

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter explained the data analysis result of the teachers' difficulties in English learning process at SMKN-PP Pelaihari as vocational high school. The data collected from two teachers from all of the Xth class in each expertise program at the school. One teacher got two classes and other got three classes. Each teacher was analyzed into kinds of instrument, namely interview to the teachers, observation classroom, and documentation. The research was conducted in the mid of a pandemic As a result, teachers are required to adapt learning to the existing situation.

A. Findings

After doing interview, the researcher analyzed the result of the interview by following the Miles and Huberman model which are data reduction, data display and data verification. The followings are more detail description:

1. Teachers' Difficulties in Teaching English at Vocational High School

a. Students' Lack of Basic Knowledge

Based on the result of interview, the first informant has difficulties on students' lack of basic knowledge. It can be seen from table of interview result. She answered:

“Karena kan modalnya bahasa Inggris itu kan harus tahu kata kerja kayak gitu kan harus tahu tenses. Nah sedangkan dasarnya itu, dari SMP nya mereka itu juga tidak ada. Jadi akhirnya itu harus mengulang pelajarannya”

[Because the basic of English is you have to know verbs like that, you have to know tenses. **Even though that basic, they didn't even exist from junior high school. So in the end, it had to repeat the lesson]**

Moreover, she strengthened this difficulty by saying:

“Brother dan sister “Hahh? Hahh? Hahh?” Nggak tahu brother sister. Kamu nggak tau brother? “nggak tau bu” katanya”

[Brother and sister “Hahh? Hahh? Hahh?” they don’t know brother sister. You don’t know brother? “I don’t know, Ma’am” they said]

“Dari SDM nya tadi. Eee... jadi effortnya nya itu tinggi banget gitu untuk menjelaskan sama anak”

[From the HR. Eee... so the effort is really high to explain to the students]

“kemarin tuh baru ibu menjelaskan kayak who, where, when itu juga kagak paham”

[yesterday, I just explained like who, where, when, they also do not understand]

“Iya, eee... susah. Susahnya ya itu tadi dari kemampuan anak”

[Yes, eee... difficult. The difficulties was from the students’ ability]

b. Students’ Lack of Interest

Then, the researcher asked about difficulties related to the students’ interest and respond in the class and the first informant answered:

“Jadi, eee... tidak semua anak itu tertarik karena menurut mereka bahasa Inggris itu rumit”

[So, not all of students are interest because they think English is difficult]

Moreover, the second informant elaborated her difficulties related to the students’ interest and respond in the class as follows:

“Untuk ketertarikan siswa sedikit, boleh dikatakan hanya sebagian kecil anak yang memang menunjukkan antusiasnya eeee...mungkin dianggapnya sebagai

pelajaran yang tidak penting lah bagi mereka karena kan bagi mereka yang lebih penting itu adalah mapel-mapel produktif”

[**For student interest is less**, it can be said only a small number of students show their enthusiasm, eee... maybe it's considered as a not important lesson for them because for them, what is more important are productive subjects]

“Kebanyakan sih anak-anak meresponnya tuh “wahhhh kada paham bu” selalu seperti itu. Kebanyakan, mayoritas “weee kada paham bu”, katanya”

[**Most of the students respond, "Wow, don't understand, ma'am" it's always like that. Mostly, the majority "weee don't understand, ma'am", they said]**

“bagi mereka yang punya bakat bawaan akan mudah dikembangkan tapi bagi mereka yang bakat sudah nggak ada kemudian minat sudah nggak ada wahhh... itu akan sangat sulit untuk mengembangkan skill mereka”

[for those who have the innate talent, it will be easy to develop **however for those who do not have talent then do not have interest wow... it will be very difficult to develop their skills]**

c. Students' Lack of Motivation

Regarding the answer to the next teaching difficulty, the first informant answered as follows:

“Iya tadi memotivasinya agak sulit, kadang-kadang ibu tuh yang penting anak itu duduk di kelas gitu kan mem... memperhatikan dan ditanya itu ketika dia tidak bisa ya ibu jelaskan kembali gitu”

[**Yes, it was a bit difficult to motivate them**, sometimes for me the important thing is the students sit in class, so he pays attention and when he is asked he can't, I will explain again]

Additionally, she elaborated about the students' lack of motivation difficulty in teaching English as follows:

“kayak model menyepelkan bahasa Inggris dalam artian itu bukan bukan pelajaran yang penting”

[like underestimate English in the sense that it's not an important lesson]

Meanwhile, the second informant stated about the students' lack of motivation difficulty in teaching English as follows:

“bagi mereka yang lebih penting itu adalah mapel-mapel produktif nah lalu akhirnya mapel-mapel yang normatif, adaptif salah satunya kayak bahasa Inggris jadi dianggapnya kayak eee... seadanya saja”

[For them, the more important is the productive subjects, finally the normative, adaptive subjects, one of which is English, so it's considered like eee... just plain]

d. Method

Based on the result of interview, the second informant has difficulties on applying the appropriate method. It can be seen from table of interview result. She answered:

“Kalo masih diawal-awal oke masih ada masih ada perhatian, fokus nya tapi kalo sudah ditengah-tengah apalagi misalnya jam terakhir nah itu pinter-pinter kita aja lagi. Nih kira-kira situasi kaini harus diberi apa nih”

[If it's still in the beginning, okay, there's still attention, the focus, but if it's in the middle especially for example the last hour, then depends on our intelligence. What should be given on this kind of situations]

e. Strategy

Then, the researcher asked about the difficulties on applying appropriate strategy and the first informant answered:

“kesulitannya itu adalah menstimulasi anak untuk semangat belajar kayak gitu”

[the difficulty is to stimulate the students to be enthusiastic in learning like that]

Meanwhile, the second informant stated about the difficulties on applying appropriate strategy in teaching English as follows:

“Cuma mengkaitkan gamenya dengan isi pelajaran kita itu yang harus ini harus ada wajib ada, apalagi permintaannya ditempat”

[Just linking the game with the content of our lesson that what must be in it, especially when the request is on the spot]

Additionally, she elaborated about the difficulties on applying appropriate strategy in teaching English as follows:

“Kesulitannya mungkin kearah spokennya kalo lah, spoken atau anunya speakingnya ini nah”

[The difficulty may be towards spoken, spoken or the speaking]

f. Material

Based on the result of interview, the second informant has difficulties on material especially the package books. It can be seen from table of interview result. She answered:

“Nahhh bahasa Inggris ini, rata-rata buku paket baik itu yang dari kementrian maupun buku-buku yang dijual oleh eee... penerbit lain itu fokusnya ke umum. Jadi terpaksa ai kita mencari bahan dari internet dari buku”

[Well, in English, the average package books, both those from the ministry and books sold by eee... other publishers focus on the general. So we have to look for material from the internet from books]

Additionally, she elaborated about the difficulties on applying appropriate strategy in teaching English as follows:

“Cuma kesulitannya lagi menyesuaikan dengan pokok bahasan materi kita. Ada bahan eee... berbahasa Inggris tentang peternakan tetapi kan tidak sesuai dengan materi yang mau kita ajarkan”

[Just **the further difficulty is adjusting to the subject matter**. There is material eee... in English about animal husbandry although it doesn't match with the material that we want to teach]

“Artinya meskipun buku peternakan yang berbahasa Inggris ada tetapi kan kita harus menyesuaikan lagi dengan pokok materi bahasan kita. Nah disitu kesulitan kendalanya”

[This means that even though there are **English-language animal husbandry books, we have to adapt them again to our subject matter**. That's where the difficult, the obstacle]

g. Time

Based on the result of interview, when the researcher asked about the further difficulties, the first informant answered:

“Waktunya kurang. Terus kadang kan kita cuma tiga puluh menit, satu jam itu tiga puluh menit. Jadi, dua mata pelajaran itu cuma enam puluh menit”

[**Less time**. Then sometimes we only have thirty minutes, one hour is thirty minutes. So, the two lessons are only sixty minutes]

Additionally, she elaborated about the difficulties related to the time in teaching English as follows:

“ya tadi kekurangannya di waktu dan di sekolah kan belum ada lab yang benar-benar memadai, kayak yang model di kampus gitu kan”

[**The drawback was at the time** and at school there wasn't a really adequate lab, like the model on university, right]

Moreover, the second informant stated her difficulties related to the time in teaching English as follows:

“Kalau waktu karena PTM terbatas jelas kurang. Satu jamnya kan cuma tiga puluh menit yang tadinya empat puluh lima jadi tiga puluh menit”

[If the time due to limited PTM, it is clearly lacking. One hour is only thirty minutes, which was forty five to thirty minutes]

Additionally, she elaborated about the difficulties related to the time in teaching English as follows:

“durasinya sangat kurang. Namanya juga terbatas yakalo PTM terbatas kada bisa disalahkan”

[very less duration. The name is limited right? the limited PTM can't be blamed]

h. Facilities

Based on the result of interview, the first informant has difficulties on availability of facilities. It can be seen from table of interview result. She answered:

“ya tadi kekurangannya di waktu dan di sekolah kan belum ada lab yang benar-benar memadai, kayak yang model di kampus gitu kan”

[The drawback was at the time and at school there wasn't a really adequate lab, like the model on university, right]

Additionally, she elaborated about the difficulties related to availability of facilities as follows:

“Tapi dari segi peralatan, contoh tadi kan lab belum ada, kayak yang komplit gitu. LCD juga terbatas jadi kadang karena kelasnya banyak jadi berebutan. Kalau jaman dulu

kan masih ada di setiap kelas itu ada tapi karena maintenance tidak bagus jadi banyak yang rusak gitu kan”

[But in terms of equipment, for example the lab doesn't exist yet, it's like a complete one. LCD is also limited, so sometimes because there are a lot of classes so they fight. In the past, it was still exist in every class, but due to the maintenance wasn't good so a lot of it was broken, right]

Meanwhile, the second informant stated about the difficulties related to availability of facilities as follows:

“Kayaknya sih masih kurang. Di lab bahasanya aja belum tersedia”

[It looks like still not enough. In the language lab, it's not available yet]

i. Technology

Then, the researcher asked about the difficulties related to the use of technology in English learning process and the first informant answered:

“Pasti banyak, pasti banyak lah kayak gitu, maksudnya curi-curi gitu mah pasti banyak tapi ibu biasanya tuh kalau ibu itu biasanya suka random”

[There must be a lot, there must be a lot like that, I mean stealing, there must be a lot but I usually like random]

Additionally, she strengthened about the difficulties related to the use of technology in English learning process as follows:

“Ada, banyak. Banyak banget. Makanya effortnya nya tuh sebenarnya jadi guru tuh luar biasa kalau masa pandemi ini. Apalagi kalau yang gptek gitu ya”

[There are many. Very a lot. That's why the effort to be a teacher is actually extraordinary during this pandemic. Especially if they are technology illiterate]

Meanwhile, the second informant stated about the difficulties related to the use of technology in English learning process as follows:

“jadi anak-anak menggunakan smartpho-nya tapi agak sedikit eee... penggunaan, pemanfaatan teknologi yang mungkin sedikit disalah gunakan ”

[so the students use their smartphones but a little bit eee... the use, **use of technology that may be slightly abused**]

2. Teachers' Solution to Overcome The Difficulties

a. Students' Lack of Basic Knowledge

Based on the result of interview, the first informant has difficulties on students' lack of basic knowledge. It can be seen from table of interview result. She answered:

*“Karena kan modalnya bahasa Inggris itu kan harus tahu kata kerja kayak gitu kan harus tahu tenses. Nah sedangkan dasarnya itu, dari SMP nya mereka itu juga tidak ada. **Jadi akhirnya itu harus mengulang pelajarannya**”*

[Because the basic of English is you have to know verbs like that, you have to know tenses. Even though that basic, they didn't even exist from junior high school. **So in the end, it had to repeat the lesson**]

b. Students' Lack of Interest

Based on the result of interview, it can be seen that the first informant answered she overcame difficulties on students' lack of interest as follows:

*“Kalau dulu game, kadang saya suka, **ada yang ular tangga gitu kan. Ini kan ular tangga itu yang bikin ular tangga yang dari dadunya gitu kan, itu sudah eee... Chinese whisper gitu kan. Kayak, apa tuh, apa lagi ya? Kadang kalau misalnya saya ini kan, dibawa canda-canda dulu gitu buat kayak mencairkan suasana gitu**”*

[In the past, **I used to like games** sometimes, **there were snakes and ladders, right**. This is a snake and ladder that makes a ladder snake from its dice, right, that's already eee... **Chinese whisper, right**. Like, what's that, what else? Sometimes, for example if I'm, **I'm brought along with jokes first like that to lighten the atmosphere like that**]

Additionally, she elaborated her answer related to overcome the difficulties on the students' interest in learning English as follows:

*"Iya icebreaker kayak gitu lah gitu buat supaya, paling pas siang kayak gitu. **Kamu mau nggak mendengarkan kisah? "Mau, mau bu"katanya"***

[Yes, **icebreakers like that** so, like in the afternoon like that. **Would you like to hear the story? "Want, want ma'am" they said**]

Moreover, the second informant answered the ways to overcome the difficulties related to the students' interest in learning English as follows:

"maklum lah namanya anak-anak kan kalo belajar tu suka yang banyak game-game nya, jadi kita ai yang banyak-banyak eee... punya inilah eee... game-game"

[You know, they are called children, right, when they study, they like games, **so we just have a lot of eee... games**]

c. Students' Lack of Motivation

Based on the result of interview, it can be seen that the first informant answered she overcame difficulties on students' lack of motivation as follows:

"kita tuh tidak tau ya lima atau sepuluh tahun kedepan gitu pas kita belajar eee... bekerja atau misalnya kita kuliah, itu akan ada kesempatan kita untuk dapat beasiswa misalnya, ke luar negeri kah, atau nggak, misalnya di

pekerjaan kita, di pekerjaan kita ada tawaran untuk misalnya belajar di luar negeri. Nah, kita udah punya basic kan, basic dalam bahasa Inggris gitu”

[We don't know, in five or ten years, **when we study, work or for example, we go to college, there will be an opportunity for us to get scholarships, for example, to go abroad, or for example at our job, at our job there is an offer for example studying abroad. Well, we already have the basic, the basic in English, right?**]

Additionally, she elaborated about the ways to overcome the students' lack of motivation in learning English as follows:

“Nah, jadi kata ibu gini, kalau misalnya udah pintar nggak usah belajar, nggak usah belajar, udah aja kalian jadi... bekerja aja sana kan udah pada pintar”

[So, I say this, if you are already smart, you don't have to study, you don't have to study, you just become... just work, you're already smart right]

“Nah makanya itu kenapa kata ibu juga itu tuh English apalagi khususnya kesehatan hewan itu penting, karena memang buku-bukunya semua itu, kalau misalnya yang bagus-bagus itu isinya bahasa Inggris gitu”

[So that's why I also said that English, especially animal health, is important, because all the books, for example, if they have good content, are in English.]

Meanwhile, the second informant answered about the solution to overcome the students' lack of motivation difficulty as follows:

“bisa-bisa gurunya aja sih berimprovisasi dilapangan. Kalau siswanya kurang motivasi, kurang inisiatif, kurang minat, apa, ya pintar-pintar kita aja supaya paling tidak kita dapat perhatian ketika menyampaikan materi”

[the teacher can improvise as much as possible in the field. If the students lack motivation, lack of initiative, lack of interest, whatever, we'll just be smart so we can **at least get attention when delivering the material**]

Additionally, she elaborated about the ways to overcome the students' lack of motivation in learning English as follows:

“Pinter-pinter kita aja mensiasati di anunya di kelas itu kayak apa. Itu kalau dari segi motivasi siswa pang. Kalau untuk membuat siswa lebih mudah paham penjelasan, kita usahakan ada input bahasa Inggrisnya”

[We should be smart to get around to what it's like in class. That is in terms of student motivation. If to make it easier for students to understand the explanation, we try to have English input]

d. Method

Based on the result of interview, it can be seen that the second informant answered she overcame difficulty on applying appropriate method as follows:

*“Pinter-pinter kita aja mensiasati di anunya di kelas itu kayak apa. Itu kalau dari segi motivasi siswa pang. **Kalau untuk membuat siswa lebih mudah paham penjelasan, kita usahakan ada input bahasa Inggrisnya**”*

[We should be smart to get around to what it's like in class. That is in terms of student motivation. If **to make it easier for students to understand the explanation, we try to have English input**]

e. Strategy

Based on the result of interview, it can be seen that the first informant answered she overcame difficulty on applying appropriate strategy as follows:

“di jam terakhir, nah itu kan kita harus mengangkat mood anak dulu tuh supaya belajar jadi paling bercanda-canda di awal nah itu tuh dikasih, apa, misalnya story of the day apa gitu kan yang lucu-lucu gitu. Eee... itu baru tuh materi”

[in the last hour, **we have to improve the mood of the students first to learn, so it's like joking at the**

beginning, so were given, **for example what story of the day, which was funny**. Eee ... then into the material]

Additionally, she elaborated about the ways to overcome the difficulty on applying appropriate strategy as follows:

“Jadi, menyetor hafalan-hafalan misalnya tadi ada yang nggak tau anggota tubuh, ada yang nggak tau bilangan gitu kan. Nah, itu nanti, itu mau nggak mau dia kan harus ngapalin tuh”

[So, **depositing the memorization, for example, there were those who didn't know the body parts, some didn't know the numbers**, right. Well, that's later, like it or not, he has to do it]

“mau nggak mau dia kan harus ngapalin tuh. Nah nanti minggu depan kalau yang nggak, apa, nggak ngapalin di alpa gitu satu jam. Kan sistimnya sekarang ini harus kayak sistim ancam, punishment gitu”

[like it or not, he has to do it. Well, next week, if those who don't, don't do that, they'll be absent for an hour. **The current system should be like a system of threats, punishment like that**]

“Terus kalau dari speaking, itu biasanya ibu random eee... suruh baca. Nah, ibu random suruh baca misalnya satu paragraf satu paragraf, atau satu garis satu garis setiap anak”

[**Then, if from speaking, I usually random** eee... asked to read. Well, I ask to read randomly for example one paragraph, one line every student]

“readingnya kan disuruh ini, disuruh membaca tadi. Membaca sama speaking kan sekaligus”

[the reading is asked, asked to read. **Reading and speaking at the same time**]

“Ya tadi itu sistimnya random kayak gitu jadi anak-anak itu tercek semua gitu. Jadi modelnya kayak aku ditanya gitu jadi akhirnya memperhatikan”

[Yes, **it was a random system like that so all the students were checked.** So it's like I was asked like that so they finally pay attention]

“Jadi kan kata ibu kayak gini, teknik menjawab ketika nanti ujian, kan ujian bukan dari kita ya nanti. Itu kalau misalnya kita menjawab pertanyaan reading itu dilihat pertanyaannya tuh”

[So, what I said was like this, the technique of answering when the exam is, the exam is not from us, right. If we answer a reading question, for example, we see the question]

“misalnya itu merubah kan eee... kalimat aktif menjadi negatif gitu kan. Kalau nggak yang "to be" gitu kan kemarin. Jadi yang simpel-simpel aja sih, kayak gitu. Atuh mau dipaksakan yang berat gimana (sambil tertawa) yang ini, yang biasa aja udah nggak bisa jawab gitu”

[for example changes eee... the active sentence becomes negative, right. If not, that's the "to be", right the last. **So just the simple one like that.** I want to force it will be heavy, how? (*laughs*), just the simple one can't answer that]

“Semuanya full Indo emang. Full Indo, jadi menerangkan terus terang aja menerangkan itu full Indo. Jadi tidak bisa pakai Bahasa Inggris itu, kenapa? Karena kemampuan anaknya itu kan tidak ada”

[Everything is really full Indo. **Full Indo, so explain frankly just explain it in full Indo.** So why can't use English? Because the student's ability doesn't exist]

f. Material

Based on the result of interview, it can be seen that the first informant answered she overcame difficulty on material as follows:

“Tapi untuk menyesuaikan dengan misalnya SMK gitu ya karena kan tidak ada yang baku gitu ya SMK itu apa-apa aja. Jadi ya tadi kadang itu disuruh menghafal tadi, menghafal misalnya istilah-istilah eee... peternakan yang ada dikandang atau misalnya yang kamu kerjakan, doing everyday gitu eee... di kandang itu apa aja gitu”

[But to adjust to SMK, because there's nothing standard like that, so what's in the SMK. So **sometimes they are told to memorize, memorize for example the terms eee... animal husbandry that is in the coop or for example what you do, doing everyday like that... in the coop, what's that like?**]

Additionally, she elaborated about the ways to overcome the difficulty on material as follows:

“memasukkan istilah-istilah yang misalnya berhubungan dengan peternakan misalnya yang daily activity kan misalnya memberi makan itu apa, pakan sapi apa gitu kan, kotoran sapi apa, anak sapi namanya apa, kayak gitu-gitu lah”

[input terms related to animal husbandry, for example daily activity right, for example, what is feeding, what is cow feed, what is cow dung, what is the name of a calf, that's all.]

Based on the result of interview, the second informant overcame the difficulties on material, as follows:

“Nahhh bahasa Inggris ini, rata-rata buku paket baik itu yang dari kementerian maupun buku-buku yang dijual oleh eee... penerbit lain itu fokusnya ke umum. Jadi terpaksa ai kita mencari bahan dari internet dari buku”

[Well, in English, the average package books, both those from the ministry and books sold by eee... other publishers focus on the general. So we have to **look for material from the internet from books**]

g. Time

Based on the result of interview, when the researcher asked about the ways to overcome the difficulties related to the time, the first informant answered:

“Atau nggak misalnya di share eee... apa, PowerPoint yang dari Classroom, pakai link. Kalau nggak misalnya

kayak kemarin, menjelaskan itu, apa, suggest and offer, itu yang dikelas berapa ya, kelas sebelas”

[Or not, for example, share eee... PowerPoint from Classroom, use a link. If not, for example, like yesterday, explaining the suggest and offer, what grade is that, eleventh grade]

Additionally, she elaborated about the ways to overcome the difficulties related to the time in teaching English as follows:

“dicarikan yang linknya itu yang sekira simpel tapi paham gitu. Kadang-kadang kan anak itu tidak terlalu suka yang bertele-tele. Terus sukanya itu yang menarik ya, ininya, videonya gitu”

[look for the link, which is simple but understandable. Sometimes students don't really like long-winded things. Then, they like the interesting thing, the video like that]

“Dikompres. Jadi, kompres materinya dan dari semua materi itu dipilih mana yang penting, yang relatif buat kerjaan misalnya gitu kan”

[Compressed. So, compress the material and from all the material, which one is important, what is relative for work, for example, like that]

“pakai WA room ya, WA class sama ini ya Telegram sama email juga, kayak gitu aja sih”

[use WA room, WA class and this Telegram and email too, just like that]

“Itu kan mewakili yang di kelas ya? Jadi nah untuk mengantisipasi yang satu jam itu, satu jam tiga puluh menit berarti enam puluh menit ya kalau dua jam. Di kelas itu cuma review. Jadi mereview yang kita share di WA class. Videonya ada di situ dan sebagainya ada di sini gitu kan, di HP”

[That's representative of the class, right? So, to anticipate that one hour, one hour is thirty minutes, which means sixty minutes if it's two hours. In class only review. So review

what we share in the WA class. The video is there, and so on right here, on HP]

Moreover, the second informant answered about the ways to overcome the difficulties related to the time in teaching English as follows:

“Mensiasatinya biasanya pembelajaran, karena kita ada grup pembelajaran WA, sama yang eee... Google Classroom, untuk pemberian bahan ajar biasanya kita awali dulu biasanya lewat situ”

[Dealing with learning usually, **because we have a WA learning group, the same as eee... Google Classroom, for giving teaching materials we usually start from there]**

Additionally, she elaborated about the ways to overcome the difficulties related to the time in teaching English as follows:

“Kemudian di grup WA itu biasanya kita membuka, ibaratnya itu “Nak, silahkan apa yang mau ditanyakan dari pembelajaran di kelas tadi. Oke tanyakan aja disini”. Jadi biasanya kan kalo di grup itu kan waktunya lebih fleksibel. Kalau dikelas kan terbatas oleh waktu tadi”

[Then in the WA group we usually open, it's like "Students, please what do you want to ask from the lesson in the class earlier. Okay, just ask here." So usually in the group, the time is more flexible. If in class, it's limited by the time]

h. Facilities

Based on the result of interview, the first informant answered about the ways to overcome the difficulties on availability of facilities. It can be seen from table of interview result. She answered:

“Mengatasinya, ya seadanya aja jadi akhirnya. Misalnya, ibu kan tidak ada visual di ini ya, kadang ibu ngirim pakai ini PowerPoint yang di kelas itu. Jadi kita bikin dulu tuh, bikin PowerPoint gitu kan yang menarik gitu kan”

[To overcome it, it's just plain finally. **For example, I do not have visual right, sometimes I send using PowerPoint that is in the class.** So we make it first, make the interesting PowerPoint like that]

Additionally, she elaborated about the ways to overcome the difficulties related to availability of facilities as follows:

“kalo nggak ada visual tadi link itu, apa, link YouTube kayak gitu. Nah ibu, misalnya materi hari ini misalnya tentang apa, misalnya, suggestion and offer gitu kan. “Nah tolong lah dilihat ini materinya di link YouTube” gitu kan tadi ibu cari link YouTube nya yang menarik gitu kan dan itu juga nggak panjang, paling about ten minutes”

[if there is no visual that link, link YouTube like that. So I, for example, what today's material is about, for example, suggestions and offers, right "Well, please look at the material on the YouTube link" like that, **I was looking for an interesting YouTube link and it wasn't long, mostly about ten minutes]**

“Jadi silahkan kalian baca dulu materinya, habis itu tonton videonya, habis itu silakan kerjakan latihan soalnya. Itu kan mewakili yang di kelas ya?”

[So please read the material first, then watch the video, after that please do the exercises. That's representative of the class, right?]

“Di kelas itu cuma review. Jadi mereview yang kita share di WA class. Videonya ada di situ dan sebagainya ada di sini gitu kan, di HP”

[In class only review. So review what we share in the WA class. **The video is there, and so on right here, on HP]**

Meanwhile, the second informant stated about the ways to overcome the difficulties related to availability of facilities as follows:

“kalau misalnya ada lab bahasa itu kan akan sangat menunjang untuk pembelajaran skill *listening*. **Nah sementara ini ya paksa ai kita manual aja**”

[for example, if there is a language laboratory, it will be very supportive for learning listening skills. **So, for now we have to do it manually**]

Additionally, she elaborated about the ways to overcome the difficulties related to availability of facilities as follows:

“Di kelas **kita pakai loudspeaker, kita bawa loudspeaker**, ada di sini loudspeaker. Itu aja anunya eee..., apakah **lewat HP nyolok flashdisk atau lewat anu laptop**”

[In class **we use loudspeaker, we bring loudspeaker**, there is loudspeaker here. That’s it eee..., is it **via HP, plugged in a flash disk or via laptop**]

i. Technology

Then, the researcher asked about the ways to overcome the difficulties related to the use of technology in English learning process and the first informant answered:

“dari awal pembelajaran sudah kita make agreement gitu ya, perjanjian bahwa eee... kalau misalnya melanggar, ibu ambil ibu sita gitu kan. Sampai ya, anak-anaknya setuju gitu”

[from the beginning of the lesson, we have made an agreement, like that, the agreement that eee... if they violate, I will take it and confiscate it. Until, the students agree]

Additionally, she strengthened about the difficulties related to the use of technology in English learning process as follows:

“kalau ibu itu biasanya suka random. Jadi ibu tuh aktif di eee... penguasaan kelasnya itu dengan tiba-tiba misalnya lihat ada anak nih yang matanya itu tidak connect

dengan kita ya, atau tidak ini, nah itu langsung ibu tanya ”

[if I usually like random. So I am active in eee... class control by suddenly for example see the students whose eyes not connect with us, or not, so I asked directly]

“Diberikan solusi, misalnya eee... akhirnya meminta teman yang bisa melajari temennya. Minta tolong minta ajarin sama temennya yang bisa. Kadang ada juga yang “Bu, boleh enggak nitip emailnya” dikirim ke emailnya temennya gitu. Ya boleh gitu misalnya”

[Given a solution, for example eee... finally asked a friend who can do it to teach their friend. Ask for help to a friend who can do it. Sometimes there is also "Ma'am, can I leave the email" sent to their friend's email. Yes, that's okay, for example]

Meanwhile, the second informant stated about the difficulties related to the use of technology in English learning process as follows:

“Kita ambil comot satu kalimat-satu kalimat ditengah. Apa tadi anunya. Nah bingung mereka. Nah disitu aja kita anunya strategi kita hehehe”

[We take randomly one sentence in the middle. What's that. Well, they are confuse. So, that's our strategy hehehe]

Generally, the difficulties faced by teachers in teaching English at vocational high schools with expertise programs in animal husbandry have some similarities to the difficulties in teaching English for senior high schools. Nevertheless, there are more difficulties in teaching English at vocational high schools with expertise programs in the field of animal husbandry.

Besides, the teacher must focus on teaching general English knowledge and skills, the teacher must be able to provide appropriate learning with the needs of the students expertise program (Hamidah & Yanuarmawan, 2019, p. 238). After analyzing the data, it can be concluded

that the teachers faced the difficulties in teaching English for vocational high school such as students' lack of basic knowledge, students' lack of interest, students' lack of motivation, method, strategy, material, time, facilities, and technology.

B. Discussion

1. Teachers' Difficulties in Teaching English for Vocational High School

a. Students' Lack of Basic Knowledge

Based on the findings above, it can be concluded that the teacher had difficulties on students' lack of basic knowledge. This was evidenced by their lack of knowledge about vocabulary even though the vocabulary is an important aspect in language learning (Susanto, 2017, p. 183). It was proven when teachers asked for simple vocabulary that should had been known since elementary school, but in fact, they did not know the vocabulary, for example, brothers and sisters.

Lack of basic knowledge of students about English makes it difficult for teachers to encourage students' interest in learning English. In addition, it also impact the process of learning English in class. As stated by the teacher in the interview results, it was difficult for the teacher to explain the material that will be studied because students did not have the basic knowledge to study at the next level. For example, based on observation results, the teachers were difficult to explain the recount text material for students who did not even know how to make simple past tense sentences. In fact, the simple past tense is the main language feature used in writing recount text. This is in accordance with Susiyanti's statement that lack of student's basic knowledge in English lesson will make teacher difficult to teach material at a higher level (Susiyanti, 2019, p. 43).

At the observation stage, most of the students were not familiar with the use of "was/were" as one of the basic forms in compiling the simple past tense. Even though, the material should have been studied since junior high school. So, teachers had to repeat the material that they should have learned at the previous level of education. As a result, the teaching of the material was slow.

b. Students' Lack of Interest

Based on the finding above, students' interest was one of the difficulties that teacher faced in English learning process at vocational high school. One of the factors that cause it was the students' mindset about English subject. They consider productive lessons are more important than English. This is in accordance with Hoa and Mai's statement, the fact that students are timid and passive when they learn English and do not find English important for their future job affecting the students' interest and motivation to learn properly (Hoa & Mai, 2016, p. 155).

Students' lack of interest in learning English will hinder teachers in teaching. It is in accordance with Husni (2020), the teaching and learning will be successful if the teacher and students are comfortable but if students are not very enthusiastic about learning will become great difficult for teachers to teach. Furthermore, he stated that if the enthusiasm of students in learning is low, the interaction that will occur is low as well (Husni, 2020, p. 38).

The mindset of students who think that English is a difficult subject makes them do not interested in learning English in depth. Students learn English just because they are required to learn it, not interested in learning it. It is accordance with Pande (2013) stated that psychological problem that students' mindset about English is most difficult. It is a common misinterpretation among students

that English is the most difficult of all subjects (Febiana, 2019, p. 29).

Moreover, English is also considered a less important subject by the students. The students consider more about productive subjects as the main orientation of their learning. It is in accordance with Ho (2003) that students who are not interested in English may occur where students have little contact with foreigners and consequently do not need to learn and communicate in English (Rahayu, 2016, p. 24). It is reinforced by Febiana (2019) that mindset about English is difficult and not too important is one of factors of teacher challenges from students (Febiana, 2019, p. 63). This makes students feel less uninterested in learning English seriously.

c. Students' Lack of Motivation

Based on the findings above, it can be concluded that teachers had difficulty motivating students in learning English. As previously explained, this is related to the students' mindsets who assume that English is not an important subject and tends to be more concerned with productive subjects. As a result, they underestimate English subjects. The lack of students' motivations in learning English will greatly affect their interest in learning English.

Motivation is one of the most significant things in the learning process. Without motivation, the purposes of learning are tough to be achieved. The students will more understand the materials if they have it in the learning process (Purnama, Rahayu, & Yugafiati, 2019, p. 539). On the other hand, if students' learning motivation is lacking, it will hinder the learning process. It is accordance with Gardner (1972) stated that motivation is directly affected second language achievement and there is a positive

correlation between motivation and second language learning (Hayikaleng, Nair, & Krishnasamy, 2016, p. 479).

Basically, the student motivation is closely related to students' interest. If students have high motivation in learning English, the student's interest in English is also high. Based on the results of the interviews, the teachers stated that they had difficulty to motivate the students. As a result, students do not pay attention more to the lesson and are not serious in learning. It is also in accordance with the state of Febiana that mentioned motivation as one of factors challenge from students (Febiana, 2019, p. 63).

d. Method

Based on the finding above, it can be concluded that the second teacher had difficulties on applying the appropriate method. She had a difficulty on determining a suitable method for learning in the last hour. This happened because in the last hour most of the students felt bored and had less attention on the lesson. With boredom and loss of students' focus, English learning process cannot be carried out optimally (Wang & Xu, 2021, p. 55).

According to Richard and Rodgers (2011:19), teaching method is an overall plan for the orderly presentation of language material (Bunga, 2019, p. 12). By applying the appropriate method will make students interest and understand well about English lesson that delivered by teacher. Therefore, developing and improving the teaching methods as attractive as possible are required in their application by teacher (Pido & Dewi, 2019, p. 60). Students will response well by using good teaching method. The English teacher must be creative to innovate in English teaching and learning process (Efendi, Amrullah, & Syahrial, 2018, p. 18).

In this case, the teacher had difficulty in choosing a method for English subjects, especially in the last hour. It is in accordance with the statement of Husna (2021) that applying appropriate

teaching methods and techniques is hard because teacher is not only think of how they transferred four language skill but also have to think how to increase the students' motivation and their enthusiasm when learning English (Husna, 2021).

On the last hour, most of the students felt bored and lacked focus in studying. Therefore, the methods that have been used do not have a big impact on student focus. Although the method used can increase student focus, it is not very significant. The both teachers mostly used Grammar Translation Method in teaching English.

e. Strategy

Based on the findings above, it can be concluded that both of the teachers had difficulties on applying the appropriate strategy. Teachers find it difficult to stimulate students' enthusiasm for learning. Although teachers have also used games as a strategy for teaching, sometimes teachers find it difficult to relate the games used to the subject matter. It is also difficult for teachers to determine a suitable strategy for teaching speaking skills.

Language teaching is not just about teaching the knowledge of language however it is more of teaching the skills. It needs a long time to train a person using the language skills fluently (Gultom, 2015, p. 1234). The appropriate strategy in teaching should be applied to conduct effective teaching and learning process.

Conducting effective teaching and learning strategies can improve students' achievement (Hayikaleng, Nair, & Krishnasamy, 2016, p. 481). In this case, the teachers have difficulties in determining the strategy to stimulate students to be enthusiastic about learning and choose strategies to teach speaking skills. In addition, sometimes teachers find it difficult to relate learning material to the games used, if the teacher used games as a strategy in teaching. In fact, students in class like to learn using games

because they are more fun, easy, and enjoyable. Student responses also tended to be more interactive when using games. The teachers mostly used lecture and group discussion.

f. Material

Based on findings above, it can be concluded that the teacher had difficulties on material. The difficulties encountered were related to the availability of materials such as package books. Although the teacher can search for material from the internet or borrow books in Indonesian according to the student's expertise program, the teacher still need more time to adapt it again to suit the subject matter and learning objectives.

The English teaching syllabus in SMK was still focused on teaching general English or still using the General English approach so that the material is not oriented to the field of study of each department. It is in accordance with the observation result that teachers use general English handbook as main material. While the suitability of the syllabus with the field of study for vocational students is one of the factors that influence the success or failure of learning (Hamidah & Yanuarmawan, 2019, 238). Thus, the creativity of English teachers in SMK is very much needed to be able to design a syllabus for English subjects that are in accordance with the professional needs that will be undertaken by students when they graduate from the expertise program at their school.

The link between English teaching materials and the needs of students' expertise program is very important. Besides being oriented towards learning outcomes that can support students' vocational skills, it can also help students interested and motivated in learning English. The teachers should provide appropriate materials and make clear connection between language courses and their future careers (Hayikaleng, Nair, & Krishnasamy, 2016, p. 480).

Teachers at this school had difficulty to find material books as learning references. They still use the handbook for senior high school published by the Ministry of Education and Culture. Most of the packaged books sold in bookstores also focus on general material. Even though there are English textbooks for other vocational courses, there are no specific English textbooks for majors in the field of animal husbandry.

Even though the teacher searched for material from other sources such as the internet or Youtube, sometimes teachers was still difficult to relate the material obtained with the subject to be taught. One teacher also mentioned that she had borrowed a book from a productive subject teacher to try to adapt it to the material to be discussed. However, the teacher found it difficult to adapt it to fit the material that will be taught in class and indeed requires extra-time to adapt it. It is in accordance with statement of Koran that writing materials for ESP and finding suitable carrier content to match the real content, and further implementation within a course will require hours to prepare an hour lesson which is very time-consuming and impractical (Koran, 2012, p. 599).

g. Time

Based on findings above, it can be concluded that both of the teachers had difficulties related to the time in teaching English. This lack of time is related to the implementation of the Limited Face-to-Face Meeting (PTM) system due to the pandemic. The teacher feels that the specified lesson time is not enough to carry out optimal learning activities in the classroom. It is in accordance with Hoa and Mai stated that lessons are sometimes not highly effective due to lack of time.

Time is one of the considerations in teaching English. Teachers must be able to manage and allocate time properly so that the learning process takes place on time (Sahito et al., 2016, p. 47).

The time allocation for each activity in the class needs to be properly regulated so that no time is wasted.

After implementing online learning due to the pandemic for approximately two years, the government recently implemented a new policy, namely Limited Face-to-face Meetings (PTM). This PTM allows schools to conduct face-to-face learning but with a reduced time duration (Tanuwijaya & Tambunan, 2021, p. 12). At this school, the study time was reduced from 45 minutes for every one hour lesson to 30 minutes. So, only 60 minutes of English teacher time to carry out learning activities in class.

This made teacher was difficult teachers to manage the available time. In the reduced time, teachers was required to provide optimal learning to students. They feel that there was not enough time to provide optimal learning, especially to focus on teaching certain skills with incomplete facilities.

h. Facilities

Based on findings above, it can be concluded that both of the teachers had difficulties related to availability of facilities. The language laboratory which was converted into a computer laboratory made it difficult for teachers to carry out learning at school, especially learning listening skills. In addition, the lack of quantity of LCDs compared to the number of classes makes teachers sometimes have to fight with each other to use it.

Facilities play an important role as a supporting factor in the learning and teaching process (Yousaf et al., 2021, p. 389). Adequate facilities made it easier for the teacher to teach and students to learn. On the other hand, the lack of facilities and equipment prevented teachers from realizing an effective teaching process. It is in accordance with the statement of Husni (2020) that English teaching will not achieve its objectives if the teaching tools are not backed up (Husni, 2020, p. 40). It is reinforced by Febiana

(2019) that the lack of school facilities can influence the English teaching and learning success (Febiana, 2019, p. 64).

In this case, the teacher found it difficult because there was no language laboratory in the school, especially for teaching listening skills. According to them, although the classroom can be used as an emergency laboratory, its use cannot be as optimal as the original laboratory. While, the number of available LCDs is not proportional to the number of classrooms. Often teachers have to scramble to use the existing LCD.

i. Technology

Based on findings above, it can be concluded that both of the teachers have difficulties related to the use of technology in English learning process. The difficulty is related to students' ability to operate technology. Teachers also find it difficult to control students in using technology. Most of the students are still technology illiterate. In addition, some students also often abuse technology that should be used to help the learning process. It can even interfere the learning process in classroom.

Nowadays, using technology is very common in the world. Technology is one of the important factors of progressing the English language teaching (Altun & Ahmad, 2021, p. 226). It assists the teacher to present a better lesson for students.

The problem faced by teachers related to the use of technology is the teacher's supervision of the use of technology by students in the classroom. If the teacher uses technology appropriately and correctly, it can be very helpful and make it easier for the teacher to teach the material and the students to receive the material as well. In fact, in class there are students who abuse it, for example chatting or taking selfies. If this happens, the use of technology that is intended to assist teaching will actually disrupt the concentration of students. In addition, the

number of students who are still technologically illiterate makes it difficult for teachers to use technology in teaching.

2. Teachers' Solution to Overcome The Difficulties

a. Students' Lack of Basic Knowledge

Based on the finding above, the teacher overcame the students' lack of basic knowledge by re-explaining the material that should be learned in the previous level of education but the students not understand yet. As observation result, the teacher repeated the explanation of "was/were" before she explained recount text because most of students still do not understand that.

b. Students' Lack of Interest

Based on the finding above, the teachers overcame the students' lack of interest by using game, brought along with jokes, ice breaking, and daily stories. The teacher used game such as snake and ladder, and Chinese whisper. Besides, the teacher stated as a teacher, at least we have enough game stock to use.

The importance of students' interest in learning English requires teachers to be able to attract students' attention and interest in learning English. In this case, teachers at SMKN-PP Pelaihari used games, brought along with jokes, ice breaking, and daily stories to stimulate students' interest.

The game is perceived as a meaningful fun activity governed by rules (Klimova, 2015, p. 1158). Using games in learning process can provide more interactive English learning atmosphere. It is expected to improve students' interest in learning English (Hasibuan, 2019, p. 55). Through games, students can be more interested in learning English.

It is accordance with Hasibuan (2019) who state that games can provide several benefits for learning process. First, students not only learn in the form of mere knowledge of reason but experienced in real terms; such experiences are difficult to forget.

Second, the lessons provided are comfortably accepted. It is related to the nature of the game which is entertaining and joyful. Thus, it can minimize the possibility of student rejection of what is taught. Third, playing at the same time generates great interest for students about certain things or topics because the game is fun. Based on these reasons, through the fun activities that game is one of them, it is expected that students' interest in learning English can be improved (Hasibuan, 2019, p. 56). In this case, the games used are snake and ladder, and Chinese whisper.

It is reinforced by Silalahi (2019) that students who get a lot of stimulation will develop faster than children who lack or don't even get stimulation. Stimulation can also function as reinforcement. Games are a proper stimulation for learning English (Silalahi, 2019, p. 57). Besides games, the teacher also inserts jokes and ice breaking on the sidelines of learning. It is in accordance with Israil (2017) that using humor in the classroom can create a relationship between teachers and students in harmony make communication more open between teachers and students, make students enjoyable in the teaching and learning process, and make students feel more relaxed in acquiring knowledge (Israil, 2017, p. 108). This is to make students feel happy and enjoy learning so they don't feel bored. With a fun and interesting learning atmosphere, the possibility of students' interest in English will increase.

c. Students' Lack of Motivation

Based on the findings above, it can be concluded the teacher overcame students' lack of motivation by directing students' views on the importance of English and directing them to be more open minded. In addition, as a teacher must be able to read the situation in the classroom and good at improvising to get the attention of students.

Considering the urgency of motivation to increase students' enthusiasm and interest in learning, this obstacle is quite crucial to overcome. Students' motivation can go up and down depending on the context of language learning. Motivation has a key role to improve English language skills. Teachers play a significant role to motivate the students to learn a second language. Motivation is an important factor in learning a foreign language which is influenced by different variables. As ESL teachers, we should teach our learners to promote motivation. Teachers should help their learners to find motivation in the areas where they do not expect it (Alizadeh, 2016, p. 14).

If learners wish to be motivated they should enjoy in learning the second language. Alizadeh (2016) mentioned the external pressures as one of the key factors of motivation. What is meant in this case is encouragement from outside so that students find reasons to motivate them to learn English. Whether it is to please parents, receive a reward, or fulfill some pragmatic aims (Alizadeh, 2016, p. 14). Teachers at this school use this external pressure to overcome the problem of students' lack of interest in learning English. They usually insert motivational sentences such as the importance of learning English, the opportunities that arise from learning English, and the ongoing benefits that will be felt after having English language skills. In addition, teachers are not easy to justify students with harsh words and can reduce their enthusiasm for learning. The teacher mentioned that the ability to improvise to get the attention and motivate students in the class is very important as a teacher.

d. Method

Based on the finding above, it can be concluded that the teacher added English input to make students easier to understand. It means she did not use full English or full Indonesian. Because

the majority of students in this school use Javanese and Banjarese as their daily language, sometimes the teacher mixes some words in Banjarese or Javanese.

As the overall plan for delivering material in class, the method needs to be chosen properly so that learning runs smoothly. Thus, a teacher must have in-depth knowledge of the methods of teaching English as a second language. It is in accordance with Ukessay (2018) that the knowledge of method is very important for teachers because teacher's knowledge is their basis in teaching (Husna, 2021, p. 13). This will help the teacher to find a method that suits the needs and situation in the class.

e. Strategy

Based on the findings above, it can be concluded that strategy to conduct effective learning is to raise the students' mood at the beginning of learning, for example, being invited to joke and tell stories. In addition, teachers apply punishment so that the students do not neglect their assignments. The teacher often asked students to read or speak randomly in class so that all students pay attention to the teachers' explanation. The teacher also chose simple material so that it is easy to understand and gave tricks for doing on skill exam. However, one of the teachers still uses full Indonesian to explain because the lack of student abilities.

Eggen and Kauchak (2012) defined strategies as approaches to instruction that apply in a variety of content areas and are used to meet arrange of objectives. While, Boundless Education (2014) state a teaching strategy comprises the principles and methods use for instruction. The goal of a teaching strategy is to facilitate learning, to motivate learners, to engage them in learning, and to help them focus (Gamara, 2018, p. 4).

In this case, the teacher used strategy to raise the students' mood at the beginning of learning, for example, being invited to

joke and tell stories. It can make students enjoy the learning more so they don't feel bored. It is in accordance with Israil (2017) that using humor in the classroom can create a relationship between teachers and students in harmony make communication more open between teachers and students, make students enjoyable in the teaching and learning process, and make students feel more relaxed in acquiring knowledge (Israil, 2017, p. 108). It will make students more interesting in learning English as well.

In addition, teachers apply punishment so that the students do not neglect their assignments. According to Skinner (1989), the benefits of punishment are restriction of behavior, to train the student to be a good behavior, to increase motivation to surprising behavior, and to prevent the students to undesirable behavior. Therefore, the learning process can be conductive (Marlina, 2021, p. 2).

According to the teacher, at the beginning of learning and had not implemented the punishment system, many students did not really pay attention and did their assignments. Most of them ignore their assignments. By implementing a punishment system, students pay more attention to the assignments given and work on them so they don't acquire punishment.

To make students focus on the explanation of the material, the teacher often asked students to read or speak randomly in class. Students will be afraid of being suddenly asked to read by the teacher. As a result, they pay attention to the teacher's explanation. The teacher will suddenly instruct students who are focused on other things to read or ask questions related to the material being studied.

The teacher also chose simple material so that it is easy to understand. It is related to the students' lack of basic knowledge. If

the teacher use complex material, it will be hard for students to understand. Therefore, they try to simplify the materials.

The teacher gave tricks for doing on skill exam. For example, the teacher will suggest the students how to do the reading skill exercises by minimizing the time. However, the teachers still uses full Indonesian in explaining the materials because of the lack of student abilities. The teachers are apprehensive that students will not be able to receive the material properly if they use full English.

f. Material

Based on findings above, it can be concluded that to overcome the limitations of the available materials, the teacher looks for other sources such as supporting books and the internet. To keep connecting the learning materials with the students' vocational skills, the teacher asked students to memorize terms related to animal husbandry or incorporate these terms into the learning process.

As an impact of the information and communication technology development today, finding sources of material is actually not that difficult anymore. However, it still requires the creativity and patience of the teacher to adapt it in order to suit with the subject matter and the desired learning objectives. In addition, teachers must also consider student's needs in compiling teaching material (Hapsari, Rochsantiningih, & Elyono, 2019, p. 92). It is in accordance to the pedagogical competence that should have by the teacher to develop a curriculum related to the subject taught and professional competence to develop creative learning materials (Febiana, 2019, p. 25).

In this case, the teacher uses a strategy by asking students to memorize the terms of animal husbandry, such as the name of the cow feed, the chicken feed, the chicken coop, and the calf to simply adapt the material to the students' vocational skills. As

previously explained, the teacher chooses simple materials because of the lack of student abilities.

To increase the source of teaching materials, the teacher looks for additional material from the internet and other books. The teacher has also taken material from agricultural English books. The teaching materials that have been sought are adapted according to the subject matter to be taught. It is in accordance with Koran (2012) stated when the teachers does not find ready-made materials completely matching the learners' needs then they should create their own materials. ESP teachers are actually not a writer of materials but rather a provider of materials who selects from what is available, provides authentic real-life materials, modifies, tailors, and makes them appropriate to fit the learners' needs (Koran, 2012, p. 598).

g. Time

Based on findings above, it can be concluded that to overcome the lack of learning time, teachers use media to support learning such as Google Classroom, Whatsapp groups, Telegram, E-mail, and YouTube. In addition, the teacher selected and compressed the material to be taught. Materials that are considered less important and related to the student's expertise program will be eliminated.

Time is not only a process which involves the determination of needs and prioritization of tasks but also the art of arranging, scheduling and budgeting one's time to achieve objectives (Gul et al., 2021, p. 820). Time needs to be allocated in such a way that all learning activities can be carried out effectively.

The teacher selected and compressed the material to be taught to maximize the available learning time. The teacher will eliminate material that is considered not too important so that the time can be focused on learning more important material. For example, not teaching song material.

Another way that teachers used to overcome the problem of time constraints is by using learning application media assists such as Google Classroom, E-mail, Youtube, Telegram, and Whatsapp. They will send the material in these media first. The material sent can be in the form of links, videos, audio-audio, photos, and PowerPoint.

By sending material earlier, the teacher can minimize the time for explaining the material so that class activities only review and exercises from the previously sent material. Even teachers can also send exercises at once through these media. Moreover, the teacher uses the Whatsapp group media to conduct QnA on material that has not been understood by students. QnA time via Whatsapp is more flexible instead of in the class.

h. Facilities

Based on findings above, it can be concluded that the teacher overcame the difficulties of the facility by doing activities manually or replacing unavailable facilities with other things that can substitute their functions.

The lack of existing facilities in schools makes teachers have to find solutions to overcome them. In this case, teachers usually substitute learning tools or learning facilities that are not available with tools that have the same function. It is in accordance with Febiana (2019) that the teachers can use multimedia to replace language laboratory (Febiana, 2019, p. 64). For example, using Youtube videos as visual media to replace the LCD function, or sending PowerPoint containing material through Google Classroom.

Teachers had to teach listening skills manually because there is no language laboratory available yet. The teaching of listening skills is carried out in class using loudspeakers, laptops or HP as supportive facilities. Although this can be considered to replace the

function of the laboratory, according to them, this kind of learning is not optimal because the classroom atmosphere is still quite noisy so that students become less focused. It's different with learning listening skills in a laboratory room with each using a headset.

i. Technology

Based on finding above, it can be concluded that teachers deal with students who abuse technology that may be used during learning by making an initial agreement with students. In addition, teachers often appointed students randomly whose attention is not focused on learning.

In overcoming the difficulties of teachers in controlling the use of technology in the classroom, the teachers made agreements with students at the beginning of learning. The agreement related to the consequences that will be obtained if students use technology, for example a HP for fun, not for studying.

The teachers asked students who are more proficient in using technology to teach them or help them who are technologically illiterate to use technology. For example, the teacher asks a student to teach a friend to use Telegram or the teacher asks a student to send an assignment of a friend who cannot send their assignment through e-mail.