


ANALYZING ENGLISH TEACHERS' CHALLENGES IN DEALING WITH STUDENTS' AFFECTIVE COMPETENCE

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: July 21, 2022 Revised: July 29, 2022 Accepted: August 11, 2022 Published: December 15, 2022</p> <p>Keywords: Teachers' Challenges Teacher's Strategy Affective Competence.</p>	<p>This research was conducted to determine the purpose of the research, namely to describe Challenges of English Teachers in Facing Students' Affective Competencies at SMA 1 Muhammadiyah Makassar. The subjects in this study were teachers of SMA 1 Muhammadiyah Makassar. The purpose of this study is to find out what challenges are faced by English teachers in dealing with students' affective competence. The instruments used to collect data are observation, interviews, and documentation. Data analysis in this study is Analysis (QDA), Data Reduction, and Data Display. The results showed that the challenges of the English teacher in dealing with students' affective competence consisted of two factors, namely internal factors and external factors. The strategy used by the English teacher in dealing with students' infective competence is to make learning methods, namely the discussion method and the game method.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> <div style="text-align: right; margin-top: 10px;">  </div>
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INTRODUCTION

Education is a process of shaping personality to be more qualified. Therefore, the main target in the learning process is not only to make students smarter and smarter intellectually. However, it must be balanced with the quality of attitudes and skills that can ensure that students can apply what they have learned in appropriate way.

In line with that, in order to realize the achievement of quality human resource development in accordance with the goals of national education as stated in Law no. 20 of 2003 Chapter II article 3 concerning the national education system, it is stated that: National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life as stated in the 1945

Constitution. In addition, national education also aims to develop the potential of participants Educate students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become responsible citizens.

The main key to the success of education in order to achieve learning objectives is in the hands of a teacher. Teachers are one of the important components in the teaching and learning process in schools. He has a role in the process of growth and development of students starting from the knowledge, skills, intelligence and outlook on life of students. This shows how important the position of the teacher in the world of education is.

Teachers are different from other jobs because teachers are professional education personnel and are professions that have special skills and abilities in carrying out their duties. quality of life. As explained above, teacher professionalism has several elements, namely knowledge, skills, and personality.

Suparlan in his book entitled "Being an Effective Teacher", reveals different things about teachers. According to Suparlan (2008:12), teachers can be interpreted as other aspects related to efforts to educate the nation's life in all its aspects, both spiritually and emotionally, intellectually, physically, and physically. However, Suparlan (2008:13) also adds that legally formally, a teacher is someone who obtains a decree (SK), both from the government and the private sector to teach.

In addition to the notion of teacher according to Suparlan, Imran also added an explanation of the notion of teacher in his dissertation. According to Imran (2010: 23), a teacher is a position or profession that requires special expertise in its main field such as educating, teaching, guiding, directing, training, assessing, education, early childhood education, formal, primary and secondary education. education.

Wrightman (2008: 22). The teacher's role is to create a series of interrelated behaviors that are carried out in certain situations and are related to the progress of behavioral change and student development that is the goal. From this opinion, it can be concluded that the level of professional ability of teachers will affect the success of education it self.

The problem of moral degradation and the collapse of students' character is getting worse feeling lately. Starting from small things done in the environment school, to things that intersect with moral and social norms in Public. Various student behaviors that violate these norms It's even more concerning when it's actually done to a teacher who actually are second parents to students. The teacher who should have been placed in the position noble, dignity and position to be humiliated by the behavior students who come out of the rules and norms that apply.

Many cases of violence experienced by teachers are carried out by their students. In June 2017, a student at a high school in Kubu Raya, West Kalimantan had the heart to beat his teacher after distributing report cards because the grades given by the teacher prevented him from progressing to grade 5, Early February 2018, an art teacher in Sampang Madura, East Java died being abused by the student after the teacher had previously reprimanded the

student for disturbing his friends during learning activities. Furthermore, in the media in November 2018 a middle-aged teacher at a vocational school in Kendal, Central Java was beaten by students because one student did not bring teaching aids. Another case was that a vocational school teacher in Gresik, East Java, was strangled by a student in February 2019, although in the end the student apologized to the teacher. In addition, there are still many other cases that occur due to the moral degradation that befell students and reflects problems about students' attitudes and behavior to teachers.

The researcher had an experience teaching in the classroom during P2K and found that there were still some teachers who had problem in dealing with student attitudes and behavior that are not good enough. Therefore the researcher takes the title "Analyzing English Teachers' Challenges In Dealing With Students' Affective Competence".

RESEARCH METHOD

The type of research used by the author in this study is a descriptive method with a qualitative approach. "Descriptive research is a complex picture, examining words, detailed reports from respondents' views, and conducting studies in natural situations". According to Noor "descriptive research is research and understanding based on the methodology used, in this approach, the socially constructed nature of reality, the relationship between and the subject being studied".

The subjects in this study were English teachers at SMA 1 Muhammadiyah Makassar and the subjects in this study were two English teachers, both of whom were female teachers. The first teacher teaches in class X and the second teacher teaches in class XII. Both of them are still temporary employees at SMA 1 Muhammadiyah Makassar.

Instrument is defined as a tool used to obtain research data. In this study, researchers will use observation, interviews, and documentation as the main instruments in the study.

RESULTS AND DISCUSSION

Researchers conducted research at SMA 1 Muhammadiyah Makassar, in the even semester of the 2021/2022 academic year. The population in this study were teachers of class X and XII using purposive sampling, namely a review of students' affective competencies. The research findings are based on the results of interviews.

1. Students are not focused in the classroom

Based on the results of observations that have been made in class by researchers. The researcher found that during the teaching and learning process in the classroom, there were some students who often turned their attention to the material given by the teacher, such as during the learning process there were still some students who used cellphones when the teacher was teaching. In the class, it was also found

that some students were sleepy in the classroom, and some were disturbing their friends around them, causing students who were focused on receiving the learning process to become distracted.

This finding is reinforced by the results of an interview with an English teacher at SMA 1 Muhammadiyah Makassar who said:

“Ada beberapa tantangan yang sering dihadapi guru, antara lain eksternal factor dan internal factor atau sering dibilang tantangan dari dalam dan tantangan dari luar. Tantangan dari dalam adalah tantangan yang datang dari siswa itu sendiri seperti tidak fokus dalam menerima mata pelajaran...”

(There are several challenges that are often faced by teachers, including external factors and internal factors or often called challenges from within and challenges from outside. Challenges from within are challenges that come from the students themselves such as not focusing on receiving subjects)

From the results of the interview, it can be seen that the teacher has challenges for students who do not focus on receiving subjects.

2. Students are less responsive

Based on the observations made in the classroom by the researcher, the researcher found that during the teaching and learning process in the classroom the teacher asked for student responses to the material that had been given, namely by asking for responses to each question given. by the teacher. However, the results found in the class were that some students did not respond to the material explained by the teacher, because there were still students in the learning process who often went in and out of class so that the students did not receive the material in its entirety. provided by the teacher.

This finding is also reinforced by the results of interviews with English teachers at SMA 1 Muhammadiyah Makassar who said

“Ada beberapa tantangan yang sering dihadapi guru, antara lain eksternal factor dan internal factor atau sering dibilang tantangan dari dalam dan tantangan dari luar. Tantangan dari dalam adalah tantangan yang datang dari siswa itu sendiri seperti tidak fokus dalam menerima mata pelajaran, tidak merespon saat guru bertanya lagi...”

(There are several challenges that are often faced by teachers, including external factors and internal factors or often called challenges from within and challenges from outside. Challenges from within are challenges that come from the students themselves such as not focusing on receiving subjects, not responding when the teacher asks again)

From the interviews, it can be seen that the teacher has challenges for students who are less responsive to English subjects.

3. Students are disrespectful to other students

Based on the results of observations that have been made in class by researchers. The researcher found that in the teaching and learning process in the classroom there were still some students who issued inappropriate words to say such as criticizing friends and issuing inappropriate words.

This finding is also reinforced by the results of interviews with English teachers at SMA 1 Muhammadiyah Makassar who said:

“Ada beberapa tantangan yang sering dihadapi oleh guru, antara lain faktor eksternal dan faktor internal atau sering disebut tantangan dari dalam dan tantangan dari luar. Tantangan dari dalam adalah tantangan yang datang dari siswa itu sendiri seperti tidak fokus dalam menerima mata pelajaran, tidak menjawab ketika guru bertanya lagi, tidak menghargai sesama teman dan kedisiplinan yang masih belum baik ditunjukkan oleh siswa”

(There are several challenges that are often faced by teachers, including external factors and internal factors or often called challenges from within and challenges from outside. Challenges from within are challenges that come from the students themselves such as not focusing on receiving subjects, not answering when the teacher asks again, not respecting fellow friends and discipline that is still not well shown by student)

From the results of the interview, it can be seen that the teacher has challenges for students who do not respect others.

4. Students are lazy in doing the assignment

Based on the results of observations that have been made in class by researchers. The researcher found that the teacher gave assignments to students at the previous meeting to see the seriousness of students in following the subjects in class and could see the discipline of students in managing their time outside the school environment and related to the assignments given to be checked at the next meeting, but after checking it was found that there were some students who had not do the assignments given by the teacher.

This finding is also strengthened by the results of an interview with English teacher at SMA 1 Muhammadiyah Makassar who said

“Ada beberapa tantangan yang sering dihadapi guru, antara lain eksternal factor dan internal factor atau sering dibilang tantangan dari dalam dan tantangan dari luar. Tantangan dari dalam adalah tantangan yang datang dari siswa itu sendiri seperti tidak fokus dalam menerima mata pelajaran, tidak menjawab ketika guru bertanya lagi, tidak menghargai sesama teman dan disiplin yang masih belum baik ditunjukkan oleh siswa”.

(There are several challenges that are often faced by teachers, including external factors and internal factors or often called challenges from within and challenges from outside. Challenges from within are challenges that come from the students themselves such as not focusing on receiving subjects, not answering when the teacher asks again, not respecting fellow friends and discipline that is still not well shown by student”)

From the results of the interview, it can be seen that the teacher has challenges because students are lazy in doing assignments

Discussion of research based on interviews that have been given, researchers collect data classify conclusions from interview answers. This study found about the

challenges of English teachers in dealing with the effective competence of students at SMA 1 Muhammadiyah Makassar.

Analyzing English Teachers' Challenges In Dealing With Students' Affective Competence

1. Teachers' challenges

Based on the results of interviews conducted with the teacher at SMA 1 Muhammadiyah Makassar. The researcher found that there were several challenges in dealing with students' affective competence. The first is a factor from within the students themselves both in understanding the material and in explaining the material received, this is as explained in the findings above that there are four challenges faced by teachers, namely: Students not focus in the class room, Students are less responsive, Students are disrespectful to others, Students are lazy in doing the assignment. The second is the factor of association for example such as friends get along with this can also be one of the factors of teacher challenges in facing the effective competence of students. The third is the environmental factor of the place where the student lives because the interactions carried out in the community can be carried into the school environment so that this can be one of the challenges for teachers in facing students' effective competence.

This is a factor from within and from outside the student, this is as expressed by Aslamih (2020) who suggests that the most common learning difficulties that occur in students are caused by several factors, both internal and external. Internal factors include the ability to perceive, remember, cognitive processes and attention. External factors include situations outside and before school as well as situations at school. Learning difficulties in learning English are related to four aspects of skills, namely listening, speaking, reading, and writing.

One of the steps that can be taken by the teacher is to provide opportunities for students to practice in front of the class the material taught to students so that students are able to master the material that has been given. According to Global Prestasi School (GPS), the next way to overcome learning difficulties is to invite students to be more active in lessons. This can be done by involving students in discussions when explaining the lesson. The trick is to let students say whatever they want to know about the lesson.

CONCLUSION

This chapter presents the conclusions and suggestions from this research. Conclusions are formulated from research questions, while suggestions provide some

ideas for English teachers and further researchers about the challenges faced by teachers in dealing with students' affective competence.

The researcher concludes by showing the results of interviews with teachers who challenge English teachers in dealing with student competencies effectively. The challenge of English teachers in dealing with students' affective competence is the ability of teachers to overcome students' attitudes and behavior from both internal and external factors.

The first is a factor from within the students themselves starting from understanding the material and in explaining the material they receive. This is as explained in the findings above that there are four challenges faced by teachers, namely: Students not focus in the class room, Students are less responsive, Students are disrespectful to others, Students are lazy in doing the assignment..

The second is the factor of association for example such as friends get along with this can also be one of the factors of teacher challenges in facing the effective competence of students. Then the environmental factor of the place where the student lives because the interactions carried out in the community can be carried into the school environment so that this can be one of the challenges for teachers in facing students' effective competence.

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