

## Formal Education in Indonesia and Egypt: Comparison of Challenges in Teaching English on Secondary Level

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### Highlights

Similar challenges in English teaching were found between Indonesia and Egypt

**ABSTRACT:** This research aims to compare the challenges in teaching English between Indonesia and Egypt. This study is restricted to the secondary level for formal education in both countries. The study is also investigated the teacher's problems for formal education in Indonesia and Egypt and what are the challenges that the English teachers may face while teaching in both countries. The research used the comparative method of studying to evaluate and compare the challenges and causes for common problems in formal education in teaching English in both countries. Data were collected in two different ways; the questionnaire and interview. There were 30 English teachers as respondents in this research who teach in several cities in Indonesia and Egypt. The result of the study revealed that several similar challenges found in English teaching both in Indonesia and Egypt, such as students' lack participations, numbers of students in a classroom, teachers' competency in the curriculum implementation, and teachers' management skill. This study uncovered ways to overcome these challenges such as joining seminars to enlighten teachers' competences, dividing students into smaller groups, asking them one by one to share their thought, applying the classroom in the beginning of the class, and giving remedials to the ones who need extra attention.

**Keywords:** Egypt, formal education, Indonesia, secondary level, teaching challenges.

## **Introduction**

Formal education takes place on the college premises. Anywhere someone can research basic, academic, or manual skills. Young children usually attend kindergarten or pre-college, but formal schooling often begins in elementary college and continues through secondary college. Secondary schooling (or better schooling) usually occurs at a college or college that can furnish a degree. It relates to a particular or level and is offered below the safe guidelines and regulations. Specifically qualified teachers give formal training. They are claimed to be frugal in the artwork of teaching. Together they pay attention to strict discipline. The scholar and thus the trainer is aware of the information and engage inside the educational method

School is a social context that answers the need to pass on the culture and heritage to its members. In this case, people can grow as individuals who can build their own identity as a person and socialize well with others, of course through participation in various collectives and groups. However, the school is an agency that operates outside the social world and is a structural transformation in society that must be balanced with structural transformation in schools.

There are many different languages used to communicate. One of them is English. In school, we learn languages, one of which is English. English is an international language that everyone in the world must learn to facilitate communication with other people in different countries. Adopted from Mappiasse and Sihes (2014), English has become the most spoken language in the world today. Therefore, the ability to speak English is necessary for everyone.

Several aspects that influence the development of English for students in Indonesia and Egypt are the curriculum and teachers' awareness of the curriculum itself. In the world of education, whether made by the government or adopted from other countries, the curriculum is a significant part. The curriculum is an interactive process developed between students, teachers, materials, and the school environment (Chen, 2007). The curriculum includes additives that can improve first-grade education. The main additions included in the curriculum are goals, materials, methods, media, and assessment. The education system in each country is different. To find out the education system used can be seen from the curriculum. For example, in Indonesia using the 2013 curriculum and in Egypt using connect plus the American curriculum or English Today. The curriculum is used as a guide in optimizing student competencies.

Another thing that must take into account besides the curriculum is the teacher's competence. The teacher is someone who can create behavioral changes in the cognitive, psychomotor, and affective domains. A teacher is also able to manage situations in the classroom. Especially English teachers, they must be able to choose materials, teaching methods, and media suitable for the situations and conditions in the learning process in the classroom. However, teachers have some problems with teaching materials in the classroom. In Indonesia, in particular, English must be adopted at a young age. Indonesia is ranked 51 out of 88 countries in the EF EPI (English Proficiency Index) in 2018. Indonesia's EF EPI

score is 51.58, which is relatively low. In Asia, Indonesia ranks 13th out of 21 countries surveyed by the EF EPI in English proficiency. In Indonesia, there is also a comparison between provinces. South Sumatra is ranked tenth out of eleven provinces surveyed by the EF EPI, suggesting a very low degree of competence. It is undeniable that Indonesia lags behind other nations. Meanwhile, mastering the English language is one way the Indonesian younger generation competes globally. As a result, English must be taught as soon as possible in order for them to become fluent in the language.

English is a compulsory subject in Egyptian public schools today, and it is implemented at the preparatory level (grades 7–9). According to Massialas and Jarrar (1988), students receive five periods of foreign language instruction per week, and this language instruction continues during the secondary school curriculum. Private schools, on the other hand, often begin teaching foreign languages as early as preschool. This is one of the distinctions between English taught in public schools, and English taught in foreign language schools. Egypt is included in what (Kachru, 1992, p.233) refers to as the "Expanding Circle" of countries where English is becoming a universal second language. However, the status of English in Egypt in 1996 and 1997 led one to infer that, while Egypt is part of the 'Expanding Circle,' there are several Egyptian contexts, such as medicine, higher education, the sciences, and tourism, that extend limbs into the 'Outer Circle. The nations of the Outer Circle,' according to Kachru, are those where English is used as a first language for communication between natives of the region (within their own country). Apart from religion, English has played a major role in Egyptian popular culture, as demonstrated by ads, television, clothes, and music.

Outside of this fact, English teachers in primary or secondary schools who are major players will work even harder. Simultaneously, English teachers in primary or secondary schools can face major obstacles in their pursuit of a career as a teacher of young students. (Nunan, 2010, pp. 7-12) Nunan describes that teaching English to young learners poses difficulties in cognitive growth, motivation, focus, tiered classes, and evaluations. According to a study conducted by (Mejía, 2009) in Colombia, there are insufficient resources for teaching English in primary schools because the government is likely to concentrate on high schools. Furthermore, (Garton, 2014) discovered that the most common problems faced by teachers in South Korea were teaching strategies, class size, and student factors (discipline, motivation, and mixed grade class problems). As a result of global research, it can be inferred that young students' English teachers face difficulties in fulfilling their obligations.

In Indonesia and Egypt, English is taught and used as a foreign language. The government has proposed that English be made a compulsory subject in secondary schools since it is one of the most relevant foreign languages for communication (Nurkamto, 2003). Furthermore, according to Lie (2007), "the preservation of English as a foreign language has stabilized as it is officially taught in secondary education." The Minister of Education and Culture's Decree No. 060 / U / 1993, dated February 25, 1993, establishes the purpose of teaching English in schools., According to the 1989 Constitution on the Educational System National, the ultimate aim of English subjects in the classroom is to make students fluent in

English in the age of globalization (Rachmajanti, 2008). In the meantime, according to Nurkamto (2003), "the purpose of teaching English in school has established a communication skill in students that can motivate students in their university education."

These targets, however, have never been reached satisfactorily. While English is required in secondary schools, proficiency and proficiency in this foreign language are generally low in secondary schools (Lie, 2007). When students are asked to express themselves in English, they find it especially difficult (Nurkamto, 2003). Few students, especially those in the middle and upper socioeconomic classes, can take English to the next level. "Easy access and the ability to develop their English skills through private lessons, computer-based language classes, and exposure to Western influences, television channels, and international films" are available to these students (Lie, 2007). Furthermore, he also adds that English was never used as the lingua franca by most of the population outside of the academic and technical worlds. As a result, the researcher is eager to discover a wider range of challenges in English teaching, especially in Indonesia and Egypt.

Here, the ambition is to develop theoretically informed insights. There are two research questions raised in this study. Those are what challenges in teaching English as a Foreign Language at the Secondary level in Indonesia and Egypt and what solutions to overcome the challenge of teaching English as a Foreign Language at the secondary level in Indonesia and Egypt are.

It is important to begin teaching English to children as early as possible (Cameron, 2001) claims that beginning to learn a foreign language at a young age has many advantages, especially in language skills such as listening comprehension and pronunciation. Curtin (1990) also states that students who begin their education in primary school have a greater chance of achieving a higher degree of language proficiency than those who begin secondary school later. This is in line with the British Council's Policy Survey on Primary West Germanic Language Teaching Worldwide, which surveyed 66 respondents from 66 countries (including Indonesia and Egypt) about demands for teaching English to young students. The results indicate that one-third and one-sixth of respondents, respectively, expressed a decrease in the age at which they started learning English as a whole or part of the context. Each made English compulsory at the intermediate stage. This reality represents the early demand for better English. Aside from that, it portrays an accurate picture of how the notion of English as a language that needs to be taught to young learners is gradually being lifted.

In Indonesia and Egypt in particular, early English building is very important. Understanding English, in general, is a way for a new generation of Indonesians and Egyptians to cope with global competition. So, to learn English to prepare for international competitions, you need to learn English quickly. High school English teachers overcome this reality and become great athletes who will do the hardest work. At the same time, high school English teachers can face considerable challenges in managing tasks with younger students. (Nunan, 2010, pp. 7-12) explains that the difficulties in learning English are mental development, motivation, caring, multi-level groups, and assessment. Internationally,

Garton (2014) found that Korean teachers face a number of challenges when learning class subjects, class sizes, and student characteristics (training, motivation, mixed classes). Hence, from a global survey, we can conclude that young English teachers are struggling to fulfill their responsibilities.

There are similar situations in Indonesia and Egypt. The English teaching task at Salatiga was three-tasking submissions and implementation findings from a study conducted by Widya and Rahayu (2016) in rural schools. (1) English academic position (2) Teacher skills domains, (3) Student social and economic background. There are also the results of a discussion of English teachers on this issue. They have a hard time learning an English degree, and that is one of them.

Nunan (2010) presents five significant challenges that English teachers may face. These challenges include mental development, motivation, attention, multiple groups, and assessment. The first function is mental development. Young students are in the mental and social development stage from childhood to adulthood. This will be a major challenge and will be considered by teachers when designing building materials. It introduced an official language program to promote teaching, which is not the right decision for young students. On the contrary, they are asked to perform tasks and materials designed for students according to their steps.

It explains the importance of fostering a second challenge English teachers may face and motivating students. On the other hand, there are a number of factors that can affect student motivation. There is a consistency between both definition and purpose. Students are encouraged to understand what to do after learning something and how it can be linked with knowledge. Dick, Carey, and Carey (2015) have explained this by giving information to their students. It helps to apply effective learning strategies for educational purposes and discover the value of education. Therefore, teachers should offer both of these aspects when teaching young students, including English.

Diversity in student groups also leads to serious problems. Diversity includes many motivations, many ways of learning, many indigenous languages, especially different degrees. Therefore, the teacher must resolve the child's differences. To deal with skills gaps, they had to design building materials and questions of various difficulties.

Ultimately, when it comes to assessment, Nunan needs to know how well students are doing, as assessment is an important part of the learning process and the learning process. An integral part of the learning process includes several goals to allow teachers to determine if a direct learner response is needed, such as assessment. (Halliwell, 1992) agrees that teachers claim more focus on the achievement of content goals. At this point, the teacher must be fully competent for the student exam and must be able to develop a student's language rather than just focusing on the student exam.

Many studies highlight the challenges teachers face. This study shows that English teachers around the world face a similar problem. Numerous studies around the world address these issues. Garton (2014) investigated the case in South Korea in 2014. Because of the difficulties encountered in learning English, he looked at the teacher's point of view.

He found the teaching style, class size, special student grades (problems, motivations, various lessons to be taught English) became a big problem. 31-40 children with 135,000).

Similarly, English teachers in Indonesia and Egypt are aware of a variety of issues concerning their careers. However, since they are heavily affected by various contexts, there may be some differences in terms of challenges as opposed to challenges in different countries. (Widya & Rahayu, 2016) based his research on the difficulties teachers face while teaching English to young students in Salatiga's rural public secondary schools. There are at least three difficulties in teaching English in classrooms. The most important factor is the English language's position as the source of the original text. The government paid little attention to this reality. Most schools lack the requisite tools to teach English. The second factor is educational history and instructor experience. The majority of the teachers do not seem to have completed an English language education program, and there is a dearth of pedagogical expertise in English teaching. However, they continued to believe that they might do something if the textbook provided them with the required details. The final challenge concerns the students' socioeconomic backgrounds. The majority of the parents in the village tend to be uninterested in learning English. Although parents in cities compete to send their children to English classes to develop their skills, parents in rural areas only give up their children's command of the English language in return for school activities.

## **Method**

The methodology used in this research is the comparative study as it is looking to evaluate and compare the underlying cause of the challenges in teaching English on the secondary level in both Indonesia and Egypt. The teacher reflects on the situation. Teachers should be mindful of what they are doing in a teaching and learning situation, the accuracy of what they do, and finding ideas or suggestions. Self-reflection is also included among the critical teaching skills. This research address in more detail those problems in teaching English that can be defined as trans-contextual (cross-national and cross-cultural), with emphasis on the main methodological and technical challenges that the teachers may face. A comparative study is an explanation or interpretation of real problems that can be made from the participants. Especially in the last decades, challenges in teaching English are widespread all over the globe.

The research was mainly based on 30 samples. 53.3% of them were Indonesian English teachers, and 46.7% were Egyptians. There were precisely 30 teachers who participated in this research, 16 teachers from Indonesia, and 14 from Egypt who teaches English in various cities in both counties. The samples were from different cities in Indonesia and Egypt; 16 teachers from Indonesia and 14 from Egypt who teaches English in various cities in both counties; 5 participants from Jakarta, 5 participants from South Tangerang, 1 participant from Tangerang city, 2 participants from Depok, 1 from Serang Regency, 2 participants Cairo, 10 participants from Ismailia, and 1 participant from Alkordi. They have experienced in teaching English from 1-33 years. The social status of the students they teach was divided into three categories: high class, middle class, and lower class. The result found that 15

participants chose the middle class, 13 participants chose the high class, and 2 participants chose the low class.

The research uses the questionnaire and interviews as research instruments and data collection techniques to achieve the stated objectives in which the researchers used them to collect data from the study participants. The researchers devised a questionnaire with structured and unstructured questions in order to collect data from the respondents. Since the questionnaire was not fake, the data obtained may be used to back up the study. There were 10 questions asked about the curriculum the teachers in both countries have used, the strengths and weaknesses of the curriculum, teachers' participation in joining teachers' training in improving their pedagogy skill, the challenges they have faced in their classrooms, the solutions they addressed. The data gathered were analyzed and explained descriptively.

The respondents' anonymity was assured, and it was easy to obtain a vast amount of data in a short period of time. It was also inexpensive to administer. The questions were not vague, indicating that only one interpretation was possible. The questions were simple to understand and could be answered precisely. They were not too long or wordy. The researchers used an oral questionnaire during the interviews. It was a process in which researchers asked respondents for knowledge through verbal contact. Tape recorder and document were among the tools used in the interviews.

## **Findings and Discussion**

### **Findings**

The first two questions from ten questions about the challenges may face by the English teachers in Indonesia and Egypt about what curriculum they use in their classroom and whether or not they always apply it into the teaching and learning activity. In Figure 1, it can be seen from 30 participants, 15 English teachers in Indonesia tend to apply the governmental curriculum. Curriculum 2013, 1 of the teachers mentions use Cambridge. Furthermore, three teachers teach in international school mix it with Cambridge curriculum. To put it another way, most English teachers in Egypt surprisingly apply international curriculum in their classroom such as Connect Plus, Aim High Time for English, and Cambridge, and only two use the governmental curriculum.

What curriculum is applied in your school?

30 responses

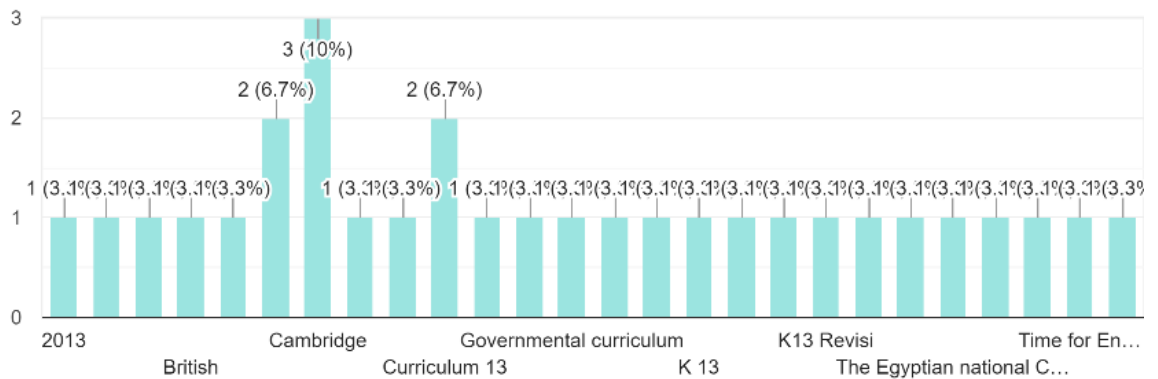


Fig. 1 Various Curriculum Implemented by English Teachers in Indonesia and Egypt

To give more depth information about weaknesses and also strengths in applying the curriculum into implementation in both Indonesia and Egypt, 30 teacher participants were asked to list the strengths of the curriculum in Indonesia and Egypt as follow:

Table 1  
 The Strengths in Applying Curriculum in Indonesia and Egypt

No.	Indonesia	Egypt
1.	Well-structured	It helps students understand easily
2.	They have well-prepared syllables and materials	It specifies in some considerable detail the educational milestones
4..	Train critical thinking and collaboration of students.	It helps students to think critically. It makes students more enthusiastic about learning new ideas.
5.	Students center approach	It makes the students more active in the class
6.	It can increase student's character, creativity, innovative, and critical thinking	Develop participation of students to be more active and creative
7.	Teachers feel free to make a lesson plan	It is powerful as it helps the students understanding English in many aspects
8	Listening, Speaking, Reading, and Writing skills. Besides, pay attention to students' attitudes to be good personalities	The main focus of this curriculum is on teaching the students the different kinds of writing.
9.	Train the creativity of teachers	Improving teacher's knowledge skills and teaching techniques
10.	The competence and material are developed systematically	It is organized

It was shown from the table that Indonesia and Egypt curriculum have similar strengths, started in number 1. If in Indonesia, the curriculum is well-structured, in Egypt is helping the students understand it easily. Then, in Indonesia syllabus is prepared in the



curriculum. Meanwhile, in Egypt, the curriculum is detail. Furthermore, both agreed that the curriculum in Indonesia and Egypt train students' critical thinking and collaboration.

Additionally, both curricula required students center approach where students should have more participated in the classroom. They also cover English skills materials to be taught. The last is they ask teachers to be more creative in preparing the material. These two curricula also inspire teachers to be more creative in preparing the lesson plan. Above all, Indonesia and Egypt curriculum have notable similarities in the term of strengths in their curriculum: they are structured well, they apply students center approach, ask students to think critically and to collaborate with others, cover English skills and need teachers to be more creative.

Not only the strengths, but the participants also need to mention weaknesses in the implementation in their classroom in both countries as presented in the table below:

Table 2  
*The Weaknesses in Applying Curriculum in Indonesia and Egypt*

No.	Indonesia	Egypt
1.	Active students are more active, and passive students are more passive.	The deep lack of factors that needed
2.	Sometimes it is not easy to teach certain competence with the variation of English skill levels	Teachers must prepare and choose the best method.
3.	There are so many materials to be taught	Some couples are weak in the language
4.	Time management	It sometimes consumes additional time
5.	Not focusing on the 4 English skills	This curriculum does not care a lot about speaking
6.	Too many complex assessments which are not applicable to some extent	Limited vocabulary
7.	Teachers creativity	There are difficulties
8.	The class sometimes are noisy and having lack of teacher's guidance	We need training programs more than once a year

However, the weaknesses of the curriculum in both countries are revealed in Table 2. The noticeable general weaknesses experienced by both countries are students' participation in the classroom, students' lack of English competence, time allocation, not focusing on four English skills (R/W/L/S), students' lack of vocabulary, and class management.

To identify teachers' participation in joining training, workshop, or seminar in 2020 to strengthen their perspective to implement the curriculum in their classroom and solve various challenges. The result shows as presented in the fig.2.

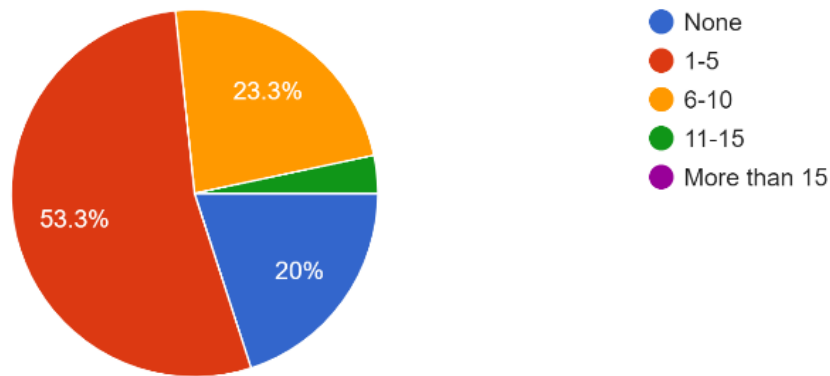


Fig. 2 Teachers' Participations in Joining Training in 2020

From the pie chart above, around 20% or 6 teachers have not joined any training yet 53.3%, or 16 teachers joined 1-5 trainings, 23.3% or 7 teachers joined 6-10 trainings, and 3.3% or 1 teacher joined 11-15 trainings this year. Again, the teachers' participation can be an anticipation of the challenges and obstacles that they find in the classroom. The kinds of training that teachers in Indonesia and Egypt mentioned in the questionnaire as listed below:

Table 3  
 Workshops and Seminars Joined by English Teachers in Indonesia and Egypt

Indonesia	Egypt
▪ Guru Merdeka Belajar	▪ Teaching English Novel and Drama training.
▪ Cambridge seminars	▪ Oxford Training
▪ Assessment (AKM)	▪ Teaching training
▪ How to manage a class	▪ Teaching methods
▪ Media of Teaching	▪ Class management training
▪ Development of learning activities with curriculum 2013	▪ NTTP program
▪ PKP	▪ IELTS and TOEFL
▪ ANPS	▪ British Council Training

Numerous trainings joined by the teachers in both countries seem to overcome challenges they face in the classroom. In Indonesia, the most frequently participated training is Asesmen Kompetensi Minimum (AKM), a replacement of the National Exam (UN). 4 out of 16 teachers in Indonesia mention participating in this workshop. Other mentioned trainings and workshops are how to manage the classroom like in Merdeka Belajar associated by Ministry of Culture and Education (Kemdikbud), Program Peningkatan Kompetensi Pembelajaran (PKP), The Association of National and Private School (ANPS), and Media of teaching. In another way, teachers in Egypt incline that they put forward their capability to manage their classrooms to face challenges they meet, such as joining the National Technical Training Program (NTTP), Oxford Teachers Training, and British Council Training. Moreover, they also build their own capability in English by learning IELTS and also TOEFL.

Pointing out the challenges which the teachers have found in the classroom and also solutions they offer to solve those problems, these two main questions asked to 16 teachers in Indonesia drawn in table 4.

*Table 4*  
*The Challenges and Solutions OfferED by English Teachers in Indonesia*

No	Challenges	Solutions
1.	It is hard to get in touch with students fully	Trying to address everyone in the class
2.	Not all students are active or participate in giving their thoughts	Ask the passive students to be more activate by calling their names to share thoughts
3.	Limited time	Give them exercise at the end of the class, and it will be recorded on their report
4.	Lack of some facilities, low in mastering IT, no support from the parents	Completing the facilities by steps, learning how to use IT, giving understanding to the parents
5.	The difference in my students' abilities	Ask the brightest students to lead and give their ideas first, followed by slow learners
6.	Some students are still doing code-switching and shy to speak English fully	Try to encourage them not to be ashamed of their English
7.	Noisy students who often disturb others	Make a discussion with them in order to interact well
8.	The lack of teacher's creativity (making PPT, etc.)	Joining more training
9.	Not all of my students want to learn English	Create a more engaging teaching and learning process
10.	Big class	Divide them into smaller groups
11.	Get students ready to learn	By warming up
12.	The students have different English level	Find an interesting method to make all students active and participated in class
13.	Sometimes the students do not meet the teacher's requirements, or they did not understand the instructions	Give the ice breaking, making class rules
14.	Students still do not dare to express their opinions	Encourage the students to express their opinions, be active when learning in class, and give active and courageous children points.

On the other hand, English teachers in Egypt are also asked what challenges they meet in the classroom and their solutions to solve such challenges. This can be a comparison of challenges and solutions in both countries; Indonesia and Egypt. The two challenges and solutions faced by English teachers in Indonesia gathered and categorized into this table below:

*Table 5*  
*The Challenges and Solutions Offered by English Teachers in Egypt*

No	Challenges	Solutions
1.	There is no smartboard	Ask the head teacher after the class to get extra advice
2.	The time of the session	Talking respectfully
3.	A large number of students	Try to organize the session more
4.	Some pet peeves in the class	Try to create some kinds of punishment to control the classroom.
5.	To have plenty of time to get well prepared	Change the techniques
6.	Slow learners, or students who cannot understand English	Use pictures, videos, let the students or ask a colleague for help
7.	Slow learners that could not achieve standard from the curriculum	Organizing remedial

8.	The high numbers of students and some of them do not know anything about the language	With discussions between the students
9.	There is no enough time, potential, or even appropriate teaching aids.	With a scientific method of solving the problem and making the headmaster and other teachers participate, the participants can solve this problem.
10.	Many schedules lose teachers' energy and get exhausted.	Find solutions or share to coordinators
11.	Number of Students	Make groups of discussion
12.	Time is the main obstacle	Giving a gentle reminder first
13.	Managing students' attitudes	By competition

### Discussion

The data yielded by this study convincing evidence that there are similar challenges are facing by English teachers in Indonesia and Egypt. The first is students' participation in the classroom. Students' participation has one of the main roles as a parameter to the succeed of classroom activity to measure whether or not the students have understood what the teachers explained. According to Cortazzi and Jin (cited in Tesfaye Abebe & Deneke, 2015) stated that Asian students tend to be inactive in classrooms. They did not volunteer themselves to ask or answer questions. Since English is a foreign language, several problems cause students' participation in the classroom, such as a lack of vocabulary that affects students' different competence. The teacher respondents agree to ask the smarter one to tell the lower one to solve this inequality competence level to build a more active classroom environment. Further, teachers also have tried to find the appropriate and various methods to stimulate the students to be more involved in the classroom. "Since students' educational backgrounds, personalities, ambitions, age, and learning styles vary, it is important to come up with realistic strategies for coping with multi-level classes." (Roberts, 2007, pp.2-3). Another challenge found by teachers is a class disruption made by noisy students. Meanwhile, focusing on students behaviors in classrooms is teachers' responsibility to have excellent classroom management (Ducharme & Shecter, 2011). Result of the questionnaire, teachers use their personal approach to remind those noisy students or even address a firm warning to behave well in the classrooms.

Another challenge commonly happens in developing countries is the number of students in a class. There are around 35-40 students in governmental or state schools or even more in a classroom. However, the fewer numbers of students in a classroom are believed as a more effective classroom activity. This is applied from developed countries in their policies, e.g., USA, European countries, China, and Japan, that reduce the number of students in each classroom (Blatchford & Lai, 2010). As Johnson argued, teachers tend to have more time to observe and give more feedback on their students' progress (Johnson, 2011). To solve this challenge, the teachers initiate to divide the students into smaller groups. This is also helpful to make the material effectively delivered by the teachers. Vast numbers of students in a classroom and materials must be finished quickly, making teachers

overwhelmed in time management. To figure this out, the teachers try to ask students to finish the exercise at the end of the session and remind them respectfully.

Moreover, English teaching will not achieve its goals if the teaching materials are not secured. It is necessary to “oppose the facilitation of teaching materials to enable teaching and learning of English” (Ducharme & Shecter, 2011). Lack of facilities has been found, especially in many state schools. Lack of mastering the technology, no support from the parents, and lack of teacher's creativity are challenges in teaching English as a foreign language. There are several suggestions addressed by respondents to develop the classroom and minimize the challenges found as giving the students some games, joining trainings to develop the teaching, sharing with other teachers how to overcome some problems in the class. Other suggestions include giving ice breaks, giving motivation to the students, applying various appropriate methods, doing self-development, dividing into smaller groups, interacting more with students, establishing class rules, giving more activities, preparing and practicing more, teaching students critically, using self-assessment, and being more creative.

However, despite the similarities found in both countries, there found still some variances likewise, most teachers in Indonesia incline to use the national curriculum, Kurikulum 2013. Meanwhile, more than two-thirds of teachers in Egypt use the international curriculum, Cambridge, only two of them use the national curriculum. The number of participants who teach in private schools is higher than in state schools, implying classroom management and curriculum implementation problems. This involves time allocation, students' participation, and the taught materials rather than school facilities found as obstacles in state or governmental schools. Above all, it can be concluded that the impact of applying curriculum in both countries, the number of training that the teachers joined, challenges that the teachers meet. The solutions that the teachers use will correlate one to another.

## **Conclusion**

Several similar challenges have been found in English teaching in formal education in the secondary level both in Indonesia and Egypt, such as students' participation in the classroom, number of students in one class, students' different competences in English, the way teachers implement the curriculum, the classroom management skill the teachers have, and how they instill students' attitudes. The lack of facilities found in the classroom was also mentioned by the teacher who teaches in a state school in Indonesia. On the contrary, the thing faced in a state school in Egypt is a too high standard English subject from the government. The teachers have offered solutions to decrease the challenges, such as joining workshops or seminars, build class rules, divide the into smaller groups, and giving remedials to minimize the challenges in teaching English at the secondary level in Indonesia and Egypt.

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