

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter clarifies the research findings and discussions. It consists of two sections. The first section is the data description to describe the teachers' problems in teaching speaking skill and what the teachers do to overcome the problems in teaching speaking skill the data were gathered from the observation and interview to the English teachers and students at junior high school in Manahijussadat. The second section is the data discussions to described The Teacher's Problem and Effort to overcome the Problems in Teaching Speaking Skill at MTS Islamic Modern Boarding School Manahijussadat.

Related to those questions, there were some data collected to respond to the objective of the research. The data gathered by two different tools, such as classroom observation and interview to the English teachers and students to know what the teachers' problems and what the teacher's do to overcome the problems in teaching speaking skill.

In this research, the researcher conducted the research on March, 27<sup>th</sup> 2019 until the finish. The data of the research were taken from the English teachers and students of MTS Islamic Modern Boarding School Manahijussadat.

## A. FINDINGS

### 1. Data From Observations

This section presented the research findings which the researcher found in the field by doing observation and interview. It related to the teacher's problem in teaching speaking skill. The data description delivers the result from observation and interview based on Miles and Huberman's stage which was data reduction, data display, and conclusion drawing verification. The result of the research findings was presented in the description bellows:

#### a. The First Teacher

On Thursday, April 24, the researcher returned to classroom observation in class VII B, which was located in the Alkautsar building, which began at 07:00 right until 8:30 with students totalling 25 students and 1 English teacher. The lesson presented this time is a shopping time with a book entitled English in context, the teacher explained in detail using two languages, English and Indonesian so that students easily understand what the teacher has conveyed to students. Before starting the lesson students greet the teacher who entered the classroom. After that, the teacher asked students to read a prayer which means that the learning will begin soon.

The next stage is the teacher to attend all the students who are absent or not, even after completing the previous session, do not forget to ask the assignment at the previous meeting before. After the question and answer are over about subject before, the teacher gave overview of the material that will be learned on that day.

When presenting the stage the teacher gave an explanation of the new material that will be discuss. In the presenting stage, the teacher not only explains the material but also the teacher teaches pronunciation and translates all the sentences or words they say and they learn. To help students understand and practice speaking pronunciation in English.

At the practice stage, the teacher asked students to open the English in context book that the students hold each of them, then the teacher explained with the question and answer method students are very enthusiastic about answered the teacher's questions but not with their male students only a few who can answer questions from the teacher. Not only that the teacher asked students to look for translations or vocabulary that they have not known before. After they understood what is contained in it, then continues on the production stage.

At the production stage, the teacher asked students to read and translate the assignments written in the textbook after reading the teacher asked students to do what the teacher instructed, when filling in the assignments students are very active asking the teacher and looking in the dictionary about what students do not understand. after all the students have finished working on the assignment the teacher asks students to practice the assigned task as well as reading the dialogue that they have translated before, one by one the couple practice it forward shyly but they have been able to recite it besides the teacher evaluates students according to the speaking assessment rubric. Learning is finished at 8:30 before the teacher's closing gives motivation to students and gives greetings.

The second observation On Thursday, April 25, the researcher returned to classroom observation in class VII B, which was located in the Alkautsar building, which began at 07:00 right until 8:30 with students totalling 25 students and 1 English teacher. The material presented this time is a shopping time with a book entitled English in context, the teacher explains in detail using two languages, English and Indonesian so that students easily understand what the teacher has conveyed to students. Before starting the lesson students greet the teacher who enters the classroom. After that, the teacher asks students

to read a prayer which means that the learning will begin soon. The next stage is the teacher to attend all the students who are absent or not, even after completing the previous session, do not forget to ask the assignment at the previous meeting before. After the question and answer are over about subject before, the teacher gives overview of the material that will be learned on that day.

When presenting the stage the teacher gave an explanation of the new material that will be discuss. In the presenting stage, the teacher not only explains the material but also the teacher teaches pronunciation and translates all the sentences or words they say and they learn. To help students understand and practice speaking pronunciation in English.

At the practice stage, the teacher asked students to open the English in context book that the students hold each of them, then the teacher explained with the question and answer method students are very enthusiastic about answered the teacher's questions but not with their male students only a few who can answer questions from the teacher. Not only that the teacher asked students to look for translations or vocabulary that they have not known before. After they understood what is contained in it, then continues on the production stage.

At the production stage, the teacher asked students to read and translated the assignments written in the textbook after reading the teacher asked students to do what the teacher instructs, when filling in the assignments students are very active asking the teacher and looking in the dictionary about what students do not understand. after all the students have finished working on the assignment the teacher asks students to practice the assigned task as well as reading the dialogue that they have translated before, one by one the couple practice it forward shyly but they have been able to recite it besides the teacher evaluates students according to the speaking assessment rubric. Learning is finished at 8:30 before the teacher's closing gives motivation to students and gives greetings.

The result both of observation above is the teacher teach in the same lesson or material gave to the students, the researcher found the problem from the learner whose doesn't active in the speaking class is the boys, the boys doesn't interesting in English lesson because their speaking abilities is an Arabic language but the girls enthusiasm in learning English speaking skill they always asked to the teacher about the lesson but all of the students have a problem in pronunciation of the English words.

b. The Second Teacher

Thursday, 25<sup>th</sup> of April 2019 at 11:00 o'clock is a lesson which has made students bored and less eager to focus on learning in the classroom, therefore a teacher must be smart to apply the method that is appropriate to the circumstances of the student at that time so that students are enthusiastic to take part in the learning. Learning goes according to the teacher's target, the teacher can attract the attention of students so that they are active in learning in speaking class, as usual the teacher takes attendance, asks for previous lessons, asks assignments in previous meetings with drilling methods so students are able to remember and apply in the classroom. the material discussed this time is sing a song English language and students explain the meaning of the song that has been sung using English, in speaking class this time the teacher made active students speak in class so that they are trained to speak in English both inside and outside the classroom.

When presenting the stage the teacher gave an explanation of the new material that will be discuss. In the presenting stage, the teacher not only explains the material but also the teacher teaches pronunciation and translates all the sentences or words they say and they learn, to help students understand and practice speaking

pronunciation in English. In this session the teacher asks students who have been formed in groups to display what they have prepared, the first group is women who are 3 students they sing and explain the meaning of a song they choose to display beside that the teacher assesses their appearance into the rubric judgment. After all the groups sang the song, the bell had a sign indicating that the learning had finished. Learning is finished at before the teacher's closing gives motivation to students and gives greetings.

The second observation conducted At 13:00 o'clock is a lesson which has made students bored and less eager to focus on learning in the classroom, therefore a teacher must be smart to apply the method that is appropriate to the circumstances of the student at that time so that students are enthusiastic to take part in the learning. learning goes according to the teacher's target, the teacher can attract the attention of students so that they are active in learning in speaking class, as usual the teacher takes attendance, asks for previous lessons, asks assignments in previous meetings with drilling methods so students are able to remember and apply in the classroom. The material discussed this time is ENGLISH GRAMMAR and teacher explained the definition of part on grammar that has studies in the meeting class before. Teacher asked



to students to open the lesson book and read the material and ask what students doesn't understand in the material.

When presenting the stage the teacher gave an explanation of the new material that will be discuss. In the presenting stage, teacher given 10 minutes to students read the lesson book and understanding the explanation in the book after read students can give the questions to the teacher about the material will be discuss.

In this session the teacher and the students questioned answered about the lesson after students understood what they had been learning then, the teacher asked to the students to fill the blank in the lesson book. The times is over before students finish the assignment from the teacher and the learning will be continuing in the next meeting. Learning is finished at before the teacher's closing gives motivation to students and gives greetings.

The result both of observation about is the limitation time but the next meeting is difference lesson or discussion the learning activities made students confused in learning English speaking classes because the students less practice English speaking skill. The second problem is the teacher do not uses the media in teaching.

c. The Third Teacher

Bell sounds right at 7:00 a.m. o'clock of Wednesday, 27<sup>th</sup> of March 2019, the teacher and researcher entered the classroom IX D which amounts to 22 students 1 student permission due to the routine duty of picking the cottage, the teacher occupies the place that has been provided, namely the teacher's desk located right in front of all male and female students after the teacher asks for the day, date, month and year that was going on at that time by using English. The students answered simultaneously using English, after asking all the attendants to mention the names of students one by one to find out the attendance of the students, Then the teacher asks about the assignments and material at the previous meeting and discusses them on that day, the teacher checks the tasks one by one which is divided into 5 groups each group mentions questions about the text discussed in the text description material and fixes it if there is a mistake in pronunciation. When learning activities take place teachers and students use two languages namely English and Indonesian to help students understand.

When presenting stage the teacher gave an explanation of the material that had been discussed before. In the presenting stage, the teacher not only explains the material but also the teacher teaches

pronunciation and translates all the sentences or words they say and they learn. To help students understand and practice speaking pronunciation in English.

In the practice stage, the teacher asked the student representatives from each of the existing groups to write their respective assignments on the whiteboard, after all the representatives write them on the whiteboard, one by one the correct assignments are done by students, the teacher and students discussed the results of students' assignments. After discussing and finding the right answer, the teacher also provides new material, namely dialogue conversation. The teacher wrote the dialogue conversation on the board.

In this production stage, after the teacher wrote the dialogue conversation on the board, the teacher reads it to students and the teacher asks the students to repeat the reading after the teacher reads, besides reading the teacher teaches students how to pronounce the correct English words or pronunciation according to the Oxford dictionary. After that, the teacher asked students to memorize the dialogue conversations that have been written on the board. Then the teacher asked students to practice it in front of the class. 5 pairs of students including, men and women practiced it in front of the class.

After practicing in front of the class the teacher asked all students and all female students to ask each other questions and answers in the conversation. Learning is finished at 8:30 before the teacher's closing gives motivation to students and gives greetings.

From the result of observation about, the researcher found some problem in the field is the limitation time in teaching and learning speaking skill in the classroom activities.

#### d. The Last Teacher

On Thursday, 24<sup>th</sup> of April 2019, the researchers conducted observations in the IX B. A classroom located in the middle of the environment of all 4 classrooms with a half-open room condition. The teacher starts learning at 9:00 a.m. with a total of 29 students, the first learning stage is the teacher asking students to read the prayer that will begin soon followed by student attendance, and asking the previous material. Within 2 hours of learning will be spent by the teacher and students with storytelling activities that have been prepared by the students at the previous meeting, the teacher asks students to prepare their performances before they perform in front of their friends.

In the presenting stage the teacher calls students one by one in accordance with the name of the absent to advance to the front of their friends telling the story they have prepared, besides the student storytelling teacher evaluates students from pronunciation, intonation, vocabulary and delivering the contents recorded into the student's daily assessment rubric. The teacher always justifies the speaking mistakes of students in pronunciation of vocabulary or pronunciation of words in English. Very short time constraints made students only a few people who came forward to the others in the next meeting. Learning is finished at 10:30 before the teacher's closing gives motivation to students and gives greetings.

The second observation April 25, 2019, the researchers conducted observations in the IX C. A classrooms located in the middle of the environment of all 4 classrooms with a half-open room condition. The teacher starts learning at 9:00 a.m. with a total of 29 students, the first learning stage is the teacher asking students to read the prayer that will begin soon followed by student attendance, and asking the previous material. Within 2 hours of learning will be spent by the teacher and students with storytelling activities that have been prepared by the students at the previous meeting, the teacher asks students to prepare their performances before they

perform in front of their friends. in the presenting stage the teacher calls students one by one in accordance with the name of the absent to advance to the front of their friends telling the story they have prepared, besides the student storytelling teacher evaluates students from pronunciation, intonation, vocabulary and delivering the contents recorded into the student's daily assessment rubric. The teacher always justifies the speaking mistakes of students in pronunciation of vocabulary or pronunciation of words in English. Very short time constraints made students only a few people who came forward to the others in the next meeting.

Of all the observations that have been made in each class at the junior high school Islamic level, researcher found the problems that are in accordance with the objectives and research problem. the first problem is the learner's problem becomes a problem factor for teacher's problems in teaching speaking skills, and subsequently in teaching limitations as well as limited time when learning takes place, the last problem is the absence of learning media used in teaching English speaking classes.

## 2. Data from interviews

### a. The result of interview from the First English Teacher

#### 1. What are the problems in teaching speaking?

T: lack of facilities is also possible because speaking starts from listening first, listening is lacking because there is lack of equipment available so they are told that we are afraid or the teacher is wrong with listening we can know how English people talk while they rarely listen to listening therefore speaking they are slow. From the students themselves, the lack of practice speaks English because it is more dominant in Arabic, compared to English. Besides the limitations of teaching is one of the problems in teaching speaking because in one hour it is very short so the material discussed is not yet complete and must be continued in the next meeting.

#### 2. Why is problems appear in teaching speaking process?

T: maybe the lodge has provided but because of the lack of facilities so the user must alternate with other classes, so my class rarely uses media in speaking learning, if for students' problems the lack of practice uses Arabic to speak English even though they are stiff and still combined with Indonesian.

3. What is the impact of teaching speaking skills?

T: the impact of the problems mentioned will be a lack of listening lessons to be used as an example of speaking English well and correctly so that they are accustomed to listening to English and are accustomed to speaking English itself. Due to lack of practice, they prefer to use Arabic because according to them English is complicated and makes them lazy to learn English.

4. How is the student's participation in speaking subject?

T: For class VII speaking, it was already pretty good when I asked to use English or in English, they were able to answer with English, even though there was a mix with Indonesian. For their sons, silence is often not active compared to female students.

5. What are the learner's problems in learning English speaking?

T: For the problem of students they think for what they are learning English because we Indonesians are not English people and the lack of motivation to learn English is also a problem experienced by students, some say it is difficult to read English because writing and how to read is so different there are also students who say why English is reversed.



6. What your opinions about students speaking abilities?

T: In my opinion for class VII they are already quite capable of speaking English even though they are still halting and mixing with Indonesian at least little by little they are able to speak English in class and outside of class.

7. What techniques are used to make students active in speaking?

T: Usually for teaching speaking approach techniques using TPR so I say and they follow what I say and they respond to what I say.

8. What methods are used in teaching speaking skills? Why?

T: If I often use the conversation so they are used to speaking even though there are still the most important mistakes they are speaking first. Besides that, I use storytelling and they repeat stories that I have told them using their own language.

9. How the curriculum was suitable for the teacher and students' need?

T: For curriculum issues, just adjusting the material to be delivered, sometimes using K13 curricula sometimes using the KTSP curriculum.

10. What media are used in teaching speaking?

T: if the picture media is not the most media that is used only audio sound to listen to the song they are going to translate, for complicated pictorial media it doesn't have time to make and carry it.

11. What did school provide to support English speaking learning?

T: Schools have provided tools and buildings but there are still limitations such as audio sound, mini halls to use projectors and in focus.

12. How does the teacher overcome this problem?

T: To overcome this problem I first started from the method, the method used must make children interested in learning English language such as games, singing and others that are appropriate to the situation and needs of the student at that time. And I always give the motivation to encourage students to like and want to learn to speak with great enthusiasm and point out that learning English speaking skills is very important in outside life.

b. The result of interview from the Second English teacher

1. What are the problems in teaching speaking?

T: The first problem is from the students themselves because they are still ashamed of English speaking in front of their friends if the problem is students are able to speak English, not all students can directly afford to learn little by little and the problem is students don't want to try This is more in learning English speaking because of the fear of wrong that always arises in them which makes them reluctant to try English speaking in speaking class. Not only that the success of English speaking teaching and learning must also have encouragement from the school and the teacher, as well as the learning facilities used, must support so that English speaking teaching and learning is more effective in class and outside the classroom, but in fact facilities in learning are still not qualified for make students active and accustomed to hearing and speaking English, because they are more dominant in the Arabic language than English, as well as in focus is very limited we have to take turns with other classes and classrooms for open spaces cannot be used as listening classes with teachers applying to listen too help students get used to

listening to native speakers speak English. The next problem for material preparation was due to differences in my background, which was majoring in English literature, not English language education, so it was rather difficult to match methods that must be addressed in speaking class itself.

2. Why is problems appear in teaching speaking process?

T: The first problem for students happened because they lacked practice and were not accustomed, maybe the teacher had to use a number of times so they were accustomed to speaking, as told by storytelling, conversations, discussions, to make them accustomed to speaking English. The school is still in the stage of development in facilities in learning.

3. What is the impact of teaching speaking skills?

T: the impact of the problem is that tang students have no interest and the ability to speak English will continue to have difficulties in speaking and they still do not want to try, for the lack of facilities itself which is an impact in the lack of effectiveness in English speaking learning in class.

4. How is student's participation in speaking subject?

T: Students in the speaking class are not all active in the class with only a few students, so I have to appoint students who are not interested to be active in speaking class.

5. What are the learner's problems in learning English speaking?

T: Sometimes students complain because it is difficult to speak in English, there are those who think it is complicated, difficult to understand, difficulty in pronouncing it like that, but they have no effort in the student itself, I say if you want to be able to pronounce English the students must often reading but how do they know the pronunciation is indeed not taught at their level, and besides that students are afraid of being wrong in grammar.

6. What your opinion about students speaking abilities?

T: In my opinion English speaking they are not too bad for their level they are gradually developing even though there is still a mixture of languages in speaking.

7. What techniques are used to make students active in speaking?

T: For teaching techniques, I only use games and conversations.

8. What methods are used in teaching speaking skills? Why?

T: For the method that I applied the discussion of debate and singing.

9. What media are used in teaching speaking?

T: The media I use is audio sound but only a few times because of limitations.

10. How the curriculum was suitable for the teacher and student's need?

T: For the curricular problem, just adjust the material to be taught to students not focusing on K13.

11. What did school provide to support English speaking learning?

T: For actual schools from the ancient times, the public speaking conversation method already existed but it only applies to a few students who are fond of English, and for the facilities now a multipurpose lab has been built for Language learning and that may increase little by little.

12. How does the teacher overcome this problem?

T: The first thing I did to overcome all the problems I faced was that I had to make students like the teacher first because with them they liked the teacher slowly, they would like what we teach, like if students don't like English if the student themselves like the teacher automatically, they like the lessons taught by teacher, which is then how to get students to get what they need in learning English speaking skills

c. The result of interview from the Third English teacher

1. What are the problems in teaching speaking skill?

T: pardon, hmmm speaking maybe in speaking (.....) The ability of the students is also well, because they have different abilities sometimes teaching in class (A) will be different ways when teaching in classes B, C, and D, so their abilities are different.

Then the facilities, sometimes we need visuals but hmm here it is not sufficient for every speaking lesson, then those who have difficult interests or motivations because the motivation for them to speak is sometimes difficult, as much as possible we can use the technique or games we give one topic sometimes we even give topics they can't develop it so we have to fish so they know what they have to say. In

addition to the curriculum which forced the target but did not provide sufficient time it also became one of the problems in speaking learning.

2. Why is the problems appear in teaching speaking process?

T: if for self-motivation, maybe here pesantren is because the pesantren is more dominant in Arabic than English, maybe for speaking maybe they lack interest, different from Arabic because in the dormitory they prefer to speak Arabic than English, Arabic it has become the majority among pesantren.

3. What is the impact in teaching speaking skill?

T: yes, if asked silently, I might be confused if the problem is tired, so I don't pay attention, sometimes there are people who sleep because the activities in the hut are full 24 hours of activity. May be he is tired, if there is a child who cannot answer, maybe I am fishing with questions that are sleepy and he hears and in the end they wake up. But the learner always answer my questions in mix language.

4. How is student's participation in learning speaking subject?

T: hmmm, if it might depend on the thoughts of the children themselves, it's also yak because there are some interesting children and some are not in learning English. There are those



who consider English to be important outside and there are also those who think English is also mediocre because he is also not motivated to learn English.

5. What are the learner problems in learning English speaking?

T: if for speaking they answer yes they will answer English actually even though sometimes it mixes with Indonesia or sometimes they stammer they have to search in the dictionary first, but as far as I teach here the children if I ask with English they will answer using English also, depending on the ability of each child will be different in the class A they will be more active than class D they are actually all active but there are only children who are afraid to say, afraid of being wrong, afraid of laughing friends so and sometimes afraid of making mistake.

6. What your opinion about the students speaking abilities?

T: because I only taught in class IX I thought for some children it was good enough there were some children even less like reading the reading aloud they were still but for some others, it was nice not far to the standard of class IX children.

7. What the techniques are used to make students active in speaking?

T: if for the technique it depends if for specific speaking I prefer games if they are told to write them they are rather difficult. And I adjust the conditions of the students as well as what techniques are suitable so that they are active in classes such as the class before repetition they will often pass the words in English.

8. What methods are used in teaching speaking skill?

T: discussion, group work often, storytelling is monologue, but I am more active first because I have to explain, they can retell after I use their own language, if the role play itself I have not tried it because it takes a long time the timing is less and also the form of the project is not enough in 2 hours, usually when speaking games, and conversations, question answer, memorizing. For the method of teaching speaking that uses visuals, I never used, except listening and writing, had to change classes so that I can use a projector to watch. For speaking I am more often if not with the most games I provoke children to talk, so the children just answered or they were conversations with friends - but based on the dialogue

that we gave before. If I bring visuals, I have never, but not often because there are pictures in the book.

9. How the curriculum was suitable for the teacher and students' need?

T: mmmm it depends on the material if the material allows children to be more active may be k13 is suitable but if the material must be the teacher who explains it is not suitable, well too detail may be too complicated, if I for some material I cannot use the k13 approach because it is not suitable for some material if it suits me.

10. What media are used in teaching speaking?

T: paper dialogue, lesson book, congratulation card.

11. What did the school provide to support English speaking learning?

T: if there is a lot in the hut itself like their system is 2 weeks Arabic 2 weeks English Language is already one of the advantages here to persuade them to speak English and there are several programs that support speaking activities such as English language drama, English language debate, public speaking, and conversation every once a week.

12. How does the teacher overcome the problem in teaching speaking skill?

T: to overcome this problems that I've faced in teaching speaking skill they are: First, about how to teach English speaking skill effectively, I had to know the students abilities, and the suitable method and approach with the materials I've taught was easily to understand by the students. Second, to motivate the students in learning English speaking skill. And I need another way to facilitate the speaking learning process.

d. The result of interview from the Last English teacher

1. What are the problems in teaching speaking?

T: Problems faced by student vocabularies, the unbelieve of their self in learning languages is difficult and is fearful of making mistakes, if for the problem of facilities needed in speaking it is a language lab because speaking is also dependent on listening, lack of listening is a problem of lack of students listening to native speakers in English pronunciation, besides the problem of making a lesson plan because I teach it is not too focused on the lesson plan sometimes the teacher has made lesson plans but in the end it is not appropriate there must be a balance also from the

students themselves, the most important in my opinion is the syllabus. For the national exam discussing English in particular the government emphasizes reading and listening but in the government syllabus applying speaking and writing in my opinion that will be an obstacle in English speaking abilities students also because of differences in targets in English speaking learning taught. From there the value that comes out of the test results does not match the reality that exists. The skill and skill mismatches that were taught as in such cases were focused on teaching speaking and writing skills but the government issued a national examination of listening and reading examination.

2. Why is problems appear in teaching speaking process?

T: Problems from students occur because students rarely memorize, do not practice it on every daily activity, and students are more monotonous using Arabic than speaking in English. From the lack of facilities because schools are still in the development stage so teachers are still gradually learning to use ICT, in the future this Islamic boarding school will continue to increase its facilities, if the problem is the difference in the target of achieving the skills is not all

teachers have used K13 but basically there are still teachers who use KTSP even though the KTSP targets only in grammar, does not focus on reading, listening, speaking and writing so that is where the English language skill test issued by the government is not in accordance with what is taught by the teacher in the school.

3. What is the impact in teaching speaking skills?

T: The first impact for students is halting students in English speaking skills in their daily activities, and they will be embarrassed and afraid to be wrong when instructed by the teacher to speak in English in front of their friends, students will have difficulty understanding exam questions writing and oral using full English and in everyday life must be full English, so if students lack mastery of English it will be difficult to understand the system applied by this cottage. The impact of the lack of teaching and learning facilities did not develop rapidly and it became an impact also for encouraging students' abilities in learning English.

4. How is student's participation in speaking subject?

T: Alhamdulillah, for the participation of the students they were quite interested because they all returned to their

respective teachers how the teacher taught so that students were interested and the spirit of learning English even though they did not like the study, but they also thought English was important to disrupt the world.

5. What are the learner's problems in learning English speaking?

T: Many students say they don't understand grammar which must be applied to sentences or words will be said, and according to them speaking and reading English is complicated, they once asked about tips on fluent English.

6. What your opinion about students speaking abilities?

T: If the class I teach is good enough even though it still mixes with Arabic, and I help them to really understand what they haven't understood in this English lesson.

7. What techniques are used to make students active in speaking?

T: My technique in teaching English, especially speaking, I use media, hand packages, pictures, videos from laptops, and games.

8. What methods are used in teaching speaking skills? Why?

T: The method I use is TPR, collaborative method, discussion, debate.

9. How the curriculum was suitable for the teachers and student's need?

T: if for K13 it is suitable but if for KTSP it is too old to use the method it could be considered outdated, because sometimes the teachers here are still confusing should refer to what curriculum because this cottage still uses the curriculum which is separate from the teaching of skills teaching such grammar.

10. What media are used in teaching speaking?

T: picture, audio sound, LCD Projector.

11. What did school provide to support English speaking learning?

T: Schools have provided but are still limited, each class does not have its own learning tools alternately.

12. How does the teacher overcome the problem?

T: To overcome the first problem, that is, from students, I will continue to encourage students by motivating them to be happy and enthusiastic about learning English, especially brave for English speaking in the classroom and outside the classroom, and as teachers must be innovative, creative, and looking for ways to be effective as well as moving if I use an



LCD projector for watching movie or short video methods, and to overcome government exam incompatibilities with the applied learning I will try my best to train students to be able to master all the skills that must be students master in learning English.

## **B. DATA DISCUSSION**

This section tells the justification about the theories constructed by the researcher based on the research findings and theories proposed by the experts. In this section, the researcher will answer the problems statements that have been presented in the research findings based on analysis of the data. Then the research findings will be discussed with the relevant reference from the experts and research question become the guide to justify the research finding on the teaching English speaking at MTS Islamic Modern Boarding School Manahijussadat.

1. What is the teachers' problem in teaching speaking skill at MTS Islamic Modern Boarding School Manahijussadat?
  - a. Teaching constraints

Based on observation and interviewed at MTS Islamic Modern Boarding School Manahijussadat, the researcher

found some problem come from the teacher there are: limited time in teaching speaking skill, inappropriate government's assessments in school, restrict their learning resource.

**Table 1.** The result of interview was taken from the English teacher at MTS Islamic Modern Boarding School Manahijussadat.

The first teacher	Besides the limitations of teaching is one of the problems in teaching speaking because in one hour it is very short so the material discussed is not yet complete and must be continued in the next meeting.
The second teacher	The problem for material preparation was due to differences in my background, which was majoring in English literature, not English language education, so it was rather difficult to match methods that must be addressed in speaking class itself.
The third teacher	In addition to the curriculum which forced the target but did not provide sufficient time it also became one of the problems in speaking learning.

The last teacher	For the national exam discussing English in particular the government emphasizes reading and listening but in the government syllabus applying speaking and writing in my opinion that will be an obstacle in English speaking abilities students also because of differences in targets in English speaking learning taught. From there the value that comes out of the test results does not match the reality that exists. The skill and skill mismatches that were taught as in such cases were focused on teaching speaking and writing skills but the government issued a national examination of listening and reading examination.

Mattarima and Hamdan write the article of teaching constraints of English as a Foreign Language (EFL) in Indonesian:<sup>1</sup>

- 1) The government is not well and accurately informed about the feedback of its implementation for limited

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<sup>1</sup> Karim Mattarima, Abdul Rahim Hamdan, "Teaching constrains of English as a foreign language in Indonesia: the context of school based curriculum. *SOSIOHUMANIKA*, Vol.4, No, 2. (2011).287-300.

time. Consequently, the government directly judges the success of the curriculum without evaluating the failures in several aspects.

- 2) Inappropriate assessment is applied to assess students' language skill create the contra productive in the result. Students get a good mark but they are not able to simply speak English.
- 3) The class management and teaching preparation are inadequate. Most English teachers restrict their learning resources or materials to a certain textbook. They rarely formulate their own syllabi, lesson plan, and modules in their class. The most teacher also used monotonous approach or method.

Of all the problems that have been found after field observations and interviews with English language teachers and junior high school at MTS Islamic Modern Boarding School students, researchers have concluded that the first problem arises from the limitations of teaching as well as limited time when teaching, test mismatches with applied learning and restrictions on implementation in learning.

b. Learner's problem

Based on observation and interviewed was taken from Mrs. A, Mrs. F, Mrs. Y and Mrs. R, the researcher discussed the result in description: English teachers always use English in class and outside class learning to help students continue to practice speaking in English. But in reality the ability to return to each student who rarely practices speaking will have different abilities with students who always practice speaking English in communication. The problems found by researchers are as follows:

**Table 2.** The interview and observation result of English teachers and students Islamic junior high school Manahijussadat.

The first teacher	For the problem of students they think for what they are learning English because we Indonesians are not English people and the lack of motivation to learn English is also a problem experienced by students, some say it is difficult to read English because writing and how to read is so different. There are also students who say why English is reversed.
The second teacher	Sometimes students complain because it is difficult to speak in English, there are those who think it is complicated, difficult to understand, difficulty in

	pronouncing it like that, but they have no effort in the student itself, I say if you want to be able to pronounce English the students must often reading but how do they know the pronunciation is indeed not taught at their level, and besides that students are afraid of being wrong in grammar.
The third teacher	if for speaking they answer yes they will answer English actually even though sometimes it mixes with Indonesian or sometimes they stammer they have to search in the dictionary first, but as far as I teach here the children if I ask with English they will answer using English to, depending on the ability of each child will be different in the class A they will be more active than class D they are actually all active but there are only children who are afraid to say, afraid of being wrong, afraid of laughing friends so and sometimes afraid of making mistake.
The last teacher	Many students say they don't understand grammar which must be applied to sentences or words will be said, and according to them speaking and reading English is complicated, they once asked about tips on fluent English.
Student 1	The problem in learning English speaking is the first

	from lack of vocabulary, making mistake, pronunciation, mother tongue uses, and Arabic speaking dominant.
Student 2	My problem in learning English speaking is that I have difficulty reading English words and lack of vocabulary so that I don't know how to read and recite it in daily activities. Another problem is I afraid of making mistakes in English speaking, but I have to learn more English speaking because my destination to study abroad.

Discussing about learner's problem Dendrinios mentioned some the problems of students in getting speaking activities in the classroom, they are:<sup>2</sup>

- 1) Inhibition - Learner are often inhibited about trying to say things in English Foreign Language in the classroom: worried about making mistakes, fearful of criticism from the other learners, or simply shy of the attention that their speech attracts.

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<sup>2</sup> Bessie Dendrinios, "ELT Method and Practice. Developing speaking skill". Edition: 1.0 Athens 2015.26-28.

Other research indicates that “students only feel shy if it happens that they make mistakes while presenting something in front of the class or while interacting with the teacher, and from the self- background as shy persons”.<sup>3</sup> Not every students has shyness in English speaking but some students who has shyness is come from students’ background, because of that the motivation is the key to overcome this problem.

- 2) Nothing to say - Learner have problems with finding motives to speak, formulating opinions or relevant comments. Sometimes the lack of vocabularies become the aspect in English speaking skill.

On the other hand, Al-Sobhi and Preece, states that “in foreign language learning, motivation is the key factor which increases language proficiency, the encouragement, and support which the students receive from his teachers, parents and classmate help and facilitate his learning process.”<sup>4</sup> If the learner has a positive attitude toward a

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<sup>3</sup> Youssouf Haidara, “Psychological Factor Affecting English Speaking Performance for the English Learner in Indonesia”, *Universal of Journal Educational Research*, Vol. IV, No.7, (2016), 1501-1505.

<sup>4</sup> Bandar Muhammad Saeed Al-Sobhi, Abdul shakour Preece, “Teaching English Speaking Skill to the Arab students in the Saudi School in Kuala Lumpur: Problem and



foreign language and their culture, therefore their desire to communicate in the target language than highly increase. Previous learning experience - The material doesn't use in the real life of the students before. Sometimes the teacher doesn't gives the real example or paragraph from students' experience before and become strange of the students to learn.

- 3) Cultural reason - The different culture makes students difficulties to practice and use in daily activities. Low or uneven participant – often caused by the tendency of some learners to dominant in the group.

Based on statements above that has been adopted from the theories, the researcher described some problems of learner is inhibition, lack of practice and vocabulary, culture reason like Arabic dominant.

c. Lack of necessary facilities

The last problem is lack of necessary facilities in learning English speaking skill, based on interview and

observation the researcher described the problems in teaching activities of the teachers in the classroom.

**Table 3.** The result of interview of the English teachers on the lack of necessary facilities in learning English speaking.

The first teacher	lack of facilities is also possible because speaking starts from listening first, listening is lacking because there is lack of equipment available so they are told that we are afraid or the teacher is wrong with listening we can know how English people talk while they rarely listen to listening therefore speaking they are slow. From the students themselves, the lack of practice speaks English because it is more dominant in Arabic, compared to English.
The second teacher	learning must also have encouragement from the school and the teacher, as well as the learning facilities used, must support so that English speaking teaching and learning is more effective in class and outside the classroom, but in fact facilities in learning are still not qualified for make students active and accustomed to hearing and speaking English, because they are more dominant in the Arabic

	<p>language than English, as well as in focus is very limited we have to take turns with other classes and classrooms for open spaces cannot be used as listening classes with teachers applying to listen to help students get used to listening to native speakers speak English.</p>
The third teacher	<p>The facilities, sometimes we need visuals but hmm here it is not sufficient for every speaking lesson, then those who have difficult interests or motivations because the motivation for them to speak is sometimes difficult, as much as possible we can use the technique or games we give one topic sometimes we even give topics they can't develop it so we have to fish so they know what they have to say.</p>
The last teacher	<p>the lack of facilities because schools are still in the development stage so teachers are still gradually learning to use ICT, in the future this Islamic boarding school will continue to increase its facilities, if the problem is the difference in the target of achieving the skills is not all teachers have used K13 but basically there are still teachers who use KTSP even though the KTSP</p>

	<p>targets only in grammar, does not focus on reading, listening, speaking and writing so that is where the English language skill test issued by the government is not in accordance with what is taught by the teacher in the school.</p>
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Thus, teachers had the same problems faced in teaching English speaking skill in the classroom related to the theory according to Al-Sobhi and Preece problem that hindered the process of teaching speaking is that the teachers are not provided by adequate educational material such as audio CD's, poster, and teacher's book.<sup>5</sup> As far as language learning is concerned, students can benefit and learn better if the materials are available when the proper educational material is used, this will draw the students attention and affect their performance positively.

2. To what extent the teacher's effort in overcoming the problems?

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<sup>5</sup> Bandar Muhammad Saeed Al-Sobhi, Abdul shakour Preece, "Teaching English Speaking Skill to the Arab students in the Saudi School in Kuala Lumpur: Problem and Solution, *international journal of education & literacy studies*. Vol.VI. No. 1(January, 2018), 1- 11.

The teacher must try to overcome these problems faced in teaching speaking skill at MTS Islamic Modern Manahijussadat. From the results of observations and interviews found several problems that exist, namely: first, Teaching Constraints, second, Learner's Problem, Third, Lack of Necessary Facilities. To solve the problems the teachers had done many strategies in teaching speaking skill the result of the interview bellows:

**Table 4.** The interview result of teachers and student's effort to overcoming the problem.

The first teacher	To overcome this problem I first started from the method, the method used must make children interested in learning English language such as games, singing and others that are appropriate to the situation and needs of the student at that time. And I always give the motivation to encourage students to like and want to learn to speak with great enthusiasm and point out that learning English speaking skills is very important in outside life.
The second teacher	The first thing I did to overcome all the problems I faced was that I had to make students like the teacher first because with them they liked the teacher slowly, they would like what we teach, like if students don't like English if the student themselves like the teacher automatically, they like the lessons taught by teacher, which is then

	<p>how to get students to get what they need in learning English speaking skills</p>
The third teacher	<p>to overcome this problems that I've faced in teaching speaking skill they are:</p> <p>First, about how to teach English speaking skill effectively, I had to know the students abilities, and the suitable method and approach with the materials I've taught was easily to understand by the students. Second, to motivate the students in learning English speaking skill. And I need another way to facilitate the speaking learning process.</p>
The last teacher	<p>To overcome the first problem, that is, from students, I will continue to encourage students by motivating them to be happy and enthusiastic about learning English, especially brave for English speaking in the classroom and outside the classroom, and as teachers must be innovative, creative, and looking for ways to be effective as well as moving if I use an LCD projector for watching movie or short video methods, and to overcome government exam incompatibilities with the applied learning I will try my best to train students to be able to master all the skills that must be students master in learning English.</p>

Students 1	According to me to overcome this problem is I have to motivate myself to learn English speaking skill because of my destination go to school in England and I have to practice English speaking activities more often with my friends in the hostel. And I have to memorize the vocabularies, grammar and I have to confident in English speaking skill in every time.
Students 2	To overcome this problem I have to change my mind-set to positive thinking and to keep learning and confidence in English speaking because learning is not afraid of being wrong.

Based on the result of interview above found a solution to overcome the teacher's problem in teaching speaking skills. In the learning process, the teacher provides a solution offered in the form of teaching speaking and learner's motivation. Teaching is a systematic and regular process carried out by educators in the delivery of material to students, it is very necessary to do so that students become more enthusiastic in participating in learning activities in class. According to Talley and Hui-ling mentioned

implicit and explicit of English speaking in the EFL classroom.<sup>6</sup>

“Teacher implement both implicit and explicit teaching in EFL classroom worldwide. In explicit teaching, the teacher gives students rules to practice and make a conscious effort to learn”. To achieve the purpose of both implicit and explicit EFL language speaking the teacher should encourage students to be involved and actively participate in English speaking classes.

While motivation to learn is a very important thing for achieving student performance or learning achievement. In this context, of course, the task and obligation of the teacher to always be able to maintain and improve the motivation to learn students and to find ways to improve student learning enthusiasm, fostering a decreased learning spirit. On the other hand, Al-Sobhi and Preece, states that “in foreign language learning, motivation is the key factor which increases language proficiency, the encouragement, and support which the students receive from his teachers, parents and classmate help and facilitate his learning process.”<sup>7</sup> The aim should be to create a

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<sup>6</sup> Paul c. Talley, Tu,Hui-Ling, “implicit and explicit teaching of English speaking in the EFL classroom”, *International Journal Humanities and Social Science*, Vol. 4, No. 06, (april,20014)

<sup>7</sup> Bandar Muhammad Saeed Al-Sobhi, Abdul shakour Preece, “Teaching English Speaking Skill to the Arab students in the Saudi School in Kuala Lumpur: Problem and



comfortable atmosphere, where student are not afraid to speak or make mistakes, and enjoy communicating with the teacher and their fellow students.

The results of the interviews and classroom observation that have been found and discussed above, the researchers describe the results of the merger to be combined into one description. From data researchers, the teacher's effort to overcome the problems faced by the teachers in teaching speaking skill, that is choose and use the suitable technique in teaching speaking and encouraging students' motivation in learning English speaking skill. Some suggestion were proposed by the researcher. The researcher has referred to his own experience as an EFL learner to those suggestion expected to be significant remedies to those students who learn English as a foreign language. According to the researcher, audiovisual material makes teaching and learning effective and useful it is the best dissemination of knowledge and information it also play an even more important role in classroom. According to Richards and Renandya.<sup>8</sup> "They provide learners with the opportunity to learn from auditory and visual experience, which enable them to develop flexibility in their

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Solution, *international journal of education & literacy studies*. Vol.VI. No. 1(January, 2018), 1- 11.

<sup>8</sup> Jack C. Ricards and willy A.Renandya, "*Methodology in Language Teaching*, An anthology of current practice,(Cambridge University Press,2002)209.

learning style and also to demonstrate the optimal use of different learning strategies and behaviors for a different task. Visual: oral activities. Because of the lack of opportunity in foreign language settings to interact with native speakers, the need for exposure to many kinds of scenes, situation, and accents as well as voices are particularly critical. This need can be met by audiovisual materials such as appropriate film, videotapes, and soap operas.”

Another recommendation is the roles of the teacher in teaching English speaking skill. According to Talley and Hui-ling mentioned four implicit and explicit of English speaking in the EFL classroom.<sup>9</sup> “The interactive role of the teacher in the EFL classroom should not be underestimated. The essential role of the teacher in EFL classroom is to provide students of English speaking with learning opportunities. The teacher is the influences of the students because the teacher has the power to control and direct the content and procedures used to learn. They act the facilitator, counselor, and authoritative resource for their students”.

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<sup>9</sup> Paul c. Talley, Tu,Hui-Ling, “implicit and explicit teaching of English speaking in the EFL classroom”, *International Journal Humanities and Social Science*, Vol. 4, No. 06, (april,20014)