

Strategies and Challenges in Teaching English in English Courses

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ABSTRACT

English courses are part of non-formal education conducted outside formal education, and the curriculum and methodology can be adjusted. This research investigates what strategies teachers use and what challenges teachers face when teaching English in English courses. This qualitative research involved two teachers from two different English courses. This research uses in-depth interviews and thematic analysis to collect data. The research found that the challenges faced when teaching English in non-formal education were student diversity, student mood, and accommodating students' needs. Then, the strategies teachers use during the learning process are observation, personal approaches to students, simplifying teaching materials, establishing prior agreements, and creating lesson plans. This research contributes to the existing literature by providing insights into effective teaching strategies and identifying key challenges in English course settings.

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1. INTRODUCTION

Non-formal education plays a crucial role as a supplement, replacement, and addition to formal education, allowing students to improve their English skills (Danial & Sari, 2023). Act Number 20 of 2003, Article 1 Section 10 on the National Education System of Indonesia also includes non-formal education in the education unit. This law states that an education unit is a group of education services that provides education in formal, non-formal, and informal channels. Following the above law, English courses are part of non-formal education.

According to the Directorate of Course and Training Directorate General of Vocational Kementerian Pendidikan dan Kebudayaan (2020) stated that English courses are competency-based education and training programs that provide skills so that students can be involved in various learning experiences and have meaning in their lives. English courses have a goal that they want to achieve. Susanti (2014) stated that one goal is to meet the community's learning needs, which cannot be met through school education, so one way to support this goal is to have competent English teachers. In this way, the role of an English teacher is necessary for the learning process because, according to Songbatumis (2017), in addition to instructing and monitoring students' language proficiency in reading, writing, speaking, and listening, a teacher supports, promotes, and helps pupils develop a positive attitude, drive, and excitement for the English language.

Cañellas (2005) stated that non-formal and formal education have differences in the learning process, for example, in implementing the curriculum, where in English courses as non-formal education, the curriculum applied is more flexible and can continue to change according to the needs of the students. In contrast, in formal education, the curriculum used is structured (Syaadah et al., 2022). English courses are also more flexible than

formal education. They include several activities and methods, such as more frequent practice and using game methods.

Because of the differences in the learning process between non-formal and formal education, as explained in the previous paragraph, this study aims to identify the challenges and strategies of teachers in teaching English in English courses. This study asks its research questions to achieve this goal: "1. What challenges do teachers face when teaching English in English courses? And 2. What strategies do teachers use to teach English in English courses?"

1.1 Teaching English as a Foreign Language (TEFL)

Sipayung (2018) stated that teaching transfers information, knowledge, skills, attitudes, and ideas from teachers to students. Teaching can change student behaviour and growth. On the other hand, according to Lamatokan (2018), teaching is difficult since it necessitates skills, critical thinking, decisions, and actions.

Teaching English as a Foreign Language (TEFL) refers to teaching English to students whose first language is not English Sipayung (2018). Therefore, teaching English should be "student-centred" only in the limited sense that all good teaching involves students' interests and efforts. Teaching English entails more than just delivering information to pupils; it also necessitates behaving or inspiring the students (Khan, 2012). As a result, English teachers do more than merely give English lesson content to their pupils; they also think, decide, and take appropriate action to educate them in spoken and written English (Jon et al., 2021).

Improving students' speaking and listening skills can be achieved by improving their reading and writing skills. In addition, according to (Sipayung, 2018), teaching English involves mastering several skills, including speaking, listening, writing, and reading. As Afifah (2017) stated, speaking is a beneficial talent and a natural means of communication among community members. Several activities can be used to teach speaking skills. Liao (2009) argues that communicative activities, questionnaires, and quizzes can be used. Vandergrift (2007) states that Listening has been described as the "last of the four language skills." People frequently underestimate listening and take it for granted. This mindset has made people dismiss that this talent is essential for language learning and everyday tasks, particularly when engaging with others (Ardini et al., 2020).

Then writing is one of the most essential English abilities. It is slightly more significant and more complicated than reading and listening. Writing is regarded as a productive language skill. It demands more care, attention, and linguistic refinement because it replicates all language talents combined. During the act of writing, a student, or rather a writer, would undoubtedly want the assistance and accumulation of information and background in the skills of reading, listening, and speaking, as well as the ability for imagination (Ali, 2022).

The last is about reading skills. Ali (2022) argues that reading is a crucial skill in English. It is critical for all English learners at the school and college levels. Mastering reading skills contributes to the learner's achievement and distinction. Reading is commonly defined as a reader's effort to comprehend a written text's hidden mysteries and appreciate its linguistic and esthetic charms and complexities. The conclusion is that in teaching English as a foreign language, there are four crucial skills that teachers must master to convey them to students.

1.2 English Courses

Courses is an educational activity that takes place in society and is carried out deliberately, in an organized and systematic manner to provide certain learning materials to adults or teenagers in a relatively short time so that they can acquire knowledge, skills, and attitudes that they can use to build themselves and society (Amri et al., 2023).

Kebudayaan (2020) stated that English courses are competency-based education and training programs that provide skills so that students are involved in various learning experiences and have meaning in their lives. English courses have been found to improve students' language skills and academic achievement. Based on studies, students who take English courses perform better in different elements of the language, including listening and speaking (Johan, 2012). Because of that, English courses as non-formal education can complement formal schooling by giving rigorous training and supplementary content, resulting in better grammatical and general language abilities (Sukmojati et al., 2023).

According to Marliasari and Oktaviani (2019), research has proven a significant association between entering non-formal education and English achievement. Students who enrol in such courses show superior academic performance. Therefore, this English course has an important role. Faujiah (2018) states that As a non-formal education, English courses play an essential role in community development. They fulfil learners' requirements to gain English knowledge and abilities to better respond to their environment.

In conclusion, English courses offered as non-formal education can significantly enhance students' learning and skill development, fostering a deeper understanding of the subject matter.

1.3 Challenges in Teaching English in English Courses

It has been acknowledged that teachers encounter challenges when teaching their students non-formal, including diverse learners, materials and curriculum, student motivation, lack of student comprehension, students' mood, and limited time. This section will briefly review each of the issues.

In teaching English in English courses, there are challenges faced by the teacher, such as diverse learners based on Jon et al. (2021) argue that one of the obstacles teachers confront in optimizing English learning is the diversity of pupils' backgrounds and traits, which can influence their language acquisition. Material and curriculum: In this case, Rahayu (2020) has said that the material and curriculum can change to suit student needs. Therefore, Yulia (2013) argued that English teachers who do not grasp the concept of communicative language instruction, the appropriate sociolinguistic context, and students' language mastering demands might cause problems in their classrooms.

The student motivation, Al-Munawwarah et al. (2018) argue that motivation is widely recognized as critical to achieving learning objectives in most domains. Arguably, without desire, learners make little attempt to perform something properly. As a result, most students struggle to comprehend English (Agung, 2019). Not only that, but the lack of student comprehension is a challenge for instructors, as it is related to student differences that are influenced by student learning styles (Keefe, 1985).

The next challenge that English course instructors have to face is the changeable mood, especially in teaching young learners; mood is defined as a persistent and prolonged feeling tone experienced inwardly and influences almost every element of a person's conduct in the outside world (Sekhon & Gupta, 2024). In English subjects, test result targets must be achieved, but they may not be achieved because English courses have very limited time, which can affect the quality and depth of learning outcomes (Carron & Carr-Hill, 1991).

Teaching English in English courses as a non-formal education has challenges. For example, several sources explained above explain that teachers must face these challenges and have strategies for overcoming them.

1.4 Strategies for Teaching English in English Courses

Teaching strategies are the tools teachers provide their pupils to help them comprehend the material more deeply (Franzoni et al., 2008). Hamruni (2009) said the following elements of a teaching strategy are: The teacher is the critical player in this situation because they are the instruction agent. The teacher can alter other aspects of the lesson plan to create variants. However, teachers cannot be controlled by various teaching techniques. Learning objectives provide the basis for evaluating teaching, media, tactics, and content. Therefore, determining objectives is the first thing an instructor must choose in the teaching strategy. Strategies for teaching the English language are based on Korosidou and Griva (2016) stated that these teaching methods require the teacher to design interesting learning activities and create a comfortable environment where students are not afraid to make mistakes and are willing to try new things. Regarding English teaching strategies, here are some strategies teachers use when teaching, namely feedback because it can help students reach the highest academic level if they receive constructive criticism from their teacher (Hidayat et al., 2024).

Observation is also included in the strategies used by English teaching instructors in English courses because this observation plays an important role in the classroom for the smooth teaching and learning process. Classroom observations are an effective strategy for professional development and assessment in education. It entails observing teacher-student interactions to improve instructional methods and classroom management (Halim et al., 2018). Making teaching materials that are simple and easy to understand for all students is also a strategy that can be used by instructors, where when making teaching materials, they must be creative and use a variety of materials (Hijriati, 2023).

According to Anatasia (2023) personal approach in education emphasizes the importance of understanding the uniqueness of each student and adjusting teaching methods to individual needs. The following teaching strategy is about learning contracts; Maqbulin (2018) stated that a learning contract is usually a set of rules agreed upon between a teacher and a student to ensure that classroom learning activities run smoothly. Creating lesson plans is one of the strategies for the instructor, which is vital to ensure the learning process; as Farhang et al. (2023) said, the lesson plan prepares and organizes the activities the teacher and students will conduct to achieve the learning objectives. Therefore, some of the sources explained are strategies commonly used by teachers to meet the needs of students in English di English courses.

2. METHOD

The research employed a descriptive qualitative design, utilizing semi-structured interviews to collect valid data. Descriptive qualitative research offers a systematic, accurate, and factual depiction of the phenomena under investigation, including their characteristics and interrelationships (Furidha, 2023). The participant selection was conducted purposively, meaning that participants were chosen based on specific criteria relevant to the study's focus. This study specifically examined the strategies and challenges involved in teaching English within the context of English courses.

This research was conducted at two English language courses, namely at EVE and IEC, in Purwokerto, Central Java. The participants in this research were two instructors from two different English courses with different backgrounds. In the EVE course, the instructor is a woman who has been teaching for about a year, and for this type of class, the instructor takes children's classes. Then, in this IEC course, the instructor is a man who has taught for approximately 17 years at that place, and for this type of class, the instructor takes adult classes.

Researchers used semi-structured interviews as a data collection instrument adapted from Robert and Pane (2020). To create an instrument list of questions, the researcher reads it first to find several relevant instruments; after finding them, they are immediately adopted and then developed again to obtain an instrument suitable for this research. Then, participants were interviewed directly regarding the challenges and strategies of teaching English in non-formal education. During the interview, the researcher was assisted with a recording device to store more specific data.

The data collected was analyzed using thematic analysis. Thematic analysis is a technique for detecting, analyzing, and reporting patterns (themes) in data, and this is to organize and define a collection of data that researchers have collected in detail (Braun & Clarke, 2006). The procedure for carrying out this thematic analysis is first to make a list of interview questions for the instructor, then conduct a face-to-face interview using a voice recording device, and then conduct another interview with the instructor and analyze it using thematic analysis.

3. DISCUSSION AND CONCLUSION

1) Challenges in Teaching English in English courses

This section presents the findings from interviews with all participants. In the first part, the researcher found several challenges in teaching English in English courses.

1.1. Student Diversity

Students' diversity is a reality of academics' working environments and implies different attitudes and approaches to pedagogy and support (Gordon et al., 2010).

Participant 1 and Participant 2 explained that student diversity is one of the challenges in teaching English in English courses because student differences can affect learning activities in which there are differences in student characteristics and backgrounds. This is following previous research conducted by Jon et al. (2021) stated that the challenges teachers face when teaching in class are the different backgrounds and characteristics of students, which impact their language acquisition, and this can also be a challenge for teachers to improve language learning. Student diversity is the main thing teachers must face during the learning process because teachers cannot generalize about all students. This means that teachers cannot equate all students into one homogeneous unit. Each student has a different background and characteristics.

P2 also stated that teachers must face challenges when delivering difficult material due to differences in student backgrounds and characters. This can indeed happen because of previous research, which says that the problem is that no two students are the same. They have histories, strengths and weaknesses, hobbies, goals, a sense of responsibility, motivation levels, and learning methods. This explains how students differ in many ways, including learning style, learning orientation, and level of intellectual development (Felder & Brent, 2005). The difference in students' backgrounds in this study means that these students have cultural backgrounds and mother tongues that are far different from English, which makes it difficult for students to learn English phonetics, grammar, and vocabulary (Cummins, 2000).

As for the challenges regarding the differences in student characters, here P1 reveals that the students she teaches are elementary school students or young learners who automatically the learning process must adapt to the students in terms of teaching English. Elementary school students or young learners have different methods from teenagers, adults, and other students; this is supported by research by Ardi (2022), who states that teaching English to easy learners requires a different approach from teaching English to adults. Teachers must understand the character of their students to meet the objectives of language teaching, which requires them to design effective methods and materials.

Then, the characteristics in this study are more related to the differences in learning styles. Based on Keefe (1979) stated that learning styles are cognitive, affective, and psychological behavioral characteristics that are relatively stable indicators of how students perceive, interact, and respond to the learning environment. According to Felder and Brent (2005), Learning styles have frequently been used to describe student features and variances. Some students are at ease with theory and abstraction, while others focus more on observable facts and phenomena; some prefer active learning, introspection and visual information presentation, and others prefer verbal explanations. Therefore, teachers must be able to treat each student as an individual with different learning needs.

"The challenge is that usually, each student has a different character, which we cannot generalize. For example, student A may be like this, but student B may not. That way, each student has their suitability in learning." (P1)

"There are challenges that must be overcome when there is a delivery of material that may be difficult for them due to the different background and characteristic of the students." (P2)

Thus, teaching English in English courses proves that student diversity, like the different characters and backgrounds of the students, is included in the teacher's challenges when teaching because this can affect the learning process.

1.2. Students' Mood

The next challenge is about students' mood. In this case, Sekhon and Gupta (2024) state that mood is defined as a persistent and prolonged feeling tone experienced inwardly and influences almost every element of a person's conduct in the outside world. The mood is divided into positive and negative (Jaya & Anggrainy, 2021). According to Watson and Tellegen (1985), individuals in positive moods were found to process information less systematically but more imaginatively and flexibly than those in negative moods; hence, if they feel good about the target object, they give it a positive evaluation. Anxiety, despair, and exhaustion are all symptoms of a negative mood.

P1 explained that mood is also included in teachers' challenges when teaching, especially in teaching young learners, where the students' mood greatly influences teaching and learning activities. A student's mood can change when they feel tired from the activities they have carried out at school because teaching and learning activities in English courses are carried out after school. This is included in negative mood, where students feel tired and their mood changes quickly; as stated by P1, the mood of tired students usually becomes irritable and less focused on the learning process. However, some say this is only temporary. It is a low-intensity, generic, affective state. Affective state is a broad phrase that encompasses emotions and moods. Mood encompasses low-energy states such as tiredness or calmness and fleeting affective experiences in daily life (Kleinstäuber, 2013). Based on the P1 statement, crankiness is included in the student's negative mood. Therefore, attention to students' moods is crucial to supporting effective learning.

"Another challenge is that learning usually starts after the students come home from school, and their mood changes, unlike in the morning when they are still enthusiastic and their children start to become cranky." (P1)

Young learners have changing moods, and it is challenging for instructors to deal with this so that the learning process continues to run effectively. These students' moods have also been explained as temporary; therefore, maintaining students' moods is very important in the learning process.

1.3. Accommodating Students Needs

Another challenge that instructors must face is accommodating students' needs, namely that students must be able to achieve their targets quickly. According to P2, this challenge is the biggest problem or challenge in the context of EFL in English courses that must be faced to achieve the expected targets in a reasonably short time. Another thing that can cause test results not to be achieved is that not all students can learn with the same techniques or learning methods. Therefore, Carron and Carr-Hill (1991) stated that this could happen because non-formal education, such as English courses, has minimal time, thus affecting the quality and depth of learning outcomes. After all, English courses are non-formal education, usually part-time.

Several factors and impacts of time constraints can affect the quality and depth of learning outcomes. One factor of time constraints is that rushed learning causes the delivery of less in-depth material and causes students to have difficulty understanding and remembering the material being taught. This can happen because teachers are stressed when completing all the material quickly (Khaira, 2017). The time constraints can impact students' limited mastery of the material and can result in students' test results not being achieved.

"The biggest challenge faced when teaching is targeting test results relatively quickly. Therefore, as a teacher, I must be able to help students achieve the expected targets in a fairly short time." (P2)

Therefore, P2 said that this could be an obstacle for teachers because they must know what needs to be done so that their students can achieve their targets quickly with an effective learning process.

2) Strategies for Teaching English in English Courses

Researchers have found several strategies for teaching English in English courses in this second part.

2.1. Classroom Observation

Observation is the finest tool to enhance teachers' understanding of children's learning (Puspita & Suyatno, 2020). Also, based on Smidt (2005), observation means carefully noting everything a child or children say or do over a defined period in a particular setting or context. This observation plays an important role in the classroom for the smooth running of the teaching and learning process, and classroom observations are an effective strategy for professional development and assessment in education. It entails observing teacher-student interactions to improve instructional methods and classroom management (Halim et al., 2018).

This was evidenced by P1, who stated that observation is one of the strategies instructors use when teaching English to young learners. This is a strategy that instructors can use to deal with different students; as stated by Puspita and Suyatno (2020), the children's strengths, weaknesses, personality traits, interests, learning styles, and needs are identified through observation. Teachers' observations can be either spontaneous or prepared. In some classroom scenarios, teachers get information as it happens and incorporate it into their internal thinking about each student.

“One way to face challenges is that first I make observations of the students to be able to find out what their children are like, and of course, there is also trial and error to get to know the students better.” (P1)

Therefore, classroom observation is crucial in the learning process because, without observation, a teacher will not know what kind of students she will teach. Not only that, teachers must also do trial and error first to get to know their students well; this strategy can also be used by instructors to address the challenges of student diversity.

2.2. Personal Approach to Students

Participants 1 and 2 stated that approaching students was another strategy they used; this was important because it allowed teachers to learn more about their students. According to Anatasia (2023), the personal approach in education emphasizes the importance of understanding the uniqueness of each student and adjusting teaching methods to individual needs. Here, there is a difference in the personal approach to students between P1 and P2; namely, P1 teaches English to young learners, whereas in carrying out a personal approach, it tends to use small talk about what they want so that learning continues. This approach is usually carried out when children look bored during the learning process. This is supported by previous research conducted by Jazuly and Indrayani (2018), which stated that teaching English as a foreign language to young learners cannot be equated with teaching to adults, where young learners' teaching and learning process must be delivered fun and can encourage and motivate them to learn the language.

The personal approach taken by P2 to his students is to adjust students to the appropriate level or level of acceptance. So, first of all, there must be the same standard that can be adhered to by all students. There are no high or low standards. However, one standard can be understood, interpreted, and understood by all students first, and a more specific approach to students. What is meant here is that P2's approach to students is standardization or the same standard. Uniform standards are a set of standards or expectations that are applied consistently to all students in a class to ensure that they start with the same understanding of what is expected. These standards are fundamental to creating equality in the learning process and provide a strong foundation for further teaching (Sadler, 1989).

This personal approach to students' strategy can overcome problems regarding student mood, where during the learning process, instructors can create a compelling and enjoyable learning environment as a form of closeness to students. Instructors can use several ways to create a compelling and enjoyable learning process; for example, using instructional props as teaching aids can improve the learning process, particularly for young students who benefit from fun approaches (Kaltsum, 2017). Wulanjani (2016) stated that games are particularly beneficial for vocabulary acquisition because they correspond with children's traits and make learning more enjoyable and fascinating. In addition, there are also specific games like flash cards and word search puzzles that have shown positive results in improving English skills (Songbatumis, 2017).

“I also need a personal approach to students. Even though they feel bored, I have to try to make small talk with them. An example of this small talk is what students like to do daily. What kind of games do they like to play, or what do they like to watch?” (P1)

“My approach is to adjust students to the appropriate level of acceptance. So first, there must be the same standards that all students can comply with. There are no high or low standards.

Nevertheless, one standard can be understood, interpreted, and understood by all students first, and a more specific approach to the students.” (P2)

Therefore, according to P1 and P2, this strategy can help teachers better understand what students want so that learning can continue effectively.

2.3. Simplifying Teaching Materials

Creating simple teaching material is one of the strategies instructors use to teach English in English courses. The English materials prepared according to P1 are simple and easy for students to understand, especially for young learners. It is essential to present simple materials to children because their cognitive abilities are different from adults, so one way to present the material is according to their level of development. This is supported by a previous study conducted by Mujahidin (2018), who stated that when telling children stories, they should use simple language and appropriate media, as this can positively impact their personality development. Not only that, teaching English to young learners is not easy because teachers not only teach knowledge but also must be able to prepare whatever the children need—based on a previous study by Surayatika (2022) stated that teaching English to young learners is more complicated than one might think. The teacher must assist pupils in acquiring information, competence, and morality and ensure they have everything they require. Teachers have a vital role in encouraging students to learn English, which requires them to be innovative in employing the best tactics to assist them with English in the teaching and learning process.

English learning materials for young learners usually include textbooks, multimedia, realia, worksheets, and storybooks (Diyanti, 2010). Here are some steps for designing teaching materials, namely according to Ilieva (2022) the steps to design this teaching material include analyzing picture books, searching for age-appropriate video content, and creating original stories with related activities. Therefore, teachers should be creative and use various materials, including slides, songs, images, and drawings, to practice language skills through games, worksheets, and role-plays (Hijriati, 2023). This is done so that the learning process can occur and students will quickly grasp and understand the material presented by the instructor.

“...we as teachers need a very simple sub-material so our students can understand it.” (P1)

Therefore, simplifying materials is very much needed, especially when teaching English to young learners, because it can help students easily understand the materials presented by their instructors. Not only that, but the creation of simple material can help instructors face challenges in accommodating student needs in terms of learning materials.

2.4. Establishing Prior Agreements

The following teaching strategy that the instructor can use is to agree with the teacher and students before starting the learning process, or what is usually called a learning contract. According to Maqbulin (2018), A learning contract is usually a set of rules agreed upon between teachers and students to ensure that classroom learning activities run smoothly. An effective teaching and learning interaction is usually based on a negotiated agreement between the teacher and the student, known as an educational contract, which addresses needs, expectations, roles, and substance as they develop through explicit discussion. (Pratt & Magill, 1983).

Then, here, P2 said that this strategy is usually used when the material to be given to students is quite complex and requires consistent learning. Because of this, this instructor invites each other to negotiate to establish an agreement that can benefit both. This is supported by previous research conducted by Fernández (2024), which found that creating classroom community agreements with students helps promote a critically empathetic learning community and supports inclusive teaching approaches. This agreement can also build rapport between the teacher and the students, which is critical because it can lead to increased engagement, motivation, and improved learning results (del Carmen Santana, 2019).

The above has been explained in terms of negotiation to reach an agreement between teachers and students, which can happen in conversations during the teaching and learning process. This is supported by a previous study conducted by Baker (1994), who stated that negotiation in teaching and learning dialogue is vital in coordinating problem-solving, building shared understanding, and co-constructing agreed solutions. The agreement between instructor and student can also be called procedural negotiation, which involves interactive meaning-making to reach decision-making agreements and resolve understanding gaps (Breen & Littlejohn, 2000). Therefore, if both agree, the teacher and students have their respective responsibilities in the learning process.

“I usually start by agreeing with students that the material will be challenging and require consistent study.” (P2)

In conclusion, establishing prior agreements between the teacher and the student will benefit both parties. This can help them remain consistent in their assignments and make learning more effective.

2.5. Creating Lesson Plan

Using lesson plans is a fundamental aspect of teaching, as most teachers rely on them to guide their instruction in every class. In non-formal education, such as English courses, lesson plans assist instructors. According to Emiliyasi (2019), the lesson plan is the initial step before the learning process begins, helping teachers structure their lessons and avoid potential pitfalls. A well-prepared lesson plan enhances teachers' confidence in the classroom by outlining their instructional strategies. It documents the teacher's intentions and thoroughly details the learning process, including the topics to be covered, teaching techniques, time and location, and methods for student evaluation (Nesari & Heidari, 2014). As one participant (P2) noted, lesson plans are invaluable for instructors, providing a more organized approach to teaching.

"Yes, that is in the lesson plan or what is usually called RPP in Indonesian. In the learning plan, everything has been prepared regarding what must be done in the learning process at a certain time. So, everything is prepared in the form of teaching materials." (P2)

This sentiment is echoed in the research by Farhang et al. (2023), which emphasizes that lesson plans prepare and organize activities for teachers and students to achieve learning objectives. A lesson plan's logical organization of material ensures that topics are conveyed effectively to students. This demonstrates that even in non-formal education settings, such as English courses, lesson plans remain an essential tool for teaching, reinforcing their importance as a part of an instructor's strategy to deliver material in an organized and effective manner. As P2 stated, the lesson plan, often referred to as RPP in Indonesia, thoroughly prepares the instructor with all necessary teaching materials, making it a key component in the teaching process.

Therefore, this research aims to identify the strategies and challenges associated with teaching English in English courses, focusing on teachers' specific difficulties and their methods to address them. The findings reveal three primary challenges: managing student diversity, where teachers must accommodate varying needs and abilities; navigating the fluctuating moods of young learners, which can impact the learning process; and meeting students' needs within a limited timeframe to ensure they achieve learning targets. To overcome these challenges, teachers utilize five key strategies: conducting classroom observations to understand students' behaviours and learning styles, engaging in personal approaches to foster a supportive learning environment, simplifying teaching materials to make content more accessible, establishing prior agreements with students to promote mutual responsibility, and following structured lesson plans to guide the teaching process effectively. This research enriches the existing literature on teaching strategies and challenges in English courses and provides valuable insights for future studies.

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