

**ENGLISH FOREIGN LANGUAGE TEACHERS' CHALLENGES
IN TEACHING SPEAKING TO SECONDARY SCHOOLS**

**(A Description Qualitative Research at Teachers of MTS
Pancasila Bengkulu City in Academic Year 2022/2023)**

THESIS

Submitted as a partial requirements for the degree of Bachelor of
Education (S.Pd) in English Education Study program tarbiyah
and Tadris Faculty State Islamic University of Fatmawati
Sukarno Bengkulu



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MOTTO

Yakinilah tujuan yang telah engkau pilih.

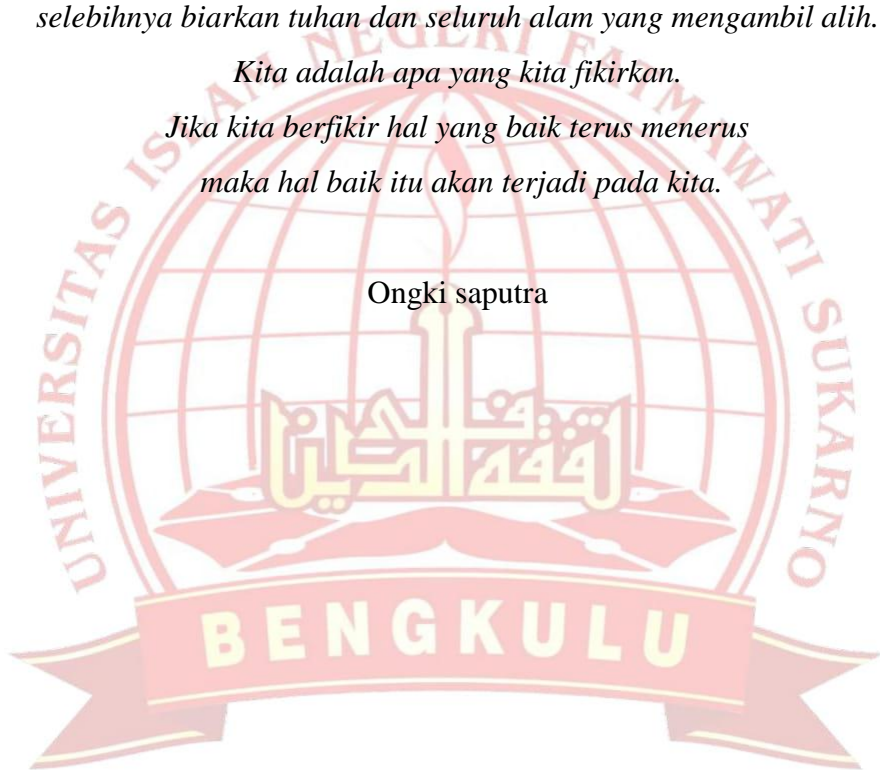
Minta percaya dan terima,

selebihnya biarkan tuhan dan seluruh alam yang mengambil alih.

Kita adalah apa yang kita fikirkan.

*Jika kita berfikir hal yang baik terus menerus
maka hal baik itu akan terjadi pada kita.*

Ongki saputra



DEDICATION

With gratitude and all my love, this thesis dedicated to :

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2. Both of my beloved parents, Mr. Jamdin and Mrs. Ronaya. How can I show you how grateful I am? I wouldn't be able to get to this point without you. My gratitude knows no bounds.
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PRONOUNCEMENT

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I hereby sincerely state that the thesis titled " English Foreign Language Teachers' Challenges in Teaching Speaking to Secondary Schools (A Descriptive Qualitative Research at Teachers of MTS Pancasila Bengkulu City in Academic Year 2022/2023)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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ABSTRACT

Ongki Saputra, 2023 English Foreign Language Teachers' Challenges in Teaching Speaking to Secondary Schools (A Description Qualitative Research at Teachers of MTS Pancasila Bengkulu City in Academic Year 2022/2023). Thesis. English Language Study Program, Tadris Department, Tarbiyah and Tadris Faculty, UIN Fatmawati Sukarno Bengkulu.

Supervisor: 1. Risnawati, M. Pd 2. Andriadi, M.A.

In the learning process, educators and students are two components that are interrelated and impossible to separate. Between these two components must be intertwined interaction that supports each other so that student learning outcomes can be achieved optimally. However, English is only learned and taught in schools, not commonly used in everyday life. So when teaching, of course the teacher has its own challenges in teaching. The purpose of this research is to find out the teacher's challenges in teaching speaking at MTS Pancasila, Bengkulu city. This study applied a qualitative method and data were collected through field notes, observation checklists, and interviews with 2 English teachers as data sources. The results indicate that the teachers had challenges, namely: Developing Student Cognitive, students' motivation, attract the attention of students in the class, lack of enthusiasm and lack of student participation, inappropriate and ineffective study time. It can be conclude that teacher challenges in teaching speaking can lead to less effective learning activities. It is suggest others to the effectiveness of learning, the teacher must be more creative and innovative and have good competence. In other To improve the competence of teachers can continue to learn and attend training.

Keywords : Teachers Challenges, Teaching English Speaking

ABSTRAK

Ongki Saputra, 2023 Tantangan Guru Bahasa Asing Bahasa Inggris dalam Mengajar Berbicara di Sekolah Menengah (Penelitian Deskripsi Kualitatif pada Guru MTS Pancasila Kota Bengkulu Tahun Pelajaran 2022/2023). Tesis. Program Studi Bahasa Inggris, Jurusan Tadris, Fakultas Tarbiyah dan Tadris, UIN Fatmawati Sukarno Bengkulu.

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Dalam proses pembelajaran, pendidik dan peserta didik merupakan dua komponen yang saling terkait dan tidak mungkin dipisahkan. Antara kedua komponen tersebut harus terjalin interaksi yang saling mendukung agar hasil belajar siswa dapat tercapai secara optimal. Namun, bahasa Inggris hanya dipelajari dan diajarkan di sekolah, tidak umum digunakan dalam kehidupan sehari-hari. Sehingga ketika mengajar, tentunya guru memiliki tantangan tersendiri dalam mengajar. Tujuan dari penelitian ini adalah untuk mengetahui tantangan guru dalam mengajar berbicara di MTS Pancasila kota Bengkulu. Penelitian ini menggunakan metode kualitatif dan data dikumpulkan melalui catatan lapangan, lembar observasi, dan wawancara dengan 2 guru bahasa Inggris sebagai sumber data. Hasil penelitian menunjukkan bahwa guru memiliki tantangan yaitu: Mengembangkan Kognitif Siswa, motivasi siswa, menarik perhatian siswa di kelas, kurang antusias dan partisipasi siswa kurang, waktu belajar tidak tepat dan tidak efektif. Dapat disimpulkan bahwa tantangan guru dalam mengajar berbicara dapat menyebabkan kegiatan pembelajaran kurang efektif. Disarankan kepada yang lain untuk efektivitas pembelajaran, guru harus lebih kreatif dan inovatif serta memiliki kompetensi yang baik. Disisi lain Untuk meningkatkan kompetensi guru dapat terus belajar dan mengikuti pelatihan.

Kata kunci : Tantangan guru, Mengajar berbicara bahasa Inggris

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SK Pembimbing

Surat Perubahan Judul

SK Seminar Proposal

Pengesahan Seminar

Mohon Izin Penelitian

SK Komprehensif

Surat Selesai Penelitian

Turnitin SK Munaqosyah

Kartu Bimbingan

Kartu Hadir Seminar



CHAPTER I

INTRODUCTION

A. Background of The Problem

Teaching speaking is not as simple as it seems, the teacher must have a good attitude and performance, this means that all teachers must understand, and use their current abilities to the fullest. They should try to avoid confusion in conveying the message. (Hakim, 2019) states that if we can make the listener understand well what we mean, then it is said that we can communicate well. Therefore, teachers must prepare themselves to help students with the right conditions in the classroom. To support students in communicating, teachers need to apply language in actual communication and have the skills to adapt to the school context and go beyond just being ourselves. Teachers also need to be other people so that students stay interested, and have fun while learning English, this shows that being a teacher is difficult (Amiruddin et al., 2020).

In speaking, Students must be able to express their thoughts, emotions, and opinions when speaking. The objective is for participants to establish relaxed social relations and effective communication. But in reality, when teachers teach speaking in elementary schools, they face challenges, such as controlling crowded situations in the classroom. The challenge that teachers often face when the teacher explains the lesson is that students are busy with themselves. They have their own things to do, and also they play with their friends while the explanation is going on by the teacher. As children they want to play in class until they are satisfied. The school system has given them time off. However, rest time is not enough. They continue to play in the classroom. In addition, teachers also face active students, they are also easily bored. When they feel bored, they move and run around the classroom. Not only do they move and run, they also annoy their other friends. In addition to disturbing their friends, they also annoy the teacher (Rosa, 2018).

Speaking skills were difficult to apply, there are numerous aspects that influence students' acceptance of speaking lessons that will be taught by the teacher, especially for students who are new to studying English, and instructional tactics should not be used with them. (Saeed Al-Sobhi & Preece, 2018) said some common problems that become challenges in speaking skills; lack of motivation, students' anxiety and lack of confidence, limited knowledge of English, and ineffective teaching methodologies.

Students had different backgrounds which make their enthusiasm for learning not the same, In this situation the teacher plays a significant part in encouraging each student's desire to study. (Sand et al., 2021) revealed that student development were more intensive and effective if he participates in activities that are in accordance with his zone of proximal development, if learning was cause positive emotions, and pedagogical interactions of participants in learning. Lack of student motivation in learning is one of the factors of difficulty for teachers in teaching speaking. This

agrees with (Kotera et al., 2021) cite Academic motivation as a critical component of both academic success and well-being. Highly motivated students actively engage with academic activities and maintain good wellbeing.

Anxiety and lack of self-confidence can affect the speaking learning of most students. They are stressed when it comes to practicing or starting to speak English in public. Elia & Irianti in (Amoah & Yeboah, 2021) argues that shyness is a psychological factor that hinders students' speaking implementation. According to them, the internal meaning of shame is described by emotions that translate to feelings of restlessness, discomfort, or discomfort that people experience when doing something, engaging in conversation, or being approached by other people, especially in new environments with other people. people who are not familiar with them.

Limited knowledge of English is also a factor that becomes an obstacle in the process of teaching speaking such as vocabulary. (Bahram et al., 2019) declare that vocabulary is one of the important components of languages which makes

communication possible. Limited vocabulary makes Some students struggle with their fluency in English, Additionally, some of the student lack the vocabulary necessary for proper English speech, Some students struggle to think for themselves when communicating in English, Some of the student speak English without using terminology. vocabulary is crucial because it serves as the foundation for learning sentence structure and other language abilities. By mastering a lot of vocabulary it will make it easier for students to understand what the teacher is saying.

The most effective methods and strategies in teaching speaking skills can make students learn happily, attentively when interacting in class. According to (Ma'youf & Aburezeq, 2022), the teacher's ability to provide differentiated instruction depends on the need to get to know each student in the class and the teacher's decision of the most effective teaching methods for each student. Differentiated instruction takes into account the unique characteristics of the students and their prior experiences in order to raise the level of all students.

(Haryudin & Jamilah, 2018) found that the difficulties of teachers in teaching speaking using audio-visual aids for autistic students were divided into two parts: Internal; unsafe and external; Students, media and teaching process.

A follow-up study from (Thin et al., 2022) The findings indicated that teaching and mastering speaking skills was difficult for both teachers and students. Students' main challenges include a lack of background knowledge, a lack of speaking topics, a lack of hands-on exercises, and a lack of speaking opportunities. Teachers must use language in genuine communication in order to help students communicate. Therefore, teachers must prepare themselves to help students with the right conditions in the classroom in speaking.

(Hasanah & Utami, 2020) revealed three problems faced by teachers, namely teaching materials that were not in accordance with the needs of students, the size of the lessons and the wide school environment, and the low motivation of students so that learning became more boring, and not enthusiastic.

Based on observations and interviews conducted on February 24, 2022. Preliminary data obtained from interviews with an English teacher at MTS Pancasila stated that the challenges faced by teachers were that were caused by students who lacked confidence and lacked vocabulary. The ability of students is very low because English for students is like the first time for them, because they are not familiar with English lessons in elementary school. And most of the students at the Pancasila Islamic Boarding School also come from villages, so English is very foreign to students. From the results of the interview, it can be concluded that, in teaching speaking, the teacher has some challenges when teaching speaking. For example, students did not have much time to learn and speak English, and students feel embarrassed when speaking. This is what encourages researchers to conduct research considering the problems faced by teachers in teaching speaking. Therefore, the researcher conducted a study on " Efl Teachers challenges In Teaching Speaking to Secondary Schools".

B. Identification of the Problem

The process of learning to speak is generally influenced by several factors such as students, teachers, materials and teaching. Based on the background of the problem above, there are several problems that can be identified, such as students lack of vocabulary, lack of confidence, and the ability of students very low, this makes it challenges to teach speaking for young learners at MTS Pancasila Bengkulu City.

C. Limitation of the Problem

Based on the background of the problem above, the limitation of this research is on teacher's challenges in teaching speaking to Secondary Schools at MTS Pancasila Bengkulu City.

D. Research Questions

Based on the background above the research questions in this research is :

1. What are the challenges faced by English teachers in teaching speaking to Secondary Schools at MTS Pancasila Bengkulu?

E. Research Objectives

Based on the problem formulation that has been described, the objectives of this research is:

1. The research to find out the teachers challenges in teaching speaking to Secondary Schools at MTS Pancasila Bengkulu.

F. Significance of the Research

It is anticipated that this research will benefit students, English teachers, and others. Because teachers are aware of the challenges and will devise the most effective lessons for them, it is hoped that the research will improve pupils' speaking abilities. The findings of this study can provide English teachers with useful information about their students in order to enhance their instruction of English speaking at a boarding school for Muslims. Finally, for other researchers, it will provide inspiration and reference in carrying out similar research related to the same strategy, and with the same or different research designs. This research can contribute to the

body of knowledge regarding the challenges experienced by teachers when instructing speaking.

G. Operational Definition of Key Terms

1. Teachers challenges

The definition of challenge is a business or activity carried out by certain individuals/groups whose potential then inhibits the activities of other individuals/groups. The teacher's hand can also be interpreted as an effort or activity carried out by the teacher that has the potential to hinder the teaching and learning process.

2. Teaching speaking

Teaching speaking is a person's ability to express or express ideas and thoughts in written or oral form

3. English to secondary schools

Many experts have different perceptions in defining the term secondary schools, but some of them also state almost the same as others. Broadly assumes secondary schools are those who are learning a foreign language under 15 years of age.

CHAPTER II

REVIEW LITERATURE

A. English to Secondary Schools

1. Definition of Secondary Schools

Secondary school is the level of basic education in formal education in Indonesia after completing primary school, junior high school is attended from seventh to ninth grade within three years. Currently, junior high school is a compulsory program under the National Education Systems Law No. 20 of 2003, Chapter IV, Paragraph 6, Article 1, which states that every citizen aged 7 to 15 is required to attend elementary education. Based on data from the Ministry of Education and Culture (2017), the age of middle school students in Indonesia is between 13 and 15 years old. Students aged 13-15 in the development phase are in their teens (Kemenedikbud, 2017).

2. Characteristic of Secondary Schools

Before entering the world of teaching, it is important for teachers to obtain student information to maximize learning and support. therefore teachers must understand the physical, emotional, conceptual and educational characteristics of young learners and take into account the specific issues and views of how young learners think and learn. Pinter's in (David nunan, 2010) opinion which identifies students who are "younger learners and older learners". Pinter identified the following:

They generally approach language holistically, which implies that they comprehend meaningful messages yet are nonetheless unable to dissect language. At this stage, students are sensitive to language development, they absorb language easily and are proficient imitators of speech. To introduce English to them, they can start with concrete things and be accompanied by objects, real objects or pictures of the words being studied.

They have a low level of awareness about themselves and about the learning process, the level of concentration and attention that is short makes them bored quickly in learning. For that learning activities must be varied and change every 10-15 minutes. Variations can be created in learning activities in student grouping, activity time intervals, teaching materials and variations in sound.

Generally, they are more concerned with themselves than others and tend to relate what they learn or do with themselves. they like subject matter related to everyday life and its surroundings. but they have also started to be able to work in groups such as making lists, completing sentences, filling in puzzles and so on

Generally, they are more concerned with themselves than others and tend to relate what they learn or do with themselves. they like subject matter related to everyday life and its surroundings. but they have also started to be able to work in groups such as making lists, completing sentences, filling in puzzles and so on

In conclusion, Young learners learn easily, enthusiastically and actively. Therefore, a teacher needs to understand well the characteristics of early childhood students. The process of teaching and learning will be greatly aided by this.

B. Teaching Speaking

1. The Definition of Speaking

Speaking skills are mandatory skills for people working in the world of public speaking. (Nunan et al., 2003) states that language is a productive auditory/oral skill consisting of the systematic production of verbal utterances to convey meaning. In the case of students, this is an opportunity for them to play with words and sounds. According to this opinion (Andriani Putri et al., 2020), speaking is the intention to convey one's events, ideas, thoughts and feelings to others by using clear, logical, directed and systematic language that the goal is to understand other people.

On the other hand, Speaking is social, according to (Scott Thornbury, 2006) in the sense that it involves developing relationships and mutual understanding, upholding and altering social identity, and involving interpersonal skills. Desires, feelings, attitudes, opinions, and judgments are ways that these social elements are conveyed, and they might conflict with the formal environment of the classroom while speaking is being taught.. Furthermore, (Nunan et al., 2003) also states that speaking skills involve many elements of language such as grammar, vocabulary, intonation, pronunciation, stress and choice of language functions.

It is evident from the previous description that speech is a form of verbal communication that is produced collectively based on contributions, presumptions, expectations, and linguistic interpretations. It necessitates a deliberate negotiation of meaning utilizing contextual social information.

2. Teaching Speaking to Secondary Schools

In order for students to enjoy learning in class and continue to improve their speaking abilities, English teachers must have the capacity to create and sustain engaging classroom environments or circumstances.

(Nunan et al., 2003) In his perception, teaching speaking to secondary schools can be defined as teaching students to:

- a. Produce English speech sounds and sound patterns the process of teaching a second language how to talk effectively by the use of verbal and nonverbal symbols in a variety of circumstances. Because of this, teachers must be able to provide a setting in the classroom where there is genuine dialogue, authentic activities, and meaningful work it enhances English speaking abilities
- b. Use stressed words and sentences, intonation patterns and the rhythms of the second language. A sentence is a language unit that has a final intonation pattern, is comparatively autonomous or a brief segment of an utterance, and really or possibly. The sentence is said to

have an intonation pattern, meaning that a sentence has a special intonation at the end when we say the sentence, the intonation functions in the sentence that is spoken as an affirmation or emphasis of the sentence being said, for example if the sentence that is spoken is a command or sentence. imperative sentence, the pronunciation intonation must be high. This aims to emphasize that the two sentences contain an order or affirmation of something.

- c. Choose words and sentences that are appropriate to the social setting, audience, situation, and subject matter.

Words are the lowest level and sentences are the highest level. Words are the main key in an effort to form writing. Therefore, a number of words in the language must be understood well, so that someone's ideas and messages can be easily understood. Thus, the words used to communicate must be understood in the social context, the situation and the material being studied. Words as language elements cannot be used arbitrarily.

However, in order to utilize these terms effectively, one must adhere to the proper guidelines and organize their ideas in a clear and logical order.

- d. Organize their thoughts in a meaningful and logical sequence

Since thoughts are always expressed in words, logic is also concerned with "words as expressions of thought".

By thinking logically, we will be able to distinguish and criticize the events that are happening to us today whether these events make sense and are in accordance with science or not. Not only that, a student must also be able to think critically so that he is able to process phenomena received by the sensory system so that he can raise various related and intriguing questions to find answers.

- e. Use language as a means of expressing values and judgments.

When we communicate via language, we already have a clear objective in mind. We want to be understood by

others. We want to convey ideas and thoughts that are acceptable to others. We want to make others believe in our views. We want to influence other people. So, in this case the reader or listener or target audience becomes our main concern. We use language keeping in mind the interests and needs of our target audience.

f. use language quickly and confidently with few reasonable pauses, which is called fluency.

The degree to which students' speech corresponds to what speakers of the target language actually say is referred to as accuracy. Fluency refers to how swiftly and confidently speakers utilize the language, with little hesitation or forced pauses, false starts, word searches, etc. Learners must be provided opportunity to improve both their fluency and accuracy in language sessions, especially at the beginning and intermediate levels..

3. Teacher's Role in the Implementation of Speaking Skills Learning

The teacher is the most honorable and proud profession, always looks convincing, full of enthusiasm, discipline and strives to be an idol for his students, whose presence is always missed and mourned for his departure. For this reason, teacher professionalism development is always carried out. A good teacher must have knowledge, understanding and ability to relate to other people. In order to create an interactive and communicative classroom, teachers are crucial. Breen and Candlin in (Nunan, 1989) say that the teacher's role is as follows:

a. Teacher are Facilitator

The teacher's role as a facilitator can work well if the teacher tries to understand the needs or needs of learner in the learning process. teachers need to ask them questions, submit small cases to be responded to in order to measure students' understanding. From

that situation the teacher conducts tutoring. as a facilitator, the teacher absolutely needs to provide suitable and diverse learning resources and media in every learning activity, and not make himself the only source of learning for his students. The teacher also provides time for private or small group consultations with students, outside of and inside of the classroom. That way the teacher helps students in overcoming learning difficulties and planning more effective learning activities(Naibaho, 2018).

b. Teacher are Participant

Every teacher involves students in the decision-making process in the classroom so that they are responsible for those decisions, and are responsible for every learning activity they do. Teachers together foster and improve the quality of organizations and students. provide opportunities for Students to make full use of their knowledge and skills in sufficient time. Teachers play a very

important role in providing support to students and are responsible for all decisions that have been taken when teaching. The teacher must also be able to create situations, lead, stimulate, move, and direct teaching and learning activities according to the plan, where he acts as a resource person, a wise leadership consultant in a democratic & humanistic sense during the process.

c. Teacher are Observation

According to the Big Indonesian Dictionary (KBBI), the meaning of the word observation is awareness directed at certain events or facts as a method of research. Another meaning of observation is supervision of the actions (activities, circumstances) of others. The teacher as an observer must have awareness in supervising events or activities that occur in the classroom. Teachers must also gather data, evaluate it, interpret it, and then judge the performance of the learning process based

on predetermined standards for both the process's efficiency and the quality of the final result.

In addition to the school's pattern, structure, and curriculum material, teachers who instruct and direct students also play a significant role in determining the process and student learning results. Competent teachers will be better able to manage their lessons so that students' learning is progressing at an optimum rate and will be better able to establish a productive, enjoyable learning environment. It is clear from the descriptions and insights of the experts above that teachers play a crucial part in the process and outcome of learning, including the acquisition of speaking abilities. Additionally, instructors must be capable of guiding students in addition to possessing teaching expertise., serve, direct, help, motivate and empower others, their students so that learning can obtain maximum results.

4. Principles in Teaching Speaking

To understand the situation of teaching speaking to easy learners, the teacher must understand the principles of teaching. (Nunan et al., 2003) states five principles in teaching speaking:

- a. Recognize the variations between circumstances for learning a second language and a foreign language.

Foreign language and second language circumstances are the two main environments in which speaking skills are taught. The target language setting influences some of the difficulties you as a teacher will encounter. A situation that involves the use of a foreign language (FL) is one in which the target language is not the social language (e.g., learning English in Japan or studying French in Australia). Due to the limited possibilities students in FL environments have to use the target language outside of the classroom, speaking abilities are a very difficult skill for them to learn. Traveling in locations

where their target languages are spoken, foreign language learners may discover that they are unable to communicate with locals.

In a second language (SL) situation, the dominant language in the society is the target language (such as English in the UK or Spanish in Mexico). Refugees, international students, and immigrants all study a second language. Some people learning a second language (especially those who move to their new nation as children) develop impressive speaking abilities, but many others only reach a certain level of competency before giving up. Their speech appears to plateau where it still exhibits audible, predictable mistakes. Grammar, vocabulary, pronunciation, or any other combination of issues that impair a learner's ability to communicate verbally can be included.

- b. Encourage student to practice speaking accurately and fluently.

The degree to which students' speech corresponds to what speakers of the target language actually say is referred to as accuracy. Fluency refers to how swiftly and confidently speakers utilize the language, with little hesitation or forced pauses, false starts, word searches, etc. Learners need opportunities in language classes—especially at the beginning and intermediate levels—to improve both their fluency and accuracy. If the teacher is continuously stopping students to correct their spoken mistakes, they won't be able to develop fluency. Teachers must model fluency-building exercises for their pupils and acknowledge that making mistakes is a normal aspect of learning a new language. Consider a time when you attempted to learn a foreign language.

- c. Utilize group or duo projects to give students the chance to converse, and keep instructor chatter to a minimum.

Research has shown time and time again that between 50 and 80 percent of the talking in classrooms is done by teachers. It's crucial for us as language instructors to be conscious of how much we talk in class so that we don't monopolize the time that the students may be speaking. Activities like pair work and group projects can be used to provide students more opportunities to speak the target language during class. Another intriguing aspect is that when the teacher is absent from the dialogue, the students play a variety of speaking roles that the teacher typically fills (such as posing questions or offering clarification).

- d. Create speaking exercises that require you to negotiate meaning.

According to research, talking in the target language helps learners advance since engagement always includes making an effort to comprehend and be understood. Negotiating for meaning is the name given to this procedure. It entails making sure you comprehended what was stated, asking for clarification, and getting confirmation that you were understood. During discussions, learners can get the individuals they are interacting with to address them in a way that they can understand and learn from by asking for clarification, repetition, or explanations.

- e. Create in-class exercises that provide instruction and practice in both transactional and interactive speaking.

Outside of the classroom, we typically communicate with others for interactional or business-related reasons. Speaking to someone in an interactional manner serves social needs. It involves creating and keeping social connections.

Communication used for transactional purposes, such as the trade of products and/or services, is referred to as transactional speech. According to Nunan, the majority of spoken exchanges "may be positioned on a continuum from very predictable to relatively unpredictable" (1991: 42). The subjects discussed during conversations might vary widely, and everyone takes turns speaking and making comments. Nunan, on the other hand, asserts that "transactional encounters of a fairly confined form will frequently contain highly predictable patterns," using the example of calling for a cab as evidence. Nunan contends that compared to transactional speech, interactional speech is far more flexible and unpredictable. Since language learners will use the target language in both transactional and interpersonal contexts, speaking exercises in the classroom should serve both interactional and transactional functions.

Based on the aforementioned principles for teaching speaking, including those of fluency and accuracy, intrinsic motivation techniques, encouraging the use of real language, providing appropriate feedback and correction, utilizing the relationship between speaking and listening naturally, providing an appropriate level of difficulty, and using meaningful learning with meaningful activities that are applicable to everyday life, it is clear that teaching speaking should be done.

5. Strategies in Teaching Speaking

As a teacher should also understand how the needs of students, what is necessary and needed during teaching periods, therefore strategies in teaching must be mastered by the teacher. (Nunan et al., 2003) reveals several strategies in teaching speaking;

a. Information gap

A helpful activity is the information gap, in which one person possesses knowledge that another

does not. To communicate the knowledge, they must do so in the intended language. For instance, a student needs to provide a classmate the instructions to a party. In this task, students are intended to work in pairs, as described by Kayi (2006). One student will have knowledge that the other pairs do not, hence the pair will exchange knowledge. Activities to close the knowledge gap have several uses, including information collecting and problem solving. Additionally, each partner is crucial to the assignment's success since without their cooperation, the other partner cannot finish the task. Jigsaw exercises Activities like jigsaw puzzles create a multidirectional or bidirectional information gap. Each member of a pair or group possesses knowledge that the other members require.

b. Tango seating

To practice in pairs, you can have the students sit in tango chairs. When two students are seated in a

tango, their right shoulders are touching and they are looking in different directions. They can hear each other through this arrangement, but they are unable to see what is being built or sketched on their partner's workstation.

c. Role-plays

Role playing is a great way to encourage conversation in a somewhat secure classroom setting. Students are assigned specific roles in the target language for role playing. Students can practice speaking the target language through role-playing before they have to in a real-world setting. Students pretend to be in different social circumstances and play different social roles, according to Kayi (2006). During role-playing exercises, the teacher gives the pupils information about themselves and their thoughts and feelings.

d. Simulation

Props and papers create a relatively realistic atmosphere for language practice in a simulation. So, for instance, a teacher might bring in "items" for the students to purchase (a box of crackers, coffee, or a jar of jam) and even pretend money for the children to use when making their purchases during a language lesson on the grocery store. The students would practice transactional speaking with the cashier at a check-out counter. Kayi (2006) also stated Although role-plays and simulations are quite similar, simulations differ from role-plays due to their greater level of complexity. Students can bring items to class during simulations to create a realistic setting. As an illustration, if a student is portraying a singer, she may bring a microphone and perform, etc.

e. Contact assignments

In contact assignments, students are sent outside the classroom with the explicit goal of speaking with

others in the target language. Teaching young students to speak in public is tremendously rewarding because they are less self-conscious than older students (Phillips, 1993). The learners' need to acquire vocabulary, pronunciation, structure, and function in order to express themselves, however, makes it challenging for the teachers.

Based on the explanations of the experts above, the strategy in teaching speaking is the teacher's way of simplifying the teaching delivery process where the teacher can apply some appropriate ones for easy learners. Such as role play, information gap, and simulations. From the description above, it can be concluded that strategy is all activities used by English teachers in teaching in order to facilitate and assist students in targeting the target of teaching English itself.

C. Challenges in Teaching Speaking

The difficulties experienced by teachers must be considered and resolved for the development of teaching so that learning can be better. There are several obstacles experienced by teachers, based on the opinion of (David nunan, 2010) revealing several challenges faced by teachers in teaching speaking:

1. Cognitive Development

Learners go through considerable developmental changes as they transition from childhood to maturity, as we observed in the part before. When developing tasks and resources for learners at various stages, it is important to take into account these stages as well as their psychological and social qualities. It is not advisable to start formal grammar instruction with learners before they have reached the Concrete-operational stage or any other step before that. Before the level of formal operations, inductive learning exercises that require students to

develop rules from examples of language are unlikely to be successful.

2. Motivation

In formal schooling (and this applies to all subjects, not just foreign language learning), research shows that motivation declines over time. in language learning. I believe that this is due to a number of factors: a lack of clarity about learning objectives, content that learners do not or cannot relate to, and perhaps most importantly, a feeling on the part of learners that their efforts to master the language are not paying off; there is little or no evidence of progress to their efforts. Another factor may be that the foreign language is not relevant to the students' daily life.

3. Attention

Young children, as we've seen, have short attention spans. It is crucial to mix up the activities in order to prevent learners from losing interest.

4. Multi-level Groups

Whenever we have more than one student in a study group, we will have diversity. We usually think of diversity in terms of language proficiency levels. However, diversity also includes the learner's first language, and whether the first language has the same script as English, as well as personality, aptitudes, attitudes and motivations, learning styles and strategies, cognitive styles, access to learning opportunities outside the classroom, and so on. In serving diversity, learning styles and strategies are critical

5. Assesment

We assess learners for many reasons: to place them in the appropriate class. diagnose their strengths and weaknesses, provide them with certification, etc. (We'll look in greater detail at these and other purposes later in the book.) None, to my mind, however, is more important than assessment for learning. I believe that all schools should see assessment as an integral part of the learning

process. Seeing assessment as part of the learning process has practical implications. It suggests, for example, that learners should be given immediate feedback on how well they have performed. (We know from research that the closer the feedback is to the performance, the more effective it will be.

D. Previous Studies

In this study, we review several previous studies from several journals that have the same subject, both the object and the subject as a reference, the research that is related to this research is as follows:

1. (Oktavia et al., 2022) entitled *Challenges and Strategies Used by English Teachers in Teaching English Language Skills to Young Learners*. A demographic questionnaire and in-depth interviews were used as the data gathering tools for this qualitative investigation. The data from the interviews was examined using within-case and cross-case presentations, and the demographic questionnaire was descriptively examined. Four instructors, from three distinct

schools, took part in this study. Two major themes were found in this study's findings in relation to the difficulties teachers face and their teaching methods for young language learners. The difficulties in imparting English language proficiency and the teachers' methods were the main themes. Young learners were taught English language skills utilizing four different tactics, including games, songs, lots of practice, and memorization.

This research has similarities that have been studied by Oktavia at al, namely the method used is qualitative. The studies above also have the same goal of knowing the challenges faced by teachers. Because they are similar, of course the research is not much different and has the same goal.

While the differences with the research above, in addition to the different research objects, can be seen in terms of different research focus and tendencies, where the research above focuses on teachers who teach English

while researchers focus more on the challenges of teaching speaking.

2. (Lestari et al., 2021) conducted a study entitled *Exploring English Teachers' Difficulties In Teaching Writing Through A Learning Platform*. This study aims to investigate the challenges faced by English teachers at a junior high school in Banjarmasin who instruct writing using a learning platform. A qualitative descriptive method was adopted by the researcher. Two English teachers who participated in semi-structured interviews were used to gather data online. Three key sub-themes were identified through the qualitative study, including technical limitations, student conditioning, and student participation.

This research has similarities that have been studied by (Lestari et al., 2021), namely the method used is qualitative. The studies above also have the same goal of knowing the challenges faced by teachers. Because they are similar, of course the research is not much different and has the same goal.

While the difference with the research above, in addition to the different research objects, can be seen in terms of different research focus. In the study the focus was on writing subjects, while the researchers focused on teaching speaking.

3. (Mandaria et al., 2022) conducted a study entitled *Teachers' Perception Towards Local Content Based English Materials of Speaking Skill for Young Learners*. In this essay, we learn more about the requirements of young English language learners in elementary schools nowadays. This study involved four Palangka Raya primary school English teachers. Questionnaires and interviewing guidelines are research tools. Quantitative descriptions and percentages are used to express survey results. Based on local resources, an English e-book for young learners studying English at the primary level will be developed using these findings.

This research has similarities that have been researched by (Mandaria et al., 2022), namely the method

used is qualitative. The above studies also have the same focus on teaching speaking. Because they are similar, of course the research is not much different and has the same goal.

While the differences with the research above, apart from the different objects of research, it can be seen in terms of different focus and research tendencies. This Research aims to Teachers' Perception Towards Local Content Based English Materials of Speaking Skill.

4. (Malik et al., 2021) conducted a research entitled *Identification of Barriers and Challenges to Teaching English at an Early Age in Indonesia: An International Publication Analysis Study*. This study uses descriptive and qualitative methods to examine the challenges educators in Indonesia encounter when teaching English as a foreign language to kids. The study's findings indicate that a number of factors, including the teacher's subpar presentational skills particularly his or her inability to master the learning materials, use the right methods and

media, and effectively manage classes and the lack of student handbooks or textbooks are to blame for the students' difficulties in learning and comprehending English material.

This research has similarities that have been studied by (Malik et al., 2021), namely the method used is qualitative. The studies above also have the same goal of knowing the challenges faced by teachers. Because they are similar, of course the research is not much different and has the same goal.

While the difference with the research above, in addition to the different research objects, can be seen in terms of different research focus and tendencies. Research (Malik et al., 2021) aims to find out teachers' challenges and strategies in teaching English at an early age, while my research is about teaching speaking in secondary schools.

E. Conceptual Framework

The teacher's challenge in teaching Speaking can be illustrated in the following conceptual framework.

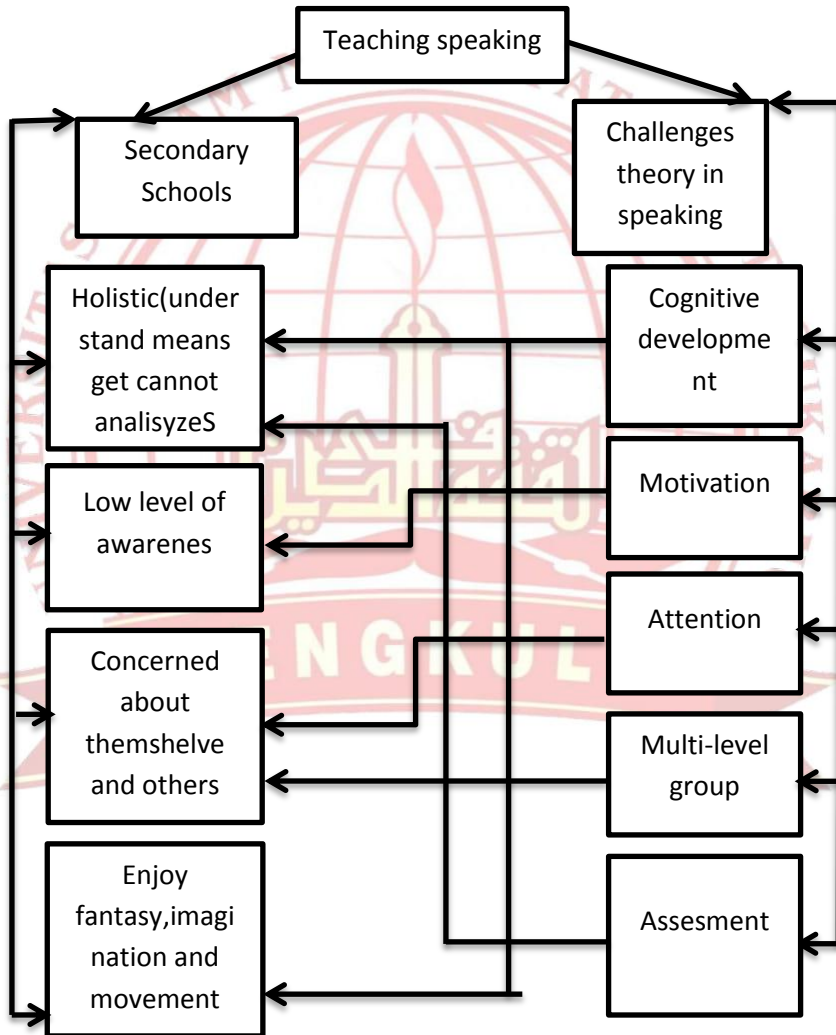


Figure 2.1: Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Research Design

The qualitative method was used in this study. According to (Moleong, 2019), qualitative research aims to understand the phenomena experienced by the research subjects holistically and by way of description in the form of words and language, in a particular context that naturally and by utilizing various natural methods. These phenomena include behavior, perception, motivation, and action.

Then, it was explained by (djam'an Satori & Komariah, 2017) that qualitative research is a research strategy that reveals particular social conditions by accurately portraying reality, fashioned by words based on pertinent data collection and analysis procedures and collected from natural scenarios.

In contrast to (Ahmadi, 2014) who stated that qualitative research is a research paradigm that emphasizes meaning and interpretation as well as knowledge from the participant's perspective. In order to be able to carry out

qualitative research well, an appropriate strategy is needed that is in line with the characteristics of qualitative research.

Based on the aforementioned theoretical explanation, the researcher contends that qualitative research is research that emphasizes meaning and interpretation as well as knowledge from the participant's perspective and aims to understand phenomena experienced by research subjects such as behavior, perception, motivation, and action. In conducting this research, the researcher were used a qualitative method which aims to find out the challenges of teachers in teaching speaking at MTS Pancasila Bengkulu city.

B. Source and Kind of Data

1. Source of Data

The data were obtained directly from the teachers who teach at the MTS Pancasila as needed. The number of teachers who teach at MTS Pancasila consists of two teacher's. Data were collected from observations and interviews at the MTS Pancasila Bengkulu city. Observations were made in the classroom during the

implementation situation of the English language learning program and interviews are conducted the English.

2. Kinds of Data

According to Moleong (2019), the primary data sources for qualitative research are words and actions, followed by supplementary information such documents and other sources. Words and actions, textual data sources, images, and statistics are the different categories of data in this section. Researchers employ the following data types in this study:

a. Data in form of words and action

The primary data sources for the study are interviews and observations. The primary data sources include written notes, video/video tape recordings, or photography. the end result of seeing, hearing, and asking together.

b. Data in form of written source

It is obvious that this cannot be disregarded, despite the claim that sources other than words and acts

are secondary sources. Additional textual sources that were used to create the data can be categorized into four categories: personal documents, official documents, sources from archives, and sources from scientific journals and books.

C. Technique of Collecting The Data

In collecting data, researchers collected data with the following procedure:

1. Observation

Researchers visited schools, prepared reports to recorded observational data and collected information related to topics, recorded observations and edit observation reports. This information is obtained from various sources, then we can found out about conditions in schools, teachers, students, and areas.

2. Interview

The Researches was recorded all the things that was discussed. This is done to obtained accurate data about the implementation of teaching and learning and the challenges

faced by English teachers in delivering speaking subject matter, by conducting interviews. Interviews with teachers who teach speaking at MTS Pancasila. The informants were asked for various information or information through interviews, in order to found data related to the formulation of the problem.

3. Documentation

The researches was intention of collected, research and analyzing data or records in the school office of MTS Pancasila Bengkulu City.

4. Field notes

The researches wrote is heard, seen, experienced and thought in order to collected data to obtained accurate results. In the field note to completed the research data.

D. Research Instrument

1. Observation

Observations can also be divided into open observations and closed observations. What is open or closed here is the observer and the research setting.

Observers are openly known by the subject, while on the other hand the subjects voluntarily provide opportunities for observers to observe events that occur, and they realize that there are people who are observing what they are doing. On the other hand, in closed observation, the observer operates and makes observations without being noticed by the subjects. Usually observations like the last one are made by researchers in public places such as cinemas, parks, sports fields, public meeting places, or other entertainment places. In making observations researchers would visit schools, prepare reports to record observational data and collect information related to topics, record observations and edit observation reports. This information is obtained from various sources, then we can find out about conditions in schools, teachers, students, and areas.

2. Interview

A chat with a definite goal is an interview. The interviewer, who posed the question, and the interviewee, who provided the response, continued on the conversation

together. According to Lincoln and Guba in (Moleong, 2019), conducting interviews serves a variety of purposes, including building knowledge about people, events, organizations, feelings, motivations, demands, and concerns; reconstructing such roundness as experienced in the past; projecting such roundness as expected to be experienced in the future; verifying, changing, and expanding knowledge obtained from other people, both human and non-human (triangulation); and verifying, modifying, and extending knowledge. In conducting interviews research will record all the things that will be discussed. This is done to obtain accurate data about the implementation of teaching and learning and the difficulties faced by English teachers in delivering speaking subject matter, by conducting interviews. Interviews with teachers who teach speaking at MTS Pancasila. The informants will be asked for various information or information through interviews, in order to find data related to the formulation of the problem.

3. Documentation

Document is any written material or film, other than records, which is not prepared due to the request of an investigator. The discussion here is directed at documents in the sense that if researchers find records, of course they need to be used. The research carry out with the intention of collecting, researching and analyzing data or records in the school office of MTS Pancasila Bengkulu City.

4. Field notes

These days people distinguish between documents and records. Guba and Lincoln in (Moleong, 2019) define it as follows: Record is any written statement prepared by a person or institution for the purpose of testing an event or presenting accounting. The research write is heard, seen, experienced and thought in order to collect data to obtain accurate results. In the field note to complete the research data.

E. Technique of Analysis Data

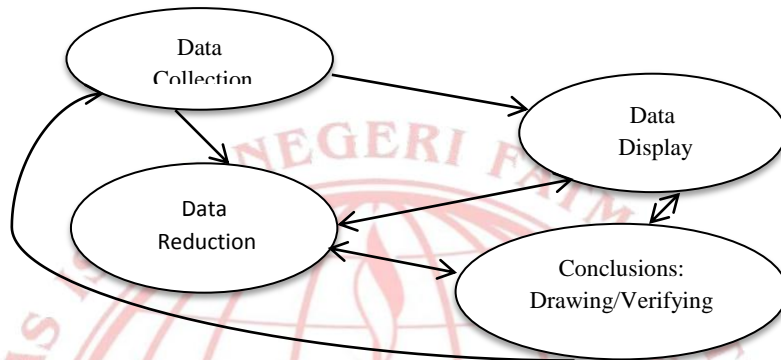


Figure 3.2
Components of data analysis: interactive model
(Source: MILES & HUBERMAN, 1984)

Miles dan Huberman In (djarm'an Satori & Komariah, 2017), suggests data analysis activities: consisting of data reduction, data display, and conclusion drawing/verification which are carried out interactively and take place continuously until complete, the activities in data analysis are:

a. Data reduction

Data reduction, or sorting out the important details or data in accordance with the research's objective,

was the electoral process that concentrated on the simplicity and transformation of raw data that arose from the written records on the ground.

b. Display data

Brief descriptions, charts, and graphs were used to illustrate the condensed facts, which made it easier to interpret.

c. Conclusion and verification of the data

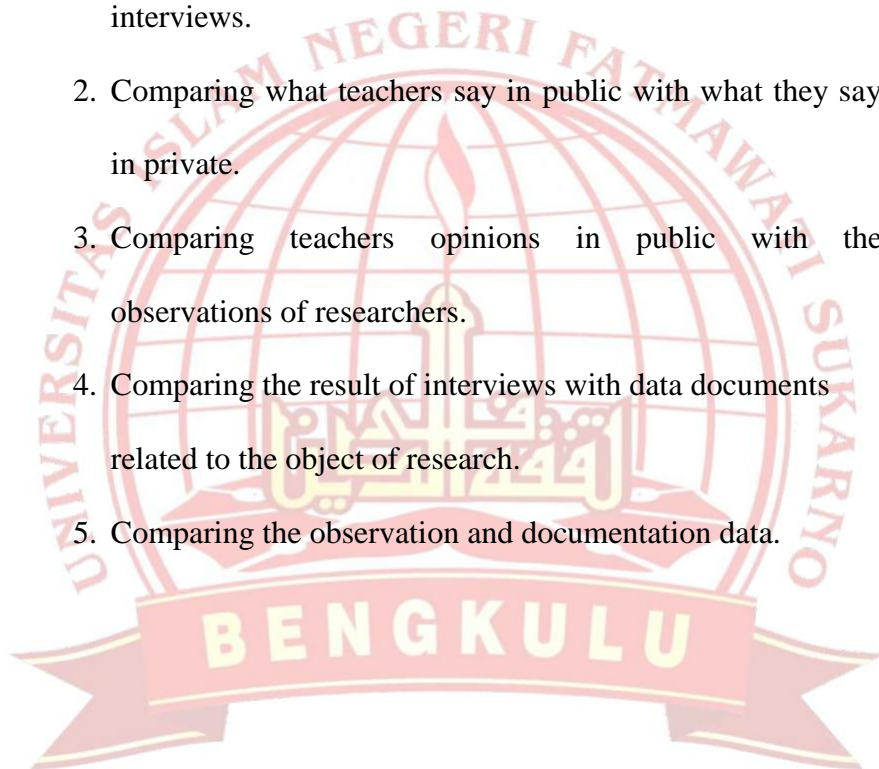
If the targeted outcome had been attained, the researcher stopped the study based on the data that had been collected and the conclusions that had been reached.

F. Triangulation

Triangulation is a method for evaluating the reliability of data by comparing it to sources of information other than the data itself. (Bachri, 2010). In this study, researchers used source triangulation, which is to compare many sources or participants that have been obtained to obtain accurate data. Researchers collected data using a list of observations

supported by interview guidelines and researchers also used documentation. Triangulation can be done by:

1. Comparing the data from observations with the results of interviews.
2. Comparing what teachers say in public with what they say in private.
3. Comparing teachers opinions in public with the observations of researchers.
4. Comparing the result of interviews with data documents related to the object of research.
5. Comparing the observation and documentation data.



CHAPTER IV

RESULT AND DISCUSSION

A. Result

1. English Teachers' Challenges in Teaching Speaking to Secondary School

a. Developing Students' Cognitive

Students' cognitive development is a process of changing students' knowledge of how they learn and understand learning materials. Most of the students at MTS Pancasila come from villages and in elementary school students no longer learn English, causing students' lack of ability in classifying, pronouncing and even understanding learning material (see Appendix 4).

Based on this, teaching in class requires teachers to use Indonesian more so that students can easily understand what the teacher has conveyed to students (Appendix 1).

The teacher gave an overview of the material to be studied that day. When giving an explanation of the material to be discussed, the teacher not only explain the

material but also teach pronunciation and translation of all the sentences or words they say and learn. To help students understand and practice speaking pronunciation in English.

The researcher also interviewed the research participants, and teacher 1 said that :

“Students have not been able to use words due to the low ability of students, even their vocabulary is still very lacking, it's like English is the first for students, they do not know English in elementary school. when my students tell me to say words in English they follow what I have said and at the same time interpret it but they have a little difficulty if they pronounce it correctly, but it doesn't matter for the early stages of learning. And most of the students are still not able to understand the material that is explained but some of them have been able to answer the questions I gave them” (Appendix 7)

In this case when the learning process takes place students cannot use words because of the low ability of students, for students this English subject is the first time they learn, because they previously did not learn English in elementary school. In elementary school students no longer learn English so their ability to speak is still very

lacking. When my students are assigned to say words in English they follow what I have said and at the same time interpret it, but they have a little difficulty if they pronounce it correctly, but it doesn't matter for the early stages of learning. And most of the students are also still not able to understand the material explained by the teacher in the classroom but some of them have been able to answer the questions the teacher gave them.

When the teacher uses too much English in the classroom, the teaching and learning process cannot run well. So, the teacher uses English as an introduction.

Teachers 2 also has the same statement as Teachers 1, he added that students have not been able to classify words because students' interest in learning is weak.

The researcher also interviewed the research participants, and teacher 2 said that:

"To classify words, students have not been able to use words due to the low ability of students, even their vocabulary is still very lacking when students say words in English they are shy in saying the words given but I still ask you to practice so they can the students were still not able

to understand the material that explained the evidence when the midterm exam was carried out they all got low results. ”(Appendix 7)

In this case the low ability of students causes them to be unable to classify words in English, the low ability of these students causes students' lack of interest when learning English. Students are also still very lacking in vocabulary mastery, they still feel embarrassed when asked to say words in front of the class. When studying students also do not understand the material that the teacher explains which makes student learning outcomes low.

Based on the results above, it is clear that during the learning process students cannot use words because of their low ability, for students this English subject is their first lesson, because they have never studied English in elementary school before. In elementary school students no longer learn English so their speaking skills are still very lacking. When students are assigned to say words in English students feel embarrassed. They

have a little difficulty if they pronounce it correctly, and when studying students also do not understand the material described. The level of students' cognitive abilities will affect the speed of the learning process, meaning that students' cognitive abilities are closely related to the learning process provided by the teacher. Thus, the researcher concludes that cognitive development is a challenge for teachers who teach at MTS Pancasila.

b. Motivating Students'

Encouragement from students to achieve learning goals can create enthusiasm and desire to achieve effective learning goals, student motivation becomes a challenge for teachers, because of the lack of student interest in learning English. Based on the results of the field notes (appendix 1), the researcher found that the students felt happy and shouted horey when the teacher stated that we did not study today. The lack of student interest in learning is proven when they are given

assignments they don't do, when asked to appear in front of the class the students are shy.

The researcher also interviewed the research participants, and teacher 1 said that:

“Students' interest in learning is still very low because they do not know English in elementary school. And most of our students come from outside the city or rural areas, so their facilities for learning English are very lacking, except for students who live in cities, who were born in the city, maybe when they were in elementary school or taking English courses. While most of our students are from villages. The student's response is the same in learning quite well, indeed there are students who pay less attention but depending on the nature of the teacher who teaches, the teacher must be able to overcome it with the right method. Most of the students are not interested because it is difficult to learn English other than that they do not know English, and most of our students are from out of town or rural areas, so their facilities for learning English are very lacking (Appendix 7)

In this case for students' interest in learning is still very lacking because they do not know English in elementary school. And most of our students are from out of town or rural areas, so their facilities for learning English are very lacking, except for students who live in

cities, were born in the city, possibly when they were in elementary school or took English courses. While most of the students from the village. Yes, responding to students is the same as the interaction between teachers and students, indeed there are students who pay less attention but it depends on the nature of the teacher who teaches, the teacher must be able to handle it with the right method. Most of the students are not interested because it is difficult to learn English other than that they do not know English. And most of our students are from out of town or rural areas, so their facilities for learning English are very lacking.

Another teacher also stated that students' motivation in learning was very weak, they chatted with their classmates, slept in class, when they were given an assignment they didn't do anything, when they appeared in front of the class they were shy (appendix 7).

The researcher also interviewed the research participants, and teacher 2 said that:

"Students' interest in learning is weak, it is proven when teaching a lot of people who sleep, when given assignments they don't do it, when asked to appear in front of the class many are shy, students don't like English lessons and apart from that they also find it difficult to receive material on language components such as listening, reading, speaking, writing, this is proven when the mid test of the English subject that you teach has been given a grid even though the grid is included in the questions asked in the exam but the results it is still far from the expectation that the score they get is below 50 and some are even 0, it is difficult for children to receive lessons." (Appendix 7)

In this case, students' interest in learning is weak, students when studying a lot sleep, do not do assignments, when appearing in front of the class many are shy, students do not like English lessons and besides that they are also difficult to accept material on the language component such as listening, reading, speaking, writing, this is proven when the mid-examination of the English lesson that you teach is given a grid even though the grid is included in the questions asked in the exam but the results are still far from the

expected score they get below 50 and some even 0, students find it difficult to accept lessons.

From the data above, it is known that students' interest in learning is still lacking because they do not know English in elementary schools. And most of our students come from outside the city or rural areas, so their facilities for learning English are very lacking, except for students who live in cities, were born in the city, maybe when they were in elementary school or took English courses. While most of the students come from villages. Indeed there are students who pay less attention but it depends on the method of the teacher who teaches, the teacher must be able to handle it with the right method. Most of the students are not interested because it is difficult to learn English other than that they do not know English. And most of our students come from out of town or rural areas, so their facilities for learning English are very lacking. Weak interest in student learning, it is proven when teaching students

sleep a lot, not doing assignments, when appearing in front of the class many are shy, students do not like English lessons and besides that they are also difficult to accept material on language components such as listening, reading, speaking, writing, this is proven when the middle test of the English lesson that you teach is given a grid even though the grid is included in the questions posed in the exam but the results are still far from the expected value they get below 50 and some even 0, students find it difficult to accept lessons. Thus the researcher concludes that student motivation is a challenge for teachers who teach at MTS Pancasila.

c. Attracting Students' Attention

Attention is one of the important things in the learning process, without attention and focus, the process of transferring information or material will not run optimally. Base on the result field notes (Appendix 1) Seen some cool students chat with their classmates they didn't pay attention to the teacher, only students sitting in

front answered the teacher's questions. The attention of students is one of the challenges for teachers, because of the lack of student interest in learning English. based on the results of observations (appendix 4) some students cannot concentrate when the teacher is explaining the learning material.

The researcher also interviewed the research participants, and teacher 1 said that:

“In this case, students are easily disturbed by their concentration, for example, when other students ask questions, they immediately see the student who asked the question and also they can't stand to sit for about twenty minutes and they start to make noise and annoy their friends. When I ask them to come forward, the students follow but sometimes they don't believe in themselves if I instruct them to read the dialogue on the blackboard or write the answer yes, they are still afraid to make mistakes.”
(Appendix 7)

In this case, students' weak concentration causes them to be unable to focus on studying, when other students ask questions they immediately see the student who asked the question and also they can't stand to sit for about twenty minutes, they start to make noise and

annoy their friends. When the teacher asks them to come forward the students follow but sometimes they are not confident if the teacher instructs them to read the dialogue on the blackboard or write.

The researcher also interviewed the research participants, and teacher 2 said that:

"At the beginning of learning they can follow the lesson well, but when the day starts they get bored of studying, usually students start sleeping at the table and so on, but I understand that the names are still children's concentration is quickly lost. And also in the first place, students are still shy when they come forward, usually if there are students who come forward, their classmates immediately cheer so students don't believe in themselves.

Well, I usually support students so that students remain optimistic without being afraid." (Appendix 7)

In this case, in this case, students feel embarrassed when they come forward, usually if there are students who come forward, their classmates immediately cheer so they are not confident. And at the beginning of learning students can follow the lesson well, but when the day is getting late, students' attention is low, they

start to get bored of studying, usually students start sleeping at the table and so on.

From the data above, it is known that the students' weak concentration causes them to not be able to focus on studying, when other students ask questions they immediately see the student asking the question and also they can't stand to sit for about twenty minutes, they start to make noise and disturb their friends. When the teacher asks them to come forward the students follow but sometimes they are not confident if the teacher tells them to read the dialogue on the blackboard or write. Usually if there are students who come forward, their classmates cheer so they are not confident. And at the beginning of learning students can follow the lesson well, but when the day gets late, students' attention is low, they start to get bored of studying, usually students start sleeping at the table and so on. Attention is very important for teachers in the teaching and learning process if students

do not focus, it is possible that students cannot capture the material explained by the teacher.

d. Students' Activities in the class

Each student in a study group has diversity, usually diversity in different levels of language proficiency. When the teacher divides several groups of students, then distributes cards that have been written verbs on the card and each card has a score. It is seen that students ask the teacher the meaning of each vocabulary they choose, such as play, book, don't, it, like. And some students just stay quiet and chat with friends (Appendix 1). Usually when students are studying in groups some of the students do not take part in completing the task, only one to two students do the work.

The researcher also interviewed the research participants, and teacher 1 said that:

"Yes, like yesterday I gave a group assignment in composing sentences, in three groups each group I gave one word and so did the others, for example, some got morning, some got

breakfast and some got like, every, so that later the sentence I like will be composed. breakfast every morning. And indeed there are some students who are not very enthusiastic or do not participate, usually they have problems. And I asked why you are not enthusiastic, so something like this will be transferred to the BK and that is usually a common obstacle in learning” (Appendix 7)

In this case, when the teacher gives a group assignment in composing sentences, students immediately choose the friends they like. In three groups each group is given a lot of cards and each behind the card has its own score such as 30 for breakfast and 20 for the word morning as well as others, for example, some get morning, some get breakfast and some like, every. The teacher helps students to interpret each word they choose until later the sentence I like breakfast every morning is composed. And indeed there are some students who are not enthusiastic or do not participate, they invite friends to chat, disturb other groups, there are also those who just sit and do not do any activities, usually they have problems. Teachers always ask why

you are not enthusiastic? Well, students like this will be transferred to a counseling guidance teacher. Such students are usually a common obstacle in learning.

Teacher 2 also has the same statement as Teacher 1, he added that when students study in groups, they burden one or two friends.

The researcher also interviewed the research participants, and teacher 2 said that:

"Usually the students when studying in groups they charge one or two friends, so for example in a group there are five people who do it, only two people, the rest they play and chat. And there are also those who don't understand the material they just keep quiet ."(Appendix 7)

In this case, when the teacher asks students to work in groups, only one or two students are actively working on assignments, other students assign assignments to friends. There is a gap in learning, for students who do not do their usual assignments they are less enthusiastic in learning and lack of interest in English which causes their ability to be low and they prefer to play and annoy other friends.

Based on the above it is clear when the teacher gives assignments in groups and indeed there are some students who are not enthusiastic or do not participate, they invite friends to chat, disturb other groups there are also those who just sit and do not do any activities, only one or two students are actively working on other students' assignments, assigning assignments to friends.

e. Assessing Students' Speaking

Assessment refers to the techniques and procedures for collecting and analyzing students' language skills, to determine what students can and cannot do. Time management in teaching and learning activities affects the assessment, the lack of time becomes ineffective in assessing students.

The researcher also interviewed the research participants, and teacher 1 said that:

"The time problem is usually in the last hour of class because it clashes with the prayer schedule, after praying the students go straight to the dormitory because class time is over. So in the last hour, only one lesson can be used."
(Appendix 7)

In this case, time becomes an obstacle for the teacher in giving an assessment. The problem at that time was usually in the last hour of the lesson because it clashed with the prayer schedule, after praying the students went straight to the dormitory because class time was over. So, in the last hour, only one hour of lessons can be used.

The researcher also interviewed the research participants, and teacher 2 said that:

“The problem is that my teaching time is only 8 hours which causes very few of us to use English, in the local area there are 2 meetings per week for one class, now that's an internal problem so when learning English is conveyed to their Students, they find it difficult because lack of meeting in class to study.” (Appendix 7)

In this case the teacher feels the lack of interaction caused by teaching time. the teacher only teaches 8 hours which causes us to use very little English, in the local area there are 2 meetings per week for one class. Time management in teaching and learning activities

affects the assessment, the lack of time becomes ineffective in assessing students.

From the data above, it is known that the time problem is in the last hour of class because it clashes with the prayer schedule, after praying students go straight to the dormitory because class time is over. So, in the last hour, only one hour of lessons can be used. the teacher feels the lack of interaction caused by teaching time. the teacher only teaches 8 hours which causes us to use very little English, in the local area there are 2 meetings per week for one class. Time management in teaching and learning activities affects the assessment, the lack of time becomes ineffective in assessing students.

B. Discussion

This section presents a discussion of research results. The purpose of this research is to find out what are the teacher's challenges in teaching speaking in secondary school. This research was conducted at MTS Pancasila Bengkulu for

the 2022/2023 academic year with two teachers teaching English to students in grades VII and VIII, supported by four observation meetings, field notes and interviews. The researcher tries to discuss in depth the findings of this study with related theories and previous research regarding the results of research on teacher challenges in teaching speaking to seventh and eighth graders. The following is a discussion of this research:

Researchers analyzed the challenges in teaching Speaking at MTS Pancasila Bengkulu for the 2022/2023 academic year. (Hasanah & Utami, 2020) revealed three problems faced by teachers, namely teaching materials that did not suit students' needs, lesson size and a broad school environment, and low student motivation so that learning became more boring and unenthusiastic. There are differences between researchers and previous researchers who studied the same case. However, from the data that the researchers collected from field notes, observations and interviews that the researchers conducted at MTS Pancasila Bengkulu and the

researchers found several challenges faced by English teachers in teaching Speaking.

Indicators of Teacher Challenges in Teaching Speaking include Developing Students' Cognitive, Motivating Students, Attracting Students Attention, Students activities in the classroom: Multi-level group, assessing Students Speaking (David nunan, 2010). Based on the results of the research it is known that teachers have Developing Students' Cognitive challenges which are based on the results of research during the learning process students cannot use words because of their low ability. When students are assigned to say words in English students feel embarrassed. They have a little difficulty if they pronounce it correctly, and when learning students also don't understand the material being explained. No one can deny the importance of grammar, vocabulary and clear pronunciation in communicating with others. If someone fails to put words in the right context or utters the wrong words, they may be misunderstood by others. If an English learner does not have a wide vocabulary, it will be difficult for him to

communicate easily. Likewise when students who are rich in vocabulary need good grammar knowledge to pronounce meaningful sentences.

Motivating Students, it is known that students' interest in learning is still lacking because they are not familiar with English in elementary schools. Indeed there are students who lack enthusiasm. Most students are not interested because it is difficult to learn English, they do not know English. Weak student interest in learning, as evidenced when teaching students sleep a lot, don't do assignments, when appearing in front of the class many are shy. Motivation and self-confidence are factors that accelerate students' language progress. Lack of motivation can be a serious obstacle preventing learners from concentrating on instruction (Berestova et al., 2022). Encouragement and support received from teachers helps and facilitates the learning process, students achieve better if they are encouraged and vice versa.

Attracting Students Attention, it is known that when other students ask a question they immediately look at the

student who is asking and also they can't stand to sit for about twenty minutes, they started making noise and disturbing their friends. When the teacher asks them to move forward, the students follow, but sometimes they are not confident when the teacher asks them to read the dialogue on the blackboard or write. Usually when a student comes to the front, his classmates cheer so they don't feel confident. And at the beginning of learning students can follow the lessons well, but when the day gets late, students' attention is low, they start to get bored studying, students usually start sleeping at desks and so on. In learning most of the student learning outcomes are determined by the role of the teacher. the teacher always strives for students to always pay great attention to learning activities. Stimuli given by the teacher should be able to attract students' attention by using teaching methods, using media and tools, using good teaching styles, creating a pleasant learning environment, and so on . Student activities in the classroom: Multi-level group, it is clear when the teacher gives assignments in groups and there are some students who are not

enthusiastic or do not participate, they invite friends to chat, disturb other groups, there are also those who just sit and don't do activities, only one or two students who actively work on other students' assignments, give assignments to friends.

Assessing Students Speaking, it is known that there is a problem with time in the last hour of class due to a conflict with the prayer schedule. After the prayer, students go straight to the dormitory because class time is over. So, in the last hour, only one hour lesson can be used. teachers feel the lack of interaction caused by teaching time. the teacher only teaches 8 hours which causes us to use very little English, in the local area there are 2 meetings per week for one class.

So from these results it is necessary to have a deeper understanding of the characteristics of students and teaching strategies by English teachers. If the teacher does not understand the characteristics of students and teaching strategies that are suitable during the teaching and learning process, students will not be interested in learning speaking because the learning process is monotonous and only relying

on school textbooks as media is certainly not enough in learning.

Unexpected things based on phenomena that occur when researchers do internships in schools of ability and students' enthusiasm in learning to speak will have an impact on the learning process. researchers are interested in researching it mainly because of curiosity why students often seem less enthusiastic in learning to speak even though the teacher shows a good personality and is always enthusiastic in teaching. Teaching English speaking skills as a foreign language has always been a difficult task for teachers because it is not used in daily interactions. Therefore, teachers are required to continue to apply new teaching strategies to overcome the challenges of teaching English speaking skills (Saeed Al-Sobhi & Preece, 2018).

If referring to previous research, there are several related studies showing the teacher's challenges in teaching speaking. For example, research from (Hakim M.A.R, 2015) "Experienced Efl Teachers' Challenges and Strategies in

Teaching Speaking for Introvert Students" with the results of the main problems faced by lecturers, namely problems with learning which includes material and syllabus. He stated that it was necessary to design material based on a scientific approach to facilitate students to be more active. The next problem is that students' motivation in speaking is very low and the solution is that the lecturer gives as many opportunities as possible to speak. In this section there are similarities in the results regarding low student motivation in speaking. What distinguishes this research from the above is that this research refers to the teacher's challenges in teaching speaking to junior high school students, while the research above conducted research on Challenges and Strategies in Teaching Speaking for Introvert Students. In addition, different research objects and student levels are also different.

Furthermore, research from Ahmed (Mahboob Ahmed Al-Hassaani & Fadhl Mahmood Qaid, 2021) "Challenges and Strategies in Teaching Speaking Skills to the Yemeni EFL Learners at Aden University" with the result that learning is

more teacher-centered than student-centered. He further disclosed that Yemeni EFL students struggle from a lack of opportunity to practice in various real-life settings. Additionally, teachers hardly ever inspire their students. The majority of kids believe that if they speak in class, the other students will laugh at them because they made a mistake. Finally, the method of teaching English skills at the University of Aden is impractical. In this section there are similarities in results regarding time in learning, where students do not have enough time to interact, lack of motivation is also a challenge for teachers and students' courage in speaking is still lacking. What distinguishes this research from the above is Developing Students' Cognitive which is based on the results of research during the learning process students cannot use words because of their low ability. When students are assigned to say words in English students feel embarrassed. They have a little difficulty if they pronounce it correctly, and when learning students also don't understand the material being explained. The level of students' cognitive abilities will affect the speed

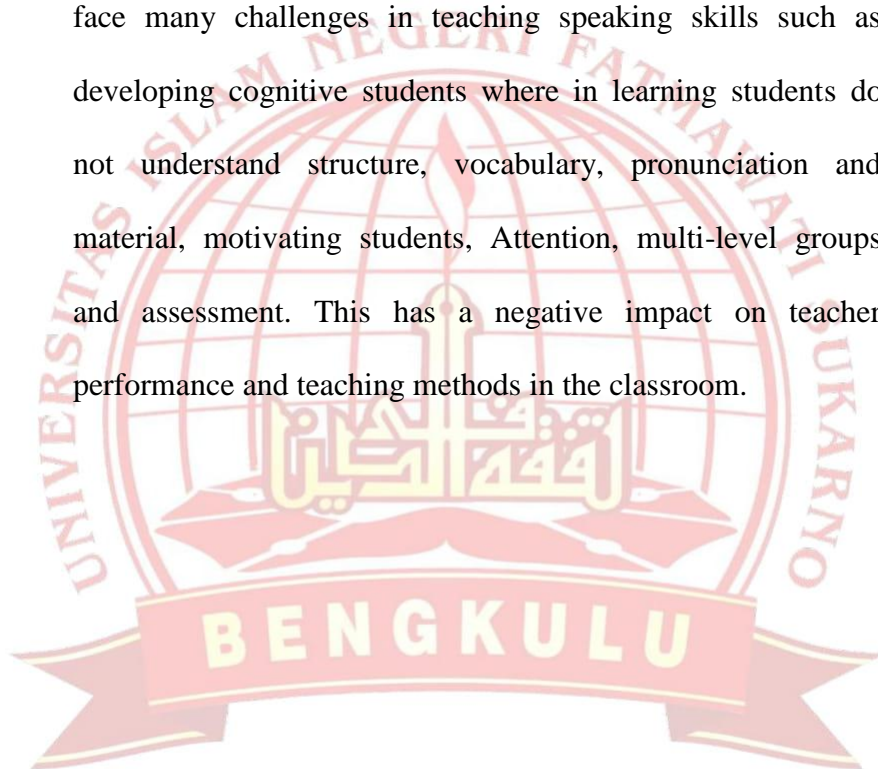
of the learning process, meaning that students' cognitive abilities are closely related to the learning process provided by the teacher. In addition, different research objects and student levels are also different.

Finally, research from (Rinekso et al., 2021) "Teaching Online in Pandemic Time: The Experience of Indonesian Efl Teachers" These findings indicate that teachers encounter challenges when setting up online courses. To create online learning materials and assessments, teachers must put in more work. Teachers occasionally alter educational materials that they have downloaded from the internet. Teachers must also take into account the significant likelihood of cheating or plagiarism when creating online tests. Teachers have therefore been forced to change their exams to include more student-to-student interactions, such pair work and group projects. Facing these challenges, teachers prepare learning materials and online assessments well in advance of their teaching schedules. Sometimes, they also watch YouTube to find tutorials on designing effective online assessments. In this

section there are similarities in the results regarding the assessment. What distinguishes this research is that researchers focus on teacher challenges in teaching speaking while the research above focuses on teacher challenges in teaching during the Covid 19 pandemic. Different research years also significantly affect research results due to certain changes or conditions from year to year.

Students' understanding of language learning progresses depending on the teacher's teaching methodology. One technique to speed up the teaching and learning process is to use strategy. Strategies are some of the odd attempts we make to deal with problems Brown in (Sriharto, 2017). Effective teaching methods can help pupils remember how to improve their speaking skills when learning a language. As a result, in order to establish effective speaking instruction methodologies, teachers must be creative. A creative instructor will always have solutions for resolving issues. It will be challenging for students to understand sentences and themes that contain complicated linguistic topics or conversations,

especially when teachers are trying to teach pupils who are just learning a foreign language. In conclusion, it is not simple to be a teacher, and we have a lot of duty for the pupils. Teachers face many challenges in teaching speaking skills such as developing cognitive students where in learning students do not understand structure, vocabulary, pronunciation and material, motivating students, Attention, multi-level groups and assessment. This has a negative impact on teacher performance and teaching methods in the classroom.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research in observations, interviews and field notes, it can be concluded that the teacher's challenge in teaching speaking at MTS Pancasila Bengkulu for the 2022/2023 academic year does not only come from the teacher himself. Students and situations when the teaching and learning process is involved in it. These challenges include: Developing Student Cognitive, where in the learning process students cannot classify, think about and understand the material. Motivating Students, where the lack of interest and enthusiasm of students in learning. Attracting Students' Attention, Student Activities in Class: Multi-level group, and Assessing Student Speaking.

B. Suggestion

In connection with the research results which show that there are teacher challenges in teaching speaking at MTS Pancasila Bengkulu, there are several things that the researcher

can suggest, especially to Schools, teachers, students, and future researchers.

Researchers hope the school to pay attention to the availability of teaching aids and other learning support facilities in learning speaking skills.

The teacher should have understanding of the general features of the student's language and the structure of English, as well as skills in teaching spoken language, a willingness to produce a large number of teaching materials, and a nice demeanor that will help the student feel balanced.

Furthermore, the researcher hopes that this research can be used as a consideration for other researchers to conduct further research on teacher challenges in teaching speaking. In further research, there should be several methods to deal with it. Various strategies need to be found to improve the ability to teach speaking.

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APPENDIX 1

FIELD NOTES

Date : Saturday, 29 October 2022

Place : VII C

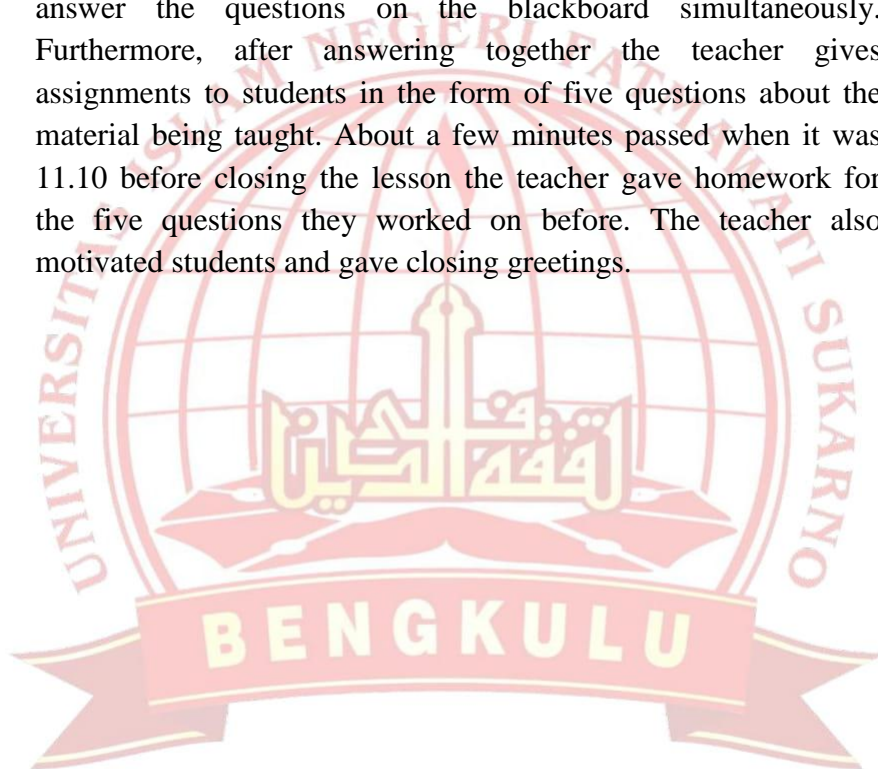
Time : 10.35-11.10 WIB

Teacher 1

On Saturday, October 29, the researchers returned to observing classes in class VII C. starting at 10.35 to 11.10 with a total of 12 students and 1 English teacher. The teacher enters the class and greets the students then checks the class attendance list. The lesson presented this time is telling the time. Before starting the lesson the teacher asks students to take textbooks from the library. The teacher explains in detail using two languages, namely English and Indonesian so that students can easily understand what the teacher has conveyed to students. After the debriefing is finished about the previous subject, the teacher gives an overview of the material that will be studied that day. When giving an explanation of the new material to be discussed At the presentation stage, the teacher not only explains the material but also teaches the pronunciation and translates all the sentences or words that they say and they learn To help students understand and practice speaking pronunciation in English.

At the practice stage, the teacher asked the students to open the English package that each student held, then the teacher explained using the question and answer method, the students who sat in the front were so enthusiastic about answering the teacher's questions but not the male students who sat behind, they sat silently without a sound. Not only that, the teacher also asked for numbers in English or vocabulary that they did not know before. After they understand what is contained in it, then proceed to the stage of giving examples of questions on the blackboard. the teacher explains the material telling the time. The

teacher asked the students to do what the teacher instructed, there were about three students who actively asked the teacher. After the teacher finished writing notes on the blackboard and then explained, the teacher asked the students to practice saying the vocabulary written by the teacher. The teacher and students answer the questions on the blackboard simultaneously. Furthermore, after answering together the teacher gives assignments to students in the form of five questions about the material being taught. About a few minutes passed when it was 11.10 before closing the lesson the teacher gave homework for the five questions they worked on before. The teacher also motivated students and gave closing greetings.



Date : Tuesday, 08 November 2022

Place : VII C

Time : 10.35-11.10 WIB

Teacher 1

On Tuesday, November 8, the researchers returned to observing classes in class VII C. starting from 10.35 to 11.10 with a total of 9 of 12 students and 1 English teacher. Researchers and teachers enter the classroom as soon as the class is conducive. The teacher greets hello how are you then the students answer in good Indonesian mam, then the teacher asks what English is good, then other students answer good. Furthermore, in detail the teacher uses two languages, namely English and Indonesian so that students can easily understand what the teacher has conveyed to students. The teacher divides into several groups of students and then distributes cards that have written verbs on the cards and have a score, then the teacher tells our students that we are just messing around today, don't have to study, we don't study, okay? Ask the teacher, the students answer cheers, don't study. Furthermore, after the cards were distributed to groups of students, they began to be instructed to arrange words, students asked the teacher each vocabulary they chose so that it became a sentence, some asked the Indonesian language red, go, play, book, don't, it, like, she, short, smart, dream and so on. Then the teacher helps students interpret the words on the card until a sentence is composed in English. In several groups there was a group that was slow in interpreting vocabulary and very few wanted to ask questions, they were just having fun chatting with group mates. Then the teacher swapped groups that were slow in composing words with students who were a little faster. The lesson continued until the time showed 11.10 before closing the teacher also motivated students and gave closing greetings.

Date : Tuesday, 15 November 2022

Place : VIII C

Time : 11.45 Until finished

Teachers 2

The first observation made On Tuesday 15 November the researcher made observations in class VIII C. starting at 11.45 with a total of 13 students and 1 English teacher. The English teacher comes to class and says hello, then The students answer the greeting and listen to their teacher. The teacher checked the students' attendance list. The students responded the absent. And there is one student who is not permitted to enter class, the teacher asks the day, date, month and year Then the teacher asks the tasks and material at the previous meeting. The students looked so busy opening their homework book. When learning activities take place the teacher and students use two languages, namely English and Indonesian to help students understand. The teacher asked the students to put their homework book in the corner of the table and checked it by walking around in the class. The students put their homework on the table. The teacher asked the students to open their text book and started explaining the lesson. The students opened their text book and there were five students who did not bring their books on the grounds that the books were lost, they had forgotten to bring them. The teacher asks students to read sample sentences in the textbook and corrects students' pronunciation. Most students have not been able to pronounce words in English, they have difficulty pronouncing words. The teacher writes sample sentences on the blackboard and explains them using English and immediately interprets them (the teacher explains them without looking at the textbook). It can be seen that the students sitting behind did not pay attention to their teacher drawing in their notebooks and some were chatting with their deskmates. The teacher asks students to record what has been explained. Students focus on writing lessons. in their notebook. During the lesson the teacher

asked the students individually why the students did not do their homework, and asked if there were students who were bullied by other students. Students just keep quiet and keep writing. The teacher asked the students to open next page, about the lesson today and started explaining it. The teacher gave instructions to repeat after her. before closing the teacher also motivated students and gave closing greetings.



Date : Tuesday, 22 November 2022

Place : VIII C

Time : 11.45 Until finished

Teachers 2

The teacher and researcher entered class VIII C, totaling 12 students, 1 student excused himself due to illness. The English teacher came to class and thought greetings. Teacher asks how are you? The students answered the greeting and listened to their teacher. And answered fine. The teacher checks the attendance list of students. Students answer absenteeism. And there is one student who is not permitted to enter class. When learning activities take place, teachers and students use two languages, namely English and Indonesian to help students understand. The teacher also provides new material, namely dialogue conversation. The teacher writes the dialog dialogue on the blackboard. At this production stage, after the teacher writes the conversational dialogue on the blackboard, the teacher reads it to the students and the teacher asks the students to repeat the reading after the teacher reads it, besides reading the teacher forbids students how to pronounce the correct English words or pronounce according to the Oxford dictionary . After that, the teacher asked to memorize the conversational dialogues that the students had written on the blackboard. Then the teacher asked the students to practice it in front of the class. 6 pairs of students including freezing them in front of the class. After practicing in front of the class the teacher asks all students to ask and answer each other in conversation. Before closing the teacher gives motivation to students and gives greetings.

APPENDIX 2
Research Observation Grid

Table 1. Observation Grid

NO	Indicator	Sub indicator	Nomor Item	Total item
1	Cognitive Development	a. Classify words in English based on their function b. pronounce words in English correctly c. understand the material that has been explained d. Students solve simple problems	1,2,3,4	4
2	Motivation	a. student interest b. Student response c. enthusiastic and confident	5,6,7	3
3	Attention	a. Student concentration b. Dare to appear in front of the class c. The teacher pays attention to learning	8,9,10	3
4	Multi-level groups	a. appreciation in the study group b. the desire and desire to succeed c. Students are able to exchange	11,12,13	3

		opinions and thoughts with their friends		
5	Assesment	a. Gramar b. Pronunciation c. Vocabulary	14,15,16	3
		Jumlah		16



APPENDIX 3

Instrument Observation Sheet

Table 2. Observation Sheet

No	Statement	Yes	No	Information
1	Students can classify words in English based on their function			
2	Students can pronounce words in English correctly			
3	Students understand the material that has been explained			
4	Students are able to solve simple problems			
5	Student response in learning speaking			
6	Students enthusiastic and confident in learning speaking			
7	Student interest in learning speaking			
8	Student can concentration			
9	Students Dare to appear in front of the class			
10	The teacher pays attention to learning			
11	appreciation in the study group			
12	the desire and desire to succeed			
13	Students are able to exchange opinions and thoughts with their friends			
14	Gramar			
15	Pronunciation			
16	Vocabulary			

APPENDIX 4
OBSERVATION CEKLIST

Teachers 1

Date : 29 October 2022

No	Statement	Yes	No	Information
1	Students can classify words in English based on their function		√	
2	Students can pronounce words in English correctly		√	
3	Students understand the material that has been explained		√	
4	Students are able to solve simple problems	√		
5	Student response in learning speaking		√	
6	Students enthusiastic and confident in learning speaking		√	
7	Student interest in learning speaking		√	
8	Student can concentration		√	
9	Students Dare to appear in front of the class		√	
10	The teacher pays attention to learning	√		
11	appreciation in the study group	√		
12	the desire and desire to succeed		√	
13	Students are able to exchange opinions and thoughts with their friends		√	
14	Gramar	√		
15	Pronounciation	√		
16	Vocabulary	√		

APPENDIX 5
OBSERVATION CEKLIST

Teachers 2

Date : 15 November 2022

No	Statement	Yes	No	Information
1	Students can classify words in English based on their function		√	
2	Students can pronounce words in English correctly		√	
3	Students understand the material that has been explained		√	
4	Students are able to solve simple problems	√		
5	Student response in learning speaking		√	
6	Students enthusiastic and confident in learning speaking		√	
7	Student interest in learning speaking		√	
8	Student can concentration		√	
9	Students Dare to appear in front of the class		√	
10	The teacher pays attention to learning	√		
11	appreciation in the study group	√		
12	the desire and desire to succeed		√	
13	Students are able to exchange opinions and thoughts with their friends		√	
14	Gramar	√		
15	Pronunciation	√		
16	Vocabulary	√		

APPENDIX 5

Interview Sheet

Interview

Interview guidelines:

During the interview, the researcher did the following:

1. Convey the interview format in this study
2. Introduce yourself before doing the interview
3. Give questions and record answers from teachers
4. Provide information and record information during the interview process

1. Are students able to classify English words based on their function in the learning process in class?
2. Can students pronounce words in English correctly?
3. Can students understand the material that has been explained?
4. What do you think about students' interests?
5. What about student responses when studying in class?
6. Are students enthusiastic about following the lesson and have a sense of self-confidence?
7. Are students able to concentrate when the learning process is taking place?
8. Do students dare to appear in front of the class?
9. What about student group work activities, do you have any challenges?
10. What about the lesson time, do you have problems with teaching time?

APPENDIX 6

Transcript Interview

Keterangan	T1	: Guru 1
	T2	: Guru 2
	P	: Peneliti

Date : Saturday, 29 October 2022

Place : Teachers room

Time : 11.35 wib

Researcher : Ongki Saputra

Subject : Teacher 1

P : Are students able to classify English words based on their function in the learning process in class?

T1 : siswa belum mampu menggunakan kata yang di sebabkan rendah nya kemampuan siswa, bahkan kosa kata saja mereka masih sangat kurang ibaratnya bahasa inggris inikan baru pertama bagi dia, karena mereka belum mengenal bahasa inggris di sekolah dasar.

P : Can students pronounce words in English correctly?

T1 : ketika siswa saya suruh mengucapkan kata dalam bahasa inggris mereka mengikuti apa yang telah saya ucapkan dan sekaligus mengartikan nya namun mereka sedikit kesulitan jika mengucapkan secara benar, tetapi itu tidak masalah untuk tahapan awal belajar.

P : Can students understand the material that has been explained?

T1 : sebagian besar siswa masih belum mampu untuk memahami materi yang di jelaskan namun

beberapa dari mereka sudah dapat menjawab pertanyaan yang saya berikan kepada mereka.

P : What do you think about students' interests?

T1 : Untuk minat belajar siswa masih sangat kurang itu di sebabkan mereka belum mengenal bahasa inggris di sekolah dasar. Dan kebanyakan siswa kita ini dari luar kota atau pedesaan jadi fasilitas mereka belajar bahasa inggris ini sangat kurang sekali, kecuali memang siswa yang tinggal di kota, lahir di kota kemungkinan saat sekolah dasar itu sudah ikut atau kursus bahasa inggris. Sementara siswa kita kebanyakan dari desa.

P : What about student responses when studying in class?

T1 : Ya kalo untuk respon siswa itu sama aja seperti interaksi antara guru dan murid, memang ada siswa yang kurang memperhatikan tapi itu tergantung dengan pembawaan guru yang mengajar, guru harus bisa mengatasi itu dengan metode yang tepat.

P : Are students enthusiastic about following the lesson and have a sense of self- confidence?

T1 : Kebanyakan dari siswa tidak tertarik karena sulit nya belajar bahasa inggris selain itu mereka belum mengenal bahasa inggris. Dan kebanyakan siswa kita ini dari luar kota atau pedesaan jadi fasilitas mereka belajar bahasa inggris ini sangat kurang sekali.

P : Are students able to concentrate when the learning process is taking place?

T1 : Dalam hal ini siswa mudah sekali terganggu konsentrasinya misalnya ketika ada siswa lain bertanya mereka langsung melihat siswa yang bertanya tadi dan juga mereka tidak tahan duduk lama-lama sekitar dua puluh menit uda mulai ribut dan mengganggu teman.

P : Do students dare to appear in front of the class?

T1 : Ketika saya minta mereka maju kedepan siswa mengikuti namun terkadang mereka tidak percaya diri jika saya intruksikan membaca dialog dipapan tulis atau menulis jawaban ya itu mereka masih takut melakukan kesalahan

P : what about student group work activities, do you have any challenges?

T1 : iya seperti kemaren saya memberi tugas secara berkelompok dalam menyusun kalimat, dalam tiga kelompok setiap kelompok saya beri satu kata dan begitu juga yang lain misalnya ada yang dapat morning ada yang dapat breakfast dan ada yang dapat like, every, sehingga nanti tersusunlah kalimat I like breakfast every morning. Dan memang ada sebagian siswa yang tidak terlalu semangat atau tidak berpartisipasi biasanya mereka itu ada problem. Dan saya Tanya kenapa kamu kurang semangat nah yang seperti ini nanti di alihkan ke bk dan itu biasanya sudah menjadi kendala umum dalam belajar nah yang seperti itulah harus di atasi memang ada sebagian siswa yang tidak terlalu semangat atau tidak berpartisipasi biasanya mereka itu ada problem, dan problemnya itu seperti yang saya jelaskan sebelumnya seperti minat siswa dalam belajar lemah itu di buktikan ketika mengajar banyak yang tidur, dan ketika di suruh tampil di depan kelas banyak yang malu-malu

P : what about the lesson time, do you have problems with teaching time?

T1 : untuk masalah waktu itu biasanya ada di jam terakhir pelajaran karena berbenturan dengan jadwal sholat, selepas sholat siswa langsung pulang ke asrama di karena kan jam pelajaran sudah habis. Jadi kalo di jam terakhir itu yang bisa di gunakan hanya satu jam pelajaran

Date : Tuesday, 08 November 2022
Place : Teachers room
Time : 12.15 wib
Researcher : Ongki Saputra
Subject : Teacher 2

P : Are students able to classify English words based on their function in the learning process in class?

T2 : untuk mengklasifikasikan kata siswa belum mampu menggunakan kata yang di sebabkan rendah nya kemampuan siswa, bahkan kosa kata saja mereka masih sangat kurang

P : Can students pronounce words in English correctly?

T2 : ketika siswa saya suruh mengucapkan kata dalam bahasa inggris mereka malu-malu dalam mengucapkan kata yang di berikan tapi tetap saya suru latihan sehingga mereka dapat mengucapkan kata tersebut

P : Can students understand the material that has been explained?

T2 : siswa masih belum mampu untuk memahami materi yang jelaskan buktinya itu ketika ujian mid dilaksanakan mereka semua mendapatkan hasil yang rendah.

P What do you think about students' interests?

T2 minat siswa dalam belajar lemah itu di buktikan ketika mengajar banyak yang tidur, ketika di berikan tugas mereka tidak mengerjakan, ketika di suruh tampil di depan kelas banyak yang malu-malu, siswa kurang menyukai pelajaran bahasa inggris itu dan selain dari pada itu mereka juga ullit menerima materi terhadap komponen bahasa seperti, mendengar, membaca, berbicara, menulis ini di buktikan ketika dilaksanakan mid tes mata

pelajaran bahasa inggris yang bapak ajarkan itu sudah di beri kisi-kisi padahal kisi-kisi itu termasuk soal yang di ajukan dalam ujian tapi hasil masih jauh dari harapan nilai yang mereka da pat dibawah 50 bahkan ada yang 0, sulit bagi anak-anak menerima pelajaran

P : What about student responses when studying in class?

T2 : Respon siswa sejauh ini cukup baik ketika di minta mencatat mereka mengikuti, apa yang di intruksikan mereka kerjakan ya paling ketika oses pembelajaran ada satu dua siswa yang asik sendiri, mengobrol dengan teman.

P : Are students enthusiastic about following the lesson and have a sense of self-confidence?

T2 : Jawaban nya sama seperti yang kamu tanyakan tadi, siswa dalam belajar emah itu di buktikan ketika mengajar banyak yang tidur, ketika di berikan tugas mereka tidak mengerjakan, ketika di suruh tampil di depan kelas banyak yang malu-malu, siswa kurang menyukai pelajaran bahasa inggris itu dan selain dari pada itu mereka juga sullit menerima materi terhadap komponen bahasa seperti, mendengar, membaca, berbicara, menulis ini di buktikan ketika dilaksanakan mid tes mata pelajaran bahasa inggris yang bapak ajarkan itu sudah di beri kisi-kisi padahal kisi-kisi itu termasuk soal yang di ajukan dalam ujian.

P Are students able to concentrate when the learning process is taking place?

T2 : Biasanya di awal pembelajaran mereka dapat mengikuti pelajaran dengan baik, namun ketika hari sudah mulai siang mereka mulai bosan belajar, biasanya siswa mulai ada yang tidur di meja dan lain sebagainya namun saya memaklumi

namanya juga masih anak-anak konsentrasi nya memang cepat hilang.

P : Do students dare to appear in front of the class?

T2 : Yang pertama itu siswa masih malu-malu ketika maju di depan, biasanya jika ada siswa yang maju teman satu kelas langsung bersorak jadi siswa tidak percaya diri.nah biasanya saya yang mensupport agar siswa tetap optimis tanpa perlu takut.

P what about student group work activities, do you have any challenges?

T2 Biasanya siswa itu kalo lagi belajar kelompok mereka membebankan kepada satu atau dua teman, jadi missal dalam kelompok terdapat lima orang mereka yang mengerjakan itu hanyaa dua orang selebih nya itu mereka bermian,dan ngobrol.dan ada juga yang belum memahami materi meereka hanya diam saja

P : what about the lesson time, do you have problems with teaching time?

T2 : masalah waktu saya hanya mengajar 8 jam yang menyebabkan sedikit sekali kita menggunakan bahasa inggris, di lokal itu 2x pertemuan perminggu satu kelas, nah itulah menjadi masalah internal sehingga ketika pembelajaran dalam bahasa inggris di sampai kan pada anak mereka merasa sulit akibat kurang nya pertemuan dalam belajar.

APPENDIX
Data Reduction Interview

Case number : 1

Indicator : Cognitive Development

Sub-Indicator : Classify words in English based on their function

Case : Are students able to classify English words based on their function in the learning process in class?

Respondent	Explanation
1	<p><i>Siswa belum mampu menggunakan kata yang di sebabkan rendah nya kemampuan siswa, bahkan kosa kata saja mereka masih sangat kurang ibaratnya bahasa inggris inikan baru pertama bagi dia, karena mereka belum mengenal bahasa inggris di sekolah dasar.</i></p> <p>Students have not been able to use words due to the low ability of students, even their vocabulary is still very lacking, it's like English is the first time for him, because they do not know English in elementary school.</p>
2	<p><i>Untuk mengklasifikasikan kata siswa belum mampu mengklasifikasikan kata yang di sebabkan minat siswa dalam belajar lemah itu di buktikan ketika mengajar banyak yang tidur, ketika di berikan tugas mereka tidak mengerjakan, siswa kurang menyukai pelajaran bahasa inggris.</i></p> <p>To classify words, students have not been able to use words because students' interest in learning is weak when teaching a lot of people who sleep, evidence when giving assignments they don't do, students don't like English lessons.</p>
<p><i>Pada kasus ini siswa tidak dapat mengklasifikasikan dalam bahasa inggris yang di sebabkan rendah nya kemampuan siswa, bahkan kosa kata saja mereka masih sangat kurang</i></p>	

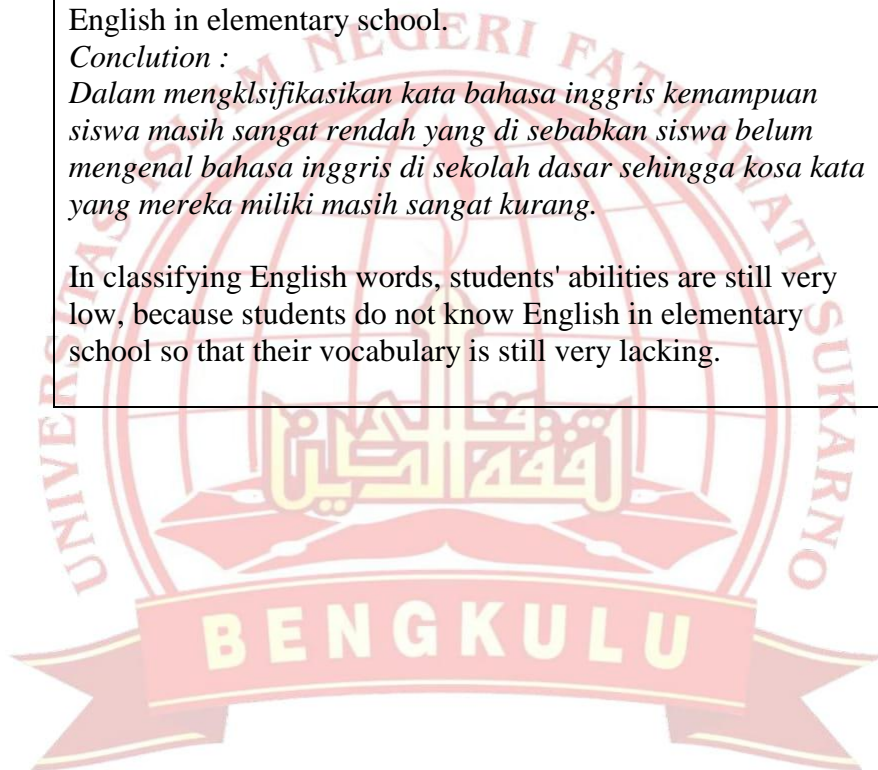
ibaratnya bahasa inggris inikan baru pertama bagi dia, karena mereka belum mengenal bahasa inggris di sekolah dasar.

In this case students cannot classify in English due to the low ability of students, even their words are still very lacking like English, this is the first time for him, because they do not know English in elementary school.

Conclusion :

Dalam mengklasifikasikan kata bahasa inggris kemampuan siswa masih sangat rendah yang di sebabkan siswa belum mengenal bahasa inggris di sekolah dasar sehingga kosa kata yang mereka miliki masih sangat kurang.

In classifying English words, students' abilities are still very low, because students do not know English in elementary school so that their vocabulary is still very lacking.



Case number : 2

Indicator : Cognitive Development

Sub-Indicator : pronounce words in English correctly

Case : Can students pronounce words in English correctly?

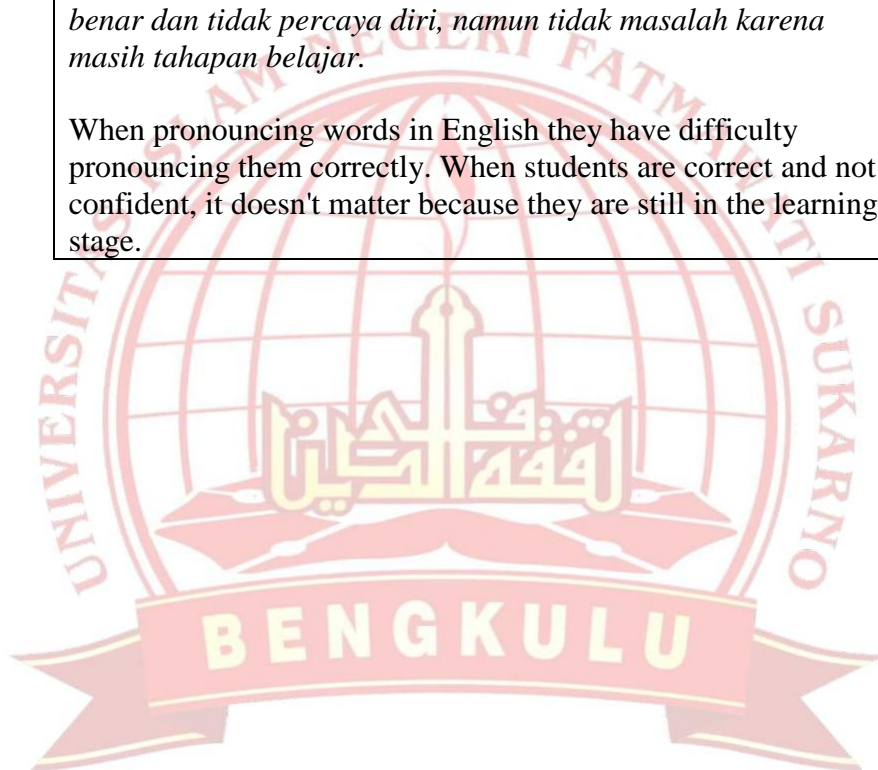
Respondent	Explanation
1	<p><i>ketika siswa saya suruh mengucapkan kata dalam bahasa inggris mereka mengikuti apa yang telah saya ucapkan dan sekaligus mengartikan nya namun mereka sedikit kesulitan jika mengucapkan secara benar, tetapi itu tidak masalah untuk tahapan awal belajar.</i></p> <p>when my students ask my students to say words in English they follow what I have said and at the same time interpret it but they have a little difficulty if they pronounce it correctly, but it doesn't matter for the early stages of learning</p>
2	<p><i>ketika siswa saya suruh mengucapkan kata dalam bahasa inggris mereka malu-malu dalam mengucapkan kata yang di berikan tapi tetap saya suru latihan sehingga mereka dapat mengucapkan kata tersebut</i></p> <p>when my students tell me to say the word in English they are shy in saying the word that is given but still I ask to practice so they can say the word</p>
<p><i>Pada kasus ini guru meminta siswa mengucapkan kata dalam bahasa inggris, mereka mengikuti apa yang telah saya ucapkan dan sekaligus mengartikan nya namun mereka sedikit kesulitan jika mengucapkan secara benar dan merasa malu, tetapi itu tidak masalah untuk tahapan awal belajar.</i></p> <p>In this case the teacher asked the students to say the word in English, they followed what I said and interpreted it at the</p>	

same time but they had a little difficulty if they said it correctly and were embarrassed, but it was not a problem for the early stages of learning.

Conclusion :

Ketika mengucapkan kata dalam bahasa Inggris mereka memiliki kesulitan untuk mengucapkan secara benar dan tidak percaya diri, namun tidak masalah karena masih tahapan belajar.

When pronouncing words in English they have difficulty pronouncing them correctly. When students are correct and not confident, it doesn't matter because they are still in the learning stage.



Case number : 3

Indicator : Cognitive Development

Sub-Indicator : understand the material that has been explained

Case : Can students understand the material that has been explained?

Respondent	Explanation
1	<p><i>sebagian besar siswa masih belum mampu untuk memahami materi yang di jelaskan namun beberapa dari mereka sudah dapat menjawab pertanyaan yang saya berikan kepada mereka</i></p> <p>Most of the students are still not able to understand the material that is explained but some of them have been able to answer the questions I gave them.</p>
2	<p><i>siswa masih belum mampu untuk memahami materi yang jelaskan buktinya itu ketika ujian mid dilaksanakan mereka semua mendapatkan hasil yang rendah</i></p> <p>Students are still able to understand the material that explains the evidence when the mid exam is carried out they all get low results.</p>
<p><i>Pada kasus ini siswa masih belum mampu untuk memahami materi yang jelaskan buktinya itu ketika ujian mid dilaksanakan mereka semua mendapatkan hasil yang rendah, sebagian besar siswa masih belum mampu untuk memahami materi yang di jelaskan namun beberapa dari mereka sudah dapat menjawab pertanyaan yang saya berikan kepada mereka.</i></p> <p><i>In this case the students were still not able to understand the material that explained the evidence when the mid exam was carried out they all got low results, most of the students were still unable to understand the material that was explained but some of them were able to answer the questions I gave them .</i></p>	

Conclusion :

bahwa siswa masih belum mampu untuk memahami materi yang jelaskan buktinya itu ketika ujian mid dilaksanakan mereka semua mendapatkan hasil yang rendah

bahwa siswa masih belum mampu untuk memahami materi yang jelaskan buktinya itu ketika ujian mid dilaksanakan mereka semua mendapatkan hasil yang rendah

that students are still not able to understand the material that explains the evidence when the mid exam is carried out they all get low results that students are still unable to understand the material that explains the evidence when the mid exam is carried out they all get low results



Case number : 4

Indicator : Motivation

Sub-Indicator : student interest

Case : What do you think about students' interests?

Respondent	Explanation
1	<p><i>Untuk minat belajar siswa masih sangat kurang itu di sebabkan mereka belum mengenal bahasa inggris di sekolah dasar. Dan kebanyakan siswa kita ini dari luar kota atau pedesaan jadi fasilitas mereka belajar bahasa inggris ini sangat kurang sekali, kecuali memang siswa yang tinggal di kota, lahir di kota kemungkinan saat sekolah dasar itu sudah ikut atau kursus bahasa inggris. Sementara siswa kita kebanyakan dari desa.</i></p> <p>Students' interest in learning is still very lacking because they do not know English in elementary school. And most of our students are from out of town or rural areas, so their facilities for learning English are very lacking, except for students who live in cities, who were born in the city, possibly when they attended elementary school or took English courses. While most of our students are from villages.</p>
2	<p><i>Minat siswa dalam belajar lemah itu di buktikan ketika mengajar banyak yang tidur, ketika di berikan tugas mereka tidak mengerjakan, ketika di suruh tampil di depan kelas banyak yang malu-malu, siswa kurang menyukai pelajaran bahasa inggris itu dan selain dari pada itu mereka juga sulit menerima materi terhadap komponen bahasa seperti, mendengar, membaca, berbicara, menulis ini di buktikan ketika dilaksanakan mid tes mata pelajaran bahasa inggris yang bapak ajarkan itu sudah di</i></p>

beri kisi-kisi padahal kisi-kisi itu termasuk soal yang di ajukan dalam ujian tapi hasil masih jauh dari harapan nilai yang mereka da pat dibawah 50 bahkan ada yang 0, sulit bagi anak-anak menerima pelajaran.

Students' interest in learning is weak, it is proven when teaching a lot of people who sleep, when given assignments they don't do it, when asked to appear in front of the class many are shy, students don't like English lessons and apart from that they are also difficult receiving material on language components such as listening, reading, speaking, writing, this was proven when the mid test of the English subject that you taught was given a grid even though the grid was included in the questions asked in the exam but the results were still far from the expectation that the value they get is below 50 and some are even 0, it is difficult for children to receive lessons.

Pada kasus ini Minat siswa dalam belajar lemah itu di buktikan ketika mengajar banyak yang tidur, ketika di berikan tugas mereka tidak mengerjakan, ketika di suruh tampil di depan kelas banyak yang malu-malu, siswa kurang menyukai pelajaran bahasa inggris itu dan selain dari pada itu mereka juga sulit menerima materi terhadap komponen bahasa seperti, mendengar, membaca, berbicara, menulis.

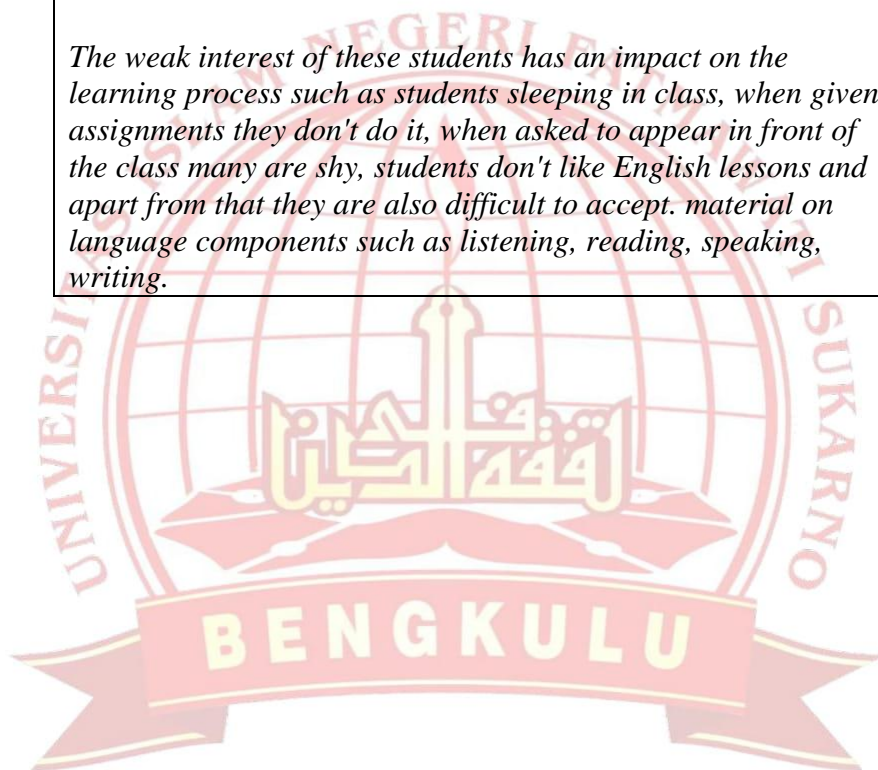
In this case, the students' interest in learning was weak, it was proven when teaching many people slept, when given assignments they did not do it, when asked to appear in front of the class many were shy, students did not like English lessons and other than that they also find it difficult to accept material on language components such as listening, reading, speaking, writing.

Conclusion :

Lemahnya minat siswa ini berdampak terhadap proses

pembelajaran seperti siswa tidur dikelas, ketika di berikan tugas mereka tidak mengerjakan, ketika di suruh tampil di depan kelas banyak yang malu-malu, siswa kurang menyukai pelajaran bahasa inggris itu dan selain dari pada itu mereka juga sulit menerima materi terhadap komponen bahasa seperti, mendengar, membaca, berbicara, menulis.

The weak interest of these students has an impact on the learning process such as students sleeping in class, when given assignments they don't do it, when asked to appear in front of the class many are shy, students don't like English lessons and apart from that they are also difficult to accept. material on language components such as listening, reading, speaking, writing.



Case number : 5

Indicator : Motivation

Sub-Indicator : Student response

Case : What about student responses when studying in class?

Respondent	Explanation
1	<p><i>Ya kalo untuk respon siswa itu sama aja seperti interaksi antara guru dan murid, memang ada siswa yang kurang memperhatikan tapi itu tergantung dengan pembawaan guru yang mengajar, guru harus bisa mengatasi itu dengan metode yang tepat.</i></p> <p>Yes, if the student response is the same as the interaction between teacher and student, there are indeed students who pay less attention but it depends on the nature of the teacher who teaches, the teacher must be able to overcome it with the right method.</p>
2	<p><i>Respon siswa sejauh ini cukup baik ketika di minta mencatat mereka mengikuti, apa yang di intruksikan mereka kerjakan ya paling ketika proses pembelajaran ada satu dua siswa yang asik sendiri, mengobrol dengan teman.</i></p> <p>The student's response so far is quite good when asked to take notes they follow, what they are instructed to do, especially during the learning process there are one or two students who are cool alone, chatting with friends.</p>
<p><i>Pada kasus ini memang ada siswa yang kurang memperhatikan tapi itu tergantung dengan pembawaan guru yang mengajar, guru harus bisa mengatasi itu dengan metode yang tepat.</i></p>	

In this case there are indeed students who pay less attention but it depends on the nature of the teacher who teaches, the teacher must be able to overcome it with the right method.

Conclusion :

memang ada siswa yang kurang memperhatikan, ketika proses pembelajaran ada satu dua siswa yang asik sendiri, mengobrol dengan teman tapi itu tergantung dengan pembawaan guru yang mengajar, guru harus bisa mengatasi itu dengan metode yang tepat

indeed there are students who pay less attention, when the learning process there are one or two students who are cool alone, chatting with friends but it depends on the nature of the teacher who teaches, the teacher must be able to overcome it with the right method.

Case number : 6

Indicator : Motivation

Sub-Indicator : enthusiastic and confident

Case : Are students enthusiastic about following the lesson and have a sense of self-confidence?

Respondent	Explanation
1	<p><i>Kebanyakan dari siswa tidak tertarik karena sulit nya belajar bahasa inggris selain itu mereka belum mengenal bahasa inggris. Dan kebanyakan siswa kita ini dari luar kota atau pedesaan jadi fasilitas mereka belajar bahasa inggris ini sangat kurang sekali.</i></p> <p>Most of the students are not interested because it is difficult to learn English other than that they do not know English. And most of our students are from out of town or rural areas, so their facilities for learning English are very lacking.</p>

2

Jawaban nya sama seperti yang kamu tanyakan tadi, siswa dalam belajar lemah itu di buktikan ketika mengajar banyak yang tidur, ketika di berikan tugas mereka tidak mengerjakan, ketika di suruh tampil di depan kelas banyak yang malu-malu, siswa kurang menyukai pelajaran bahasa inggris itu dan selain dari pada itu mereka juga sulit menerima materi terhadap komponen bahasa seperti, mendengar, membaca, berbicara, menulis ini di buktikan ketika dilaksanakan mid tes mata pelajaran bahasa inggris yang bapak ajarkan itu sudah di beri kisi-kisi padahal kisi-kisi itu termasuk soal yang di ajukan dalam ujian.

The answer is the same as what you asked earlier, students in weak learning are proven when teaching a lot of people who sleep, when given assignments they don't do it, when asked to appear in front of the class many are shy, students don't like English lessons and apart from that, they also find it difficult to receive material on language components such as listening, reading, speaking, writing, this is proven when the mid test of the English subject that you teach has been given a grid even though the grid includes questions. proposed in the exam. So far the students have been pretty good when asked to take notes they follow, what they are instructed to do, yes, at most during the learning process there are one or two students who are cool on their own, chatting with friends.

Pada kasus ini kebanyakan dari siswa tidak tertarik karena sulit nya belajar bahasa inggris selain itu mereka belum mengenal bahasa inggris. Dan kebanyakan siswa kita ini dari luar kota atau pedesaan jadi fasilitas mereka belajar bahasa inggris ini sangat kurang sekali.

In this case most of the students are not interested because it is difficult to learn English other than that they do not know English. And most of our students are from out of town or rural areas, so their facilities for learning English are very lacking.

Conclusion :

Siswa dalam belajar lemah itu di buktikan ketika mengajar banyak yang tidur, ketika di berikan tugas mereka tidak mengerjakan, ketika di suruh tampil di depan kelas banyak yang malu-malu, siswa kurang menyukai pelajaran bahasa inggris.

Students in weak learning are proven when teaching a lot of people who sleep, when given assignments they don't do it, when asked to appear in front of the class many are shy, students don't like English lessons.



Case number : 7

Indicator : Attention

Sub-Indicator : Student concentration

Case : Are students able to concentrate when the learning process is taking place?

Respondent	Explanation
1	<p><i>Hal ini siswa mudah sekali terganggu konsentrasinya misalnya ketika ada siswa lain bertanya mereka langsung melihat siswa yang bertanya tadi dan juga mereka tidak tahan duduk lama-lama sekitar dua puluh menit uda mulai ribut dan mengganggu teman.</i></p> <p>This makes it easy for students to be distracted by their concentration, for example, when other students ask questions, they immediately see the student who asked the question and also they can't stand sitting for about twenty minutes and they start to make noise and annoy their friends.</p>
2	<p><i>di awal pembelajaran mereka dapat mengikuti pelajaran dengan baik, namun ketika hari sudah mulai siang mereka mulai bosan belajar, biasanya siswa mulai ada yang tidur di meja dan lain sebagainya namun saya memaklumi namanya juga masih anak-anak konsentrasinya memang cepat hilang.</i></p> <p>at the beginning of learning they can follow the lesson well, but when the day starts they get bored of studying, usually students start sleeping at the table and so on, but I understand that the name is also still children's concentration is quickly lost.</p>
<p><i>Pada kasus ini di awal pembelajaran mereka dapat mengikuti pelajaran dengan baik, namun ketika hari sudah mulai siang mereka mulai bosan belajar, biasanya siswa mulai ada yang</i></p>	

tidur di meja dan lain sebagainya namun saya memaklumi namanya juga masih anak-anak konsentrasi nya memang cepat hilang.

In this case, at the beginning of the lesson they were able to follow the lesson well, but when the day started to get tired they started to get bored of studying, usually some students started sleeping at the table and so on, but I understand that the name is still the children's concentration is quickly lost.

Conclusion :

Siswa dapat berkonsentrasi ketika belajar namun mereka mudah terganggu misalnya ketika ada siswa lain bertanya mereka langsung melihat siswa yang bertanya tadi dan juga mereka tidak tahan duduk lama-lama sekitar dua puluh menit uda mulai ribut dan mengangu teman. Biasanya di awal pembelajaran mereka dapat mengikuti pelajaran dengan baik, namun ketika hari sudah mulai siang mereka mulai bosan belajar.

Students can concentrate when studying, but they are easily distracted, for example, when other students ask questions, they immediately see the student who asked the question and also they can't stand to sit for about twenty minutes and they start to make noise and annoy their friends. Usually at the beginning of learning they can follow the lesson well, but when the day has started they start to get bored of studying.

Case number : 8

Indicator : Attention

Sub-Indicator : Dare to appear in front of the class

Case : Do students dare to appear in front of the class?

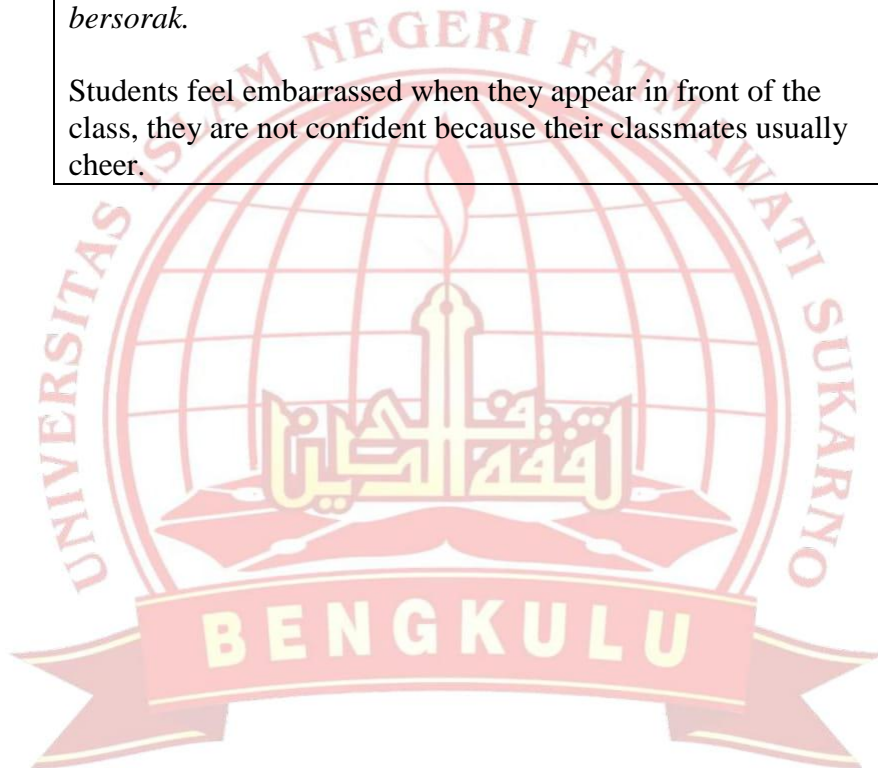
Respondent	Explanation
1	<p><i>Saya minta mereka maju kedepan siswa mengikuti namun terkadang mereka tidak percaya diri jika saya intruksikan membaca dialog dipapan tulis atau menulis jawaban ya itu mereka masih takut melakukan kesalahan.</i></p> <p>I ask them to come forward, the students follow but sometimes they don't believe in themselves if I instruct them to read the dialogue on the blackboard or write the answer yes they are still afraid to make mistakes.</p>
2	<p><i>Yang pertama itu siswa masih malu-malu ketika maju di depan, biasanya jika ada siswa yang maju teman satu kelas langsung bersorak jadi siswa tidak percaya diri.nah biasanya saya yang mensupport agar siswa tetap optimis tanpa perlu takut.</i></p> <p>The first is that students are still shy when they come forward, usually if there are students who come forward, their classmates immediately cheer so the students are not confident. Well, usually I support students so that they remain optimistic without being afraid.</p>
	<p><i>Pada kasus ini siswa masih malu-malu ketika maju di depan, biasanya jika ada siswa yang maju teman satu kelas langsung bersorak jadi siswa tidak percaya diri.nah biasanya saya yang mensupport agar siswa tetap optimis tanpa perlu takut.</i></p> <p>In this case, students are still shy when they come forward, usually if there are students who come forward, their</p>

classmates immediately cheer, so students are not confident. Well, usually I am the one who supports students so that they remain optimistic without being afraid.

Conclusion :

Siswa merasa malu-malu ketika tampil di depan kelas, mereka tidak percaya diri karena biasanya teman-teman satu kelas bersorak.

Students feel embarrassed when they appear in front of the class, they are not confident because their classmates usually cheer.



Case number : 9

Indicator : Multi-level group

Sub-Indicator : Group activities

Case : what about student group work activities, do you have any challenges?

Respondent	Explanation
1	<p><i>iya seperti kemarin saya memberi tugas secara berkelompok dalam menyusun kalimat, dalam tiga kelompok setiap kelompok saya beri satu kata dan begitu juga yang lain misalnya ada yang dapat morning ada yang dapat breakfast dan ada yang dapat like, every, sehingga nanti tersusunlah kalimat I like breakfast every morning. Dan memang ada sebagian siswa yang tidak terlalu semangat atau tidak berpartisipasi biasanya mereka itu ada problem. Dan saya Tanya kenapa kamu kurang semangat nah yang seperti ini nanti di alihkan ke bk dan itu biasanya sudah menjadi kendala umum dalam belajar</i></p> <p>Yes, like yesterday I gave a group assignment in composing sentences, in three groups each group I gave one word and so did the others, for example, some got morning, some got breakfast and some got like, every, so that later the sentence I like breakfast will be composed. every morning. And indeed there are some students who are not very enthusiastic or do not participate, usually they have problems. And I asked why you are not enthusiastic, now something like this will be transferred to BK and that is usually a common obstacle in learning.</p>
2	<p><i>Biasanya siswa itu kalo lagi belajar kelompok mereka membebankan kepada satu atau dua teman, jadi missal dalam kelompok terdapat</i></p>

	<p><i>lima orang mereka yang mengerjakan itu hanyaa dua orang selebih nya itu mereka bermian,dan ngobrol.dan ada juga yang belum memahami materi meereka hanya diam saja.</i></p> <p>Usually the students when they are studying in groups they charge one or two friends, so for example in a group there are five people who do it, only two people, the rest they play and chat. And there are also those who don't understand the material they just keep quiet.</p>
	<p><i>Pada kasus ini siswa itu kalo lagi belajar kelompok mereka membebankan kepada satu atau dua teman, jadi missal dalam kelompok terdapat lima orang mereka yang mengerjakan itu hanyaa dua orang selebih nya itu mereka bermian,dan ngobrol.dan ada juga yang belum memahami materi meereka hanya diam saja.</i></p> <p>In this case, the students when studying in groups they charge one or two friends, so for example in a group there are five people who do it, only two people, the rest they play and chat. And there are also those who do not understand the material they just stay silent In this case, the students when studying in groups they charge one or two friends, so for example in a group there are five people who do it, only two people, the rest they play and chat. And there are also those who don't understand the material they just stay silent.</p> <p><i>Conclusion :</i> <i>ada sebagian siswa yang tidak terlalu semangat atau tidak berpartisipasi biasanya mereka itu ada problem dan siswa ketika lagi belajar kelompok mereka membebankan kepada satu atau dua teman, jadi misal dalam kelompok terdapat lima orang mereka yang mengerjakan itu hanyaa dua orang selebih nya itu mereka bermian,dan ngobrol.dan ada juga yang belum memahami materi meereka hanya diam saja</i></p> <p>there are some students who are not very enthusiastic or do not participate, usually they have problems and students when they</p>

are studying in groups they charge one or two friends, so for example in a group there are five people who do it, only two people, the rest they play, and chat. and there are also those who don't understand the material they just keep quiet.



Case number : 10

Indicator : Assesment

Sub-Indicator : lesson time

Case : what about the lesson time, do you have problems with teaching time?

Respondent	Explanation
1	<p><i>Masalah waktu itu biasa nya ada di jam terakhir pelajaran karena berbenturan dengan jadwal sholat, selepas sholat siswa langsung pulang ke asrama di karena kan jam pelajaran sudah habis. Jadi kalo di jam terakhir itu yang bisa di gunakan hanya satu jam pelajaran.</i></p> <p>The problem at that time was usually in the last hour of the lesson because it clashed with the prayer schedule, after praying the students went straight to the dormitory because class time was over. So, in the last hour, only one hour of lessons can be used.</p>
2	<p><i>Masalah waktu saya hanya mengajar 8 jam yang menyebabkan sedikit sekali kita menggunakan bahasa inggris, di lokal itu 2x pertemuan perminggu satu kelas, nah itulah menjadi masalah internal sehingga ketika pembelajaran dalam bahasa inggris di sampai kan pada anak mereka merasa sulit akibat kurang nya pertemuan dalam belajar.</i></p> <p>The problem with my time is that I only teach 8 hours which causes very few of us to use English, locally it is 2x meetings per week for one class, now that is an internal problem so that when learning in English is conveyed to their children, they find it difficult due to the lack of meetings in learning</p>
<p><i>Pada kasus ini masalah waktu guru hanya mengajar 8 jam</i></p>	

yang menyebabkan sedikit sekali kita menggunakan bahasa inggris, di lokal itu 2x pertemuan perminggu satu kelas, nah itulah menjadi masalah internal sehingga ketika pembelajaran dalam bahasa inggris di sampai kan pada anak mereka merasa sulit akibat kurang nya pertemuan dalam belajar

In this case, the teacher only teaches 8 hours, which causes very few of us to use English, locally it is 2x meetings per week for one class, now that becomes an internal problem so that when learning in English is conveyed to their children, they find it difficult due to the lack of it. meeting in study.

Conclusion :

Guru memiliki masalah waktu yang hanya mengajar 8 jam sehingga menyebabkan sedikit sekali menggunakan bahasa inggris, di lokal itu 2x pertemuan perminggu satu kelas, nah itulah menjadi masalah internal sehingga ketika pembelajaran dalam bahasa inggris di sampai kan pada anak mereka merasa sulit akibat kurang nya pertemuan dalam belajar. dan juga untuk jam terakhir pelajaran berbenturan dengan jadwal sholat, selepas sholat siswa langsung pulang ke asrama di karena kan jam pelajaran sudah habis. Jadi kalo di jam terakhir itu yang bisa di gunakan hanya satu jam pelajaran.

The teacher has a time problem that only teaches 8 hours so that it causes very little use of English, in the local area there are 2 meetings per week for one class, now that is an internal problem so that when learning in English is conveyed to their children, they find it difficult due to the lack of meetings in the classroom. and also for the last hour of the lesson, it clashed with the prayer schedule, after praying the students went straight back to the dormitory because class time was over. So, in the last hour, only one hour of lessons can be used.

APPENDIX 8 Documentation



Gambar 1. Interview with teacher at MTS Pancasila



Gambar 2. Interview with teacher at MTS Pancasila



Gambar 3. Situation in Class



Gambar 4. Observation Class at 7C



Gambar 5. Observation Class at 7C



Gambar 6. Observation Class at 7C



Gambar 7. Observation Class at 7C



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SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor: 0071 /Un.23/F.II/PP.00.9/01/2022

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Risnawati, M.Pd 197405231999032002	P I	Ongki Saputra 1811230069	TBI	Teachers Difficulties in Teaching Speaking for Young Learners (A
2	Andriadi, M.A. 198402212019031901	P II			Descriptive Quantitative Study for Teachers of MTS Pancasila Bengkulu City in Academic Year 2021/2022

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 07 Januari 2022

Plt. Dekan,



Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Prodi
Tadris Bahasa Inggris
UIN FAS Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Ongki Saputra
NIM : 1811230069
Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah: **TEACHERS DIFFICULTIES IN TEACHING SPEAKING FOR YOUNG LEARNERS** (A Descriptive Quantitative Study for Teachers of MTS Pancasila Bengkulu City in Academic Year 2021/2022)

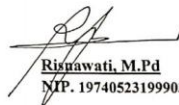
Menjadi : **EFL TEACHERS' CHALLENGES IN TEACHING SPEAKING TO SECONDARY SCHOOLS** (A Descriptive Qualitative Research at Teachers of MTS Pancasila Bengkulu City in Academic Year 2022/2023)

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

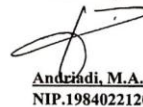
Bengkulu, Agustus 2022

Disetujui oleh,


Pembimbing I


Risnawati, M.Pd
NIP. 197405231999032002

Pembimbing II


Andriadi, M.A.
NIP.198402212019031001

Diketahui oleh,
Ketua Jurusan Bahasa


Risnawati, M.Pd
NIP. 19740523199903200





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PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi nama : Ongki Saputra, NIM :1811230069 yang berjudul "EFL Teachers' Challenges In Teaching Speaking To Secondary Schools (A Description Qualitative Research at Teachers of MTS Pancasila Bengkulu City in Academic Year 2022/2023)". Telah diseminarkan oleh tim penyeminan pada:

Hari/Tanggal : Jumat, 9 September 2022

Pukul : 13.30 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminan dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, 13 Oktober 2022

Penyeminan I

Feny Martina, M. Pd
NIP.198703242015032002

Penyeminan II

Henny Friantary, M. Pd
NIP.198508022015032002





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Website: www.uinfasbengkulu.ac.id

Nomor : 4857 / Un.23/F.II/TL.00/10/2022
Lampiran : 1 (satu) Exp Proposal
Perihal : **Mohon izin penelitian**

24 Oktober 2022

Kepada Yth,
Kepala MTs Pancasila Kota Bengkulu
Di –
Kota Bengkulu

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "**EFL TEACHERS' CHALLENGES IN TEACHING SPEAKING TO SECONDARY SCHOOLS (A Description Qualitative Research At Teachers Of MTs Pancasila Bengkulu City In Academic Year 2022/2023)**".

Nama : Ongki Saputra
NIM : 1811230069
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : MTs Pancasila
Waktu Penelitian : 28 Oktober s/d 02 Desember 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan

Mus Mulyadi





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Website: www.uinfnbengkulu.ac.id

Nomor: 344/G /Un.23/F.II/PP.00.9/07/2022

Lamp. : -

Perihal: Ujian Komprehensif

Kepada Yth.

1. Achmad Ja'far Sodik, M.Pd.I
(kompetensi UIN)

2. Zelvya Liska Afriani, M.Pd
(kompetensi Jurusan/Prodi)

3. Dr. Edi Ansyah, M.Pd
(Kompetensi Keguruan)

Assalamu'alaikum Wr. Wb.

Bersama ini kami mohon Bapak/Ibu untuk menjadi Penguji komprehensif Mahasiswa Prodi Tadris Bahasa Inggris, Jurusan Tadris Bahasa, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Jum'at, 08 Juli 2022

Waktu : 08.00 -12.00 WIB

Tempat : Ruang Munaqasah Jurusan Sains dan Sosial Lantai 3 Dekanat

Adapun nama-nama mahasiswa:

NO	NAMA MAHASISWA	NIM
1	Amalia Ulpa	1516230016
2	Masrini	1611230047
3	Adibu Dzakwar Putra Kerlis	1811230089
4	Ongki Saputra	1811230069

Demikianlah, agar dilaksanakan sebagaimana mestinya.

Bengkulu, 7 Juli 2022
Dekan,


M. Mulyadi





YAYASAN SEMARAK BENGKULU
پانچاسیلا پنسانترن پنکاسیلا بنگکولو
PONDOK PESANTREN PANCASILA BENGKULU
MADRASAH TSANAWIYAH (MTs) PANCASILA
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Jalan Rinjani Jembatan Kecil ☎(0736) 20262 NPSN 10704079 IISN 12121771001

SURAT KETERANGAN SELESAI PENELITIAN

Nomor : TSP.205.001/141/XII/2022

Berdasarkan Surat dari Universitas Islam Negeri (UIN) Fatmawati Sukarno Bengkulu nomor: 4953/Un.23/F.II/TL.00/10/2022 tanggal 26 Oktober 2022 Perihal : Mohon Izin Penelitian, Kepala Madrasah Tsanawiyah (MTs) Pancasila Kota Bengkulu :

Nama : Emi Liyanti, M.Pd.
NIP : 041510008
Jabatan : Kepala Sekolah MTs Pancasila

Dengan ini menerangkan dengan sesungguhnya bahwa :

Nama : Ongki Saputra
NIM : 1811230069
Program Studi : Tadris Bahasa Inggris (PBI)

Judul Penelitian : *Efl Teachers' Challenges in Teaching Speaking to Secondary Schools (A Description Qualitative Research at Teachers of MTs Pancasila Bengkulu City In Academic Year 2022/2023)*

Waktu Penelitian : 28 Oktober s/d 02 Desember 2022

Bersama ini kami sampaikan bahwa Mahasiswa tersebut di atas telah selesai melaksanakan Penelitian di Madrasah Tsanawiyah Pancasila (MTs) Pondok Pesantren Pancasila.

Demikian Surat Keterangan ini kami buat, untuk dapat di penggunaan sebagaimana mestinya.

Bengkulu, 06 Desember 2022
Kepala Madrasah,

Emi Liyanti, M.Pd.
NIP 041510008



18/12 2022
Hanura Febriani

cek turnitin Ongki_TBI

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Telepon: (0736) 50176-51171-53879 Faksimili: (0736) 51171-51172
website: www.uinfasbengkulu.ac.id

Bengkulu, 9 Januari 2023

Nomor : 0227/Un.23/F.II/PP.00.9/01/2023
Lampiran : -
Perihal : Jadwal Munaqasyah Skripsi

Kepada Yth.
Dr. Edi Ansyah, M.Pd (Ketua)
Sepri Yunarman, M.Pd (Sekretaris)
Riswanto, Ph. D (Penguji 1)
Revola Yashori, M.Pd (Penguji 2)

Assalamu'alaikum Warohmatullahi Wabarokatuhu
Dengan ini kami sampaikan jadwal Munaqasyah Skripsi Mahasiswa Prodi Tadris Bahasa Inggris,
Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno (UIN FAS) Bengkulu pada:

Hari / Tanggal : Rabu, 11 Januari 2023
Tempat : Ruang Munaqosah Jurusan Tadris Lantai 3 Dekanat.

NO	NAMA / NIM	WAKTU (WIB)	JUDUL
1.	Ongki Saputra (1811230069)	08.00- 09.00	EFL Teachers' Challenges In Teaching Speaking To Secondary Schools
2.	Septi Anderiani (1811230090)	09.00- 10.00	EFL Students' Autonomy Level Of Reading And Its Relation To Their Reading Comprehension
3.	Perla Mei Kasema (1811230021)	10.00- 11.00	An Analysis Of Sentence Fragment In Students' Academic Writing At Fifth Semester 2023/2023 Of English Department Of UINFAS Bengkulu
4.	Cita Samsurin (1811230035)	11.00- 01.00	The Effect Of Animation On EFL Students' Ability (A Quasi Experimental Research At 11 th Grade Students' Of MAN 1 Model Bengkulu)

Demikian jadwal ini disampaikan, untuk dilaksanakan sebagaimana mestinya.

Dekan,







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website: www.uinfasbengkulu.ac.id

Bengkulu, 9 Januari 2023

Nomor : 0129/Un.23/F.II/PP.00.9/01/2023
Lampiran : -
Perihal : Jadwal Munaqasyah Skripsi

Kepada Yth.
Dr. Edi Ansyah, M.Pd (Ketua)
Sepri Yunarmain, M.Pd (Sekretaris)
Riswanto, Ph. D (Penguji 1)
Revola Yashori, M.Pd (Penguji 2)

Assalamu'alaikum Warohmatullahi Wabarokatuhu
Dengan ini kami sampaikan jadwal Munaqasyah Skripsi Mahasiswa Prodi Tadris Bahasa Inggris,
Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno (UIN FAS) Bengkulu pada:

Hari / Tanggal : Rabu, 11 Januari 2023
Tempat : Ruang Munaqosah Jurusan Tadris Lantai 3 Dekanat.

NO	NAMA / NIM	WAKTU (WIB)	JUDUL
1.	Ongki Saputra (1811230069)	08.00- 09.00	EFL Teachers' Challenges In Teaching Speaking To Secondary Schools
2.	Septi Anderiani (1811230090)	09.00- 10.00	EFL Students' Autonomy Level Of Reading And It,S Relation To Their Reading Comprehension
3.	Perla Mei Kasema (1811230021)	10.00- 11.00	An Analysis Of Sentence Fragment In Students' Academic Writing At Fifth Semester 2023/2023 Of English Department OF UIN FAS Bengkulu
4.	Cita Samsurin (1811230035)	11.00- 01.00	The Effect Of Animation On EFL Students' Ability (A Quasi Experimental Research At 11 th Grade Students' OF MAN 1 Model Bengkulu)

Demikian jadwal ini disampaikan, untuk dilaksanakan sebagaimana mestinya.





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Website www.unifasbengkulu.ac.id

Nama Mahasiswa : Ongki Saputra Pembimbing II : Andriadi, M.A.
NIM : 101123.0069 Judul Skripsi : EFL Teacher's CHALLENGES
Jurusan : Tadris bahasa in Attaching Speaking to Secondary
Program Studi : Tadris bahasa Inggris Schools

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
	Kamis 21/2022 10/4	Chapter II	Elaborate your theory without building on former Good or other Experts / Other exper are only for supporting theory.	
	Selasa 17/10/2022	Chapter II	- Kelengkapan referensi - Format of paragraph - Conceptual framework - Power slide (similarity + difference)	

Mengetahui,
Dekan

Dr. Nurhuda Yadi, M.Pd
NIP. 197005142000081004

Bengkulu, 21 April 2022

Pembimbing II


Andriadi, M.A.
NIP. 198402212019031001






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Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Dygi Saetra Pembimbing II : Andriadi, M.A.
NIM : 1811230069 Judul Skripsi : Efektifitas Chatting Apps
Jurusan : Tadris Bahasa Indonesia in Teaching Learning to Secondary
Program Studi : Tadris Bahasa Inggris Schools


No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
	<u>Kamis</u> <u>09/06/2022</u>	<u>Bab I</u>	<u>Acc Chapter I</u> <u>Continue Chapter</u> <u>II</u>	
	<u>Kamis</u> <u>09/06/2022</u>	<u>Chapter III</u>	<u>Review your</u> <u>instrument</u>	

Mengetahui,
Dekan


Dr. Mursyid Yadi M.Pd
NIP. 070 051 42 0000 31004

Bengkulu, 09 Juni 2022

Pembimbing II


Andriadi, M.A.
NIP. 02040221201303104






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Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Owgi Sarutra Pembimbing II : Andriadi, M.A.
NIM : 1011230069 Judul Skripsi : Art Teacher's Challenges
Jurusan : Tadris bahasa in teaching speaking to secondary
Program Studi : Tadris bahasa Inggris Schools


No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
	<u>16/6</u> <u>29/6/2012</u> <u>10/6</u>	<u>Chapter II</u>	<u>Acc for same</u>	<u>f</u>

Mengetahui,
Dekan


Dr. Mus Muljadi M.Pd
NIP. 1970 051 42 000 0031 004

Bengkulu, 19 Juni 2012

Pembimbing II


Andriadi, M.A.
NIP. 1984 02 71 2019 031 001





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Website: www.uin-fatmawati.ac.id

Nama Mahasiswa : Dungki Saputra Pembimbing II : Andriadi, M.A.
NIM : 1811230069 Judul Skripsi : EFL teachers' Challenges
Jurusan : Tadris bahasa Inggris in teaching speaking to elementary
Program Studi : Tadris bahasa Inggris schools

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
	Selasa 15/11/2022	Chapter IV	Do some production and use your chapter III as guide	
	Jumat 18/11/2022	Chapter IV	The same production is enough. Start to write the result in chapter IV	
	Jumat 25/11/2022	Chapter IV	Complete your discussion	

Mengetahui,
Dekan

Dr. Musliqiyadi, M.Pd
NIP. 19750014200031004

Bengkulu, 25 November 2022
Pembimbing II

Andriadi, M.A.
NIP. 198402220190300





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Website: www.uinfbengkulu.ac.id

Nama Mahasiswa : Ongki Saputra Pembimbing II : Andriadi, M.A.
NIM : 1811230069 Judul Skripsi : EFL Teachers' Challenges
Jurusan : Tadris bahasa in Teaching Speaking to Secondary
Program Studi : Tadris bahasa Inggris Schools

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
	Selasa 29/11	Chapter IV	Discussion → do complete your essay by using chapter IV and font appendices	
	Rabu 07/12 12	Chapter IV - V	Acc for Exam	

Mengetahui,
Dekan

Dr. Muzakkiyadi, M.Pd.
NIP. 19760514200031004

Bengkulu, 07 Desember 2022
Pembimbing II

Andriadi, M.A.
NIP. 198402212019031004





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Nama Mahasiswa : Ongki Saputra Pembimbing II : Andriadi, M.A.
NIM : 1811230069 Judul Skripsi : EFL Teachers' Challenges
Jurusan : Tadris bahasa in Teaching Speaking to Secondary
Program Studi : Tadris bahasa inggris Schools

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
	Selasa 09/11	Chapter IV	Discussem. → do complete your draft by using chapter IV and part Appendices	
	Rabu 07/12	Chapter IV - V	Acc for Exam	

Mengetahui,
Dekan

Dr. Muzammiradi, M.Pd.
NIP. 19760514200031004

Bengkulu, 07 Desember 2022
Pembimbing II

Andriadi, M.A.
NIP. 198402212019031001





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Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Dungki Saputra Pembimbing I : Risnawati, M.Pd
NIM : 1811230069 Judul Skripsi : EFL TEACHER'S CHALLENGES
Jurusan : Tadris Bahasa in teaching Speaking To SECOND DARE
Program Studi : Tadris Bahasa Inggris Schools

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1.	Monday, 10-01-2022	Sk Pembimbing + Research Proposal	✓ Revise the title !	
2.	Friday, 01-07-2022	Chapter I .. Research Problem ✓ Key term	✓ Revise as suggested !	
3.	Wednesday, 13-07-2022	Chapter II ✓ Grand Theory of Variable	✓ Revise as suggested !	

Bengkulu, 15 Juli 2022.....

Mengetahui,
Dekan

Pembimbing I

Dekan Mulyadi, M.Pd
NIP. 1970051420000031004

Risnawati, M.Pd
NIP. 197405231999032002





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Website: www.unfasbengkulu.ac.id

Nama Mahasiswa : Dugki Saputra Pembimbing I : Risnawati, M.Pd.
NIM : 1611230069 Judul Skripsi : EFL TEACHER'S CHALLENGES IN TEACHING SPEAKING TO SECONDARY SCHOOLS
Jurusan : Tadris Bahasa Inggris
Program Studi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
4.	Thursday, 04-08-2022	Chapter III - Research Design - Research Instrument	: Revise as suggested !	<i>Rf</i>
5.	Tuesday, 06-08-2022	Chapter I, II, III, References, Appendices	: Acc... you can register for "Seminar Proposal !"	<i>Rf</i>

Mengetahui,
Dekan

Dr. Muzniyah, M.Pd.
NIP. 197005142000031004

Bengkulu, 06 August 2022

Pembimbing I

Risnawati
NIP. 197405231999032002





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Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Dngki Saputra Pembimbing II : Andriadi, M.A......
NIM : 1811230069 Judul Skripsi : EFL Teachers' Challenges
Jurusan : Tadris bahasa Inggris in teaching speaking to Secondary
Program Studi : Tadris bahasa Inggris Schools.....


No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	Kamis, 13 Januari 2022	penyempitan Sk - Chcepter I.	Introduction : - introduce your topic : Shocking issue + fact. - why this topic is important? - what result has been achieved in this field of research and what things must be developed? (GAP).	Andriadi f
2	Jelasa 05 Januari 2022	Chapter I	Introduction - state the problem by giving preliminary research at show (subject of the research). - state the need of knowledge solution	f

Mengetahui,
Dekan


Dr. Nurul Huda, M.Pd
NIP. 1970051420000031004

Bengkulu, 25 Januari 2022

Pembimbing II


Andriadi, M.A.....
NIP. 198402212010031001






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Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Doni Saputra Pembimbing II : Andriadi, M.A.
NIM : 1811230069 Judul Skripsi : Eti. Teacher's Changes
in Teaching Speaking to Secondary
Schools
Jurusan : Tadris bahasa Inggris
Program Studi : Tadris bahasa Inggris

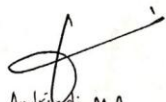
No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
	<u>Sesi 09 Feb 2022</u>	<u>Chapter I (Introduction/ Background of the problem</u>	<ul style="list-style-type: none">- The problem must be systematic.- Elaborate problem in each paragraph.- Citation (techniques & location).	

Mengetahui,
Dekan


Dr. Andriadi, M.Pd
NIP. 1960 051 42 00060 31 004

Bengkulu, 09 Februari 2022

Pembimbing II


Andriadi, M.A.
NIP. 1984 0221 2019 03 1001





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Website: www.uinfatbergkulu.ac.id

Nama Mahasiswa : Digki Saputra Pembimbing II : Andriadi, M.A.
NIM : 1611230069 Judul Skripsi : Eth. Teacher's Challenges
Jurusan : Bahasa In Teaching Speaking to Secondary
Program Studi : Tadris bahasa Inggris Schools

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
	<u>Selasa</u> <u>08/2022</u> <u>03</u>	<u>Chapter I</u> <u>Chapter II</u>	<u>→ Acc :</u> <u>Reuse some writing styles</u> <u>in some paragraph, especially</u> <u>the result of writing use</u> <u>→ Reuse the theory trend</u> <u>and write conceptual</u> <u>formative or well</u> <u>as some related previous</u> <u>subject</u>	<u>f</u> <u>f</u>

Mengetahui,
Dekan

h/p
Dr. Musyaffaradi Mpd
NIP. 197405142000031004

Bengkulu, 08. Maret 2022.

Pembimbing II

f
Andriadi, M.A.
NIP. 198402212019031001





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Nama Mahasiswa : Ongki Saputra Pembimbing II : Andriadi, M.A
NIM : 1911230069 Judul Skripsi : EFL Teachers' Challenges
Jurusan : Tadris Bahasa in Teaching Speaking to Secondary
Program Studi : Tadris Bahasa Inggris Schools

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
	Kamis 09/04/2022	Chapter II	- Fokus your answer on "Speaking Theory" and "Language Learning" are by David Allmar.	

Mengetahui,
Dekan

Dr. Musyaddiqyadi, M.Pd
NIP. 197005142000031004

Bengkulu, 09 April 2022

Pembimbing II

Andriadi, M.A
NIP. 19840212003001





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Website: www.uinbengkulu.ac.id

SURAT PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Ongki Saputra
NIM : 1811230069
Program : Tadris Bahasa Inggris
Judul Skripsi : EFL Teachers' Challenges in Teaching Speaking to
Secondary Schools (A Descriptive Qualitative
Research at Teachers of MTS Pancasila Bengkulu
City in Academic Year 2022/2023)


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Bengkulu, 28 Desember 2022

Mengetahui
Ketua Tim Verifikasi,

Yang menyatakan,


Dr. Edi A. Syah, M.Pd
NIP. 197007011999031002



Ongki Saputra
NIM. 1811230069





“EMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU HADIR SEMINAR PROPOSAL SKRIPSI

Nama Mahasiswa : Dingga Samira
Nomor Induk Mahasiswa : 181230069
Prodi : Tadris Bahasa Inggris

NO	Hari/Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Pengajar
1	Jumat, 5 April 2021	10-11	Ade Elpena	1811230090	Students Anxiety in the Process of Learning Grammar	[Signature]
2	Jumat, 5 April 2021	09-10	Hidayatun Hasana	1811230091	The correction study of students Anxiety towards ToEFL test	[Signature]
3	Jumat, 15 April 2021	08-09	Della Dwi Samira	1801230050	The Effect of context/real learning and learning approach in Spoken reading	[Signature]
4	Kamis, 8-9-2021	13-14	Teni Nurita Sari	1811230030	The Interaction Between Great Progress, Reading habits and students Reading comprehension	[Signature]
5	Kamis, 8-9-2021	14-15	Serti Andentari	1811230090	EFL students' Autonomy level of Reading and its Relation to their Reading comprehension	[Signature]
6	Kamis, 15-9-2021	15-00	Adiba Rizwanu Putra keris	1811230099	Investigating the Progress of EFL Students in an Underutilized school in Bengkulu	[Signature]

Ketua Jurusan Bahasa

[Signature]
Rismawati, M.Pd
NIP. 197405231999032002

Bengkulu,

Ka. Prodi Tadris Bahasa Inggris

[Signature]
Fery Martina, M.Pd
NIP. 198703242015032002

