

Lack of Mastery in Speaking English: Teachers' Challenges in Teaching English at The Junior High School Level

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ABSTRACT

English language learning in Indonesia is often faced with various challenges that make it difficult for students and teachers to achieve fluency in communication. Many English teachers in Indonesia do not have adequate skill to teach the language effectively, including English teachers at Nurul Jadid Islamic boarding school. Therefore, this study aims to investigate the english teachers' challenges in teaching English at English classes and their strategies to overcome them. This research is qualitative research. The techniques used to collect data in this study were semi-structured interviews and observations to English teachers. To analyze the data, the researcher used descriptive analysis technique. The results showed that speaking English fluently is not easy for English teachers. In addition, they encountered some problems including lack of confidence, lack of correct pronunciation, lack of acquiring English vocabulary, lack of grammar mastery. The strategies they use are improving vocabulary mastery, utilizing media as additional learning media, using creative games, improving self-training, talking in front of the mirror.

Keywords: *Challenges, English Mastery, Speaking*

INTRODUCTION

For many Indonesian people, learning English is not easy, especially in coastal area (Pandua & Listia, 2021). Under these conditions, the learning process in the field of education does not always proceed smoothly. Especially for those who don't enjoy learning foreign languages like English. Many students in Indonesian coastal area still feel difficulties in speaking skills because of inaccurate pronunciation, difficulty understanding English texts, difficulty writing in English form, lack of interest in learning a foreign language, lack of confidence, and no ideas in practicing it. In addition, they are silent when they are asked to speak English. For them, learning English is only an obligation not a necessity.

Furthermore, the challenges of learning to speak English are experienced not only by students but also by teachers. Teacher also face challenges in teaching English, particularly those who are not native speaker or lack proficiency in speaking the language. Additionally, several researchers have onducted studies to identify the challenges English teachers encounter. Teachers also experience a problem in teaching English, especially teachers who are not native speakers or are less proficient in speaking English. In addition, some researchers have conducted several studies to find the challenges of an English teacher in teaching English. Teachers that are not engaged and prefer to remain inactive can contribute to their students' boredom by making the learning environment less engaging. Furthermore, pupils find it difficult to develop their own abilities when they have teachers that lack emotional control and perhaps have an aggressive streak. Perhaps these teachers will instill fear and depression in their students, without realizing it.

Difficulties in learning English, especially speaking, are also experienced by English teachers at the junior high school level of Nurul Jadid Islamic boarding school. Although these teachers are graduated of education programs and alumni of English courses at LPBA, some still struggle with mastering fluent and confident English speaking skills. Generally, they are reluctant to speak English during the teaching process. This is caused by several factors, including discomfort with with speaking

english, limited vocabulary, and environmental influences. They also find it difficult to speak English because they are no longer accustomed to using it daily, as they did when they were students at language institutions where English was required for daily communication. Additionally, their busy schedules and other activities contribute to this issue, as they tend to forget vocabulary and lose fluency due to lack of practice. Challenges in the classroom, such as students' lack of enthusiasm when encouraged to speak English, also play a role. Many students dislike English lessons, perceiving them as boring. Another challenge teachers face is the frequency of students sleeping in class, which hinders the effective delivery of the material.

Research on teacher challenges has been conducted by many researchers. (Inggit & Lestari, 2023) found that these challenges involve difficulties in understanding what students are learning and how it impacts them. One of the other studies found that when teaching English as a foreign language, English language teachers face three main challenges: student-related problems, teacher-related problems, and institutional problems (Kurniawati, 2023). (Kurniawati, 2023) highlighted additional challenges, such as teachers having to create their own teaching materials and the lack of access to comprehensive resources. The lack of clarity of learning objectives is another challenge faced in their teaching (Utomo et al., 2020). Additionally, some school institutions have reported that certain teachers lack the skill to effectively deliver English lessons, making it difficult for students to grasp the material. This issue was also highlighted as a challenge for English teachers by (Khulel, 2021). Other research has focused on the limited number of teachers, which often forces them to teach subjects outside their areas of expertise, a significant challenge in teaching English in rural areas (Fadilah et al., 2023).

Although the previous studies have extensively explored the teachers' challenges in the teaching process, they have yet to examine the specific challenge of teacher's speaking in English class. Hence, this research focused on investigating the challenges in teacher's speaking English while teaching in English classes. The study was conducted at the junior high school level of Nurul Jadid Islamic boarding school.

This research aims to explore the speaking challenges faced by English teachers in junior high school in Nurul Jadid Islamic boarding school, as well as solutions implemented to address these issues. This study is expected to benefit both teachers and schools by identifying techniques or strategies to tackle speaking challenges. These training programs could focus on innovative teaching methods, classroom management techniques, and the use of technology to enhance speaking skills. Furthermore, the study can provide valuable insights for policymakers and curriculum developers, highlighting the need for changes and adaptations in English curriculum. This may involve incorporating more effective speaking activities, providing additional resources for teachers, and placing greater emphasis on communicative competence.

METHODS

A qualitative case study was employed in this investigation. Qualitative research is the investigation and interpretation of the meaning of persons or groups that are deemed social or humanitarian problems. (Ishtiaq, 2019) Additionally, in qualitative research, verbal descriptions of individuals, places, and situations have been added, and this research concentrates on understanding human social phenomena, and mentioned that rather than using numerical data, qualitative research collects data mostly in the form of words and images. (Kurniawati, 2023) Qualitative approaches place more emphasis on observing phenomena and delving deeper into their significance. Therefore, this study aims to investigate the English teachers' challenges in teaching English at English classes and their strategies to overcome them. The techniques used to collect data in this study were semi-structured interviews and observations with English teachers. To analyze the data, the researcher used descriptive analysis technique. Regarding the data sources, the data used in this study were collected from semi-structured interviews with ten English teachers at the junior high school level consisting of four female and six male English teachers at the junior high school level of Nurul Jadid Islamic boarding school.

Validation

After interviewing a data collection technique, the writer must validate the question to be discussed. Validation is the author's method of proving the truth of the data obtained. This research is an interview conducted by the author with seventeen students.

Data Analysis

Putri & Nurjati (2023), in this case study research, the data will be analyzed using interactive model. In which that the data are collected from observation and interview. (Putri & Nurjati, 2023) also mentioned those models include data reduction, data model, and conclusion verification.

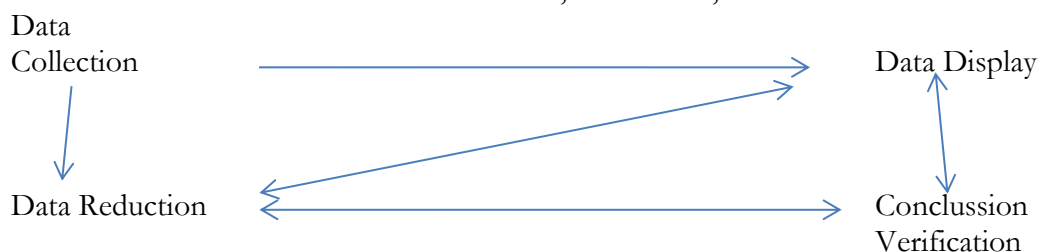


Figure 1. Components of Data Analysis

The Technique of Data Analysis

The data analysis technique is the process of the writer arranging and systematically arranging the result of the interview to increase the understanding of information obtained. According to Putri and Nurjati (2011), the study uses the analysis namely:

Data reduction

As a result, the reduced data will offer more lucid information, facilitating the collection of further data by researchers. analysis that concentrates on narrowing down, simplifying, and choosing the collected data. In this instance, the investigator will obtain a synopsis for finalizing the data and validation. The study used data from recorded interviews in order to decrease its data. Data regarding teachers' difficulties speaking English in English classes and strategies for overcoming these difficulties were gathered for this study.

Data Display

After being reduced, the next step is to present the data. This step is done so that the large amount of data that has been reduced can be easily understood by researchers and others. The form of data presentation used is narrative. That is, the analysis is carried out based on the observation checklist in the field and theoretical views to clearly describe the challenges of English teachers in speaking English in English classes and how to overcome them. This is done to strengthen or prove the description of the data obtained during the observation checklist and interviews regarding the challenges of English teachers in speaking English in English classes and how to overcome them.

Conclusion Verification

The data obtained are the conclusions of various processes in qualitative research, such as data collection is then selected the corresponding data, then presented, until finally concluded. After it is concluded that there are research results in the form of new findings in the form of a description so that the problem in the study becomes clear. Based on the above opinion, the data analysis technique is a activities to process data that has been collected by technique data collection such as observations, interview. The process first, to reduce data is to summarize, to choose the main things, focusing on the important things, looking for themes and patterns. The second process, data display (presentation of data) in qualitative research, the presentation of data can performed in the form of brief descriptions, charts, relationships between categories, flow hart, and the like. The third process, drawing conclusions, conclusions in qualitative research is a new finding that has never been before exist.

FINDING

The findings in this study present the results of data analysis through observation. Observations were conducted 10 times in this seated class where the researcher only observed speaking when teaching English in the English class. There were teachers who fully spoke English in the class, spoke English but also translated into Indonesian, and some did not speak English at all. This observation was conducted at 3 institutions at the level of junior high school islamic boarding school, including: Nurul Jadid Junior High School, MTs Nurul Jadid, MTsN 1 Probolinggo, the observation started from April 20 - June 06 2024.

TABLE 3. Question, responsive, Teacher.

Point	Question	Responsive	Teacher
1.	What is your experience when speaking English in English class?	Shy, lack of confident, lack of materials in teaching.	T9, and T10.
2.	What is the biggest challenge you face when speaking in English class?	Lack of grammar mastery, lack of correct pronouncation, lack of acquiring english vocabulary, and Lack Confident	T1, T2, T3, T4, T5,T6, T7, T8, T9,and T10.
3.	How do you overcome challenges when speaking English?	Talking in front of the mirror, Improving self-Training,using creative the games, utilizing media as additional learning media, Improve vocabulary mastery.	T1, T2, T3, T4, T5,T6, T7, T8, T9,and T10.
4.	Have you faced any obstacles in creating a supportive created for speaking English in class? If so, how did you overcome them?	using creative games	T4, and T6.
5.	In addition to your own challenges, Do you also feel that your students have challenges in learning to speak English? How do you overcome them?	using creative games and utilizing media as additional learning media.	T1, T2, T4, and T4.
6.	When you speak English in English class, do you get feedback from the students?	get feedback when teaching in the flagship class.	T9.
7.	Do you use technology or other tools when speaking English in class?	Youtobe, spotify,LCD and laptop.	T1,and T2.

Researchers use field observations to observe the classroom situation that there are several challenges experienced by English teachers when teaching English, especially when speaking English in English classes. This use for researchers to be able to obtain the data needed, so that this research tool becomes the basis for this research. Therefore, the researcher made notes about what had seen and heard in the classroom. According to this opinion, it is explained that the collection of observation data aims to describe the reason for the observation, the purpose of the observation, the observer, and the results of the observation. This indicates that the goal of observation is to gather information or data from an item under observation.

The Result of Interview

Interviews were conducted with ten English teachers. Four female and six male teachers regarding the challenges of an English teacher who speaks English in an English class, with different

situations and conditions. The interviews were conducted from May 1 to June 6, 2024, with different times and places, according to the agreement agreed by the interviewer and the interviewees. Since the interviews were conducted this time to answer the problem formulation about this study aims to investigate the English teachers' challenges in teaching English at English classes and English classes and their strategies to overcome them. The following are some expressions of the challenges experienced by English teachers when speaking English in English classes:

In the interview session, there were 10 teachers interviewed and the answers from the interview were different. The answer from the interview to teacher 1 (T1) that the challenges he experienced felt insecure in speaking English in English classes and the strategy used was to utilize existing media as learning media such as updating or being sensitive to learning with the latest strategies so that it was not boring and also understanding the material that would be delivered when learning later. The researcher continued his interview with teacher 5 (T5) he revealed the same thing that the teacher felt less confident in speaking English in English class because he was no longer used to full time speech English, but the strategy carried out by T5 was to answer questions asked by students while T5 was able to answer, if not thrown to other students if not made as homework by T5, because to avoid mistakes in answering.

Followed by the expression of teacher 6 (T6) mentioned that the teacher lacks confidence because students sleep in the classroom during English lessons, this makes the teacher feel less interesting in speaking English when in English class, but he has his own strategy in overcoming it, namely by evaluating, because T6 is worried that the factor of students sleeping is because T6 cannot provide an understanding of learning in speaking English in English class. Not much different from the results of the interview with teacher 8 (T8), namely the teacher feels less confident in teaching vocabulary to his students because he only teaches basic vocabulary, because the teacher adjusts to the demands and facilities of the school, but besides that the teacher has a strategy in overcoming these challenges, namely by increasing vocabulary mastery by attending training / workshops as a source of information on how to quickly strategy to improve vocabulary / idiom updates in English teachers.

Discussing about lack of confidence is also almost the same as the expression of the interview results expressed by teacher 9 (T9) because there are students who are already smart in English and Arabic making him a little uncomfortable afraid of students asking questions outside of his knowledge, with this T9 has a way of mixing speaking patterns by using Indonesian and English, to facilitate mutual understanding between students who are invited by language teachers in speaking English in English classes. Followed by the expression of teacher 10 (T10), namely feeling less confident because his educational background does not focus on English but must teach English, with this T10 has a strategy in overcoming it, namely reading English books in depth, looking at the dictionary when he does not know new vocabulary and asking other English teachers who are more experienced when there are obstacles in speaking more deeply with English in English class. The second is different from the results of the interview from teacher 2 (T2), which reveals that T2 feels that his pronunciation is not quite right because he is carried away with his mother tongue accent in speaking, but this can be overcome because T2 has a strategy in overcoming it, namely by making vlog videos using English, listening to music and movies with English subtitles to increase his confidence in speaking English in English class.

The third thing is the lack of vocabulary updates according to this revealed by teacher 3 (T3) that the lack of vocabulary updates or current idioms, but T3 has a strategy in overcoming this by inviting students to memorize vocabulary in English every day 10 vocabulary, so that teachers and students can together increase their vocabulary. T7 Jiuga revealed that he was less updated in vocabulary so he was worried about losing to his students, because his students were students who had taken English courses at his course institution, but in this case the teacher had a strategy, namely by reading repeatedly to increase understanding in accordance with the material. In contrast to the results of teacher 4 (T4), he revealed that he did not master grammar in speaking or writing according

to structure, but the teacher again had a strategy in overcoming this by applying playing games in class such as guessing to reduce speaking English in class, so that more verbal activities.

DISCUSSION

This section discusses the results of the study. There are two questions in this study namely what are the teacher challenges in speaking at English class? And How do English teachers overcome challenges in speaking at English class? English is indeed the international language of the world. And in Indonesia English is officially a compulsory subject taught by teachers from elementary school to university level. However, learning English is not easy, especially in remote places far from the internet network such as coastal areas, and Islamic boarding schools. Therefore, English language learners experience difficulties, especially in speaking English because they feel challenged when they have to speak full English in English classes. It turns out that the challenges experienced by students who find it difficult to speak English in English classes are also felt by English teachers. Stated by (Purwati et al., 2023) that teachers also experience challenges in the difficulty of speaking English in English classes. Teachers find some challenges in it but also have strategies in overcoming these challenges.

Based on the results of interviews with teachers when researchers conducted ongoing research and observation of English classes when English teachers were teaching English in English classes. Stated by (Wahyuningsih & Maisyanah, 2021) that the teacher's challenges in speaking in English classes are as follows: lack of grammar mastery, lack of acquiring English vocabulary, lack of correct pronunciation, and lack of confidence. In this study, according to the results of the interviews, it was stated that out of 10 teachers experienced some of the challenges mentioned above. It was explained that T1, T5, T6, T8, T9 and T10 felt challenged by a lack of confidence when speaking English. For this reason, it is important to foster confidence in ourselves, and learn to speak according to knowledge even though there will be mistakes (Wahyuningsih & Maisyanah, 2021).

Meanwhile, other teachers experienced another challenge, namely the lack of correct pronunciation, which was experienced by T2 as explained above. What is meant by the lack of correct pronunciation is stated by (Wahyuningsih & Maisyanah, 2021) that the lack of correct reading in terms of phonology is called inaccuracy in pronunciation. Phonological factors are very influential in one's pronunciation, not only mentioned by that, but the influence of the mother tongue also affects pronunciation in speaking English. Because apart from that, teachers are still often heard speaking in their mother tongue culture by (Mumary Songbatumis, 2017).

(Ali, 2023) asserts that Lack of Acquiring English Vocabulary is a difficulty experienced with complicated rules that are derived from native language words, due to difficulty memorizing or mastering vocabulary. Because vocabulary mastery needs to be taken into account as an important aspect of speaking English. Furthermore, the lack of mastery of grammar to organize words into sentences (Almuslimi, 2020) because of the expression of T4, said that he often forgot if he had to speak or write English according to a good arrangement.

From some of the challenges mentioned above, teachers have strategic efforts made to overcome the challenges in speaking English. The existence of a strategy that is to solve the challenges faced is stated by (Fauziyah & Fitria, 2021). Based on the results of interviews with these ten teachers, it varies greatly in overcoming these challenges, namely the teacher has his own strategy. The need to increase practice in accent variations in pronunciation correcting grammar, increasing vocabulary mastery (Purwati et al., 2023).

In accordance with the results of interviews T3, T7 and T8 mentioned the strategy carried out by memorizing vocabulary every day, for example ten vocabulary every day. Also mentioned that following training and reading widely to deepen the material so that the material can be delivered well. Because by attending training teachers can develop and enrich their knowledge for the quality of English teachers in speaking English in English classes (Widhayanti, 2018). In addition, T1 and T2 use strategies to utilize social media such as supporting applications for learning. they said that teachers increase their knowledge by applying by watching a lot of English subtitled movies, English music such as spotify, youtube etc. As stated by (Ariyanti & Apoko, 2022) media is very influential to

overcome the challenges of English teachers. Using YouTube media, video blogs, and music that contains English learning can improve English self. Because in this digital era, it is necessary to utilize social media well.

However, it is different with the expression of teachers T4 and T6 that the game of throwing dice and guessing is one of the teacher's choices to be able to minimize speaking in English class, so that it is more *abnyak* on verbal activities carried out by students. There is nothing wrong with playing while learning, because the essence of the goal is the same so that the teacher can speak English in class fluently and students can understand English from the teacher's talk easily. Since games are one of the representatives of words, the teacher's explanation of the material can be conveyed without long explanatory sentences (*Use Game.Pdf*, n.d.).

Furthermore, T9 and T10 said that teachers evaluate themselves more because they feel less fluent in speaking English in English classes, by often participating in self-training self-evaluation pole self-learning can be able to eradicate lack of mastery in speaking English in class by teachers and often teachers combine speaking patterns in class with English and Indonesian to avoid understanding between teachers and students. However, English teachers must continue to learn and use English in speaking in English classes (Widhayanti, 2018). Next, practice before speaking in class, to prepare yourself before entering English class so that you can maximize your English-speaking performance in English class. This is like T5's statement that practicing in front of a mirror when speaking can encourage someone to learn to be confident in speaking English in English class. Because according to (Lobanova et al., 2022) speaking in front of a mirror can make confidence increase.

CONCLUSION

Based on this research, every English teacher has different challenges in teaching English speaking. Even if the English teacher has experience in learning English or is an English graduate. Because in fact not all English teachers are so proficient in speaking English when speaking in English classes. This study shows that there are several conclusions that can be drawn from this research. The first point is about the challenges that English teachers currently face speaking English at Nurul Jadid Junior High School in English classes. There are four indications of teachers' challenges in the class such as, lack of confident, lack correct pronunciation, lack of acquiring english vocabulary, lack of grammar mastery.

And next is about how to overcome the challenges faced by teachers. Because actually every challenge there must be a strategy to overcome it. In this research, there are four strategies that teachers use to overcome these challenges, including improve vocabulary mastery, utilizing media as additional learning media, using creative games, improving self training, talking in front of the mirror.

In addition, this research can be a reference for other researchers to conduct similar research in the future. Meanwhile, future researchers should be more creative in making something different and developing this research. And for teachers to increase the support of English language skills professional development of a teacher. And it is expected to hold training for English teachers to improve the speaking skills of English teachers and improve the quality of teachers at the school.

ACKNOWLEDGMENT

Thank you to the teachers at the senior high school level who helped with the data collection and gave their time. Thank you also to the reviewers for their feedback and suggestions to make this article better than before.

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