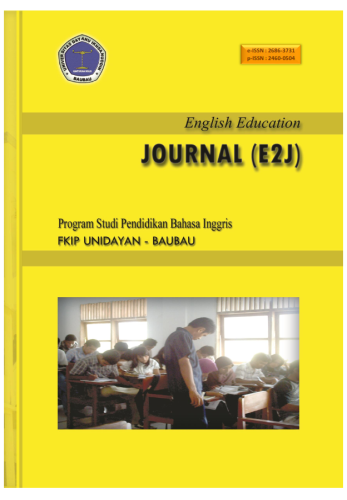
**ENGLISH EDUCATION JOURNAL**

**(E2J)**  
Research Journal

https://www.ejournal.lppmunidayan.ac.id/index.php/english  
  
  
E-ISSN: 2686-3731  
P-ISSN: 2460-0504

Author's Correspondence

E-mail: [rysamelaty00@gmail.com](mailto:rysamelaty00@gmail.com)



Publisher:

**English Education Department Faculty of Teacher Training and Education**

**Universitas Dayanu Ikhsanuddin**

Address:

Jl. Sultan Dayanu Ikhsanuddin No. 124

Baubau, post code 93724

Southeast Sulawesi, Indonesia

**PROBLEMS AND SOLUTIONS IN TEACHING ENGLISH (A CASE AT SMP NEGERI 1 BAUBAU)**

Risa Melati1) Wa Ode Hanafiah2) La Dunifa3)

1)Author, 2)Lecturer, 3)Lecturer

Universitas Dayanu Ikhsanuddin

Jl. Sultan Dayanu Ikhsanuddin No. 124

Baubau, Southeast Sulawesi, Indonesia

**Article Info**

*Article history:*

Received: 05/10/2022

Received in revised form: 22/10/2022

Accepted: 30/10/2022

**Abstract**

The problem statements of this research were: (1) what kind of teachers’problems in teaching English at seventh grade of SMP Negeri 1 Baubau; and (2) how do teachers overcome the problems in teaching English at seventh grade of SMP Negeri 1 Baubau. The purpose of the research were: (1) to reveal the kind of teachers problems in teaching English at seventh grade of SMP Negeri 1 Baubau; and (2) to find out the solutions the teachers overcome the problems in teaching English at seventh grade of SMP Negeri 1 Baubau. This research was a qualitative research by applying a qualitative description method. The subjects of this research were ten students of the seventh grade and a teacher of SMP Negeri 1 Baubau. The instruments used were observation, interview, and document study. The technique of data analysis used were data collection, data reduction, data presentation (display data), and conclusion. Based on findings in this research, the result showed that the seventh grade English teacher faced problems when teaching English, they are lack of motivation, lack of vocabulary, lack of time allocation and lack of facility. Based on the problems, teachers took solutions to overcome these problems by creating a pleasant atmosphere, being fun teacher, using song, drama, vocabulary game and code switching, simplifying materials, increasing time allocation, as well as providing facilities in school.

Key words: solutions in teaching, teacher problems, teaching english

**Abstrak**

*Rumusan masalah dalam penelitian ini adalah: (1) apa saja masalah guru dalam mengajar bahasa Inggris di kelas VII SMP Negeri 1 Baubau; dan (2) bagaimana guru mengatasi masalah dalam mengajar bahasa Inggris di kelas tujuh SMP Negeri 1 Baubau. Tujuan penelitian ini adalah: (1) untuk mengungkap jenis masalah guru dalam mengajar bahasa Inggris di kelas VII SMP Negeri 1 Baubau; dan (2) untuk mengetahui solusi yang dilakukan guru dalam mengatasi masalah dalam pengajaran bahasa Inggris di kelas VII SMP Negeri 1 Baubau. Penelitian ini merupakan penelitian kualitatif dengan menerapkan metode deskriptif kualitatif. Subjek penelitan ini adalah sepuluh siswa kelas VII dan seorang guru SMP Negeri 1 Baubau. Instrument yang digunakan adalah observasi, wawancara dan studi dokumen. Teknik analisis data yang digunakan adalah pengumpulan data, reduksi data, penyajian data (display data), dan penarikan kesimpulan. Berdasarkan temuan dalam penelitian ini, hasil penelitian menunjukkan bahwa guru bahasa Inggris kelas tujuh menghadapi masalah ketika mrngajar bahasa Inggris, mereka kurang motivasi, kurangnya kosakata, kurangnya alokasi waktu dan kurangnya fasilitas. Berdasarkan permasalahan tersebut, guru mengambil solusi untuk mengatasi permasalahan tersebut dengan menciptakan suasana yang menyenangkan, menjadi guru yang menyenagkan, menggunakan lagu, drama, permainan kosa kata dan alih kode, menyederhanakan materi, menambah alokasi waktu, serta menyediakan fasilitas di sekolah.*

*Kata kunci: solusi dalam mengajar, masalah guru, pembelajaran bahasa inggris.*

**1. INTRODUCTION**

There are several problems were found by teachers when teaching English in at seventh grade of SMP Negeri 1 Baubau. The problems found then become obstacles in the learning process in the classroom. The problems were found by teachers so many when teaching English in the seventh grade of SMP Negeri 1 Baubau. The problems found, the teacher becomes worried about the success of learning in the future. Difficulties in teaching occur for several reasons. Problems can be found in terms of the material provided is not conveyed properly to the recipients of the material (students) because the material presented by the teacher is not understood by them and the media used to teach is much difficult to understand by the students.

The difficulties that are usually experienced by teachers in learning are difficulties in teaching. Teacher difficulties can be interpreted as if the teacher feels unable to do anything else in dealing with the actions of students, then the possibility he faces is a feeling of incompetence [1]. Problems faced by teachers can come from the lack of vocabulary owned by students. The lack of English vocabulary owned by students is the basis of problems in teaching English which makes it difficult for teachers to teach English. Due to a lack of vocabulary, students do not fully understand what the teacher is saying. Vocabulary is something that builds language. In other words, no vocabulary it means no language. A person's language ability depends on how much vocabulary mastery he has. The more vocabulary you have, the better and will be more fluent the language.

The problems experienced by teachers do not only come from the lack of vocabulary that students have, but also from their lack of motivation to learn. Several factors make it problem for teachers to teach English among them are linguistic factors, psychologists, and facilities.

Many students perceive English as a difficult subject. This is because the previous students' knowledge of English was minimal and the differences were striking from English and Indonesian, especially in the pronunciation of vocabulary and sentence patterns used. First-grade junior high school students who have just entered school, do not yet have basic knowledge of English, because in elementary school they do not study it (English subjects). So, that when entering junior high school, students are immediately faced with complex reading texts that they do not understand at all because they do not have sufficient vocabulary to understand. Even they do not know the alphabet and numbers, especially when dealing with reading texts or textbooks containing complex sentences, this is impossible. This means that the expectation that students can understand the contents of the text of the book reading is not following the existing reality. Thus, teachers who are required to teach students with curriculum targets find it difficult to adjust the contents of the book to the students' abilities. This becomes a problem for teachers who teach English.The difficulty of the teacher is that there is a problem because the teacher is not satisfied with what is happening and he sees it as something that needs to be prioritized [2]

Difficulties in the learning process can be interpreted as a condition in the teaching process which is characterized by certain obstacles for a teacher in teaching activities to obtain results to be achieved, these obstacles may be realized or not realized by a teacher, either psychological, sociological, or physiological teaching process [3].

The main problem in this research is “What kind of teacher problems in teaching English at seventh grade of SMP Negeri 1 Baubau?”This problem is specified into specific problems, they are: (1) What kind of teacher problems in teaching English at seventh grade of SMP Negeri 1 Baubau?; (2) How do teachers overcome the problems in teaching English at seventh grade of SMP Negeri 1 Baubau?

**2. METHODS**

**2.1. Type of the Research**

The design of this research is qualitative descriptive with a qualitative approach. According to Sugiyono [4], the qualitative descriptive method is a research method based on the philosophy of post-positivism used to examined the condition of natural objects (as opposed to experiments) where the researcher is the key instrument of data collection techniques carried out by triangulation (combined), data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning rather than generalizations.

**2.2. Subject of the Research**

The research subject is someone who is the target of research by researchers in a study that meets the requirements and research criteria. The requirements and criteria are an English teacher, an English teacher who teaches in grade seven, female or male teacher, and the teacher has the ability to speak English. The subjects of this research were and a teacher of SMP Negeri 1 Baubau.

According to Amirin, is someone or something about which you want to obtain information or a person in the research setting who is used to provide information about the situation and condition of the research settings [5]. So the research subjects in this research were teachers and ten students at of the seventh grade SMP Negeri 1 Baubau.

**2.3. Technique of Data Collection**

The technique of data collection are consist of (1) observation the class condition and the procedure in teaching English that is the teacher way to delivered the material to students and the students response in receiving the material being taught by the teacher; (2) interview the teacher with some questions using in-depth interview.

**2.3.1. The Primary Data**

The primary data in this research is observation the teaching process and interview the teacher and students at seventh grade at SMP Negeri 1 Baubau.

**2.3.1.1. Observation**

The researcher found in the teaching and learning process that was the lack of English vocabulary owned by students which difficult for teachers in teaching English at SMP Negeri 1 Baubau. Observation is a data collection tool that is carried out by systematically observing and recording the symptoms being investigated [6].

**2.3.1.2. Interview**

Interview is a form of communication between two people, involving someone who wants to get information from someone else by asking questions, based on a specific purpose [7]. The main questions was asked during the interview with several English teachers at SMP Negeri 1 Baubau are about the kind of problems in teaching English at seventh grade, ways of teachers to overcome the problems in teaching English, and ways of the teachers to adjust students' abilities to the material being taught. The questions for students are about their interested in English and their knowledge of English.

**2.3.2. The Secondary Data**

Secondary data is the data that was separated with SMP Negeri 1 Baubau data. This data is specific into kinds of problems in teaching such as lack of motivation, lack of vocabulary, lack of time allocation, and lack of facility. In this case, the data was presented kind of the problems in teaching English.

The results of previous relevant studies that are by this research are research conducted by Kamal, R. L. [8] that is researching the obstacles of teaching English in elementary schools. The study uses a qualitative method by outlining the teacher's opinions about the problems they face in teaching English in primary schools. The results of the data obtained will be described in a narrative or descriptive manner as one of the salient factors of research that uses qualitative methods. This study aims to find out what obstacles are found in teaching English in elementary schools.

The same research was conducted by Kadariah, K. H. [9] that researched the factors of teacher problems in the learning process in terms of curriculum use, material structure, facilities, infrastructure, and time allocation. This research was conducted aiming to "know an overview of the problem factors experienced by teachers and the steps taken to overcome the problems encountered in the learning process".

**2.4 Technique of Data Analysis**

This study uses data analysis techniques in the form of interactive data analysis techniques proposed by Miles and Huberman. In [10] explained that interactive data analysis techniques are data analysis techniques that consist of four components of the analysis process, namely, data collection, data reduction, data presentation, and conclusion.

**3. FINDINGS**

The difficulty of the teacher is that there is a problem because the teacher is not satisfied with what is happening and it sees as something that needs to be prioritized. There are kind of teacher problems in teaching English, and the solutions to overcome the problems in teaching English.

**3.1 Kinds of Teacher Problems in Teaching English**

Some kinds of teacher problems in teaching English include lack of motivation, lack of vocabulary, lack of time allocation, and lack of facility.

**3.1.1 Lack of Motivation**

There are many problems that the teacher gets when teaching English at seventh grade. One of the problems that come from students is the lack of interest and motivation to learn English. Students paid less attention to the teacher when the teacher explained the material in front of the class. Not only that, the lack of student motivation causes them not to fully follow the whole learning process well. For example students are talking with their friend while the teacher explains in front of the class. This is reinforced by the teacher’s statement that:

Teacher statement:

*“Siswa kelas tujuh adalah masa peralihan siswa dari SD ke SMP atau masa transisi, jadi terkadang siswa masih kurang motivasi atau kurangnya minat siswa, karena ketika mereka berada di SD, pelajar bahasa inggris itu bukan pelajaran yang wajib, hanya sekedar tambahan.”* (seventh grade is a period of student transition from elementary to junior high school or a transition period, so sometimes students still lack motivation or lack of student interest, because when they are in elementary school, English language students are not compulsory subjects, just additional). **Mrs. S**

Some of the students think that they do not have to answer when the teacher gives students a quiz, because there are other students or their friend who will answer the quiz. Student think first will affect their next thoughts as student first thing about English. If student think English is not something interesting or even important. Then in the future they will think that way. If it is not supported by interest, then student interest in English lessons will never exist.

Students' motivation and interest are needed to build students' interest in learning at school, especially English lessons. This is because English lessons are lessons that can be used as a means of communication between nations. English lessons are important because English is an international language. The problem of the teacher is very influential, especially in shaping students' interest in learning English.

A teacher self-evaluation is a way to minimize the lack of student motivation. Teacher in schools not only function as educators, but also as motivators for their students. The teacher role’s in motivating students is very important. Especially for student who are lazy to learn. A little bit of the motivation given will surely be implicit in the hearts of the students. Even the facts prove that teachers who are closer to their students, often interact with their students, and often provide motivation will be preferred by their students.

**3.1.2. Lack of Vocabulary**

Vocabulary is very important to learn a language not only in English, because without vocabulary language is nothing. Vocabulary is very necessary in learning a foreign language to build language both in formal and informal contexts when the teacher has finished explaining the subject matter then the teacher asks students that they understand what is explained or not. At the same time students do not understand. Sometimes the teacher just asks the meaning of the word but the students do not know and have to open the dictionary. They do not know what the teacher is talking about, because the vocabulary in the material presented by the teacher is not understood by some students. This is reinforced by the teacher’s statement that:

Teacher statement:

*“Kuranya kosakata bahasa inggris siswa menjadi salah satu masalah guru ketika mengajar bahasa inggris. Hal itu terjadi karena kosakata merupakan hal dasar dan sangat penting dalam membangun sebuah bahasa terutama bahasa Inggris.”* (Lack of students’ English vocabulary is one of the teacher problems when teaching English. It happened because vocabulary is basic and very important in building a language, especially English). **Mrs. S**

**“***Penguasaan kosakata dalam kemampuan bahasa Inggris merupakan bagian yang penting di dalam pengajaran bahasa Inggris sebagai bahasa asing. Kosakata merupakan bagian yang penting di dalam semua bahasa yang mana pembelajar atau siswa harus terus menerus mempelajari kata-kata pada saat pembelajar atau siswa itu juga mempelajari tatabahasa (grammar/structure) dan juga pengucapan (pronounciation). Ini berarti bahwa kosakata merupakan tahap awal untuk diajarkan sebelum mengajarkan aspek-aspek bahasa yang lain.”* (Mastery of vocabulary in English skills is an important part of teaching English as a foreign language. Vocabulary is an important part in all languages ​​where the learner or students must continuously learn words when the learner or students are also learning grammar structure language and also pronunciation. This means that vocabulary is an early stage to be taught before teaching other aspects of the language). **Mrs. S**

Vocabulary supports the process of language building. Students must have English vocabulary. In addition to helping the process of learning English vocabulary smoothly, it is also very important to build sentence in a conversation in English.

**3.1.3. Lack of Time Allocation**

Teacher statement:

*“Hal penting selain dari kemampuan guru dalam mengajar adalah waktu. Waktu juga sangat dibutuhkan. Kurangnya waktu bisa menjadi masalah bagi guru dalam mengajar. Jika waktu kurang, kemungkinan penyelesaian materi yang diajarkan menjadi terhambat. Sehingga guru harus mengejar target pembelajaran sesuai waktu yang ada*.” (The important thing apart from the teacher's ability to teach is time. Time is also very much needed. Lack of time can be a problem for teachers in teaching. If time is not enough, the possibility of completing the material being taught will be hampered. So the teacher must pursue learning targets according to the time available). **Mrs. S**

If time is not enough then the lessons would not be delivered to the maximum. This is evidenced by when the teacher teaches and suddenly the bell rings a sign that the lesson is over, while the material to be explained has not been completed.

The time spent in learning English is sufficient for some students and some do not. This is because there are students who like English lessons so they need more time to study in class. Meanwhile, some students who do not like English lessons feel that the time to learn English in class is sufficient. Both teachers and students need time in the teaching and learning process.

**3.1.4 Lack of Facility**

The existence of complete and adequate learning facilities is one of the factors of the quality of effective school performance. Schools will become schools that have good quality if the implementation of learning activities is not only supported by the potential of students, the ability of teachers to teach or by the school environment, but also must be supported by the completeness of adequate student learning facilities so that their use will support the convenience of students in their learning activities. This is reinforced by the teacher’s statement that:

Teacher statement:

*“Fasilitas yang digunakan untuk menunjang proses pembelajaran harus ada di setiap instansi termasuk salah satunya adalah sekolah. Sehingga jika fasilitas dari pihak sekolah kurang, maka guru akan masalah menjelaskan materi yang diajarkan. Contohnya persediaan buku di perpustakaan. Persediaan buku-buku di perpustakaan harus ada bila perlu lengkap. Karena materi yang diajarkan oleh guru berpatokan pada buku yang tersedia.”* (Facilities used to support the learning process must exist in every agency, including one of them is a school. So if the facilities from the school are lacking, the teacher will have problem explaining the material being taught, for example the stock of books in the library. The stock of books in the library must be available and complete if necessary, because the material taught by the teacher is based on the available books). **Mrs. S**

Facilities affect the teaching and learning process. It makes it easier for teachers teaching. However, if the facilities are not available in the school, the teacher will have difficulty in teaching, so that the existences of facilities should be provided to help teachers when in need such as textbooks.

Children who are studying in addition to having their basic needs met, such as food, clothing, health protection and others, also need learning facilities such as study rooms, tables, chairs, lighting, stationery, books and others [11].

**3.2. Solutions to Overcome the Problems in Teaching English**

There are nine solutions to overcome the problems in teaching English include create a pleasant atmosphere, fun teacher, using song, using drama, using vocabulary game, using code switching, simplify material, increase the time, and the facilities should to available in the school. The following is the teacher’s statement regarding solutions to overcome problems in teaching English.

**3.2.1. Solution to Overcome Lack of Motivation**

There are several solutions to overcome lack of motivation that is created a pleasant atmosphere and be a fun teacher.

**3.2.1.1. Create a Pleasant Atmosphere**

The teachers do to overcome the problems experienced when teaching English is to make the classroom atmosphere fun. A pleasant atmosphere was created by the teacher to attract students’ attention and interest in learning English. In addition, a pleasant classroom atmosphere makes students able to learn well in class and follow the learning process well. This is reinforced by the teacher’s statement that:

Teacher statement:

*“Cara guru mengatasi masalah dalam mengajar bahasa inggris yaitu dengan menciptakan suasana yang menyenangkan.”* (The teacher’s way of overcoming problems in teaching English is by create a pleasant atmosphere). **Mrs. S.**

**3.2.1.2. Fun Teacher**

The way to overcome the problems the teacher faced in teaching English is to be a fun teacher for students. In addition to creating a pleasant can attract students’ attention and interest in learning English. Pleasant teacher also liked by many students. This is reinforced by the teacher’s statement that:

Teacher statement:

“*Guru yang menyenangkan adalah guru yang bisa membuat materi sulit menjadi mudah dipelajari. Guru yang menyenangkan disukai banyak siswa.” (*A fun teacher is a teacher who can make difficult material easy to learn. Pleasant teacher liked by many students). **Mrs. S**

**3.2.2. Solution to Overcome Lack of Vocabulary**

There are several solutions to overcome lack of motivation that is using song, using drama, using vocabulary game, using code switching, and simplify material.

**3.2.2.1. Using Song**

The way to overcome the problems the teacher faced in teaching English using the song because the song is liked by students. Moreover, the songs used as teaching materials by the teacher are children’s songs. This is one way for teachers to overcome the problems experienced when teaching English. The song that is played to students is a lyric song that is easy for students to remembered, so that it can help students understand the meaning of sentences. This is reinforced by the teacher’s statement that:

Teacher statement:

*“Kalimat yang sulit difahami bisa diajarkan melalui lagu-lagu.”* (Sentences that are difficult to understand can be taught through songs). **Mrs. S**

**3.2.2.2. Using Drama**

The teacher used role-playing dramas to difficult conversation to overcome teacher problem in teaching English. This is reinforced by the teacher’s statement that:

Teacher statement:

*“Percakapan yang rumit bisa dihayati melaui drama bermain peran.”* (Complex conversations can be lived through role-playing dramas). **Mrs.S**

The teacher makes a drama group by dividing the students into several groups. Students have a role in each group. Then the teacher gives the student time to memorized and understand the content of the shared conversation. The conversation was taken from the book held by each student. Then students appear in front of the class to play the roles that have been intended. This is done so that students can understand conversations and complex words can be understood even though only a few are understood.

**3.2.2.3 Using Vocabulary Game**

Teacher statement:

*“Kosakata yang sulit bisa ditemukan melalui game, puzle ataupun gambar. Menggunakan alat atau media dalam menyampaikan bahan ajar. Media berfungsi sebagai alat mempermudah, penghubung, ataupun memperjelas objek.”* (Difficult vocabulary can be found through games, puzzles or pictures. Use tools or media in delivering teaching materials. Media functions as a tool to facilitate, connect, or clarify objects). **Mrs.S.**

Based on the statements above, the way to overcome the problems in teaching English is using game to understand English vocabulary. Teacher use educational games. For example Pictionary game. The way to paly is the students are dividing into two groups. This game is a guessing game based on pictures. Then each group will get a number of cards, each containing 4 vocabularies. Then, students can choose a vocabulary draw. Then, the next task for other players is to guess the word based on the picture made. The winning group is the one who guesses more word correctly. This game can challenge students to know and understand more English vocabulary.

**3.2.2.4. Using Code Switching**

Code switching occurs when the language used, changes according to situations from the user. Speakers replace one code to another code or they talk in one language to another [12]. Wardhaugh [13] based on the theory, code switching occurs in a bilingual society. Code switching also happens when people use code certain code and suddenly change to another code.This is reinforced by the teacher’s statement that:

Teacher statement:

*“Untuk proses belajar mengajar dikelas, guru tidak di wajibkan menggunakan bahasa inggris 100%, karena kemampuan siswa berbeda beda. Kebanyakan guru menggunakan bahasa Indonesia jika siswa tidak mampu memahami apa yang disampaikan guru ketika guru menyampaikan materi pelajaran menggunakan bahasa Inggris.”* (For the teaching and learning process in the classroom, teachers are not required to use 100% English, because students' abilities are different. Most teachers use Indonesian if students are not able to understand what the teacher is saying when the teacher delivers the subject matter using English). **Mrs.S.**

The teacher does not fully use English when delivering the material in teaching English. But the teacher compensates for the ability of students who do not understand English at all by occasionally using Indonesian when explaining the material. In other meaning, the teacher explains the material using or mixing two languages, namely English and Indonesian.

**3.2.2.5 Simplify Material**

Teacher statement:

*“Materi yang guru siapkan disederhanakan agar mudah dimengerti oleh siswa dan mempermudah guru dalam proses pembelajaran. Untuk mempermudah guru dalam mengajar di kelas, guru menyiapkan materi belajar jauh-jauh hari sebelum kelas dimulai.”* (The material that the teacher prepares is simplified, so that it is easily understood by students and makes it easier for teachers in the learning process to make it easier for teacher to teach in class). **Mrs.S**

**3.2.3 Solution to Overcome Lack of Time Allocation**

The time needed by the teacher when teaching must be adjusted to the abilities of the students and the material to be delivered. Therefore, with sufficient time, teachers will be helped in teaching English.If time is not enough then the lessons will not be delivered to the maximum. This is evidenced by when the teacher teaches and suddenly the bell rings a sign that the lesson is over, while the material to be explained has not been completed. It becomes hampered because of the lack of time allocation in one subject. The allocation of time provided by the school, which is 2 x 40 minutes, is not enough.

**3.2.4 Solution to Overcome Lack of Facility**

The facilities should to available in the school. The existence of complete and adequate learning facilities is one of the factors of the quality of effective school performance. Schools will become schools that have good quality if the implementation of learning activities is not only supported by the potential of students, the ability of teachers to teach or by the school environment, but also must be supported by the completeness of adequate student learning facilities so that their use will support the convenience of students in their learning activities.

**4. DISCUSSIONS**

There are several factors of the problems that teacher faced in teaching English, they are students factor, time allocation factor and facility factor.

**4.1 Student Factor**

The first factor that causes teacher problems in teaching English is the factor of the students being taught. Among these factors are lack of motivation, English is difficult, understanding English material, limited or less vocabulary, and use of grammar.

Lack of motivation is one of the main problems of learning English. Student motivation can come from outside such as association with friends, family conditions and the environment where they live is less supportive in that direction, while the motivation is from within the students themselves because these students have not found a moment where they have to learn this international language well and seriously.

Most of the students think English is a difficult subject. This causes them to not want to learn English and pay less attention to the teacher when teaching English in class. As a result, they tend to be passive and hesitant to try. This is exacerbated when they pay less attention to the lesson when the teaching and learning process takes place. They even tend to chat with their classmates and do other activities such as doodling, study subjects, and some even sleep. It makes problem for teacher to teach because students’ interest in English lesson is lacking.

Vocabulary supports the process of language building. Students must have English vocabulary. In addition to helping the process of learning English vocabulary smoothly, it is also very important to build sentence in a conversation in English.

Grammar is one of the components in English lessons. Grammar regulates the use of English so that it is well organized. Students’ lack of understanding of grammar makes it problem for teachers to teach English, because grammar is one of the important components in English.

**4.2 Time Allocation Factor**

The lack of time provided makes it problem for teachers to teach English. Many teachers have problem adjusting the material to the students' abilities because the time is not by what is needed by the teacher. Time is very influential because the more time used for teaching, the student's abilities and materials can be adjusted.

Class time is often very short. The time needed by the teacher when teaching must be adjusted to the abilities of the students and the material to be delivered. Therefore, with sufficient time, teachers will be helped in teaching English.

**4.3 Facility Factor**

The facilities referred to refer to various objects that can be used for teaching such as books, flashcards, computers, language laboratories,and so on. They play an important role in the success of the teaching and learning process in the classroom because they represent elements in the real world, intended to help students understand and explain reality. Teaching process cannot run smoothly without the complete facilities.

**5. CONCLUSION**

Based on findings in this research, the result showed that the seventh grade English teacher faced problems when teaching English, they are lack of motivation, lack of vocabulary, lack of time allocation and lack of facility. Based on the problems, teachers took solutions to overcome these problems by creating a pleasant atmosphere, being fun teacher, using song, drama, vocabulary game and code switching, simplifying materials, increasing time allocation, as well as providing facilities in school.

**REFERENCES**

[1] A. Rohani, *Pengelolaan Pembelajaran*. Jakarta: PT Rineka Cipta, 2010.

[2] O. Hamalik, *Kurikulum dan Pembelajaran*. Jakarta: Bumi Aksara, 2014.

[3] Asep, *Evaluasi Pembelajaran*. Yogyakarta: Multi Presindo, 2008.

[4] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2016.

[5] M. Fitrah and Luthfiyah, *Metodologi Penelitian; Penelitian Kualitatif, Tindakan Kelas & Studi Kasus*. Sukabumi: CV Jejak, 2017.

[6] C. Narbuko and A. Achmadi, *Metodologi Penelitian*. Jakarta: PT. Bumi Aksara, 2003.

[7] D. Mulyana, *Ilmu Komunikasi : Suatu Pengantar*. Bandung: PT. Remaja Rosdakarya, 2008.

[8] R. L. Kamal, “Kendala Pengajaran Bahasa Inggris Di Sekolah Dasar,” *J. Bahasa, Sastra, dan Pembelajarannya*, 2013.

[9] K. H. Kadariah, “Faktor Kesuliatan Guru Dalam Proses Pembelajaran Ditinjau Dari Penggunaan Kurikulum, Struktur Materi, Sarana Dan Prasaran, Dan Alokasi Waktu,” *JEKPEND J. Ekon. dan Pendidik.*, pp. 15–20, 2020.

[10] Y. Nasucha, M. Rohmadi, and A. B. Wahyudi, *Bahasa Indonesia*. Yogyakarta: Media Perkasa, 2014.

[11] Slameto, *Belajar dan Faktor-faktor yang mempengaruhinya*. Jakarta: Rineka Cipta, 2003.

[12] J. C. Richards, J. C. Richards, and W. A. Renandya, *Methodology in language teaching: An anthology of current practice*. Cambridge university press, 2002.

[13] R. Wardaugh, *An Introduction to Sociolinguistic*. In Blackwell (Ed), 2006.