AN ANALYSIS OF TEACHERS' CHALLENGES IN TEACHING SPEAKING AT SMP 4 BANDA ACEH

THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
"Sarjana Pendidikan" (S1)

By

NULI YANTI
1811060019

ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATION COLLEGE
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PENGESAHAN TIM PENGUJI

AN ANALYSIS OF TEACHERS' CHALLENGES IN TEACHING SPEAKING AT SMP NEGERI 4 BANDA ACEH

Skripsi Telah Disetujui Dan Dipertahankan Dihadapan
Tim Penguji Skripsi Program Studi Pendidikan Bahasa Inggris
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Banda Aceh, 07 Mei 2024

Tanda Tangan

Pembimbing I   : Mulyadi Syahputra, M.Pd
NIDN. 1315109101   (   )

Pembimbing II   : Mulyani, M.Pd M. TESOL
NIDN. 1307078301   (   )
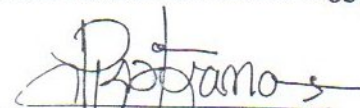
Penguji I   : Rosdiana, M.Pd
NIDN. 0115088503   (   )

Penguji II   : Intan Kemala Sari, M.Pd
NIDN. 0127088602   (   )

Menyetujui
Ketua Prodi Pendidikan Bahasa Inggris

Rizka Marlisa Aini, M.Pd
NIDN. 1313038901

Mengetahui,
Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Bina Bangsa Getsempena

Dr. Syarfuni, M.Pd
NIDN. 0128068203

PENGESAHAN KELULUSAN

An analysis of teachers' challenges in teaching speaking at smp negeri 4 banda aceh telah di pertahankan dalam ujian skripsi oleh Nuli Yanti, 1811060019, program studi pendidikan bahasa inggris, universitas bina bangsa getsempena, pada 07 mei 2024
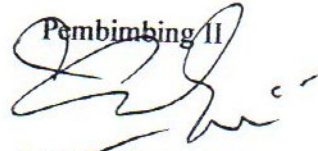
Menyetujui

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Mengetahui,
Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Bina Bangsa Getsempena

Dr. Syarfuni, M.Pd
NIDN. 0128068203

LEMBAR PERSETUJUAN

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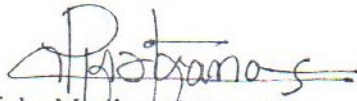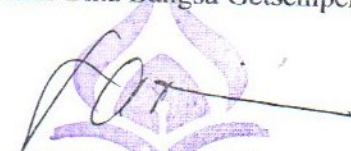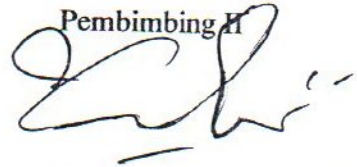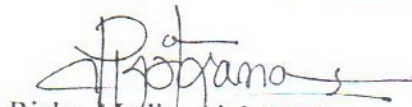Pembimbing I

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NIDN. 1315109101

Pembimbing II

Mulyani, M.Pd. M. TESOL
NIDN.1307078301

Menyetujui
Ketua Prodi Pendidikan Bahasa Inggris

Rizka Marlisa Aini, M.Pd
NIDN. 1313038901

Mengetahui,
Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Bina Bangsa Getsempena

Dr. Syarfuni, M.Pd
NIDN. 0128068203

PERNYATAAN KEASLIAN

Saya beridentitas di bawah ini:

Nama : Nuli Yanti

NIM : 1811060019

Program Studi : Pendidiakan Bahasa Inggris

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METERAI
TEMPEL
2DAMX059066428

NULI YANTI

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This thesis has been prepared to fulfillment one of requirements for obtaining a bachelor of education degree in the Department of English education study program at Bina Bangsa Getsempena University. In the process of completing this thesis, the researcher believes that this thesis will be carried out, would not have been completed without the help, support and advice from various parties. Therefore, the researcher would like to express her deepest gratitude to all those who have helped, supported and advised her during the process of writing this thesis to:

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ABSTRACT

Nuli Yanti. 2023. **An Analysis of teachers' Challenges in Teaching Speaking at SMPN 4 Banda Aceh**. A Thesis, English Education Program, Faculty of Teacher Training and Education, Bina Bangsa Getsempena University. Advisor I. Mulyadi Syahputra,M.Pd, Advisor II. Mulyani, M,Pd. M. TESOL.

This study aims to identify the factors of difficulty faced by teachers when teaching speaking to students at SMP Negeri 4 Banda Aceh for the 2023/2024 academic year. This research is a qualitative descriptive research. The subjects of this research were a teacher who taught in class and two students. Data collection techniques are observation, interviews and documentation. There was an English teacher and two students who were interviewed by the researcher to obtain data about the difficulties faced by the teacher when teaching spoken English to class students. The research results show that there are several challenging factors faced by teachers, both coming from students and teachers themselves. The challenges include: lack of student interest in learning English, lack of vocabulary of students, students who find English difficult and unpleasant, unattractive teacher teaching methods, teachers should also equip themselves with technology to be able to be creative, interesting and effective.

Keywords: speaking, teachers' challenges, teaching speaking

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CHAPTER I
INTRODUCTION

In this chapter, the research describe several aspects related to this research including the background of the study, research focus, research problem, research of the study, research significance of the study and key of term

1.1 Background of the Study

According to Sardiman (2017:14) the teaching and learning process is a process of interaction between two human elements, namely students as learning parties and teachers as teaching parties, with students as main subjects who want achieve goals, have goals and then want to achieve them optimally. Therefore, every teacher must have expertise in choosing learning models that are used daily in the classroom teachers are very influential on the development of creativity and interest in student learning, especially in English subjects (Purba dan Sitohong, 2013:2).

English is one of the foreign language lessons taught in schools as an international language, currently English lessons are not local content subjects but national content subjects that must be given to students when they are in school. Therefore, English lessons must be given/ introduced to students from an early age. A person's ability to use English is needed along with the progress of a country. Therefore, learning English as an international language is introduced as early as possible to students (Huebeneri, 2012: 2).

English is a subject that requires mastery of four skills in learning. The four language skills are speaking, listening, writing, and reading. According to Nunan (2017) among the four language skills, speaking skill is one of the important aspects in language learning because it helps students to carry out conversations in the target language. Richards (2008) stated Mastery of English speaking skills is a priority for many students. It can be said that speaking skills are important for students learning English, especially as a foreign language. Although speaking is one of the most difficult skills that English students have to face (Leong & Ahmadi, 2017). This is because students think that speaking requires great courage and preparation to produce language (Malihah, 2016).

According to Urban (2018) there are several problems that come from students which may become obstacles in teaching speaking. First inhibition learners are often inhibited from trying to say something in class English they are worried about making mistakes, are afraid of being criticized or lost face, or are simply embarrassed to attract attention from their speech. Second there is nothing to say, even sometimes if students are not inhibited, but teachers often hear students complain that they can't think of what to say and they don't have ideas to express themselves when they have to speak. This causes students to have difficulty in thinking about something to say. The last low or unequal participation, only one person will speak at a time if he or she wants to be heard. This suggests that in large groups, such as classes, each person has little time to talk. This problem is caused by the ability of some students to dominate, while others speak very little or not at all.

Based on study by Sari (2017) at SMP N 1 Belanggu, he found that there were several problems faced by English teachers when teaching speaking English such as; 1) students' speaking ability and activeness (English teachers face the problem of having passive students who do not show willingness to speak in class), 2) lack of teaching media (teachers cannot operate technology, only use textbooks to teach), 3) and ability from the teacher (Electronic tools are useful for making interesting lessons in class, so teachers should know technology). And also most of the teacher's problems came from the lack of school facilities. Susiyanti (2019) in her thesis found that the teaching and learning process in the classroom was not supported by facilities at the school, making it difficult for teachers to organize the material from English subject in class. And another research by Mukhlash Abrar (2016) with the title "*Teaching-English Problem: an Analysis of EFL Primary School Teachers in Kuala Tungkal*" this research is discussed about the problems faced by Primary School teachers in Kuala Tungkal, Jambi. This research is used qualitative method. In his journal he stated that, there are three major problems with the practice of teaching and learning English at the research sites, those are; (1) lack of students' motivation, in this point he revealed three causes of this problem such as shyness, afraid to make mistakes and not interested to study. (2) insufficient time, resources and materials. It is one of the major problems in teaching and learning English. Three sub-themes are found that; limited time, limited resources, limited facilities, and difficult materials. (3) overcrowded classes because of too many students in the class.

Based on preliminary study during pre- teaching program at SMP N 4 Banda Aceh, the English teacher stated that the problems faced by students were

challenges faced by teachers when teaching in class and they need extra patience in the learning process. Students have problems in speaking because of difficulty understanding grammar, the attitude of students who lack confidence when asked to speak in front of the class and English teachers have a great responsibility so that students can understand these language skills so that they can be balanced in their application. This condition is certainly a challenge for all teachers to innovate in their teaching and learning practice.

Therefore, as we can see from several previous studies, that research on the problems faced by teachers in teaching speaking, this discussion is interesting to study. Furthermore, this topic was chosen because teaching speaking is not an easy thing to do, so teachers often face several problems. Therefore, researchers are interested in choosing the research title "AN ANALYSIS OF TEACHERS' CHALLENGES IN TEACHING SPEAKING AT SMPN 4 BANDA ACEH". This research is needed in order to find out what difficulties the teacher faces when teaching speaking to students.

1.2 Focus research

Based on the research background above, this research only focuses on the teacher's challenges in teaching English in class VII, related to teaching and learning activities in speaking English in class. This research was conducted at SMPN 4 Banda Aceh and the participants in this study were teachers and students of class VII English at SMPN 4 Banda Aceh.

1.3   Research Problem

Based on this background, the research problem formulated what is the challenge of English teachers in teaching speaking to class VII students at SMPN 4 Banda Aceh

1.4   Research Objective

The purpose of the research described above is to describe the challenges faced by teachers in learning to speak English for students and the types of difficulties teachers face in the process of training students in speaking English.

1.5   Significance of the Study

The significance of the research is the theoretical significance. Theoretically, the results of this study are expected to provide benefits for readers. The significance of the research is as follows:

a)   The result of this study is to provide useful information about the challenges of teachers in teaching speaking English learning so that readers can prepare several ways to overcome these challenges.

b)   The results of this study are expected to add insight to teachers about the difficulties of learning English speaking.

c)   The result of this study is to provide useful information about various methods in dealing with teacher challenges, especially in learning speaking.

d)   The result of this study can be useful information and inspiration so that the future researchers have more ideas about challenges in teaching English speaking students.

1.6   Definition of Key Term

To avoid the misconceptions toward the reader in interpreting this research, the researcher provide the definition of some important key points which become the focuses of the research.

1) Speaking

Speaking is a process of expressing a certain idea into a verbal communication by using language to convey the intent or message of one's mind so that it can be understood by listeners. Speaking is very important skill to communicate from speaking to speaking can express opinions, thoughts and feelings to others to speak a productive skill that can be observed directly and experientially.

2) Challenge

Challenges are things or objects that inspire determination to improve problem-solving skills so test that person's ability it can be seen that challenges mean something or problem that is not easy to do and it requires more effort and skill to deal with it.

3) Teachers' Challenges

The problem that faced by the teacher during the teaching learning process and teaching a noble profession is a daunting and challenging task. In the present era, with the advent of new methodologies in teaching and the way digital and smart learning has made inroads into the field of education, the role of teachers has also greatly evolved over a period of time.

4) Teaching Speaking

Teaching speaking is top training, students for Communicate how to use language for communication, to transfer ideas, thoughts, or even feelings to others. Teaching is an interaction between teacher and students in its interaction process.

CHAPTER II
LITERATURE REVIEW

In this chapter, the research discusses the theories about speaking. It covers such as the definition of Speaking, definition of challenge, definition of teaching speaking, and challenge and problem in teaching speaking English.

1.1   Definition of Speaking

According to Brown (2018) Speaking is a very important skill to communicate from speaking to speaking can express opinions, thoughts and feelings to others to speak a productive skill that can be observed directly and experientially this observations are always colored by accuracy and fluency speaking of it is an activity in which thoughts and feelings are expressed verbally.

Speaking is a process of expressing a certain idea into a verbal communication by using language to convey the intent or message of one's mind so that it can be understood by listeners. Talking is how speakers allow each other to have their utterances through a series of cues given by tone of voice and hand gestures or facial expression. Speaker in active position accepting a role will result in an appropriate set of verbal responses. Moreover, Speech has been shown to make it through facial expressions as well as voice Speakers are more responsive and make conversations clearer. From the above, speaking is not just about making sounds. Control and participate in it, not just the vocal organ keep talking share information,

knowledge, ideas and opinions speaking helps, so I can't discuss it in terms of listening Listen to your listeners.

2.1.1 The Function of Speaking

The function of speaking is to deliver some messages or ideas from the speaker to the listener. According to Richard (2015), made a useful distinction between the interactional functions of speaking, in which it serves to maintain and establish social relations, and the transactional functions, which focus on the exchange of the information, There are three functions of speaking. They are talk as interaction, talk as transaction, and talk as performance

 a. Talk as Interaction

This usually refers to what we usually mean it is a conversation and describes an interaction that primarily serves one of her social function. When people meet, they exchange ideas Say hello, make small talk and chat, give updates they want to be friendly, so experience etc. Create a comfort zone of interaction with others. Focus depends on the speaker and how they want to present to each other outside of messages.

b. Talk as Transaction

This type of talk refers to the situations where the focus is one what is said or done. The message is the main focus here and making someone understood accurately and clearly, rather than the participants and the way how they interact socially with each other. In transactions, Jones in Richards states that talk is associated with other activities. For examples, students may be engaged in hand on activities to explore concepts associated with sinking and floating. In this type of

spoken language teachers and students usually focus on meaning or on talking their way to understanding

c. Talk as Performance

This type of talk which can usefully be distinguished has been called talk as a performance. This usually refers to public talk. That is, talk which transmits information before pan audience such as public announcements, morning talks and speeches. From the resolution explained above, it can be discussed above, speaking above, speaking above, speaking above, speaking above, speak in conversation in public conversation. All speak to be able to help and guide people in speaking activities.

2.2 Definition Challenge

The word "challenge" comes from the word "challenge". means "something that (in the situation you face) requires great mental faculties" or physical exercise is performed normally, Challenges are things or objects that inspire determination to improve problem-solving skills so test that person's ability It can be seen that challenges mean something or problem that is not easy to do and it requires more effort and skill to deal with it. Thus, the meaning of challenges in this research is the obstacles or problem that teacher have to face when teaching English to learners. To faces the challenges, it requires effort both mentally and physically, something succeeds and does no harm influencing the teaching and learning process.

There are many things to consider when teaching and learning the process of creating effective learning situations. I need something like that different methods and strategies depending on the curriculum students' own needs In addition good teachers ability to create educational programs of course it's not easy to lead

at this time to teach. Teachers may encounter some problems while teaching English It can stop the teaching and learning process itself. For example, in the learning process, there are many things that must be considered by student teacher to create an effective learning situation. In general, deep education, teachers present information to students using a variety of methods, strategies, according to curriculum standards, and to students through question and answer, discussion, small group and management tasks that students must complete. To support professional abilities, teachers must have the ability to develop study programs.

Difficulty is a condition where symptoms or obstacles and constraints become a barrier to achieving a desire. According to Kunandar (2011) difficulties are obstacles or obstacles in mastering certain competencies. If at the time of teaching the teacher experiences difficulties, then this can cause learning not to go according to the goals to be achieved.

2.3 Definition of Teaching Speaking

According to Nana (2016) Teaching is an interaction between teacher and students in its interaction process. The teacher is doing his activities that called teaching, whereas the students who are doing their activities that called studying or learning. While, teaching speaking is top train, students to communicate how to use language for communication, for transferring ideas, thought, or even feelings to the other people.

According to Richard and Renandya (2012) there are some of characters of effective teaching such as Follow:

1. The instruction is guided by the preplanned curriculum

2. The strong expectation for students learning

3. The situation is clear and focused

4. The students are carefully oriented to the lesson e. The teacher replay when the students do not understand

5. Class time considered for learning

The teachers have to know the problems consist by the students in learning speaking skill. There are some parts that the teacher must pay attention in teaching speaking skill. The writer will mention some information about teaching speaking. For the writer teaching speaking is to make the students understand the right way to interact with the correct sounds and words by instruction, information or training by the teacher

Many second language or foreign language learners considered that the comprehension of speaking skill in English is a priority. In addition, he explains that the learners often appraise that the successful in language learning based on the effectiveness of their course based on how much they feel they have increased their speaking ability. Speaking is considers to be the priority in learning a second or foreign language than other four skills.

According to Rani (2014) describes that preparing learners to be able to apply the language is one of the problem occur in foreign language teaching. Thus, having a good preparation and plan for teaching and learning process is important it includes teaching method and material. According to Rani (2014) includes that the way to keep students' self-esteem is important in teaching teenager. He stated there several principles to design speaking technique. They are: "(1) using

techniques that cover the spectrum of learner needs, (2) providing intrinsically motivating techniques, (3) encouraging the use of authentic language in meaningful contexts, (4) providing appropriate feedback and correction, (5) capitalizing on the natural link between speaking and listening, (6) giving students opportunities to initiate oral communication, and (7) encouraging the development of speaking strategies"

2.3.1 The importance of teaching speaking

According to Harmer (2007), there are three reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities. Secondly, speaking task in which students try to use any or all of the language they know provide feedback for both teachers and students. Finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. From the reasons above, we can know about their speaking ability. How they use their language, it can help us to give feedback to them and give more corrections about their speaking.

2.4   Challenge and Problem in Teaching Speaking English

In teaching English process especially in speaking as a teacher usually finds some problems in teaching speaking activity.

2.4.1 Teacher Problems in Teaching Speaking

According to Alan (2019) there are some problems faced by the teacher in teaching speaking activity in the classroom, they are as follows:

a) Students will not talk or say anything. It can be solved by arranging the classroom desks differently, in groups instead of lines. Giving positive feedback also helps to relax and encourage shy students to speak more.

b) When students work in pairs or groups they just end up chatting in their own language

c) When all the students speak together it gets too noisy and out of hand and loses control of the classroom

Another way to keep students from talking in their mother the tongue is to walk around the classroom and monitor their participation Support and help students when needed maybe they just need it do not feel particularly secure or do not like working with certain students, or I have another problem that they can help solve.

According to Penny (2016:122) some solutions for language problems include:

a) Group Work: Working in groups also lowers the inhibitions of shy students who are not comfortable speaking in front of the whole class.

b) Easy Language; Simple language can make the students easier to speak for longer without hesitation and gives them sense as accomplishment.

c) Interesting Topic: choosing a topic according to the interests of the class ensures students motivation.

d) Clear guidelines feedback reveals the result of the discussion and motivates each student to follow the guidelines.

In the above description, teachers must be able to manage class. Then the teacher can take some action that can make the student do that calm and embarrassing, such as: First group work can help shy people Students are more comfortable interacting. Second, second simple language also helps students understand the material better. Third choose interesting topics that can stimulate student interest in the topic materials, her fourth attempt to express student feedback, results after discussion, and to motivate all students, 5th grade supervision is another way to prevent. Prevent students from speaking in their native language teachers can monitor calms students, calms bad students and helps them focus on their assignments without disturbing the rest of the students who are doing well.

2.4.2 Challenges in Teaching English

According Songbatumis (2017) the challenges can come from teacher, facilities at school and the students. Some of the problems or obstacles the teachers have to face in teaching English, those are:

1. Student motivation and interest

According to Abrar (2016:97) when teaching-learning English, some students preferred to do other activities, like playing, chatting with friends, and also making some noise. It is become the indication lack of students' motivation and interest in learning English. The indication of students' lack motivation is when the students have no desire or feel reluctant to get involved in learning the language comfortably. According to Suryobroto (2018: 109) defines interest as a tendency in individuals to be attracted to an object or like an object. The emergence of interest in an object is characterized by a sense of pleasure or interest. So it can be said that

people who are interested in something, that person will feel happy or attracted to the object of interest.

Most students think English language is the most difficult lesson after math. Students sometimes do not listen to the teacher. It makes they do not get anything after the lesson end. Even though they understand the lesson, they will forget it quickly. Students only think about how they pass the course and not get remedial.

2. Facilities in Learning

According to Songbatomis (2017:58) Teaching English process will not achieve the goals if the tools in teaching cannot support it. While teachers want to teach about song or film, of course they need projector to show the visual, and the speaker to display the audio. Facilities in this point mean the tools which use for support the process of English teaching-learning. The facilities will influence the success of English teaching-learning process.

3. Teacher method in Learning

According to Ukessay (2018) when teaching, teachers sometimes do something monotonous like start the lesson without asking students' mood, explain in whole lesson hours, and giving students task. This thing should be avoided by the teacher. That is why the knowledge of method is very important for teachers because teacher's knowledge is their basis in teaching. Applying inappropriate teaching methods and techniques is hard because teacher is not only think of how they transferred four language skill such as, listening, reading, speaking and writing. But teachers also have to think how to increase the students' motivation

and their enthusiasm when learning English matching the teaching method and topic will help the teachers build an effective teaching learning process.

4. Mother tongue Interference

According to Falitiro (2015:27) a major factor that affecting English language proficiency and competence is the first language interference the cause of the incorrect in English performance unconsciously is when the student and teacher talk with their own mother tongue fluently. Since English is not used in everyday communication, this problem is commonly happen when teaching English as a foreign language.

5. Obstacles in Class

According to Amril (2012:4) a good environment for teaching English is in a conductive class if the class has many students it will be difficult to make teaching and learning effective, so the teacher needs a safe classroom and also sufficient study time so that the teaching and learning process takes place more effectively.

In a cording to Zupuwang (2008) he argued there are several challenges faced by teacher in teaching need to be solved, as following:

1. Lack of facility

In the process of teaching learning in classroom the teachers need the best facilities to deliver and explain the materials. Good facilities can help teachers teach and explain materials more easily and structurally. The best facilities

must be provided for whole school environment, and it's not only concerned for classroom.

2. Bad teachers' teaching beliefs and styles

Teachers' attitude and beliefs play a significant role in success of learning process in classroom. Based on their beliefs that technology can enrich the current curriculum, the teachers can make every effort to integrate computer technology into English class. The teachers should make teaching methods be creative, innovative then teachers' teaching techniques would be designed, planned, innovated, and evaluated. So the teachers' attitude and beliefs influence teaching and learning effect of the students (Fang, 1996). In this modern era which everything computerized usually called as technologies therefore required teachers' skills in operating these technologies. At the moment there is much teachers use conventional teaching method and it's not coherent to development of teaching method integrated to technology.

3. Teachers' heavy burden

The teacher posted important information on the bulletin board and reminded the students' assignments and test scores. The teacher always spent much time to deal with the computer shutdowns and contacted mechanics and programmers to repair the computer right away. More importantly, the teacher designed curriculums and revised teaching materials to satisfy students' need. So, in the course, the teacher played multiple roles   Another problem was that some students were so lazy that they real led on others instead of being responsible for their own work, these students wanted a free ride. Classroom management

problem was not easy for the teacher to control students' noise like chatting on web site, playing game, or doing their private matters in class (Wang, 2000). The next expert, Lyinch (2008) the first three most critical challenges of the English language teaching and learning classroom, as following:

a. Lack of learner motivation

Students may not have inspired and interested towards the learning of English language. They have even fear of failure in exam and even interaction and so cannot get involved easily in classroom interaction and learn the language comfortably. They need enough motivation from teachers and to learn English in classroom interaction

b. Insufficient Time, Resources, and Materials

English is foreign language and hence cannot be learn and taught a s easily as mother tongue or first language. When it is learn or taught as second language, it requires long time and simultaneously adequate resources and materials to create English classroom climate which facilitate teaching learning process.

c. Over-Crowded English Classes

The number of learners in a classroom can range from one, for those who teach individual private learners, to 15 or twenty learners in a typical classroom up to "multitudes of 35 or for your even fifty or more learners packed into a language learning situation". The overcrowded classes create number of problems like; discomfort in the class, individual attention, evaluation, classroom management, maintaining learning effectiveness etc. The three and the most critical of them, as

given above are necessarily needed to be overcome to improve quality of English language teaching.   According to researcher based on the challenges faced by the teachers proposed by some experts, the researcher concludes come indicators of teachers' challenges in teaching English. They are education background of the teacher (the teacher is important to teaching and learning process), lack of classroom management (a teacher must have a strategy to manage process learning in the class), lack facilities the school and classroom (in the process teaching learning a teacher need the best facilities and completes to deliver and explain the materials), poor ability of the students (the teacher give more support to students), socio-economic (the student come from lower level family), lack learner motivation (the student must more support motivation to spirit learning English.

2.4.3 Student Behavior in Teaching

The attitude factor can create a pleasant teaching and learning situation or not fun, not only as a student but also as a teacher so that's possible achieving high or low effectiveness in the teaching and learning process. As Sudjana stated (2002) that learning attitudes are essentially tendencies someone in behaving, either behaving positively or behaving negatively. Students who have a positive view of the subject will get a positive value. Conversely, for students who respond negatively to subjects, then bait feedback obtained by these students both in the form of achievement and application of the material will be less or not achieved as expected.

One's learning success is also influenced by internal factors as well as external. Internal factors (comes from oneself) such as; healthy physique, have strong motivation or interest in learning, good study habits, positive attitude to subject matter, intelligence, and not easily frustrated in the face of failure.

Meanwhile, external factors that support the success of learning include the environment harmonious family, parental attention, adequate learning facilities, and climate conducive school life. Learning attitude is the tendency of students to do or not carry out learning activities as a result of his views and feelings towards study activities. If students have a positive view that learning is important for develop self-quality and feel happy about learning activities, then participants These students tend to carry out learning activities as well as possible

Conversely, if you view learning as unimportant and unpleasant, then tend to be lazy to study. Attitudes and study habits are one of the influencing factors learning achievement or achieving learning objectives. Students who have the attitude and positive study habits will show behavior in learning activities effectively and efficient, both in planning learning activities and participating in learning activities, understand and master the material.

2.5   Teaching English in Indonesia

According to Abrar (2016:94) stated that, English is given by the law at 1989 as a first foreign language in Indonesia. Moreover, English is learnt and taught only in school, not commonly use in daily life. The Indonesian student prefer use their mother tongue more or vernacular language with the low variety in Indonesian. It is same as said by Broughton (2003) that foreign language often widely taught

in schools, but it is does not playan important role in national and social life. This condition is different with Singapore, our neighbor country. They use English as second language where the language is used in commercial, administrative, educational institutions, and many aspects in life.

Teaching English in Indonesia still face some problems, it can be seenin the previous research about teaching and learning in Indonesia. Students in Indonesia only learn and talk using English while in English lesson, otherwise, English is not used for teaching other lesson in classroom. It will make the students lack of vocabulary, they might also feel difficult to communicate other than in the context of language learning in the classbecause they unfamiliar with the words. Another problem is lack of students' motivation.

According to Akbari (2015), Students have different motivation in learning English, some of them consider English as a subject that should bepassed and do not know what is the importance English as a means ofcommunication with which they can adapt themselves to new improvements in sciences and technology. Those problems make the absence of a good teacher is important to create learning process become interesting as possible to engage students learning English and overcoming the challenges.

Teachers are expected to make the language can be conveyed as well and to reach the goal of teaching-learning process. There are many aspectsthat teacher must consider when teaching English to foreign language learner such as, choosing appropriate learning methods, managing the class, clear explanation, etc.

Developing the students' ability to communicate using language in oral or written form is also the goal of language teaching and learning. According to Taher

(2012) not only that, teachers' ability in teaching English is also influential in teaching-learning process. Burn and Richard (2019) said that, the important things in teaching English as a foreign language are the teachers' language knowledge and their teaching skills, along with a host of others complex skills. Johari & Mappiase (2014:113) also stated about the key factor in the effective learning of the language is the ability of the nonnative teacher to spread the instructions to students effectively

2.6 Previous Research

The researcher takes some previous researches study to support the researcher's study about Teachers' Challenges in Teaching English at Seventh Grade Students of Junior High School 4 Banda Aceh. There are some previous researchers that have discussed about problems in teaching English Language, they are:

The first is research by Mukhlash Abrar (2016) with the title "*Teaching-English Problem: an Analysis of EFL Primary School Teachers in Kuala Tungkal*" this research is discussed about the problems faced by Primary School teachers in Kuala Tungkal, Jambi. This research is used qualitative method. In his journal he stated that, there are three major problems with the practice of teaching and learning English at the research sites, those are; (1) lack of students' motivation, in this point he revealed three causes of this problem such as shyness, afraid to make mistakes and not interested to study. (2) insufficient time, resources and materials. It is one of the major problems in teaching and learning English. Three sub-themes are found that; limited time, limited resources, limited facilities, and difficult materials. (3)

overcrowded classes because of too many students in the class.

Another research is by Sari (2017) at SMP N 1 Belanggu, he found that there were several problems faced by English teachers when teaching speaking English such as; 1) students' speaking ability and activeness (English teachers face the problem of having passive students who do not show willingness to speak in class), 2) lack of teaching media (teachers cannot operate technology, only use textbooks to teach), 3) and ability from the teacher (Electronic tools are useful for making interesting lessons in class, so teachers should know technology). And also most of the teacher's problems came from the lack of school facilities.

Another research is thesis by Desri Susiyanti (2019), students of teacher training and education Muhammadiyah University of Makassar. The title is "*Teachers' difficulties in teaching English as a foreign language at SMK Muhammadiyah 3 Makassar.*" This research used descriptive qualitative method and was done in February 2019. The subject of this research isEnglish teachers at SMK Muhammadiyah 3 Makassar. The object of this research focused on teachers' difficulties when teaching English as a foreign language. The researcher drawn some conclusions in her thesis about the problems or difficulties faced by the English teachers. Those problems are coming from the students, the facility in the school and the English teacher. itself. (1) The problem come from students are; lack of students basic in English, overcrowded classes, low concentration and motivation, the absence of students, and students boredom, (2) facility in the school, (3) from teacher itself; teachers' knowledge and development about English lesson, the lack ofteachers training, limited mastery of teaching methods, Unfamiliarity to

IT, and lack of professional development.

From the previous preview research above, there is similarity and difference with this research. However, the similarity of previous researchand this research is in taking some related supporting theories about theresearch. Furthermore, the difference of this research is the object of the research, the researcher in this research focuses on English teachers at seventh grade students of Junior High School. Meanwhile, the previous research took English teachers in Primary school and Senior High School thatteaching in different grade students as the object of the research.

BAB III
METHODOLOGY OF THE RESEARCH

This section contains guidelines for achieving the objectives of this study. It provides the reader with information about research method, research design, research subject, location of the research, technique of collecting data and technique of analyzing data as well

3.1 Research Method

The research method in this study uses a qualitative. This method was chosen because it aims to provide an overview of the teacher's challenges in teaching speaking. According to Sugiono (2019: 18) Qualitative research methods are research methods used to research on natural object conditions, as opposed to experiments where researchers are key instruments, and qualitative research results emphasize meaning rather than generalizations. The reason for using this method is because it is better able to bring the researcher closer to the object being studied, because the researcher directly observes the object being studied in other words the researcher acts as the main research tool (human instrument).

3.2 Research Design

This study uses a descriptive qualitative research form, because this research focuses on the problem of factors that cause teacher difficulties when teaching speaking in class. According to Nazir (2014:43) descriptive method is a method in examining the status of a group of people, an object, a condition, a system of thought, or a class of events in the present. The purpose of this descriptive research is to make a systematic, factual and accurate description,

picture or painting of the facts, characteristics and relationships between the phenomena investigated.

The design only consists of two stages, namely interviews and observation. This interview was conducted with an English teacher at SMP 4 Banda Aceh about what challenges the teacher faced when teaching speaking to class VII students, while at the observation stage the researcher observed the school about the results that had been interviewed by the researcher to strengthen the results that had been interviewed. So in this study the researchers only got the results from interviews and observations of the results of interviews with teachers who teach class VII at SMPN 4 Banda Aceh. In the interview process, researchers have prepared questions about what challenges are faced by teachers who teach speaking to students. The purpose of this study was to find out the teacher's difficulties in teaching speaking to class VII students at SMP 4 Banda Aceh.

3.3 Location of the Research

This research will be conducted at SMP Negeri 4 Banda Aceh. This school is located on Jl. HT. Daudsyah No.24. Penayong, Kec. Kuta Alam, Banda Aceh. The researcher chose this school because the researcher knows that this school has an "A" accreditation and there are several English teachers here who have teaching experience of more than ten years.

3.4 Research Participants

The subjects of this study were English teachers who taught class VII at SMP Negeri 4 Banda Aceh. There are 2 English teachers who teach class VII students at

SMP Negeri 4 Banda Aceh and 2 class VII students. This research focuses on the teacher's challenges in teaching speaking English at SMP Negeri 4 Banda Aceh.

3.5 Instrument of research

In this study the researcher divides the research instrument into two categories, namely:

3.5.1 Primary Instrument

There are two main instruments needed by researchers namely:

1. Interview guidelines the main instrument needed by researchers is an interview guide which aims to make it easier for researchers to conduct interviews. This interview guide contains questions that have been prepared by the researcher. There are several aspects that researchers want to know for interviews, namely: 1) to find out whether the teacher has problems with student interest and motivation while studying 2) to find out whether the teacher has problems with facilities when studying 3) to find out about the teacher's method of teaching 4) to find out whether the teacher uses a language other than English 5) to find out whether there are obstacles in class hours 6) to find out whether the teacher's problems come from students. Based on these aspects the researcher has prepared 3 questions for each aspect meaning that there will be 18 questions that will be asked of the teacher about difficulties in teaching students' speaking.

2. This observation sheet includes several aspects, namely 1) tools used by the teacher when teaching speaking in class 2) the behavior of students when learning to speak 3) the learning methods taught by the teacher 4) the behavior of the teacher when teaching. Observation sheet aims to make it

easier for researchers to make observations. This observation sheet is presented in the form of columns so that the researcher only has to put a checklist ($\sqrt{}$) in the appropriate column.

3.5.2   Secondary Instrument

The secondary instruments in this research are hand phone or smart phone, field notes and every tool that may help the process of collecting data. Particularly, it was helpful while the researcher is doing the documentation at SMPN 4 Banda Aceh.

3.5.3   Documentation

Researchers used the documentation method for the data collection process with the aim of obtaining information that supports the analysis of data that has been obtained by researchers. This documentation is needed to support the use of the observation method in qualitative research. This documentation is used to obtain secondary data in the form of notes, drawings and works related to the problem to be studied. The documentation in question includes the lesson plan used by the teacher. In this study, the researcher used documentation, namely the lesson plan that was needed to help researchers get information about how the teaching and learning process was carried out by the teacher in accordance with the lesson plan used by the teacher.

3.6   Data Collection Procedure

The technique of collecting data in research is carried out using two data collection techniques, namely:

3.6.1   Interview

The researcher collected data by means of interviews. The type of interview that the researcher chose was semi-structured because it made it possible to add new questions. The interview process will be conducted at school during recess and the interview will last 30 minutes for each respondent. In the interview process the researcher has prepared questions about the challenges faced by the class VII teacher when teaching speaking to students. The researcher also took 2 students as participants to interview them about their teacher when teaching. This interview was conducted face-to-face with an English teacher who teaches in class VII SMP 4 Banda Aceh. This technique was carried out by researchers to find out the challenges faced by the teacher when teaching speaking in class.

3.6.2 Observation

The next stage of data collection is observation the type of observation chosen by the researcher is non-participant observation the aim is to observe without being involved in the process. The observation process will be carried out at school to take a close look at the activities carried out by the teacher when teaching in class using checklist observations that have been made by researchers based on the results of interviews that have been conducted by researchers. This observation process will take place in one week the researcher will make observations with other observers.

3.7 Data Analysis

According to Miles and Huberman (2016 : 16) In analyzing qualitative data, there are three stages of activity, namely data reduction, data presentation and drawing conclusions. Based on this opinion, the data analysis will be carried out following the following steps:

a.   Data Reduction

The most important thing the researcher does at this stage is to summarize, choose the main things, Focus on the important things because the data obtained in the field was quite large and varied. The longer they are in the field, the more data they get. For this reason, it is necessary to analyze the data through data reduction so that the reduced data will provide a clearer picture that will make it easier for researchers. Data reduction can also be carried out using the help of a computer. The way to do this is for researchers to rewrite the field notes they make, of course, when in-depth interviews are conducted. If the interview is recorded, of course the initial stage is to transcribe the results of the recording. After the field notes have been neatly rewritten and after the recordings have been transcribed, the researcher reads the entire field notes or transcripts to ensure appropriate results

b.   Data Display

At this stage the researcher clarifies and identifies the data compiling the interview results which have been reduced in the interview transcript using detailed, complete and clear words and sentences. The results of the interviews were simplified into a good and easy-to-understand language structure, a collection of notes from the interview results were then transformed into notes based on the difficulties faced by the teacher when teaching speaking.

c.   Conclusion Drawing

At this stage the researcher can draw conclusions from the data that has been obtained in the field in order to provide a clear picture of what the researcher focuses on about the challenges faced by the teacher in teaching speaking.

3.8   Data Validity

in this study the researcher used observer triangulation to process data validation. Therefore researchers need triangulation of observers in order to unify the differences in data so that they can draw appropriate and accurate conclusions. According to Moleong (2007:330) triangulation is technique for checking the validity of data that uses something other than data to examine or compare the data. So in this study the researcher will invite two research friends to observe and examine the results of data collection.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents the research findings and research discussion based on the data collected during the investigation. The discussion relates to the analysis of data obtained from observations and interviews about the challenges faced by teachers when teaching class VII students at SMP N 4 Banda Aceh.

4.1   Research Finding

Based on interview guidelines and observation sheets with teachers who teach English in class VII regarding the challenges faced when teaching students to speak, the research findings are as follows:

4.1.1   Interview Result

Teacher responses to interviews and the results of observations are the results of this study. There are several interview questions about the challenges faced by the teacher when teaching students to speak. The question was addressed to the English teacher of class VII SMP 4 Banda Aceh. All data from this study are described based on the focus of the questions as follows:

4.1.1.1 Teacher challenges in teaching English

At this stage, the researcher would discuss the results of research from interviews with teachers who teach in class VII SMPN 4 Banda Aceh. The researcher gave the initials A to informants who were research respondents.

1.   Student Interest when Studying

Children who have a high learning interest in a lesson will find it easier to learn the lesson, and vice versa, a child who has a lower interest in learning will have difficulty learning. Based on the results of the interviews that have been conducted, the researcher found that students' interest was uneven, especially in speaking in class. Students only have the highest interest of about 15 percent in speaking English in class. This is because students feel English is difficult and foreign, especially when speaking in front of the class. Based on an excerpt from an interview with a teacher who teaches the class, teacher A, said:

> *Teacher A :" Umm, according to Miss's interest, it's not evenly distributed because, for students' interest in learning English, especially in high speaking, it's around 15 percent because they feel English is foreign and it's even more difficult to speak in front of the class. Meanwhile, our demands have to introduce description objects, and it turns out they are 0. So we start from the way we teach kindergarten, introducing objects, introducing numbers, alphabets, and so on."*

> *Guru A: "ummm menurut miss minatnya, tidak merata sih karna untuk minat belajar Bahasa Inggris siswa apalagi dalam berbicara yang tinggi itu sekitar 15 persen, dikarenakan mereka merasa Bahasa Inggris itu asing dan sulit lebih lagi kalau berbicara didepan kelas Sementara tuntutan kita kan sudah harus introduce, deskripsi benda, ternyata mereka 0. Jadi kita mulai dari seperti kita mengajar tk, perkenalan benda, perkenalan angka, abjad dan sebagainya"*

Researchers now know that students are not interested in learning English because they feel it is foreign and difficult. This is known based on the results of interviews with student researchers:

> *Student I: "ah, it's not really fun, sis; it's English that's the most difficult."*

> *Murid I: "ya ngga terlalu menyenang kak malahan bahasa inggris yang paling susah"*

Students are less interested in speaking English because they have not studied it before, which is why they don't like it. This is known based on the results of the researcher's interview with student II:

> *Student II:" The problem is that you don't like English, sis, because you've never studied before."*

> *Murid II :"Soal nya kurang suka bahasa inggris kak, karena sebelumnya rtidak pernah belajar"*

The researcher also found the low level of enthusiasm of students in learning English, especially speaking in class. Students were not too enthusiastic when the teacher told them to come forward to speak in front. The enthusiastic attitude of these students was also influenced by the methods taught by the teacher, such as excerpts from the teacher interview where teacher A said:

> *Teacher A: Um, oh, actually it's not like that; some were just that earlier, but it depends on how we teach it, just like other lessons. For those who are very interested, they are very enthusiastic; for those who are really just ignorant, yes, too, because they are still in grade 7."*

> *Guru A: "eumm oh gini, sebenarnya tidak begitu, ada yang iya cuma itu tadi, tetapi itu tergantung strategi kita mengajar saja bagaimana, Sama seperti pelajaran lain bagi yang sangat berminat ya sangat antusias, bagi yang memang hanya alakadarnya ya alakadanya juga karna masih kelas 7"*

So, from the explanation above, the researcher categorizes these things as a lack of interest in learning English among students.

2. Teaching Facilities

Teachers can convey lessons well if facilities support them, because facilities greatly affect the teaching and learning process in class. Based on the results of the interviews that have been conducted, the researchers found sufficient

facilities already owned by the school, such as infocus and speakers, to assist learning, but teachers more often use textbooks for the teaching process. This is known based on the results of the teacher interview. Teacher A said:

> *Teacher A: "Oh, that's enough; we have Infocus, and we have speakers as well. It's just rarely used; we can use the media for learning, but if you teach more often, you only use the textbooks provided by the school to teach in class."*

> *Guru A: "oh sudah mencukupi, kita punya infokus, kita ada speaker juga Cuma jarang dipakai,$kita$ bisa menggunakan media itu kalau untuk pembelajaran tapi miss kalau mengajar lebih sering hanya menggunakan buku teks yang disediakan sekolah untuk mengajar dikelas "*

Based on the teacher's observation of using textbooks that are easy to understand and effective in improving the learning process, the material for English textbooks is not very high. It is suitable for children who have just graduated from elementary school to learn to speak. Other observation results showed that the researcher found that there were several learning tools, including pencils, ink, rulers, notebooks, textbooks, drawing books, coloured pencils, and others, that were used by students, which would expedite the student learning process. Classroom facilities are comfortable because the number of students is not too high there are adequate chairs and tables, and this school is also equipped with a library intended for students who want to borrow books.

So, from the explanation above, the researcher concludes that school facilities are adequate but are rarely used by teachers to teach.

3.   Teacher Teaching Methods

The teaching method in the teaching and learning process is very important because each teaching method has its own characteristics, the ways that the teacher takes to create a truly enjoyable situation. In the teaching and learning process, the teacher must have a strategy so that students can learn effectively and efficiently, hitting the expected goals. Based on the results of the interviews that have been conducted, the researcher found that the method taught by the teacher was sometimes not planned depending on the class conditions, but the teacher used the discussion method more often. This was known based on the results of the teacher's interview. Teacher A said:

> *Teacher A: "If it depends on class conditions, sometimes it's not planned, but when you're in class, oh, it looks like this method is suitable to be applied here now; the atmosphere is like this, so this is like this. But Miss often uses the discussion method for children; sometimes she orders individuals too, or sometimes Miss tells them to read it first, and then Miss asks them to find out what the problem is and what is discussed on that page while asking questions, sometimes Miss directly on the explanation, depending on the difficulty level of the material."*

> *Guru A: "Kalau miss tergantung kondisi kelas, kadang tidak direncanakan tetapi ketika di kelas "oh sepertinya metode ini cocok untuk diterapkan disinisekarang, suasananya seperti ini berarti ini begini. Tapi miss lebih sering menggunakan metode diskusi untuk anak-anak, kadang miss suruh individu juga, atau kadang miss suruh mereka baca terlebih dahulu lalu miss meminta mereka untuk menemukan masalah nya apa, apa yang dibahas di halaman itu, sambil tanya jawab, kadang miss langsung pada penjelasan Tergantung tingkat kesulitan pada materi."*

So, from the explanation above, the researcher concludes that the learning method used by the teacher is discussion.

4. Adequacy of Teaching Time

Obstacles that can hinder teaching activities are adequacy of time. Based on the results of the interviews, the researcher found sufficient teaching hours for teachers, namely 40 minutes per hour (1x40) in one class and 4 hours (4x40) of lessons in one week. Based on the results of the teacher interview, teacher A said:

> Teacher A: "So far, that's enough. If we meet face-to-face there is no problem because one class is four hours multiplied by 40 minutes (4 x 40 minutes)."

> Guru A: "Sejauh ini cukup sih. Kalau kita tatap muka tidak ada masalah karenasatu kelas itu empat jam pelajaran dikali 40 menit (4 x 40 menit)"

So, from the explanation above, the researcher concludes that the teacher only has teaching time (4x40) hours a week and can only meet for two face-to-face meetings with students in one week.

5.   **Teacher Difficulties**

One of the reasons for the difficulty of teaching comes from students. This can be seen from the number of students who are not active in learning activities. Inactivity was seen in the few students who dared to ask and answer the teacher's questions. Based on the results of the interviews, the researcher found several obstacles between the teacher and students, including one or two students who could not be managed when learning was noisy in class and did not pay too much attention to the teacher explaining that this was known based on the results of the teacher interview teacher A said:

> Teacher A: "Um, God willing, there aren't just one or two; there's one example in class 7: Miss forgot his name; his son is smart but a bit naughty when he can't sit still in class. I mean, um, don't care if Miss explains he's busy himself; just because our school is a school of

inclusion, we have to accept that there are children who cannot be managed in class."

Guru A: "eum insyaallah gak ada Cuma ada satu dua aja, ada satu contohnya yang dikelas 7 miss lupa namanya siapa, anaknya pintar tapi agak nakal kalau dikelas ngga bisa duduk tetap maksudnyaa eumm tidak peduli kalau miss lagi menjelaskan dia sibuk sendiri Cuma karna sekolah kita ini sekolah inklusi jadi kita harus terima kalau ada anak-anak yang tidak bisa diatur yang dikelas"

From the results of the interview above the teacher stated that there was one child who could not be managed in class and was a little naughty, as in class observation that the researchers had done, there were also some students who did not pay attention to learning and were engrossed in themselves.

Based on their observations, the researchers also found that there were many students who were not fluent in speaking; the problem was the lack of English vocabulary; students used mostly Indonesian to communicate. Some students are also afraid to speak in front of the class because English is too difficult. This is known based on the results of the teacher interview. Teacher A said:

Teacher A: "Yes, if we ask them to go forward, it will be even worse if we force them, not a little; no one wants to come forward; the reason is that there are lots of embarrassments; then, um, it can't be hard to miss English."

Guru A: "ya kalau kita suruh kedepan lebih parah lagi kalau tidak sedikit kita paksa mereka tidak ada yang mau maju kedepan, alasannya banyak sekali malu lah terus eumm gak bisa lah susah miss bahasa inggris "

So, from the explanation above, the researcher concluded that the attitude of students who did not want to speak in front of the class on the grounds that English was difficult and also the lack of vocabulary they had, some students who could not be managed when learning greatly influenced the teacher's teaching and learning process.

4.1.2 Observation Result

Data that was not revealed through interviews was supplemented by data from direct observation in a participatory way to strengthen the substance of the data from the interviews. A search was made of the classroom teaching and learning activities conducted by the teacher. All data from this study are described based on the focus of the research observation checklist as follows:

4.2.1.1 The Teacher's Steps in Carrying Out Learning

Based on the results of the documentation obtained in the lesson plan, the teacher divides the learning steps into three parts. The steps written by the teacher are the initial activities, core activities, and closing activities. In the lesson plan, the steps for any activities carried out from the beginning to the end are written.

A.   Initial Activities

In the preliminary activities, the teacher instills a polite attitude by greeting students with a smile when they enter the classroom. Before starting the lesson, the teacher told the students to pray: "Let's start before today's lesson. We pray together so that today's lesson can run smoothly. Students say a prayer together before studying. Then the teacher checks student attendance before starting learning, and then the teacher gives apperception by associating the learning material that will be carried out with the student's experience with previous material and recalling the material that was learned last week by asking. Ask questions that are related to the lesson to be carried out. The teacher also gives a little overview of the benefits of learning the lessons to be learned in everyday life.

B.   Core Activities

In the main activity, the teacher conveys the material to be discussed about the introduction. The teacher instructs students to convey self-introduction expressions that have been learned from various sources. The teacher explains what words are included in the introductory sentence by writing them on the blackboard as they are in the book text. Then the teacher gives an example of an introduction by introducing oneself. The teacher reads the self-introduction text and asks students to imitate the teacher's words. Then the teacher gives students the opportunity to introduce themselves as well as what the teacher has done. The teacher sends students to the front of the class to introduce themselves.

C.   Closing Activities

In the closing activity, the teacher summarizes what has been learned about the introductory text, assesses students who are ready to come forward to introduce themselves, gives feedback to students, and also gives individual assignments about the introductory text that has been studied.

2.   Student Behavior when Studying

From the results of observations that have been made by researchers, when teachers teach in class, based on research guidelines that are concerned with student behaviour when studying in class, the attitude of students who lack discipline can be seen when learning will take place. There are also some students who come late. At the time the learning took place, there were only a few students who had the ability to quickly understand and master learning. It was proven because there were only a few students who responded to the teacher's questions; other students looked

silent. In the teaching and learning process the teacher teaches, there are some students who are engrossed in themselves, not paying attention to the teacher's explanation. When the teacher asks students to come forward to introduce themselves to introductory learning, some students are shy and afraid to come forward. There were even other students laughing at their friends when they misinterpreted a vocabulary word, making some other students afraid in the future. They will want to come forward when there is a little coercion from the teacher; if there is no coercion, they will just sit quietly in their chairs.

3. Teacher Behavior in Teaching

From the results of observations that have been made by researchers, based on research guidelines that are concerned with teacher behavior in teaching speaking to students, it can be seen that the teacher has carried out his actions correctly in learning English the teacher asks students to speak in front of the class the teacher checks students' pronunciation one by one forward to speak in front of the class, when there are students who have problems with their pronunciation the teacher corrects the students' pronunciation which is not quite right and fixes it, the teacher practices the correct way of pronunciation, the teacher instructs his students to often practice English outside the classroom. Based on their observations, researchers found teachers have strong interactions in learning that can help students discover their talents in the learning process.

Besides that, the teacher does not take inappropriate actions in class, such as speaking harshly or getting angry. The attitude of the teacher, who sometimes tends to be the correct and smartest when teaching, and the nature of the teacher,

who tends to be stiff, fierce, and less friendly with student teachers at SMPN 4 don't have that kind of characteristic. The teacher only warns if there are students who come late; the teacher will take and store food if there are students who eat in class; and the teacher also lends books if there are students who forget to bring their textbooks.

4.2. Discussion

This research was conducted at SMPN 4 Banda Aceh, with the participants being one teacher who taught English to seventh graders and two seventh graders, supported by three meetings of observation. The purpose of this research was to find out the teacher's challenges in teaching seventh graders.

4.2.1 Teacher challenges in teaching English

The researcher analysed the challenges of teaching English to seventh grade students at SMPN 4 Banda Aceh. According to Ansari (2012), a teacher must first study the problems and difficulties that exist in the student's process when learning English so that the teacher can teach effectively with patience and hard work with the right method that suits students.

Abrar (2016) revealed the fact that there are many problems in teaching English that must be faced by teachers. There are three main problems in teaching English: lack of student motivation in learning, inadequate time, resources, and materials, and too many English classes. However, there are differences between this study and previous studies that discussed the same case.

The researcher analysed the challenges of teaching English to seventh grade students at SMPN 4 Banda Aceh. Based on the results of the data that the researchers collected from observations and interviews that they conducted at SMP Negeri 4 Banda Aceh In this section, the researchers tried to discuss in depth the findings of this study in relation to theory and previous research about the challenges faced by teachers when teaching

4.2.1.1. Student Interest when Studying

From the results of research conducted by researchers, it has been found that students' interest is not evenly distributed, especially in speaking in class. Students only have the highest interest of about 15 percent in speaking English in class. This is because students feel English is difficult and foreign, especially when speaking in front of the class. As stated by Suryobroto (2018: 109), interest is defined as a tendency in individuals to be attracted to or like an object. The emergence of interest in an object is characterised by a sense of pleasure or interest. So it can be said that people who are interested in something will feel happy or attracted to the object of interest.

In the teaching and learning process, the teacher must have a strategy so that students can learn effectively and efficiently and hit the expected goals. If there are only 15 percent of students who have an interest in speaking English, it can be concluded that students who feel unhappy with their learning indicate a lack of interest in learning. As stated by Abrar (2016, 97), when teaching and learning English, some students prefer to do other activities, such as playing, chatting with friends, and also making some noise. This is an indication of students' lack of

motivation and interest in learning English. This is also supported by the results of student interviews where students said that they did not really like speaking English, so it can be concluded that the teacher has a challenge to increase student interest and motivation so that students can feel that English is easy and not difficult.

4.2.1.2 Teacher Teaching Methods

From the results of research, it has been found that the method taught by the teacher is sometimes not planned depending on the condition of the class, but the teacher more often uses the discussion method. In fact, this erratic method is permissible, as stated by Pande (2013). The act of matching teaching methods and topics will help teachers build an effective teaching and learning process. However, teachers who often use the discussion method also have an effect if the teacher only explains using textbooks. Students will get bored quickly if the teacher only uses textbooks when explaining.

Every method of teaching English basically wants the same result, namely that students can read, speak, and understand the content of learning. The learning model is said to be effective in improving student learning outcomes if, statistically, the student learning outcomes show a significant difference between the initial understanding and the understanding after learning. Learning completeness: learning can be said to be complete if at least 75% of the students have obtained a score of 60 in improving learning outcomes.

Meanwhile, based on the results of interviews between researchers and teachers, it is clear that students' interest in learning English depends on the method

that the teacher teaches. If you only rely on the discussion method, the results show that students' interest is only 15 percent. Students sometimes feel bored with this method. The teacher should teach learning that uses media to make students a little enthusiastic.

4.2.1.3 Teacher Difficulties

From the results of research, it has been found that the teacher's obstacles to students include one or two students who cannot be managed when learning is noisy in class and do not pay too much attention to the teacher explaining learning. This diverse student attitude tends to make teaching a little difficult. According to Lynch (2008), in his articles, he discussed that there Students may lack any similarity of attention during class, chatting with classmates, doodling in their notebooks, or even skipping class. The students cannot get involved easily in classroom interaction and learn the language comfortably. Those problems need more attention and motivation to increase their interest in learning English.

Based on their observations, the researchers also found that there were many students who were not fluent in speaking; the problem was the lack of English vocabulary; students used mostly Indonesian to communicate. According to Songbatumis (2017:57), students in an English as a foreign language context are limited by their knowledge of the grammar and vocabulary of the target language and have to struggle to comprehend the context. Some students are also afraid to speak in front of the class because English is too difficult.

4.2.1.4 Teaching Facilities

From the results of research conducted by researchers, it has been found that schools have sufficient facilities such as infocus and speakers to assist learning, but teachers more often use textbooks for the teaching process. Discovered by Songbatumis (2017:58) Good facilities can support the achievement of the goals of the teaching and learning process, but the process of teaching English will not achieve its goals if the tools used in teaching cannot support it. The availability of infocus and speakers at this school has provided sufficient facilities. However, this is supported by the teaching methods of teachers who do not use projectors in the teaching and learning process. The existence of adequate facilities in schools is one of the factors that supports learning.

4.2.1.5 Adequacy of Teaching Time

From the results of research, researchers have found that finding sufficient teaching hours for teachers, namely 40 minutes per one hour (1x40) in one class, means there are 4 hours (4x40) of lessons in one week. Lynch (2008) states that teaching English requires more time to make students actively speak the language, especially if English is not the first language. Two hours a week is a short amount of time to teach English lessons, considering there are many aspects to them. However, from the interview results, it can be seen that this school sets a time limit of 4 hours a week. Lack of time for teaching is not a problem at this school because they have enough study time.

From the discussion above, based on the results of observations and interviews we know that the challenges in teaching speaking English to class VII students of SMP 4 Banda Aceh mostly from students, some of the behavior of students who consider English difficult, students find English unpleasant, the lack of vocabulary they have, as well as the lack of interest and motivation of students in learning because they feel that English is too difficult especially for speaking, teachers also have the challenge of improving learning methods that are more interesting so that they can increase students' interest in learning to speak if they only rely on the method discussions and textbooks alone the learning process feels less interesting. Teachers should also always equip themselves with changes in curriculum, science, and technology so that they are able to create interesting and effective teaching. Teaching is a learning process. However, education and student needs continue to change from time to time due to situations, so teachers must be able to deal with everything.

BAB V
CONCLUSION AND SUGGESTION

5.1   Conclusion

Based on the results of research in observations and interviews, researchers can conclude that the challenge of teaching English to seventh graders at SMP Negeri 4 Banda Aceh does not only come from the teachers themselves. Most of them come from students. Some of the behaviors of students who are less confident, afraid of being laughed at by friends when speaking in front of the class, the lack of vocabulary they have, and the lack of interest and motivation of students in learning because they feel that English is too difficult, let alone to speak, are due to the fact that they feel that English is too difficult, let alone to learn to speak. Teachers also have the challenge of improving learning methods that are more interesting so that they can increase students' interest in learning to speak. If they only rely on lecture methods and textbooks, the learning process feels less interesting. Teachers should also always equip themselves with changes in curriculum, science, and technology so that they are able to be creative, interesting, and effective. Teaching is a learning process.

Those are some of the challenges that occur in SMP 4 that must be faced by teachers including: increasing students' interests and talents to learn English,

especially speaking, improving student behavior to be better in learning English, creating interesting learning methods so that students are more interested in learning

5.2   Suggestion

Teachers must develop their skills in teaching English, especially in the use of learning methods. Teachers must adapt their strategies to conditions that make class more exciting and effective when learning, have knowledge about the characteristics of students in learning English so that teachers can easily attract students' interests in learning, and more often remind students to repeat the material that has been studied in order to increase the vocabulary they have.

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Appendix I

Observasion 1

Teacher A. buk ida

No	Catatan guru	Catatan siswa
1.	Guru bahasa inggris masuk ke kelas dengan mengucapkan salam. guru mengingatkan siswa untuk selalu menjaga kebersihan kelas sebelum kelas dimulai. Guru juga memberi siswa beberapa motivasi tentang semangat saat belajar. Kemudian guru memeriksa kehadiran daftardan mengabsen murid yang ada dikelas menggunakan absen guru.	Siswa menjawab salam dari guru dan mendengarkan beberapa motivasi yang disampaikan guru. Ketika guru mengabsen Itu siswa menjawab absen itu satu persatu
	Guru menegur siswa yang terlambat masuk kelas	Siswa beralasan bahwa mereka dari kamar mandi mencuci tangan karna baru saja membersihkan kelas
2.	guru bertanya kepada bertanya apakah siswa sudah siap untuk mulai pembelajaran atau belum kemudian memberi tahu tentang materi yang dipelajari hariini	Siswa menjawab dengan kata siap secara berserentak
	Guru meminta siswa untuk membuat contoh tentang teks perkenalan pelajaran terkait untuk mereka kehidupan sehari-hari	Beberapa siswa merespon guru dengan memberikan contoh perkenalan sehari-hari dalam bahasa Indonesia (**ada siswa yang hanya diam saja tampa menjawab)**
	Guru memulai pembelajaran dengan meminta siswa untuk buka buku teks	Siswa mengambil buku teks yang ada ditas mereka kemudian membukanya
	Guru menegur siswa yang tidak membawa buku tesk mereka	Siswa tidak membawa buku teks dengan alasan lupa
3.	Guru mulai menjelaskan bahan yang ada dibuku dengan berjalan berkeliling di kelas dan menggunakan tubuh bahasa saat	Siswa tampak jadi sibuk membuka milik mereka teks buku dan mendengarkan penjelasan guru dengan serius beberapa orang terlihat planga-

	menjelaskan**.**	plongo tidak tau dimana kalimat yang guru bacakan
4.	Guru meminta siswa untuk menyampaikan dengan diri mereka terkait pelajaran tentang teks perkenalan yang akan dibahas.	Beberapa siswa yang sudah paham buat contoh dari kalimat perkenalan terkait ke seharian mereka kehidupan.
5.	Guru membaca kalimat dibuku kemudian menyuruh siswa mengulanginya.	Siswa mengulangi kalimat yang dibacakan guru.
6.	Guru mengoreksi pengucapan siswanya dengan meminta siswa untuk meng ulang apa dia dikatakan.	Siswa mengulangi kalimat nya.
8.	Guru menyuruh siswa memperkenalkan diri didepan kelas sebagai contoh perkenalan.	Beberapa siswa mulai ribut karna takut kedepan
9.	Guru memberi siswa beberapa pekerjaan rumah terkait dengan pelajaran hari ini.	Siswa hanya mengangguk-nganguk tanda setuju
10.	Guru mengingatkan siswa untuk selalu belajar pada rumah dan berakhir pelajaran dengan mengatakan sampai jumpa minggu depan.	Siswa berhambur lari keluar dari kelas.

Observation 2

No	Catatan guru	Catatan siswa
1	Guru menyuruh siswa berbicara didepan kelas untuk topic perkenalan minggu lalu	Ada beberapa siswa yang tidak mau kedepan memperkenakan diri mereka karna alasan malu dan tidak bisa
	Guru bertanya tentang pekerjaan rumah kemudian diperiksa itu siswa pekerjaan rumah satu per satu datang ke itu tempat duduk siswa.	Hanya setengah siswa kelas itu menulis pekerjaan rumah mereka (ada 5 orang siswa yang tidak membawa pr mereka)
2	Guru meminta siswa tetap ingat pelajaran minggu lalu.	Sebagian besar dari itu siswa telah melakukan bukan ingat pelajaran yang telah mereka pelajari sebelum.
3	Guru bertanya apkah ada siswa yang mencontek tugas rumah mereka kemudian guru menegur itu siswa siapa telah melakukan bukan melakukan milik mereka pekerjaan rumah dan kemudian itu guru dijelaskan lagi tentang materi terakhir minggu tentang itu pekerjaan rumah.	Siswa hanya diam saja dan mendengarkan ke guru mereka.
4	Guru dan siswa berdiskusi pekerjaan rumah dan materi minggu lalu di kelas sampai siswa mengingat topik bahan.	Siswa mendengarkan guru (ada siswa yang tidak mendengan dan tidur dikelas)
5	Guru menulis materi lanjutan minggu lalu dipapan tulis	Siswa memperhatikan guru (ada beberapa siswa yang tidak meperhatikan pelajaran dan sibuk sendiri)
	Guru mengoreksi siswanya pengucapan dengan meminta siswa untuk meng ulang apa dia dikatakan	**Beberapa siswa tidak memperhatikan untuk instruksi guru** untuk mengulang setelah dia.

Observation 3

No	Catatan guru	Catatan guru
1.	Itu guru diperiksa itu siswa kehadiran daftar.	Tidak satu adalah tidak hadir hari ini
2	Guru bertanya tentang pelajaran terakhir minggu lalu ditanya siapa yang belum selesai pekerjaan rumah , kemudian memeriksa pekerjaan rumah siswa satu per satu mendatangi para siswakursi.	siswa membuka buku pekerjaan rumah milik mereka (ada 5 siswa yang tidak melakukan milik mereka pekerjaan rumah)
	guru meminta siswa untuk tetap men ingat pelajaran terakhir pekan tentangbiasanya selalu. Guru meminta siswa untuk menulis tugas milik mereka pada papan tulis	**Ada 2 siswa yang menjawab itu guru pertanyaan** tentang biasanya/selalu (Siswa lain tidakmemahami) 3 siswa datang kedepan kelas untuk menulis kalimat mereka sendiri seperti yang telah mereka buat di tugas pekerjaan rumah
	Guru meminta siswa lain untuk mem baca apa yang telah ditulis oleh teman mereka dipapan tulis.	Siswa lainnya membaca kalimat yang ditulis teman mereka
	Guru menjelaskan lagi tentang pelajaran terakhir minggu lalu dengan menggunakan bahasa Indonesia bahasa.	Siswa mendengarkan ke guru mereka.
	Guru mengingatkan siswa untuk membawa kamus mereka. Setelah guru menjelaskan materi, guru memberi siswa waktu untuk mengambil catatan bahan yang telah diberikan	Hanya beberapa siswa yang membawakamus.
	Guru membuat rangkuman untuk materi yang telah dipelajari hari ini	

	Guru memberikan penilaian untuk siswa yang sudah melakukan tugasnya	

No	Perilaku guru
1.	Guru masuk kelas tepat waktu Sikap guru yang sabar dalam menghadapi siswa yang sedikit tidak bisa diatur dikelas Guru menegur siswa yang membawa makan dikelas dan menyuruh mereka untuk meletakkan jajanan mereka dimeja guru dan meyuruh mereka mengambilnya ketika pelajaran telah selesai Guru menegur siswa yang tidak membawa buku teks dikelas kemudian meminjamkan bukunya kepada siswa Guru tidak melakukan tindakan yang tidak patut dikelas seperti berkata kasar, sering marah-marah, sikap guru yang terkadang cendrung suka menjadi paling benar dan terpintar saat mengajar, sifat guru yang cenderung kaku,galak, dan kurang bersahabat
No	Perilaku siswa
1.	Ada beberapa ssiswa masuk kelas terlambat, siswa membawa jajanan mereka dikelas Ada siswa yang tidur dikelas ketika pembelajaran berlangsung Siswa yang asik sendiri ketika jam pelajaran Siswa yang ribut dikelas ketika guru menjelaskan Ada Beberapa siswa terlihat dengan cepat memahami pemebelajaran

Pertanyaan guru

1. Pertanyaan untuk mengetahui apakah guru bermasalah dengan minat dan motivasi siswa saat belajar

a) Bagaimana minat siswa untuk belajar bahasa Inggris?

b) Apakah mereka antusias dan percaya diri ketika belajar bahasa Inggris?

c) Apakah Anda memiliki masalah dengan minat dan motivasi siswa?

2. Pertanyaan untuk mengetahui apakah guru bermasalah dengan fasilitas saat belajar

a) Bagaimana kondisi fasilitas di sekolah ini untuk belajar bahasa Inggris?

b) Apakah fasilitas untuk belajar bahasa Inggris cukup atau tidak?

c) Apakah Anda memiliki masalah atau masalah dengan fasilitas?

3. Pertanyaan untuk mengetahui cara guru mengajar

a) Bagaimana Anda menjelaskan pelajaran bahasa Inggris?

b) Metode apa yang Anda gunakan dalam mengajar bahasa Inggris?

c. Apakah menurut anda metode tersebut sesuai dengan pelajaran yang diajarkan?

d) Apakah siswa menyukai metode yang Anda gunakan?

4. Pertanyaan untuk mengetahui apakah ada kendala dalam pembelajaran

a) Apakah waktu pelajaran cukup dalam mengajar bahasa Inggris?

b) Berapa jam belajar bahasa Inggris dalam seminggu?

c) Apakah Anda menghadapi masalah mengenai jam belajar?

5. Pertanyaan untuk mengetahui apakah masalah guru berasal dari siswa

a) Apakah ada siswa yang tidak dapat diatur selama pembelajaran berlangsung?

b) Apakah ada siswa yang takut untuk maju berbicara?

c) Apakah Anda menghadapi masalah yang berasal dari siswa?

Pertanyaan siswa

1. Pertanyaan untuk mengetahui apakah guru bermasalah dengan minat dan motivasi siswa saat belajar

Apakah pelajaran bahasa Inggris menyenangkan bagimu?

2. Pertanyaan untuk mengetahui apakah guru bermasalah dengan fasilitas saat belajar

Apakah gurumu menggunakan media lain selain media yang biasa dia gunakan ketika mengajar

3. Pertanyaan untuk mengetahui cara guru mengajar

- Apakah setiap materi dalam pelajaran bahasa Inggris yang dijelaskan olehgurumu mudah dipahami?

interview

Narasumber : miss ida

Pewawancara : nuli yanti

Tempat : SMP 4 Banda Aceh

Peneliti: maaf miss boleh yanti wawancara miss hari ini

Guru: iya boleh lah yanti, banyak pertanyaan yang mau yanti tanyakan

P: eum ☺ tidak terlalu banyak miss Cuma beberapa saja miss, jadi yanti mau tanya, bagaimana menurut miss dengan minat siswa kelas 7 dalam berbicara ketika belajar Bahasa Inggris ?

G: ummm menurut miss minatnya, tidak merata sih karna untuk minat belajar Bahasa Inggris siswa apalagi dalam berbicara yang tinggi itu sekitar 15 persen, dikarenakan mereka merasa Bahasa Inggris itu asing dan berat lebih lagi kalau berbicara didepan kelas Sementara tuntutan kita kan sudah harus introduce, deskripsi benda, ternyata mereka 0. Jadi kita mulai dari seperti kita mengajar tk, perkenalan benda, perkenalan angka, abjad dan sebagainya.

P: mereka antusias dan percaya diri gak miss ketika belajar Bahasa inggris?

G: eumm oh gini, **sebenarnya tidak begitu,** ada yang iya cuma itu tadi, tetapi itu tergantung strategi kita mengajar saja bagaimana, Sama seperti pelajaran lain bagi yang sangat berminat ya sangat antusias, bagi yang memang hanya alakadarnya ya alakadanya juga karna masih kelas 7

P: jadi apa metode yang miss gunakan ketika mengajar mereka?

G; Kalau miss tergantung kondisi kelas, kadang tidak direncanakan tetapi ketika di kelas "oh sepertinya metode ini cocok untuk diterapkan disini sekarang, suasananya seperti ini berarti ini begini. Tapi miss lebih sering menggunakan metode diskusi untuk anak-anak, kadang miss suruh individu juga, atau kadang miss suruh mereka baca terlebih dahulu lalu miss meminta mereka untuk menemukan masalah nya apa, apa yang dibahas di halaman itu, sambil tanya

jawab, kadang miss langsung pada penjelasan. Tergantung tingkat kesulitan pada materi.

P: fasilitas sekolah gimana miss cukup atau tidak miss untuk mengajar?

G: oh sudah mencukupi, kita punya infokus, kita ada speaker juga Cuma jarang dipakai,kita bisa menggunakan media itu kalau untuk pembelajaran tapi miss kalau mengajar lebih sering hanya menggunakan buku teks yang disediakan sekolah untuk mengajar dikelas

P: Kalau untuk jam pelajarannya gimana miss, apakah ada kendala?

G: Sejauh ini cukup sih. Kalau kita tatap muka tidak ada masalah karenasatu kelas itu empat jam pelajaran dikali 40 menit (4 x 40 menit)

P: baik miss, apakah ada siswa yang tidak bisa diatur ketika belajar miss?

G: eum insyaallah gak ada Cuma ada satu dua aja, ada satu contohnya yang dikelas 7 miss lupa namanya siapa, anaknya pintar tapi agak nakal kalau dikelas ngga bisa duduk tetap maksudnyaa eumm tidak peduli kalau miss lagi menjelaskan dia sibuk sendiri Cuma karna sekolah kita ini sekolah inklusi jadi kita harus terima kalau ada anak-anak yang tidak bisa diatur yang dikelas

P: kalau mereka disuruh kedepan kelas untuk bicara gimana perilaku mereka miss?

G: ya kalau kita suruh kedepan lebih parah lagi kalau tidak sedikit kita paksa mereka tidak ada yang mau maju kedepan, alasannya banyak sekali malulah terus eumm gak bisa lah susah miss bahasa inggris

P: baik miss, seperti ini aja yang mau yanti tanyakan terima kasih ya miss untuk waktunya

G: iya yanti sama-sama.

Resource : Muhammad fatir (Student A)

Interviewer   : nuli yanti

Tempat : SMP 4 Banda Aceh

P: fatir kakak mau Tanya-tanya sama kamu bolehkan (peneliti tidak bertanya lagi nama siswanya karna sudah kenal)

M: boleh kak tapi jangan susah-susah

P: iya ngga susah kok, Siapa nama guru yang mengajar Bahasa Inggris kalian kalau boleh tau ?

M: miss ida

P: eum Oke, menurut fatir, pelajaran Bahasa inggris itu menyenangkan gak

M: ya ngga terlalu menyenang kak malahan bahasa inggris yang paling susah

P: fatir merasa antusias ngga ketika belajar Bahasa Inggris di kelas Atau biasa saja ?

M: kadang-kadang kak tergantung suasana hati (ketawa)

P: Apa miss ida menggunakan media lain selain yang biasa beliau gunakan saat mengajar? Selain buku teks ya

M: tidak ada kak hanya menjelaskan materi melalui papan tulis

P; eum oke untuk Setiap materi pelajaran Bahasa Inggris yang dijelaskan oleh miss,menurut fatir mudah dipahami tidak?

M: lumayan mudah kak

P: baiklah terima kasih patir itu aja yang mau kakak tanyakan kamu boleh masuk kelas lagi

M: …. (lari masuk kelas)

Resource :   (Student b)

Tempat : SMP 4 Banda Aceh

P: Hi, boleh minta waktunya sebentar? (siswa random kelas 7 jadi harus kenalan dulu)

M; iya boleh kak

P: Baik willa,kakak mau tanya menurut kamu Bahasa inggris itu pelajaran yangmenyenangkan tidak?

M; biasa aja kak (ketawa)

P; kenapa begitu

M; Soalnya saya kurang suka Bahasa Inggris kak, sebelumnya tidakpernah belajar itu

P; Oh begitu, apakah Bahasa Inggris itu masih terasa asingbagi kamu?

M; iya kak

P; baik Kalau belajar Bahasa Inggris, pernah tidak miss menggunakan s e l a i n b u k u t e k s ?

M; Sejauh ini sih tidak ada kak, **miss hanya menjelaskan menggunakan papan tulis saja**

P: oke baiklah. Kalau miss menjelaskan pelajaran, kira-kira mudah dipahami tidak ?

M; Kalau saya sih tergantung materi yang diajarkan kak, kalau materi nya sulit ya sulit juga memahaminya

P; Materi yang sulit itu seperti apa ya kalau kakak boleh tahu ?

M; Ya yang contoh kayak grammar gitu kak,

P: baik kalau speaking gimana?

M; apa lagi speaking kak itu susah kali, kalau miss suruh kedepan pasti ga mau kalau ga dipaksa pasti saya diam aja di bangku

P; alasan nya kenapa kalau boleh kakak tau?

M; eumm ga bisa bahasa inggris kak

P; Oh seperti itu, baiklah kalau seperti itu terima kasih atas waktunya ya

M;sama-sama kak

OBSERVATION CHECKLIST

Put a mark (√) on each question in the column below, according to your observations. **Information:**

Yes: if the aspect appears
No: if the aspect does not appear

No	Aspect	Indicator	Yes	No
1	The facilities used by the teacher when teaching in class	Teachers use interesting learning media		
		Teachers use learning books when teaching		
		Classroom facilities such as blackboards, chairs and desks are adequate		
		Library		
		English dictionary		
2	Student behavior when learning to speak	students who are shy and afraid to come forward		
		other students who help correct the wrong pronunciation		
		other students laugh at their friends when they misrepresent a word		
		lack of ability to socialize students with other students		
		students have the ability to quickly understand and master learning		
		students who lack discipline such as arriving late		
		students who are not good at class like sleeping, being noisy, and not paying attention to the teacher's explanation		
3	Use of a language other than English	The teacher actively speaks English		
		The teacher actively speaks English and mentally in Indonesian		
		The teacher mixes English and Indonesian		
4	Learning strategies and methods taught by the teacher	The teacher uses a method/way to make students actively speak		
		The method taught by the teacher is not liked by students		
		The learning method taught by the teacher is too difficult for students to understand.		

5	Teacher behavior when teaching	The teacher corrects students' pronunciation that is not quite right and corrects it		
		The teacher checks the students' pronunciation one by one		
		The teacher practices how to pronounce correctly		
		The teacher told students to practice English outside the classroom often		
		Teachers who are less prepared in teaching		
		The teacher helps students in discovering their talents		
		Teachers who lack interaction with learning		
		The nature of the teacher who tends to be stiff, fierce, and less friendly with students		
		Teachers who sometimes like to be the most correct and smartest when teaching		
		The teacher takes inappropriate actions in class, such as dirty words insulting students and is often late for class		

OBSERVATION CHECKLIST

Put a mark (√) on each question in the column below, according to your observations. Information: Yes: if the aspect appears   No: if the aspect does not appear

A. Teacher activity in teaching and learning.

No	Aspects to be assessed	Yes	No	Description
	INTRODUCTION			
1	The teacher greets and prays when start lessons			
2	The teacher takes attendance and asks how they are doing to students			
3	Teacher Expresses appreciation to attract Students' attention			
4	The teacher explains the learning objectives of the material which will be taught to students			
5	The teacher gives motivation to students so that Participate actively during the learning process			
6	The teacher held a pre test			
	CORE ACTIVITIES			
7	The teacher conveys the material to the participants educate			
8	The teacher gives an opportunity to students to ask			
9	The teacher gives praise to the participants Students who ask or argue			
10	The teacher gives advice/reprimands to Inattentive students or do not focus on learning			
11	The teacher divides students into Small groups to make it easier for students to speak			
12	Direct student involvement and active during the			

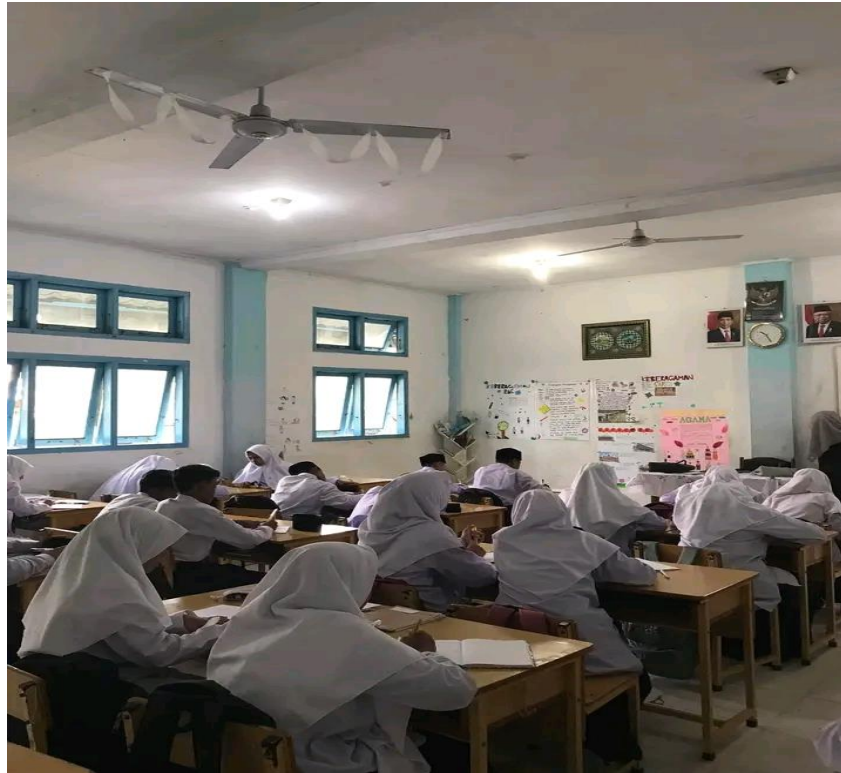| No		Yes	No	Description
	learning process			
	CLOSING ACTIVITIES			
13	Students make conclusions and the teacher gives reinforcement			
14	The teacher conveys the values that can be Taken from the material taught today			
15	The teacher held a post test			
16	The teacher closes the learning process by Prayer, greetings			

B. Student learning independence

No	Aspects to be assessed	Yes	No	Description
1	students are confident when speaking in front of the class			
2	students actively speak to answer the teacher's questions			
3	students pay attention to the teacher's explanation			

C. Student behavior

No	Aspects to be assessed	Yes	No	Description
1	honor and respect teacher's opinion			
2	heed every command and teacher said			
3	Don't go against the teacher's words			
4	Does not consider himself the most Correct			

LAMPIRAN

BIODATA

1. Nama   : Nuli Yanti
2. Tempat & Tanggal   : Pinto Rimba, 07 Mei 2000
3. Alamat   : Baet, Baitussalam, Aceh Besar
4. Nama Ayah   : Ilyas Masjonson
5. Pekerjaan Ayah   : Petani
6. Nama Ibu   : Zainati
7. Pekerjaan Ibu   : Ibu Rumah Tangga (IRT)
8. Alamat Orang Tua   : Pinto Rimba, Trumon Timur, Aceh Selatan
9. Riwayat Pendidikan   :

Jenjang	Nama Sekolah	Bidang Studi	Tempat	Tahun Ijazah
SD	SD N 1	-	Pinto Rimba	2012
SMP	MTsS Asshabul Yaminn	-	Bakongan	2015
SMA	SMA N 7	IPS	Bakongan	2018

10. Karya Tulis :

No.	Judul	Tahun	Penerbit
1.	An Analysis of Teachers' Challenges In Teaching Speaking At SMP 4 Banda Aceh	2023	Universitas Bina Bangsa Getsempena (UBBG)