

**STUDENTS TEACHERS' DIFFICULTIES IN TEACHING
ENGLISH : A STUDY OF STUDENTS TEACHING
PRACTICE EXPERIENCE IN LANGSA**

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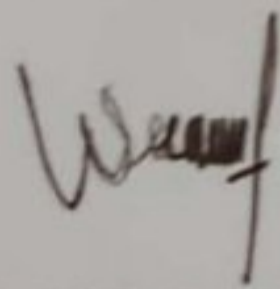
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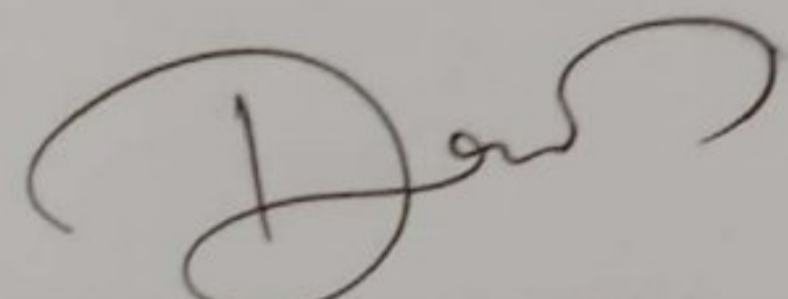
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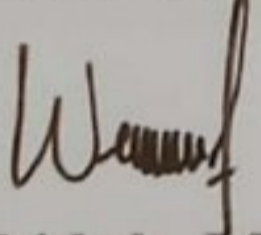
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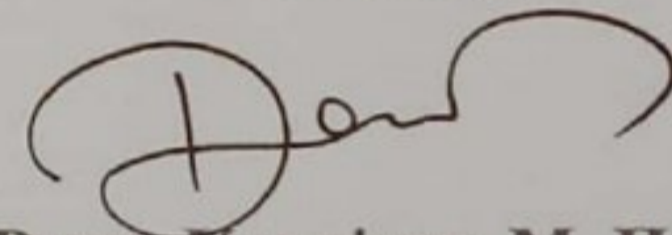
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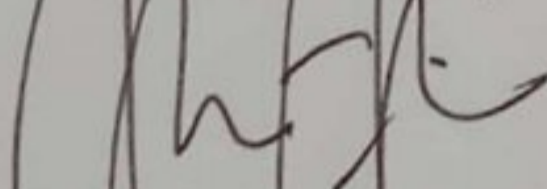
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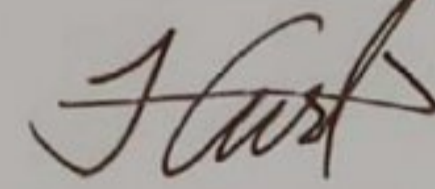
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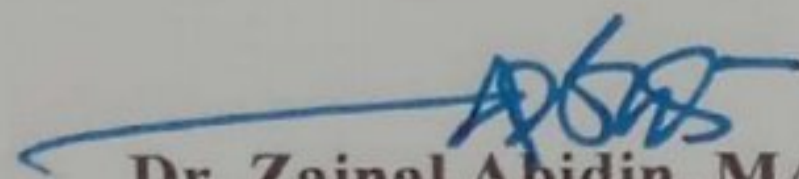


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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul "*Students' Difficulties In Teaching English: A Study Of Students Teaching Practice Experience In Langsa*" untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 28 Juli 2022

Yang membuat pernyataan

A handwritten signature in black ink is written over a rectangular revenue stamp. The stamp features the Garuda Pancasila emblem and the text 'REPUBLIK INDONESIA' at the top, 'METERAI KEAHLIAN' in the center, and '5000' at the bottom. A serial number 'E5AJX874167691' is visible at the bottom of the stamp.

Sekar Ayu Lestari

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Finally, the researcher hopes this thesis could provide valuable and useful information for the readers. The researcher sincerely appreciates all the critics and suggestions and will accept all of it.

Langsa, July 28th 2022

The researcher,

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ABSTRACT

Ayu Lestari, Sekar. 2022. **Student Teachers' Difficulties In Teaching English: A Study Of Students Teaching Practice Experience In Langsa.** English Department, Tarbiyah And Teachers Training Faculty, State Institute Of Islamic Studies (IAIN) Langsa.
Supervisor (1). Wahidah, M. Ed., **(2).** Dessy Kurniasy, M. Hum

This study is about Students' Difficulties In Teaching English: A Study Of Students Teaching Practice Experience In Langsa. This study aims to find out the students difficulties in teaching English during the Teaching Practice Experience. This study uses a qualitative descriptive approach as a research method. The data is collected by interview which the aim is to find out the students difficulties in teaching English during the Teaching Practice Experience. The result of the interview, there are difficulties experienced by students during the teaching practice experience such as in building the classroom atmosphere, in teaching using English, in delivering learning materials especially writing skill, in mastering learning materials and teaching methods and in applying the teaching and learning process according to the lesson plan.

Keywords: *Students' Difficulties, Teaching English, Teaching Practice Experience.*

CHAPTER I

INTRODUCTION

A. Background of Study

Teaching Practice Experience Program is one of the mandatory courses for all students of the faculty of education. This activity aims to provide real experience for students as prospective teachers. The Teaching Practice Experience is also expected to be a transition process where a prospective teacher becomes a real teacher and has good competence as a teacher. This Teaching Practice Experience Program is very important in the learning process in teacher education programs. Besides aiming to provide opportunities for students as prospective teachers to learn how to teach in a school setting and work under the supervision of a supervisor, Teaching Practice Experience is also a place where theory meets practice. This is where the student teacher candidates experience firsthand the real world of teaching, as well as a place to learn how to become a real teacher.

Teaching in a real learning environment is not easy. Teaching is a very complex activity. The ability and awareness of an educator towards their obligations along with planning, arrangement, and deep insight related to the material being taught are factors that will determine the success or failure of the teaching and learning process. All that is not possible for students to obtain only through the lecture process. Thus, when the time comes to practice teaching experience, every student as the prospective teacher will face various problems and difficulties.

Various problems are often experienced by students during the implementation of this Teaching Practice Experience. Based on preliminary interviews with students, information was obtained that they experienced many obstacles in the implementation process such as in teaching activities in the classroom. Some of these difficulties include not having high self-confidence when dealing with students in class and the difficulty in providing an understanding of the learning material that should be delivered. These obstacles are the difficulties faced by Teaching Practice Experience students in teaching activities at school.

The fact that occurs in the field related to teaching problems is that students feel very nervous about facing students in real life in the classroom so that this is the cause of them having difficulty in delivering learning materials. Because of this problem, Teaching Practice Experience students look incompetent so they are often underestimated and ignored in class. As a result, Teaching Practice Experience students feel more insecure and learning materials are not delivered properly. It is also entitled to not achieving the learning targets that have been planned by the Teaching Practice Experience students that have been designed in the learning implementation plan.

Judging from the problems above, the researcher assumes that there are still many other problems faced by Teaching Practice Experience students. The success or failure of the various problems and difficulties encountered and resolved in turn will be a determining factor whether the Teaching Practice Experience program is able to prepare student teacher candidates to carry out their duties and roles as educators or not. Therefore, various problems faced by

prospective teacher students during the Teaching Practice Experience will be identified and analyzed further.

Based on the background of the problem, the researcher desires to conduct a research entitle "*Student Teachers' Difficulties In Teaching English: A Study Of Students Teaching Practice Experience In Langsa*"

B. Research Question

Based on the background of the problem, as well as the affirmation of the term the researcher has mentioned above, the researcher formulates the research question as follow: What are the students difficulties in teaching English during the Teaching Practice Experience?

C. Purpose of Study

Based on the research question above in theoretically, the study of this research aims to enrich the existing theory on the students' difficulties in teaching English. Whereas, in practically aims to investigate the students' difficulties in teaching English during Teaching Practice Experience in Langsa.

D. Significance of Study

Theoretically, this study is for elaborating the theoretical framework of understanding on the students' difficulties in teaching English during the Teaching Practice Experience. Moreover, this study is for informing the teachers who teach English at school, so that teachers can evaluate more faced on the teaching experience. Besides, by recognising the result of this study, it can be

beneficial for the English Department Program to figure out the students' difficulties in teaching English at school and find out the solution provided by the researcher.

However, this research may be a reference for other researcher who will conduct a similar research in the future time.

E. The Scope of Study

This study focuses on investigating the students' difficulties in teaching English during the Teaching Practice Experience in Langsa.

BAB II

REVIEW OF LITERATURE

A. Theoretical Frameworks

1. Teaching Practice Experience

Teaching Practice Experience is a special course aimed at the undergraduate education program. The purpose of implementing Teaching Practice Experience is for students to get real teaching experience in practical schools. It is hoped that in the future, students can become candidates for professional education personnel.

Nakagawa expresses his opinion on the practice of field experience as follows:¹

“Although it is simply called teaching practice, it does not mean suddenly teaching in the classroom as a teacher in learning activities. The practice of teaching Japanese is a course that is carried out in one semester or one year, containing how to make teaching plans, how to carry out class activities, how to carry out learning observations, and so on, lectures and guidance are given by the teacher along with the implementation of teaching practices”.

Based on the opinion expressed by Nakagawa, it can be concluded that what is meant by teaching practice is not only teaching in practical schools. Teaching practice is a course in which students learn how to make lesson plans, implement activities, carry out observations, and so on.

¹ Yoshio Nakagawa, *Nihongo Kyouiku Jisshuu Puro No Waza*, (Tokyo: Bonjinsha, 2004), p. 72

In line with Nakagawa's opinion above, according to the Teaching Practice Experience. Implementation Guidebook, Teaching Practice Experience, hereinafter referred to as Teaching Practice Experiences are all curricular activities that must be carried out by practical students, as training to apply the theory obtained from previous semesters, in accordance with the requirements that have been set so that they gain experience and field skills regarding the implementation of education and teaching at partner schools or in other training places. The Teaching Practice Experience must be carried out by all students of educational programs. The Teaching Practice Experience serves to provide a true learning experience at partner schools, so that students have the provision to become professional teaching staff.

During the Teaching Practice Experience implementation in the first ten days, the students observed the school environment and learning activities. After carrying out the observations, the Teaching Practice Experience students carried out guided teaching exercises under the guidance of the civil servant teacher. After carrying out guided teaching, the Teaching Practice Experience students carry out independent teaching under the guidance of the civil servant teacher. As prospective teachers, practical students are responsible for all activities that occur during learning.

In addition, students also take part in debriefing activities before the Teaching Practice Experience, the following will explain more about microteaching and debriefing.

a. Microteaching

According to Arifin, microteaching is a model for training teachers or prospective teachers to master certain teaching skills through a simple pursuit process. As a course, microteaching is carried out for one semester. During the implementation of microteaching students carried out practical teaching exercises four times. Students carry out teaching practice exercises in pairs twice (peer teaching). After that, there were two classical teaching practice exercises in one class, where the other students acted as students.²

Meanwhile, there are several objectives of implementing microteaching, including the following:

- a) To facilitate, train, and develop prospective and teachers in terms of basic teaching skills.
- b) To facilitate, train, and foster candidates and teachers in terms of having the competencies expected by the provisions of laws and government regulations.
- c) To train the appearance and teaching skills which are carried out part by part specifically in order to obtain maximum ability in accordance with the professional demands as a teacher.
- d) To provide opportunities for candidates and teachers to practice and correct and assess their strengths and weaknesses in terms of teaching skills

² M Arifin and Barnawi, *Microteaching; Effective and Creative Teaching Theory and Practice*, (Ar-Ruz Media: Yogyakarta, 2015), p.21

- e) To provide opportunities for everyone who practices to improve and improve their strengths and weaknesses so that teachers always try to improve their services to students.³

In addition to carrying out teaching practices, students also evaluate the teaching methods of other students. This is done to correct students' mistakes when teaching. Through this assessment, it is hoped that the way students teach will be better on next occasion.

Microteaching is carried out before students carry out the Teaching Practice Experience at partner schools. During microteaching students carry out teaching practices at the University with other students acting as students being taught. Meanwhile, during the Teaching Practice Experience students carry out teaching practices for elementary, junior and senior high school at partner schools.

b. Briefing of Teaching Practice Experience

Students take part in debriefing activities before carrying out the Teaching Practice Experience. In these debriefing activities, the Teaching Practice Experience students gain knowledge about practical schools.

The code of ethics is a guideline for the Teaching Practice Experience students in actions and behavior in practice schools. The code of ethics for the Teaching Practice Experience students includes appearance ethics at school, communication ethics at school, social ethics at school and driving ethics at school.

³ M Arifin and Barnawi, *Microteaching; Effective and Creative Teaching Theory and Practice*, (Ar-Ruz Media: Yogyakarta, 2015), p.56

2. Teachers' Overview

The teachers referred to in this study are Teaching Practice Experience students who carry out their duties as teacher candidates and are carrying out field experience practices. As prospective teachers, Teaching Practice Experience students carry out their duties to educate, teach and guide, direct, train, assess and evaluate students.

The following will explain further about the role of the teacher, the abilities of the teacher, and the things that the teacher should avoid.

a. Teacher Competency Standards

According to Daryanto, an educator has at least four competencies, namely:

a) Pedagogical Competence

This competency is related to the mastery of the material.

b) Social Competence

This competency is related to the ability of educators to interact well, both communication with the community, students, educational institutions, fellow educators and others who require the ability to interact.

c) Personal Competence

This competence relates to himself both as an educator and as a citizen.

d) Personality Competence

Personal competence requires an educator to have a good personality, including trustworthy, trustworthy, honest and responsible.⁴

b. Teacher's Role

Teachers have a very important role in the learning process. However great the technological advances, the teacher's role will still be needed. Some of the teacher's roles in learning are as follows:

a) Teachers as learning resources

The teacher is said to be good when he can master the subject matter well, so he acts as a learning resource. On the other hand, the teacher is said to be bad when he does not understand the material he teaches.

b) Teacher as facilitator

The teacher as a facilitator plays a role in providing services to facilitate students in the learning process activities. As a facilitator, the teacher must be able to use media and learning resources properly. In addition, teachers must also be able to communicate and interact with students.

c) Teacher as manager

As a learning manager, the teacher plays a role in creating a comfortable learning climate. Teachers must be able to manage learning resources and carry out their role as learning resources themselves.

d) The teacher as a guide

⁴ Daryanto, *Competency Standards and Professional Teacher Job Assessment*, (Yogyakarta: Penerbit Gava Media, 2013), p.18-19

Students are unique individuals, that uniqueness can be seen from the existence of every difference. This difference requires the teacher to act as a guide. Guiding students to discover their potential.

e) Teachers as motivators

The learning process will be successful when students have the motivation to learn. Therefore, teachers need to grow and generate motivation student learning.

f) Teachers as evaluators

The teacher's role is to collect information about the success of the learning that has been done. As an evaluator, the teacher has two functions. The first function plays a role in determining the success of students in achieving predetermined goals. The second function plays a role in the success of the teacher in carrying out all the activities that have been programmed.⁵

c. Teacher's Ability

Learning activities in reality do not always run smoothly. In the implementation of learning, many variables affect the success of a teacher. In general, There are several variables, both technical and non-technical that affect the success of learning. Some of these variables, among others:

a) The teacher's ability to open learning

At the beginning of the lesson the teacher opened the lesson by greeting the students. At this stage the teacher also explains the learning

⁵ Wina Sanjaya, *Educational Process Standard Oriented Learning Strategy*, (Jakarta: Kencana Prenadamedia Group, 2013), p.21

objectives and relates the content of today's learning to previous learning. This is expected to increase students' motivation and interest in learning.

b) The ability of teachers to carry out core learning activities

The core learning activities are the most influential part in improving student learning outcomes. The good and bad skills of teachers in core activities affect the good and bad of student learning outcomes.

c) The ability of teachers to conduct learning assessments

Assessment activities need to be held to determine students' abilities, so that students can improve and improve the quality of learning.

d) The teacher's ability to close the lesson

At the end of the lesson the teacher does not just state the learning ends. At this stage the teacher needs to provide feedback and consolidation of student learning outcomes.

In addition to the several supporting variables above, there are several supporting factors that influence the success of learning. These factors include the following:

- e) The teacher's ability to use language clearly and easily understood student.
- f) Good attitude, courtesy, and respect for students.
- g) Having good ability, knowledge about linguistics in English
- h) Being able to organize time in accordance with the allocation provided.
- i) How to dress and dress politely in accordance with applicable norms.⁶

⁶ Made Wena, *Contemporary Innovative Learning Strategies An Operational Conceptual Review*, (Jakarta: Bumi Aksara, 2011), p.17

d. Things Teachers Should Avoid

According to Usman, in order to create effective learning activities, there are a number of mistakes that must be avoided by teachers, namely as follows:

a) Excessive interference (teacher instruction)

If the teacher interrupts an ongoing activity with a sudden comment, question, or hint, the activity will be interrupted or interrupted.

b) Fade away

This happens if the teacher is unable to provide an instruction, explanation, hint, or comment and then stops the explanation for no apparent reason. It can also occur in the form of too long silence, loss of mind, or forgetting the steps of the lesson so that it makes students' minds wander.

c) Inaccuracy in starting and ending activities (stops and starts)

This happens when the teacher starts an activity without ending the previous activity. For example, the teacher stops the first activity, starts the second activity, then returns to the first activity again. Thus the teacher cannot control the classroom situation and ultimately interferes with the smooth running of student learning activities.

d) Digression

As a result of the teacher being too engrossed in a particular activity or material, it is possible for him to deviate. The deviation can be interfered with the smooth running of student learning activities.

e) Long-winded

This error occurs when the teacher's speech is repeating certain things, extending explanations or explanations, turning a simple warning into a long exhortation.⁷

3. Learning Activity

According to Joyce in Suparman, learning is a teacher and students jointly creating an environment including a set of values and beliefs that are considered important to unite views about the reality of life.⁸ Another opinion about learning is also expressed by Briggs in Anni, as a set of events that affect students in such a way that the students gain convenience in subsequent interactions with the environment. In line with these definitions, Describe learning as an effort by educators to form a stimulus (environment) relationship with the behavior of students, where students are given the opportunity and freedom to think and choose learning materials according to their interests and abilities.⁹

Based on some of these definitions, it can be concluded that in learning there is an interaction between educators and students. Students actively carry out learning activities, while educators facilitate learning activities. With good interaction between students and educators, the objectives of learning or learning outcomes can be achieved optimally.

Learning activities in it involve several components, these components can affect the achievement of learning objectives. In addition to the learning

⁷ Moh. Uzer Usman, *Become a Professional Teacher*, (Bandung: PT Remaja Rosdakarya Offset, 2009), p.17

⁸ Atwi Suparman, *Modern Instructional Design: A Guide for Educators and Educational Innovators*, (Jakarta: Penerbit Erlangga, 2012), p.7

⁹ Catharina Tri Anni and Achmad Rifai, *Educational Psychology*, (Semarang: UPT Unnes Press, 2012), p.157

component, learning activities are also influenced by several factors. For more details will be described as follows.

a. Learning Components

Learning at the micro-organizational level includes learning in a particular field of study. Micro learning is carried out in annual education units, semesters, and so on. Learning at this level when viewed from a systems approach in the process involves several components. These components are:

- a) Purpose
- b) Study Subject
- c) Lesson Material
- d) Learning Strategy
- e) Learning Media
- f) Support

Activities carried out by teachers and students in learning are directed to achieve goals. Objectives in learning can be used as a guide, and a guide for learning activities. Sanjaya stated that with clear objectives it can help teachers in determining subject matter, methods, or learning strategies, tools, media, and learning resources.¹⁰ Therefore, the learning objectives must be clearly formulated. With clear objectives, learning activities will take place effectively and efficiently.

Learning can be done in various forms. According to Gage in Wena stated that effective learning must be done in various ways and various kinds of

¹⁰ Wina Sanjaya, *Educational Process Standard Oriented Learning Strategy*, (Jakarta: Kencana Prenadamedia Group, 2013), p.64

learning media. Teachers must have the ability to combine forms of learning with the media used so as to create harmonious learning.¹¹

b. Factors Affecting Learning

According to Suparman, there are several factors that affect the learning system. These factors include the following:

a) Teacher Factor

There are a number of aspects of the teacher that affect the quality of the learning process. This includes the experience and educational background of a teacher. In addition, the ability to manage learning, class management or control, lesson planning and mastery of learning materials also affects the learning process

b) Student Factor

The background, ability and basic knowledge of students affect the learning activities. In addition, the different gender, character, and attitudes of students require different treatment. Given the differences that these students have, teachers are required to adjust their learning styles.

c) Factors of Facilities and Infrastructure

Facilities are everything that directly supports smooth learning. Infrastructure is everything that indirectly supports smooth learning. Completeness of facilities and infrastructure will help teachers in the implementation of learning. Thus, facilities and infrastructure are important components in learning.

¹¹ Made Wena, *Contemporary Innovative Learning Strategies An Operational Conceptual Review*, (Jakarta: Bumi Aksara, 2011), 173

d) Environmental Factors

Judging from the environmental dimension, class organization factors and socio-psychological climate factors affect the learning process. Class organization factors include the number of students in one class. Class organizations that are too large will be less effective in achieving learning objectives. The socio-psychological climate factor is the harmonious relationship between the people involved in the learning process.¹²

B. Previous Study

In this study, researchers sought information from previous studies as comparison material. A review of other research is very important because it can be used for the relevance between past research and future research.

The first study is from Retno (2016) with the title "*Analyst of Difficulties of Students Practicing Japanese Unnes in 2015 in Managing Classes*".¹³ According to research conducted by Retno in 2016, it is known that Teaching Practice Experience students have difficulty managing classes. The difficulty in managing the class is caused by the lack of understanding of Teaching Practice Experience students on the character of students in many student capacities. This research analyzed about the difficulties of practical students in managing classes, while this study focused on the difficulties of practical students in implementing the Teaching Practice Experience.

¹² Atwi Suparman, *Modern Instructional Design: A Guide for Educators and Educational Innovators*, (Jakarta: Penerbit Erlangga, 2012), p.58-61

¹³ Retno Rohanawati, *Analysis of the Difficulties of 2015 Unnes Japanese Practicing Students in Managing Classes*, (University of Negeri Semarang: 2016), p.27

The others research comes from Viki Khoirunnisa under the title “Analisis Kesulitan Mahasiswa PPL UNNES Dalam Melaksanakan Ouyou Renshuu Saat Praktik Mengajar”.¹⁴ This research was conducted to find out what difficulties were experienced by PPL UNNES students and the factors causing difficulties in implementing Ouyou Renshuu in more detail. Based on the results of this study, it was found that PPL students had difficulties when carrying out Ouyou Renshuu. Difficulties include the difficulty of creating *bamen* (73.9%) and the difficulty of controlling the class (71.1%).

Finally, the research from Syafaatul Hidayati entitled “*Permasalahan Yang Dihadapi Mahasiswa Pendidikan Ekonomi Selama Mengikuti Praktik Pengalaman Lapangan (PPL) Tahun 2018*”.¹⁵ She said that her research aimed to find out the problems faced by economic education students while participating in teaching practice experience. Based on the results of research on the problems faced by students as the prospective teachers during the teaching practice experience, namely personal, teaching preparation, class participation, class management, evaluation, emotion, and adjustment.

The similarities of the previous study are students’ difficulties in teaching during Teaching Practice Experience. While the differences are in the first study from Retno focused on the difficulties of practical students in implementing the Teaching Practice Experience in managing classes. The next findings only focused on what difficulties were experienced by UNNES students and the factors that caused difficulties in implementing Ouyou Renshuu. The last is the research

¹⁴Viki Khoirunnisa, *Analisis Kesulitan Mahasiswa PPL UNNES Dalam Melaksanakan Ouyou Renshuu Saat Praktik Mengajar*, (Universitas Negeri Semarang: 2016), p.64.

¹⁵Syafaatul Hidayati, “*Permasalahan Yang Dihadapi Mahasiswa Pendidikan Ekonomi Selama Mengikuti Praktik Pengalaman Lapangan (PPL) Tahun 2018.*” *JPEK* Vol. 2 No. 2 (2018), p.84.

from Syafaatul Hidayati that stated about the problems faced by students during teaching practical practice, including personal, teaching preparation, class participation, class management, evaluation, emotion, and adjustment. In addition, the differencess in this study is the researcher focused on investigating the students' difficulties in teaching English during Teaching Practice Experience in Langsa.

BAB III

RESEARCH METHOD

A. Research Design

This research is a descriptive research which uses a qualitative approach. According to Sandelowski qualitative descriptive study is to retrieve information from stakeholders about their own experiences with the institutions in order to reconstruct the actual governmental design of public policies or organizational management system. Thus, the method employed has to faithfully draw the picture upon which most of the interviewees from a given setting will agree.¹⁶ In this case, the researcher collected data in the form of a questionnaire to find out the difficulties of Teaching Practice Experience students in carrying out field experience practices and the factors causing it. A qualitative approach is used to analyze in detail the various difficulties and causes of difficulties for Teaching Practice Experience students in 2021 in carrying out teaching practices so that an accurate conclusion can be obtained.

B. Research Settings

The research was conducted at IAIN Langsa which is located in Meurandeh Street, Langsa, Aceh Province. IAIN Langsa is a state Islamic Institute in Langsa that has various fields of study that can be taken by prospective students. Several study programs are divided into several faculties, namely the Tarbiyah and Teacher Training Faculty, the Ushuluddin Faculty, The Syariah

¹⁶ Sandelowski M. *What ever happened to qualitative description? (Res Nurs Health, 2000)*, p. 334-340.

Faculty and The Faculty of Economics and Islamic business. However, in this research, the researcher choses Tarbiyah and Teacher Training Faculty, specifically the English Education department as a place where the research was held. This place was also chosen because it is relevant to the data required in research related to the research problems.

C. Subject of Study

Subject of study in qualitative research are called informants who are used as a source of information to explore the information needed by researchers.¹⁷ In addition, Rahmadi also said that the research subject is also interpreted as a person who is used to provide information about the situation or condition of the research setting.¹⁸ Therefore, the subjects in this study are the students at the eighth-semester of English Department IAIN Langsa. In addition, the researcher also used a random sampling technique by taking 6 students at the eighth-semester of English Education Department IAIN Langsa.

D. Instrument of Collecting Data

In this study the researcher used interview as data collection instruments.

1. Interview

Interview is a conversation between two people in which one of them directs the conversation in order to achieve information for a particular purpose.¹⁹ Esterberg in Umar Sidiq states that in an interview there are three types of

¹⁷ Salim and Syahrums, *Metodologi Penelitian Kualitatif*, (Bandung: Citapustaka Media, 2012) p. 142.

¹⁸ Rahmadi, *Pengantar Metodologi Penelitian*, (Banjarmasin: Antasari Press, 2011) p. 61.

¹⁹ Umar Sidiq and Moh. Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*, (Ponorogo: CV. Nata Karya, 2019), p. 59.

interviews, namely Structured Interview, Semistructured Interview and Unstructured Interview.²⁰ In this study, the researcher applied Semistructured Interview technique to collect the required data related to students' difficulties in teaching English during the teaching practice experience which was carried out with 6 eighth semester students of English department in IAIN Langsa.

2. Decomentation

Documentation is a technique of collecting research data through a number of documents (documented information) in the form of written documents or recorded documents.²¹ Therefore, the researcher used documentation techniques to strengthen as well as support the results of the data obtained from interviews.

E. Procedure of Data Collection

In this study, the researcher carried out the following data collection procedures: first, the researcher prepared a list of interview questions for the participants. Then the researcher gave direction to the participants regarding the interview procedure to be carried out. After that, the researcher conducted an interview with the participants and also while recording the conversation during the interview until it was finished. The next step, the researcher conducted documentation. Finally, the researcher transcribed and analyzed the results of the interviews.

²⁰ Umar Sidiq and Moh. Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*, (Ponorogo: CV. Nata Karya, 2019), p. 62-64.

²¹ Rahmadi, *Pengantar Metodologi Penelitian*, (Banjarmasin: Antasari Press, 2011) p. 85.

F. Procedure of Data Analysis

In this study, the researcher applied the following data analysis procedures:

1. The researcher compiled the results of the answers from interviews.
2. The researcher analyzed the results of the interviews that has applied with the partisipants.
3. The researcher drew the result findings into paragraph.
4. The researcher drew conclusions based on data analysis from the interviews.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The researcher carried out activities to collect the required data during the research, such as directing and conducting the interview with several required participants. This research conducted on July 02-04, 2022. The following analysis of research findings:

1. The Finding of Interview

In carried out the interview activities, the researcher conducted the interview with six students at the eighth semester of English Education Department IAIN Langsa. In this interview, the researcher focused to find out the students' difficulties in teaching English during the teaching practice experience in Langsa. From the result of the interviews, the researcher discovered several information related to the students' difficulties in teaching English during the teaching practice experience in Langsa.

From the 6 participants, there were 2 participants (1 and 6) who stated that they had difficulty in managing the class because of the student capacity of more than 30 students. The number of students makes them nervous dealing with students and it is difficult to get students' focus. They are mostly ignored in class. In addition, participants 4 and 5 revealed that they found it difficult to manage the class because of excessive nervousness. They stated that their

nervousness was caused by their concern over their English language skills which they realized that they were still very limited in getting into the world of practice. Then, participants 2 and 3 stated that they had difficulty in managing the class because of the students' loss of interest in learning. They do not know how to motivate students to learn. As a result, during the teaching-learning process, students complained more and even ignored what was said by the teacher. They stated that students lost interest in studying after the pandemic. This makes it difficult for them to direct students to focus on learning.

Furthermore, all participants (1, 2, 3, 4, 5 and 6) stated that they did not use English during the teaching and learning process. They do not use English during the teaching and learning process because their English skills are still very limited. Participants 2, 3, 4 and 5 stated that they had difficulty in speaking English because they only knew a little vocabulary which was not enough to use in communication and they had not been able to pronounce English sentences correctly. Meanwhile, participant 1 revealed that she had difficulty in translating English sentences into Indonesian meanings that were simple and easy for students to understand. That's why she chose not to use English during the teaching and learning process. Participant 6 also stated that he had difficulty speaking English with correct grammar, so he chose not to use English during the teaching and learning process. He was worried that it would cause him to teach the wrong things to students.

In addition, all participants (1, 2, 3, 4, 5 and 6) also stated that the most difficult English skill for them to teach to students was writing skill. They stated that it was because they themselves were not even able to master tenses and other

basic English grammar. They do not know how to write English sentences with good and correct grammar. They are afraid to teach the wrong things to students. Participant 1 also stated that he had difficulty teaching speaking skills. Students who are not very familiar with English find it very difficult to get used to pronouncing English vocabulary, to remember and understand their meaning. Participant 6 also experienced other difficulties besides teaching writing skills. He has difficulty teaching listening to students who are also very unfamiliar with English. Students even find it very difficult to catch what participant 6 was said, let alone to write or even say it.

Besides, when the researcher asked about the participants' ability to apply the teaching skills that had been learned in the micro teaching course, the researcher got some information about the difficulties experienced by the participants. All participants (1, 2, 3, 4, 5 and 6) stated that they were not able to apply the teaching and learning process in accordance with what was taught in the micro teaching course because they did not teach using English as suggested in the micro teaching course. In addition, Participants 2, 3, 4 and 5 also stated that they had difficulty in mastering the English learning materials that they had to teach according to the syllabus determined by the available curriculum. They still feel unfamiliar with the material so they are not able to master it well. As a result, they are also not able to convey the material to the students properly. While participants 1 and 6 stated that they were able to understand the learning material, but they were not able to convey the learning material to students. They are confused about how to make students able to understand what they are saying. They also stated that they only teach using one method, namely the lecture

method. They do not try to teach by playing for fear of having difficulty handling a large number of students.

Furthermore, the researcher found information that all participants (1, 2, 3, 4, 5 and 6) could not implement teaching and learning activities according to the lesson plans they had made. Participants 2, 3, 4 and 5 stated that they had difficulty implementing teaching and learning activities according to the lesson plan because they did not master the material that had been determined by the curriculum, so they taught other materials that were simpler and could be accepted by students. In addition, they also stated that the students had not been able to accept difficult material. They teach the material according to the ability of the students even though the material is not available in the syllabus that has been determined. Meanwhile, participants 1 and 6 stated that they had difficulty implementing teaching and learning activities according to the lesson plan because the material determined by the curriculum was too difficult for students who were not familiar with English to accept. They must teach the material beyond the maximum meeting specified by the syllabus. So when they should have taught other material, they still have to complete the previous material.

B. Discussion

The researcher desired to supply the clear reply to the research question. Therefore, the researcher will elucidate it below distinctly.

The research question that had been formulated “What are the students difficulties in teaching English during the teaching practice experience?” from the

result of the interview, the researcher found that there were several students difficulties in teaching English during the teaching practice experience. All participants experienced difficulties in managing the class. The thing that caused the participants to have difficulty managing the class was excessive nervousness. This nervousness makes it difficult for them to establish harmonious communication so that the learning atmosphere is not built properly. Therefore, the teaching and learning process becomes awkward so that students ignore the presence of participants during the teaching and learning process. Briggs in Anni describe learning as an educator's effort to shape an environment with student behavior, where students are given the opportunity and think and choose learning materials according to their interests and abilities.²² However, in this case, field practice students were unable to build the atmosphere or learning environment due to the difficulties they experienced.

Then, the researcher also found that during the field experience practice, the participants had difficulty communicating using English during the teaching and learning process. The things that cause these difficulties are the lack of vocabulary, not being able to pronounce English sentences correctly, and the difficulty of translating English sentences into Indonesian meanings that are simple and easy for students to understand. Therefore, the participants tend to used Indonesian when teaching English.

Furthermore, of the four English skills, all participants experienced difficulties in teaching writing, speaking and listening skills. The factors that

²² Catharina Tri Anni and Achmad Rifai, *Educational psychology*, (Semarang: UPT Unnes Press, 2012) p.157.

made it difficult for the participants to teach these two skills were the participants' inability to master basic English grammar, and the lack of practice in speaking English in everyday life. Participants realized that these difficulties came from themselves who had not been able to master English skills well. How can they teach things that they are not even capable of mastering.

All participants realized that they had not been able to apply what they had learned in the micro teaching course into real teaching practice in schools. They found difficulties in the stages of delivering learning materials to students. Most of them even have difficulty because they are not able to master the material they have to teach. All participants tend to convey the material using the lecture method only. They only use the lecture method because they do not understand other teaching methods. Some of them choose not to teach with a fun method because it has the potential to cause other difficulties because they have to handle more than 30 students. This is contrary to the opinion of Wina Sanjaya which states that the role of the teacher is very important in the learning process which includes the teacher as a learning resource, the teacher as a facilitator, and the teacher as a manager.²³ In this case, it is very contrary to the facts that occur in field practice students at school. The inability of students in mastering learning materials, facilitating students in learning process activities and in learning management means that they cannot act as teachers as learning resources, facilitators, and managers.

²³ Wina Sanjaya, *Educational Process Standard Oriented Learning Strategy*, (Jakarta: Kencana Prenada Media Group, 2013), p.21.

Then, the researcher found that all participants had difficulty implementing the teaching and learning process according to the lesson plans they had designed. Participants have difficulty teaching material that is too difficult for them to understand so they teach other material that is easier to teach even though the material is not included in the curriculum.

Related to Suparman's opinion which states that the teacher is one of the factors that affect the learning system. Experience in the background of a teacher is part of the aspects that affect the quality of the learning process. In addition, the ability to manage learning, class control, lesson planning and mastery of learning materials also affects the learning process.²⁴ In this discussion, it is very different from the reality faced by students practicing field experience. The difficulties they experience are the reason why students practice field experience cannot achieve the criteria of a proper teacher and there are many differences in the facts they face when learning micro teaching and practicing field experience at school.

²⁴ Atwi Suparman, *Modern Instructional Design: A Guide for Educators and Educational Innovator*, (Jakarta: Penerbit Erlangga, 2012), p.7.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

Based on the result and the analyzing discussion of the previous chapter, the researcher concluded that there were difficulties experienced by students during the teaching practice experience such as in building the classroom atmosphere, in teaching using English, in delivering learning materials especially writing skill, in mastering learning materials and teaching methods and in applying the teaching and learning process according to the lesson plan.

B. Suggestions

Based on the conclusion above, the researcher believes that the students' difficulties in teaching English during the teaching practice experience be able to overcome by providing several suggestions. First, students should be more concerned about the relevant subjects before taking teaching practice experience. So that, they can implement the teaching and learning process based on the lesson plan. Second, it is hoping that the students should be more recognized to the teaching strategy through the micro teaching subject. Moreover, the writer suggests that the other researchers should be able to find out more students' difficulties in teaching English during the teaching practice experience.

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APPENDIXES

APPENDIX 1
INTERVIEW TRANSCRIPT

Interview Transcript

1. How did you manage your classes during the teaching-learning process and what were the difficulties that you faced in the classes?

(Bagaimanakah anda mengelola kelas anda selama proses belajar-mengajar dan apa saja kesulitan yang anda hadapi saat mengelola kelas tersebut?

- 1) Saat saya mengelola kelas, saya merasa apa saja yang sudah saya pelajari di micro teaching sangat berbeda dengan yang saya hadapi di kelas secara nyata. Saya merasa gugup saat menghadapi siswa. Apabila di Micro teaching terdahulu saya melakukan praktek mengajar di depan teman-teman kelas saya saja, hal itu sangat berbeda dengan saat saya menghadapi siswa disekolah. Saya merasa kewalahan untuk mendapatkan perhatian mereka yang berjumlah lebih dari 30 orang. Jumlah siswa yang menurut saya terlalu banyak membuat saya gugup berbicara ataupun berinteraksi dengan mereka. Apalagi disaat saya menggunakan Bahasa Inggris kepada mereka. Mereka langsung mengeluh dan mengabaikan kehadiran saya didalam kelas. Saya tidak tau bagaimana caranya untuk menarik fokus mereka terhadap saya.

- 2) Saat mengelola kelas, saya mencoba memulainya dengan melakukan ice breaking untuk membangun suasana belajar yang

kondusif. Saya mencoba membuat mereka nyaman terhadap kehadiran saya. Namun disaat saya melakukan ice breaking, para siswa cenderung hanya ingin bermain dan tidak ingin belajar. Saya kesulitan membangun minat belajar mereka yang sudah hilang selama pandemic Covid-19. Walaupun kelas terlihat santai, tetap saja saya kesulitan mengarahkan siswa untuk focus kepada materi pokok pembelajaran. Mereka kebanyakan mengabaikan saya disaat saya mulai focus dengan materi pokok pembelajaran.

- 3) Saat mengelola kelas, saya pribadi merasa sangat kesulitan untuk mencairkan suasana kelas karena mereka belajar dalam kondisi setelah pandemi Covid-19 yang panjang. Hal itu membuat para siswa kehilangan gairah belajar mereka. Saya lebih sering mengajar sesuai dengan suasana hati mereka saja. Saya merasa percuma saja untuk memaksakan mereka belajar sesuai dengan keinginan saya. Mereka juga memandang saya sebelah mata sebagai guru praktik pengalaman lapangan. Saya kesulitan mengembalikan minat belajar mereka. Saya tidak tau harus melakukan apa agar mereka semangat belajar. Karena komunikasi yang tidak hamonis, para siswa lebih sering mengabaikan saya saat berbicara ataupun mengajar mereka.

- 4) Saat saya melakukan praktik pengalaman lapangan saya merasa sangat grogi karena saya merasa apa saja yang saya pelajari saat di bangku perkuliahan sangat berbeda dengan apa yang saya rasakan secara langsung. Kemampuan Bahasa Inggris saya yang juga masih sangat terbatas membuat saya semakin canggung kepada mereka. Saya merasa tidak percaya diri dan memilih untuk tidak begitu membangun interaksi. Saya takut diremehkan karena mereka tau bahwa Bahasa Inggris saya belum bagus sebagai seorang guru.

- 5) Berdasarkan pengalaman yang saya alami, saya sangat menyadari bahwa kesan pertama sangat mempengaruhi suasana kelas di pertemuan-pertemuan berikutnya. Sayangnya, saya jelas terlihat sangat gugup di depan kelas untuk menghadapi para siswa karena saya merasa belum begitu mahir berbahasa Inggris. Saya tidak percaya diri dan sangat ragu-ragu saat berinteraksi kepada mereka. Dari kesan pertama yang tidak mendukung tersebut, siswa menganggap saya tidak kompeten menjadi seorang pengajar. Mereka meremehkan saya sebagai seorang mahasiswa praktik pengalaman lapangan. Mereka lebih banyak mengabaikan saya saat mengajar mereka.

- 6) Saat di dalam kelas saya selalu memastikan untuk memperhatikan para siswa agar saya bisa memahami karakteristik mereka dengan tujuan saya bisa mengajar dengan baik. Namun karena saya

mengajar di kelas yang berisi lebih dari 30 siswa, saya merasa sangat kebingungan menghadapi mereka. Hal pertama yang membuat saya kesulitan adalah karakteristik siswa yang berbagai macam, ada siswa yang sangat mendominasi dan ada siswa yang sangat pemalu, pendiam dan bahkan kebanyakan dari mereka sangat aktif. Saya terlalu banyak mendapatkan distraksi dari murid yang terlalu aktif sehingga murid yang lain terabaikan.

2. How was the process you experienced when you used English during the teaching-learning process?

(Bagaimanakah proses yang anda alami ketika anda menggunakan Bahasa Inggris selama proses belajar-mengajar?)

1) Saat saya mengajar menggunakan Bahasa Inggris, para siswa sama sekali tidak paham dengan apa yang saya katakan. Kemudian saya berusaha tetap menggunakan Bahasa Inggris saat mengajar mereka. Pada momen itu saya menyadari bahwa saya kesulitan untuk menerjemahkan penjelasan Bahasa Inggris kedalam makna Bahasa Indonesia yang lebih sederhana agar bisa dipahami oleh para siswa. Hal itu menghambat saya dalam proses belajar mengajar. Saya memutuskan untuk menggunakan Bahasa Indonesia saat mengajar siswa namun saya tetap memberikan mereka catatan kosa kata untuk mereka ingat.

2) Awalnya, saya mencoba menggunakan Bahasa Inggris saat mengajar siswa, namun setelah itu saya menyadari bahwa saya

sangat kekurangan kosa kata untuk membangun kalimat-kalimat. Hal itu menghambat saya untuk bisa berinteraksi dengan para siswa menggunakan Bahasa Inggris. Saya juga menyadari bahwa saya belum mampu mengucapkan kalimat-kalimat Bahasa Inggris dengan benar. Saya merasa takut mengajarkan pengucapan yang salah sehingga saya memutuskan untuk menggunakan Bahasa Indonesia saja untuk berinteraksi atau mengajar siswa saya.

- 3) Karena siswa yang saya hadapi sangat tidak familiar dengan Bahasa Inggris dan bahkan membenci Bahasa Inggris. Saya memutuskan untuk tidak mengajar ataupun berinteraksi dengan mereka menggunakan Bahasa Inggris. Saya takut memaksakan mereka hanya akan menghambat proses belajar mengajar saja. Selain itu saya juga belum memiliki pengetahuan kosa kata yang cukup untuk berkomunikasi menggunakan Bahasa Inggris. Saya juga kesulitan mengucapkan kosakata Bahasa Inggris yang asing menurut saya. Saya lebih memilih menggunakan Bahasa Indonesia agar mereka paham daripada memberikan pengetahuan yang salah.
- 4) Karena siswa yang saya hadapi masih merasa sangat asing dengan Bahasa Inggris, saya merasa tidak mungkin untuk memaksakan mengajar dengan menggunakan Bahasa Inggris kepada mereka. Saya menyesuaikan dengan kemampuan siswa yang saya hadapi.

Selain itu saya juga menyadari bahwa kemampuan Bahasa Inggris saya belum bisa digunakan untuk mengajar. Saya tidak bisa berbicara menggunakan Bahasa Inggris karena keterbatasan kosakata yang saya miliki.

5) Saya lebih banyak menggunakan Bahasa Indonesia saat mengajar siswa saat praktik pengalaman lapangan, karena saya sendiri masih kesulitan untuk berbicara Bahasa Inggris. Saya masih kesulitan dalam berbicara karena saya tidak memiliki banyak kosakata. Selain itu saya juga harus lebih banyak belajar bagaimana cara mengucapkan kata-kata dalam Bahasa Inggris dengan baik dan benar.

6) Dalam penggunaan Bahasa dalam proses belajar mengajar, saya lebih banyak menyampaikan materi dan berinteraksi kepada siswa menggunakan Bahasa Indonesia. Hal itu saya lakukan karena saya tidak percaya diri menggunakan Bahasa Inggris dihadapan para siswa. Saya merasa belum mampu berkomunikasi menggunakan Bahasa Inggris dengan grammatikal yang benar sehingga saya takut untuk memberikan contoh yang salah kepada para siswa. Saya tidak ingin mengajarkan hal yang salah kepada para siswa.

3. In your point of view among the four English skill, which one was the most difficult to be taught for students?

(Menurut pendapat anda di antara keempat keterampilan Bahasa Inggris, manakah yang paling sulit untuk diajarkan kepada siswa?)

1) Saya merasa yang paling sulit untuk diajarkan adalah kemampuan menulis, karena saya pribadi masih belum menguasai tenses. Bagaimana saya bisa menyampaikan sesuatu dengan baik disaat saya sendiri bahkan belum memahaminya. Selain itu, saya juga merasa kemampuan berbicara juga sangat sulit untuk diajarkan kepada para siswa. Saya menghadapi siswa yang sangat tidak terpapar oleh Bahasa Inggris sehingga saya kehilangan cara untuk membiasakan mereka mengucapkan kosa kata dengan benar apalagi untuk mengingat dan memahami artinya.

2) Yang paling sulit untuk saya ajarkan kepada siswa adalah kemampuan menulis. Saya sangat menyadari bahwa saya belum mempelajarinya lebih dalam. Saya bahkan belum menguasai grammar dasar seperti tenses. Saya sangat kesulitan saat harus menyampaikan materi yang berkaitan sekali dengan tata Bahasa.

3) Kemampuan Bahasa Inggris yang saya rasa sangat sulit untuk diajarkan kepada siswa adalah kemampuan menulis. Hal yang menyebabkan saya kesulitan mengajarkan kemampuan itu adalah karena saya sendiri sebagai pengajar menyadari bahwa saya belum pernah mengasah kemampuan tersebut. Saya belum pernah benar-benar mempelajarinya. Saya tidak memahami bagaimana menulis

dengan gramatikal yang benar sehingga saya tidak mungkin bisa mengajarkan sesuatu yang bahkan saya sendiri belum menguasainya.

4) Menurut saya yang paling sulit untuk diajarkan adalah kemampuan menulis, karena seperti yang kita ketahui apabila kita salah dalam penulisan maka terjemahan atau artinya akan menjadi salah. Saya merasa masih sangat tidak menguasai kemampuan menulis dengan gramatikal yang benar sehingga saya sangat kesulitan mengajar materi yang berhubungan dengan tenses ataupun grammar lainnya.

5) Yang paling sulit saya ajarkan kepada siswa adalah kemampuan menulis. Saya sama sekali tidak mengerti tenses. Disaat saya harus mengajar materi yang berkaitan dengan grammar saya hanya akan mengajarkan materi yang lain atau hanya meminta mereka memahami buku paket. Saya tidak tau bagaimana cara mengajarkan hal yang bahkan tidak saya ketahui.

6) Yang paling sulit untuk saya ajarkan kepada siswa adalah kemampuan mendengar dan kemampuan menulis. Hampir seluruh siswa yang hadapi merasa sangat asing dengan Bahasa Inggris. Mereka sangat tidak tertarik untuk belajar Bahasa Inggris. Disaat saya berbicara menggunakan Bahasa Inggris mereka bahkan sama sekali tidak mengetahui apa yang sedang saya katakan apalagi untuk memahami maknanya atau untuk menuliskannya. Untuk

mengajarkan hal itu saja sangat sulit saya lakukan apalagi untuk mengajarkan skill yang lain.

4. In your point of view, were you able to implement the micro teaching skill you have learned at college?

(Menurut pendapat anda, apakah anda mampu menerapkan keterampilan mikro teaching yang telah anda pelajari di bangku perkuliahan?)

1) Tentu saja saya tidak bisa mengatakan bahwa saya mampu menerapkan proses belajar mengajar sesuai dengan apa yang sudah saya pelajari pada mata kuliah mikro teaching. Seperti yang saya katakan sebelumnya, saya bahkan mengajar menggunakan Bahasa Indonesia. Hal itu sangat bertentangan dengan apa yang diajarkan saat mikro teaching. Selain itu, saya merasa belum mampu menyampaikan materi pokok pembelajaran dengan baik. Walaupun saya memahami materi yang harus saya sampaikan, saya kesulitan menyampaikan ilmu yang ingin saya berikan kepada siswa. Saya hanya mampu mengajarkan siswa dengan metode belajar yang paling sering saya rasakan dan saya lihat yaitu metode ceramah.

2) Saya menyadari bahwa saya belum menerapkan pengetahuan yang saya dapatkan pada mata kuliah mikro teaching kedalam praktek mengajar yang nyata. Saya bahkan masih sangat kesulitan memahami materi yang harus saya ajarkan kepada siswa. Saya juga

lebih banyak mengajar menggunakan Bahasa Indonesia daripada menggunakan Bahasa Inggris.

- 3) Saya merasa bahwa saya belum mampu menerapkan hal tersebut. Disaat mata kuliah mikro teaching, saya bisa memilih materi yang mau saya ajarkan sehingga semuanya terasa mudah. Sedangkan saat praktik sebenarnya saya harus menyampaikan materi sesuai dengan silabus yang ditentukan oleh kurikulum. Saya masih banyak belum memahami materi yang harus saya ajarkan kepada siswa sehingga saya tidak bisa mengajar siswa dengan baik dan benar.
- 4) Saya merasa belum mampu menerapkan kemampuan micro teaching kedalam praktik nyata disekolah. Saya bahkan mengajar menggunakan Bahasa Indonesia dan bahkan tidak benar-benar menguasai materi. Sudah bisa dipastikan tujuan pembelajaran tidak bisa saya capai.
- 5) Saya bahkan tidak mampu menguasai materi dengan baik. Sudah pasti saya tidak menyampaikan materi dengan baik kepada siswa. Saya merasa sangat tidak menerapkan apa yang saya pelajari saat mikro teaching saat praktik pengalaman lapangan.

6) Dalam penerapan secara keseluruhan saya merasa belum maksimal. Namun saya sudah mampu memahami materi yang disediakan oleh kurikulum. Hal yang belum saya terapkan adalah bagaimana menyampaikan materi pembelajaran agar mudah dipahami siswa. Saya merasa apa yang saya ajarkan kepada siswa belum bisa memenuhi tujuan pembelajaran yang seharusnya dicapai. Walaupun saya menyadari saya harus menggunakan metode yang beragam agar siswa mudah paham. Saya tidak melakukannya. Saya lebih takut tidak mampu menghadapi siswa yang terlalu aktif karena gaya belajar yang asyik.

5. Did the teaching process you experience structured with the lesson plan accordingly?

(Apakah proses mengajar yang sudah anda alami sudah berdasarkan rencana pembelajaran yang anda buat?)

1) Saya tidak selalu menerapkan apa yang sudah saya rancang pada lesson plan. Materi yang sulit menyulitkan saya untuk mengajar sesuai dengan jumlah pertemuan yang sudah ditentukan. Sering kali saya mengajarkan satu materi melebihi jumlah pertemuan yang seharusnya saya patuhi.

2) Saya tidak menerapkan apa yang saya rancang pada lesson plan kedalam praktik mengajar. Saya kesulitan memahami materi yang

seharusnya saya ajarkan kepada siswa. Oleh karena itu saya lebih sering menyampaikan materi dengan level yang lebih rendah dan tidak termasuk dalam silabus yang seharusnya saya ajarkan.

- 3) Saya tidak menerapkan proses belajar mengajar sesuai dengan lesson plan yang saya buat. Saya lebih banyak mengajarkan materi yang tidak seharusnya saya ajarkan. Selain saya yang tidak menguasai materi. Saya juga menyadari bahwa siswa juga belum mampu untuk menerima materi yang disediakan oleh kurikulum.
- 4) Saya tidak menjalankan proses belajar mengajar sesuai dengan lesson plan. Saya lebih sering mengajarkan materi sesuai dengan kemampuan siswa dan kemampuan saya. Saya tidak benar-benar menguasai materi sehingga saya takut mengajarkan hal yang salah. Saya merasa lebih baik mengajarkan hal lain yang lebih mudah untuk dipahami oleh siswa.
- 5) Karena saya kesulitan memahami materi, saya hanya mengajarkan hal-hal yang saya kuasai walaupun itu adalah materi yang tidak disarankan pada kurikulum. Siswa yang saya hadapi juga belum mampu menerima materi yang sulit.
- 6) Saya tidak bisa mengajar sesuai dengan apa yang saya rancang pada lesson plan. Murid yang saya hadapi sangat tidak familiar dengan Bahasa Inggris. Saya terpaksa harus mengajarkan materi yang sama

pada pertemuan yang harusnya saya isi dengan materi yang lain. Saya harus menyesuaikan dengan kemampuan siswa yang saya hadapi.

APPENDIX 2
DOCUMENTATION







APPENDIX 3
RENCANA PELAKSANAAN PEMBELAJARAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) PERTEMUAN 1	
Satuan Pendidikan	: SMA NEGERI 5 LANGSA
Mata Pelajaran	: Bahasa dan Sastra Inggris (Peminatan)
Kelas/Semester	: X /Ganjil
Tahun Pelajaran	: 2021/2022
Materi Pokok	: Teks Formulir Isian Yang Digunakan Di Perusahaan, Bank, Instansi, dll.
Alokasi Waktu	: 9 JP (3 Pertemuan)
KOMPETENSI DASAR	
3.1	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk formulir isian yang digunakan di perusahaan/ bank/instansi lain, dengan memberi dan meminta informasi terkait jati diri dan informasi yang relevan, sesuai dengan konteks penggunaannya
4.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk formulir isian yang digunakan di perusahaan/bank/instansi lain, terkait jati diri dan informasi yang relevan
Tujuan Pembelajaran	
Melalui kegiatan pembelajaran menggunakan model Discovery Learning yang dipadukan dengan metode <i>mind mapping</i> , teknik ATM, dan pendekatan saintifik yang menuntun peserta didik untuk mengamati (membaca) permasalahan, menuliskan penyelesaian dan mempresentasikan hasilnya di depan kelas, Selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat	
<ol style="list-style-type: none"> 1. Memahami struktur teks dan unsur kebahasaan pada formulir isian yang digunakan di perusahaan, bank, instansi. 2. Memahami fungsi sosial formulir isian yang digunakan di perusahaan, bank, instansi. 3. Memahami ungkapan-ungkapan yang digunakan dalam pemaparan jati diri sesuai dengan konteks penggunaannya dengan rasa rasa ingin tahu, tanggung jawab, disiplin selama proses pembelajaran, bersikap jujur, santun, percaya diri dan pantang menyerah, serta memiliki sikap responsif (berpikir kritis) dan pro-aktif (kreatif), serta mampu berkomunikasi dan bekerjasama dengan baik 	
Kegiatan Pendahuluan	
<p>Penguatan Pendidikan Karakter, Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin</p> <p>Apersepsi Mengaitkan materi/<i>tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/<i>tema/kegiatan</i> sebelumnya,</p> <p>Motivasi Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</p> <p>Pemberian Acuan, Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung, Pembagian kelompok belajar, Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</p>	
Kegiatan Pembelajaran	
<ul style="list-style-type: none"> • Menyimak dan menirukan beberapa model formulir isian yang digunakan di perusahaan/bank/ instans, dan lain-lain. • Membaca dengan cermat formulir isian yang digunakan di perusahaan/bank/ instansi, dan lain-lain dengan intonasi, ucapan, dan ejaan yang benar. • Bertanya dan mempertanyakan tentang hal-hal lain yang belum dipahami terkait fungsi sosial, struktur teks dan unsur kebahasaan dari formulir isian yang sedang dipelajari. • Membaca dan mendiskusikan contoh tabel analisis isi formulir isian yang sedang dipelajari. • Membahascara mempresentasikan hasil analisis tersebut. • Mempresentasikan hasil analisis secara lisan dalam kelompok masing-masing. • Membaca dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa formulir isian yang digunakan di perusahaan/bank/ instansi, dari sumber lain. 	

<ul style="list-style-type: none"> • Mempresentasikan hasil analisis secara lisan di depan kelompok lain. • Melakukan refleksi tentang proses dan hasil belajarnya. 		
PENUTUP		
<ul style="list-style-type: none"> • Guru menyimpulkan pelajaran yang sudah dibahas, Guru melaksanakan penilaian pengetahuan melalui tes tertulis. Guru memberikan tugas untuk pertemuan selanjutnya. Siswa melakukan pembersihan peralatan, media dan ruangan. Guru mengarahkan siswa untuk berdo'a sebelum selesai pembelajaran. 		
Refleksi dan konfirmasi	Pencapaian siswa / formatif asesmen dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan	
PENILAIAN		
SIKAP : Kerja sama dalam menganalisis materi yang diajarkan Tanggung jawab dalam penyelesaian tugas materi	PENGETAHUAN Menganalisis penyajian materi dengan cermat. Menentukan kalimat fakta tentang materi yang diajarkan	KETERAMPILAN Menegerjakan tugas sesuai dengan materi yang di ajarkan.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMKN 1 LANGSA	Kelas/Semester : X / Ganjil
Mata Pelajaran : Bahasa Inggris	Alokasi Waktu : 90 menit / 3 x Pertemuan
Materi : Teks Interaksi Transaksional, Informasi Terkait Jati Diri	

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait jati diri
- Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
- Memahami struktur teks ungkapan memberi dan meminta informasi terkait jati diri
- Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait jati diri
- Menyusun dialog lalu menyampaikannya ke teman kelas
- Menanggapi tanya jawab yang diajukan kepadanya

B. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin

<p>Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman pesertadidikdengan</p> <p>materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.</p>	
<p>Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi:</p> <p><i>TeksInteraksiTransaksional, InformasiTerkait Jati Diri</i></p>	
<p>Menjelaskan hal-hal yang akan dipelajari ,kompetensi yang akan dicapai,serta metode belajar yang akan ditempuh,</p>	
<p>Kegiatan Inti (70Menit)</p>	
<p>Kegiatan Literasi</p>	<p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi</p> <p><i>Teks Interaksi Transaksional, Informasi Terkait Jati Diri</i> dengan cara melihat,mengamati,membaca melalui tayangan yang ditampilkan.</p>
<p>Critical Thinking</p>	<p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin</p> <p>Pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar khususnya pada materi <i>Teks Interaksi Transaksional, Informasi Terkait Jati Diri</i></p>
<p>Collaboration</p>	<p>Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan</p> <p>informasi,mempresentasikan ulang,dan saling bertukar informasi mengenai <i>Teks Interaksi Transaksional, Informasi Jati Diri</i></p>
<p>Communicati</p>	<p>Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian</p>

on	ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks Interaksi Transaksional, Informasi Terkait Jati Diri</i> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (10 Menit)	
<input type="checkbox"/> Peserta didik dan guru merefleksi kegiatan pembelajaran. <input type="checkbox"/> Peserta didik dan guru menarik kesimpulan dari hasil kegiatan Pembelajaran. <input type="checkbox"/> Guru Memberikan penghargaan (misalnya Pujian atau bentuk penghargaan lain yang Relevan kepada kelompok yang kinerjanya Baik. <input type="checkbox"/> Menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari. <input type="checkbox"/> Guru menyampaikan materi pembelajaran berikutnya. dan menutup dengan salam dan doa.	

C. Penilaian Hasil Pembelajaran

1. Penilaian Sikap: Observasi dalam proses pembelajaran
2. Penilaian Pengetahuan : Tes lisan dan tes tulis bentuk uraian
3. Penilaian Keterampilan : Praktek

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTsS Geudubang Aceh
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Materi Pokok : Simple Present Tense
Alokasi Waktu : 12 JP (3 Pertemuan)

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Siswa mampu menganalisis dan memahami fungsi sosial, struktur teks dan unsur kebahasaan teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- ❖ **Media** : Lembar kerja siswa & Lembar Penilaian
- ❖ **Alat/Bahan** : Papan tulis, spidol, penggaris, laptop & infocus
- ❖ **Sumber belajar** : Buku Bahasa Inggris Kelas VIII, Penerbit Erlangga, Kurikulum 2013

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi Simple Present Tense	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (60 menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi Simple Present Tense

Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi Simple Present Tense
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai Simple Present Tense
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Simple Present Tense . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
Kegiatan Penutup (15 menit)	
Peserta didik membuat rangkuman atau simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

D. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan/observasi terhadap diskusi tanya jawab dan percakapan serta penugasan.
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP N 7 Langsa
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/Ganjil
Materi Pokok : Good Morning, how are you? (Simple Present Tense)
Alokasi Waktu : 60 Menit

I. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi pola struktur dan penulisan kalimat Simple Present Tense Non Verb (Positif, Negatif, dan Interrogative) dengan baik dan benar.
- Siswa dapat membedakan antara penulisan struktur kalimat positif, negative, dan interrogative.

II. Model Pembelajaran

- Model pembelajaran : Contextual Teaching and Learning
- Teknik : Repeation Drill

III. Media, Alat/Bahan, Sumber Pembelajaran

- Media : Lembar Kerja Siswa
- Alat/Bahan : Papan tulis dan Spidol
- Sumber : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings a Bell, Kelas VII, Kemendikbud, Revisi Tahun 2016

IV. Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pembukaan	<ul style="list-style-type: none">• Guru mengawali Pembukaan dengan salam dan membaca do'a bersama siswa• Menyapa siswa dengan menanyakan kabar serta memberi motivasi untuk belajar sebelum pelajaran dimulai.• Guru melakukan preview pada materi yang sudah dipelajari sebelumnya.	5 Menit

<p style="text-align: center;">Inti kegiatan</p>	<ul style="list-style-type: none"> • Guru melakukan warming up pada siswa. • Guru menyajikan materi <i>Simple Present Tense Non Verb (Positif, Negatif, dan Interogativ)</i> kepada siswa. • Siswa mendengarkan dan menyimak materi yang disampaikan oleh guru. • Guru memberikan dan menjelaskan contoh materi terkait. • Guru menerjemahkan setiap contoh kalimat dan mengintruksikan siswa agar dapat mengingat setiap kosa kata baru yang dijumpai dalam penerjemahan. • Guru melafalkan contoh kalimat menggunakan teknik Repeatition Drill dan diikuti oleh siswa . • Guru memberikan kesempatan bagi siswa untuk bertanya. • Guru memfasilitasi pertanyaan siswa dengan memberikan setiap jawaban dari pertanyaan siswa. • Setelah siswa memahami materi yang disampaikan guru memberikan beberapa contoh kalimat kembali untuk di diskusikan bersama siswa. • Siswa mengikuti diskusi dan memberikan umpan balik kepada guru. 	<p style="text-align: center;">45 Menit</p>
<p style="text-align: center;">Penutup</p>	<ul style="list-style-type: none"> • Guru dan siswa secara bersama menyimpulkan tentang materi yang telah dipelajari. • Guru memeriksa kehadiran siswa dan mengakhiri pertemuan dengan salam. 	<p style="text-align: center;">10 Menit</p>

V. Materi

- Pengertian Simple Present Tense
Simple Present Tense adalah bentuk kalimat sederhana untuk menyatakan kegiatan sehari-hari, kebiasaan, dan fakta.

- Rumus Simple Present Tense Non Verb

RUMUS SIMPLE PRESENT TENSE	
Positive (+)	Subject + To be (is/am/are) + Complement/Object
Negative (-)	Subject + To be (is/am/are) + Not + Complement/Object
Interrogative (?)	To be (is/am/are) + Subject + Complement/Object ?

- Contoh kalimat Simple Present Tense

(+) He is very kind
 (-) He is not very kind
 (?) Is he very kind ?

VI. Penilaian

- Sikap : Mandiri, Tanggungjawab, dan Percaya diri
- Pengetahuan : Tes tertulis & Observasi
- Keterampilan : Unjuk Kerja & Observasi

Lampiran penilaian pengetahuan : Tes tertulis

SOAL	KUNCI JAWABAN
(+) I am a student (-) (?)	(+) I am a student (-) I am not a student (?) Am I a student ?
(+) I am in the classroom (-) (?)	(+) I am in the classroom (-) I am not in the classroom (?) Am I in the classroom ?
(+) (-) The book is not blue (?)	(+) The book is blue (-) The book is not blue (?) Is the book blue ?
(+) (-) You are not lazy (?)	(+) You are lazy (-) You are not lazy (?) Are you lazy ?
(+) (-) (?) Are you and Rika happy ?	(+) You and Rika are happy (-) You and Rika are not happy (?) Are you and Rika happy ?



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA
Nomor 634 Tahun 2022
TENTANG

PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

- Menimbang : a. Bahwa untuk Kelancaran Penyusunan Skripsi mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Langsa Institut Agama Islam Negeri (IAIN) Langsa, maka dipandang perlu menunjuk Pembimbing Skripsi;
b. bahwa yang namanya tercantum dalam Surat Keputusan ini dipandang mampu dan cakap serta memenuhi syarat untuk ditunjuk dalam tugas tersebut.
- Mengingat : 1. Undang-Undang Nomor : 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor : 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden Republik Indonesia Nomor : 146 Tahun 2014 Tentang perubahan Sekolah Tinggi Agama Islam menjadi Insitut Agama Islam Negeri (IAIN) Langsa;
4. Peraturan Menteri Agama Republik Indonesia Nomor : 10 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Langsa;
5. Surat Keputusan Menteri Agama Republik Indonesia Nomor : B.II/3/17201. tanggal 24 April 2019 Tentang Pengangkatan Rektor Institut Agama Islam Negeri (IAIN) Langsa yang definitif;
6. SK Rektor IAIN Langsa No. 27 Tahun 2021 tanggal 21 Januari 2021, tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) langsa;
7. DIPA- Nomor : SP DIPA- 025.04.2.888040/2022, tanggal 24 Desember 2021;
- Memperhatikan : Hasil Seminar Proposal Mahasiswa Tanggal 02 Maret 2022

MEMUTUSKAN :

- Menetapkan :
K E S A T U : Menunjuk Dosen Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Langsa :

1. Wahidah, M.Ed
(Membimbing Isi)
2. Dessy Kurniasy, M.Hum ^{SK/30/6}
(Membimbing Metodologi) ₂₀₂₂

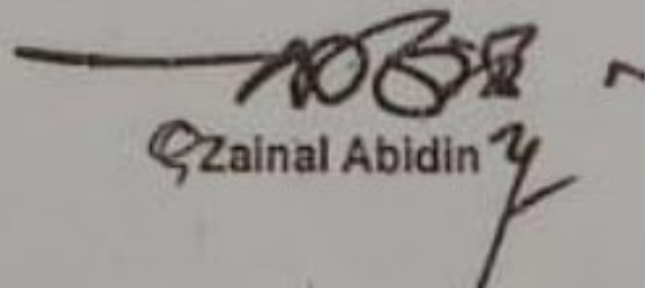
Untuk membimbing Skripsi :

N a m a : Sekar Ayu Lestari
Tempat / Tgl. Lahir : Langsa, 7 Desember 2000
Nomor Pokok : 1042018012
Fakultas/ Program Studi : FTIK/Pendidikan Bahasa Inggris
Judul Skripsi : *Students Difficulties In Teaching English A Study Of Students Practical Field Experience In Langsa*

- KEDUA : Bimbingan harus diselesaikan selambat-lambatnya selama 1 (satu) tahun terhitung sejak tanggal ditetapkan;
KETIGA : Kepada Pembimbing tersebut di atas, diberi honorarium sesuai dengan ketentuan yang berlaku pada Institut Agama Islam Negeri (IAIN) Langsa;
KEEMPAT : Keputusan ini berlaku sejak tanggal ditetapkan dan apabila terdapat kekeliruan dalam penetapan ini akan diadakan perbaikan sebagaimana mestinya;
Kutipan Keputusan ini diberikan kepada yang bersangkutan untuk dapat dilaksanakan sebagaimana mestinya.

Ditetapkan di : Langsa
Pada Tanggal : 9 Maret 2022

Dekan,


Zainal Abidin

Tembusan Yth :
Ketua Prodi PBI FTIK IAIN Langsa



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI LANGSA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Fax. 0641-425139 website : <http://www.ftik.iainlangsa.ac.id> email : ftik@iainlangsa.ac.id

Nomor : B-1146/In.24/FTIK/PP.00.9/07/2022
Lampiran : -
Perihal : Mohon Izin Untuk Penelitian Ilmiah

Kepada Yth,
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Langsa
Di -
Tempat

Assalamu'alaikum Wr. Wb.,

Dengan hormat,
Dekan Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Langsa dengan ini memaklumkan kepada Bapak/Ibu bahwa mahasiswa kami yang tersebut di bawah ini :

Nama : Sekar Ayu Lestari
Tempat / Tanggal Lahir : Langsa, 07 Desember 2000
Nomor Induk Mahasiswa : 1042018012
Jurusan : Tadris Bahasa Inggris

Bermaksud mengadakan penelitian di wilayah Bapak/Ibu, sehubungan dengan penyusunan skripsi berjudul 'Students' Difficulties In Teaching English : A Study of Students Teaching Practice Practice Experience In Langsa '

Untuk kelancaran penelitian dimaksud kami mengharapkan kepada Bapak/ibu berkenan memberikan bantuan sepenuhnya sesuai dengan ketentuan yang berlaku, segala biaya penelitian dimaksud ditanggung yang bersangkutan.

Demikian harapan kami atas bantuan serta perhatian Bapak/ibu kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Langsa, 02 Juli 2022
Dekan




Zainal Abidin

AUTOBIOGRAPHY

A. Personal Identity

Name : Sekar Ayu Lestari
Student's Number : 1042018012
Place / Date of Birth : Langsa, 07 December 2000
Occupation : Student
Marital Status : Single
Nationality/Ethnic : Indonesia/ Sundanese
Hobbies : Listening to music, Watching movie, and Cooking
Address : Desa Lengkong, Kec. Langsa Baroe, Kota Langsa

B. Background of Education

Elementary School : SD Negeri 2 Karang Anyar (2006-2012)
Junior High School : MTS.s Geudubang Aceh (2012-2015)
Senior High School : SMA Negeri 1 Langsa (2015-2018)
University : Tarbiyah Faculty/English Department of IAIN
Langsa

C. Family

Father's Name : Eddy Muchtar
Mother's Name : Sri Wahyuni
Sister's Name : Endah Sundari
Brother's Name : Muhammad Jahfal Muchtar