

CHAPTER I

INTRODUCTION

1.1. The Background of Study

Education is essential and ubiquitous, and it significantly impacts the quality of human resources. Human resources have become more agile and adaptable in the face of change due to education. Education will continue to evolve and adapt. The rise of digital technology in schooling heralds the arrival of the fourth industrial revolution. The Fourth Industrial Revolution has significantly altered how people think, live, and interacts with one another. This epoch will disturb a wide range of human activities, not just in technology but also in economic, social, political, and educational fields. According to Winanti et al., (2019:227-232). The fourth industrial revolution began in the 2010s, with intelligent engineering and the internet of things as the foundation for machine mobility and communication. According to Lase, (2019:48-62), a shift of era is unavoidable at this time; hence appropriate human resource preparation is required to compete.

Teachers face more complicated challenges in the era of industrial revolution 4.0 than in previous generations, where they encounter more diverse students, more complex learning materials, and higher standards in the learning process, so it takes teachers who can compete not only in terms of cleverness but also creativity in creating effective teaching materials. Most schools and institutes employ technology to teach and learn English in this age of the industrial revolution. Creative learning, interactive learning, informative learning, fun learning, and the ability to accomplish learning objectives are all aspects of effective learning in the new era. The success of the teaching and learning process

in the classroom is determined by several elements, one of which is the teacher's language (Uspayanti, 2021:88-98) and also the strategies he uses.

According to Puncreobutr, (2016:2) teaching and learning English using the internet and technology as a source and medium of learning are examples of Education 4.0 influences. Learner-centred is the focus of education 4.0 to make students become more active and improve their critical thinking toward the materials. Teachers' assignments focus on developing students' skills and abilities; learner-centered is the focus of education 4.0 to make students become more active and improve their critical thinking toward the materials.

However, in industrial revolution 4.0 era still has several challenges for the teacher. Regarding the challenges of using technology, specifically the internet, for teaching and learning English, teachers should have basic technical knowledge before they apply computer technology to aid teaching and learning. No student can use a computer if they lack training in computer technology. However, most teachers today do not have the adequate technical training to guide their students through computers and assist with language learning programs. Therefore, computer technology's benefits for students unfamiliar with networks are non-existent Roblyer, (2003:255).

1.2. The Urgent of The Study

The reason for choosing the topic is the author wants to know what are the challenges experienced by teachers in teaching English in 4.0 Era, as well as how the strategies used by teachers to create good and smooth learning. The author focuses on finding out whether the results of this study can help teachers to

increase their resources and knowledge in teaching English and face the challenges of teaching English.

1.3. The Problems of Study

According to the explanation above, the writer formulates two questions as a result of this study, which are as follows:

1. What are the challenges encountered by the teachers in teaching English at SMP Negeri 2 Tapian Nauli?
2. What teaching strategies are used by the teacher in teaching English at SMP Negeri 2 Tapian Nauli in the Industrial Revolution 4.0 Era?

1.4. The Objectives of Study

The objectives of this study will support the previous background and problems, the objectives of the study are:

1. To find out the challenges faced by English teachers at SMP Negeri 2 Tapian Nauli in the Industrial Revolution 4.0 Era
2. To analyze what strategies are used by English teachers at SMP Negeri 2 Tapian Nauli in the Industrial Revolution 4.0 Era

1.5. The Scope of Study

In teaching in the industrial era 4.0, there are topics to discuss in the 4.0 Era: Challenges in teaching English, the Impact of the Industrial Revolution on Education, the Reason for the Existing 4.0 Era, and Strategies for Teaching English. In this study, the writers will focus on analyzing the challenges and strategies of teachers in teaching English. Where there are several teaching challenges, according to Songbatumis (2017:13): Teachers' ability and method, Mother Tongue Interference, Students' Motivation and Interest, Lack of

Vocabulary, Facilities in Learning, Not Enough Resources and materials, Overcrowded. And strategies according to Killen (1996:45): Direct Instruction, Small-Group Work, Co-operative Learning, Problem Solving, Research, Role Play, Case Study, Writing. So, the writer will focus on the challenges and learning strategies for English teachers.

1.6. The Significance of Study

This study is expected to be helpful in terms of theoretical and practically. It will describe as follow:

1.6.1. Theoretically

Hopefully, the results of this research can provide new information for readers to enrich their knowledge and understanding of the challenges and strategies of teachers in teaching English in the industrial era 4.0.

1.6.2. Practically

The finding can be helpful for:

1. For Teacher

The findings of this study will be helpful for teachers to find out the challenges and learning strategies used during the teaching and learning process in the industrial 4.0 era. The hope is that teachers can overcome challenges and apply good learning strategies in the industrial 4.0 era in teaching and learning.

2. Institution (School)

The findings of this study are expected to be valuable material for institutions or schools to develop and encourage teachers' understanding of challenges and learning strategies in the 4.0 era.

3. Researcher

This finding is expected to be an additional reference for further research on the challenges of teaching strategies in teaching English in the industrial 4.0 era.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

The researcher conducts a literature review for this study in this chapter. This review discusses several key ideas, including the 4.0 industrial revolution in education, English instruction, and past research.

2.2. 4.0 Industrial Revolution and Education

2.2.1. Definition of 4.0 Industrial Revolution

Industry 4.0 is linked to the concept of a "smart factory" Dutton, (2014:6). Smart factory can create a virtual replica of the actual environment, as well as decentralized decision-making Burh, (2015:3). In addition, the internet of things (IoT) and related services enable physiological systems to collaborate and communicate with one another and with humans in real-time. Due to the significant conversation about the internet of things, new technologies, and intelligent knowledge and systems, the debate about industry 4.0 and its worldwide influence is spreading (Friess & Vermesan et al., 2014:8).

The term "industrial revolution" refers to a series of significant changes in the industrial sector, spanning from "industry 1.0," "industry 2.0," "industry 3.0," and "industry 4.0." The advent of the railway and the first steam engine in 1784 heralded the start of Industry 1.0. introduced the industry to mechanical production facilities that used water and steam power at the time. Machines eventually replaced work equipment that first relied on human and animal control. The discovery of electricity and production assembly lines ushered in Industry 2.0 at the turn of the twentieth century. The commencement of the industrial age 3.0,

defined by the adoption of computer control and programmable memory, occurred around 1970. Robot-based automation and manufacturing allow for mass customization and adaptability. Industry 3.0, characterized by cyber-physical and manufacturing collaboration, was replaced by Industry 4.0. Hermann et al. (2016:5). Workers (humans) can collaborate with machines and robots, control and remote control their work, manage digital-based performance, and automate work knowledge using the new IR 4.0 features.

Based on the preceding, can conclude that the emphasis on the digital revolution is one of the focal points of IR 4.0. Because of the widespread use of computers and the automation of records in all fields, this is known as the digital revolution. Can observe this use in deploying intelligent robots that can rapidly, effectively, and efficiently replace human labor. On one side, using an intelligent robot to replace human labor represents a significant achievement of modern human society.

2.3. 4.0 Industrial Revolution in Education

2.3.1. The impact of Industrial Revolution in Education

Technological advancements during the rapid industrial revolution Many fundamental aspects have altered due to version 4.0, including lifestyle, social relationships, and basic human behavior. The key driver of these fundamental shifts in advanced information technology via the internet and trends in automation via artificial intelligence. Many firms are now using artificial intelligence-based automation to improve efficiency and production; examples include giant corporations that utilize intelligent robot technology, fake intelligence-based customer service, and artificial intelligence-based personal

assistants (Ghahramani, 2015:452-459). At an unprecedented rate, these technologies are disrupting every industry. For example, when a teacher assesses a student's performance and behavior, they may finally provide them with a personalized learning experience. A student with a learning disability may require a different approach in their teaching methods.

There are nine tendencies associated with Education 4.0, according to Fisk (2017), as mentioned by Aziz (2018:1). For starters, learning may occur at any time and in any location. E-learning systems provide excellent opportunities for self-paced distance learning between students and teachers. There are no limits to learning remote learning. Second, it will tailor learning to each student individually. This means that students will be taught according to their individuality. Third, students are free to choose how they wish to study. Fourth, it will introduce more project-based learning to students. Fifth, field activities such as internships, mentorship initiatives, and joint projects will expose students to more excellent hands-on learning. Sixth will introduce students to data interpretation in the grade, which will challenge them to apply their theoretical knowledge to numbers and use their reasoning abilities to create inferences from provided data sets based on logic and trends. Seventh, students will be evaluated differently, and traditional assessment systems may become obsolete or inadequate. Will consider eighth, students' input while developing and upgrading the curriculum. Finally, as students grow increasingly self-sufficient in their learning, instructors will be forced to take on a new role as facilitators, guiding students through the learning process.

2.3.2. The challenges of 4.0 Industrial Revolution in Education

The Fourth Industrial Revolution (Industrial Revolution 4.0) transforms how we live, work, and communicate. To adapt to the revolutionary changes that are occurring in the world today, the area of education must advance. The Fourth Industrial Revolution (Industrial Revolution 4.0) causes a paradigm shift in education (Elisabeth Pratidhina, 2020:1-12), emphasizing the importance of technology investment and human resource development to ensure that "teachers" in the realm of education are not displaced by technology and machines.

The difficulty is the possibility of teacher job replacement and how educators deal with new genotypes with their own characteristics (Naim, 2017:885-906). For example, teachers today will have to deal with students who have been exposed to technology since they were infants. It is difficult for teachers to anticipate this situation in their classroom learning process; as a result, teachers must continue to consider how they may use students' proximity to technology, such as gadgets, in the classroom learning process. Teachers are required to build teaching that is interesting enough to attract students' attention. Otherwise, the class will be boring. Students will be more interested in playing with their gadgets (if they are permitted to bring them into class) than listening to the teacher, which may be monotonous and boring. Students may believe that they do not require the services of teachers because they can learn the various classroom content they need. After all, technology already provides what they need. They may even be aware of the substance of the event before it is presented in class and has already been presented on the internet.

2.4. Teaching English in 4.0 Era

2.4.1. The Definition of Teaching English

According to Hanum (2017:1), the interaction between the teacher and students and between students and students is required in communicative classroom activities. It will ensure that communication takes place in the classroom. It will aid in the smooth running of the teaching and learning process. The teacher will achieve the aim when the interactions between the instructor and students, as well as between students and students, take place. In the classroom, the divide between teacher and students will close. As a result, the teachers and students will be equally involved in teaching and learning. Education, in this sense, is an activity that connects children to a structured learning environment. According to Johnson (2007:37), the teaching process should engage students in the search for meaning and assist them in comprehending the teachings they are learning. Teaching, in this sense, is a learning process in which students participate. Learning is carried out so that students understand the material the teacher offers to set learning objectives and grasp what they will receive due to their efforts.

Teaching English has been a professional and academic area for half a century. Many studies on teacher education and training have been conducted to increase the knowledge and abilities of English and foreign language instructors in delivering efficient classroom courses. The teaching of English as a general communication tool has become more crucial than it was half a century ago in the second millennium of a fast globalizing globe (Grace, 2010:1). In the last few decades, English language teaching (ELT) has seen significant modifications.

Differences in English teaching methods, such as the audio-lingual, silent, and scientific approaches, are among these developments (Diane Larsen-Freeman and Marti Anderson, n.d.). Teachers are thought to be essential in ensuring that students learn well. As a result, this highlights the importance of teacher training and movement to educate fully trained instructors rather than simply labeling them as competent teachers based on their ability to communicate in the target language. (Side, 1999: 286) regard English language teaching as a career that requires specific knowledge that may be obtained by experience and education, which is consistent with the professionalization issue. As a result, the drive to identify qualified instructors tends to focus on teacher subject matter preparation. Some even claim that the amount of teacher expertise and the quality of learning opportunities supplied by the instructor are directly tied to student accomplishment (Hattie, 2009:20).

2.4.2. The Challenges of Teaching English

The term "challenge" derives from the word "challenge," which means "anything that requires a lot of mental or physical effort to do successfully and hence puts a person's skills to the test ."Challenges may be defined as anything or an issue that is difficult to solve and demands more work and ability to solve. Thus, the impediments or issues that instructors experience when teaching English are defined as challenges in this study. To effectively complete a challenge, it is necessary to use mental and physical effort, and it does not interfere with the teaching and learning process.

Must address numerous factors during the teaching and learning process to develop an effective learning environment. Something like this necessitates a

wide range of tactics and strategies tailored to the curriculum and the requirements of the pupils. Furthermore, a skilled teacher must be capable of developing lesson plans. Of course, conducting business while teaching is difficult. In teaching English, the instructor may encounter several issues that stall the teaching and learning process. According to Songbatumis (2017:13), challenges can arise from teachers, school facilities, and students. Some of the problems or obstacles the teachers have to face in teaching English are:

2.4.2.1. Teachers ability and methods

The learning process is fundamental to the stage of education as a whole, and the instructor plays a significant part in it. In the classroom, the learning process involves a reciprocal relationship between teachers (Kurniawati, 2016:276-289). It's difficult to employ ineffective teaching methods and strategies since teachers aren't solely concerned with how they transfer four language skills: listening, reading, speaking, and writing. However, teachers must consider ways to boost students' motivation and passion for studying English. According to Jafari & Ansari (2012:125-131), Instructor efficiency and competency are critical in learning EFL. When teaching, teachers do things like start the session without inquiring about the students' moods, explain throughout the entire lesson, and assign them tasks. The teacher should stay away from this situation. The teacher must meet this situation. That is why knowledge of methods is essential for instructors because it serves as their foundation in the classroom in the teaching and learning process. According to Pande (2013:416-421), teachers may develop an effective learning process by matching the teaching technique and topic.

2.4.2.2. Mother Tongue Interference

This difficulty is typical when teaching English as a foreign language since English is not utilized in everyday speech. According to Fatiloro (2015:32-46), the cause of unknowingly inaccurate English performance is when students and instructors speak well in their native tongue. Grammatical errors, incorrect pronunciation, and semantic or morphological issues can cause mother tongue interference (Fatiloro, 2015:26-30). This is also reinforced by Fontiveros-Malana, (2018:32-46), who states that first language interference is a crucial factor impacting English language ability and competence.

2.4.2.3. Students Motivation and Interest

Learning can be successful if a student's motivation is high (Fedorova et al., 2021:121). Aftermath, most students believe the English language is the most challenging subject. Sometimes students do not pay attention to the teacher. They don't get anything when the class is over. Even if they comprehend the lesson, they will rapidly forget it. Students are mainly concerned with passing the course and avoiding remedial work. According to Abrar (2016b:94-101), some students engage in other activities such as playing, conversing with friends, and creating noise when teaching English. It has become a sign of a student's lack of ambition and interest in studying English. When pupils have no desire or are hesitant to become involved in learning the language fluently, this indicates a lack of drive (Abrar, 2016b: 94-101).

2.4.2.4. Lack of Vocabulary

English as a foreign language means that students and instructors in Indonesia do not utilize it in everyday speech. When a teacher speaks to the class in full

English and uses complex vocabulary, pupils may not grasp what the instructor says since the words are unfamiliar. There are also numerous similar terms with various meanings, which confuses pupils. For example, "express" can refer to anything done quickly or expressing your views through words. "Students in the English as a foreign language environment are constrained by their understanding of the target language's syntax and vocabulary and have to fight to comprehend the context," according to Chung (2016), as stated in Songbatumis (2017, p. 57).

2.4.2.5. Facilities in learning

In this case, facilities refer to the technologies used to facilitate English teaching-learning. The facilities will influence the success of the English teaching-learning process. According to Songbatumis (2017, p. 58), teaching English will not fulfill its objectives if the teaching materials are inadequate. Teachers who wish to educate about music or movies will require a projector to show the visuals and a speaker to present the audio. (Roinah, 2019:153-166) also emphasized that the teaching-learning process cannot function efficiently and maximally without any learning facilities in the school.

2.4.2.6. Not Enough resources and materials

Limited resources and materials, according to Abrar (2016a:1-2), might influence English teaching affectivity. Books, worksheets, and modules are included in the primary resources for teaching English since they will assist students in cultivating what they have previously learned and serve as teacher resources.

2.4.2.7. Overcrowded class

Overcrowding is one of the most common challenges English instructors face, and its impact on teaching and learning is well documented (Emery, 2013:45). The conducive class provides a fantastic setting for teaching English. It will be tough to make the teaching-learning process successful if the class has many pupils. "Desks and chairs are fixed or difficult to move; students sit close together in rows; little space for the teacher and students to move in the classroom; walls between classrooms are thin, and noise will disturb other classes," according to Baker and Westrup (2000). Teaching English to pupils whose first language is not English.

2.5. Strategies of Teaching English for English Teacher

The English language has already established itself as one of the worldwide languages everyone should study, and it significantly impacts all aspects. English has contributed substantially to allowing people from many nations to communicate and connect. It has its significance in the educational sector. English is essential for pupils to access science, technology, art, and cultural knowledge. Students will gain much from knowing and mastering the English language. To assist pupils in getting it, the teacher needs a plan to aid in the teaching and learning process as an educator with a significant position in the school. One of the essential approaches to achieving teaching goals in schools will be to develop appropriate tactics. Teaching techniques are the methods used to give learning materials to students in a specific learning environment, and they include the planning, diversity, and organization of activities that can help students acquire new abilities (Colombo, 2012:32). Learning objectives and teaching practices are

inextricably linked. It is clear from the description of the conduct and competencies that students must possess during and after class and the steps they must perform to attain these objectives. Teachers can pick teaching techniques judged suitable and successful to fulfill learning objectives and the building of student identities in the current curriculum because teaching tactics are not officially stated. Teachers must first identify the learning objectives and skills students will face to determine instructional tactics better. Aside from that, the instructor must comprehend the qualities of the teaching techniques to be picked and the influence of the strategy's capacity.

In general, many different types of teaching strategies may apply. The most talked about teaching strategies in education are Teacher Centered Learning (TCL) and Student-Centered Learning (SCL). Both offer advantages and downsides when used in the teaching and learning process. Instructor Centered Learning (TCL), according to Ardian and Sudji (2015:4), tends to function in one direction: the teacher providing the content. Students become passive due to this teaching. On the other hand, the instructor must select a teaching technique that will pique each student's interest and encourage them to participate actively in the learning process. Student-Centered Learning is one of the alternative teaching styles that allow for developing each student's activeness (SCL).ng method since they merely listen. As a result, kids' creativity is stifled

Student-Centered Learning (SCL) is still a hot issue in Indonesia, especially among those who prefer face-to-face learning, as seen by numerous discussion requests, lectures, and training sessions. Students-Centered Learning entails putting students at the center of all learning activities (Trinova, 2013:1). SCL is a

practical approach for assisting kids with their English language development. It's made to be a flexible learning system that adapts to students' learning styles. Furthermore, SCL's curriculum 2013 contains suitable objectives encouraging students to participate actively in the learning process. According to Killen (1996:67), the teaching strategy involves group investigation, and group investigation is a cooperative learning method that focuses on student participation and activities, some of these strategies are:

2.5.1. Direct Instruction

Direct instruction is a highly organized instruction in which pupils learn directly from an instructor. The teacher is solely responsible for the pupils' learning in this situation. The teacher establishes the lesson's aim, describes what students will learn, and assesses understanding based on students' ability to copy. Direct instruction is a teaching style that entails giving students clear and specific teachers to help them learn more effectively. Each phase of a particular topic or problem is explained to students via direct education. This teaching technique emphasizes extensive lectures and thought-out action plans so that students can learn a specific subject or topic better. Direct instruction allows students to experiment independently or ask questions only when necessary (Indriawati: 2017:24).

2.5.2. Discussion

A discussion is a form of exercise in which the class is divided into small groups to discuss a topic, a problem, or an issue. It is a student-centered technique since students participate actively. It is thinking together process in which learners speak freely to the teacher. The teacher's job is that of a moderator. Information is

passed from instructor to student and student to student. Individuals should not be allowed to dominate the debate by the teacher (Yusuf, 2012:45). An approach in which the teacher leads or helps the students in expressing their thoughts and ideas to identify and address problems collectively is known as discussion. According to Oyedeji (1996:45-53.), the discussion approach is based on the premise that combining the expertise and opinions of numerous individuals would lead to the discovery of solutions or answers to specific issues or themes.

2.5.3. Small-group Work

Small group work, according to Walton (1997:459), is a strategy for fostering open communication between the group leader and the members, as well as among the participants themselves. The group leader may make good use of the members' differing knowledge and attitudes, evident as they interact. According to (McCrorie, 2006:4), group work is designed to produce individual acts as the foundation for interaction among all members. A learning group is formed as a consequence of a reasoning process to address the specific tasks assigned to the group.

2.5.4. Co-operative Learning

Cooperative learning is a type of classroom teaching strategy that is widely employed. Collaborative learning, according to (Brown, 2004:314), is an approach in which students collaborate in pairs or groups and exchange information. According to Johnson, Johnson, and Smith (1991:42), cooperative learning is the utilization of small groups in the classroom so that students work together to enhance their own and each other's learning. They are people who must work together to attain similar learning objectives. It entails positive interdependence,

in which all members must work together to fulfill the job, and individual and collective responsibility, in which each member is responsible for the final result. As a result, the classroom environment will be pleasurable for students to study to meet the lessons and the team's goals.

2.5.5. Problem Solving

In the classroom, problem-solving is a standard method. The pupils should solve the problem independently, relying on their existing knowledge to help them. According to (Side, 1999:286), problem-solving is applying current information to a new circumstance to gain a new understanding. It signifies that students used prior knowledge to solve the current difficulty. On the other hand, problem-solving is a process based on phases that include scientific, clear, logical, and systematic thinking (Townsend, as cited in Yanuarto, 2020:1-7). Also under research, according to Lila (as mentioned in Yanuarto, 2020:1-7), is using problems as a learning approach to assist students in acquiring knowledge. According to Harmer (2010:43), the goal of problem-solving is to develop critical thinking in students. Students that participate in issue activities in groups, pairs, or individually face challenges. A problem-solving exercise aims to identify a solution to an existing problem. Students strive to think critically in this task, which is highly essential for developing students' thinking abilities in the target language. This will help pupils enhance their communication abilities.

2.5.6. Research

Research may also be defined as a method of observation or inquiry to discover solutions to issues or initiate the discovery process. Research may be utilized as a teaching approach to encourage pupils to study independently and

uncover new facts. Can conduct an inquiry or guided research using materials such as books or the internet. 'Research is a methodical process of human knowledge discovery and progress' (Gratton & Jones, 2009, p.4). According to Theodorson and Theodorson (1969), research is any sincere endeavor to examine an issue methodically or to contribute to man's understanding of that problem.

2.5.7. Role Play

Role play is a term used to describe a variety of exercises in which students picture themselves in a setting outside of the classroom, sometimes playing the role of someone other than themselves and adapting their language to the new circumstance (Penny ur 1996:131). Based on the definition above, role play is a method to play the role of others' characters in any situation. Moreover, "Role plays are highly essential in CLT because they allow students the chance to practice speaking in different social circumstances and different social roles, and Role plays can be put up in a very organized or less structured fashion," according to Diane (2000:134). It simply implies that the instructor informs the pupils about themselves and what they should do. The instructor also tells the students about the circumstance and the topic of discussion, but it is up to them to decide what they will say. Students are also given comments on whether or not they communicated successfully.

2.5.8. Case Study

A case study can be used with research, small-group work, and cooperative learning. May use this strategy to collect data in real-world scenarios and evaluate it using problem-solving techniques. This can assist students in applying classroom knowledge and analyzing data to offer meaningful information. May

use this strategy to collect data in real-world scenarios and evaluate it using problem-solving techniques. This can assist students in applying classroom knowledge and analyzing data to offer meaningful information. The "ability to follow the discussion" by "understanding points are given prominence, keeping up with the animated debate," and the "ability to contribute" by "probing, evaluating, and challenging the contributions of others and convincingly arguing one's position," according to the Common European Framework of Reference for Languages (Council of Europe 2018, 87).

2.5.9. Writing

Writing is an excellent approach to assessing pupils' knowledge and comprehension. It exposes their writing abilities and assesses their capacity to communicate effectively. Students may express themselves and cope with challenges in the classroom through writing. Learning English as a foreign language necessitates mastering the art of writing. Writing improves language acquisition, according to Bello (1997:132), because students experiment with words, sentences, and other parts of writing to effectively convey their ideas and reinforce the grammar and vocabulary they are learning in class. It indicates that writing is not only a way for pupils to express themselves and communicate their ideas but also a need for mastering other language abilities. Writing is the process of creating a written product. The process entails a series of thinking tasks in which the authors must translate their thoughts into written material clearly and cohesively. It is a stimulating exercise that promotes learning and thinking by encouraging conversation and making opinions available for reflection. May study ideas, evaluated, added to, reorganized, and modified when written down.

2.6. Previous Study

The first study, Challenges and Teaching Strategies of English Teachers in the Industrial 4.0 Era, was written by Uspayanti (2021:88-94). The author investigated the Challenges and Teaching Strategies in District Merauke. This study aims to look at the issues that English instructors face in District Merauke, as well as their teaching methodologies. This is mixed-methodologies research, which uses both qualitative and quantitative methods. Six high schools in the Merauke district, namely Senior High School 1 Merauke, Senior High School 2 Merauke, Senior High School 3 Merauke, Vocational High School 3 Merauke, Senior High School YPK Merauke, and MA Al-Munawwaroh, participated in the study as participants. Questionnaires and interviews were utilized to gather information. The questionnaires used had 40 statements, and the discussion had 14 questions about the problems and strategies of teaching English in the age of the fourth industrial revolution. As a result, there are difficulties in teaching and learning, particularly in online learning. The majority of pupils are limited in terms of technology and motivation. While for the strategy in teaching English in the industrial revolution era 4.0 by motivating students about the importance of English, providing learning variations such as video, and audio, practicing a variety of questions, and using online applications (WhatsApp, Google Classroom, Google Translate, Zoom, and Google Meet), Furthermore, by utilizing conversations, direct question and answer, blended learning, discovery learning, visual media, audio linguistic technique, TPR, GT, and voice note. The research findings are used as a reference because the writer thinks this research can support

the writer in understanding the challenges and teaching strategies in the industrial 4.0 Era.

The Second study, *An Analysis of Teacher's Strategies in Teaching English*, was written (Abarca, 2021). The author investigated the Teaching Strategies in SMAN 1 Segedong. This study aimed to see what tactics instructors used to teach English and what factors influenced those strategies. This was a descriptive qualitative study for the English instructor at SMAN 1 Segedong. Interviews with an English instructor at the school were used to collect data. Processed data through familiarization and organization, coding and reduction, interpretation and representation. According to the study's findings, the instructor utilized five teaching techniques, and three factors influenced them. Discussion methods, demonstration strategies, employing electronic media as a learning medium, using games, and offering reinforcement after the teaching and learning process were some of the systems used. The English teaching technique at SMAN 1 Segedong was affected by three variables. The first aspect was the student, which included the student's primary background, such as Science and Social Studies, and the student's ability to follow the learning process. The second component was the teacher's influence. This element involved instructors' capacity to use technology to complement their instructional strategies. Finally, the facility describes how the learning resources are restricted. The research finding includes used as a reference because the writer thinks this research will help the writer solve the second problem of this study.

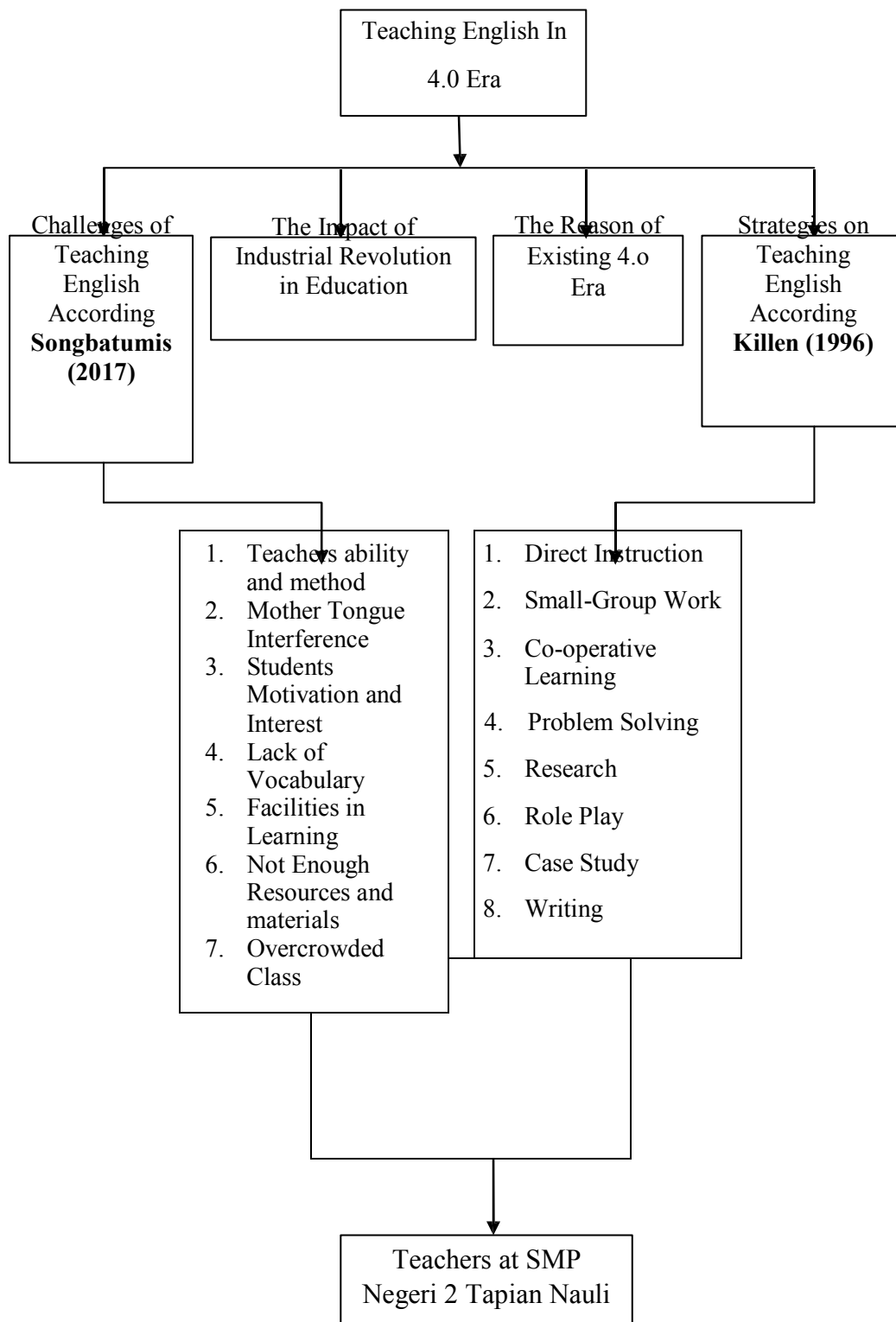
The third study, being a professional teacher in the era of industrial revolution 4.0: Opportunities, challenges, and strategies for innovative classroom practices. It

was written by Afrianto (2018:3-4). This paper examines how Indonesian professional teachers can maintain their professionalism in a rapidly changing world due to developments brought about by the information technology revolution in the industrial world, which has resulted in the rise of the so-called industrial revolution 4.0. (IR 4.0). Digitalization, the internet of things, the internet of people, big data, iCloud data, and artificial intelligence are all features of the IR 4.0 age. All of these discoveries have wreaked havoc in various areas, including education. The IR 4.0 can potentially be harmful since it may jeopardize the existence of schools and instructors. However, it may also be beneficial since it creates several chances for innovative research and classroom methods, which can help to increase teacher productivity and improve student learning results. As a result, professional educators must be aware of and adapt to this change. Teachers in this digital age, for example, should have a 21st-century learning attitude, be digitally literate, continue to learn new things, and be able to exploit the opportunities afforded by IR 4.0 to improve their teaching. Blended/hybrid learning, which combines classroom activities with specific online platforms, is a highly recommended teaching technique for today's instructors. In conclusion, all advancements in the IR 4.0 will undoubtedly positively influence the attainment of our national education goals in the future, provided they are carried out intelligently and adequately. The research finding used in the study gives new information about being a professional teacher in the industrial 4.0 Era from the same perspective, so it will be a reference for the writer in writing this study.

As previously stated, there are parallels and variations between the author's work and the three prior investigations. The three studies above are similar to the

author's survey since they both investigate obstacles and techniques in teaching English as a foreign language and uncover numerous reasons for these problems. There are differences between the three types of study since the author's research focuses on formal school instructors. It's not the same as what the author will look at: the difficulties and techniques a teacher faces when teaching English. Researchers want to know what obstacles instructors have while teaching English and what solutions they employ to help them teach English to students effectively.

2.7. Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

Applied descriptive qualitative research in this study found the results through identifying challenges teachers experienced in the industrial revolution 4.0 and analyzing teacher teaching strategies used in the teaching and learning process. Creswell (2014:41) Qualitative research is a method that investigates and sees the purpose of the research problem. The process of this research is the emergence of questions and procedures, data collection, data analysis, and the researcher's interpretation of the data. In the descriptive method, various research methods were found: data search techniques, data collection, data classification and analysis, performance, and concluding the data results.

3.2. The Source of the Data

The data in this study were obtained from the teacher in the teaching and learning process. Will conduct the research on English teachers at SMP Negeri 2 Tapian Nauli. The writers will analyze what strategies teachers use in teaching and the challenges experienced by teachers in teaching English.

3.3. The Instrument of Collecting Data

Instruments are tools used to collect information. According to Gay (2012: 145), an instrument is a tool used to collect data. Thus, the data collection instrument will assist researchers in collecting and organizing data more systematically and straightforwardly. The data collection instruments used in this study are audio-video teaching process, Interview, Questionnaire, telephone, books, and pens. The results of the audio-video teaching process, interviews, and

questionnaires will be the author's reference for analyzing teacher strategies in teaching English. To analyze teachers' challenges in teaching English, the author uses the interview method as a reference.

3.4. The Techniques of Collecting Data

In collecting data, the writers used observation and interview methods to record the teaching process of teachers and students and conduct interviews with teachers about the challenges and strategies of teachers in teaching English in the industrial 4.0 era. Sugiyono (2015:225) states that involvement in the environment, direct observation, in-depth interviews, and documentation review are the main methods used by qualitative researchers to obtain information.

The data collection techniques, the authors take the following ways:

1. The writers enters the class to follow the teaching and learning process by recording a video
2. To produce more efficient observation results, the authors also distribute questionnaires regarding strategies in teaching
3. Then the writer interviewed about the challenges faced by teachers in teaching English
4. To get more concrete results, the author gives a questionnaire to the teacher about the challenges experienced by teachers in teaching English

3.5. The Technique of Analysing Data

Based on data collection that had been filled in, the author will retrieve data based on the source of the problem, with the following steps:

- 1) The writers analyses the video recording of the teacher teaching English to find out what strategies are used

- 2) Finding out the results of stronger observations, the writers analyze the teacher's responses to the questionnaire given by the writers regarding the English Learning strategies in teaching English at SMP Negeri 2 Tapian Nauli.
- 3) Analysing the results of interviews to describe the challenges experienced by teachers in teaching English at SMP Negeri 2 Tapian Nauli.
- 4) The writers examined the teachers' replies to their questionnaire on the difficulties they had when teaching English at SMP Negeri 2 Tapian Nauli in order to enhance the findings of the interviews.
- 5) Finally, the writer draws conclusions from the analysed data that has been analysed to find out what challenges and strategies are used in teaching English at SMP Negeri 2 Tapian Nauli in the Industrial Revolution 4.0 Era