

AN UNDERGRADUATE THESIS

A STUDY ON TEACHERS AND STUDENTS CHALLENGE

IN TEACHING - LEARNING ENGLISH

AT TEXAS COLLEGE ENGLISH COURSE OF METRO



BY :

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

2020 M /1441 H

**A STUDY ON TEACHERS AND STUDENTS CHALLENGE
IN TEACHING - LEARNING ENGLISH
AT TEXAS ENGLISH COURSE OF METRO**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By:
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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

2020 M / 1441 H



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APPROVAL PAGE

Title : A STUDY ON TEACHER'S AND STUDENT'S CHALLENGE
IN TEACHING - LEARNING ENGLISH AT TEXAS ENGLISH
COURSE OF METRO IN THE ACADEMIC YEAR OF
2019/2020

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NOTIFICATION LETTER

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To:
The Honorable of the Dean of Faculty of
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Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to research thesis script which is written by:

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CHALLENGE IN TEACHING - LEARNING ENGLISH
AT TEXAS ENGLISH COURSE OF METRO IN THE
ACADEMIC YEAR OF 2019/2020**

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb.

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Assalamu'alaikum Wr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang di susun oleh:

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: A STUDY ON TEACHERS AND STUDENTS CHALLENGE IN TEACHING - LEARNING ENGLISH AT TEXAS COLLEGE ENGLISH COURSE OF METRO, written by Ahmad Agus Saputra , student number 1501070007, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on thursday, 18th June 2020 at 08:00 - 10:00

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**A STUDY ON TEACHERS AND STUDENTS CHALLENGE
IN LEARNING AND TEACHING ENGLISH
IN TEXAS COLLEGE OF METRO**

ABSTRACT

**By:
AHMAD AGUS SAPUTRA**

The main objective of this study is to determine the challenges of teachers and students in learning and teaching in the era of education 4.0 at Texas College Metro. This research is a descriptive qualitative study. The data is collected through observation, interviews, and documentation.

The findings of this study indicate that there are 4 challenges of teachers and students in teaching and learning in Texas College Metro. The teacher's challenge is How Teachers Make Learning Methods That Are Suitable For Students In The Digital Age, and the challenges of students are Low Hours of Teaching English, Lack of Concentration in Classes, and Most English Teachers Do not Master English. This is caused by three factors such as inadequate facilities, learning systems that tend to be boring, as well as teachers who have not mastered English well.

The conclusion of this research is that teachers in the Texas College Metro course are not prepared for learning and teaching in the 4.0 era.

Keywords: Problems, Challenges, Learning

**STUDI TENTANG TANTANGAN SISWA DAN GURU
DALAM PEMBELAJARAN DAN PENGAJARAN BAHASA INGGRIS
DI KURSUS TEXAS COLLEGE METRO**

ABSTRAK

Oleh:

AHMAD AGUS SAPUTRA

Tujuan utama dari penelitian ini adalah untuk mengetahui tantangan guru dan siswa dalam pembelajaran dan pengajaran pada era pendidikan 4.0 di Texas College Metro. Penelitian ini adalah penelitian kualitatif deskriptif. Data tersebut dikumpulkan melalui pengamatan, wawancara, dan dokumentasi.

Temuan penelitian ini menunjukkan bahwa terdapat 4 tantangan guru dan siswa di dalam pembelajaran-pengajaran di Texas College Metro. Tantangan guru ialah Bagaimana Guru Membuat Metode Pembelajaran Yang Cocok Untuk Siswa Di Era Digital, dan tantangan siswa yaitu Jam Rendah Pengajaran Bahasa Inggris, Kurangnya Konsentrasi Di Kelas, dan Kebanyakan Guru Bahasa Inggris Tidak Menguasai Bahasa Inggris. Hal ini disebabkan oleh tiga faktor seperti fasilitas yang kurang memadai, sistem pembelajaran yang cenderung membosankan, serta guru yang belum menguasai bahasa Inggris secara baik.

Kesimpulan penelitian ini adalah guru di kursus Texas College Metro belum siap dengan pembelajaran dan pengajaran di Era 4.0.

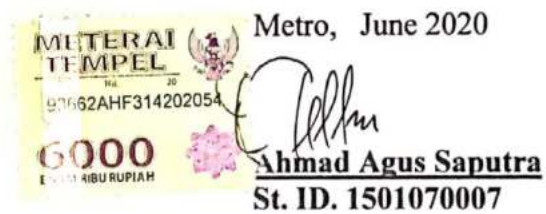
Keywords: Masalah, tantangan, pembelajaran

STATEMENT OF RESEARCH ORIGINALLY

The undersigned :

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States that this undergraduate thesis is originally the result of the writer's research in exception of certain part which are excerpted from the bibliography mentioned.




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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Juni 2020

Ahmad Agus Saputra
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MI TERAI
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RIBURUPIAH

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ

"Allah does not burden a person but according to his ability. he gets the reward (from virtue) that he works for and he gets the torture (from evil) that he does. "

(Q.S Al Baqarah : 286)

DEDICATION PAGE

This undergraduate thesis is specially dedicated to:

- 1. My beloved parents (Mr Kommarudin and Mrs Tarwiyah) who always pray and support in their endless love.*
- 2. My beloved younger sister (Ellyana) and younger brothers (Ahmad Rudiyanto and Ahmad Riyadi).*
- 3. My beloved parent big family and people who always give support.*
- 4. My beloved friends (Miftachul Naim And Nur Azis).*

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Praise to Allah who has created human in the best vessel and has given His blessing to all mankind all over the world without any exception. The greeting always give to prophet Muhammad Saw who has brought us from the darkness era into bright era. Peace be upon him, who becomes an inspiration for all people to live as Moslems.

This undergraduate thesis is presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department entitled: "A Study On Teacher's And Student's Challenge In Teaching - Learning English At Texas College English Course of Metro"

The writer would like to express his gratitude to the sponsor, Dr. Widhiya Ninsiana and the co-sponsor, Ahmad Subhan Roza, M.Pd. who have sincerely guided the writer to accomplish this undergraduate thesis in time.

Finally, the writer realizes that this thesis is far for perfect. At last, he hopes that the result of the research will give significant contribution in Teaching Learning English in IAIN METRO.

Metro, 18th June 2020

The writer,



AHMAD AGUS SAPUTRA
NPM. 1501070007

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CHAPTER 1

INTRODUCTION

A. Background of Study

English is an international language that plays an important role in almost all aspects of life. English is a foreign language as a verbal communication used throughout the world studied to divide the knowledge to maintain the existence of traditions and culture and especially to nurture human relationships. English deprecation has benefits that significantly help the Community fulfill communication needs both through writing and oral. There are several benefits when speaking English, particularly to make it easier for us to get the job, easily accepted in the eyes of the world, and also add to our knowledge.

The Industrial Revolution 4.0, which was first introduced in Germany in 2011, has brought many changes that have also become a momentum for the implementation of the digital economy. In total there are three foundations to sustain Industry 4.0. Namely, the Internet of Things, Artificial Intelligence and Human-Machine Interface.

In the era of Industry 4.0, in addition to hard work, the workforce is also expected to be technologically literate and fluent in English given that this language has been designated as an international language, business language, and technical language.

English is currently used by 1.75 billion people worldwide. Besides, more and more multinational companies are now using English as the main communication tool in conducting business to build strong communication between teams in various countries.

If English language skills are inadequate, millennials will find it difficult to compete on the work competition map, based on the above understanding, schools and course institutions should have applied English following the national curriculum so that students can face the increasingly stringent industrial revolution 4.0.

Furthermore, English Language Teaching (ELT) is very much needed in education. English functions as a tool or skill in the world of education. English becomes a benchmark for students in school because by mastering English a student becomes more active in learning. English exists in several formal and informal institutions. Formal institutions such as elementary schools, junior high schools, senior high schools to tertiary institutions. Non-formal institutions such as course institutions. ELT can be used in both institutions when using ELT standards used in the world and adjusted based on each school or course institution. Informal education function is as the *complement* of formal education. It means that it could complete the subject or the study activity which has not been in formal education since in terms of academia.

The informal institution that deals with English language teaching is an English course. English course is an informal institution

that deals with life skill development that occurs in a certain period of time. It focuses on the language a learner needs to be able to carry out professional tasks efficiently. English courses are therefore the logical choice for anybody who wants to improve their English skills, look for a job, perform better at work or changing jobs. English courses have their own focus depending on the purpose of the course foundation. For instance, the content of an English course for businessmen covers such essential work-related areas as understanding and writing e-mails, making presentations, negotiating, participating in or running meetings, telephoning and welcoming visitors. Therefore, an English course for the academic effort is to fulfill the student's need in English skill mastery so that it is able to respond to the users' environment.

Moreover, many successful English courses are renowned for their success in teaching students English and the quality and range of the English program that they provide. Successful English courses tend to offer great value for money and support structures to assist students to learn effectively and grow in knowledge, skills, and confidence. When someone chooses to study English, his education is an investment and it is incredibly important that he derives exceptional value for his life.

Taking an English course, a range of advantages are available. English courses are available and specifically tailored for people of varying levels of English proficiency and for those who wish to study English for different purposes. For example, some may want to undertake

a very general English course, whereas others may wish to study English in relation to business or for academic purposes. It means that the qualified courses offer candidates the opportunity to improve job prospects, the capacity to communicate with others and access to information right across the world.

In addition, the greatest advantage of taking an English course is that career prospects and employment opportunities can vastly increase. People who can speak English fluently (possibly together with a first language) are highly sought after by companies of many types, including international companies. When seeking work, proficiency, and confidence in speaking and understanding English can put someone at a distinct advantage.

The challenges of learning English in a course institution are two things, the first is the challenge from inside and the second is the challenge from outside. The internal challenges that are usually faced with English language courses are the quality of the teacher, the many programs offered, the facilities and the infrastructure of the course. Furthermore, the external challenge of English language course institutions is a broad market for promoting courses and good management.

The internal challenges that are usually faced with English language courses are the quality of the teacher. teacher quality certainly

becomes an important benchmark for the course because qualified teachers who can make a student better. Furthermore, the quality of the facilities at the place where the course is very important because with the existence of a supportive place for teaching and learning activities certainly makes students become enthusiastic learning and significantly affected the will of learning.

Furthermore, the external challenge of English language course institutions is the number of course institutions that create many programs to attract prospective students to enter the institute of course. Certainly with the increasing number of institutions they must be more active in offering attractive and low-cost programs for prospective students.

Next, the challenges of learning English in a course institution, based on the teaching process between the teacher and students. The first is the ethnic differences that make students understand the material conveyed by the teacher more difficult. learning from each teacher is different and makes it more difficult for students to accept learning.

Related to the phenomenon of the challenges of study on teacher and student challenges. the researcher has conducted a pre-survey on September 26th in 2019 in Texas College English Course.to find out the challenges between teachers and students.

Based on the result of interview by teacher in the pre-survey, that is Binti Amanah in Texas College English Course,she gave them the

new vocabularies in every meeting, because speaking without vocabularies in their mind. they will get difficult to share the ideas, the opinion and others. and then about the background knowledge, because speaking has relations with the topic. every meeting we give a new topic so the challenge for the teacher background was the knowledge.

Next, the interview with several students, it can be assumed that there are some things that become a challenge in learning English in the classroom, namely the lack of teachers or instructors, it has an impact on learning systems that are less effective for students. Furthermore, in terms of facilities and infrastructure, classroom conditions inadequate things like narrow and hot rooms. Lack of learning media equipment, such as computers that students can use to support their learning facilities. Too late study hours cause a lack of student focus.

Based on all the phenomena above, it can be assumed that Adequate facilities, media, and teachers in learning will support students to continue to be active in learning. Moreover, English is an international language, which in its learning system must be in accordance with international standards. In facing the era of the industrial revolution 4.0, students are required to actively master English. in order to face work competition in industry 4.0., of course, all of that will not be done well if the school or course institution does not participate in preparing a learning medium that is good enough to deal with the industrial revolution 4.0. Therefore, researchers will conduct qualitative research

entitled " A Study On Teachers And Students Challenge In Teaching - Learning English At Texas College English Course “.

B. Research Question

1. What are teachers' and students' challenges in teaching-learning English At Texas College English Course?
2. Why are there teachers and students' challenges in teaching-learning English At Texas College English Course?
3. How to minimize the problem of teachers' and students' challenges in teaching-learning English At the Texas College English Course?

C. Objective and benefits of the study

1. Objective and benefits of the study

Based on the research question that has been formulated, the researcher set research objectives, those are:

- a. to analyze the teacher's and students' challenges in teaching-learning English at Texas College English Course.
- b. to investigate the factor that causes teachers' and students' challenges in teaching-learning English at the Texas College English Course.
- c. the solution to minimize teachers and students challenges in teaching learning English at the Texas College English Course

1. Benefit For Study

a. For Students

This research is expected to provide benefits for students by helping uncover the challenges of the student in teaching-learning English. Because learning English are capability different students, this research will be the basis for students to find alternative solutions to solve problems.

b. For Teacher

The benefits of this research are also aimed at English teachers, especially in the course. This is because the research will give the teacher information about challenges every teacher in teaching-learning English. The research will also lead teachers to prepare for alternative efforts to update students ' teaching quality.

c. Others Researchers

This research is expected to make a valuable contribution to the next researchers who will conduct research with the same research topic, which is related to the Teacher's And Student's Challenges In Teaching Learning English. The results of this research will someday be one of the references for the next researchers who will solve the problem of Teacher's And Student's Challenges In Teaching Learning English. This is because the research will provide an overview of the retrieval procedures and data processing related to the Teachers And Students Challenges In Teaching Learning English

D. Prior Research

This research will be done in taking into consideration some prior researchers. The first prior research has been conducted by Intakham Alam Khan, with the title of research “Challenges of Teaching Learning/English and Management”.¹ The objective of the first prior research is that it strengthens the foundation of English and later lays the basis for Specific English which will be used in the years of the students' specialties. The research method used in the first prior research is the qualitative research method. The sample of the first prior research is obtained from that the teachers and the learners face in the learning of English in Saudi Arabia. The finding of the first prior research is that there are many challenges that the teachers and the learners face in the learning of English in Saudi Arabia. There are many factors that contribute to such learning challenges. In this case, the role of teachers, as well as management, can play a very important role. The teachers can try to develop themselves, and the management can provide opportunities for the teachers to develop and utilize the e-resources for the betterment of teaching/learning. Jeddah Community College is a good example of the case.

The first prior research and this research have similarities and differences. Similarities and differences between the first prior research and this research lie in the first prior research and this research has

¹ Intakham Alam Khan, *Challenges of Teaching Learning/English and Management* (Jeddah: King Abdul Aziz University, 2011), 45.

similarities and differences. The similarities and differences between the first prior research and this research lie in the similarity on the topic of research and research methods. The research topic of these two studies is the qualitative research method. The difference in this research and the first prior research lies in the sample research. This sample of research will involve teachers and students at Texas College English Course. While the samples of the first prior research are in the members of university students.

The second prior research has been conducted by Mihaela Cozma entitled to *The challenges of teaching English to adult learners in today's world.*² The objective of the second prior research is to arrive at conclusions that are relevant for the English teachers involved in the process of preparing adults for the different situations which require a good knowledge of this foreign language. The research method used in the second prior research is the qualitative research method. The sample of the second prior research is adult learners. The finding of the second prior research revealed other types of challenges that can be created by the expectations with which the mature students come to the English classroom. It is the expectations that such students might have with regard to the instructional methods employed during the course.

The second prior research and this research have similarities and differences. Similarities and differences between the second prior research

² Michaela Cozma, *The Challenges Of Teaching English To Adult Learner's In Today's World* (Romania: West University Of Timișoara, 2015) 01.

and this research lie in the second prior research and this research has similarities and differences. The similarities and differences between the second prior research and this research lie in the similarity on the topic of research and research methods. The research topic of these two studies is the qualitative research method. The difference in this research and the second prior research lies in the sample research. This sample of research will involve teachers and students at the Texas College English Course. While the samples of the first prior research are in the university students.

The third prior research has been conducted by Oluwayemisi Florence Fatiloro, with the title of research *Tackling the Challenges of Teaching the English Language as Second Language (ESL) In Nigeria*.³ The objective of the third prior research is to highlight the challenges which English Language learners face and equally proffer solutions. Essentially, effective teaching and learning of English will be realistic only when both the learned and learner demonstrate readiness to pay the sacrifices for their attainment. The research method used in the third prior research is the qualitative research method. The sample of the third prior research is students and teachers. The finding of the third prior research is showing that the type of English Language teaching and learning is faced with myriads of challenges ranging from overpopulation to inadequate human power, government inconsistent policies, lack of essential teaching facilities.

³ Oluwayemisi Florence Fatiloro, *Tackling the Challenges of Teaching the English Language as Second Language (ESL) In Nigeria* (Oyo State: Federal College of education, 2015), 02.

The third prior research and this research have similarities and differences. Similarities and differences between the second prior research and this research lie in the third prior research and this research has similarities and differences. The similarities and differences between the third prior research and this research lie in the similarity on the topic of research and research methods. The research topic of these two studies is the qualitative research method. The difference in this research and the third prior research lies in the sample research. This sample of research will involve teachers and students at the Texas College English Course. While the samples of the first prior research are in the university students.

CHAPTER II

REVIEW OF LITERATURE

A. GENERAL DESCRIPTION

1. THE CONCEPT OF CHALLENGE TEACHERS AND STUDENT'S

a. The Definition Of Challenge

According to Alfie Khon, Challenge means both to require someone and to use the full range of abilities and to call something into question.⁴ it means that challenge is one and the other object to be handled.

According to Joseph Akinola, Challenge lie opportunities and the perception towards the challenges people are faced with will determine what they become and what they make out of it, opportunity or misfortune, a victim or a victor⁵. A challenge is something that everyone will face how people can solve it as part of the process of being a responsibility to be a winner.

According to Luis Ngomo Okitembo, The word challenges means something that by its nature or character serves as a serious test; instead of trying to repair a malfunction; any challenge is connected with the opportunity seeing the experience as an opportunity will focus

⁴Alfie Khon, *No Contest: The Case Against Competition* (New York: Houghton Mifflin Company, 1992), 156.

⁵ Joseph Akinola, *You Will Power: Get Ahead With Your Intention A Come To Place Called Attention*(USA: Trafford Publishing, 2013), 35.

our attention on positive outcome.⁶ Challenges are a means of boosting our spirits to achieve a goal, whether successful or not the most important thing is that people have focused on solving it.

b. The Concept of Teacher and Students

a) The Concept Of Teacher

According to Barry McGaw, a teacher is defined as a person whose professional activity involves the transmission of knowledge, attitudes, and skills that are stipulated to students enrolled in an educational program. This definition does not depend on the qualification held by the teacher nor on the delivery mechanism.⁷ It means that teacher as someone who has perpetuated himself to teach science, educate, direct and train students to understand the knowledge they teach.

According to Doug Silsbee, the Teacher describes a very specific set of roles and behaviors within the overall approach to coaching that we are using here. Other wisdom and perspectives on what teachers do are just as well informed and valid as this one, but they pertain to different contexts.⁸ It means that a teacher is a person

⁶ Luis Ngomo Okitembo, In Everything, Give Thanks: The Power Of Gratitude(USA: Xlibris Corporation, 2012), 179.

⁷ Barry McGaw, *Teachers Matter: Attracting, Developing And Retaining Effective Teachers*(Paris: Organisation For Economic Co-Operation And Development,2005),25.

⁸ Doug Silsbee, *The Mindful Coach: Seven Roles for Facilitating Leader Development*(San Fransisco: A Jossey-Bass,2010),150.

that plays a role in the coaching process that is related to existing teaching.

According to Anne D. Cokburn, a teacher is someone who is abreast with current practice, keeps their practice up to date; someone who provides .you can tell by going into the Reception class – is the Reception environment a good one – so it would be a bright and stimulating area; they'd have different areas marked out for different activities for the Reception to for the children to access; resources organized within easy reach of the Reception children and nice, clear displays and things on the wall for the children to look at and gain understanding from; organised – you need to be very organized in Reception, so that helps; someone very clear and precise in their directions to children, so that the children know what they need to do when and someone bright and bubbly.⁹ It means that the teacher is a motivator for students, directing students to achieve good learning directions. In each class, the teacher is always demanded like an organizer.

b) The Concept Of Student

According to Evelyn Hunt Ogden ,a well student is defined as one who is achieving at a rate commensurate with his or her ability, has a positive attitude toward self, teachers and school, positive relationship

⁹ Anne D. Cockburn, Head Teacher, Mediocrecollegeus And The Challenge Of Educational Leadership: Reflection On Teacher Quality (London: University Of East Anglia, 2013), 19.

with peers and does not exhibit destructive behaviors¹⁰. It means that Good students can be interpreted as students who can reach the target with his circumstances, have a good relationship with school friends and teachers.

According to Ally, In education, although depersonalized by the virtualization, students don't lose their basic position. When they get completely virtualized, students can be set into the heterogeneous structures of, "virtual classroom" which brings complex situations rarely possible in the traditional classrooms.¹¹ It means that in the education students must follow what the teacher instructs, by entering into the virtual world of students.

According to Marianne_Nikolov, The learner is a subject being observed and is external to the inferences being made and the actions being taken as the result of the inferences.¹² It means that students become subjects that we study as teachers, and make the final goal of learning from the rigorous teacher's thoroughness.

c. The Concept Of Teaching And Learning

Kathy Paterson holds that the concept of teaching excellence is simple—effective, time-efficient, child-centered teaching—the elements that contribute to it are vast and multifaceted. For this book,

¹⁰ Evelyn Hunt Ogden, Ed.D, Vito Germinario, Ed.D., *The Students: Answer's For Educators* (Pensylvania: Tehnomic Publishing Company, 1988), 01.

¹¹ Ally, M. *Foundations of Educational Theory for Online Learning. (Theory and Practice of Online learning: Athabasca University, 2004).*, 01.

¹² Marianne_Nikolov, *Assessing Young Learners of English: Global and Local Perspectives* (Sweden, Lund University, 2016), 01)

these fundamentals could be contained in two major areas: personal power and professional power. Even within these broad categories that encompass many kinds of strength, the traits and strategies overlap. That is because excellent teaching is a tightly woven union of personal characteristics and instructional style, resulting in great academic success and personal growth for both students and teachers. Students will be happy, confident, able to handle curriculum well, and eager to learn; teachers will be pleased with the work of their charges and confident in their strengths and teaching abilities.¹³ It means that the teacher is one of the keys to student success. In class, the teacher must be a good friend for students so that the curriculum taught can run well.

According to A.H. Sequeira, Teaching is a set of events, outside the learners which are designed to support the internal process of learning. Teaching (Instruction) is outside the learner. Learning is internal to learners. You cannot motivate others if you are not self-motivated. Motives are not seen, but, Behaviors are seen. Is learning a motive or behavior? Learning is both a motive and behavior but only behavior is seen, learning is internal, performance is external.¹⁴ It means that teaching is a tool that is prepared by the teacher to convey the existing material. This process is called teaching between teachers and students.

¹³ Kathy Paterson, *Teaching Dilemmas: Ten Powerful Solutions To Almost Any Classroom Challenge* (Ontario: Pembroke Publishers, 2005), 08.

¹⁴ A.H. Sequeira, *Introduction To Concepts Of Teaching And Learning* (Surathkal: National Institute of Technology Karnataka, 2012), 3.

According to Roger Flavell, Teaching is the art of the possible. However up-to-date or valuable the ideas of anyone in the department maybe, they will be valueless if they alienate either staff or students. If the department is seen as an organization which achieves the most efficient possible deployment of facilities, people and ideas, then all members of the department must be in a position to understand what the basis of discussion and innovation is¹⁵. it means that teaching as a requirement for teachers. teachers must form a small group among students so that the ideas students have are conveyed.

George Siemens hold that learning is a process that occurs within nebulous environments of shifting core elements – not entirely under the control of the individual. Learning (defined as actionable knowledge) can reside outside of ourselves (within an organization or a database), is focused on connecting specialized information sets, and the connections that enable us to learn more are more important than our current state of knowing.¹⁶it means that learning is a process that all exists within the individual. this process is determined by the individual.

According to Ruth Colvin Clark, Learning involves strengthening correct responses and weakening incorrect responses. Learning involves adding new information to your memory. Learning

¹⁵ Roger Flavell, Peter Hill, and Anita Pincas, Teaching English as a Foreign Language (University of London Institute of Education: London, 2003), 203 .

¹⁶ George Siemens, Connectivism: A Learning Theory For The Digital Age (E-Learning:Elearnspace,2005), 09.

involves making sense of the presented material by attending to relevant information, mentally reorganizing it, and connecting it with what you already know.¹⁷ it means that learning adds new knowledge of what we learn. learning involves the mentality of each student.

According to A.H. Sequeira, Learning is about a change: the change brought about by developing a new skill, understanding a scientific law, changing an attitude. The change is not merely incidental or natural in the way that our appearance changes as we get older. Learning is a relatively permanent change, usually brought about intentionally. When we attend a course, search through a book, or read a discussion paper, we set out to learn¹⁸. learn about a change from previously unknown to know. the development adds a new skill

d. The Principle Of Language Learning

A brief resume of some of the main concepts in language learning may be helpful. Following Gardner, Hatch and Wagners-Gough, and Schumann, six principal concepts can be identified:¹⁹

- (1) Context
- (2) Learner
- (3) L2 Teaching
- (4) L2 Environment
- (5) Learning
- (6) Outcome

¹⁷ Ruth Colvin Clark,

Richard E. Mayer, e-Learning and the Science of Instruction(San Francisco: Pfeiffer, 2012), 53.

¹⁸ A.H. Sequeira, Introduction To Concepts Of Teaching And Learning (Surathkal: National Institute of Technology Karnataka, 2012), 1.

¹⁹ Naiman, N., The Good Language Learner Modern Languages in Practice; 4 (University of Southampton: Multilingual Matters, 1996), 1.

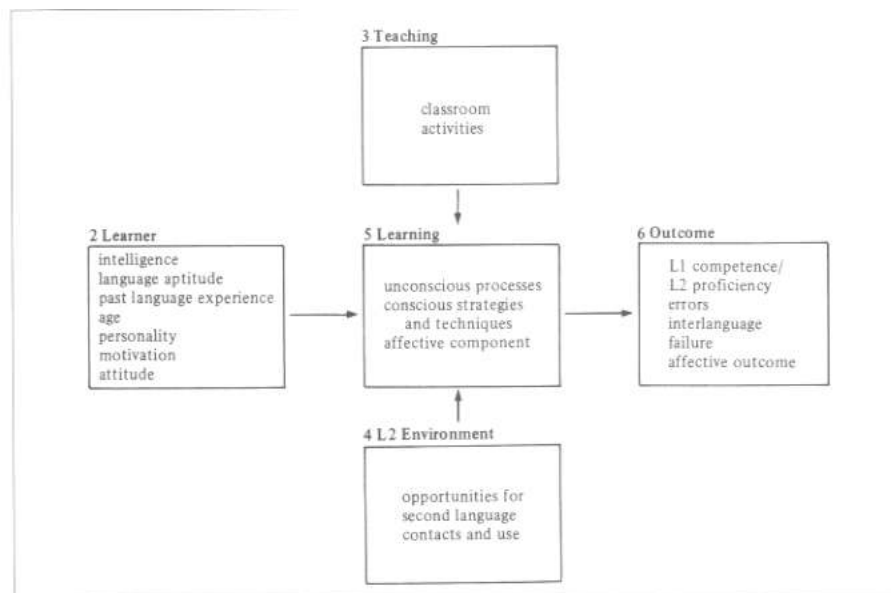


Figure 2.1 illustrates these six concepts about one another.

Investigators are interested in establishing the important variables within each, and their relationships to one another and eventually to the learning outcome. We shall discuss these concepts in reverse order.

e. The Role Of Teacher

The role of the administrator and teacher includes²⁰

1. Assessing the school climate and the individual needs of students
2. Setting expectations for improvement
3. Planning for the reduction or elimination of learning distractors
4. Planning activities and approaches for enhancing the learning environment
5. Planning for crises
6. Implementing, intervention monitoring and evaluating

²⁰ Evelyn Hunt Ogden, Ed.D, Vito Germinario, Ed.D., *The Students: Answer's For Educators*(Pensylvania: Tehnomic Publishing Company,1988), 01.

It is not the role of the school staff to become therapists. the problems or learning distractors discussed in the book can be addressed by the day-to-day activities of the staff in their interaction with students in the classroom.in cases such as drug addiction, attempted suicide, child abuse, or major dysfunctional behaviors the role of the school should be to identify and refer the child to a trained role outside experts.during or following treatment the school regains a role in providing supports for the student in the school environments.

f. The Role Of Students

When it comes to the role of students in a communicative approach to language, it is important to bear in mind that, as teachers we can no longer be considered only as teachers, just the same happens with students, since both teachers and students are responsible for learning. As we described previously, the traditional image of teachers as a dominant figure in the classroom has become dissolved over the years. This fact creates the need to facilitate the communication process in the classroom in which students feel safe and without threats.

According to Ozsevik (2010), in the CLT classroom, the whole environment is student-centered, and it does not depend on the teachers all the time, waiting for instructions, correction, permits, words of approval, evaluation, and praise. Instead, the students take a fairly positive role. They do not ignore each other but communicate with one another. They appreciate the contributions from each other; they all also cooperate and learn from each other in the best way possible. The main objective is that students help each other through communication. If any

difficulties or any questions come up during the lesson, the students instead of asking the teacher for help or advice, they try to solve the problem themselves. Only after they have tried to get the answer by themselves even in pairs or groups, they can seek the help of the teacher.²¹

"The role of the learner as a negotiator – between the self, the learning process, and the project of learning – emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way".

Similarly, Ozsevik in his descriptions of the role of students in a CLT classroom, declares that students participate actively in the interpretation, expression, and negotiation of meaning while the teacher assumes a role of facilitator and participant., insist on the need that students should achieve interdependence by acknowledging responsibility for their learning and sharing that responsibility with other students as well as with the teacher. Another objective that the student must possess is the commitment to undertaking communicative tasks with other participants within the same group: "*This commitment can be initiated and supported by a milieu in which the learner's*

²¹ Mònica Castellà I Fosch The Role Of Both Teachers And Students Within A Communicative Language Approach (Catalunya: university de Catalunya, 2017), 14.

contributions, interpretations, expressions and efforts to negotiate are recognized as valid as valuable".

In line with these authors, learners also have an important monitoring role, not only in lesson management but also they can apply it to their learning process. The student can be a provider of feedback to others. As for the expression and negotiation, the student adopts a dual function of being, first, a teacher for other potential students and, secondly, to inform a teacher about its process learning. In the latter role, the student can offer the teacher and other students, a new source that can help the process of teaching-learning group as a whole.

g. The Challenges Of Teacher in Teaching English

According to Afrianto, In the context of education, the challenge is not only the threat of the existence of teacher replace able teacher jobs but also in terms of how educators face new genes (Y genes and Z genes) which have their own characteristics. Today's teachers, for example, will face children who are very close to gadgets and or smart devices since they were from babies. They are usually referred to as digital natives. While many teachers know gadgets and other devices as digital. It is a challenge for teachers to anticipate this condition in their learning process in the classroom. Teachers, therefore, must continue to think about how they can utilize the closeness of students with technology, such as gadgets, in the learning

process in the classroom. Otherwise, our classes will be boring. Students will be more interested in playing with their gadgets (if they are allowed to bring into class), rather than listening to teacher's lectures that may be monotonous in the classroom. Students can even assume that they no longer need teachers because they can find out the various contents of the lessons they need by themselves. They can even know the contents of the lesson long before being delivered in class.²²

h. The Challenges Of Student in Learning English

1) Low Hours of English Language Teaching

Educational literature which is taught in schools is not up to date and is mainly old and boring. Even pictures of books are not attractive to students. Today's needs of students in English are not considered, while language is a dynamic phenomenon and the most educational contents are not different from 20 years ago. Some experts complain about the amount of time devoted to the course and believe that in many cases teachers cannot teach all subjects in this limited time. Because the students' learning motivation is low and on the other hand the content volume is high and teaching in the short term is very difficult. The main problem of teachers is related to the first year of secondary school. Because teachers need to teach the basics of the English

²²Hermann, *The Role and Impact of Industry 4.0 and the Internet of Things on the Business Strategy of the Value Chain* (Hungary :Corvinus University of Budapest, 2018) 07.

alphabet in 2 hours a week, skills(reading, writing, speaking and listening). It should be noted that 90% of the exam questions have no resemblance to the book exercises, in other words solving the exercises in books does not mean the readiness for the exam. And teachers are forced to solve the exercises and give and solve different sample questions to prepare students for the exam. on the other hand, despite the English teaching over 7 years(3 years in secondary school, three years in high school, and one year in pre-university), they do not have the required skills, including listening, writing, speaking and reading. Students pass the course just by memorizing the contents of these books and eventually forget all the material after a few months or perhaps keep them in mind for the entrance exam. After the entrance exam, they should think about the required English learning.

2) Lack of Concentration in Class

The second factor is the lack of concentration. When students do not have concentration cannot learn the material. The concentration depends on these factors:

1. Fatigue
2. Environment
3. Family problems

When all these factors are eliminated, the student can do his best to learn the language and gain a good score.

3) Most English Teachers Lack The Proficiency in The English Language

Most high school teachers are not fluent in English and they are unable to teach the English language orally. They teach English in the form of written language to students and this is not a hundred percent learning. English teaching is best done when the teachers teach the language orally and have Very little use of the Persian language in the classroom So that students could imagine they are in a foreign country. Therefore the student will be obliged to speak English and he/she can learn it better.²³

2. The Concept Of English Course

a. The Definition Of English Course

Educational Course Institutions (LKP) A. Educational Course Institutions (LKP) 1. Definition of Educational Course Institutions (LKP) Education based on RI Law No. 20 of 2003 concerning the National Education System in article 1 point 1 is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble morals, and skills which are needed by himself, society, nation, and state. 1 Education is also defined as a process of reorganization

²³ Akram Inanloo Khajloo, Problems in Teaching and Learning English for Students (Tehran: Islamic Azad University of Science and Research, 2013), 56-58.

and reconstruction (rearrangement) of experience so that it can increase the efficiency of individuals in their interactions with the environment and have social values to advance people's lives. 2 Basically, education is not only held informal education, but there is non-formal and informal education. This is in accordance with RI Law No. 20 of 2003 concerning the National Education System, article 1 paragraph 10, the education unit in group 1 of the Drafting Team, Law No. 20 of 2003 the National Education System.²⁴

According to Soelaman Joesoef, non-formal education is every opportunities where there is directed communication outside the school and someone obtains information, knowledge, training, and guidance according to the level of age and needs of life, with millionaire develop the level of skills, attitudes and values that make it possible for him to become efficient and effective participants²⁵.

Opinions of non-formal education experts regarding the definition of Nonformal education are quite varied. Sanapiah Faisal believes that non-formal education is an educational activity that is organized outside the formal system, both alone nor is it part of a

²⁴ (Jogjakarta: Media Wacana Press, 2003), hlm. 9 2 Taranto, *Desain Pengembangan Pembelajaran Tematik Bagi Anak Usia Dini TK/RA & Anak Usia Kelas Awal SD/MI* (Jakarta: Kencana, 2011)

²⁵ Soelaman Joesoef, *Konsep Dasar Pendidikan non formal*. (Jakarta: Bumi Aksara. 1992) , 50.

broad activity, intended to provide services to certain target students in achieving learning goals.²⁶

From some of the definitions above it can be concluded that non-education formal education is teaching and learning activities that are held outside the school to meet the educational needs of certain students for getting information, knowledge, training, and guidance so able to benefit the family, community, and country.

b. The Characteristic Of English Course

a. Infrastructure and Facilities

The availability of adequate infrastructure and facilities will certainly be very helpful in the implementation of learning English. Syahril (2005: 2) argues that facilities are elements that directly support or are used in the implementation of an activity, in the implementation of the learning process and these elements can take the form of tables, chairs, chalk, blackboards, props, etc. While infrastructure is all basic equipment that indirectly supports the implementation of the learning process. The infrastructure in question is the building (study room and staff), blackboard, stationery, and other media. The means in question are all tools used in learning English, including books, dictionaries, and other textbooks.

b. Teacher Educators

²⁶ Sanapiah Faisal. *Pendidikan nonformal Di Dalam Sistem Pendidikan dan Pembangunan Nasional*.(Surabaya: Usaha Offset Printing. 1981) 80

Teacher educators are one important component in the learning process. As has been stated by Sanjaya (2008: 198), that in the learning process teacher not only acts as a model or role model for students he teaches but as a manager of learning. Thus, the effectiveness of the learning process lies in the shoulders of educators. Therefore, the success of a learning process is largely determined by the quality or ability possessed by educators.

c. Process

Process evaluation aims to identify program activities or implementation. Evaluation is done by recording or documenting every 52 events in the implementation of activities, monitoring activities that have the potential to hamper and cause unexpected difficulties, find specific information that is outside the plan; assess and explain the actual process. During the evaluation process, evaluators are required to interact with the program implementing staff continuously. Process components in this study that will be evaluated include learning planning (educational calendar, syllabus, lesson plan, learning load, teaching materials), implementation of learning (methods, media), and evaluation (pre-test post-test, reports).

4. Product The main purpose of product evaluation is to measure, interpret and decide on the results achieved by the program, namely whether it has been able to meet the needs following the expected goals or not. The product component in this study that will be

evaluated is the results obtained during the learning process 1 learning period, which includes the results of learning material including components of knowledge, skills, and attitudes (listening, speaking, reading, grammar, and writing). From all these components, the minimum passing score criteria set by the institution is 60.

3. The Concept The fourth Industrial Revolution (4th IR)

a. The Definition Of The fourth Industrial Revolution (4th IR)

According to Aida Aryani Shahroom and Norhayati Hussin, The fourth Industrial Revolution (4th IR) is the stage in the development of knowledge in which the lines between physical, digital and biological spheres are being blurred .

Each IR has changed the way we live, work and interacts with each other. In this changing environment the managers and the employees have to rapidly adapt. They have to be opened and prepared for new strategies and to understand the fact that risk and innovation are unavoidable. Organizations cannot compete in this ever-changing environment without proper knowledge and lack of capacity for renewal. Managers have to manage the organization in such a manner that the employees will change their vision, ideas and attitudes on long term. Organizations need to see knowledge management as a strategy,

this means knowing how to apply knowledge management (KM) concepts to enhance the performance of the system and processes.²⁷

According to Hermann , Industry 4.0 is the actual digitization of industry, which now covers a new, fairly broad conception, and includes new technologies and concepts relating to the organization of the value chain. Industry 4.0 creates a modularly structured smart factory, meaning the Cyber Physical System (CPS) monitors physical processes, maps the physical world in the virtual world, and decentralizes operational decision-making (autonomous machines).²⁸

According to Afrianto, The term IR 4.0 itself originally came from a project initiated by the German government to promote computerization of manufacturing. IR 4.0 is characterized by an increase in manufacturing digitalization that is driven by four factors: 1) increased data volume, computing power, and connectivity; 2) the emergence of analysis, ability and business intelligence; 3) the occurrence of new forms of interaction between humans and machines; and 4) digital transfer instructions to the physical world, such as robotics and 3D printing.²⁹

²⁷ Shahroom, A. A., & Hussin, N. ,*Industrial Revolution 4.0 and Education*.(Selangor: International Journal of Academic Research in Business and Social Sciences,2018), 316.

²⁸ Hermann,*The Role and Impact of Industry 4.0 and the Internet of Things on the Business Strategy of the Value Chain*(Hungary :Corvinus University of Budapest,2018) 03.

²⁹ Afrianto, *Being a Professional Teacher in the Era of Industrial Revolution 4.0: Opportunities, Challenges and Strategies for Innovative Classroom Practices*(Universitas Riau : Faculty of Teachers Training and Education,2018) 03.

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

In this case, the researcher will consider the teacher's and students' challenges are in teaching-learning English. The researcher will decide to use qualitative research to analyze the teaching and learning process in the Texas College English Course.

According to Creswell, qualitative research is for exploring and understanding the meaning of individual or group considered to the social or human problem.³² It can be said that qualitative research means investigating and understanding the problem of humans or social by individuals or groups.

Qualitative research is research that aimed to describe, learn, and explain the phenomenon. The understanding of phenomenon can be reached by describing and exploring through narration. It means that the research procedure that results in descriptive data written or spoken from the participants and the behavior that is observed. It also belongs to a descriptive study that proposes to collect current information, to identify the problem, to make comparison or evaluation and to learn from others' experience to establish a decision.

³² John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3rd Ed*(New Delhi: Sage Publications, 2003), 4.

The characteristic of this research focuses on the descriptive qualitative research. The researcher will take a survey that can be used to describe phenomena and summarize. The aim of using a survey for descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.³³

In line with the explanation above, the purpose of this research to know the challenges of teacher and student in learning English at Texas College English Course.

B. Data Resources

In this research, the researcher divides the sources into two items. They are primary and secondary.

1. Primary sources

The primary source is original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. They present information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary source of this research is the result of interview students and teacher of Texas College English Course. The total numbers of the students and teacher are 8 students and 1 teacher.

³³ Geoffrey Marcyket. al., *Essentials of Research Design and Methodology* (USA: John Wiley & Sons, Inc. 2005), 16.

2. Secondary sources

Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from, documentation, journals, e-books, and articles that are related to the research.

C. Data Collecting Technique

Qualitative research typically follows an inductive process.³⁴It means that the data collection taken from process analyzing data become theory or interpretations. Creswell said that “in many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural setting gathering information”³⁵The data collection is the accumulation of specific evidence that will enable the researcher to properly analyze the results of all activities by his research design and procedures.

The data are needed in research work to serve the raw material that is used in the production of data. It provides a definite direction and a definite answer to a research inquiry. Whatever inquiry has to give a definite answer to an investigation. Data are very essential for scientific

85. ³⁴ Linda Kalofet.al., *Essential of Social Research*(England: Open University Press, 2008),

³⁵ John W. Creswell, *Research Design*(California: Sage Publications, 2000), 184.

research. In addition, the data are needed to substantiate the various arguments in research findings.³⁶

Qualitative researchers also have a toolbox of data-gathering techniques, including in-depth interviewing, participant observation, and document analysis.³⁷ The researcher in this research uses a document to collect the data. The researcher takes documents from the result of speaking and writing practice in teaching-learning English. In the process of collecting the data, the researcher collects the results of speaking and writing practice and to identify the teacher's and students' challenges in teaching-learning English.

In this research, the researcher uses three techniques to collect the data. There is observation, documentation and field notes.

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.³⁸ As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who have difficulty verbalizing their ideas (e.g., preschool children). Some of the disadvantages of

³⁶ Yogesh Kumar Singh, *Fundamental of Research Methodology and statistics*(New Delhi: New Age International Publisher, 2006), 212.

³⁷ Donald Ary et. al., *Introduction to Research in Education Eight Edition* (USA: Wadsworth Cengage Learning, 2010), 32.

³⁸ John W. Creswell, *Educational Research Planning Conducting And Evaluating Quantitative and Qualitative Research*(England: University of Nebraska, 2002), 53.

observations are that you will be limited to those sites and situations where you can gain access, and in those sites, you may have difficulty developing rapport with individuals. This can occur if the individuals are unaccustomed to formal research (e.g., a nonuniversity setting).

2. Documentation

A qualitative researcher may use written documents or other artifacts to gain an understanding of the phenomenon under study.³⁹In this research, the researcher uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public documents provide in the form of minutes from a meeting, official memos, and newspapers. Example of private documents is personal journal and diaries, letters, and personal notes.⁴⁰ Accordingly, the secondary data needed are documented as data resources in the form of documentation.

3. Interview

The interview occurs when the researchers ask one or more participants general, open-ended questions and record their answers.⁴¹ It means that by interviewing the participants can best

³⁹ *Ibid.*, 432

⁴⁰ John W. Creswell, *Research Design* (California: Sage Publications, 2000), 180.

⁴¹ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research 4th Ed*, (New Delhi: Pearson Education, 2012), 217.

voice their experiences unconstrained by any perspectives of the researcher or past research findings. An interview provides useful information when the researcher cannot directly observe participants, and the researcher permits participants to describe detailed personal information. Therefore, in this research, the researcher will use the interview to collect the data from the students.

D. Data Analysis Technique

The important part of the research study is analyzing data because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes two aspects, the aspects consists of text analysis and involve developing description and themes.

The researcher would apply Miles and Huberman model to analyze the data.⁴² The components of this analysis model are pictured by this figure.

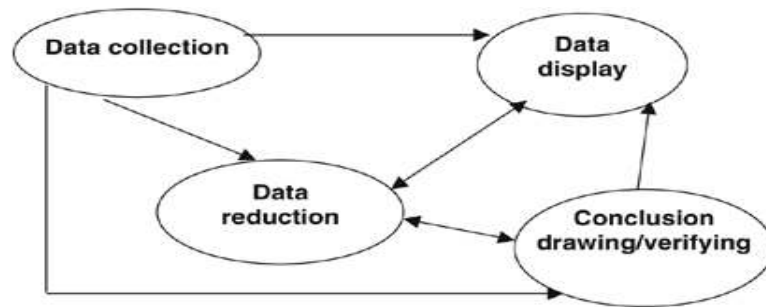


Figure 3.2 *Analysis Components of Miles and Huberman Model*

Data analysis by Miles and Huberman model conducts the following steps:⁴³

- 1) Data collection is the step when the researcher gathers all data which are used to complete the research.
- 2) The researcher reduces the data he had gotten by summarizing and choosing specific things.
- 3) To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire of the data.
- 4) Lastly, the researcher verifies his research by concluding data findings.

Therefore, it is concluded that the analysis of data has some functions in analyze research data that include in; to make the meaningful raw data, to test the null hypothesis, to get the significant results, to

⁴² Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 429.

⁴³ *Ibid*,

describe inferences or to make a generalization, and to calculate parameters.

E. Research Approach

In this research the researcher uses six steps in the process of research, as follows:⁴⁴

1. Identifying a Research Problem

The writer begins a research study by identifying a topic to study typically an issue or problem in education that needs to be resolved. Identifying a research problem consists of specifying an issue to study, developing a justification for studying it and suggesting the importance of the study to select audiences that will read the report.

2. Reviewing the Literature

Skills required for reviewing the literature develop over time and with practice. The writer can learn how to locate journal articles and books in an academic library, access computerized databases, choose and evaluate the quality of research on your topic, and summarize it in a review. Library resources can be overwhelming, so having a strategy for searching the literature and the review is important.

3. Specifying a Purpose for Research

⁴⁴ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2002), 7.

If the research problem covers a broad topic of concern, the writer needs to focus it so that the writer can study it. A focused restatement of the problem is the *purpose statement*. This statement conveys the overall objective or intent of the research. As such, it is the most important statement in your research study.

4. Collecting Data

Evidence helps provide answers to the research questions and hypotheses. To get these answers, the writer engages in the step of collecting or gathering data. Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors.

5. Analyzing and Interpreting the Data

During or immediately after data collection, the writer needs to make sense of the information supplied by individuals in the study. The analysis consists of "taking the data apart" to determine individual responses and then "putting it together" to summarize it.

6. Reporting and Evaluating Research

After conducting the research, the writer will develop a written report and distribute it to select audiences (such as fellow teachers, administrators, parents, students) that can use the information.

CHAPTER IV
RESULT AND DISCUSSION

A. Description Of Researching Setting

1. The Profile Of Texas College Metro

a. Brief History Of Texas College Metro

This research was conducted at the Texas College English Course. It was bulding on July 1985. The location of Texas College English Course in west hadimulyo, District central metro , Sub district Metro Lampung.

Since the establishment of Texas College English Course from 1985 until 2020, there have been two changes to the Head of texas college as follows:

Table 4.1
The History of Changing Headmaster in Texas College English Course

No.	Name	Year
1.	Anwar Bowie	1985 until 1998
2.	Fatawati	1999 until now

b. Profile Of Texas College Metro

Course : Texas College English Course

Address : Imam Bonjol Street, Number 15, West Hadimulyo, Distric. Central Metro , Sub Distric. Metro City

Status : Private

Handphone : 0725-44624

Email : texascollegemtr@gmail.com

c. Vision And Mision Of Texas College Metro

1. Vision Of Texas College Metro

- To Be The Skinny And Best English Language Training Institute In Lampung With Various Programs And Methods .

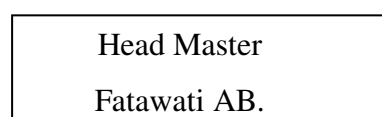
2. Mission Of Texas College Metro

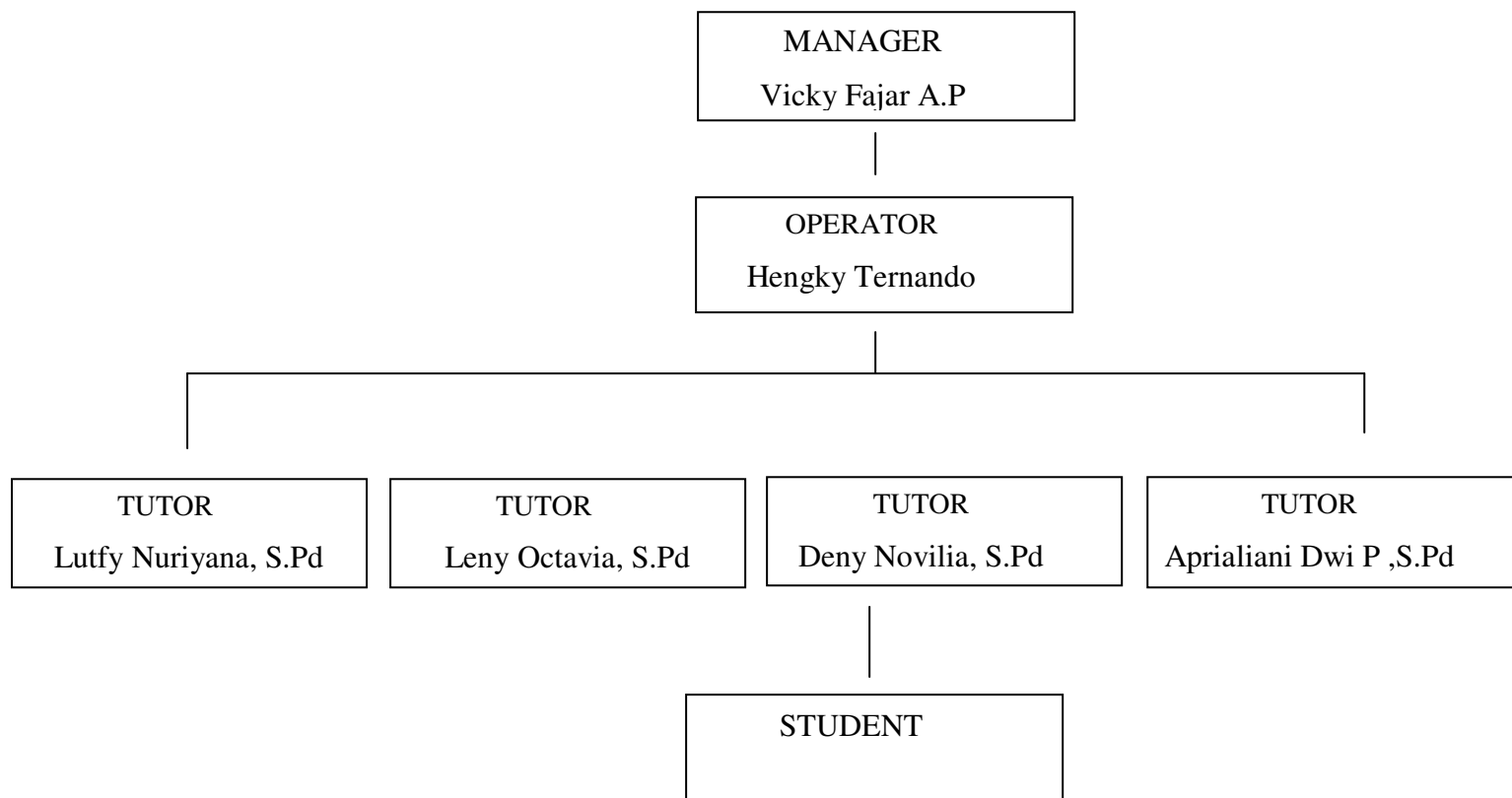
- Growing public awareness of the importance of English in life including career development.
- Always innovating to create a conducive teaching and learning situation
- Improve good relations, intimate relations between personnel of the institution both personally and family
- Improving the performance of educators, education personnel and students with competency based
- Increasing prosperity, family of educators and educational staff Developing institutions effectively and efficiently

d. Organization Structure Of Texas College Metro

Figure 4.1

The Organization Structure Of Texas College Metro





Source:Documentation Of Texas College Metro Academic Year 2019/2020

e. Condition Of Tutor And Official Employees At Texas College Metro

The total of tutor and official employees in Texas College Metro in academic year 2019/2020 that can identified as followed :

Table 4.2

Condition Of Tutors And Official Employees In Texas College Metro

No	Name	Sex	Occupation
1.	Fatawati AB.	Female	Headmaster
2.	Vicky Fajar A.P	Male	Manager
4.	Hengky Ternando	Male	Operator
5.	Deny Novilia, S.Pd	Female	Tutor

6	Lutfy Nuriyana, S.Pd	Female	Tutor
7	Leny Octavia, S.Pd	Female	Tutor
8	Aprialiani Dwi Puspita,S.Pd	Female	Tutor

f. Condition Of Students Texas College Metro

Texas college metro in academic year 2019/2020 have four programs.there were children class consist of 11 students,begginer class consits of 28 students,elementary class consist of 15 students,and intermediate class consist of 15 students.

Table 4.3
Condition Of The Students In Texas College Metro In
Academic Year 2019/2020

No	Class	Sex		Total
		Male	Female	
1.	Children	2	9	11
2.	Beginner	8	20	28
3.	Elementary	5	10	15
4.	Intermediate	2	13	15
TOTAL		17	52	69

B. Data Analysis

1. The Result Of Teacher's Challenge In Texas College Metro

The researchers conducted research on the challenges of student learning in learning and teachers in terms of the challenges of learning and teaching. In the era of education 4.0 students are more demanded to be active in the development of digital technology that is very massive. Researchers conduct research in Texas institutions of 25 years stood as a trusted thin English language institution in the city of Metro.

Researchers conducted a study on March 14, 2020 with 13 respondents. Consisting of 3 teacher respondents and 10 student respondents using the interview, observation and documentation method. Based on the results of the study can be known what are the challenges in the learning and teaching process in the educational era 4.0.

Furthermore, the writer will give the brief description of data analysis result as follows:

a) How Teacher Makes Learning Methods Relevant In Era 4.0

how educators deal with new genes (Y genes and Z genes) that have their own characteristics. Today's teachers, for example, will face children who are very close to gadgets and / or smart devices since they were babies. They are usually referred to as digital natives. While many teachers know gadgets

and other devices as digital. It is a challenge for teachers to anticipate this condition in their learning process in class.

Based on an interview with tutor Ms. AP revealed: by always auditing the material given to students so that they do not get bored quickly in learning English.

It was also strengthened by Ms. LN who stated that: learning English in Texas College always prioritizes innovation, it aims to make students always remember in learning English, for example the use of mobile phones for learning media

Therefore, teachers must continue to think about how they can utilize students' closeness to technology, such as gadgets, in the learning process in the classroom. Otherwise, our class will be boring. Students will be more interested in playing with their gadgets (if they are allowed into class), rather than listening to teacher lectures that may be monotonous in class. Students can even assume that they no longer need teachers because they can find out the various contents of the lessons they need themselves. They can even find out the contents of the lesson long before it is delivered in class.

2. The Result Of Student's Challenge In Texas College Metro

a. Low Hours of English Language Teaching

Some experts complain about the amount of time available for the course and believe that in many cases the

teacher cannot teach all subjects in this limited time. Because student motivation is low and on the other hand the volume of content is high and teaching in the short term is very difficult.

The main problem of teachers is related to the first year of middle school. Because the teacher needs to teach the basics of the English alphabet in 2 hours a week, skills (reading, writing, speaking and listening). It should be noted that 90% of exam questions do not have similarities to book exercises, in other words completing exercises in books does not mean readiness for the exam.

Based on an interview with DK Beginner 1 level students' class revealed that 'low learning hours for English make the material delivered to students less effective, for example for one week only given effective learning hours for 2 hours. school is also only 2 hours a week '.

As the results of the interview with RCD Beginner 2 level students' class ,namely low English learning time and high volume of material is a challenge for teachers, because this impacts on the teacher how we as educators must complete a lot of material and in accordance with the specified time.

Researchers also interviewed with SNA Beginner 2 level students' class. Low hours of learning English made me become less focused on the material delivered because learning difficult

English requires quite a lot of time rather than delivered by the teacher we can accept well".

This is reinforced by the statement of RCP students of Beginner 2 level ' lack of time to study English in thin institutions makes me less enthusiastic in learning English, should the hours of learning English in courses should be more than the hours of learning English in school .

Based on the interview conducted by the researcher above, it can be understood that learning time in English is one of the important factors students can quickly master the material conveyed by the teacher. by the time specified and the material that is not in accordance with the time of study hours.

b. Lack of Concentration In Class

The second factor is lack of concentration. Concentration is one important factor in learning, when students do not have concentration can not learn the material. Lack of Concentration can be caused by many factors as below:

1. Fatigue

Fatigue is a symptom that is faced by every student and teacher, this is a lot of factors that influence it such as fatigue due to school hours and then have an impact on learning in lean and for teachers fatigue due to the dense learning hours that are

not only in the course also affect teacher performance in the teaching.

Based on an interview with RCP students of Begginer 2 level that sometimes students when studying in a course are already very tired because the energy has begun to decrease due to study time in a crowded school.

This is also reinforced by the statement of SA students beginner 1 level 'class. Sometimes when I study in the course I feel tired because of the tight hours of study from morning to evening and must be continued in the course. It affects the lack of concentration of my learning at the time in co 2. Environment

A conducive learning environment is very influential on good learning, with a conducive environment the teacher can explain the subject matter well and students will easily grasp the material given by the teacher.

Based on interviews with RCP students of Begginer 2 level a conducive environment will greatly affect the existing learning patterns. This is useful for students and teachers for learning.

This is reinforced by the statement of beginner level 1 class AF students in the texas college environment very supportive in learning with a conducive atmosphere from friends and the environment.

3. Family problems

The family is one component of the social environment that is very influential on the learning process of students. When there is a problem in the family this also affects students against the lack of concentration in learning.

Based on interviews with SA beginner level 1 class' sometimes the problem affects the spirit of learning. My enthusiasm is reduced because I keep thinking about family problems.

Researchers also interviewed SNA Beginner 2 level students' classes. I felt like I was losing half of my enthusiasm in learning when things went wrong in my family. This had an impact on my learning concentration.

Based on interviews the researchers have done above, it can be concluded that when all of these factors are eliminated, students can do their best to learn the language and get good scores and the teacher can easily explain the English material well urses.

c. Most English Teachers Lack The Proficiency In The English Language

Most English Teachers Don't Speak English Most middle school teachers are not fluent in English and they cannot teach

English. They teach English in written form to students and this is not one hundred percent learning.

This is confirmed by the exposure of Texas College students:

1) SA Beginner 1 Level Class 'says that:

'There are many tutors who have not mastered English well, sometimes in learning there is still a lot of using Indonesian rather than English.

2) SNA Beginner 2 Level Class Students' say that:

'English teachers at Texas College rarely use English full, in learning many use Indonesian.'

3) AF Beginner Level 1 class says that:

'Learning at Texas College is indeed interesting but in my opinion the lack of use of English learning media as well as the full use of English.

Based on the interview results above, it can be concluded that, teaching English is best done when teachers teach languages verbally and have very little use of Indonesian in class so students can imagine they are in a foreign country. Therefore students will be required to speak English and he can learn it better.

3. The Factors That Influence Teachers' And Students' Challenges In Teaching-Learning English At Texas College Metro

Based on the results of the presentation of data through interviews and observations conducted by researchers it appears that there are several factors that influence. The factors that influence the challenges of teachers and students in learning at Texas College are as follows:

a. . Facilities

Facility is one of the important indicators for a course institution. This is because the facility is a supporting tool in learning and teaching activities. If the facilities are good, the learning activities will be easier. become less conducive.

Based on the results of interviews with Ms. ADP stated that:

‘Good and conducive learning must be supported by good facilities and infrastructures, this is useful to support teaching and learning activities so that students and teachers are comfortable in teaching and learning activities‘

This was confirmed by AF Beginner Level 1 Class said that: ‘Learning must be supported by good facilities, this is so that we students are enthusiastic in learning English‘.

b. . Learning system

The learning system is one indicator in the course institutions. This includes learning methods, learning materials and

learning time. The learning system is very useful to support a course institution in dealing with teaching and learning activities.

This is based on an interview with LN who said that:

‘The learning system in Texas is always up to date in accordance with the times, and always uses a curriculum that conforms to existing standards.

This was reinforced by VF who said that learning system used at Texas College Metro was in accordance with the applicable curriculum standards ‘.

c. Teacher

The teacher is an important factor in learning. The teacher functions as a transfer of knowledge to students. Therefore, teachers who are competent in the English field are very much needed.

This is consistent with the results of an interview with Mr.VF as manager and tutor at Texas Metro Metro stating that:

‘Texas College always screens closely the teachers who will become educators in the course. This is useful to determine the ability of prospective teachers.

Based on the results of interviews and observations, it can be concluded that the factors that influence the challenges of teachers and students in teaching at Texas College, there are three factors, namely facilities, learning systems and teachers.

4. The Solution To Minimize Of Teachers' And Students' Challenges In Teaching-Learning English At Texas College Metro

Based on the results of interview and observation data can be known what are the challenges of teachers and students as well as the factors that influence in teaching and learning. Based on these data will be able to draw conclusions how to minimize these challenges. As for ways to minimize the challenges of teachers and students as the following:

a. Facilities

Good facilities are one way to minimize the challenges of teachers and students. The function serves as a supporting tool used by teachers and students in learning. Facilities such as whiteboard markers, classrooms, chairs, study desks and textbooks. If all these facilities can be fulfilled well, the learning will run conducive.

b. Learning Systems

The learning system is an important indicator that is used to support a teaching. The time is in accordance with the subject matter, learning methods are always varied for students not being fed up with learning. learning and also have an economic impact

c. Competent Teachers

The teacher is important in terms of teaching. Teachers as someone who is trusted by students as role models and also as

transferring knowledge to students. Teachers who are competent in the field of English also support students' ability in English.

Those are some of the ways that can be used to minimize the challenges that teachers and students have in teaching English at Texas College Metro.

C. Discussion

This research was conducted at the Texas Metro College in the academic year 2019/2020. From the results of data analysis several teachers and students still have many challenges.

It can be concluded that there are still many challenges of teachers and students in teaching and learning. There are 4 challenges of teachers and students found, namely How Teachers Make Learning Methods That Are Suitable For Students In The Digital Age, Low Hours Of Teaching English, Lack Of Concentration In Classes, And Most English Teachers Do Not Speak English. This is caused by many factors such as inadequate facilities, learning systems that tend to be boring, and teachers who do not master English well.

To minimize this challenge, there are many solutions that can be used by Texas College Metro. First, make adequate facilities, for teachers and students comfortable and concentrate in learning. Second, they make learning systems that are suitable in the digital era. Finally, teachers who are competent in the field of English, if the three aspects above, it makes students more enthusiastic in learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis in Texas College Metro, the writer concludes as follow:

1. Based on data that has been thoroughly analyzed, it can be concluded that there are four challenges faced by teachers and students, namely how teachers make learning methods that are suitable for students in the digital age, low hours of english teaching, lack of concentration in classes, and most english teachers not mastering english.
2. Based on existing challenges. Factors that influence challenges for teachers and students This is caused by three factors such as inadequate facilities, learning systems that tend to be boring, and teachers who have not mastered English well.
3. To minimize this challenge, there are many solutions that can be used by Texas College Metro. Make adequate facilities, for teachers and students comfortable and concentrate in learning. They make learning systems that are suitable in the digital age. Teachers who are competent in the field of English, if the three aspects above make students more enthusiastic in learning English.

B. Suggestion

Through this research, the writer would like to constructively give suggestions as follow to:

1. For Students

Students who learn English well in school or course institutions. The use of English is very important in the current era of globalization.

2. For Teachers

The teachers to add a variety of learning media for students so that they are more enthusiastic in learning English.

3. For the Head of Department

The Head of the Department has improved learning facilities to meet standards. especially regarding the use of digital media in learning.

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DOCUMENTATION SHEET

No	Documentation Points	Availability
1	A profile of Texas College English Course	✓
2	Quantity of students and teacher of Texas College English Course	✓
3	Organization Structure of Texas College English Course	✓
4	Facilities	✓
5	Location Sketch	✓

Note.

- (✓) Tick for each positive availability

Observation Sheet

For Teacher

No	Analysis	Yes	No
	teachers need to know the appropriate subject matter in the era of education 4.0	✓	
	teachers need to know how to present this clearly to students in the educational era 4.0	✓	
	how to integrate further learning of subjects with learning material in schools in the 4.0 era	✓	
	create learning materials that are appropriate to the era of education 4.0	✓	
	The teacher makes learning material according to the educational era 4.0	✓	

For student

No	Analysis	Yes	No
1.	Is it appropriate for the English learning system at a course institution in the era of education 4.0	✓	
2.	How to increase motivation to learn English in the era of education 4.0	✓	
3.	the volume of content is high and teaching in the short term is very difficult	✓	
4.	the material taught is not in accordance with the era of education 4.0	✓	
5.	low use of digital media in the learning process	✓	
6.	Is it appropriate for the English learning system at a course institution in the era of education 4.0	✓	

Interview Sheet

For Teacher

- 1.. What Do You Know About Challenge ?
2. What Challenges Exist In Learning In The 4.0 Era?
3. How To Deal With The Challenges Of Learning In The 4.0 Era?
4. What Learning Methods Are Appropriate For Era 4.0?
5. Has The Texas Course Institute Already Used The 4.0 Education System ?

For Student

1. How To Motivate Yourself To Learn English In The Era
Education 4.0
2. What Do You Know About Challenge ?
3. Are You Ready With Education 4.0?
4. What Are The Challenges In Learning English In The Era Of
Education 4.0?
5. How To Deal With The Challenges Of Learning English In The
Era Of Education 4.0 ?
6. Is Learning English Using Digital Media In The Learning
Process?

Nomor : B-0 /In.28.1/J/PP.00.9/1/2020
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

27 Januari 2020

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Ahmad Agus Saputra
NPM : 1501070007
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : A Study On Teacher's and Student's Challenge In Teaching Learning English At Texas College English Course Of Metro

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 0750610 2008011032



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

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Nomor : B-0111/In.28.1/J/TL.00/01/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
PIMPINAN TEXAS COLLEGE
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **AHMAD AGUS SAPUTRA**
NPM : 1501070007
Semester : 10 (Sepuluh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : A STUDY ON TEACHERS AND STUDENTS CHALLENGE IN
TEACHING LEARNING ENGLISH AT TEXAS COLLEGE ENGLISH
COURSE OF METRO

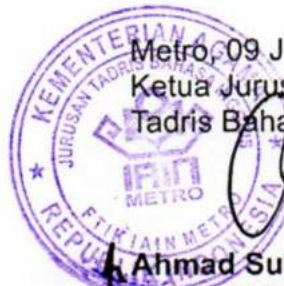
untuk melakukan *pra-survey* di TEXAS COLLEGE.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 09 Januari 2020
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610200801 1 014





KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-0481/ln.28/D.1/TL.00/02/2020
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
PIMPINAN FATMAWATI TEXAS
COLLEGE
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0480/ln.28/D.1/TL.01/02/2020,
tanggal 05 Februari 2020 atas nama saudara:

Nama : **AHMAD AGUS SAPUTRA**
NPM : 1501070007
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di TEXAS COLLEGE, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "A STUDY ON TEACHERS AND STUDENTS CHALLENGE IN TEACHING LEARNING ENGLISH AT TEXAS COLLEGE ENGLISH COURSE OF METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 05 Februari 2020
Wakil Dekan I,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



LEMBAGA PENDIDIKAN BAHASA INGGRIS TEXAS COLLEGE

Alamat : Jl. Imam Bonjol No. 25 phone (0725) 44264 Metro

Metro, 23 Januari 2020

Nomor : 003/TC-M/II/18
Lampiran : -
Perihal : Permohonan Izin Penelitian

Kepada Yth,
Ketua Jurusan Pendidikan Bahasa Inggris IAIN Metro
Di_
Kota Metro

Dengan hormat,

Sehubungan dengan Surat Perihal Izin *Pra-Survey* Nomor : B-0111/In.28.1/J/TL.00/01/2020 mengenai permohonan izin penelitian, kami menyatakan bahwa mahasiswa yang identitasnya tertera di bawah ini :

Nama : Ahmad Agus Saputra
NPM : 1501070007
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris
Jenjang : Stratra satu (S1)

Diterima untuk melakukan kegiatan *Pra-Survey* dan Penelitian di LPBI Texas College. Demikian surat ini kami sampaikan dan atas perhatiannya kami ucapkan terimakasih.

Metro, 23 Januari 2020

Manager of Texas College


Sigit Suharjono, M.pd



LEMBAGA PENDIDIKAN BAHASA INGGRIS TEXAS COLLEGE

Alamat : Jl. Imam Bonjol No. 25 phone (0725) 44264 Metro

Metro, 10 Februari 2020

Nomor : 004/TC-M/31/18
Lampiran : -
Prihal : Balasan telah Melakukan
Research an. Ahmad Agus Saputra

Kepada Yth,
Wakil Dekan I Fakultas Tarbiyah
dan Ilmu Keguruan IAIN Metro
Di_
Kota Metro

Dengan Hormat

Sehubungan dengan Surat Perihal Izin Research IAIN Metro Nomor :
B-0480/In.28/D.1/TL.01/02/2020 Tanggal 05 Februari 2020 mengenai permohonan surat izin
research kami menyatakan bahwa mahasiswa yang identitasnya tertera dibawah :

Nama : Ahmad Agus Saputra
NPM : 1501070007
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris
Jenjang : Strata Satu (S1)

Maka dengan ini kami telah menerima dan mengizinkan nama tersebut diatas untuk
melakukan Research di LPBI Texas College, dalam rangka menyelesaikan tugas akhir.
Demikian surat ini kami sampaikan dan atas perhatiannya kami ucapkan terimakasih

Metro, 10 Februari 2020

Manager of Texas College


Sigit Suharjono, M.pd



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-68/In.28/S/U.1/OT.01/01/2020**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : AHMAD AGUS SAPUTRA
NPM : 1501070007
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070007.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 09 Januari 2020
Kepala Perpustakaan

[Signature]
Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Ahmad Agus Saputra

NPM : 1501070007

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : Multiple Voices

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Ahmad Agus Saputra

NPM : 1501070007

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : Multiple Voices

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : AHMAD AGUS SAPUTRA
NPM : 1501070001

Fakultas/Jurusan : FTIK / TBI
Semester/TA : X/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu 06/05/2020			- revise table of contents - revise of abstract - revise chapter IV - revise chapter V	
2.	Jumat 15/05/2020			- revise acknowledgment - revise dedication page - revise abstract - revise chapter IV - revise chapter V	
3.	Senin 08/06/2020			- revise chapter V Ace to mangang	

Mengetahui :
Ketua Jurusan TBI

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Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002



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IAIN METRO

Nama : AHMAD AGUS SAPUTRA
NPM : 1501070001

Fakultas/Jurusan : FTIK / TBI
Semester/TA : X/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Jumat / 2019 10/01			revise observation kst revise interview sheet	
2	Rabu / 2019 15/01			revise observation kst revise interview kst	
3	Jumat / 2020 10/01			Acc APD	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
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Dosen Pembimbing I

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Nama : AHMAD AGUS SAPUTRA

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070001

Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Selasa / 3/10/2019		V	Revise Cover Revise page layout Revise chapter I Revise chapter II Revise Chapter III	
2				Revise chapter I Revise chapter II Revise chapter III	
3				Mc Seminar See I Advisor	

Mengetahui :
Ketua Jurusan TBI

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Dosen Pembimbing II

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IAIN METRO

Nama : AHMAD AGUS SAPUTRA

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070001

Semester/TA : X/ 2020

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Senin, 20 / 09 / 2020			Revisi chapter I Revisi chapter IV Abstract	
2	Kamis, 23 / 09 / 2020			Revisi table of contents Revisi IV	
3	Rabu, 29 / 09 / 2020			Revisi Munggaran Sen I Advisor.	

Mengetahui :

Ketua Jurusan TBI

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IAIN METRO

Nama : AHMAD AGUS SAPUTRA
NPM : 1501070001

Fakultas/Jurusan : FTIK / TBI
Semester/TA : X/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
			✓	<i>Ahmad Agus Saputra</i>	

Mengetahui :
Ketua Jurusan TBI

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Dosen Pembimbing II

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Related Photos



Texas College



Interview with Tutor



Interview with Head Master



Interview with Tutor



Interview with Students



Interview with Students



Interview with Students



Interview with Students

CURRICULUM VITAE



The name of writer is Ahmad Agus Saputra he was born in Rukti Harjo, on august 01, 1997. He is the fourth child of Mr. Komarudin and Mrs Tarwiyah. He lives in Rukti Harjo, Central Lampung.

In 2009, she graduated from SDN 01 Rukti Harjo, Central Lampung. At the time 2012, He graduated from Mts Maarif 06 Seputih Raman. Then, He continued study to SMAN 1 Seputih Raman, Central Lampung and graduated in 2015. In 2015, He entered S1 English Education Program of states islamic studies of Metro (IAIN Metro).