

CHALLENGES OF TEACHING ENGLISH IN SECONDARY SCHOOLS OF NON-NATIVE COUNTRIES

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***Abstract.** Today, in most non-native countries, particularly in secondary schools teaching English is being somewhat challenging process, the difficulty rate rises even further. In this article, challenges of teaching, based on several techniques, for example, meta-analysis, reviews, including the search for other sources will be discussed. According to conducted research, this article converses about 3 main difficulties in certain parts*

***Key words.** Challenge, external challenge, non-native country, solutions, demotivate, comprehend, authentic, frameworks, factor.*

Introduction: It can be known from historical evidence that English was being taught as a second language or a foreign language as far back as the 15th century. But despite the fact that almost 6 centuries have passed, it is becoming difficult for most school students to teach the language. Firstly, this article will answer three research questions: What are the real challenges of teaching English in non-native English-speaking countries connected with students? What are the teacher related challenges? Finally, at the end of article, some possible solutions will be suggested. The efforts taken are divided into two; efforts done by the schools and by the English teachers. On the other hand, applying various teaching methods and techniques, matching students' proficiency level and learning situation, making use of available resources and facilities, providing motivational feedback, looking for appropriate methods or materials, and teachers' self-reflection are affords tackling these teaching challenges.

Student-related challenges: Lack of vocabulary. One of the most challenging tasks students encountered is mastering vocabulary. Why students lack vocabulary, i.e. students believed that they did not need to know words because they were not common, even rarely used in their daily lives, therefore, they have no motivation to learn the words. Lack of Concentration In Class When students do not have the

concentration can't learn the material. Concentration depends on these factors: fatigue and insomnia; environment and family problems. Lack of Repetition and Frequent Practice of Students. Since students are not interested to learn English, so they will be tired of repeating and practicing the language. If the language is taught by the use of audio and video, then the students will learn it within a short period of time.

Teacher-related problems: English teaching process tends to be challenging when it comes to the teachers' qualification, language proficiency level, and training since these points can cause teachers' confidence. Teachers whose teaching training is not enough might strive to symbolize teaching methods effectively. Applying appropriate teaching methods and techniques is tough because the teachers do not merely think of how to transfer language skills, but also how to remain students' motivation and enthusiasm in learning and practicing English [Ansari,2012].

External challenges: Too big classroom size. Although most of the schools typically consider class size a factor in determining teaching loads, there is no accepted definition of a large class. For example, a large class contains between 30 and 50 students. Large class size qualitatively as "any class where the number of students poses both perceived and real challenges in the delivery of quality and equal learning opportunities to all students in the classroom". In practice, class size norms vary greatly across institutions and disciplines, with some business schools considering sections of 15–20 students to be small and between 100 and 150 to be large [Raimondo et al., 1990]. Students' low motivation. Motivation is one of the most important factors in language learning.. Motivated students are more able to adapt learned content to new situations because they tend to reflect on underlying causes or frameworks.

Solutions done by teachers. The lack of English proficiency in special needs teachers seemed to happen quite a lot in observed teachers. As the teachers have to teach almost all subjects in the class, it might be hard for them to master everything. The use of YouTube videos and English learning applications on

smartphones surely worked well in the classroom, in helping the teacher overcome their English proficiency. YouTube videos allow the viewers to get exposure to authentic English, as well as the real everyday English spoken by the people. In this case, this lets both the teachers and students get exposed to the pronunciation from English native speakers. This helps the teacher to avoid giving mispronounced words to the students, as well as helping the students to know how to pronounce the words correctly. Teachers should develop skill in teaching English, the willingness to prepare a wealth of instructional materials, a knowledge of the broad characteristics of the students' language and of English structure and a warm friendly attitude that will counter balance the students' lack of knowledge of the language. Despite the endless problems that happened throughout the learning and teaching process, the teachers tried their best to overcome the problems. From the findings, it is found that the teachers faced quite similar problems. In facing these problems, each teacher came out with different solutions in order to face these problems in their own classes.

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