

TEACHERS' CHALLENGES IN ENGLISH CLASSROOM MANAGEMENT AT MAS DARUSSALAM ANRONG APPAKA PANGKEP

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Abstract

Classroom management is needed in every teaching and learning process, including the English teaching and learning process. This study aims to find out the English teachers' challenges in English classroom management at MAS Darussalam Anrong Appaka Pangkep and to describe the strategies used by the teacher to cope with the challenges in English classroom management at MAS Darussalam Anrong Appaka Pangkep. This study is descriptive qualitative research. The subjects of this research are three English teachers. The data were collected through observation and interview. The results of the research showed the teachers got challenge in English classroom management at MAS Darussalam Anrong Appaka Pangkep. Based on the observation and interview it was found that the challenges they faced were linguistic challenges, psychological challenges, institutional challenges, and instructional challenges. Based on these findings, the researcher concluded three factors of linguistic challenges: the students' lack of vocabulary, pronunciation, and lack of understanding of the grammatical pattern. The researcher also found some psychological problems: lack of motivation, lack of confidence, and students' fear of making mistakes. Furthermore, the results also indicate that there were strategies used by the teachers to cope with the challenges in English classroom management at MAS Darussalam Anrong Appaka Pangkep. The strategies were related to determination strategy, group discussion strategy and communication strategy.

Keywords: *Classroom Management, teachers' challenges, teachers' strategies*

INTRODUCTION

Classroom management refers to the ability and strategy of a person in regulating and controlling behaviour and activities. The main goal of managing classroom activities is to create an optimal environment or condition, so that teaching and learning activities can be carried out as planned (Brophy, 2006). In the teaching and learning process consists of several components, namely teachers, students, and the environment or place of learning (Brown, 2001).

According to Harmer (1991), a teacher is a professional educator in controlling, assessing, and evaluating the students. The teacher is an educator who plays an important role in the learning process, especially for the development of students' personalities. A teacher can make a great study space interesting; it's about how the teacher manages the class well, especially in

the English class. An English teacher doesn't just train and focuses on the language ability of the students, but the teachers need to help, work with, urge, and give inspiration to students toward learning English and foreign language.

The meaning of "challenges" is the situation that a person's capacity is put to the test by something that requires a lot of mental or physical effort to complete successfully (Turner, 2004). A challenge is a thing or effort that aims to improve abilities. The challenge is difficult with testability includes physical and mental association. For this research, challenges refer to factors that impact teachers' capability and performance in the learning process.

Generally, teaching English might seem similar to another teaching but it has its own challenges. The first challenge is the students' lack of vocabulary mastery. One of the challenges faced by the teacher in teaching English is mastering vocabulary. Vocabulary is a challenge for teachers and students in English class, especially in terms of variations of words and understanding which tenses you should use in various situations. Vocabulary is important in learning because it will improve students ability (Schmitt, 2000). The second challenges in teaching English are linguistic challenges. Linguistic challenges include difficulties learners face in learning activities related to the part of language (Thornbury, 2005). The linguistic challenges are related to: pronunciation and grammar. Grammar is a language rule that explains the relationship between words and how to arrange sentence. The last challenge in teaching English is psychological challenges. Psychology is the science that studies human behaviour and human relationships. The purpose of psychology in teaching is to make it easier for teachers to recognize the characteristics of a student. Psychological challenges are also related to students' discipline and students boredom (Thornbury, 2005) Factors that affect psychological such as self-motivation, self-confidence, and fear of making mistakes.

Strategy is an approach that deals with implementing ideas, planning, and executing an activity (Brown, 2001). A teaching strategy is defined as an activity plan or learning method carried out by a teacher by providing facilities or assistance to students so that learning objectives are achieved. In arranging learning activities, the teacher considers several things such as environmental situations and conditions, learning resources, and characteristics of students in order to achieve learning objectives.

Brophy (2006) grouped strategy in classroom management into three themes: determination strategy, group discussion strategy, and communication strategy.

Determination strategy refers to individual learning procedures that assist students with finding the significance of words without help from anyone else (Schmitt, 2000). Determination strategies are guessing the word according to knowledge, using a dictionary,

and predicting the meaning of words. Group Discussion Strategy is a learning strategy that involves two or more students interacting, exchanging opinions, and solving problems. In-group discussions, students have the opportunity to talk and work together among students. Sometimes the teacher gives assignments to students and then presents them in the classroom. Communication strategy is the last skill of management. It may be either verbal or nonverbal communication. Communication Strategy is a learning activity that involves the teacher as the sender to deliver the material and students as the recipient of the message. In teaching as a foreign language, it becomes a challenge because the teacher has to combine the mother tongue and the target language. Bilingualism was the ability to communication in two different languages (Harmer J. , 2001).

Some challenges faced by the teacher in teaching English as foreign language. The challenges faced by teachers are not only based on the policy or the environment but also teacher have to understand about the different characteristic and abilities of their students. One of the examples of classroom management can be seen in Badriah's research, "*Teachers' Challenges in Classroom Management in Teaching English at Mas Mahdaliyah Jambi*". The result showed that the teachers faced challenge in teaching English related to students lack of vocabulary because rarely used the English language in daily life.

The researcher has done preliminary research with English teachers at Mas Darussalam Anrong Appaka Pangkep. The researcher found that there were 3 English teachers in this school, and all of the students studied English only at school without the support of courses outside school. Teachers have limitations in the teaching materials presented, such as teaching media. Most of the students' have a low ability to learn English. They come up short on English capacity to peruse and talk because their English is extremely limited.

Based on the discussion above, the objectives of the study are to find out the English teachers' challenges in English classroom management and to describe the strategies used by the teacher to cope with the challenges in English classroom management at MAS Darussalam Anrong Appaka Pangkep.

METHOD

Research Design

This research focuses on descriptions English teacher's challenges in classroom management at MAS Darussalam Anrong Appaka Pangkep. For this research, the researcher

applied descriptive qualitative. Descriptive qualitative research is research that observes analyses and describe events (Creswell, 2009). In this study, descriptive qualitative was used to explain the challenges of the teacher in the English class.

Research Setting and Subject

This research was directed at MAS Darussalam Anrong Appaka Pangkep, one of Senior High School in Kabupaten Pangkajene dan Kepulauan. The subject of this research are three English teachers of MAS Darussalam Anrong Appaka Pangkep.

Instrument of the Research

The researcher used some instrument for collecting data the following:

1. Observation Checklist

Observation is the collection of data in a study by making direct observations of the situation and activities of the object being researched. Observation is used to obtain data about an event. (Arikunto, 2010). The researcher gathered the information through direct observation using instrument-type records and field notes in this research. There are statements that written in observation checklist.

2. Interview Guide

Interviews are activities carried out by a researcher with research subjects by using several questions to obtain information in-depth and exchange ideas about a condition or phenomenon.

The researcher conducted a interview with the teachers at MAS Darussalam Anrong Appaka Pangkep about their challenges in teaching English.

3. Documentation

Documentation is used to get information about a thing in the form of a note, transcripts, condition of the meeting from classroom.

Procedure in collecting the Data

In conducting the research, the procedures that were used in this research:

1. The researcher joined in the classroom for 3 meetings for each teacher.
2. The researcher observed the learning process of the 3 teachers by using observation checklist. The researcher took some notes to all important events during teaching and learning activity.
3. The researcher interviewed the teacher's to ask indicator of classroom management challenges and strategies
4. The researcher concludes that the findings of the study.

Data Analysis

In analyzing the data the researcher used descriptive qualitative analysis. The starting point for obtaining data was observation. Observation used to describe setting, behavior, and interactions during learning process. Then, the researcher conducted an interview. After collects the data, the researcher reduces the information. The last point was documentation.

FINDINGS AND DISCUSSION

1. The English teachers' challenges in English classroom management at MAS Darussalam Anrong Appaka Pangkep

In the first part of the findings, the researcher showed the English teachers' challenges in teaching-learning. The researcher found four kinds of teachers' challenges in English classroom management based on the data analysis: linguistic challenges, psychological challenges, institutional challenges, and instructional challenges. The detailed description of each of the four challenges is presented below.

a. Linguistic Challenges

These challenges are students' lack vocabulary, students' pronuntion, and also grammatical. The detailed description of each challenge is described underneath.

- **Lack of vocabulary**

From observation and also interview, the researcher concluded that the students had difficulties understanding or comprehending the meanings of words. Some students always ask the teachers about the meaning of the word they cannot understand during the learning process because they are limited in vocabulary. During the observation, the researcher found students' ability to master English vocabulary is low. It can be seen in learning process as the teachers asked the students, "touch your eyes!" some students answer, "Apa itu eyes bu?". Did you have breakfast this morning? Then some students answer, apa bu?. Sometimes students do not find the sense of the word in the dictionary.

It was supported by the data from interview with the participants as follow:

Participant Code	Response
P1	Students feel that vocabulary is difficult
P2	Students had difficulty in remembering vocabulary
P3	Students are lazy to open a dictionary

The point is that the first participant said that there are many vocabularies that the students cannot comprehend the significance of the word. English vocabulary is challenging felt by the students. The second participant said that some problems that make students have difficulties in vocabulary mastery are how to understand and remember a lot of vocabularies

for a long time. The third participant noted that many basic words should be mastered, but in the learning process the students are lazy to open a dictionary to find the meaning of the difficult vocabulary.

- **Lack of pronunciation**

Students are less able to pronounce words or sentences in English correctly even though they are only simple sentences, this is of course supported by previous student problems in the form of students lack of vocabulary. However, students at MAS Darussalam Anrong Appaka Pangkep especially eleventh grade, they are not able to pronounce words or sentences correctly, especially when they encounter double letters in the words or sentence. The result of the observation showed that students' always made mispronounced of the some word, for example "motivation" to be "mativasen" should be "məʊtɪˈveɪʃn", "situation" to be "situesen" should be "sɪtʃuˈeɪʃn", "pool" to be "poul" should be "pu:l", "six" to be "sik" and the intonation was monotonous. It was supported by the result of interview, the participants answered the question as follows:

Challenges in Teaching Speaking	
Participant Code	Response
P1	The incorrect pronunciation
P2	Little speaking practice makes students forget words quickly.
P3	Students difficult in spelling of many English words

Based on the data above, participant 1 stated that pronunciation by the students was always incorrect. The students felt difficulties in pronouncing of the some words. This is in line with participant 2's statement that the sentence will be wrong when the word's pronunciation is wrong. Participant 3 also mentioned that foreign language speech is strongly influenced by the local language, which causes mispronunciations that can lead to misunderstandings.

- **Lack of Understanding Grammatical Pattern**

From the observation, the researcher found that students do not understand the importance of the function of grammar. In the reality English students never pay attention to grammar when they want to arrange the sentence. Students still forgot about using tenses when writing because there are many types of tenses that make it difficult for students. The students' grammar problems were in using modal, noun phrase, compound and complex sentence, simple present and simple past. The students' ability in writing was fair. There are many grammatical

problems that interfere the students in expressing their ideas. Those grammar problems are “*we students* were required to study at home”. The researcher found in the text that there are two subjects and the verb still used V1. Should be ” *The students were required to study at home*”. Several problems of grammar were found when the students wrote a few sentences in the present tense. “I *go* to Grandma’s house last week”. Should be *I went to Grandmas’s house last week*. It was supported by the data from interview with the participants related to student’s writing ability when you teach vocabulary, and the participants answered the question as follows:

Lack of Understanding Grammatical Pattern

Participant Code	Response
P1	Students dont understand the structure of sentence
P2	Students are difficult to arrange the sentence
P3	Students are not consistent in using simple past tense and simple present

The conclusion from the answer above is that participant 1 stated that one challenge in writing is related to grammar and structure. Students dont understand the structure of sentence especially, when they are want to arrange sentence using the word combination from prefix and suffix. It was difficult for the students because some word combination have different meaning. Participant 2 stated that the student needs to be consistent in using the tenses. This is in line with participant 2 stated that when the students want to make a sentence, they have difficulty to arrange the vocabulary because students don’t understand the function of word classes.

b. Psychological Challenges

- **Lack of motivation**

The problem was identified by the researcher based on the observations. Some students think that English is not important. In addition, the cause of the lack of motivation by the students is the lack of variety learning activities. Students are bored with the dominant lecture learning method on teacher activities. The schedule of English lessons during the day causes students to be less enthusiastic and quickly bored. It was supported by the result of interview about the cause of the psychological problems, and the participants answered the question as follow:

Lack of motivation

Participant Code	Response
P1	They have different characteristics and motivations for learning English
P2	Students lose their motivation to remember vocabulary
P3	Students are less interested and do not focus on the learning process

The first participant said that having students have different characters and motivations in learning English. So, the teacher teaches using a different method based on the situation and the material that will be delivered. The second participant's stated students lose their motivation to remember vocabulary.

- **Self-Confidence**

The result of observation showed that self-confidence is one of the challenges in teaching English. In this case, the students realize that their ability in English is bad. Students felt that they cannot speak English well because they always made mistake, especially about pronunciation. Self-confidence as a things that will interfere the students in learning process. Based on observations, the researcher saw that students were very afraid to do something like speaking in front of the class because they thought that because of their shortcomings they would be criticized. Students lack confidence because they never practice speaking English and their friends do not support each other when speaking English. It was supported by the result of interview about the cause of the psychological problems, and the participants answered the question as follow:

Self-Confidence

Participant Code	Response
P1	The cause of students' lack of confidence such as feeling shy, afraid of being judged, and anxiety
P2	Students' confidence always becomes a challenge for students because the students cannot think of any words
P3	The difference between active and inactive students

The conclusion, from the answers above, the participants mentioned that students lack confidence, such as feeling shy to speak English in the classroom. Students' confidence always becomes a challenge if students talk with other people.

- **Students' Fear of Making Mistakes**

Based on the observations in the class, another psychological challenges in the English classroom was students felt afraid of mistakes. This can be seen during the observation process,

students tend to be passive in class. The point is they still feel afraid of the limitations of their vocabulary and pronunciation knowledge. Another reason for students' reluctance in the English classroom was students felt afraid of mistakes in using English. It was supported by the data from interview with the participants', and the participants answered the question as follow:

Students' fear of making mistakes

Participant Code	Response
P1	Students are afraid of making mistakes
P2	Students do not dare to speak English in class because fear of being criticized
P3	The written form in English is different from the spoken

From the data above, Some factors related to psychological are students are very afraid of mistakes in speaking or writing English. some students are afraid of being criticized and also afraid of being laughed at by their own friends.

c. Institutional Challenges

Based on the observation, the result showed that in teaching and learning process the teacher made some rules, such as learning contracts, students present in class on time, ask permission to the teacher when about to get out of class to toilet, maintain class and school cleanliness and must bring a dictionary every meeting. In fact, there are still many students who often violate the rules in the classroom. When students violate these rules, the teacher gives a warning or educational punishment. It was supported by the result of interview, the participants answered the question as follow:

Institutional challenges

Participant Code	Response
P1	Provide rules and routines to my student concentrations to study
P2	Students present in class on time. Second, Students should be polite
P3	Negotiate class rules, identify consequences of the rules and explain teaching methods in the class

Based on the data above, Participant 1 stated that the teachers have to provide the rules with the students so the process of teaching can run well. While Participant 2 noted the rules during the learning process, the first is about students present in class on time. Second, Students

should be polite. Participant 3 mentioned that the teacher also communicates with the students to create the classroom rules.

d. Instructional Challenges

Based on the observation, one of the participant at MAS Darussalam Anrong Appaka Pangkep stated that until now, there was a shortage of textbooks that were needed for student learning at the time. The biggest challenge for teachers is the problem of textbooks. So, textbooks become reference for students are very lacking. Sometime the teacher showed the module that was discussed on the screen. It was supported by the result of interview, and the participants answered the following questions.

Instructional challenges

Participant Code	Response
P1	The problem of facilities and the lack of textbooks
P2	The media that I often use are textbooks and pictures
P3	The lack of learning media for textbooks and language laboratory rooms

Based on the data above, teachers have difficulty managing class. Results of the interview showed that the lack of textbooks, which causes students to be less interested and have difficulty learning English. Based on the interview, textbook is the challenges in teaching–learning process. The media in the learning process make students understand the teacher's explanations about the materials.

2. English teachers' strategies to cope with the challenges in English classroom management at MAS Darussalam Anrong Appaka Pangkep

In the second part of the findings, the researcher showed the English teachers' strategies. Three kinds of teachers' strategies to cope with the challenges based on the data analysis. Determination strategy, Group discussion strategy and Communication strategy. The detailed description about each of the four strategies is presented below.

a. Determination Strategy

The result of the observation showed that the participants applied determination strategy. Determination strategy plays an important role in developing classroom organization because it can help both of the teachers and the students in learning process. The teacher always asked students to bring dictionary in every meeting. Dictionary is manual strategy used by the students to find out the meaning of difficult word. Sometimes the students asked the teachers the meaning of unfamiliar word that they cannot understand in dictionary. It was supported by

the result of interview related to the strategy used by the participant, and the participants answered the question as follow:

Determination Strategy

	Teacher's Ways
P1	Students have to bring dictionary in every meeting
P2	Having a dictionary in learning English is important for students
P3	Students can learn numerous parts of the English language, such as the meaning of words and information about the word, its synonyms and antonyms of the word.

The findings above showed that the participants instruct the student to bring a dictionary in English class. Students have to bring a dictionary in English class to make it easier for them to find difficult meanings and increase their vocabulary. Students are directed to translate words from English to Indonesian. Having a dictionary in learning English is important. Dictionaries can be used to improve vocabulary and help students pronounce English words correctly.

b. Group Discussion Strategy

Group discussion is the dominant strategy teachers use in classroom management. The discussion technique can facilitate the students to communicate in English and supports students develop students interest in learning English. The teachers often make groups and then divide students by combining smart and weak students so that they can collaborate to study together to be motivated to study harder. Teachers give equal attention and treatment to students with different abilities. It was supported by the result of interview related to the strategy used by the participant, and the participants answered the question as follow:

Making Grouping Discussion

Participant Code	Teacher's Ways
P1	They look for materials or articles related to the topics
P2	I often make groups.
P3	I always discuss with the students about the learning strategies.

The findings above showed that the participants applied group discussion. In learning process, the students have opportunity to talk and work group to facilitate the exchange of ideas together among students. Sometimes the teacher gives assignments to students.

c. Communication Strategy

The result of the observation showed that the teachers always used mix language method in explain material. It becomes a challenge because the teacher has to combine the mother tongue and the target language. In teaching and learning process the teacher used bilingual or even multilingual. Firstly, the teacher explained the material in English language and after that the teacher repeated it into Indonesian. In the classroom communication the teachers always uses simple and familiar English to students. It was supported by the result of interview related to the strategy used by the participant, and the participants answered the question as follow:

Communication Strategy

Participant Code	Teacher's Ways
P1	The communication I use in class sometimes uses familiar and straightforward English to students.
P2	Sometimes I use Indonesian because students find it challenging to understand the lesson when I use English
P3	I give positive feedback to students, create a safe environment, and encourage teamwork.

The findings above indicated that participants use a simple communication in the classroom. The lessons were first presented in English by the teacher, the translate it into Indonesian. The teacher typically used English for around 50%.

B. DISCUSSION

1. The English teachers' challenges in English classroom management at MAS Darussalam Anrong Appaka Pangkep

a. Linguistic Challenges

The challenge that the teachers faced it was linguistic challenges. The challenges are related to the students' lack of vocabulary, pronunciation, and understanding of grammatical patterns.

The first aspect of the linguistic challenges is students' lack of vocabulary. The result showed that students had difficulty in mastering vocabulary because they have less vocabulary knowledge. Most of students used Indonesian in English class. It can be seen when the teacher asked about part of body "touch your eyes!" then some students answer, "apa itu eyes bu?". This happens because the students still have a little vocabulary and do not understand the meaning of vocabulary in English. Students have the problem in remembering vocabulary when English learning process. The student is not being able to remember a lot of vocabularies

for a long time. In line with Harmer (2001), vocabulary refers to a person's understanding of the meaning of a word. When they try to remember the new vocabulary, they were forgetting the vocabulary that they had remembered before.

The second aspect is pronunciation. Based on the findings of the students' mispronounce, it show that they are not able to pronounce words or sentences correctly, especially when they encounter double letters in the words or sentence. The result of the observation showed that students' always made mispronounced of the some word, for example "motivation" to be "mativasen" should be "məʊtɪˈveɪʃn", "situation" to be "situesen" should be "sɪtʃuˈeɪʃn", "pool" to be "poul" should be "pu:l", "six" to be "sik" and the intonation was monotonous. Several reason for the students difficult in pronunciation English word because the sound of the word almost same but the meaning is different.

Another challenge the participants faced in English class was an understanding of the grammatical pattern of the students. Lack of knowledge about grammar becomes a challenge for the teacher in teaching English. In line with Brown (2001) state that every language's foundation is grammar. It means that to produce good sentence structure in English student need pay attention to the grammar. The researcher found that the students felt difficulty using grammar when writing, especially in tenses. Those grammar problems are "*we students* were required to study at home". The researcher found in the text that there are two subjects and the verb still used V1. Should be "*the students were required to study at home*". Several problems were found too, such as "*I go to Grandma's house last week*. Should be *I went to Grandmas's house last week*."

b. Psychological Challenges

Based on the research that has been done, the researcher found some psychological challenges; are lack of motivation, lack of confidence, and students' fear of making mistakes.

Motivation is one of the factors that greatly affect the ability and success of a student in learning. A person's motivation in learning will affect their way of thinking (Harmer J. , 2001). When a student lack of motivation it will affect the improvement of their learning in class. Several factors were found by researchers in English class, students felt that English was difficult because they have to learn new words. The students felt that English was not important because they were not used in everyday life. Students only learn English only at school and there is no outside support so students find it difficult to speak English because they rarely practice. One of the factors influencing student motivation is the environment and support from their family.

The second psychological challenges by the students is about lack of self-confidence. Self-confidence as psychological challenge by the students at MAS Darussalam Anrong Appaka Pangkep, especially in the eleventh grade in learning English. Lack of confidence is a negative feeling that exists and is owned by students, especially when they learn English. In the classroom activities, most of students used first language in English class, students felt that it makes it easier for them to communicate. It was supported by Harmer (2001), that students will use their first language in class to communicate with their friends. Several causes of students feeling less confident, such as, when students try to do or express something but they are hesitant to start and they are afraid of their abilities.

The third psychological problem by students is that students felt afraid of mistakes. The main reason students are afraid to make mistakes is that students are afraid to look stupid Brown. Students always think negatively when corrected in front of their friends. Students are worried about how their friends will judge. Even though this is a natural thing to happen in the learning process where we make mistakes and learn from these mistakes.

c. Institutional Challenges

Based on the findings of this research, this research also found the challenges about institutional challenges in classroom management to support this theory. Based on the data, it showed that some rules were already created before starting the learning process. Teachers expect the students to know the guidelines around making rules. Rules is related to behaviour in the classroom include class safety, respect of each other and making appropriate effort (Garret, 2014). The teacher gave rules or contract with the students at the beginning of the class, some students didn't follow the guidelines. In fact, there are still students who do not obey the teacher's rules in class. most students who violate class rules and are lazy in learning are male students. They are more comfortable when studying outside the classroom because they feel bored in class.

d. Instructional Challenges

Based on the observation, the researcher found that instructional challenge by the English teacher was about textbook. The lack of textbooks, which causes students to be less interested and have difficulty learning English (Dixon, 2015). Based on the interview, participant stated that textbook is the challenges in teaching-learning process. In the learning process, books play an important role because books are a source of learning, but there are still very few printed books that are in accordance with the applicable curriculum. Lack of school facilities, especially textbooks, greatly affects how teachers teach and how students learn.

2. English teachers' strategies to cope with the challenges in English classroom management at MAS Darussalam Anrong Appaka Pangkep.

a. Determination Strategy

The result of the findings showed that applied determination strategy. Determination strategy deals is individual learning strategies to help the students find out the meaning of words using a bilingual dictionary. Determination strategy was the strategy used by the students to find the meaning of new words (Schmitt, 2000). Dictionary is manual strategy used by the students to find out the meaning of difficult word. Sometimes the students asked the teachers the meaning of unfamiliar word that they cannot understand in dictionary.

b. Group Discussion Strategy

The second strategy used by the participants was group discussion strategy. The findings indicated that the teachers used group discussion strategy to improve the students' ability in speaking deals with fluency and accuracy. In the discussion strategy, teachers and students will be more active in speaking and can exchange ideas on an assignment. In the group discussion students will be motivated by the spirit of learning other friends, so that they will feel the same energy in the teaching process.

c. Communication Strategy

The third strategy used by the participants was communication strategy. The findings above indicated that the participants applied bilingual strategy in English classroom activities. This strategy can help students understand the English material taught by the teacher (Brown, 2001). The teacher applied bilingual because students cannot understand the lesson when delivered in English. They are not very familiar with English. This is the difference between English subjects and other subjects. The bilingual ability of a teacher is very important because students will be silent and cannot understand the material. The teacher also gives policy to students, when they want to convey their ideas they can use Indonesian and then the teacher will be assisted by the teacher translating into English in the process of practicing speaking in class. In the classroom activities, most of students used Indonesian about 80 %.

CONCLUSIONS

The researcher found four kinds of teachers' challenges in English classroom management at MAS Darussalam Anrong Appaka Pangkep. Linguistic challenges, psychological challenges, institutional challenges, and instructional challenges. The aspect of the linguistic challenges are students' lack of vocabulary, pronunciation, and grammatical pattern of the students. The second challenges are related to the students. Those are lack of

motivation, lack of confidence, and students' fear of making mistakes. The other challenges are related to institutional challenges and instructional challenges

There are some strategies applied by teachers to cope with the challenges. There are determination strategy, group discussion strategy, and communication strategy. First, determination strategy refers to individual learning strategies that help learners discover the meaning of words. Second, group discussion strategy. The last is the strategy in communication, which is bilingual. It becomes a challenge because the teacher has to combine the mother tongue and the target language.

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