

PEDAGOGY IN SPEAKING: CHALLENGES ADDRESSED BY ENGLISH TEACHER AT JUNIOR HIGH SCHOOL

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ABSTRACT

This research aims to find out the various challenges faced by English teachers in teaching speaking in Junior High School. Where this research itself is an effort for teachers to find out problems in teaching speaking at once and how they can overcome them which in turn increases the level of English speaking skills for students. This research involved teachers who live in Banjar Districts, namely Martapura, Banjarbaru and Basis Ulin as participants to explore information about their experiences and knowledge of overcoming challenges in teaching English speaking. This research uses descriptive qualitative methods and interviews as a way to explore in-depth information from participants. From the results of this research, researchers found various challenges and problems faced by teachers in teaching English there are students, methods and time. In learning English students do not have a lot of vocabulary so it is difficult to understand and understand what is being learned, besides that the activeness and enthusiasm of students is not optimal so that the learning target has not been achieved. Methods are also important, but their use is still underdeveloped. Most learning methods use the lecture method. And no less important is time, with many other subjects resulting in English having a small portion of time. So that the teacher does not have enough time to explain more broadly about learning and also a thorough evaluation to students.

Keywords: *Speaking Pedagogy; Teaching Speaking Challenge; Junior High School Students*

INTRODUCTION

English is a very important language to learn because English itself is a global language, which is used by many people to communicate with each other and convey information in all parts of the world. Nelly Stromquist and Karen Monkman (2014) stated that in the contemporary capitalism era, English came up as a global language. Mastering English itself has many benefits ranging from increasing knowledge to getting good job opportunities for the future. To learn and master English, it takes four main elements of writing, reading, listening, and speaking skills, each of which affects each other.

Of all these abilities, speaking is more important because the purpose of language itself is to communicate well. According to Savignon (2018), the development of students' communication skills is the goal of the 21st century's second foreign language pedagogy. Therefore, learning English speaking for students at school is highly recommended from as early as possible from kindergarten to university level. The teacher plays an important role in the process of teaching English, a teacher has a significant position to train and improve students' speaking activities so as to achieve the desired results. Besides, a teacher must know the condition of his students in order to apply the appropriate strategy or method especially for Junior High School Students as beginners in speaking English

In the teaching process, teachers face many challenges and difficulties to teach junior high school students. Which is the teaching system at their level is not the same as teaching for adult students at the high school or university level. Teachers must know what they need according to their age and mindset to be well-received. Allan Tom (1999) suggested that a broad learning experience make a professional teacher.

In teaching speaking to junior high school students, teachers encounter many difficulties, obstacles, and challenges. Whether from themselves, students, facilities and so on. Difficulties from a teacher can be due to teachers who are not active and tend to be passive so that the learning atmosphere is very boring. In addition, teachers who cannot control their emotions and even tend to be angry make students feel afraid and depressed so that it is difficult for them to develop the abilities that exist within them. Besides that, a teacher also face challenges from outside themselves. Such as the difficulties faced by student such as limited English vocabulary, lack of confidence, tend to be silent in class and others. Young et al. (2014: 1) observes that the need for professional teachers in teaching English is very significant for students at the elementary and junior high school levels. Furthermore, Derakhshan, (2015) stated that understanding what, how and why something can affect student learning and something that benefits students' future is main knowledge for teacher. For this reason, a teacher must equip themselves with experience and knowledge and have broad insights that support the effectiveness and performance of their teaching.

There needs to have a good cooperation between teachers and students or between fellow students in teaching speaking. So that, the learning process more active and fun so the lesson easily accepted by students. The teacher must be a speaking partner, so the students do not feel afraid or pressured to speak. Besides, teachers provide opportunities and motivation so that students can explore the abilities that exist within themselves. For example, the teacher starts a conversation starting by saying "hello", asking how are you, and then thinking of finding something to discuss together to keep the conversation going. This makes increase their confidence, and their speaking ability improve little by little. In addition, the American Psychological Association, 1997; Lambert & McCombs, 1998 emphasized that student-focused learning activities are essential in learning. A teacher must have creativity and innovation to overcome all the problems faced in teaching English. So that teaching and learning run well and the purpose of learning speaking obtained.

From the above explanation, the challenges faced by teachers in teaching conversational speaking and its importance for junior high school students have been described; Understanding what are the challenges and problems of a teacher in building and motivating students must be found by the teacher because it support the achievement of students' speaking skill. Young et al. (2014: 4-5) emphasized that teachers teaching according to their knowledge of teaching activities. Previous research has focused on testing speaking teaching with various strategies and methods. Here, the researcher tries to look at teaching speaking in terms of the difficulties and challenges in teaching it to junior high schools.

METHOD

The definition of methodology is a systematic framework that helps researchers in a research in the form of subject selection, data collection and analysis and results (Holloway and Wheeler 2010). This research adopts a descriptive qualitative. It described the challenges of teachers in teaching speaking in Junior high school. (Sidell, 2007) Stated that qualitative research results in the development of knowledge, skills and values with integrated objectives. In accordance with the statement that has been stated above, this research focuses on the challenges faced by teachers in teaching speaking.

Participants of the Research

This interview is an instrument to collect data. Then the data source came by English teachers in junior high school from different schools in Banjarbaru City. The interview in research is an interaction that exists between the interviewee and the interviewer (Silverman, 2001: 104). From this perspective, it can be concluded that the interview is about what and where it is said, how to say and to whom it is said (Holstein and Gubrium, 2004). A good relationship between interviewer and interviewee is essential in research. Researcher undertook this research to explore the challenges of teaching speaking English for junior high school's students. Two participants joined as voluntarily in this research in which their names are under the initials names: MM and MU. Here are the main reasons why researcher recruited them as the participants in this research as follows:

- a. Live in Banjarbaru so that it is easier to reach the location and can meet face to face at any time.
- b. Having at least three years teaching experience in teaching English, with the large teaching period, certainly many challenges have been faced by teachers in the teaching and learning process and how to solve them.
- c. They want to share experiences and stories about teaching English voluntarily. It is hoped participants add many insights into the challenges faced during teaching. Forward as a consideration in knowing each experience of each teacher.

Demographic information of the participants

Names	Gender	Age	Teaching periode	Location	School
MM	Female	31 years old	3 years	Landasan Ulin	Mts Darul ilmi
MU	Female	38 years old	6 years	Landasan Ulin	Mts Al-falah

Data Collection and Analyzing of the Research

Holloway and Wheeler (2010) stated that in qualitative data collection, interview is common to use. Much methodological writing on qualitative interviewing exhibits that interviews do not always work as planned, so researchers try to anticipate facing problems during the interview process. Setting strategies for dealing with various challenges during the interview must be seriously considered by the interviewer (Schwalbe and Wolkomir, 2002).

Furthermore, it used semi-structured interviews to get new experience and knowledge from participants. The choice of questioning determine whether the interview is formal or semi structured (Green & Thorogood 2004). Preparation for conducting interview research is done in many stages. So the interview process can be satisfying and successfully collected completely and clearly. As follows:

- a. The researcher Prepares clear and unambiguous questions so they can be understood by the source well.
- b. Arrange a schedule with the English teachers at junior high school to discuss and ask their willingness to be participants in this research.
- c. The researcher sets the time schedule for conducting the test. Definitely, the time set is adjusted by the participants so that they are calm and relaxed during the interview process.
- d. The researcher must interview English teacher at the time and place that had been agreed previously. The interview process held one by one in order to get in-depth information

- e. Researcher must record the interview process in order to get information that is truly accurate and correct.
- f. The length of the interview is around 20 minutes by paying attention to the question points that have been prepared before, while accompanied by a few jokes so that the interview is relaxed, not tense and stiff.
- g. Researchers collected and analyzed data that had been obtained from participants.

The data in this research is analyzed based on the result of the interview. The result of interview analyzed by steps as follows:

A. Data collection

Data collection comes from 2 participants who have been selected based on their length of teaching experience and places that can be reached by researchers.

B. Data reduction

In other words, data reduction is a simplification and grouping of data 1 discards data that is considered unnecessary. Furthermore, it produce information that is correct and easy to understand and conclusions can be drawn. In this stage, a match between the data and the final goal is found.

C. Data presentation

The form of presentation of the report is in the form of conclusions drawn from the results of interviews. In this stage the researcher is required to be able to understand what has been described by the participants and present it in the form of clear, solid and understandable conclusions.

D. Conclusion

This stage is the last stage of data analysis. In this stage the researcher take the similarities of the three participants in the interviews that have been conducted as knowledge and answers to existing problems.

FINDINGS

1. Student

a. Student response passively

Based on research conducted interviews to participant 2 which was described as follows:
(Maybe he didn't understand from the start. So, they were confused about what to ask and then kept quiet)

From the results of the interview above, it was found that students who did not understand the teaching of speaking tended to choose silence and did not ask the teacher back. The solution to this problem was answered by participant 1 as follows:

{If founded students who were silent like that, they were trained to be able to speak more and we gave questions to find out their understanding

From the results of the interviews above, it can be conclude that Student response passively is the one of challenges that faced by English teacher in teaching speaking English. Which is a foreign language, teachers must prepare themselves as well as possible in inviting students to be more active in learning, at least they want to ask questions and not just be silent.

b. Lack of motivation

Based on interview to participant 1 could explain as follows:
{More to motivate them so that their pronunciation was better and their practice was also better}.

In the same line as added by participant 2 as follows:

{They were lack motivation, of course, including internal and external}, then participant 2 added

{I tried my best to keep them in English}

Next they reveal how they motivate students as explained by participant 1 as follows:

{All learning became easy and the benefits of learning English if we want to travel abroad or communicate with foreigners one day, or work in foreign companies. Or it can also be used when entering college}.

Participant 2 did the same thing as described below

{Increasing the self-confidence and motivation of the students themselves so they wanted to speak up. Don't feel too pressured with grammar }

Referring to the explanation above, it can be concluded that as a teacher, we are certainly faced with how teachers can build students' mentality by motivating them. This is very important for teachers to do. So that students are more interested and eager to learn, finally the difficulties faced by teachers can be reduced.

c. Students' perception toward English

Then, the research conducted interview to participant 2 as explained as below:

{Maybe their mindset were that English were a boring lesson" plus the words "If it's an internal barrier, maybe it were in themseves because they think English were difficult }

From the explanation above, it can be concluded that students' perception toward English also influences the process of learning English itself. So the teacher must give advice that learning English is easy and fun.

d. Lack of vocabularies

Based on the result of research, the two teachers who were participants in this research revealed that lack of vocabularies is a common challenge in learning speaking. The research interviewed to participant 1 as described below:

{Perhaps the obstacle was the lack of vocabulary that students had}.

Then the researcher conducted interview to participant 2, she elaborated as follows:

{They were afraid to make mistakes in English because they may be afraid of grammar and didn't know how to pronounce, theydidn't have a lot of vocabulary }

From the explanation above, it can be concluded that the lack of vocabulary is a challenge that must be faced by teachers in teaching. Besides, the abilities of students are certainly different from one another. For this reason, teachers must find ways that are appropriate and not too burdensome for students to increase their vocabulary effectively. In short, the teacher must find it easier to teach students if they have a fairly large vocabulary because of the method used by the teacher.

In conclusion, the problems that exist in students are the main challenges that faced by teachers are: student response passively, lack of motivation, students' perception toward English, and lack of vocabulary. Furthermore, the teacher must have the right way to overcome this problem so that they learn easily and have fun.

2. Method of teaching

Based on research interviewed to participant 1 as follows"

{The way was by showing and watching English videos directly from native speakers. Then invited them to listen to the pronunciation and also invited them to listen to English songs, so they enjoyed talking about the language and then had a competition }

This is reinforced by the next statement, as follows:

{Using games and then speeches, connecting words, morning conversations, watching movies, making text procedures. We immediately practiced cooking and practiced selling them using English }

A similar method was also proposed by participant 2, as follows:

{Then there were also playing games, for example whispering, which also trains pronunciation}. Then she added

{I've never had a speech, because speech was hard, at least it was a storytelling about their experiences, their life and also daily life. For example, when we learned about the past tense. So they made sentences in the past tense and then I asked them to tell it" and {question-and-answer and keep listening to the song}.

Based on the answers given by the participants, there are lots of fun teaching methods which can be applied in the class to overcome the monotonous and boring methods that may be felt by students if the teacher always uses the same method continuously. This is important for teachers to realize in order to increase effectiveness in teaching and learning process.

3. Media

a. Not Used LCD projector

Based on interview to participant 2 not used LCD projector as a media is one of difficulties to teaching English speaking. Based on result of interview to participant 2 as mentioned below:

{If it was not installed in class, but if necessary, I showed them from the laptop, but it was rare at any time }

b. Listening Media

Based on interviews, listening media is an obstacle to teaching speaking. This happens because listening and speaking are two skills that are interconnected and mutually support each other. It described by participant 2 as below:

{So specifically for listening, I brought my own bluetooth speaker and then used familiar songs}.

In conclusion, the use of media in teaching speaking English is of course a very important thing. This is because the use of appropriate media make it easier for students to understand the material.

4. Time

Based on research findings, time is one of the difficulties faced by teacher in teaching speaking. It can be seen on interview to participant 2

{That afternoon was the time for them to learn such as Indonesian, English and it was done during the day. Now, that afternoon was a tiring research hour because it was already hot and tired}.

In conclusion, the wrong time affect student learning. Furthermore, in learning English speaking, the right timing can make it easier for students to get the point of their subject.

DISCUSSION

Learning speaking is closely related to the ability to communicate with each other. McDonough and Shaw cited that Richards and Rogers (2001:161) stated that the four characteristics of communicative view of language are mentioned below:

1. Language is a system for expressing meaning
2. Interaction and communication are the main functions of language
3. The structure of the language describes the composition and function
4. Language is not just about structure but communication skills

After analyzing the data obtained from the interviews, it can be concluded that the challenges faced by English teachers at the junior high school level are the main components and teaching and learning activities as described below:

1. Student

In addition to teachers, students also have an important role in teaching and learning activities. In line with that, students are the main factor in achieving the goals of an optimal learning. In addition, in learning speaking, teachers often encounter difficulties that exist in students as described below:

a. Student response passively

Active students make the lesson lively and exciting. Students who do not respond to what is conveyed by their teacher hamper the learning process. For example, when the teacher gives time to ask questions, passive students tend to be silent even though they don't really understand the lesson. Besides that, the shyness experienced by students makes them unwilling to start talking in class and this is also a challenge that faced by the teacher. Worry and fear of speaking badly make them lose confidence in front of their classmates (Harmer, 2001:345).

b. Lack of motivation

One source of motivation for children is their parents. The support and enthusiasm given by parents encourage students to study harder. Then it greeted with the attention and guidance of the teacher This make it easier for students to enjoy a lesson and study harder.

c. Students perception toward English

Sometimes many students think English is not important. So many of them are less serious in learning. Sometimes students just listen but don't try their best to understand it. The result was predictable, namely their inability to understand the lesson and confused when answering questions asked by the teacher. In addition, most students think that English is too difficult. This resulted in them having given up on struggling to learn and understand it.

2. Method of teaching

The method is one of the important components in teaching and learning activities. The use of creative and appropriate methods make it easier for students to understand and master the lesson. Unlike the case with the use of a monotonous and rigid method, it make students bored and lazy in learning. Finally, it is certain that the learning objectives not work optimally.

3. Media

Media is a component in teaching and learning speaking. It is used to support and make it easier for students to capture the content of the material presented.

a. Not used LCD projector

The use of laptops in the teaching and learning process make the atmosphere more pleasant. Submission of learning material can also be delivered in an interesting way, for example by using a video about a learning material. But the absence of an LCD projector here makes it difficult for the teacher to display these pictures or videos. Here the teacher prefers to bring a laptop and show it directly in front of the students.

b. Listening media

Listening and speaking are two English skills that are related to each other. Almost certainly every school has a language laboratory used for listening activities. However, its use has not been deemed ineffective for many reasons, one of which is that students have to leave class to go to the language laboratory and that requires more time. So teachers prefer to bring their own speakers and use their cellphones to play them.

4. Time

In teaching speaking, of course, it takes a lot of time, especially if the activity involves all students in the class. With less time the teacher find it more difficult to provide opportunities for students to practice speaking and correct their pronunciation and vocabulary. Furthermore, with a little time, it difficult for the teacher to evaluate and know the progress of all students in the class.

CONCLUSION

Based on the results of research that discusses the challenges and difficulties experienced by teachers in teaching English, especially the speaking section. This research involved 2 English teachers as participants who had taught at the junior high school level. All of them came from 2 different schools in Banjar Regency. From this research, researchers can conclude that the challenges of teaching English, especially speaking skills for teachers, come from 1) student a) lack of motivation, student's interest 2) media 3) time 4) material

Suggestion

The conclusion above permit a number of suggestions as stated below:

1. Teacher

In the world of education, the teacher plays an important role in conveying knowledge to students. For this reason, teachers must know things related to teaching and learning activities including the challenges that may be faced later. It is important to make teachers know what are the obstacles in teaching English speaking and more importantly find ways to overcome the

2. Student

Students must increase the motivation that is within them to be more active in learning. Overcome problems that arise from within them such as fear, nervousness and others in order to be able to master English speaking lessons. Furthermore, they have the ability to practice it at least with fellow students with the correct pronunciation.

3. Other Researchers

Based on the results obtained from this research, other researchers can get consideration for research materials. Besides, this research can increase knowledge in knowing the obstacles faced by teachers in teaching English, especially speaking.

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