THE DIFFICULTIES ENCOUNTERED BY ENGLISH TEACHERS IN TEACHING ENGLISH IN INDONESIA

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ABSTRAK: Mengajar bahasa Inggris sebagai bahasa asing merupakan tugas yang menantang, terutama bila dilakukan di tempat-tempat dimana bahasa Inggris hanya mempunyai tujuan yang terbatas. Penelitian ini berusaha untuk menyelidiki kesulitan dalam mengajar bahasa Inggris serta solusi yang diambil oleh guru bahasa Inggris di sekolah Advent di Indonesia. Studi ini menangkap sudut pandang guru bahasa Inggris dalam menghadapi tantangan pengajaran bahasa Inggris di kelas dan solusi yang mereka terapkan untuk menyelesaikannya melalui wawancara. Sejumlah kesulitan yang ditemukan, sebagian berasal dari siswa, sebagian dari guru, dan sebagian dari fasilitas sekolah, yaitu kurangnya penguasaan kosakata siswa, kurangnya pengetahuan tentang berbagai macam tata bahasa dan struktur, kesulitan guru dalam memperbaiki kesalahan siswa. tata bahasa, kesulitan guru menyelesaikan materi kurikulum pemerintah, kurangnya guru dalam menggunakan terminologi tata bahasa, kesulitan guru dalam mentransfer pengetahuannya ke dalam penggunaan bahasa yang komunikatif, sumber daya dan fasilitas yang tidak memadai, dan keterbatasan waktu. Solusi untuk mengatasi tantangan tersebut juga disarankan dalam penelitian ini, pembenahan sikap, penerapan berbagai metode dan teknik pengajaran, peningkatan sumber daya dan fasilitas, penyesuaian tingkat siswa dan situasi belajar, penggunaan dan penyediaan kamus, pemanfaatan sumber daya dan fasilitas yang tersedia, penyediaan umpan balik motivasi, mencari metode atau materi yang tepat, dan refleksi diri guru mungkin cukup membantu dalam mengatasi kesulitan pengajaran bahasa Inggris di situasi kelas.

Kata Kunci: Pengajaran, Bahasa Inggris, Kesulitan, Solusi

ABSTRACT: *Teaching English as a foreign language is a challenging task, particularly when it is done in places where English serves a very limited purpose. This study attempted to investigate the difficulties in teaching English as well as the solutions taken by the English teachers at Adventist schools in Indonesia. The study captured the English teachers' point of view in facing English teaching challenges in the classroom and the solutions they implemented to solve them through interview. A number of difficulties found, partly coming from students, partly from teachers, and partly from the school's facility, namely, students' lack of vocabulary mastery, lack of knowledge of wide variety of grammar and structures, teachers' difficulties to correct students' error of grammar, teachers' difficulties to finish material from government curriculum, teachers' shortage of using grammatical terminology, teachers' difficulties to transfer their knowledge into communicative language use, inadequate resources and facilities, and time constraint. The solutions to overcome these challenges were also suggested in this study, reforming attitude, applying various teaching methods and techniques, improving resources and facilities, matching students' level and learning situation, using and providing dictionary, making use of available resources and facilities, providing motivational feedback,*

looking for appropriate methods or materials, and teachers' self-reflection might be quite helpful in coping the English teaching difficulties in classroom situation.

Keywords*: Teaching, English Language, Difficulties, Solutions*

INTRODUCTION

Teaching English as a foreign language, particularly in Adventist schools in Indonesia, implies different issues and difficulties for many teachers. Teaching English becomes a crucial issue when it is taught as a foreign language. Teaching English as a foreign language is a demanding task when it comes to the places where English serves limited exposure (Khan, 2011). For instance, many Indonesian EFL (English Foreign Language) teachers face various challenges and difficulties while teaching English as a foreign language. Aisyah (2017) found that students are challenged by their lack of vocabulary mastery, low concentration, lack of discipline, boredom, and speaking problem. Meanwhile, teachers' challenges are shortage of teachers' training, language proficiency issue, limited mastery of teaching methods, and lack of professional development. Teaching English in Indonesian Context, English is taught and used as a foreign language in Indonesia. The fact that English is one of the most essential international languages for communication has been acknowledged by the Indonesian government since its independence; therefore, the government has recommended that English become a compulsory subject in secondary schools (Nurkamto, 2003).

This study aims to explore the most common problems, difficulties and challenges faced by the Indonesian EFL teachers while teaching with an objective to make some pedagogical suggestions which could be helpful to resolve these problems. The main objectives of the study is to explore major problems faced by the Indonesian EFL teachers so that the issue of the Indonesian EFL school teachers' problems and difficulties emerges as the topic of academic and research discussions and forces all those concerned with this problems to ponder upon and take necessary steps in their capabilities to help overcome this problem. This is because the nature of the problems faced by the Indonesian EFL school teachers is very significant one and deserves considerable attention from all those who are in decision-making position and are capable enough to take necessary steps to overcome this problem as the whole idea of incorporating English language education in schools is at stake due the problems faced by the Indonesian EFL teachers. If proper steps are not taken, the aim and objectives of teaching

English to the Indonesian learners may not be achieved despite spending considerable amount of money for improving it.

In the 21st century, English has become an important language of higher and scientific education, technology, research, business and commerce. As the boundaries of the countries are shrunken and the world is emerging as a global country, English is playing a very important role. English, as a language of globalization, has necessitated changes in the language policies of many countries around the globe making itself as an important subject of education system from school level. Nations are attempting to incorporate the teaching of English language in their school system so that their younger generations can keep pace with the global developments seeking and exploring knowledge, and developing themselves better through the education of English and grow to learn to respect and appreciate others' cultures, societies, and ideologies and, thus, become open-minded and more responsible and law abiding.

In Indonesia, especially in Adventist schools, English has been a major concerned of improvement. And to know the difficulties encountered by EFL teachers can help those who are concerned in education to find the solution to the problems. The context of the Indonesian language policy in Education choosing English as their first foreign language is a clear indicator of the purpose of globalization. Komaria (1998) noted that the Indonesian government instructed in 1989 Law (Chapter IX, Section 39, Verse 3) as first foreign language and thus instructed to be taught starting at the secondary level as a compulsory subject in the basic curriculum, but allows to be taught as the fourth grade of primary level (stated in Government Regulation, Number 28, 1990). The policy that the Indonesian government make is in a right direction as English will continue to be used as the language medium of globalization.

The paper would offer the exploratory nature of the problems, difficulties and challenges faced by the Indonesian EFL school teachers so that the nature and scale of the problems become clearer. Hence, it could offer some pedagogical suggestions which may be practical steps to overcome these problems of the Indonesian EFL school teachers. 1). What are the difficulties that you've encountered while teaching English in Indonesia? 2). What are your attitudes towards teaching English in Indonesia? 3). What are your suggested solutions to help you overcome the problem?

RESEARCH METHODS

This research used Quantitative Approach and descriptive design in analyzing data on teachers' difficulties encountered in teaching English language. The participants in this study are randomly selected English teachers from different parts of Indonesia. For the gathering of data, the researcher used instrument for participants to answer and Focus group discussion (FGD) will also be organized to gather other information needed. As soon as the instruments are approved by the Adviser and Professor in the class, the instruments will be distributed, gathered and interpret by the researcher. The population of the study consisted of all Maed English teachers cohort Indonesia and English teachers from East Indonesian union Mission and West Indonesian Union Mission. A sample of 30 teachers was chosen randomly. Two instruments were used in this study. The first is a questionnaire; the second is informal interviews with teachers. The researcher used this instrument because it is considered one of the most important techniques in collecting quantitative data. To illustrate, a major advantage of the interview is that the researcher can get more information that the questionnaire may not provide.

The researcher conducted the interviews by making appointments with the interviewees. The interviewees were recorded and transcribed. The researcher introduced herself and explained the purpose of the interview in order to alleviate the tension of the participants and gain their trust. Moreover, this type of interview gave the researcher the chance to ask further questions to observe the interviewees' expressions and feelings while answering the questions, as they gave instant answers rather than think of what the researcher wanted to hear. (Bell, 2003). The researcher started interviewing thirty teachers informally by asking them "open-ended questions".1).What are the difficulties that you've encountered while teaching English in Indonesia? 2). What are your attitudes towards difficulties in teaching English in Indonesia? 3). What are your suggested solutions to help you overcome the problem? After each interviewing session, the researcher transcribed the interview in order to analyze it. Such instrument gave the researcher a clear idea of the validity of results obtained through the questionnaire. The researcher collected the data by means of the questionnaire and interviews, analyzed data in terms of frequencies and percentages, and then displayed them in tables. The researcher entered responses to questions by using *Excel sheets*. Results were illustrated in tables as each table described a certain topic with a title, numbers and description of the higher

and lower rates. Descriptive statistical analysis was presented in term of frequencies and percentages.

RESULTS AND DISCUSSION

The difficulties in teaching English faced by the English teachers in Indonesia are varied in which they are related to the students, the teachers, and the facilities.

Table 1. Scores of the teachers' questionnaire answers

Answers	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Score	5	4	3	2	1

The teacher's questionnaire was measured according to the quantitative method; the measurement of the degree was categorized as high, medium, and low according to the following criteria:

Low, if the mean of the statement is around (2.33 or less), Medium, If the mean of the statement is around (2.34 – 3.66) and High, If the mean of the statement is around (3.67 or above)

Table 2. Difficulties Related to Students

Difficulties	Mean	SD	Scale	level
To find authentic text difficult because of limited vocabulary	4.00	0.87	Agree	High
To find authentic text difficult because of the wide variety of structures	3.86	0.89	Agree	High
To find form function matches in authentic text	3.80	1.06	Agree	High
To find it difficult to understand English Grammar	3.63	0.92	Agree	Medium
To find authentic text difficult because they are too culture bound	3.63	0.80	Agree	Medium
To pronounce English	3.36	0.96	Neutral	Medium
To find interest in speaking English because they don't have plenty of time to use it.	2.90	1.12	Neutral	Medium

4.50 – 5.00 Strongly Agree (SA)   2.50 – 3.49 Neutral (N)   1.00 – 1.49 Strongly Disagree (SD)

3.50 – 4.49 Agree (A)   1.50 – 2.49 Disagree (D)

With regard to the first research question whether there are difficulties faced by teachers, table 2 shows the difficulties related to students: lack of vocabulary with mean of 4.00, wide variety of structures with mean of 3.86, form function matches with mean of 3.80, English grammar with mean of 3.63 and English pronunciation with mean of on a five-point s3.36.Students' lack of vocabulary with an overall mean of 4.00 and *SD* of 0.87, it is interpreted as high.

Lack of vocabulary. Students' lack of vocabulary hindered the students' understanding of the subject. Some students might have lack of vocabulary which makes them difficult to understand the authentic text. With regard to this issue, Hasan (2016) states that one of the most challenging tasks that students' encountered is mastering vocabulary. Maruyama (1996) as cited by Hoa and Mai (2016) also points out one of three reasons why students have lack of vocabulary mastery is because *English is not used by students in their daily life* which make them feel not need to learn the words. Kondo (2023) also said that *Lack of vocabulary, ungrammatical words, poor pronunciation and fear of making mistakes were all interpreted as high difficulties and lack of confidences was interpreted as moderate difficult. Students' lack of parents' support.* Lack of students' motivation can be caused by the absence of their parents' support. He elaborated that the motivation of the parents who live in the city is high. They let their children master English by having a private course in their home or sending them to English courses. On the other hand, the parents who lived in rural areas only expect the school to be the place where their children get knowledge. Copland, Garton, and Burns (2014) state that students do not have any ideas on the purpose of learning English, "an attitude which may be exacerbated by their parents" (p. 747). *Students' low concentration.* Students' low concentration in classroom causes challenges in comprehending knowledge transferred by the teacher. Teaching goal could not be achieved one hundred percent because some of students do not concentrate in classroom. As described by the participant that when she was explaining a certain topic, the teaching process was interrupted by students who were busy in talking and doing other things. Therefore, she needed to stop and give the students advices. Khajloo (2013) says that students do not concentrate in learning English, otherwise, they will do their best and get good scores.

Wide variety of structures and grammar. English has a wide variety of English structure such as simple, compound, compound complex. This wide variety tends to make EFL learners consider that English is complicated and English grammar are also found difficult. In

teaching grammar, three areas have to be considered: grammar as rules, grammar as form, and grammar as resource. For many L2 learners, learning grammar often means learning the rules of grammar and having an intellectual that can build their knowledge and will be able to use the language eventually. For them, prescribed rules give a kind of security. Almekhlafy and Nagaratman (2011) say that authentic texts are texts that are not produced artificially for the purpose of language teaching, but are used for genuine purposes in the real world, like newspaper articles and recipes. By implication, these texts are contextualized and communicatively complete in themselves. Their focus is on conveying real meaning rather than on form.

English Pronunciation. It is also found as one of the difficulties. This corresponds to Mukattash (1983) who found that most inaccuracies done regarding the pronunciation, morphology, syntax, and spelling. This is also strengthened by Khan (2011) that "specific problem connected to pronunciation, stress, and intonation become problem for students" (p. 72).

Table 3 Difficulties Related to Teachers

Difficulties	Mean	SD	Scale	Level
To correct students' error of grammar within a written text	3.56	1.07	Agree	Medium
To finish the material from government curriculum	3.50	1.19	Agree	Medium
To use grammatical terminology	3.48	0.97	Neutral	Medium
To transfer knowledge into communicative language use	3.30	1.02	Neutral	Medium
To produce task of a suitable level	3.26	0.94	Neutral	Medium
To choose the proper teaching method	3.00	0.98	Neutral	Medium
To present English bilingually	2.96	1.09	Neutral	Medium
To motivate the students in learning English	2.86	1.16	Neutral	Medium

Table 3 shows the difficulties related to teachers: to correct error grammar with mean of 3.56, to finish material with mean of 3.50, to use grammatical terminology with mean of 3.48, to transfer knowledge into communicative language use with mean of 3.30, to produce task of a suitable level with mean of 3.26 and to produce proper teaching method with mean of 3.00.

Correcting students' error Grammar. Teachers generally tend to believe that errors of form committed by English learners should be corrected even when communicative goals are intended. This need for correction of form even within a communicative context, either spoken or written, may arise from a concern for grammatical accuracy in students' communicative output or for avoiding fossilization of errors in their inter language.

Time constraint. Three participants considered that the time provided was not enough to apply teaching ideas in the classroom as well as to improve their own professional development. Time provided to teach English was only two hours for each meeting, to be exact, 40 minutes in every meeting, whereas, these participants expect that the ideal time to teach English is 90 minutes for each meeting."…*teaching English within two hours seems not possible because it requires extra effort to explain the lesson under the lack of books" said P1. Khajloo (2013) in which "some experts complain about the amount of time devoted to the course and believe that in many cases teachers cannot teach all subjects in this limited time" (p. 56).* Likewise, P4 often planned to play games in his class but due to the time constraint, only few of them were implemented. Moreover, related to professional development, P2 is the one who was unfamiliar to high-tech cannot learn IT well since she only has 30 minutes for recess and such amount of time might be used to either correcting students' assignments or doing personal stuffs. On the other hand, P4 was the only teacher who had many responsibilities since he was the students' supervisor in which he had to teach and be involved in students' extracurricular activities. P4 stated, "as soon as I wanted to take an online TOEFL test, I had to postpone it because I have students' parents to meet, students' problems to solve, and students' activities to attend."

Using grammatical terminology. The use of grammatical terminology in the EFL classroom is seen as a necessary part of the explicit method of teaching grammar. When students and teachers talk about grammar (i.e., in meta-linguistic discussion), which is one of the characteristics of explicit language teaching (Stern 1992: 327), they need to use grammatical terms.

Transferring language into communicative use. It is one of the difficulties encountered by English teachers in Indonesia. Pande (2013) puts forward that "language could only be understood by practicing all the four skills; listening, speaking, reading, and writing" (p. 417). Hence, the availability of teaching aids holds vital role and needs to be provided as soon as possible, otherwise teachers will not be able to teach effectively. In other words, to get students familiar with English and to provide them sufficient with exposure of target language, the amount of learning resources are in dire need.

Producing task of a suitable level. Another difficulty related to teacher is producing task of a suitable level or Students' level match. Since students' educational background in learning English, personality, goals, age, and learning style are different, it is imperative to come up with helpful ideas to dealing with such multilevel class. There are several ways to handle such issue, "it can be begun from the lesson planning should contain leveled tasks using a variety of groupings and throughout the practice of the lesson, students' assignments are leveled based on their language skills" (Roberts,2007, pp. 2-3).Roberts (2007) also adds that teacher's own version of textbook can be used to develop leveled task since it is considered effective when it covers various tasks for students whose level is different. It is also suggested by Pande (2013) that teachers should be patient in teaching different ability of students and striving for matching level with students. As a result, since English level of students in classroom might be uneven, teachers have to provide appropriate tasks for meeting and improving students' language level.

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Applying various teaching methods is tough for P27 and P24. One of them argued that her teaching method is monotonous."…my teaching method is monotonous. I enter the class, I teach, I close the class by giving them suggestion to join study club. That is all. "Implementing various teaching methods and techniques is difficult 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(Ansari, 2012).

Based on the Virginia Department of Education (2006), understanding English and creating English language's exposure for students can be done through managing classroom. For instance, "designing a classroom which expresses cultural diversity, considering seating positions for cooperative learning activity, building a classroom library containing age-appropriate books with various reading levels" (p. 19). Those are the ways to manage classroom in order to get students familiar with and get used to use target language. Classroom management takes an important role in teaching.

Choosing the proper teaching method. To choose proper teaching method is also one of the difficulties encountered by English teachers. Different teaching methods and techniques Application are needed to some different circumstances. There are numerous methods of language teaching that can be implemented. Fatiloro(2015) argues that "in handling English teaching problems, teachers must use a variety of methods for teaching English language" (p. 29). In addition, Pande (2013) also believes that through applying various methods, particularly in matching the method and teaching topic, it will help teachers to establish an effective teaching process. Additionally, applying various techniques in language teaching should be taken into account because it will enable teachers to create suitable condition for students in learning English as well as help students to deal with their learning challenges (Holenšinská,2006). Therefore, students can be helped in their language learning when teachers understand what best teaching methods or technique meet the need of students. Kenjabaev (2024) stated that in order to choose the right method of teaching English to adults or children,

we need to start with understanding why a person needs or wants to learn the language and then focus on the best technique to achieve their goal.

Table 4 Difficulties Related to Facilities

| Difficulties	Mean	SD	Scale	Level
To find comfortable classroom for teaching	3.26	1.04	Neutral	Medium
To provide teaching aids	3.20	0.92	Neutral	Medium
To teach English because so many students in one classroom	3.13	1.66	Neutral	Medium
To communicate to the administrators regarding the provision of teaching materials	3.10	0.99	Neutral	Medium
To get suitable textbooks	2.86	1.00	Neutral	Medium

Table 4 shows the difficulties related to facilities: uncomfortable classroom for teaching with mean of 3.26, lack of teaching aids with mean of 3.20, so many students in one classroom with mean of 3.13 and difficulties to communicate to the administrators regarding the facilities with mean of 3.10.

Comfortable classroom. Classroom where teaching and learning process take place should be comfortable to support English teaching and learning process. Learning will not achieve its objectives if the teaching tools are not backed up. Teaching facilities improvement is continuously needed. Hence, "special effort should be made to ensure that teachers get proper teaching facilities, including space, books, and teaching aids" (Pande, 2013, p. 419). It is necessary to "confront facilitation of teaching tools as to empower teaching and learning English" (Fatiloro,2015, p. 29). Thus, teaching a language needs equipment, particularly for those who teach in the milieu where English exposure is limited.

Teaching aids. One of participants described that the availability of K13-based books were barely provided, especially books for the seventh grade students. Additionally, all participants agreed that the available facilities in the school did not support English teaching and learning process. P1 and P4 mentioned that devices such as LCD projector and sound

system were very limited in which there was only one device that could be used by all teachers. Such inadequacy "constitutes a challenge to the teaching of English in which large numbers of students require a large number of resources" (Ajibola, 2010, p. 97). Ajibola (2010) also added that ensuring the availability of sufficient textbooks, computers, listening devices, hands-on tools, and other teaching instruments is a challenging assignment.

Table 5. Teachers' perception of difficulties in teaching English
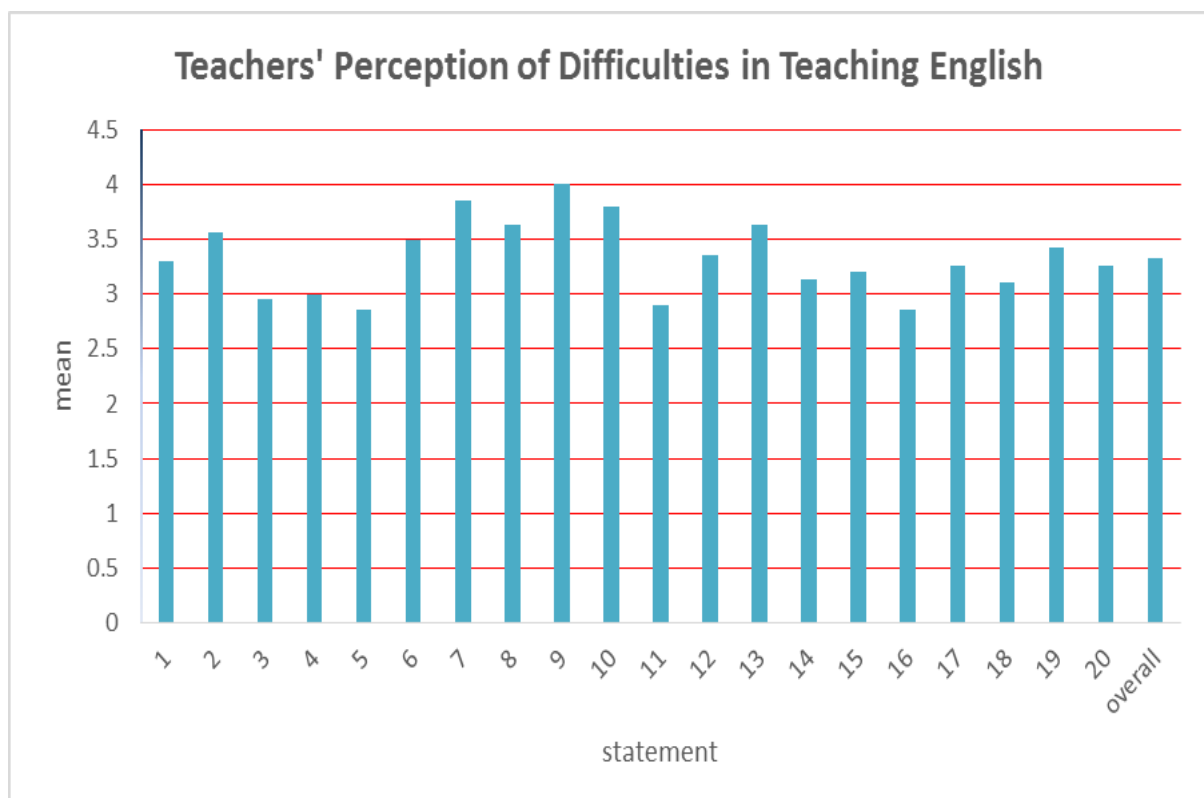
Interpretation of table 5

Rank	Mean	Difficulties	Regarded to
1	3.95	To understand text because of limited Vocabulary	Students
2	3.91	To find form function matches	Students
3	3.78	To understand text because of the wide variety of structures	Students
4	3.65	To understand English grammar	Students
5	3.47	To understand text because they are too culture bound	Students

		To correct student error of grammar	Teachers
		To finish the material	Teachers
6	3.43	To transfer knowledge into communicative use	Teachers
		To use grammatical terminology	Teachers
7	3.30	To pronounce English	Students
8	3.26	To get comfortable classroom	Facilities
9	3.17	To communicate to the administrators	Facilities
10	3.08	To teach because so many students in one classroom	Facilities
		To provide teaching aids	Facilities
		To present English bilingually	Teachers
11	3.04	To choose proper teaching methods	Teachers
12	2.86	To speak English because of lack of time to use English	Students
13	2.82	To motivate students	Teachers
14	2.78	To find suitable textbooks	Facilities

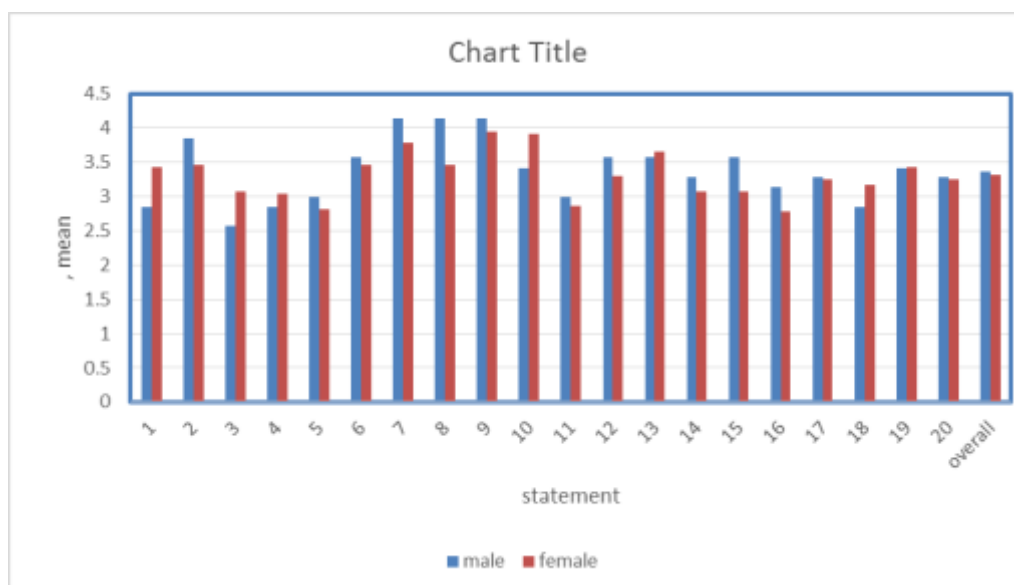**Table 6**. Difficulties encountered according to gender

Table 6 shows that difficulties faced by male with mean of 3.37 is greater than difficulties faced by female with mean of 3.3

Table 7 Profile of the Respondents

Profile	Category	N	Percentage
Gender	Male	7	23
	Female	23	77
Grade level taught	Grades 1-3	3	10
	Grades 4-6	6	20
	Grades 7-9	12	40
	Grades 10-12	9	30
Educational Qualification	Diploma	2	7
	Baccalaureate Degree	26	87
	Master's Degree	2	7
Teaching Experience	≤ 5 years	9	30
	> 5 ≤ 10 years	12	40
	> 10 years	9	30

Correlations

			Difficulty	Level Taught	Qualification	Experience
Spearman's rho	Difficulty	Correlation Coefficient	1.000	-.527**	-.153	.016
		Sig. (2-tailed)	.	.003	.419	.933
		N	30	30	30	30
	Level Taught	Correlation Coefficient	-.527**	1.000	.393*	.303
		Sig. (2-tailed)	.003	.	.032	.104
		N	30	30	30	30
	Qualification	Correlation Coefficient	-.153	.393*	1.000	.259
		Sig. (2-tailed)	.419	.032	.	.167
		N	30	30	30	30
	Experience	Correlation Coefficient	.016	.303	.259	1.000
		Sig. (2-tailed)	.933	.104	.167	.
		N	30	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table correlation shows that there is a significant correlation between the difficulty with the level taught and teaching qualification. But there's no significant correlations between the difficulty and the teaching experience.

The Suggested Solution

The English language teaching and learning "should be examined in order to deal with the challenges, it can be done through reforming attitude" (Fatiloro, 2015, p. 29). Fatiloro (2015) also adds that an absolute commitment to comprehend English should be made among teachers and students. In addition, Pande (2013) proposes one way to reform attitude is that "the place of English in education system and policy should be well-defined" (p. 418). Another way is asserted by August and Shanahan (2006) who say that in order to embody an effective teaching, teachers have to ask students to understand native language and similarity of native language and mother tongue. In summary, reforming attitude involves not only teachers and students, but also government in order to come up with precise education system. This research has highlighted a range of issues faced in teaching English at Adventist schools in Indonesia. This study shows that the teachers' difficulties are ranked as

Improving students' vocabulary. Some suggested solutions to improve vocabulary are: using pictorial story, daily new words, posters on the wall, English club, English Course at school, dictionaries, English day and English speaking zone. Fatiloro (2015) says that dictionaries, grammar guides, and the web should always be as the tool for consultation when teaching and learning English. Another way is, as the three participants argued that they always look for suitable teaching materials and methods in order to solve students' challenges in learning English. P4 uses dialogues in order to teach pronunciation and structures that ha have searched. Meanwhile, in teaching listening, P3 let students listen to the songs she has downloaded. P2 would search for songs on the internet although she does not know how to sing them.

Reforming attitude. Reforming attitude can be done through the efforts of students, teachers, and school in improving English teaching and learning. Fatiloro (2015) argues that an absolute commitment to comprehend English language should be made among teachers and students.

Participants explained the effort done by the Adventist Organization school in facilitating teachers by holding teachers convention to give a lecture and training about teaching materials, media and teaching methods.

Applying various teaching methods and techniques. Participants suggested to use varied their teaching methods and techniques in the classroom. Fatiloro (2015) asserts that "in handling English teaching problems, teachers must use a variety of methods for teaching English language" (p. 29). P1 used pictures and role-plays in teaching since "students often feel more attracted towards images and photographs" (Mishra, 2015, p. 42) and teachers are advised to use role play activity in order to motivate students and to help the less motivated learners take part in the lesson (Alexenoamen, 2010). Participants suggested to implement monthly diary writing and applied various games to improve their students' vocabulary mastery. Brewster, Ellis, and Girad (2002), when a teacher wants to gain students' attention, it can be done through "firmly name the children who still talking and say *stop talking please* and maintain eye contact" (p. 221).

Improving resources and facilities. Special efforts should be made for ensuring that teachers receive proper teaching facilities, including space, books, and teaching aids (Pande, 2013).

Matching students' proficiency level and learning situation. The way to match students' level and learning circumstance can be done by lesson planning (Roberts, 2007). All participants admitted that they did some revision in lesson plan. One of participants focused on simplifying learning objectives which was more easily understood by students. Another participant tended to consider availability of real examples around them that could be used in English teaching. Meanwhile, two of the participants would select simple words and diction to be used in teaching English when they explain the material. On the other hand, another participant consented to consider students' social and financial circumstances in which they would not give homework that would spend money.

Making use of available resources and facilities. Two of the participants were in agreement that they made use of available books in order to solve the shortage of K13 (Curriculum of 2013) books. They also argued that they still use KTSP (School-Based Curriculum) books if the topic discussed was similar. Furthermore, one participant preferred to use anything provided in the classroom i.e. chairs, whiteboard, window, and so on to be learning tools. On the other hand, since there was very limited device of sound system, another

participant teaches listening only through her own voice. Mishra (2015) says that "rural areas lack in the required that teachers can make much use of the easily available resources". Siregar R.A (2024 also mentioned the region's pre-service teachers' readiness to incorporate technology, despite encountering barriers such as inadequate knowledge, perception, confidence, financial constraints, limited student access, and inadequate facilities

Providing motivational feedback. The way to improve students' motivation in learning English was by giving them motivational feedback. Three participants frequently did that. One of the participants said, "…regarding students' interest towards English, I keep giving them advices to keep studying" (. He also added, "...for passive students, I often give them motivational feedback". Likewise, another participant stated, "...the first thing I do for students whose motivation is low is motivating them orally"

Teachers' self-reflection. Christodoulou (2010) puts forward that one of the most important aspects of teaching are self-reflection and self-evaluation since they are included in essential teaching skill. Participants reflected that students' interests toward English depended on teachers teaching methods and teachers and students relationship. Teachers also need to update their knowledge by reading a lot, spend time to listen to English songs to improve vocabulary and listening comprehension or took online TOEFL test

CONCLUSION

This research has highlighted a range of difficulties faced in teaching English at Adventist School in Indonesia. Some of the difficulties related to students (limited vocabulary, variety of structures, form function matches, English grammar and English pronunciation), related to teachers (correcting students' error grammar, time constraint, using grammatical terminology, transfer knowledge into communicative language use, producing task of a suitable level and choosing the proper teaching methods) and related to facilities (comfortable classroom, teaching aids, so many students in one class and communication to the administrators).In order to face these issues, this study also found the strategies implemented by the participants of the research, such as reforming attitude that is done by the school and the teachers at Adventist school in Indonesia, including holding English club and teachers' training as well as improving facilities and resources. The other strategies implemented by the participants when teaching in the classroom were applying various teaching methods and techniques, matching students' proficiency level and learning situation, managing classroom, making use of available

resources, giving motivational feedback, and doing self-reflection. Nevertheless, the readers should evaluate the results of this study. The findings of the present study cannot be generalized because the findings suggest localized challenges in teaching English in Adventist schools in Indonesia. Even in the school's context, each English teacher encounters different challenges. Therefore, for teachers, the findings can be whether applicable in teaching process or not based on the readers' real environment. Furthermore, future investigation into challenges in teaching English might usefully focus on students' attitude diversity in classrooms and training that participants have joined in.

The English language teaching and learning "should be examined in order to deal with the challenges, it can be done through reforming attitude" (Fatiloro, 2015, p. 29). Fatiloro (2015) also adds that an absolute commitment to comprehend English should be made among teachers and students. In addition, Pande (2013) proposes one way to reform attitude is that "the place of English in education system and policy should be well-defined" (p. 418). Another way is asserted by August and Shanahan (2006) who say that in order to embody an effective teaching, teachers have to ask students to understand native language and similarity of native language and mother tongue. In summary, reforming attitude involves not only teachers and students, but also government in order to come up with precise education system. This research has highlighted a range of issues faced in teaching English at Adventist schools in Indonesia. This study shows that the teachers' difficulties are ranked as.

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