

## THE PROBLEMS IN TEACHING SPEAKING SKILL AT SMP ADABIYAH PALEMBANG

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### **Abstract**

*The aims of this study was to find out the problems faced by the English teachers' in teaching speaking skill at SMP Adabiyah Palembang and how the teachers overcome these problems. This study applied qualitative research with a case study as the research design. The participants of this study were three English teachers taken by using total sampling technique. Interview was conducted to collect the data and the data from interview were analyzed by using thematic analysis. The findings showed that there were seven problems faced by English teachers in teaching speaking skills: (1) the influence of native language during the teaching and learning process; (2) lack of teachers ability in selecting the appropriate speaking material based on the students' age; (3) the influence of students' innate phonetic ability; (4) having difficulties in controlling the students' language ego; (5) lack of teachers ability in building students' motivation in speaking; (6) difficult in handling the large class; and (7) the interference of school facilities in teaching and learning process. In brief, these problems made teaching and learning did not run effectively,*

**Keywords:** *Problems, speaking skills, teaching.*

### **1. INTRODUCTION**

English, an international language, was a medium of communication in every field whether in social interaction and used to communicate with other people in all over the world. Wang (2010) states English has the one of dominant medium in politics, economics, cultural, science and education. Baugh and Cable (2005) states, The significance of English is one of the most important languages in the world in terms of speaker numbers, international communication, and other less measurable factors. It is why English is an important language to communicate with each other.

In learning English, it is important for students to practice their speaking ability. Ramadhani and Bahri (2017) states that speaking is one of the most crucial components of learning English that students must master. Furthermore, speaking is a method of communicating or conveying thoughts, opinions, and desires to an interlocutor. Luoma (2004) supports, speaking skill is an important aspect of the language teaching curriculum, and an important object of evaluation. This means that speaking ability is one of the English language skills that must be mastered by the students.

In learning speaking skill students need the professional teacher to support students in learning speaking skill in the classroom, because teacher is the most important

aspect in learning process. Borang (2012) states, teachers must be moral guardians for their students as well as instructors of transforming information, values, and skills. In certain cases, the teacher regarded as the second important person in the educational process, behind the parent of the students. So, a professional teacher is well-educated, well-trained, and has extensive experience.

However, it is not easy for teachers to teach speaking English to students because some teachers have problems in teaching English. According to Harmer (2007), teaching is a difficult job, but it is important and can be rewarding when teachers see their students grow and know that teachers have a role in making that happen, although some lessons and students might be challenging and frustrating at some time, but it is also important to remember that teaching can be enjoyable. To make learning enjoyable for students the material and technique of teaching speaking should be interesting and appropriate for the students.

Teaching speaking is different with teaching other skills, thus teaching speaking problematic. Usmonova (2020) proposed the problem that faced in teaching theory of speaking is that speaking happened in real-life situation so they need the process. Teaching theory of speaking is main problem to the teachers because speaking need more practice that theory so, students need more practice as a process in speaking English. Brown (2000) also states that the problems faced in the teaching and learning process are students' self-anxiety to provide an idea and responses which accordance with the information. This can become an obstacle for teachers in teaching English skill to students.

Based on a preliminary study at SMP Adabiyah Palembang, by using informal interview with one of the teacher of English at SMP Adabiyah Palembang, it was found that in SMP Adabiyah Palembang has four hours in a week to English class and in English class students and teachers must speak in English, teachers also found some problems while teaching especially in speaking. To face the problems the teachers also use appropriately media and method to support students in learning speaking skill (N, Personal Communication, May 24<sup>th</sup>, 2022). On the other hand, an informal interview just to confirmation was conducted with one English teacher and mention that they had problems in teaching speaking. In line with the interview, the students' English speaking score was observed by the researcher as additional information that to know the students' have difficult in learning English that can make the problems for the teachers. In conclusion, the result of the preliminary study about teachers' problems in teaching speaking skill became the main concern of this research.

There are three previous studies taken by the researcher that related to this research. The first previous study was delivered by Romlah (2009) entitled "Analysis on the problems faced by English teachers in teaching speaking ( a case study at second grade Islamic junior high school of Ruhama Cireundeu)", which found that many of teachers' problems that face by teacher while teaching speaking skill which are from internal and external factors. For internal factors come from the students and external factors come from classroom environment, learning instruments, time for studying and curriculum. In facing these problems, teachers make the way or appropriate teaching method or

strategies enjoyable and interesting. The second research was conducted by Faoziah (2019) entitled "Teachers' Problem in Teaching Speaking Skill (A Case Study of English Teacher at MTS Islamic Boarding School Manahijussadat", showed the problems faced teacher in teaching speaking skill are from the limitation of teaching, materi al preparation, and the curriculum. The solution to overcome the teachers' problem in teaching speaking skill teachers provides teaching and learning motivation and leaning style to demonstrate the speaking activities. The third related study was conducted by Sriharto (2017) entitled "Problem Faced by Teacher in Teaching Speaking at Seven Grade of SMPN 5 Sukoharjo", showed that the problems in teaching speaking are from classroom environment, students attention, support from school management. In overcoming these problems teachers should prepare and find out the appropriate techniques which will be implemented to the students.

From the above description, the researcher was interested to conduct the research entitled "Teachers' Problems in Teaching Speaking Skill at SMP Adabiyah Palembang". This research focused on the problems of the teachers in teaching speaking skill and how the teachers overcome the problems in teaching speaking.

## 2. METHODOLOGY

### *Research Design*

In this research, the researcher used qualitative research. According to Creswell (2012), qualitative research was for individual oar groups to explore and understand the implications of the problems. The process of investigation includes a new questions and steps called as case study. Nunan and Bailey (2009) support that a case study is a hybrid in that almost any data collection and analytical method can be used. The case study basically was an intensive study of an individual, group or institution that has a particular case. The goal was to study depth and systematically over a period long enough about a case can be searched for a solution. In accordance with the definition above researcher used qualitative method to investigate the problems in teaching speaking skill at SMP Adabiyah Palembang. The used of material and method explored in this research in established teacher abilities in teaching speaking skill. Additionally, the interview was the data collection of this research.

### *Research Site and Participants*

In this study the participants were English teachers at SMP Adabiyah Palembang. The participants selected by using total sampling technique in this research. Total sampling took as one of the methods in choosing the participants. Ilker et al. (2016), total sampling is a sampling method where all members of the population were used as samples and the number of cases investigated is relatively small. Because, there are only three English teachers at SMP Adabiyah Palembang, so the researcher took three English teachers as the participants in this research.

### ***Data collection***

In collecting the data based on research problem and research design the researcher used an interview to gain the information about the problems in teaching speaking skill at SMP Adabiyah. The researcher used interview for the instrument to gain depth information about what are the problems and how teacher faced the problems that exist in teaching speaking skill. Creswell (2012) states a qualitative interview occurred when researcher asked one or more participants, open-ended questions, and recorded their answer. The interview was run in offline or face to face with the participants. In this study, the researcher used interview questions based on a research by Nuraini (2016), which proposed two factors in speaking (internal factors and external factors) that caused the teachers' problems in teaching speaking skills, with nineteen questions as instrument interview.

### ***Definition of operational variable***

The title of this research is "The Problems in Teaching Speaking Skill at SMP Adabiyah Palembang". In order to avoid the misunderstanding in interpreting the information in this research, the followings are short explanation of the terms used in this study.

#### **1. Teachers' Problems**

The problems of teaching are everything new and difficult that teachers face in their teaching activities that necessitate a tremendous deal of effort and dedication. English teachers of SMP Adabiyah Palembang explained and mention about the problems

#### **2. Teaching Speaking Skill**

Teaching speaking is a direct method of producing meaning through interaction in the classroom between teachers and students. It is an activity do by teachers in SMP Adabiyah Palembang.

### ***Data Analysis***

In analyzing the data, the researcher used thematic analysis, which was to analyze the data to gets the information about the problems in teaching speaking skill at SMP Adabiyah Palembang. Braun and Clarke (2006), thematic analysis is a strategy used by researchers to find or analyze forms or themes in data which has been collected. Thematic analysis consist of six phases are; familiarizing the data, generating the codes, looking for candidate of themes, reviewing the themes, defining and labeling the themes and producing the report. Moreover, the researcher also analyzed data about the problems in teaching speaking skill based on some steps purposed by Creswell (2014). First, the writer collected data through interviews (transcriptions or typed notes). Second, after receiving the transcription, the writer entered the information into computer files. The writer started coding the data connected to the research questions in this study. Finally, as a final summary of this investigation, the writer created a personal communication. It is possible to conclude that thematic analysis used to analyze data in this research.

### 3. FINDINGS AND DISCUSSIONS

There are some themes and codes about the problems in teaching speaking skill were listed from the analysis of qualitative data that shown in table 4.1.1 below:

**Table 4.1.1 Themes and codes of the problems in teaching speaking skill at SMP Adabiyah Palembang**

Themes	Codes
The Influence of Native Language during the Teaching and Learning Process	<ul style="list-style-type: none"> <li>- The teachers stated that they had problem in teaching their students to speak English, the problem is that they often used their native language (Palembang/Indonesian) in speaking.</li> <li>- The teachers also stated that they had problem to teach the students the problem is that they did not enough vocabularies.</li> <li>- The teachers claimed that the students who used native language affected other students while teaching and learning process.</li> </ul>
Lack of Teachers Ability in Selecting the Appropriate Speaking Material based on the Students' Age	<ul style="list-style-type: none"> <li>- The teachers said that they had problems in selecting the appropriate material for the age of the students, because their speaking ability was lacking.</li> </ul>
The Influence of Students' Innate Phonetic Ability	<ul style="list-style-type: none"> <li>- The teachers said that they had problem to teach good pronunciation because of the students innate ability</li> <li>- The teachers stated that they must give the students example how to pronounce the word.</li> </ul>
Having difficulties in Controlling the Students' Language Ego	<ul style="list-style-type: none"> <li>- The teachers stated that it was a problem for them to control the students' ability to speak English since their student lack of personality in their speaking skill. For example, the teachers stated that when in speaking English the student was worried of making mistakes.</li> </ul>
Lack of Teachers ability in Building Students' Motivation in Speaking	<ul style="list-style-type: none"> <li>- The teachers assumed that their student did not have motivation in speaking</li> </ul>

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	<p>English because the most of student did not paid attention to the teacher during teaching and learning speaking process.</p> <ul style="list-style-type: none"><li>- The teacher claimed that their students did not have motivation in learning English speaking because they were not interested in learning English speaking.</li></ul>
Difficult in Handling the Large Class	<ul style="list-style-type: none"><li>- The teachers said that they had problem in handle large class because the teacher had lack of time to teach speaking in large class.</li><li>- The teacher stated that the problem to handle a large classes that were not conducive in learning English speaking.</li></ul>
The Interference of School Facilities in Teaching and Learning Process	<ul style="list-style-type: none"><li>- The teacher said that school facilities had big impact on their teaching activities.</li><li>- The teacher also mentioned that the problem in teaching English speaking when school facilities was broken.</li></ul>

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Thematic analysis was used in data analysis above, after that the researcher found some problems faced by English teachers in teaching speaking skill at SMP Adabiyah Palembang. Those are consisted of (1) the influence of native language during the teaching and learning process; (2) lack of teachers ability in selecting the appropriate speaking material based on the students' age; (3) the influence of students' innate phonetic ability; (4) having difficulties in controlling the students' language ego; (5) lack of teachers ability in building students' motivation in speaking; (6) difficult in handling the large class; and (7) the interference of school facilities in teaching and learning process. As a result, the factors were explained as follows in order to know the information about them.

The first problem faced by the English teacher in teaching speaking skills was the influence of native language during the teaching and learning process. The teacher had problem in teach their students to speak English because the students often used their native language (Palembang/Indonesian), the students did not have enough vocabularies and the teachers claimed that the students who used native language affected other students while teaching and learning process. According to the research, native language disorders have a significant impact on the process of learning to speak since they affect their vocabularies and distract other students, as well as their pronunciation. Khan et.al (2018), states that vocabulary acquisition has been shown to play a crucial function in oral communication. According to Subandowo (2017), native language problems also refer to when students speak, which causes mistakes in a variety of factors, such as interference with the native language in speaking correctly from English pronunciation and changes in

sound between English. In summary, the teacher has problems training students to speak since their native language interferes with their ability to communicate.

The second problems faced by the English teacher in teaching speaking skill was lack of teachers ability in selecting the appropriate speaking material based on the students' age. The teacher had problem in selecting the appropriate material for the age of the students because their speaking ability was lacking. This research implies that teachers had to use basic material since students' abilities in speaking English were lacking, as seen by the students' inability to respond to teacher questions in English. The material for students' speaking skills should be comprehensive, considering the age of students in their ages of 13-14 years who should be able to speak and receive English learning well. According to Harmer (2007), states that Students around the age of 14 are referred to as teens, and they have the ability to make it difficult for teachers to select material that is appropriate for their age. However, Herwiana (2017), the teacher struggles to selecting and build a creative and effective learning method in speaking English that is appropriate for the student's age and ability when selecting material. As a result, the teacher finds it difficult to create speaking learning materials that are appropriate for the students' ages, because students must use basic materials to improve their speaking skills.

The third problem faced by the English teacher in teaching speaking skill was the influence of students' innate phonetic ability. The teacher had problem to teach good pronunciation because of the students' innate ability and the teachers must give the students more example how to pronounce the word. This research established that, as the most part, when teaching phonetics to being something, it must be repeated after the native speaker in conveying pronunciation because if it is not lasts too long, students prefer to read it wrongly. Susmitha (2014), because of students' basic phonetic abilities, teaching pronunciation is a very sensitive and challenging component of the English class, so it was vital for English teachers to acquire phonetic knowledge so that teachers should improve students' pronunciation when speaking English. According to Khan (2020), because students have different phonetics, it was not simple for teachers to help students have a better understanding of English pronunciation and increase their ability to communicate smoothly and effectively because students have various phonetics. In conclusion, teachers' problems in teaching speaking skill may be caused by students' innate phonetic abilities that differ and interfere with speaking

The next problem faced by the English teacher in teaching speaking skill was having difficulties in controlling the students' language ego. The problem was the teachers difficult to control the students' ability to speak English since the students' lack of personality in their speaking skill. For example, the students was worried of making mistakes while speak English. This research implies that it is difficult to make students confident in speaking, to direct students out of the language ego zone, to convince students that English is not a difficult language, and to convince students that English is very important as a language of instruction because they have a strong language ego. According to Nuraini (2016), language ego consists of two, there are positive trait and negative trait. The positive trait is when the students have positive terms or thinking it will help them to be master in speaking skills.

While negative trait is when the students have negative thinking it can be more difficult for them to achieve the English speaking. In other hand Humaera (2015), when students have difficulties in learning English, their egos are influenced, and lack of confidence in new and stressful situations, such as dealing with direct communication using English. In brief, language ego is not easy to control by the teachers and the teachers also find it difficult to make the students out from language ego zone.

The fifth problem faced by the English teacher in teaching speaking skill was lack of teachers' ability in building students' motivation in speaking. The problem was the teacher assumed that their students did not have motivation in speaking English because the most of student did not paid attention to the teachers during teaching and learning speaking process, and their student did not have motivation in learning English speaking because they were not interested in learning English speaking. According to Abrar et al (2018), lack of motivation is one of factor for students to be active in speaking English. Support by Grabe and Stoller (2002) motivation comes from the inside of the students in the form of their interests, self-concept, and involvement, and the teachers can only motivate externally. Therefore it takes time to emphasize that students are aware and build their confidence that they can speak English. In conclusion, in building the students motivation takes much time for the teachers to make sure that their students want and can speak English.

The sixth problem faced by the English teacher in teaching speaking skill was difficult in handling the large class. The problem in handling large class the teacher had lack of time to teach speaking in large class and that were not conducive in learning English speaking. This research revealed that teachers face problems since they are confused whether they understand or not about learning to speak. This finding was in line with, Trang (2015) it is difficult to make comfortable learning, an atmosphere that is intimidating, and in mixed classes it is difficult to handle large class. In addition, according to Varshimi (2019), because learning English in large classes makes it difficult for teachers to allocate enough time to make sure that all students have the opportunity to participate in speaking English. In conclusion, the teacher finds it difficult to manage a large class since it is hard to monitor each student's speaking and to get their attention.

The last problem faced by the English teacher in teaching speaking skill was the interference of school facilities in teaching and learning process. The problem were school facilities had big impact on their teaching activities and the problem in teaching English speaking when school facilities was broken. This research showed that school facilities had a big impact in successful teaching and learning English speaking process. According to Sobhi and Preece (2018), supports another issue that has delayed the process of teaching speaking is a lack of suitable educational facilities for teachers, such as audio CDs, posters, and teacher's books. The teacher should not use all of the audiovisuals, but it is recommended that the teacher employ a variety of audiovisuals to engage students in developing the speaking skill. So, the use of facilities in teaching and acquiring speaking skills is crucial since it makes it easier for teachers to implement material resources to students and keeps students interested in the learning speaking skill process.



#### 4. CONCLUSION

According to research findings and discussion in the previous chapter, there were some problems faced by English teachers in teaching speaking skill at SMP Adabiyah Palembang, such as: (a) the influence of native language during the teaching and learning process; means that teacher had problem when the students often used native language., (b) lack of teachers ability in selecting the appropriate speaking material based on the students' age; means that the teacher had problem in selecting the appropriate material for the age of the students., (c) the influence of students' innate phonetic ability; means that the teacher had problem in teaching pronunciation to each students., (d) having difficulties in controlling the students' language ego; means that the students had problem in controlling students' ability to speak English., (e) lack of teachers ability in building students' motivation in speaking; means that the teacher had problem in giving motivation to the students to speak English., (f) difficult in handling the large class; means that the teachers had problem in handle a large class while teaching English., and (g) the interference of school facilities in teaching and learning process; means that the teacher had problem in using school facilities in teaching activities.

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