

## TEACHING CHALLENGES ENCOUNTERED BY ENGLISH TEACHER IN IMPLEMENTING STUDENT LED-LEARNING METHOD

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| ABSTRACTS   | ARTICLE INFO   |
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| <p>Teaching challenges involve situations and opportunities that require teacher to make special efforts to obtain something. Teaching English will be difficult to learn without preparation before carrying out activities because a lack of knowledge will cause problems in the teaching and learning process. In teaching a foreign language, it is important to ensure that we understand the best approaches, methods and strategies to use so that learning English becomes easy and interesting. This research aims to identify students' metacognitive strategies used in completing reading assignments. The subject of the research participant of this research was the eleventh semester students and one teacher of Pasraman Vidya Sthana Suranadi was chosen as the sample of the study. The participant of this research was the sixth semester students of English Language Education Department who worked in teaching practicum. This research uses a descriptive qualitative research design and uses in-depth semi-structured interviews as a research method to collect data. This research uses a descriptive qualitative research design and uses in-depth semi-structured interviews as a research method to collect data. This research found that teachers found challenges in teaching English before using the Student Led-learning method, and after using the Student Led-learning method, teachers felt that they faced fewer challenges. Overall, the findings of this study indicate that the use of Student Led learning in English language teaching can overcome the teaching challenges faced by English teachers, and it is important for teachers and counselors to introduce and train students in using this method.</p> | <p><b>Article History:</b><br/><i>Received: April 06<sup>th</sup> 2024</i><br/><i>Revised: April 15<sup>th</sup> 2024</i><br/><i>Published: April, 2024</i></p> <hr/> <p><b>Keywords:</b><br/><i>Teaching Challenges,</i><br/><i>Teaching Practicum,</i><br/><i>Teaching Method, and</i><br/><i>StudentLed Learning.</i></p> |

### INTRODUCTION

Nowadays teaching and learning the English language is used to communicate with others, especially for people in other countries. English language is used in education, work, media and industry. Teaching the English language will be difficult to learn without preparation before doing the activity because lack of knowledge will cause problems in the teaching and learning process. As a student of Mandalika Education University, I, along with the other students, have been in the teaching practice program for three months in the 7th semester. Based on my experience, I have seen the reaction, reflection and behavior of the students and other teacher during teaching practice programs at school. I have found that teacher have challenges in teaching English to the student that seems to be a serious problem to be solved. In teaching a foreign language, it is important to make sure that we understand the best approach, method and strategy to be used so that English learning activities will be easy and interesting. In this research, I aim to research the challenge encountered by teacher at Pasraman Vidya Sthana Suranadi schools because Pasraman is a school from elementary

school to high school.

As it has been confirmed by previous studies, which had done research to know more about teaching challenges conducted by (Akbari, 2015) that aimed to investigate the challenges of classroom management in ESP courses faced by new instructors at University of Muhammadiyah Malang. The results show that the classroom management problems faced by new instructors were revealed under the two types; student's factors and teacher's factors. Further, classroom management problems caused by students' factors are mostly faced by the teacher. Moreover, the instructors also provide several solutions and strategies to handle those problems such as by using nonverbal technique, verbal technique, group work, rules, reward, and punishment equally important, I aim to analyze the challenges encountered by English teacher in implementing (SLL) within the setting where this research is implemented.

## RESEARCH METHOD

This research uses a case study design, specifically descriptive method. The data collected is in the form of words, images, not numbers. (Huberman & Miles, 1994) say that qualitative research is a narrative or textual description procedure of the phenomenon being studied. Descriptive methods are used to interpret data. In this study, the researcher analyzed and described the teaching challenges faced by teachers after using the student-led-learning method, by providing lesson material about asking and giving direction.

Participant or subject is a person who voluntarily participates in human subject research after giving informed consent to be the subject of the research participant of this research is the eleventh semester students of Pasraman Vidya Sthana Suranadi. This research has been conducted at Pasraman Vidya Sthana Suranadi the site located at. As suggested by the teacher, one teacher of Pasraman Vidya Sthana Suranadi are chosen as the sample of the study. The participant of this research is the sixth semester students of English Language Education Department who are working in teaching practicum. This research has been conducted at Pasraman Vidya Sthana Suranadi, Narmada, West Lombok, Nusa Tenggara, 83371.

In order to identify the first problem statements of this research, researcher uses closed-ended Interviews consisting of items which the answers have been presented by the researcher so that the respondent could answers. In order to identify the second and the third problem statements of this research, Interview was used too. Interview is an instrument to collect data which done orally. In analyzing the interview result, the researcher classifies every statement which mentioned by the respondents. Then, the researcher presents of each statement. The researcher discusses the statement of respondent one by one.

## RESEARCH FINDING AND DISCUSSION

The first finding is that teaching English before using the student-led-learning method is a very useful research result in helping teachers know what challenges they face before implementing this method. By carrying out learning activities as usual, here we can see more clearly the situation in the classroom without using the student-led-learning method (Ann-Mette, 2015), It's a tough situation. Despite your best efforts, students continue to struggle to understand what you're trying to explain or can't apply basic knowledge to more complex situations. The second finding is the factors encountered in teaching English before using the Student Led-learning Method. In starting learning activities, teachers must understand that knowing things such as appropriate teaching methods for each teaching location is important in order to know what approach suits students' interests and talents (Bouman, n.d.). As well as being able to eliminate details that are not too important so that the learning process is easy for students to understand. In this way, it is able to provide an overview of what happened in the

learning process before the researcher's method was introduced.

The third finding is that the application of the Student Led-learning method in learning activities is felt to be able to help with problems such as because this learning method is carried out by dividing students into several groups where they exchange opinions and seek conclusions like a study group so that there they can talk as much as possible. They can chat with their friends freely but still discuss the material lesson.

This research aims to find out whether applying the student-led-learning method can help teachers overcome the challenges they face when teaching English in the classroom, and how prospective teachers overcome this anxiety. There was only one respondent who answered the interview through conversation-based interviews answered by the teacher. Interview questions can be used flexibly depending on the research focus. Teaching challenges fall into three main categories. Researchers sorted the results, namely; challenges that are encountered in teaching English before using the student led-learning method (Van, 2021); factor that are encountered in teaching English before using the student led-learning method; the implementation of student led-learning method in teaching; teacher overcome the challenges they encounter by using the student-led-learning method when teaching. The researcher's findings regarding the exploration of the teaching challenges faced by teachers in implementing the student led-learning method, can be related to whether the same challenges are still faced by teachers after using the student led-learning method, an explanation of several previous challenges related to existing findings, and from this context There are four findings obtained from interviews with teachers that have been obtained by researchers. In this discussion, researchers discussed four existing challenges. Challenges Faced in Teaching English before using the Student Led-learning Method, Factors Faced in Teaching English before using the Student Led-learning Method, Application of the Student Led-learning Method in teaching, and Teachers overcoming the challenges faced by using the method student-led-learning when teaching (Al Et Hoogenes, 2014)

## CONCLUSIONS

Based on the exploration of Teaching Challenges Encountered by English Teachers in Implementing Student Led-learning Method, this research revealed several interesting findings about teaching challenges and student led-learning method, which were used by teachers in teaching students at Pasraman Vidya Sthana in following the learning process of Asking and giving direction material. This research found that teachers found challenges in teaching English before using the Student Led-learning method, and after using the Student Led-learning method, teachers felt that they faced fewer challenges. Overall, the findings of this study indicate that the use of Student Led learning in English language teaching can overcome the teaching challenges faced by English teachers

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