

THE CHALLENGES OF ENGLISH TEACHERS IN CHOOSING TEACHING METHODS FOR TEACHING DESCRIPTIVE TEXT AT SMP NEGERI 7 KISARAN

***Syavira Yulistia**

****Rika**

ABSTRACT

This study aims to describe and investigate the challenges faced by English teachers in choosing teaching methods to teach description texts in SMP Negeri 7 Kisaran. This study uses qualitative descriptive research design. The data were taken from 2 English teachers who taught at SMP Negeri 7 on the description text material for the seventh grade with interviews and documentation. The data analysis in this study used the Miles and Huberman's model with three stages, there are data reduction, data display and withdrawal conclusion. The study found that the challenges faced by teachers in choosing teaching methods to teach descriptive text materials are limited vocabulary, lack of student interest, limited time, limited media and goal of teaching. Teachers who taught at SMP Negeri 7 Kisaran said that the most challenge they faced in choosing teaching methods for descriptive text material was limited students of vocabulary. The solutions from the teachers when faced the challenges are using interesting media, utilizing technology, and using the Grammar Translation Method.

Keywords: Challenges, Teaching Methods, Descriptive Text

*Graduate Status

**Lecturer Status

I. INTRODUCTION

Teaching methods are one of the important components in teaching and teacher's ability because teaching methods are the ways that teachers use in delivering and explaining materials to achieve planned goals (Wardani & Said, et al., 2019: 4.27). In choosing and using the right method, the teacher first considers the learning material, the teacher's ability, and the suitability of the teaching method, facilities, situation, condition, and time (Sumiati & Asra, 2009:29).

Teachers must choose teaching methods that can spur students to be active to get maximum learning outcomes and teachers must be able to understand those teaching methods are one of the important components in achieving learning quality (Wardani & Said., et al, 2019: 4.29). The application of inappropriate teaching methods leads to passive classes and communication only goes one way (Hijazi & Alnatour, 2021).

Descriptive text is a text that aims to group events from observations, experiences and interactions (Knapp &Watkins, 2005).

According to Songbatumis (2017) in her research stated that the one of the challenges faced by teachers in teaching English in class is limited mastery of teaching methods. Endriyati, et al., (2019) said the challenges faced by teachers are mastery of teaching methods, lack of IT and teaching training. Besides that, challenge that teacher faced in teaching methods is English teachers don't use the appropriate teaching methods in classroom (Setiowati, 2019).

In fact, English teachers have difficulties in choosing the right teaching methods when teaching and learning activities in class. English teachers experience challenges in choosing the appropriate teaching methods for student's interest. In connection with this, researchers focused on the challenges faced by English teachers in choosing teaching methods faced by teachers on teach descriptive text material for class VII in SMP Negeri 7 Kisaran.

Based on the problems stated above, the researcher will find out and describe the challenges faced by English teachers in choosing teaching methods for teaching descriptive text material in the classroom.

II. REVIEW OF LITERATURE

1. Definition of Teaching Method

Azhar (1997) explains that the method is a way that functions as a tool in achieving goals. According to Patel & Jain (2008, p.71) said that the method is a guide for teachers in the teaching process systematically and scientifically.

2. Types of Teaching Methods

According to Larsen-Freeman (2000), there are eight popular teaching methods used to teach the language there are:

1. Grammar Translation Method

The Grammar Translation Method is a teaching method that focuses on grammatical rules as the foundation for translating from the second to the native language (Brown: 2000, p.15).

2. Direct method

The direct method or natural method is a teaching method in which a second language is learned naturally like the primary language (Richard and Rodgers, 1999).

3. Audio-lingual method

According to Harmer (2001), the Audio-Lingual Method is a method that helps students in the form of shortening information through language processing with their minds.

4. Silent way method

The Silent Way method is a teaching method that requires teachers to minimize speaking and provides opportunities for students to become independent learners (Larsen-Freeman, 2000).

5. Suggestopedia method

The teacher as the main role in the classroom where students must respect and trust them is a method of suggestion (Larsen-Freeman, 2000).

6. The community language learning method

Larsen-Freeman (2000) states that the Community Language Learning Method is that teachers as counselors position themselves to understand and support students' efforts to master the target language by providing new learning situations.

7. Total Physical Response Method

Total Physical Response Method or TPR is a teaching method that uses body language or body movements to reduce stress while learning (Richards and Rodgers, 1999).

8. Communicative Language Teaching Method.

Communicative Language Teaching is an approach to teaching that prioritizes interaction as a means and a goal in learning English. Larsen-Freeman (1990) states that the purpose of language teaching is communicative competence.

3. **Descriptive Text**

Descriptive text is a type of text used to describe objects that correspond to reality so as to allow the reader to imagine the object depicted (Nursisto, 1999:40).

The social purpose of the descriptive text is to give an image of an object based on its characteristics in detail described by the structure of the text beginning with the general statement and then explained by the description statement of each section (Mahsun, 2014: 28-29).

4. **Challenges in Teaching Method**

The challenges faced by teachers in teaching English in the classroom, in general, are the short period of teacher training, knowledge of teaching methods that are few, lack of understanding of IT, and constraints in the development of professional competencies (Of et al., 2021). Besides that, according to Li et al., (2018) there are three problems in teaching methods:

1) Goal in Teaching

Teachers are confused in choosing the right teaching method in accordance with the learning goals to be achieved. There are too many teaching objectives, they are too broad, and the emphasis is not prominent, resulting in classroom teaching leisure and a lack of focus. For the example, teachers only focus on text books and do not teach material and make the teaching content cannot achieve learning goals. The characteristics are students do not know the purpose of learning and teachers do not pay attention to emotional goals or students focus in teaching.

2) Innovative Teaching Method

Difficulties in this innovation, causing teachers to use old and not newest teaching methods. The example, teachers only focus on the influence of education that has an orientation to exams and teaching science that only comes from books. Some of the characteristics of this challenges are only focus on memorizing and remembering, teachers do not provide opportunities for students to learn independently, focus on classroom instruction, pay no attention to students' skills development, and ignore student's reactions.

3) Suitable Teaching Method

In this case, the teacher experienced obstacles to choosing a teaching method that suits the student and the material and make students become passive because only the teacher is more active in learning activities in the class. For the example, students only memorize the material and only as a complement in the learning process which means that students are inactive during the learning process in class. The characteristics of the challenges on the suitable teaching method are students become passive in class, inhibit students from developing fully, knowledge books as standard in teaching activities and focus on teachers or one-sided learning.

5. Teachers Solution of Challenges in Teaching Methods

Songbatumis (2017) stated that the solution used by teachers in overcoming problems in teaching methods is does variety of teaching methods and techniques. The following are the solutions done by teachers in dealing with problems in teaching methods:

1. The Teachers Variety in Teaching Methods

To solve the problems on teaching method, teachers do variety of teaching methods in the process of learning to achieve learning goals.

In this case the teacher uses pictures and role-play in teaching.

2. Applying Games

Teachers use a variety of games to improve students' ability to vocabulary. The examples of games that teachers use is monthly diary writing.

III. RESEARCH METHODOLOGY

The design of this research used a qualitative descriptive method to find out the answer to the research questions. According to Arikunto (1998, p.309) qualitative research was used to collect information related to symptoms as they were at the time the research was carried out. Therefore, qualitative research can show phenomena in research subjects that have been chosen by the researcher.

In this study, the researcher wants to know the challenges faced by teachers in choosing teaching methods at SMP Negeri 7 Kisaran for teaching descriptive text material.

The data of this study was the result of in-depth interview consist of the problems faced by teachers in choosing appropriate teaching methods for teaching descriptive text materials at SMP Negeri & Kisaran. The source of the data were two English teachers who teach at SMP Negeri 7 Range to be interviewed. Therefore, the researcher conducted this research at SMP Negeri 7 Kisaran.

The data of this study were collected by in-depth interview and documentation. The interview and documentation captures the conversation or dialogue and media from the English teachers.

IV. DISCUSSION

Based on the result of data analysis, it can be seen the challenges in choosing teaching methods for teaching descriptive text related to the theory of Li, Huang and Xue (2018) the challenges of teaching methods

are goal of teaching, innovative teaching methods and suitable teaching methods.

Goal of teaching methods found in SMP Negeri 7 Kisaran is too many teaching goals must be achieved by the teachers in short period time. The teacher said that teaching learning process sometimes begin without telling the students the learning objectives.

In innovative teaching methods, the teachers faced the challenges from lack of student's interest in learning English and limited of time. Teachers cannot innovate the teaching methods to generate student interest as well as the time set. This causes teachers to experience obstacles in applying the right methods with the characteristics of students and time in the teaching process in the classroom. Students themselves consider that English is something difficult to learn so they lose interest in learning the language and make the students only remembering the material. The teacher also said the student's own lack of interest can be seen when the student takes lessons in class. For example, when the teacher gives a question related to the description text, students will look confused and unable to answer the questions given by the teacher. Not only that, students also cannot understand the keywords in the question as well as the main idea of the description text and the students. Irma (2020) in her research also found that lack of motivation of students in learning is part of the challenges that must be faced by teachers.

The teachers also faced the challenges for choose suitable teaching methods because of students limited of vocabulary. Students limited of

vocabulary is not in the teacher's learning outcomes, causing students to have difficulty with vocabulary and causing students to become passive. For this reason, teachers have difficulty in choosing the appropriate teaching method for students.

In the face of challenges that arise when choosing a teaching method for the description text, there are solutions used by teachers to overcome these challenges. According to Songbatumis (2017) the solutions from teachers to face the challenges are variety in teaching methods and applying games. Based on interviews conducted on two English teachers at SMP Negeri 7 Kisaran, some of the solutions used by English teachers in facing these challenges in choosing teaching methods for descriptive text are using various media, utilizing technology and use grammar translation methods relevant to do variety of teaching methods.

The solution used by English teacher is to use various media for selected method and will be used for the description text. The media used by teachers are fruits miniature, pictures and connecting papers with post-it. The teacher invites students to describe through the media shown to students in accordance with the topics discussed in the classroom. Teachers also use post-it to train student creativity by matching and connect the papers using post-it based on images pasted in writing with post-it containing description or keywords that match the images given by teachers in groups or individual.

The solution used by English teachers in SMP Negeri 7 Kisaran is to utilize technology. The use of this technology is in the form of the use of a

translation dictionary that can be downloaded on mobile phones so that it is more practical.

The solution that is also used by English teachers in SMP Negeri 7 Kisaran is to use the grammar translation method. In implementing this solution, the teacher paired the Grammar Translation method with a discussion of friends. Next, pay attention to the techniques in the descriptive text and use Indonesian first and then translated and given examples to students. Grammar translation is a method that refers to grammar, translating text, and remembering vocabulary. (Brown: 2000, p.15).

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The conclusions in this study were obtained based on research that has been conducted at SMP Negeri 7 Kisaran which is divided into two parts.

1. The challenges faced by English teachers when choosing a suitable teaching method for the description text material there are students limited of vocabulary, lack of student interest, limited of time, and lack of goal in teaching
2. The solutions used by teachers in answering and facing challenges when choosing teaching method for the description text material are 3 types, namely using various media that interest students, utilizing technology by downloading translation dictionaries on mobile phones, and using grammar translation methods.

B. Suggestions

In this section, researchers write down suggestions and inputs taken from the results of research conducted at SMP Negeri 7 Kisaran in connection with the challenges faced by teachers in choosing teaching methods to teach descriptive texts in the grade VII.

1. A teacher must be equipped with knowledge related to education and components in the process of teaching and learning in class. The teaching method is one of the important components in the teaching process in the class as a way for teachers to achieve maximum martial arts goals. Choosing and applying teaching methods that are in accordance with the material and interests of students will make the learning atmosphere effective and communicative and achieve the teaching goals that have been set.
2. Students' ability and interest in learning related to the application of teaching methods are needed by teachers to see the results of the application of teaching methods chosen by teachers and the results of teaching activities carried out by teachers in the classroom.

REFERENCES

- Arikunto & Suharsimi. (1998). *Prosuder Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta.
- Azhar., L. M. (1993). *Proses Belajar Mengajar Pola CBSA*. Surabaya: Usaha Nasional.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching*. USA: San Francisco State University.
- Hijazi, D., & Al-Natour, A. (2021). Online learning challenges affecting students of English in an EFL context during COVID-19 pandemic. *International Journal of Education and Practice*, 9(2), 379-395
- Mahsun. (2014). *Teks dalam pembelajaran Bahasa Indonesia*. Jakarta: Raja Grafindo Persada.
- Nursisto. (1999). *Penuntun mengarang*. Yogyakarta: Adi Cita.
- Patel, M.F. & Jain P.M. (2008). *English Language Teaching: Methods, Tools, and Techniques*. Jaipur: Sunrise Publishers and Distributors.
- Richards, J., & Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press.
- Setiowati, W. (2019). The problems faced by the teachers in teaching learning process at M.A Muhammadiyah Bontorita.
- Songbatumis, A. M. (2017). Challenges in teaching English faced by English teachers at MTsN Taliwang, Indonesia. *Journal of foreign language teaching and learning*, 2(2), 54-67.
- Sumiati & Astra. (2009). *Metode Pembelajaran*. Bandung: CV Wacana Prima.
- Wardani, I G. A. K., Said, A., & Yatimah, D. (2019). *Profesi Keguruan*. Tangerang Selatan: Universitas Terbuka.