>72</sup>.

Using mime and gesture helped the EFL teachers to both gain students' attention and spare their voice in teaching in the distracted classrooms. Even only using mime and gesture, the students could understand what the teacher meant. It showed that mime and gesture were easily understood by the students. Gestures appear in many shapes: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolize something and they truly help the learners to guess the meaning of the verbal, providing that they are unambiguous and easy to understand<sup>73</sup>.

Giving rewards to students can increase their motivation. Mrs.Reni used this strategy by using the class list for motivation. In the end of the semester, she gave reward to the one who got the most stars. She said "I use star point system for the active students or they who want to answer my questions. So, they feel happy because they get the reward. Then, I give presents for the one who can get the most stars in the end of the semester".

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<sup>70</sup> Hawkins, S. M., & Heflin, L. J. *Increasing secondary teachers' behavior-specific praise using a video self-modeling and visual performance feedback intervention*. (Journal of Positive Behavior Interventions, 13(2). 2011), 97–108.

<sup>71</sup> W.M.Roth. *Teacher Questioning in an Open-Inquiry Learning Environment, Interaction of Context, Content, and Student Responses*. (Journal of Research of Science Teaching, 33. 1996).

<sup>72</sup> Amy C.Brualdy. *Classroom Questions*. (Washington DC: ERIC Clearinghouse on Assessment and Evaluation, 1998), 1.

<sup>73</sup> D. McNeill. *Hand and mind: What gestures reveal about thought*. (Chicago: The University of Chicago Press. 1992), 150–151.

Rewards have effects which have been termed as the hidden costs of rewards. It can reduce intrinsic motivation for the target behavior or activity. It can also help teachers to quickly establish good relationships with the students<sup>74</sup>.

Considering that some students were not active in the class, the teachers initiated to give them responsibility as the group leader. The teacher wanted to make them feel that they had responsibility in handling the group with teachers' expectations that they would be more active. According to Mrs. Reni, she said "I will choose the students who seldom give their attention to me to be the group leader. They will get the job to present their group's works. At least, they will have responsibility to join the group work". Students will learn more when they are active participants in their own learnings. To increase their levels of comprehension and find success beyond the classroom, they must assume more responsibility for their learning<sup>75</sup>.

Changing students' seat was effective according to the teachers in order to give the equal attention and easily make interactions with the students. Teachers arrange the sitting arrangement when they asked students to work in group. Changing students' seat also helped teachers to check the students' work and contribution when doing group work. Mrs. Reni said "I will also be easier to control them if they are doing group work because they sit in group. I just need to come to each group to control their work, not coming to each of the student's seat". A good classroom seating arrangement is the cheapest form of classroom management, its discipline for free<sup>76</sup>. Assigning seating for students to facilitate discipline and instruction was recommended by many experienced teachers. However to accommodate a variety of teaching activities, classroom arrangements should be flexible<sup>77</sup>.

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74 Edmund T. Emmer & Evertson, Caroly. *Handbook of Classroom management*. [online]. ((available on [www.books.google.co.id/books](http://www.books.google.co.id/books))[Access 16/11/ 2015]. 2006).

75 C. Bonwell, & Eison, J. *Active learning: Creating excitement in the classroom*. (ASHE-ERIC Higher Education Report No. 1. Washington, DC: Jossey-Bass, 1991), 43.

76 Jerry, Gebhard. *Teaching English as a foreign or Second Language*. (United States of America: United States of America: University of Michigan, 2006), 1.

77 Qinglan et al. *Effective Classroom management in young learner*. (2004), 5.

In addition, the researcher found another two strategies applied by the teachers to teach in the distracted classroom. The first is group work and the second is giving written instruction. Group work is any method involving two or more students<sup>78</sup>. It is necessary to group the students so that they will be easier to do the task if they work together. They can also ask their friends about the difficulties in doing the task. The teachers also said that they choosed this strategy because the teachers were easier to control the students work and interacted with them. Mrs.Reni told “I prefer giving group work. I will also be easier to control them if they are doing group work because they sit in group. I just need to come to each group to control their work, not coming to each of the student’s seat”. In group discussion, The instructors or teachers should review each group’s written plan of action or meet with each group individually and discuss their plan<sup>79</sup>. This is what the EFL teachers like, they could easily review and controll the students in group work than individual work.

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<sup>78</sup>*Teaching Strategies and Definition*” (online public resource), <https://www.google.co.id/url?sa=t&source=web&rct=j&url=https://www.alsde.edu/sec/cte>

<sup>79</sup> B. Davis G. *Tools for Teaching*. (Jossey-Bass Inc., San Francisco: California, 1993), 147.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

From previous findings and discussions, this chapter presented conclusion about teachers' challenges and strategies in teaching in the distracted classrooms. The researcher also gave suggestions to the teacher.

#### **A. Conclusion**

Based on the data analysis, the conclusion are presented as follow:

1. There were eight challenges faced by the EFL teachers in teaching in the distracted classrooms. Those challenges came from the teachers, the students, and the school facilities. The researcher did this research in the second grade of SMA Bahrul Ulum Sekapuk Ujungpangkah. Here are the challenges: 1) the teacher was getting tired in short period of time in rising their voice, 2) teacher's voice could not be heard in the back row, 3) the teacher could not give equal attention to all of students, and 4) the teacher's interaction were restricted to the students in the front row. The challenges coming from the students were 5) Some students were annoyed with the noise during lessons, 6) Some students did not actively participate in the classroom, and 7) Some students start to do something else rather than English, and 8) the thin school wall that made the voice from the class beside disturbed the class. Both of the teachers as the subjects of this research found difficulties in teaching English in the distracted classrooms.
2. Based on the observation and interview, the researcher also found twelve strategies used by the EFL teachers which are 1) making eye contact to all of students, 2) praising the obedient students, 3) asking questions to draw students' attention, 4) warning the students, 5) giving a purpose to listen to others, 6) using mimes and gestures, 7) using the class list for nomination, 8) giving students responsibilities, 9) changing students' seat, 10) involving students in the lesson, 11) using group work, and 12) giving written instruction. Those strategies were used by the

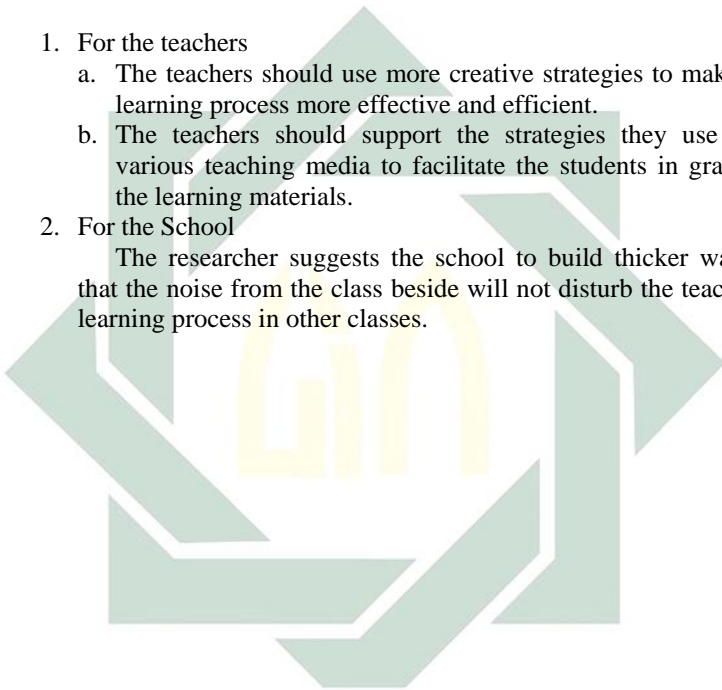
teachers in order to cope the challenges they faced in teaching in the distracted classrooms.

### **B. Suggestion**

Based on the conclusion above, the researcher would like to offer some suggestions which are presented as follows:

1. For the teachers
  - a. The teachers should use more creative strategies to make the learning process more effective and efficient.
  - b. The teachers should support the strategies they use with various teaching media to facilitate the students in grasping the learning materials.
2. For the School

The researcher suggests the school to build thicker wall so that the noise from the class beside will not disturb the teaching-learning process in other classes.



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