

An Analysis Of Obstacles And Teachers' Challenges In Teaching Speaking At Sman 1 Batulayar

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Abstract

*W*This study aimed to analyze the challenges and obstacles that teacher faced in teaching speaking at SMAN 1 BATULAYAR. The researcher used a qualitative method. The subjects of this study were two English teachers at SMAN 1 BATULAYAR, and the object of the study was the challenges and obstacles faced by the teachers in teaching speaking. The data analysis used in this study was data reduction, data display, and conclusion and verification. The results showed several main challenges: students passivity, limited vocabulary, lack of motivation, fear of making mistakes, lack of resource, and noisy class. In addition, teachers faced internal obstacles such as insufficient training in teaching speaking, as well as external obstacles, including limited teaching facilities, large class size, and limited time for speaking practice. These problems made it difficult for students to participate actively in speaking activities. The study concluded that teachers needed to implement better strategies to increase students' motivation, and active participation in speaking. It was also recommended that the school improve its learning facilities.

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1. INTRODUCTION

Nowadays, the curriculum has developed in line with technological advancements, which makes the learning process at school also change. Teachers are required to create learning that not only focuses on delivering material, but can also attract students' attention and encourage them to be more active in the learning process. Teachers also need to create a comfortable and fun classroom atmosphere so that students can be more confident to think creatively and express their opinions. In English lesson, teaching speaking is very important. This is because speaking shows how far students can actually use English in everyday life.

Teachers play an important role in the learning process, especially in guiding students to be able to speak in English actively and confidently. Sistyawan et al. (2022) emphasize that teachers are not only responsible for delivering information; they also serve as facilitators who guide and support students throughout the language learning process. in the process of learning English, teaching speaking to student is certainly not something easy. Teaching speaking is one of the most challenging parts for teachers because they have to help students to be more confident when speaking, not shy, and able to express their opinions and ideas fluently in English. If the approach is not right, students can feel bored, less motivated, or even reluctant to try speaking. Therefore, the role of teacher is very important in creating a learning atmosphere that encourages students to actively use English orally.

Based on observations at SMAN 1 BATULAYAR , it was found that many students have difficulty when asked to speak in English. They seem lack confidence, often hesitate, and have

not been able convey ideas or opinions fluently in English. In addition, some of them tend to be silent, give short answers, or even reluctant to speak when given the opportunity. This condition is certainly a concern, because speaking skills are an important part of learning English. But until now, it is not known exactly what are the challenges and obstacles that cause this to happen in the teaching process.

It could be that the challenge is in the way the teacher teaches that is still inappropriate. Or maybe the strategies used are not effective. It could also be because the media and teaching materials are less interesting or less supportive. In addition there could be other obstacles such as limited learning time, a large number of students, or even factors from within students such as shyness and lack of motivation. This is still uncertain. Therefore, this research conduct to find out about the challenges and obstacles that English teachers face in teaching speaking to students at SMAN 1 BATULAYAR.

2. RESEARCH METHOD

Research Design

This research used qualitative method. Type of this research was descriptive qualitative. The goal of using this design was to explore and describe the challenges and obstacles faced by teachers in teaching speaking. A qualitative approach help the researcher to understand the situation more deeply through interviews and observations.

Subject and Object of the Research

The subject of this study were two English teachers at SMAN 1 BATULAYAR and the object of this study was challenges and obstacles faced by teachers in teaching speaking.

Instruments

In this research, the researcher include some instrument, such as:

a. Observation Sheet

The researcher used this instrument to identify the challenges faced by teachers during the process of teaching speaking in the classroom.

b. Interview

This tool was used to collect the data from respondents. Through interviews, the researcher identified and discussed the challenges and obstacles faced by teachers in teaching speaking. The researcher asked teachers several questions, such as what challenges they faced and what obstacles they encountered during teaching speaking.

c. Voice recorder

Voice recorder was used during the interviews because it help the researcher keep a complete and accurate record of the participants' answers. This method was useful to avoid missing important information during the conversation.

Data Analysis

The researcher analyzed the data using Miles and Huberman's (1994) qualitative data analysis model, with consist of three stage: 1.) Data Reduction, in this part, the researcher collect all the data. Then the researcher select only the information that is truly relate to the focus of the research. Information that is not important or do not match the research objective will removed. 2.) Data Display, the researcher present the data in a way that is easy to read. The researcher can display the data in the form of narratives, tables, or direct quotes from the interview result. The goal is to make the information clear. 3.) Conclusion and Verification, after the data is present, the researcher begin to make conclusions based on the information that has been analyzed.

3. RESEARCH FINDINGS AND DISCUSSION

Research Findings

The findings of this study were obtained from two primary data resources: classroom observations and semi-structured interviews with two English teachers.

1. Observation Result

a. Challenges in teaching speaking

From the observations, the researcher found that both teachers faced several challenges, such as student passivity (when asked by the teacher, some students did not want to respond), lack of motivation (many students are reluctant to participate actively even when opportunities are provided), students having limited vocabulary, and students afraid of making mistakes when asked to speak. In addition, another challenge is lack of resource, based on the observation, the teachers focused only using the worksheet since no other books are available. Then, during the class, the students are often difficult to manage because they are noisy like busy chatting with their friends, and some even sleep in the classroom.

b. Obstacles in teaching speaking

Based on the observation, the researcher found both teachers only use whiteboard and worksheet as teaching media, with no other facilities available in the classroom. This indicates limited facilities. In addition, speaking practice time is limited because most of the class time is devoted to the teachers' explanations of the material.

2. Interview Result

After the researcher conducted the classroom observation, the researcher carried out interviews with the teachers. Based on the result of interviews, the researcher found several challenges and obstacles faced by the teachers in teaching speaking.

The challenges included students' lack of confidence, limited vocabulary, low motivation, and difficulty in participating actively in classroom activities.

Teacher 1: "They lack self-confidence and have limited vocabulary. In addition, they have just entered Grade 10, so they are still influenced by their junior high school learning environment."

Teacher 2: "For speaking, there are actually many challenges. First, the students are not fluent yet, or their pronunciation is still lacking. Usually, it is like that. Then, they are also afraid to say words. Usually, pronunciation starts from the teacher first, then it is followed by the students. That is for speaking. Ms. actually has many difficulties because the students usually have low motivation, limited vocabulary, low motivation, and low curiosity. Very low. Then, maybe because of their daily habits, English is a foreign language for them. So, it is rather difficult. Their willingness to learn is low."

The teachers also described students' passivity during speaking activities. According to them, many students hesitate to participate, lack confidence, and are afraid of making mistakes.

Teacher 1: "Yes, most of them are passive because they lack self-confidence, lack motivation, and have limited vocabulary. They are afraid of making mistakes, and sometimes it is because of their habit of using the Sasak language, so their English is very different when they are at school."

Teacher 2: "Lack, yes. Lack of confidence, and lack of motivation. It is very low. The motivation is low. Then, the self-confidence is not there. They are very afraid of making mistakes. That is the point. They are afraid of making mistakes, fear of mistakes."

The teacher also shared their experiences in managing the classroom during the learning process. They explained that noisy class often make classroom management challenging.

Teacher 1: "The class is noisy, and sometimes they lack self-confidence and have limited vocabulary. The number of students is too many, which may become a challenge. It should be 32, but sometimes it is more—36, 38, sometimes up to 39. And the noise maybe because there are too many of them, and they are still transitioning from junior high to senior high school."

Teacher 2: "Oh yes, of course. For the noise, it's inevitable; it can't be avoided. So, for speaking, like what Ms. said earlier, part of the students are given tasks, and then I manage the rest of the class. Usually, I make them line up. So, for speaking, it's not too many at once. What's important is that they know what to talk about, what will be asked, and how to answer. That's how it is."

In addition to challenges coming from the students, the researcher asked the teachers about any training they had attended for teaching speaking. Both teachers answered that they had never attended any training for teaching speaking. This becomes one of the internal obstacles.

Teacher 1: "Never."

Teacher 2: "For training speaking, never."

The teachers also faced external obstacles in teaching speaking particularly related to the limited facilities at the school. The teachers explained that the available facilities were insufficient or in poor condition.

Teacher 1: "We don't have a language lab. English books are also limited. The LCD is insufficient, and although there is a speaker, it is often shared and disputed."

Teacher 2: "The facilities exist, but many are damaged when used. We were given one speaker together. Then the LCD. Well, the LCD is lacking. The teaching aids and infrastructure are lacking."

Another external obstacles faced by the teachers is the class size. A large number of students makes classroom management more difficult and can affect the effectiveness of teaching speaking. When the researcher asked whether a large class size influenced the effectiveness of speaking instruction, the teachers shared their experiences as follows:

Teacher 1: "Yes, it affects it a lot, because they are noisy, and most of them sometimes laugh at each other when there are strange words in English, according to them."

Teacher 2: "It affects it a lot. Especially if the number of students is large; it's impossible to use a small class like this."

Discussion

The findings of this qualitative descriptive study showed that English teachers faced several challenges and obstacles during speaking instruction. Classroom observations and interviews indicated that learner passivity was a major challenge, as many students remained silent unless explicitly prompted and tended to give very short responses. This finding supports Sultan and Sultan (2017), who state that many high school and university teachers complain about the non-responsive, passive behavior of students in class. Students don't appear to take an interest in classroom activities which not only negatively affects their own learning process but also tends to decrease the confidence of a teacher regarding his/her teaching abilities.

Another challenge identified was fear of making mistakes. Both teachers stated that many students appeared nervous when given speaking tasks, particularly when speaking in front of their peers. As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). With respect to the fear of making mistake issue, Aftat (2008) adds that this fear is linked to the issue of correction and negative evaluation. As a result, students commonly stopped participating in the speaking activity (Hieu, 2011).

Limited vocabulary also became a challenge, as teachers mentioned that students often did not speak because they lack of vocabulary. This finding is in line with the study by Suryani, Suarnajaya, and Pratiwi (2020), students' limited knowledge of grammar, pronunciation, and vocabulary can act as inhibiting factors in speaking English. In addition, lack of learner motivation was observed during speaking activities, supporting Nunan (1999), who stresses that motivation is important to notice as it can affect students' reluctance to speak in English. Furthermore, limited learning resources and noisy classroom conditions were identified as challenges. This condition aligns with Lynch's (2008) explanation regarding the challenge of insufficient time, resources, and materials. Lynch states that overcrowded classes can create various problems in managing students and maintaining an effective learning environment.

Moreover, the obstacles that hindered teaching speaking originated from external and internal factors. One external obstacle was inadequate facilities, as teachers were unable to use digital or audio media because those facilities were unavailable or not functioning. This situation aligns with Harmer's (2007) explanation that teachers face various constraints in the teaching

process, both internal and external. Another external obstacle was large class size and limited time for practice. As Nation and Newton (2009) explain, large classes are one of the real-world obstacles that limit students' opportunities to practice spoken language. Meanwhile, an internal obstacle identified was the lack of training in speaking instruction. This situation aligns with Harmer (2007), who states that the lack of professional training is an internal obstacle for teachers.

4. CONCLUSION

Based on the research findings, it can be concluded that teachers face various challenges and obstacles in teaching speaking. The challenges identified in the teaching process include students' passivity, limited vocabulary, lack of motivation, fear of making mistakes, lack of resource and noisy classroom conditions. Furthermore, the obstacles faced by teachers come from internal and external factors. The internal obstacles are insufficient training in teaching speaking. While the external obstacles include limited facilities, large class size, and limited time for speaking practice. These challenges and obstacles can affect the effectiveness of teaching speaking.

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