

**INVESTIGATING NON-ENGLISH MAJOR TEACHER
EXPERIENCE IN TEACHING ENGLISH**

SKRIPSI



BY:

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FACULTY OF SOCIAL & HUMANITIES
ENGLISH EDUCATION DEPARTMENT
AUGUST 2025**

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Universitas Nurul Jadid

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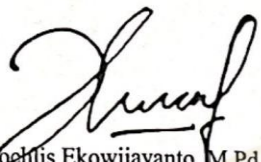
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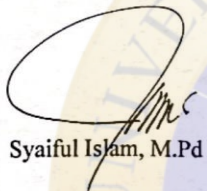
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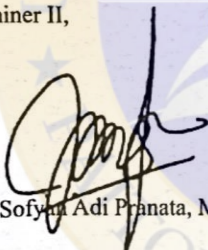
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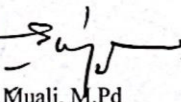

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DECLARATION OF AUTHORSHIP

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Declare that :

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MOTTO

***“Bukan tentang seberapa cepat sampai tujuan, tapi seberapa kuat
bertahan dalam proses”***

***“Lagi dipahat kan? Ya pasti tersayat.
Stay alive even if life turns you off.”***

Nizayada_kun26

DEDICATION

I dedicate this thesis to myself, who continues to try and survive until the end. I also dedicate it to my parents, who always support, pray, and believe in me throughout my academic journey. And to my younger brother and sister, who always encourage me, so that I am always motivated to be a great eldest sibling and capable of many things.

I dedicate this thesis to my lecturers and mentors in the English Language Education Study Program at Nurul Jadid University, for their invaluable guidance and encouragement.

To my friends and fellow students, who have shared this meaningful learning experience with me. And NCT DREAM for all their motivation and encouragement that have always inspired me to work hard and take pride in everything I do.

ABSTRACT

Hamidah, Kuni Zakiyatul. 2025. *Investigating Non-English Major Teacher Experience in Teaching English.* Thesis, English Education Department, Faculty of Social & Humanities, University of Nurul Jadid Paiton Probolinggo. Supervisor: Durratul Hikmah, M.Pd.

Keywords: *Non-English major teacher, Challenges, Strategies.*

English is a compulsory subject taught at the junior high school level, although many schools, including Islamic boarding schools, face limited availability of teachers with English language training. In many areas, including Islamic boarding schools, English teaching is often handled by teachers who are not from the English department. This situation creates various dynamics in the learning process that have not been studied, especially from the perspective of teachers' personal experiences. This study aims to investigate the experience of non-English teachers in teaching English in the pesantren environment, focusing on the challenges faced and the teaching strategies used to improve student understanding. A qualitative descriptive approach with phenomenological design is used. The data was collected through interviews and observations of a teacher at MTs Nurul Jadid. The results of the study show that the main challenge faced is not limited to mastery of the material, but also in the condition of student fatigue due to the dense activities of the Islamic boarding school, as well as the lack of motivation to learn. Despite having a non-English background, teachers can overcome these challenges through adaptive classroom management strategies, contextual and interactive learning methods, and personal competency development through training and independent learning. These findings show that non-English teachers can still teach English effectively as long as they have commitment, professional awareness, and the ability to adapt to the learning context.

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Henceforth, the researcher would like to share happiness and be proud of each of the following persons:

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I know, I am just a human being. I realize that this skripsi is far from perfect. Hence, I warmly welcome and appreciate many corrections, suggestions viii and criticisms. Finally, I hope this *skripsi* will be a useful reference for further researchers.

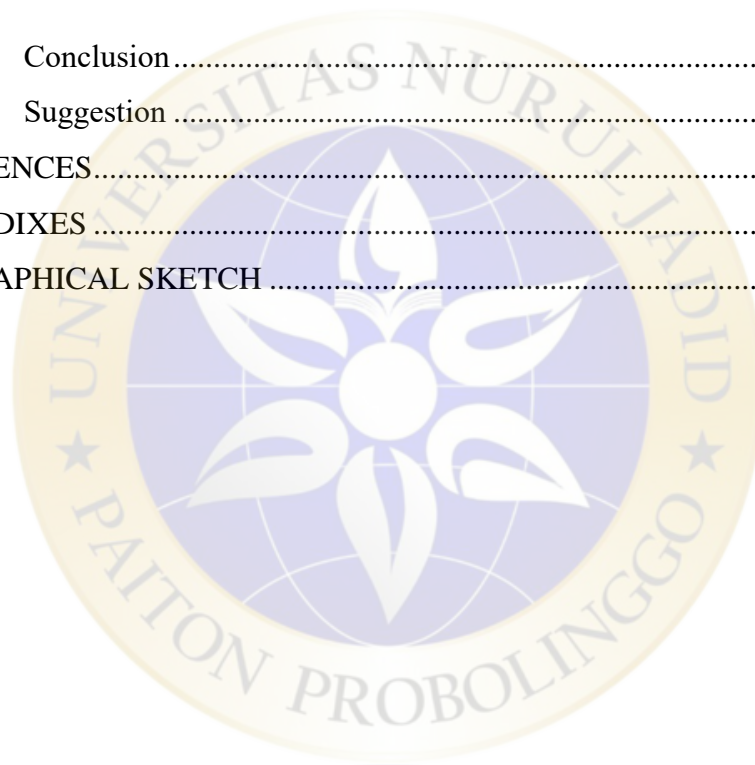
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