

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter presents: (1) findings, and (2) interpretations.

4.1 Findings

There were some findings presented in this chapter. The research findings showed the difficulties faced by English teachers' in teaching speaking skills for eighth grade students at SMPIT Fathona Palembang based on teachers' view. An in-depth interview was conducted in both English and Indonesian to facilitate communication between the writer and participants. The data obtained from the interview were analyzed by using thematic analysis were described as follows.

4.1.1 English Teachers' Difficulties in Teaching Speaking Skills for Eighth Grade Students

After analyzing the data from the interview, the writer found some difficulties faced by English teachers' in teaching speaking skills, especially for eighth grade students. The themes and codes were listed from the analysis of qualitative data obtained from the interview in table 4.1.1

Table 4.1.1 Themes and codes of English teachers' difficulties in teaching speaking skills for eighth grade students

Themes	Codes
The Interference of Native Language during Teaching and Learning Process	<ul style="list-style-type: none"> - The teacher stated that she had difficulty in training her students to speak English because they often used their native language (Indonesian) in speaking. - The teacher claimed that she had difficulty to teach the students speaking using good grammar.
Lack of Teachers' Ability in Choosing Speaking Materials based on Students' Age	<ul style="list-style-type: none"> - The teacher said that she had difficulty in choosing materials that were appropriate for the age of the students, because the students' ability to speak English was still lacking.
The Interference of Students' Innate of Phonetic Ability	<ul style="list-style-type: none"> - The teacher stated that she was difficult to teach correct pronunciation because of the students innate ability. - The teacher mention that teacher must often repeat the pronunciation.
Lack of Teachers' Ability in Controlling the Students' Language Ego	<ul style="list-style-type: none"> - The teacher told that she was difficult to control the students to speak English because students did not have identity in their speaking abilities. For example, the teacher claimed that the student felt afraid of making mistakes when speaking English.
Lack of Students' Motivation in Speaking	<ul style="list-style-type: none"> - The teacher assumed that the students did not have motivation in speaking English because the most of students gave less

	<p>attention to the teacher during teaching and learning process speaking English.</p> <ul style="list-style-type: none"> - The teacher claimed that the students did not have motivation to receive English speaking material well because the most of students were not interested in learning speaking English.
Having Difficulties in Handling the Large Class	<ul style="list-style-type: none"> - The teacher told that she had difficulty in giving feedback to students because the teacher had to check the students' speaking one by one. - The teacher stated that she was not easy to handle large class because teacher had lack of time to teach speaking in large class. - The teacher mentioned that she found it difficult to handle classes that were not conducive in learning speaking English.
Lack of Learners' Autonomy in Speaking Skills	<ul style="list-style-type: none"> - The teacher stated that the most of students did not have the independence to master their English speaking skills. For example that the teacher claimed that the most of student sometimes did not fulfill the assignment by the teacher.

The themes and codes obtained from the qualitative data as list in table 4.1.1 was described in order to know English teachers' difficulties in teaching speaking for eighth grade students at SMPIT Fathona Palembang. It was divided into seven difficulties consisting of (1) the interference of native language during teaching and learning process; (2) lack of teachers' ability in choosing speaking materials based on students' age; (3) the

interference of students' innate of phonetic ability; (4) lack of teachers' ability in controlling the students' language ego; (5) lack of students' motivation in speaking; (6) having difficulties in handling the large class; and (7) lack of learners' autonomy in speaking skills.

4.1.1.1 The Interference of Native Language during Teaching and Learning Process

Based on data obtained from the interview, it was found that some difficulties faced by English teachers' in teaching eighth grade students at SMPIT Fathona Palembang was the interference of native language during teaching and learning process, the teacher had difficulty to train students in speaking English because students often used their native language (Indonesian) in speaking and the teacher claimed that teacher had difficulty to teach the students speaking using good grammar. As confessed by the English teacher that, *"Moreover, children rarely do activities and practice speaking English". Then, "students who don't have basic English language have a bit of difficulty in the process of teaching speaking because they are used to used their native language, so they don't understand grammar and need time to make students understand the material"* and *"in building interactions, sometimes students are more comfortable speaking using native language"* (Interview, October 23, 2021). In short, students' native language which interferes in speaking causes the teacher to have difficulty in teaching speaking to students.

4.1.1.2 Lack of Teachers' Ability in Choosing Materials Speaking Based on Students' Age

Based on data obtained from interviews, it was found that some of the difficulties faced by English teachers' in teaching eighth grade students at SMPIT Fathona Palembang was lack of teachers' ability in choosing speaking materials based on students' age, because the teacher had difficulty in choosing materials that were appropriate for the age of the students, because the students' ability to speak English was still lacking. As confessed by the English teacher that, *"The material for the eighth graders should have been more extensive, but because their speaking appearance is not sufficient, so we are still using the basic materials"*. Then *"they should be able to speak, tell stories, but to be honest at this time none of our children can speak English, express their opinions because they are constrained in vocabulary and have not been trained. Though they should be able to speak English at their age, although still mixed"* (Interview, October 23, 2021). So, the teacher find it difficult to develop speaking learning materials that are appropriate for the age of the students, because students have to use basic materials to suit students' speaking skills.

4.1.1.3 The Interference of Students' Innate of Phonetic Ability

Based on the data obtained from interviews, it was found that some of the difficulties faced by English teachers in teaching eighth grade students at SMPIT Fathona Palembang was the interference of students' innate of phonetic ability, because teacher was difficult to teach correct

pronunciation because of the students innate ability and teacher must often repeat the pronunciation. As confessed by the English teacher that, *“One of my difficulties is that the wrong pronunciation and intonation, so I have to repeat the pronunciation often so that I don't get it wrong. So, if I teach phonetics about something, I have to repeat the pronunciation because if not, I often repeat, students like to read it in wrong pronunciation”* (Interview, October 23, 2021). In brief, the innate abilities of students who are different and interfere in speaking can be the cause of teachers' difficulties in teaching speaking skills.

4.1.1.4 Lack of Teachers' Ability in Controlling the Students' Language Ego

Based on data obtained from interviews, it was found that several difficulties faced by English teachers in teaching eighth grade students at SMPIT Fathona Palembang was lack of teachers' ability in controlling the students' language ego, because teacher was difficult to control the students to speak English because students do not have identity in their speaking abilities. Example the teacher claimed that student felt afraid of making mistakes when speaking English. As confessed by the English teacher that, *“students have strong language ego and have difficulty speaking English, it automatically makes it difficult for me to control students to speak English, because they have no identity and have language ego in a negative context, so student will find it difficult to achieve their speaking goals. Especially for students who think English is difficult, because these students are those who do not take regular courses.*

they told me that they were not confident "I can't do that, mam"..., so they already had a rejection at the beginning" (Interview, October 23, 2021).

To summarize, the teacher finds it difficult to direct students out of the language ego zone.

4.1.1.5 Lack of Students' Motivation in Speaking

Based on data obtained from interviews, it was found that some of the difficulties faced by English teachers in teaching eighth grade students at SMPIT Fathona Palembang was lack of students' motivation in speaking because the most of students less attention to the teacher during teaching and learning process speaking English, and the students did not have motivation to receive English speaking material well because the most of students were not interested to learn speaking English. As confessed by the English teacher that, *"motivation itself comes from within the students, I am as a teacher can only motivate from outside, so it takes time to emphasize that students are aware and build their confidence that they can speak English"* (Interview, October 23, 2021). To sum up, lack of motivation of eighth grade in learning to speak, so that teacher needed additional creativity to increase students' motivation in speaking English.

4.1.1.6 Difficult in Handling the Large Class

Based on data obtained from interviews, it was found that several difficulties faced by English teachers in teaching eighth grade students at SMPIT Fathona Palembang was difficult in handling the large class, because teacher had difficulty in giving feedback to students, teacher have lack of time to teach speaking in large class, and also teacher find it difficult to handle classed that were not conducive in learning speaking English. As confessed by the English teacher that, *“Learning to speak English requires a lot of practice, therefore it makes it difficult for me because I don't know whether they actually understand or not about learning to speak”* (Interview, October 23, 2021). Finally, the teacher found it difficult to handle a large class because it is difficult to check each students' speaking and it is difficult to get their attention.

4.1.1.7 Lack of Learners' Autonomy in Speaking Skills

Based on data obtained from interviews, it was found that some of the difficulties faced by English teachers in teaching eighth grade students at SMPIT Fathona Palembang was lack of learners' autonomy in speaking skills, because the most of students did not have the independent to master their English speaking skills. For exemple that the teacher claimed that the most of student sometimes did not fulfill the assignment by the teacher. As confessed by the English teacher that, *“learners' autonomy still requires a great effort to be redirected to student, guided and still in the development stage for learners' autonomy”* (Interview, October 23, 2021). So, the

teacher found it difficult to teach speaking because learners' autonomy in speaking English was still lacking.

4.2 Discussions

After analyzing the data by using a thematic analysis, the writer found that there were the difficulties faced by English teacher's in teaching speaking skill for eighth grade students at SMPIT Fathona Palembang. Those consisted of (1) the interference of native language during teaching and learning process; (2) lack of teachers' ability in choosing speaking materials based on students' age; (3) the interference of students' innate of phonetic ability; (4) lack of teachers' ability in controlling the students' language ego; (5) lack of students' motivation in speaking; (6) having difficulties in handling the large class; and (7) lack of learners' autonomy in speaking skills. Therefore, the explanation of the factors were described as following in order to know further much information about them.

The first difficulties faced by the teacher in teaching speaking skills was the interference of native language during teaching and learning process. The interference of native language during teaching and learning process, the teacher had difficulty to train students in speaking English because students often used their native language (Indonesian) in speaking and the teacher claimed that teacher had difficulty to teach the students speaking using good grammar. Based on the study, showed that indeed the influence of native language disorders is great in the process of learning to

speaking because native language disorders cause pronunciation difficulties and grammatical difficulties, this was the most common type of disorder between native language and English (Manrique, 2013). In addition, according to Subandowo (2017), native language disorders also refer to when students speak, thus making students made mistakes in several factors, such as interference with the native language in speaking correctly from English pronunciation and differences in sound between English. In short, students' native language which interferes in speaking causes the teacher to have difficulty in teaching speaking to students.

The second difficulties faced by the teacher in teaching speaking skills was lack of teachers' ability in choosing speaking materials based on students' age. that the teacher had difficulty in choosing materials that were appropriate for the age of the students, because the students' ability to speak English was still lacking. This finding showed that teachers still used basic material because students' abilities were not adequate in speaking English, since the students could not answer the questions from the teacher in English. The material for students' speaking skills should be broad, considering the age of students who are in their teens of 13-14 years who should be able to speak and receive English learning well. This finding is in accordance Harmer (2007), which states that students age around 14 years are called teenagers who have the potential to be difficult for teachers to choose material that is appropriate for the age of students. In addition, according to Herwiana (2017), in choosing material the

teacher finds it difficult to create an effective and innovative learning process in speaking English that is appropriate for the age of the student and the ability of the student. So, the teacher find it difficult to develop speaking learning materials that are appropriate for the age of the students, because students have to use basic materials to suit students' speaking skills.

The third difficulties faced by the teacher in teaching speaking skills was the interference of students' innate of phonetic ability. The teacher was difficult to teach correct pronunciation because of the students innate ability and the teacher must often repeat the pronunciation. This finding showed that, for the most part, when teaching phonetics to something, after the native speaker, it must be repeated in conveying pronunciation because if it was not repeated often students like to read it wrong. Based on the study, according to Susmitha (2014), teaching pronunciation is a very sensitive and complicated aspect in the English class because of students' innate phonetic abilities, so it was important for English teachers to have phonetic knowledge, so that teachers could correct students' pronunciation in speaking English. According to Khan (2020), if students can not pronounce a word correctly then they cannot communicate well, therefore it was not an easy thing for teachers to help students have a better understanding in English pronunciation and improve their ability to communicate easily and effectively because students have different phonetics. In brief, the innate abilities of students who are

different and interfere in speaking can be the cause of teachers' difficulties in teaching speaking skills.

The fourth difficulties faced by the teacher in teaching speaking skills was lack of teachers' ability in controlling the students' language ego. The teacher was difficult to control the students to speak English because students do not have identity in their speaking abilities. For example the teacher claimed that student felt afraid of making mistakes when speaking English. This finding showed that, in learning speaking, it is difficult to make students confident, directing students out of the language ego zone, convincing students that English was not a difficult language and convincing that English is very important as a language of instruction because they have a strong language ego. In this regard, according to Zakarneh (2018), students who have a thick or strong language ego are a barrier to learning English for students as a second language. In addition, according to Humaera (2015), when students face challenges to learn English, students' egos are affected and students feel inadequate in new and stressful situations, such as interacting in direct communication when using English. To summarize, the teacher find it difficult to direct students out of the language ego zone.

The fifth difficulties faced by the teacher in teaching speaking skills was lack of students' motivation in speaking. The teacher claimed that the students did not have motivation in speaking English because the most of students less attention to the teacher during teaching and learning process

speaking English, and the students did not have motivation to receive English speaking material well because the most of students were not interested to learn speaking English. This finding showed that, according to Grabe and Stoller (2002), motivation itself comes from within students such as, interests, self-concept and involvement, so that teachers can only motivate from outside, so it takes time to emphasize that students are aware and build their belief that they can speak English. This finding is in line with, if students do not have motivation or lack of motivation as stated by Abrar et al. (2018) lack of motivation is a barrier factor for students to be active in speaking English. To sum up, lack of motivation of eighth grade in learning to speak, so that teacher need additional creativity to increase students' motivation in speaking English.

The sixth difficulties faced by the teacher in teaching speaking skills was difficult in handling the large class. The teacher had difficulty in giving feedback to students, teacher have lack of time to teach speaking in large class, and also teacher find it difficult to handle classed that were not conducive in learning speaking English. This finding showed that teachers find it difficult because they did not know that they actually understand or not about learning to speak. This finding was in line with, according to Trang (2015), stating that it is difficult to make learning comfortable, an atmosphere that is intimidating, and in mixed classes it is difficult to handle large classes. In addition, according to Varshini (2019), because learning English in large classes makes it difficult for teachers to give time

so that all students can participate in speaking English. So, the teacher find it difficult to handle a large class because it was difficult to check each students' speaking and it was difficult to got their attention.

The seventh difficulties faced by the teacher in teaching speaking skills was lack of learners' autonomy in speaking skills. The teachers claimed that the most of students did not have the independent to master their English speaking skills. For exmple that the teacher claimed that the most of student sometimes did not fulfill the assignment by the teacher. This finding showed that teachers need a great effort in building learners' autonomy, namely the limited skills of students in speaking because students' vocabulary was still lacking, students' pronunciation was still not right, students were not confident in speaking. Nuraini (2016) found that teachers need a great effort in building learners' autonomy, namely the limited skills of students in speaking because students' vocabulary is still lacking, students' pronunciation is still not right, students are not confident in speaking. In addition, according to Qamar (2016), because each student has different autonomy in study habits, their level of motivation, interests and needs, so that each student will learn with their own autonomy. To summarize, the teacher found it difficult to teach speaking because learners' autonomy in speaking English was still lacking.