

EFL TEACHERS' CHALLENGES IN TEACHING ENGLISH SPEAKING:

A CASE OF JUNIOR HIGH SCHOOL

A THESIS

Submitted to Fulfil the Requirement for *Sarjana Pendidikan* Degree at
English Education Department of Faculty of Educational Sciences and
Teachers' Training Siliwangi University



ELMA NURLAILA

162122056

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATIONAL SCIENCES AND TEACHERS TRAINING

SILIWANGI UNIVERSITY

TASIKMALAYA

2020

APPROVAL SHEET

**EFL TEACHERS' CHALLENGES IN TEACHING ENGLISH SPEAKING:
A CASE OF JUNIOR HIGH SCHOOL**

ELMA NURLAILA

162122056

Approved by

Supervisor I,

Supervisor II,



Asri Siti Fatimah, M.Pd.
NIDN. 0021118901



Arini Nurul Hidayati, M.Pd.
NIDN. 0406048801

Assigned by

Dean of FKIP Siliwangi University
Tasikmalaya,

Head of English Education
Department of FKIP Siliwangi
University Tasikmalaya,



Yusup Suprivono, S.Pd., M.Pd.
NIDN. 0405117502

APPROVAL SHEET

This thesis has been established through an examination held on
September 24rd, 2020

Examiner I,



Asri Siti Fatimah, M.Pd.
NIDN. 0021118901

Examiner II,



Arini Nurul Hidayati, M.Pd.
NIDN. 0406048801

Examiner III,



Santiana, S.S., M.Pd.
NIDN. 0405077601

Examiner IV,



Neni Marlina, S. Pd., M.Pd.
NIDN. 0415128105

Examiner V,



Fuad Abdullah, M.Pd.
NIDN. 0028038901

PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi yang berjudul "EFL Teachers' Challenges in Teaching English Speaking: A Case of Junior High School" beserta seluruh isinya adalah sepenuhnya karya saya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan. Atas pernyataan ini saya siap menanggung konsekuensi atau sanksi terhadap etika keilmuan atau ada klaim dari pihak lain terhadap keaslian skripsi ini.

Tasikmalaya, September 2020

Yang membuat pernyataan,



Elma Nurhaila

NPM. 162122056

ABSTRAK

ELMA NURLAILA. 2020. **EFL Teachers' Challenges in Teaching Speaking: A Case of Junior High School**. Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.

Mengajar berbicara bahasa Inggris di Sekolah Menengah Pertama di Indonesia tidak lah mudah, banyak faktor yang menghambat guru dalam proses belajar mengajar berbicara bahasa Inggris. Sehingga mereka menghadapi banyak tantangan selama proses belajar mengajar berbicara bahasa Inggris. Banyak penelitian yang menyelidiki tantangan guru mengajar berbicara bahasa Inggris dalam konteks EFL. Namun, hanya sedikit penelitian yang mengelidiki tantangan guru EFL di Sekolah Menengah Pertama di Indonesia. Penelitian ini membahas tantangan yang dihadapi guru EFL dalam mengajar berbicara bahasa Inggris di Sekolah Menengah Pertama di Indonesia. Pengumpulan data dilakukan melalui wawancara semi-terstruktur. Ada tiga guru dari dua sekolah yang diwawancarai. Hasil penelitian menunjukkan bahwa partisipasi siswa yang tidak aktif, kemampuan bahasa Inggris siswa yang rendah menjadi masalah dalam pengajaran berbicara. Selain kendala dari siswa, lingkungan kelas yang tidak mendukung juga mempengaruhi proses pengajaran berbicara bahasa Inggris. Pada akhirnya, kontribusi dari penelitian ini adalah untuk memberikan informasi kepada guru EFL dalam mengajar berbicara bahasa Inggris di SMP bahwa diperlukan teknik pengajaran yang sesuai dengan tingkat kemahiran siswa dan suasana belajar yang hangat sehingga siswa dapat berkembang dan terlibat aktif dalam proses belajar mengajar berbicara bahasa Inggris.

Kata Kunci: *Tantangan Guru EFL, Mengajar berbicara bahasa Inggris, Siswa EFL*

ABSTRACT

ELMA NURLAILA. 2020. **EFL Teachers' Challenges in Teaching English Speaking: A Case of Junior High School**. English Education Department, Faculty of Educational Sciences and Teachers' Training, Siliwangi University, Tasikmalaya.

Teaching English speaking in Junior High Schools in Indonesia is not easy. It is because there are many factors that hinder the teaching and learning process of speaking. Therefore the teachers faced many obstacles encountered during the teaching and learning process of speaking. Many studies have investigated teachers' challenges in the EFL context. A limited number of the study has investigated the challenges of EFL teachers in Junior High Schools in Indonesia. The recent study investigated the challenges faced by EFL teachers in teaching English speaking in Junior High Schools. The data were collected through semi-structured interviews. There were three teachers from two school that were interviewed. The findings showed that students' inactive participation and students' low English proficiency become the problem in teaching English speaking. Apart from students' constraints, unsupported classroom environment also affects of the speaking teaching process. In the end, the contribution of this research is to provide information to EFL teachers, in teaching English speaking in Junior High Schools are required teaching techniques that are appropriate to the level of student proficiency and the kind of warm learning atmosphere so that students can develop and be active to involve in process of learning speaking.

Keywords: *EFL Teachers' Challenges, Teaching English Speaking, EFL Teachers*

PREFACE

The thesis entitled “EFL TEACHERS' CHALLENGES IN TEACHING ENGLISH SPEAKING: A CASE OF JUNIOR HIGH SCHOOL” is filled with contains the background information on why the research was conducted, a literature review, research methodology, findings and discussion, as well as conclusions and suggestions. The background information provides information about EFL teachers' challenges, the gap, formulation of the problems, operational definitions, aim of the research, and uses of the research. The literature review explained a brief about teaching English speaking and EFL teachers' challenges in teaching English speaking in Indonesia. The research design of this study is a descriptive case study. The data collected by semi-structured interviewed and analyzed by using thematic analysis. The results of this study about EFL teachers' challenges in teaching English speaking at Junior High School. Then in the last part, the researcher makes conclusions from this study, also provides suggestions for further research.

The recent research can be accomplished because of much supports from several people. The writer states her gratitude in the acknowledgement part. In this occasion, the writer would like to express her gratitude to them, may Allah s.w.t. reply their kindness in better ways.

The writer realizes that this thesis is still far from being perfect. Then, the writer greatly expects such suggestions and constructive criticism from the readers

to improve this thesis. Hopefully, this research will be useful and beneficent both for the writer and the readers.

Tasikmalaya, October 2020

The Writer

ACKNOWLEDGEMENT

Alhamdulillahirabbil'aalamiin. Finally, after intensive guidance, I can accomplish my thesis. This thesis could not be composed without help and support from superb people around me. They play important roles which make me believe that I am able to finish this thesis. Hereby, I proudly express a bunch of thanks to these following people:

1. My beloved parents, for their prayer, support and everlasting love. It makes me to never give up to finish my study. I believe that they always put my name and my success on every pray their perform.
2. My beloved brother and sisters, Alm. Ganjar Nugraha, Rista Gilang Nurani, Haqqia Wardah, for being my supporting system in every single day, especially for alm. A Ganjar, thank you for the time and your sacrifice that you have given me. It makes me stronger and cheer up. I am glad to have you.
3. My best friends, SWAG (Shofia, Yunita, Alif, Didit, Jian, Anita, Nia, Agis dan Gitsni), for being my best partners since I started to study in UNSIL until now. Thank you for the happiness, joy, laughter, and love you bring into our friendship.
4. Andi Kurniadi, for being my partner in crime and always reminding me to finish my study.
5. My beloved classmates, BUMBLE B, for your support since I started to study in UNSIL until now. We started to learn everything in this department. I feel comfortable to be with all of you.

Finally, I extend my gratitude to every single person who has a precious contribution to my thesis that cannot be mentioned one by one. May Allah *swt.* Bless you, for your kindness.

TABLE OF CONTENTS

APPROVAL SHEET	i
PERNYATAAN	iii
ABSTRAK	iv
ABSTRACT	v
PREFACE	vi
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	x
LIST OF TABLES	xii
LIST OF ENCLOSURES	xiii
CHAPTER 1 INTRODUCTION	1
1.1 Background	1
1.2 Formulation of the Problem	3
1.3 Operational Definitions	3
1.4 Aim of the Research	4
1.5 Uses of the Research	4
CHAPTER 2 LITERATURE REVIEW	5
2.1 Teaching English Speaking	5
2.2 EFL Teachers' Challenges in Teaching English Speaking in Indonesia	7
CHAPTER 3 RESEARCH PROCEDURES	10
3.1 Research Method	10
3.2 Research Setting and Participants	10

3.3	Data Collection Technique	10
3.4	Data Analysis Technique	11
3.5	Research Schedule	15
CHAPTER 4 FINDINGS AND DISCUSSION		16
4.1	Students' Low English Proficiency	16
4.1.1	Lack of English Vocabulary	16
4.1.2	Unintelligible English Pronunciation.....	17
4.2	Students' Inactive Participation	20
4.2.1	Students' Low Motivation	20
4.2.2	Reluctant of English Pronunciation	22
4.3	Unsupported Classroom Environment	23
4.3.1	Large Size Classes	24
4.3.2	Insufficient Instructional Time.....	24
4.3.3	Students Disruptive Behaviors.....	26
4.3.4	Lack of Relative Environment to Speak English .	28
CHAPTER 5 CONCLUSIONS AND SUGGESTIONS		30
5.1	Conclusions	30
5.2	Suggestions	30
REFERENCES		32
ENCLOSURES		34
BIOGRAPHY		47

LIST OF TABLES

Table 3.1 Familiarizing Initial Codes	12
Table 3.2 Generating Initial Codes	12
Table 3.3 Searching for Themes	13
Table 3.4 Reviewing Potential Themes	14
Table 3.5 Defining and Naming Themes	15
Table 3.6 Research Schedule	15

LIST OF ENCLOSURES

Enclosure 1. Interview Guideline	34
Enclosure 2. Consent Form	36
Enclosure 3. Interview Results/Transcript	39
Enclosure 4. <i>Lembar Penetapan Proyek Tugas Akhir S-1</i>	40
Enclosure 5. <i>Kartu Bimbingan Skripsi</i>	47
Enclosure 6. <i>Surat Keputusan</i>	48