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**TEACHERS' DIFFICULTIES IN TEACHING SPEAKING
AT ISLAMIC BOARDING SCHOOL
(A Case Study of English Teachers of Islamic Boarding Junior High School
in Padang Panjang)**

THESIS

*Submitted to English Teaching Department
Faculty of Tarbiyah to Fulfill One of the Requirement
to Obtain Bachelor Degree in English Teaching*

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THESIS ADVISORS' APPROVAL

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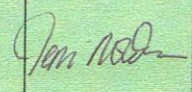
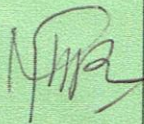
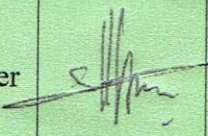


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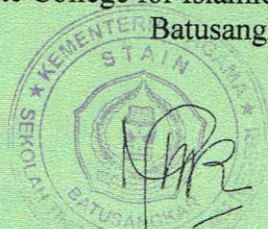
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ABSTRAK

IMAM AULIA PUTRA, 11 104 050, judul skripsi “**TEACHERS’ DIFFICULTIES IN TEACHING SPEAKING AT PRIVATE SCHOOLS (A Case Study of English Teachers of Islamic Boarding Junior High School)**”. Program Studi Tadris Bahasa Inggris, Jurusan Tarbiyah, Sekolah Tinggi Agama Islam Negeri (STAIN) Batusangkar.

Permasalahan pada penelitian ini adalah belum terungkapnya kesulitan guru bahasa Inggris dalam mengajar *speaking* di pesantren. Penelitian ini bertujuan untuk memaparkan kesulitan guru bahasa Inggris dalam mengajar *speaking* dalam aktivitas kelas di pesantren-pesantren swasta setingkat SMP se-Kota Padang Panjang.

Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif dengan menggunakan pendekatan studi kasus. Yang menjadi instrumen kunci dalam penelitian ini adalah peneliti sendiri. Informan dalam penelitian ini adalah guru bahasa Inggris yang berjumlah sepuluh orang di Pesantren seluruh kota Padang Panjang. Dalam pengumpulan data, instrumen yang digunakan untuk membantu peneliti adalah wawancara. Untuk menguji kebenaran data yang didapat dari wawancara, peneliti menggunakan triangulasi waktu yaitu dengan membandingkan hasil wawancara pertama informant dengan hasil wawancara kedua dengan informant yang sama.

Dari hasil penelitian, peneliti menemukan bahwa guru bahasa Inggris tersebut mengalami kesulitan dalam mengajarkan *speaking* di pesantren. Kesulitan-kesulitan yang dialami guru tersebut dalam mengajar bahasa Inggris adalah: siswa kurang mempunyai kosa kata, siswa kurang mempunyai minat, cara pengucapan siswa kurang benar, keberanian siswa, latar belakang bahasa Inggris siswa yang kurang. Kurangnya alokasi waktu untuk *speaking*, media dalam penggunaan laptop dan infokus, media untuk *listening*, materi yang kurang berkembang, buku pegangan, metode pengajaran yang sama, metode yang monoton, metode yang susah beradaptasi, dan sumber pembelajaran diantaranya kurang nya buku-buku. Sehingga kendala tersebut membuat pembelajaran tidak terlaksana dengan baik.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking skill is a skill that must be mastered in learning foreign language. Speaking skill is needed by the students for communication in the target language, because the students are required to be able to speak in English in their daily life, because it is a part of English subject's skills. There are many activities like morning conversation or game that connected to speaking activity that has a goal to make the students be accustomed to speak in English and familiarize with it. In short, Their ability in speaking skill will increase and they can compete with their friends or another students in another school to show their achievement. It also gives advantages to their school to be famous place to learn and it will makes many parents want to apply their child to learn over there.

Based on the idea above the researcher concludes that speaking is the important skill that students should have in learning language. Because speaking can help students' communication in this era to interact each other with others people. It can explore their ideas more in terms of what most they like or interest on something. In short, They will not lost their opportunity to reach their dream and make any achievement for a better life on their future.

In that case, especially for Junior high school students as the first stage to learn english for the students after graduating from elementary school. They should be able to speak english because it is a part of lesson in english curriculum standard. According to (KTSP curriculum) that students who have graduated from junior high school should be able to convey ideas, opinions, or in response to a question in plain English. After completing their studies, they are expected to grow and develop into individuals who are intelligent and be able to compete with another students to get achievement in many lesson's field, especially in learning english.

Dealing with the previous idea, English speaking is not an easy skill to master by the junior high school students because of the limit of English subject's time in their school. In short, their ability in speaking not develop well. Based on the phenomena, there are many parents decides to send their children to boarding junior high school such as Islamic Boarding School.

There are few Islamic Boarding Junior High School that provides dormitory or boarding as a program to invent a good environment in learning English, because English is a compulsory language in boarding school. Therefore, the students who live there will have a focus to develop their ability in English especially in speaking. Because, everyday in their activity in boarding they are actually use oral communication. In order to invent the good atmosphere their school provides some speaking

activity to increase their ability in speaking English. Even there is a program or activity that has a purpose to increase student's ability in speaking English. In fact, it is still not going well.

As the English teacher who teach in Islamic Boarding junior high school in Padang Panjang. It is not easy for them to teach speaking. There are some challenges that faced by them such as English language subjects that was eliminated in elementary school . This is a challenge for English teachers to teach the students because they do not have basic in the learning of English language. It means that teacher must teach students from the beginning. Meanwhile, the English teachers in Islamic Boarding School must teach speaking to the students everyday. Because there are some speaking activity program that has provided of the school. It has made the teachers have difficulties in teaching speaking English. The difficulties that faced by the teachers such as no supporting devices, the limit of speaking's time, etc. It becomes an obstacles when they teach speaking to the students because the students do not able to speak in english fluently because they just had less ability in speaking English.

There are few activities to practice speaking in order to increase the abilities of speaking English of the students at Islamic Boarding Junior High School. This activity has advantages to make students familiarize with English usage, train students to be capable of competent also creative. The activities such as: Morning vocabulary, language movement, morning conversation, self development, memorizing

vocabulary, deepening language, language repairing, speech training, bilingual contest, bilingual fun, procurement amplifiers instrument, awards, mentoring in English, Public Speaking (Muhadhoroh / Speaking in 3 languages).

As language learners who had learned english intensively, the students should be able to interact orally each other through English. But in fact, most of students in Islamic Boarding School did not perform English well in their language conversation. Although, there are some activities in order to increase speaking of students in islamic boarding junior high school. It does not mean the students have reached good speaking. There were many phenomenons happens in Islamic boarding junior high school including: Some of the students cannot speak English fluently, in addition this some of the students cannot use vocabulary to speak English correctly, some of the students do not use their own thinking in English speaking, some of the students do not use vocabulary in speaking English.

Based on the observation and interview which is done on June 23,2015. It was found that English teachers at islamic boarding junior high school have some difficulties in teaching speaking. Such as the students did not have English background, the media and the method they used. After researcher interviewed the teacher. They said that the difficulties that they faced comes from their self, students and also just like the media that not provided by the schools.

Therefore, the researcher is interested in conducting a research on what are the difficulties in teaching speaking. Because of that, the researcher wants to conduct the research entitled "Teachers' Difficulties in Teaching Speaking at Islamic boarding junior high school in Padang Panjang".

B. Research Focus and Question

Based on the background of the problem above, the focus of this research is teacher's difficulties in teaching speaking at Islamic Boarding Junior High School. Then, the research question can be formulated as follow: "What are the difficulties faced by English teacher in teaching speaking at Islamic Boarding Junior High School in Padang Panjang?"

C. Purpose of the Research

Based on the research focus and question above, the researcher wants to find out the teachers' difficulties in teaching speaking at Islamic Boarding Junior High School in Padang Panjang.

D. Definition of the Key Terms

To avoid misunderstanding of this research, the key terms are defined as follows:

1. Teacher difficulties are obstacles which are faced by the teachers in teaching speaking at Islamic Boarding Junior High School.
2. Teaching speaking is teaching how to produce the English speech sounds and sound patterns in oral way.

3. Private Islamic Boarding School is the non government institution of Islamic education which provide the students with the dormitory or Boarding School system. In this research, it refers to Private Islamic Boarding School for Junior High School level in Padang Panjang.

E. Significance of the Research

The result of this research is expected to give useful information especially for:

1. English teacher

The result of this research can give valuable information about the teacher's difficulties to improve their English teaching in teaching speaking at Islamic Boarding School.

2. Students

The result of this research is hoped can increase students speaking ability because the teachers knows about the difficulties and they will find the best way to teach them.

3. Researcher

The result of this research can add knowledge for the researcher about the difficulties that faced by the teacher in teaching speaking and also to get scholar degree at STAIN Batusangkar.

CHAPTER II

REVIEW OF RELATE LITERATURE

A. Review of Related Theories

1. Teaching Speaking

a. Definition of Teaching Speaking

Nunan (2003: 54) states that teaching speaking” is to teach ESL learners to: (1) Produce the English speech sounds and sound patterns (2) Use word and sentence stress, intonation patterns and the rhythm of the second language (3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter (4) Organize their thoughts in a meaningful and logical sequence (5) Use language as a means of expressing values and judgments (6) Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

Nunan (2003: 86) further, explains that successful oral communication involves: (1) the ability to articulate phonological features of the language comprehensibly (2) mastery of stress, rhythm, intonation patterns (3) an acceptable degree of fluency (4) transactional and interpersonal skills e) skills in taking short and long speaking turns (5) skills in the management of interaction g) skills in negotiating meaning (6) conversational listening skills (successful conversations require good listeners as well as good speakers) (7) skills in knowing about and negotiating purposes for conversations (8). using appropriate conversational formulae and fillers .

Furthermore he mentions micro skills of oral communication: (1) Produce chunks of language of different lengths. (2) Orally produces differences among the English phonemes and allophonic variants. (3) Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours. (4) Produce reduced forms if words and phrases. (5) Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose. (6) Produce fluent speech at different rates of delivery.

In addition, the process of teaching speaking itself can be done in several stages. Scott (1981) mentions three stages to complete the teaching of speaking. The first stage is stating objectives. The teacher has to put across what operation the students are going to learn. When the students understand the objectives of learning, the instruction will be done communicatively. The teacher could tell students the objective of the lesson directly. Giving students clues for brainstorming the objectives is preferable. Another way is using visual aids to attract students' attention and participation. The next stage is presentation. One thing that should be considered in this stage is the whole language operations that will be given in the lesson are presented in context. It is very important to make language items clear. To contextualize a language item, the teacher can use text, video, recorded or picture in the form of transaction of native speaker and the like. The last is practice and production. Drilling check will be given to the students in the phase to see if they have understood of what is being

learnt through choral repetition of language presented and then move to individual responses.

The teacher will direct the students by providing information gap and feedback for students. And the students' replies are not only seen from the grammatical accuracy point of view but rather of language appropriateness and acceptability. Then, there are some important points that should be considered in teaching speaking to learners. (1) to be considered is who the learner is and why they are. The clear objective is the next. In the end of the lesson, students at least are able to do something using oral English. (2) since the final objective of learning speaking is communication, all materials that are given to the students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in the daily life. Teacher's role in the speaking learning is creating activities in which the students can practice and apply what they have learnt orally. In other words, this is the turn of the students to practice communication.

Based on the explanation above in teaching speaking, teachers must be creative in finding the approaches that use in teaching speaking. The teacher approaches such strategy can help teachers to build students speaking ability.

b. Principles in Teaching Speaking

1. Be aware of the differences between second language and foreign language learning contexts.

Speaking is learned in two broad contexts: foreign language and second language situations. The challenges you face as a teacher are determined partly by the target language context. A foreign language (FL) context is one where the target language is not the language of communication in the society (e.g., learning English in Japan or studying French in Australia). Learning speaking skills is very challenging for students in FL contexts, because they have very few opportunities to use the target language outside the classroom. Sometimes foreign language learners traveling in countries where their target languages are spoken find that they can neither understand native speakers nor be understood.

A second language (SL) context is one where the target language is the language of communication in the society (such as English in the UK or Spanish in Mexico). Second language learners include refugees, international students, and immigrants. Some second language learners (especially those who arrive in their new country as children) achieve notable speaking skills, but many others progress to a certain proficiency level and then go no further. Their speech seems to stop developing at a point where it still contains noticeable, patterned errors. These can be errors in grammar, vocabulary,

pronunciation, or any combination of problems that affect the learners' ability to communicate by speaking.

2. Give students practice with both fluency and accuracy.

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. In language lessons—especially at the beginning and intermediate levels learners must be given opportunities to develop both their fluency and their accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language. Think about when you have tried to learn a new language.

3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Research has repeatedly demonstrated that teachers do approximately 50 to 80 percent of the talking in classrooms. It is important for us as language teachers to be aware of how much we are talking in class so we don't take up all the time the students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language

during lessons. One further interesting point is that when the teacher is removed from the conversation, the learners take on diverse speaking roles that are normally filled by the teacher (such as posing questions or offering clarification).

4. Plan speaking tasks that involve negotiation for meaning.

Research suggests that learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood. This process is called negotiating for meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning. By asking for clarification, repetition, or explanations during conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand.

5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and/or services. Most spoken interactions “can be

placed on a continuum from relatively predictable to relatively unpredictable” Nunan (1991: 42). Conversations are relatively unpredictable and can range over many topics, with the participants taking turns and commenting freely. In contrast, Nunan states that “transactional encounters of a fairly restricted kind will usually contain highly predictable patterns”, and he gives the example of telephoning for a taxi. According to Nunan, interactional speech is much more fluid and unpredictable than transactional speech. Speaking activities inside the classroom need to embody both interactional and transactional purposes, since language learners will have to speak the target language in both transactional and interactional settings.

c. Problems in Teaching Speaking

Learners sometimes have some constraints when they want to talk in the classroom. They feel afraid of making mistake they are reluctant to be judged by the hearer. Richards (2003: 54) stated that there are problems comes from the learner that have possibility to be obstacles in teaching speaking as follows: a) they cannot sustain spoken interaction beyond short segments, b) frequent communication breakdowns and misunderstandings, c) lack of vocabulary d) needed to talk about common utterances e) lack of communication strategies, f) speaks slowly and takes too long to compose utterances, g) cannot participate actively

in conversation, h) spoken english doesn't sound natural, i) poor grammar, j) poor pronunciation. He also states reasons for poor speaking skills that caused a problem in teaching speaking such as:

a) Lack of curriculum emphasis on speaking skills, b) Teachers' limited English proficiency, c) Class conditions do not favor oral activities, d) Limited opportunities outside of class to practice, e) Examination system does not emphasize oral skills

Aleksandrak (2011: 38) argues some general problems in teaching speaking as follows: a) the character and inadequate frequency of speaking opportunities in the classroom in comparison to the abundance of natural varieties, b) genres of oral communication, b) Unoptimal conditions for developing learners', c) selecting the most appropriate types of spoken discourse for classroom practice in a particular language course, d) Distribution of communicative situation.

From the theories above, those problems in speaking are possible to obstruct students' language development in the teaching-learning process. Thus, in teaching speaking, teachers should always encourage the students, not allowing students to become discouraged when they make mistakes. They have to understand that making mistakes is part of the learning process. In conclusion, the teachers should provide some classroom speaking activities in which the students can engage actively. The problems in teaching speaking can make teacher find the

right way to teach them and how to overcome it.

d. Strategies in Teaching Speaking

Oxford pocket dictionary defines strategies as a plan of action designed to achieve a particular purpose or overall aim. However, Brown (2007:119) defines strategy as a particular method of approaching a problem or a task, a mode of operation for achieving a particular end, or a planned design for controlling and manipulating certain information. Then, Chamot in Brown (2007: 132) gives broad definition of strategy as procedures that facilitate the learning task, strategies are more often conscious and goal driven.

Furthermore, strategies use by teachers in learning process; it is help teachers in making a class more interesting with various activities. If the learning process is run well and the students understand the lesson, it wills easier the teachers in aiming the goal of teaching. According to Kozna in Uno (2008:1), teaching strategy can be defined as every activity that is chosen by the teacher; it can facilitate and help the students in aiming the goal of teaching. Dick and Carey in Uno (2008:1) also explain that teaching strategies consist of all components teaching material and procedures or steps in teaching activity which used by the teacher in order to help the students to achieve the goal of teaching. According to them, teaching strategy cannot be limited as procedures or teaching steps only, it also consists of material arrangement or package of program which will be delivered to the students.

From the elaboration above, it can be concluded that teaching strategy is every activity that is used by the English teacher in teaching English, as long as it can facilitate and help students in aiming the target of English teaching itself.

2. Teaching Speaking in Islamic Boarding School

English is one of subjects that learned by students. It is not only being taught in public school but also in Islamic Boarding School as the one of religious institution. Islamic Boarding School provides the english teaching both in classroom and out of class, in the classroom students are guided by the English Teacher who lives with students in dormitory.

Emzir in Usman (2013:03) states that the teacher who lives together with the students in dormitory are responsible for nurturing and fostering them in the school campus. The approach taken by the teachers is ESQ models using studeent's self awareness, so that all the school activities and daily life in the dormitory run by the students with full awareness and redsponsibility. In Islamic Boarding School students come from different background of education learn, they will stay together at dormitory and uses languages especially English as the tool of communication, then students should be able to speak English. In this case, teachers as the educator should consider many strategies that will be uses in teaching speaking in Islamic Boarding School.

Based on the explanation above, Islamic Boarding School provides the students about english inside classroom and outside classroom. The

teachers should find the various strategies for the students improving their speaking ability. The teachers who stay together at the dormitory are responsible for nurturing and fostering them in the school campus. They control students' activities in many aspects, especially the students' English practice in their daily life.

3. Speaking Activity in Islamic Boarding School

There are several speaking activities that can be applied by English teachers in Islamic Boarding School in teaching speaking base on Efrizal (2012:02), for example, states the following activities:

(1) Morning Vocabulary

English vocabulary is given to students each morning, with regard to the necessity of students in teaching and learning process in the classroom and in daily conversation.

(2) Language Movement

Language movement that changed once in each two weeks carried out by a team of language (court of language), and students become the object for the purpose of control and guidance of daily language trips.

(3) Morning Conversation

Morning Conversation held once in a week instead of vocabulary in the morning, with the aim to train and familiarize students in English usage.

(4) Self Development

Self development is given to students with the aim to train students to be capable of competent, creative, hero mentality, broad-minded and able to compete with students outside the school and boarding school. Kinds of self-development are discussing club, speech club, storytelling club and news reading club.

(5) Memorizing Vocabulary

Memorizing vocabulary that done by students either from a book that has been decided or from the educational work of students, and guided directly by class supervisor or court of language.

(6) Deepening Language

Deepening language guided by class supervisors and the court of language, where both of them play an active role to help the students in constructing coherent sentences for daily conversation.

(7) Language repairing

Repairing language is conducted by a team of language (court of language), in short, the students not constantly uses wrong language that is not accordance with language guidelines and the language that used in daily conversation can be understood by others especially for native speakers.

(8) Speech Training

The purpose of speech training activities held in English and Arabic language is to encourage students to improve the quality of language learning, motivate students to master English and Arabic, and

improve self-confidence, competitive attitude, discipline, and hard work of students in learning process in the classroom, so students able to speak Arabic and English language well in public.

(9) Bilingual Contest

Bilingual Contest is English and Arabic competition that consists of debate, speech, storytelling and reading news that followed by all students in accordance with the personal development that they have chosen and followed.

(10) Bilingual fun

Bilingual Fun is one of the activities in which games using Arabic and English that can be entertaining and exciting to eliminate fatigue and students boredom, but not out of existing education norms. So that the desired target is reached and the students can absorb what the teacher gave well.

(11) Procurement Amplifiers Instrument

The amplifiers instrument is used for announcements, calling students who violate the language and listening time for teaching and learning process as well as other language development program. Through this instrument the student will hear good and systematic language that delivered by broadcaster and they could imitate and practice it in daily conversation.

(12) Awards

This award aims to give students motivation in carrying out language disciplinary. The award is awarded to students who have never violated the language at all. Through this awarding, the students compete to be better than the others. Eight from English learning activities above are taught informally outside formal learning activities outside classroom and used to develop students' ability in using English as the way of oral communication in Islamic Boarding School.

Based on the activities, student is expected to familiarize with english usage and they always practice to get good achievement. In short, they will get good ability in speaking English and be able to compete with another students.

4. Difficulties in Teaching Speaking in Islamic Boarding Junior High Schools

Darwyan (2010) states some components of teaching English spesific purposes that comes as difficulties in teaching speaking as follows:

a) Students

Students are defined to someone who follow an education program in the school or university or other education institution under guiding of teacher or lecturer

b) Curriculum

Curriculum is not only about subject such as English for specific course, and learning activity of the students but also everything which is affecting toward students' personal formed that is suitable with the aim of learning such as campus facility, the comfortable environment, media and source of learning..

c) Learning Material

In learning process, material must be designed for teaching the aim of learning. The selections of material have to give the skills for solving the problem in daily life. For example the material of speaking subject must be chosen as accurate as impossible in order to reach the goal of speaking skill.

d) Media

It refers to soft ware or hard ware which function as learning instrument or instrument which can help the learning process run well.

e) Method of Teaching

Method of teaching is the way that teacher use to make the learning process running well and how the students be able to get the point of the subject that they learn. The method is decided by the teacher in terms to know the capability and ability of students.

f) Learning Sources

Learning sources is provided by the teacher or comes from the school. It is necessary to support the learning process and make the students be easier to get comprehension about what they learn.

g) Evaluation

Evaluation is an action or process to determine the score. It is also defined as an activity to collect the data as much as possible which is related to students' capability.

h) Time

The teaching and learning English which is conducted in junior high school holds for 180 minutes per week. There are several junior high schools that divide English class into two meetings in a week. However, there are also several junior high schools that conduct the English class in only a meeting with the time allocation is 180 minutes.

From the theories above, those difficulties in teaching speaking are possible to obstruct the teacher in the teaching learning process. Thus, in teaching speaking, teachers should always encourage the students, not allowing students to become discouraged when they make mistakes. They have to understand that making mistakes is part of the learning process. Then, the teachers should provide some classroom speaking activities in which the students can engage actively.

A. Review of Relevant Studies

The researcher has found research that have relevance with the problem discussed in this research. First, Dedi Afrizal(2011) conducted a research on titled "*Improving Students' Speaking through Communicative Language Teaching Method At Mts Ja-Alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu*". He found that one of method can be

applied in teaching english speaking is communicative language teaching because by applying the method teaching speaking can be more effective, and it is able to improve student's speaking achievement, especially in islamic boarding school. The researchers have similarity on focus of study on teaching speaking. While the difference is he told about Improving Student's Speaking Through Communicative Language Teaching Method but this research told about the difficulties of the teachers in teaching speaking.

In other occasions, Ridha Mudrikah (2015) state Islamic college (STAIN) was done the research about Strategies applied by English teacher in improving Students' speaking ability (a study of an English teacher in al-hira Islamic boarding school Padang Panjang). This research shows there are kinds of English speaking learning activities in the Islamic boarding school. While the difference is she told about Strategies applied by English teacher in improving Students' speaking ability but this reseearch told about the difficulties in teaching faced by English teachers.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was a descriptive qualitative research. It described about teachers' difficulties in teaching speaking in Islamic boarding junior high school. Gay (2000:16), states qualitative research is used to seek probe deeply into the research setting in order to obtain understanding about the way things are, why they are that way, how the participants in the context perceive them.

In addition, Moleong (2006) states that qualitative research is the study intending to understand the phenomenon of what is experienced by the subject of the research such behavior, perception, motivation, action, etc, holistically, and descript and using natural methods. Dealing with the theories above, it means that this research concerned with teachers' difficulties in teaching speaking in Islamic boarding junior high school.

B. Research Informant

Research informant is defined as whom the data are gotten. Moleong (200:9) states that informants are the people who know the background of the research. According to Gay (2000:139), informant is chosen based on whom she or he judge to be thoughtful and who have information, perspectives, and experience related to the topic of the research.

Research informant should fulfill some criteria of informant.

Moleong (2000:90) states that there are five in selecting the research informant; (1) honest, (2) reliable, (3) speaking, (4) subject is not involved at certain group, and (5) subjects have views about certain case that happening. According to Miles and Huberman (2003:33), The criteria of informant are: (1) they are proven as reliable sources, (2) they know the situation at the moment, and (3) they have different role and have different perspective.

Based on the theories, the researcher chose the informants who have difficulties in teaching speaking in private Islamic Boarding School in Padang Panjang. In order to find the informants, he used snowball sampling technique. According to Gay (2000: 139), snowball sampling is selecting a few people who might be good participants for a study this approach is most useful when a study is carried on in a setting in which possible participants are scattered or not found in clusters.

To create good communication between the researcher and the informants, the interview were conducted in Bahasa Indonesia and English, so that the goal of communication can be achieved perfectly the interviews were recorded. The interviews were conducted by researcher and telling the informants that the identify of informants remained secret in this research.

C. Research Setting

Research setting is the important thing by the researcher to do research. According to Nasution (2003: 54) describes that the research setting includes three elements such as the place, the subject, and the activity.

The settings of the research was Islamic Boarding Junior High Schools in Padang Panjang. They were: SMP Muhammadiyah, MTs Thawalib Gunung, MTs Thawalib Putra, MTs Thawalib Putri, SMP Darul Hikmah and SMP-Qu. Thus the informants were all of English teachers in Padang Panjang. There were 10 English teachers. The activity that researcher have done to get the data is interviewed all of English teachers in Islamic boarding junior high schools in Padang Panjang.

D. Technique of Data Collection

1. Research Instrument

In this research, the key instrument was the researcher himself as it is explained by Gay (2000:9), the researcher relies himself as the main instrument of data collection. It means that the researcher should enter the setting to get the data, do interview, then he interpretes the data by himself. According to Gay (2000:219) an interview is purposeful interaction, usually between two people, focused on one person trying to get information from other person.

Besides, the interview guide was used during the interviews with English teachers at Islamic boarding junior high school in Padang Panjang.

2. Research Procedure

This research conducted by applying several steps. They were: pre-operation, whilst-operation, and post operation.

a. Pre-Operation

- (1) Finding the Problem and theories
- (2) Doing Observation
- (3) Identification the problem and variable that will be used
- (4) Finding the theories that related to the research problem
- (5) Preparing and writing the research proposal
- (6) Consulting with the advisor
- (7) Revising the research proposal
- (8) Having proposal seminar
- (9) Revising the proposal

b. Whilst- Operation

- (1) Getting lisence to conduct the research
- (2) Asking permission to english teacher to get documents from student's original writing
- (3) Interviewing the informants
- (4) Recording the interview

c. Post Operation

- (1) Making transcription of interview result
- (2) Analyzing the data of interview result
- (3) Checking the data of trustworthiness

E. Data Triangulation

In qualitative research, triangulation is important and powerful approaches that using to gain the reliability, validity and credibility of research study. According to Moleong (2000: 178) triangulation technique of checking data trustworthiness utilizes something outside of data as checking or comparing towards the data. In this research the researcher used source triangulation. Where the sources is checking and comparing which gotten in different time and way. because of that, the researcher can compare between interview with interview. If the data show the same it means the informant have good natures in giving the data. Because they constant with their answer in a step. The step on compare days are: Comparing the result of interview with the next interview.

E. Technique of Data Analysis

In this research the data is analyzed based on the result of interview. The result of interview analized by using three steps as suggested by Miles and Huberman (1984: 54). They are:

1. Data Reduction

In this point data is interpreted as a process of choice, interest, focus, simplication, abstraction, and data transformation that exist from written notes in the field.

in this point the researcher do some step: a) making transcription, b) coding the transcription, c) numbering each item based on research finding.

2. Data display

Data display is test from set of information that arranges to give possibility to take a conclusion a rid treatment. In this research researcher displayed the data of Teacher's difficulties in teaching speaking.

3. Conclusion and verification of the data

After reducing and displaying the data, the researcher had drawn conclusion and verification of data. This activity has a goal for concluding what are the Teacher's difficulties in teaching speaking based on interview.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter presents the result of study about teachers' difficulties in teaching speaking in Islamic Boarding Junior High School.

1. Students

a. Students' Less Vocabulary

Based on result of interview, some teachers have difficulties on students in teaching speaking. it is can be seen that informant 1,2,3,4,5,8,9 and 10. from the interviewed results. The research interviewed to informant 1 on 18 January 10.20 a.m-10.25 a.m, he answered as follows:

*“speaking erat kaitannya dengan kosa kata,,**kesulitan nya siswa less vocabulary** jadi dalam speakiing mereka mengalami kendala, bicara speaking”*

[speaking closely related to vocabulary,, the difficulties is the **students' lack of vocabulary** so in speaking they had a problem, talking about speaking]

Then, the researcher conducted interview with Informant 5 on 21 January 11.50 p.m-11.51 p.m, he elaborated as follows:

“honestly yes. Because there are so many thing that student.. first from the students. They are not focus like **they do not know the vocabulary well**. They think it's so hard to pronounce the word. This is kind of the difficult because what written on the book is different in pronunciation. So they think it's hard to do”

Then, researcher conducted interview to informant 2 on informant 2 on 19 January 01.50 p.m-01.54 p.m, he elaborated as follows;

*“kesulitan yang paling mendasar itu sebagian besar siswa-siswi itu **lack of vocabulary**, tapi kalau positif nya siswa itu punya keberanian untuk tampil jadi karena keberanian itu jadi spirit bagi saya gimana di speaking itu bisa okay ”*

[The most fundamental difficulty that most of students **lack of vocabulary**, but the positive one is the students have a courage to show on because of that it so comes as spirit for me to make speaking be okay]

Next, the researcher conducted interview to informant 8 on 27 January 02.30 p.m-02.35 p.m, he elaborated as follows:

[okay,,honestly from my students,,all of my students must know what i'm saying all because not all of my students can understand what about my speaking,,because **low of vocabularies**,, okay that's my problem]

Then, the interview result with the Informant 7 on 23 January 10.30 a.m-10.37 a.m, he elaborated as follows:

*“ya,,kesulitan dalam mengajarkan speaking sebenarnya dari siswa karna **tidak semua siswa mempunyai speaking yang baik karena low vocabulary** jadi walaupun demikian sebagai guru bahasa inggris seharusnya memberikan motivasi dan memberikan semacam admire”*

[yes ,, difficulty in teaching actually comes from students because **not all students have a good speaking because lack of vocabulary** so nevertheless as an English teacher should provide motivation and give some sort of admire ya]

Based on the findings above, it is clear that one of the difficulties that teacher faced comes from students' vocabulary because the students' ability to comprehend is different. The

students most used their own vocabulary than English. It needs an effective strategies or way to make the students be easier to catch the meaning of each English word. In short, the teacher will get easy to teach if the students get comprehend because of the way that they apply.

b. Students' Interest

Then, in order to check data trustworthiness the researcher made sure again whether the informant has difficulty in students' in teaching speaking in Islamic Boarding Junior High School with informant 1 on 19 January 2016, and the informant 1 answered:

*“ anak-anak kurang dalam vocabulary dan **minat anak dalam belajar bahasa Inggris kurang ya** ”*

[the students have lack of vocabulary and **their interest in learning English is less**]

Based on the finding above, students' interest is one of the difficulties that teacher faced while teaching English especially in speaking. The teacher should manage it and find the solution of that. The students will get interest if the teacher know the ability and the differences of them. The process of teaching and learning will be nice and effective if the students have fun and full of spirit to study with.

c. Students' Braveness

Then, the researcher conducted interview to informant 3 on 10 January 10.20 a.m-10.24 a.m, he elaborated as follows:

“kesulitan nya cuma pronunciation anak-anak cara pengucapan nya,,kemudian keberanian mereka untuk bicara di depan kelas itu masih agak aa malu-malu gitu aa takut salah gitu aa jadi yang lebih banyak aa untuk pengucapan”

[the difficult comes from student's pronunciation so **their courage to speak in the front of the class still feeling shy**,, afraid to make a mistake,,so more on pronounce]

Based on the finding above, it can be seen students' braveness is one of causes of the difficulties in teaching speaking. The teacher are required to make the effective time and condition to make the students' braveness appear. The learning purpose will not reach if the students just sit on their chair and talk each other to their friends. In short, Teacher should find the best way to increase students' braveness to reach the purpose of the learning.

d. Students' English Background

Next, researcher conducted interview to Informant 4 on January 11.45 a.m-11.51 a.m, he elaborated as follows:

[so far is good but the problem is from the students actually. Because as we **know from the elementary school they haven't learnt intensively** so, this is the difficulties. So, this is the difficulties when we teach speaking to them]

Then, the researcher conducted interview Informant 6 on 22 January 2016, 10.30 a.m-10.36 a.m, he elaborated as follows:

*“kemudian yang berikutnya input dari student nya yang masuk .kebanyakan sekolah mereka banyak yang belum memilki mata pelajaran bahasa inggris waktu di sd dulu. jadi otomatis ketika masuk smp mereka agak kesulitan. karna **latar belakang bahasa inggris mereka kurang** sehingga itu salah satu kesulitan nya kemudian otomatis kita harus mengajarkan beberapa vocab yang harus mereka*

kuasai.nah kadangkala ketika kita mengajarkan vocab kita memberikan banyak latihan”

[the next input from its student intake. most of their schools do not have the English language subjects in elementary school. so automatically when they entering junior high school, they were a bit difficult because the **their English background is less**. so it was one of the difficulties. then automatically we have to teach them some vocab that must be mastered. sometimes when we teach vocab we give a lot of practice]

Then, the researcher conducted interview to Informant 9 on

27 January 01.50 p.m-01.54 p.m, she elaborated as follows:

*“Jadi kebanyakan siswa disini itu Cuma sedikit yang belajar bahasa inggris di sd nya. Jadi, kebanyakan **kesulitan dari siswa nya sendiri** ,, karena kita haarus mengajar dari awal jadi kesulitan nya memang dari siswa”*

[So most students here just a bit of studying English in their elementary school. So, **most of the difficulties comes from students** ,, because we must teach from the beginning. so the difficulty is from students]

The last from informant 10 researcher got data through interview that conducted on 1 February 07.10 p.m-07.17 p.m also made the researcher was sure that students was one of the difficulties in teaching speaking at Islamic Boarding Junior High School. He then, answered as follows:

*“input siswa yang masuk juga menjadi kendala. Anak-anak itu mungkin pernah belajar bahasa inggris dari kursus kalau orang tua nya kalangan atas, kalau kalangan sosial kebawah yang pendidikan nya kurang itu juga menjadi sebuah kendala gitu..karena tidak ada semacam kemauan karena **mereka tidak belajar bahasa inggris waktu di sd kan, ya,,**disini memang ya tadi tentang minat belajar anak”*

[the input of incoming students is also an obstacle. The children may never learn English of course if the parents are

among the high economy, if social circles down that education is less it has also become an obstacle..they do not have a will because **they do not learnt English in elementary school. indeed yes** ,, about the child's learning interests]

Based on the findings above, it can be seen the less background is one of the difficulties that teacher face while teaching speaking. It happens because the are no English subject when they studied in elementary school. It should not happen actually. English subject is important in education to add another knowledge and compete with another students in another schools. In short, we need to solve this problem. Institution of Education has responsibility to put it again to curriculum.

In conclusion, students is one of the difficulties in teaching speaking in Islamic Boarding Junior High School. The difficulties that teacher faced like students' lack of vocabulary, students' pronunciation, students' interest, students' braveness, students' English background becomes a problem but he the teacher can overcoming it if the teacher can make a better way to make them be easy and fun to speak in English.

2. Time

a. Limited Allocation for Speaking Activities

Based on the result of interview, some teachers have difficulties in teaching speaking in Islamic Boarding Junior High

School. Based on the research findings, it is clear informant 1,2,4,6,10. It is can be seen from the interview results. The resesearcher conducted interview to informant 1 on 18 January 10.20 a.m-10.25 a.m,and the informant answered:

“dari segi waktu minus untuk mengajarkan speaking ”

[in terms of **the limit of time** to teach speaking]

Then, the researcher conducted interview to Informant 2 on 19 January 01.50 P.m-01.54 P.m, she elaborated as follows:

*“kalau untuk kelas sembilan jam nya agak sedikit ya,,agak kewalahan saya **karna kekurangan jam,,berharap ada penambahan jam,,**”*

[time for ninth grade is less ya,, its a little bit overwhelmed i got difficult because of it,, i hope there are **additional time**]

Next, the researcher conducted interview to Informant 4 on January 11.45 a.m-11.51 a.m, she elaborated as follows:

[**“The limit of english time.** So,far English actually i have limit time focus on the curriculum that suggest to do. So, it’s limited time”]

Then, the researcher conducted interview to Informant 6 on 22 January 2016, 10.30 a.m-10.36 a.m, she elaborated as follows:

*“karna latar belakang bahasa inggris mereka kurang sehingga itu salah satu kesulitan nya kemudian otomatis kita harus mengajarkan beberapa vocab yang harus mereka kuasai.nah kadangkala ketika kita mengajarkan vocab kita memberikan banyak latihan. **waktu tidak mencukupi.**”*

[they were a bit difficult because the background of their lack of English. so it was one of the difficulties. then

automatically we have to teach them some vocab that must be mastered. sometimes when we teach vocab we give a lot of practice. **Insufficient time**]

The last informant 10 the researcher got data through interview that conducted on 1 February 07.10 p.m-07.17 p.m, he elaborated as follows:

*“yah,, yaa khususnya yang bapak alami ya kesulitan yang dirasa ya seperti memang dimana bapak mengajar di sekolah thawalib gitu kan,, ya salah satu oo sekolah swasta berbasis islam,, **salah satu masalahnya yaitu kurang nya jam aa itu**,,kenapa di thawalib ini hanya tiga jam dalam seminggu? Karena thawalib ini dominan pelajaran agama”*

[Well ,, yaa especially the difficulties that i faced where i teach at the Thawalib school ,, ya one based Islamic private schools oo ,, one problem is **the lack of hours**,, why in Thawalib is just three hours a week? Because this Thawalib dominant religious lesson]

According to Mulyasa (2006) one of components in teaching English is Time. The teaching and learning English which is conducted in junior high school holds for 180 minutes per week. There are several junior high schools that divide English class into two meetings in a week. However, there are also several junior high schools that conduct the English class in only a meeting with the time allocation is 180 minutes.

Based on the findings above, it can be seen the limit of time of English caused of the teachers' difficulties in teaching speaking. The institution of education should know about it. English in this global era is an important thing that have to be mastered by the students. The enough time of English subject will make the teacher

can teach effectively. In short, the purpose of the learning will reach. It is also develop the students ability in speaking skill.

In conclusion, time is the difficulties in teaching speakiing in Islamic Boarding Junior High School because it is one component that can not separate with the learning and teaching process. The limit of time caused the less develop learning actually in speaking. Because of that, teacher have to make the effective learning to reach the goal of each material.

3. Learning Material

Based on the research findings, learning material is one of difficulties in teaching speaking in Islamic Boarding Junior High School by some informants.

a. Less Developed Material

Based on interview result of informant 3. The researcher conducted innterview to informant 3 on 10 January 10.20 a.m-10.24 a.m, the informant answered as follows:

*“kalau untuk kelas tujuh dan delapan materi nya banyak yang sama,,kesulitan nya itu dari **materi yang sulit berkembang seperti percakapan, kosa kata dan yang lain nya**”*

[there are many same material for seventh and eight grade,, the difficulties come from **the less develop material like conversation, vocabulary and anothers**]

Then, in order to check data trustworthiness the researcher wanted to make sure again about he want communicate in english well with intrinsic motivation with informant 3 on 11 January, and the informant 3 answered:

“materi yang kita ajarkan kurang berkembang walaupun kita sudah terangkan di papan tulis seperti dalam pronounciation. mereka masih susah untuk praktek nya,”

[**the material that we teach is less developed** even we had explained on board like teach pronounciation, they still feel hard to do it]

Based on the finding above, it is clear the less develop material will affect to the ability of the students in learning speaking. In short, the fresh and update material will easy to develop in learning process. Teacher should appropriate the material with the student condition.

b. Hand-Book

Then, the researcher also did interview with another informant and the researcher found Learning Material in interview result of informant 6 on 22 January 2016, 10.30 a.m-10.36 a.m, she responded as follow;

*“ada beberapa kesulitan saya sebagai guru nya. yang pertama adalah **buku pegangan** bagi santri, karena sekolah kita masih baru dan buku pun masih sedikit cuma ada beberapa”*

[There are some difficulty as their teacher. **The first is handbook for students**, because our school still new and there are few book]

According to Cepi (2010) In learning process, material must be designed for teaching the aim of learning. The selections of material have to give the skills for solving the problem in daily life. For example the material of speaking subject must be chosen as accurate as impossible in order to reach the goal of speaking skill.

Based on the research findings above hand book is very important for students also for the teacher. The accurate material that teacher used as in hand book that they have will decided the develop of the students in speaking skill. The teacher are required to give the best material to the students as can as they possible. In short, the best material in hand book will make the learning process running well.

In conclusion, learning material is one of the difficulties in teaching speaking in Islamic boarding school. Based on the theory above. It is clear the good and selection of material can help the teachers reaches the goal of the learning of speaking.

4. Method of Teaching

a. Monotonous Method of Teaching

Based on the researcher findings, method of teaching is one of difficulties in teaching speaking in Islamic boarding junior high school by some informants Based on interview result of informant 2 and 5. It can be seen from the interview results from informant 2

through interview on 19 January 01.50 p.m-01.54 p.m. Informant 2 answered as follows;

*“kalau dari **method of teaching** nya mungkin apa namanya saya masih menggunakan metode seperti menuliskan vocabulary di papan tulis dan di ucapkan oleh murid. jadi ada saat nya siswa ada yang boring oo jadi ya sebenarnya saya butuh seperti workshop untuk mengajarkan speaking ya”*

[the method of teaching what can we called,, **i always used the same method like write the vocabulary on the board and the students try to pronounce it.** so the student sometimes get bored oo so actually i need such workshop to teach speaking ya]

To make sure that this factor was one of difficulties in teaching speaking , the researcher conducted interview with informant 2 on 20 January 2016. She answered as follows:

*“salah satu kesulitan saya dalam mengajarkan speaking mungkin dari **metode mengajar yang monoton ya seperti menuliskan vocabulary di papan tulis dan di ucapkan oleh murid**,, itu itu saja,, jadi murid terkadang merasa bosan ya”*

[one of my difficulties in teaching speaking might be from **the monotonous of method of teaching ya like write the vocabulary on the board and the students try to pronounce it**,, always same ya,, sometimes the students get bored]

According to Darwyan(2006) he stated that method of teaching is the way that teacher use to make the learning process running well and how the students be able to get the point of the subject that they learn. The method is decided by the teacher in terms to know the capability and ability of students.

Based on finding above, it can be seen the same method will affect to students' interest in learning speaking. The teacher should find the way to solve it. The institution of education also have responsibility to develop the ability of English teacher in teaching English also provide some workshop or seminar in terms of teaching English.

In conclusion, method of teaching is one of difficulties in teaching speaking in Islamic Boarding Junior High School because the method that teacher applied in teaching speaking will decided the process of teaching and learning speaking can running well.

5. Media

a. Laptop or InFocus

Based on the researcher findings, media is one of difficulties in teaching speaking in Islamic Boarding Junior High School by some informants Based on interview result of informant 1,4,5,6 and 10. It can be seen from the inteerview results from informant 1 through interview on 18 January 10.20 a.m-10.25 a.m. Informant 1 answered as follows;

“penggunaan laptop atau infocus yang di gunakan guru lain karna gak cukup di sediakan sekolah ya”

[**use of a laptop or infocus** that used by the other teacher because it is not enough provided of the school ya]

Next, the researcher conducted interview to informant 5 on 19 January 01.50 p.m-01.54 p.m. Informant 2 elaborates as follows:

*“so, **the media** i do some the difficulties because for the example the media that provide by the school is not enough. So, we got difficulies to use like infocus or something like that. Because in this school we only have one infocus . so, we have to take turn to use that. So, sometimes in my class i can't use it”*

Based on the findings above, it is clear the used of laptop or infocus can increase students' ability affectively. It is good media to apply in teaching speaking. The students who learning speaking will interest and got focus with it. In short, the teacher or institution of education have responsibility to provide it. It will give advantages to the students also to the teachers in teaching and learning process.

b. Listening Media

Then, the researcher conducted interview to informant 6 on 19 January 01.50 p.m-01.54 p.m. Informant 2 elaborates as follows

*“karena sekolah kita baru jadi media untuk mem-push mereka speaking english tu kurang kaya **media listening, kemudian** infocus untuk mengikat mereka mau belajar speaking karena kekurangan media”*

[media perhaps yes,,because our school still new so media to push them to speak in english is less **such a listening media then** infocus to bind themwant to learn speaking because of a lack of media as well]

Then, researcher conducted interview to informant 9 on 27 January 01.50 p.m-01.54 p.m. Informant 9 elaborates as follows:

*“mungkin **media**,, dalam mengajarkan speaking kita kan butuh apa nama nya tu,, aa,, kita dengarkan dari asli kaya dari listeniing,, misal dari video,, kaset,, jadi alat-alat untuk memutar itu disini kan terbatas dan infocus cuma beberapa”*

[umm,,**media maybe**,,in teaching speaking we need,,what we called?,,aa,,we listen from the original just like listening,, such as video,,cassette,,so the devices to play that over here is limited and there are few infocus only]

The last, the researcher conducted interview to informant 10 on 1 February 07.10 p.m-07.17 p.m. The informant answered as follows:

*“yang kedua gitu kan,,berkaitan dengan masalah sarana fasilitas ya? yang ada **penunjang belajar seperti media apakah itu infocus itu kan**,, itu sangat oo punya peranan gitu kan oo dalm oo bagaimana siswa itu dan guru nya lebih enjoy dalam pelajaran kan”*

[the second the issues related to the facility’s problem,, **such as teaching media** or infocus ,, it has a role so the performance oo oo how students and teachers enjoy it more performance kan]

Based on findings above, it can be seen listening media and infocus is very important in teaching speaking. There are many material that appropriate with it such as conversation or pronunciation. In short, the teachers or institution of education have to provide it to develop the students ability in learning speaking. The students will get comprehend when they interest with it.

In conclusion, media is one of component that teacher have to prepare as good as possible to pull the students’ interest. The good media will make the attractive learning and increase students’

interest in learning speaking. Because of that, the learning purpose will reach and the process of it will run smoothly.

6. Learning Sources

a. Lack of Books

Based on the researcher findings, Learning sources is one of difficulties in teaching speaking in Islamic Boarding Junior High School by some informants Based on interview result of informant 6 and 9. It can be seen from the inteerview results from informant 6 through interview on 22 January 2016, 10.30a.m-10.36a.m. Informant 6 answered as follows;

*“ada beberapa kesulitan saya sebagai guru nya. yang pertama adalah buku pegangan bagi santri, yang kedua **sumber untuk materi pelajaran** pun terbatas karna disekolah kita smp Qur'an baru berjalan dua tahun, rata-rata murid yang masuk ke sekolah kita adalah ekonomi kebawah. jadi kita tidak begitu mewajibkan murid memiliki buku sumber kemudian sekolah masih pembiayaan nya terbatas sehingga sumber yang dimiliki terbatas.”*

[in teaching English especially in speaking skill. Especially for junior high school children. There are some difficulty as their teacher. The first is handbook for students, **second source for the learning material is limited** because our school has been running two year. The average of students who apply in our school is the low economy. So, we were not so obliging the students to have the resource book]

The last, when the researcher did interview with informant 9 on 27 January 01.50 p.m-01.54 p.m, she elaborated as follow:

*“kesulitan yang lain itu aaa selain dari siswa mungkin dari **sumber learning** nya,,seperti **buku-buku** nya **masih sedikit** ya yang disediakan sekolah”*

[another difficulties except the students might be **from the learning sources** such as **lack of book** that provided by the school]

According to Darwyan (2010) Learning sources is provided by the teacher or comes from the school. It is necessary to support the learning process and make the students be easier to get comprehension about what they learn.

Based on findings above, it can be seen the lack of book as sources to teaching speaking will cause the difficulties to the teachers to teach speaking to the students. The school should provide the effective book more to make the process of teaching and learning process will running well. In short, the students will get comprehension and the teacher will helps with it.

In conclusion, learning sources is one of difficulties in teaching speaking in Islamic boarding school. The selective sources can increase the students ability in speaking. Because of that, the teacher should prepare it and always make update in every meeting in formal or boarding. It will helps the teacher because the good sources will makes the students feel enjoy in learning and practicing speaking.

B. Discussion

After analyzing the data, it can be concluded that Component of English teaching is the factors that becomes as difficulties in teaching speaking in Islamic boarding junior school. According to Darwyan (2010: 59), there are eight component of English teaching. They are teaching purpose, students, learning material, teaching and learning activities, method of teaching, media, learning sources and evaluation. Based on the theory difficulties in teaching speaking in Islamic boarding above there were found six factors as stated by theories that also found in data analysis. The factors were:

1) Students

According to Darwyan (2010: 59) students are defined to someone who follow an education program in the school or university or other education institution under guiding of teacher or lecturer. Students in one class usually have different ability from each other.

Based on the findings, students is one of the difficulties in teaching speaking in Islamic Boarding Junior High School. The difficulties that teacher faced like students' lack of vocabulary, students' pronunciation, students' interest, students' braveness, students' English background becomes a problem but he the

teacher can overcoming it if the teacher can make a better way to make them be easy and fun to speak in English.

2) Time

According to Darwyan (2010:59) The teaching and learning English which is conducted in junior high school holds for 180 minutes per week. There are several junior high schools that divide English class into two meetings in a week. However, there are also several junior high schools that conduct the English class in only a meeting with the time allocation is 180 minutes.

Based on the findings, it can be seen the limit of time of English caused of the teachers' difficulties in teaching speaking. The institution of education should know about it. English in this global era is an important thing that have to be mastered by the students. The enough time of English subject will make the teacher can teach effectively. In short, the purpose of the learning will reach. It is also develop the students ability in speaking skill.

In conclusion, time is the difficulties in teaching speakiing in Islamic Boarding Junior High School because it is one component that can not separate with the learning and teaching process. The limit of time caused the less develop learning actually in speaking. Because of that, teacher have to make the effective learning to reach the goal of each material.

3) Material

According to Darwyan (2010:59) In learning process, material must be designed for teaching the aim of learning. The selections of material have to give the skills for solving the problem in daily life. For example the material of speaking subject must be chosen as accurate as impossible in order to reach the goal of speaking skill.

Based on the research findings less develop material and hand book is very important for students also for the teacher. The accurate material that teacher used as in hand book that they have will decided the develop of the students in speaking skill. The teacher are required to give the best material to the students as can as they possible. In short, the best material in hand book will make the learning process running well.

4) Method of Teaching

According to Darwyan (2006) he stated that method of teaching is the way that teacher use to make the learning process running well and how the students be able to get the point of the subject that they learn. The method is decided by the teacher in terms to know the capability and ability of students.

Based on findings, it can be seen the monotonous method will affect to students' interest in learning speaking. The teacher should

find the way to solve it. The institution of education also have responsibility to develop the ability of English teacher in teaching English also provide some workshop or seminar in terms of teaching English.

In conclusion, method of teaching is one of difficulties in teaching speaking in Islamic Boarding Junior High School because the method that teacher applied in teaching speaking will decided the process of teaching and learning speaking can running well.

5) Media

According to Darwyan (2010:59) It refers to soft ware or hard ware which function as learning instrument or instrument which can help the learning processrun well.

Based on the findings, it is clear the used of laptop, infocus and listening media can increase students' ability affectively. It is good media to apply in teaching speaking. The students who learning speaking will interest and got focus with it. In short, the teacher or institution of education have responsibility to provided it. It will give advantages to the students also to the teachers in teaching and learning process.

6) Learning Sources

According to Darwyan (2010) Learning sources is provided by the teacher or comes from the school. It is necessary to support the learning process and make the students be easier to get comprehension about what they learn.

Based on findings above, it can be seen the lack of book as sources to teaching speaking will cause the difficulties to the teachers to teach speaking to the students. The school should provide the effective book more to make the process of teaching and learning process will running well. In short, the students will get comprehension and the teacher will helps with it.

Based on the finding, it is important to the English teacher to resolve the problem of teaching English especially in speaking. The teachers has more responsibility to teach students with good way and guiding the students to develop their ability in speaking to be good. As it is explained by Brown (2007: 9) that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and the discussion about teachers' difficulties in teaching speaking in Islamic Boarding Junior High School in Padang panjang, the researcher concludes that there are several difficulties that faced by English teacher in teaching speaking in Islamic Boarding Junior High School. In particularly, the conclusion of the research can be elaborated as follows: Teachers' difficulties in teaching speaking in Islamic Boarding Junior High School in Padang Panjang are: 1. students: a) students' less vocabulary, b) students' interest, c) students' Bravenesss d) students' English background, 2. Time: a) limited allocation for speaking, 3. learning material: a) less develop material, c) hand book 4) method of teaching: a) monotonous of method, 5. Media: a) the used of laptop and infocus b) listening media, 6. learning sources: a) lack of books. Those are teachers' difficulties in teaching speaking in Islamic Boarding Junior High School.

B. Suggestion

The conclusion permits a number of suggestions as stated below:

1. English Teacher

There are some difficulties that teacher face in teaching speaking in Islamic Boarding Junior High School. The difficulties comes from component in teaching language especially in teaching

speaking skill.

2. Students

The students should improve their ability in speaking. Thus, the teacher is easier to teach speaking skill for the next time.

3. Other Researchers

Based on the result of this research, it is expected to other researchers to use this research to add their knowledge about teachers' difficulties in teaching speaking in Islamic boarding school and to do other research that related to teacher motivation in teaching English at boarding school.

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Appendix 1: Interview Guide

INTERVIEW GUIDE

In conducting the interview, the researcher deliver several questions to get information about Teacher Difficulties in Teaching Speaking in Private Islamic Boarding school. They are as follows:

STEPS	TOPICS
Warming Up	Temu ramah dan menanyakan identitas serta kabar informan
Level Check	Memastikan bahwa informan mengalami kesulitan dalam mengajar speaking di Private Islamic Boarding School
Probing	Menanyakan kesulitan yang di hadapi dalam mengajar speaking.
Wind Down	Mengakhiri pembicaraan dan mengkonfirmasi kesediaan informan untuk wawancara berikutnya, jika ada informasi lanjutan yang di butuhkan.

Appendix 2 : Transcript of The Interview Result

Transcript of The Interview Result

Informant 1 on 18 January 10.20 Am-10.25 Am

R: assalamu'alaikum (*peace be upon you*)

I: wa'alaikum salam warahmatullahi wabarakatu

R: sebelum nya saya mau minta waktu ibuk untuk interview ya (*i just want to take your tome to do interview ya*)

I: boleh (*yes, you can*)

R: sebelumnya ibuk ada kesulitan nggak dalam mengajarkan speaking? Khususnya di boarding school,,(*do you have difficulties in teaching speaking Especially in boarding school before?*)

I: speaking erat kaitannya dengan kosa kata,, kesulitan nya siswa less vocabulary jadi dalam speakiing mereka mengalami kendala,, (*speaking closely related to vocabulary,, the difficulties is the students' lack of vocabulary so in speaking they had a problem*)

R: bisa nggak ibuk sebutkan kesulitan selain dari murid?(*could you tell the difficulties except the student?*)

I: bicara speakiing,, penggunaan laptop atau infocus yang di gunakan guru lain karna gak cukup di sediakan sekolah ya (*talking about speaking,, the used of laptop or infocus that used by the other teacher because it is not enough provided of the school ya*)

R: dari segi hal lain ada gak buk? (*do you have another thing mrs?*)

I: dari segi waktu minus lah,(*in terms of the limit of time*)

R: selain dari hal yang ibuk sampaikan tadi ada yang lain nggak buk? (*there are another else except what you have told mrs?*)

I: mungkin nggak ya,,(*might be no*)

R: terima kasih atas waktu nya ya buk..(*thank you for the time mrs*)

Transcript of The Interview Result

Informant 2 on 19 January 01.50 P.m-01.54 P.m

R: assalamu'alaikum

I: wa'alaikumsalam

R: minta waktu nya untuk wawancara teachers' difficulties in teaching speaking at private schools (*can i take your time to do interview teachers' difficulties in teaching speaking at private schools*)

I: ya,,(yes)

R: sebelum nya saya mau memastikan ibuk ada kesulitan nggak dalam mengajarkan speaking,,(*i just want to make sure you have difficulties in teaching speaking*)

I: kesulitan yang paling mendasar itu sebagian besar siswa-siswi itu lack of vocabulary,,tapi kalau positif nya siswa itu punya keberanian untuk tampil jadi karena keberanian itu jadi spirit bagi saya gimana di speaking itu bisa okay,,hmm (*The most fundamental difficulty that most of students lack of vocabulary,, but the positive one is the students have a courage to show on because of that it so comes as spirit for me to make speaking be okay*)

R: itu dari students nya ya buk ya? Kira-kira ada yang lain nggak buk? (*that is come from the students, right? Approximately There are another things miss?*)

I: kalau dari method of teaching nya mungkin apa namanya saya masih menggunakan metode itu terus jadi ada saat nya siswa ada yang boring oo jadi ya sebenarnya saya butuh seperti workshop untuk mengajarkan speaking ya,,agar metode saya bisa berkembang (*the method of teaching what can we called,, i always use the same method so the student sometimes get bored oo so actually i need such workshop to teach speaking ya,, to develop my method*)

R: dari hal lain ada nggak miss? (*anything else miss?*)

I: kalau untuk kelas sembilan jam nya agak sedikit ya,,agak kewalahan saya karna kekurangan jam,,berharap ada penambahan jam,,(*time for ninth grade is less ya,, its a little bit overwhelmed i got difficult because of it,, i hope there are addition time*)

R: sekian interview nya miss,, terima kasih atas waktu nya (*that's all the interview miss,, thanks for the time*)

Transcript of The Interview Result

Informant 3 on 10 January 10.20 Am-10.24 Am

R: assalamu'alaikum

I: wa'alaikum salam

R: sebelum nya saya mau minta waktu ibuk untuk di wawancarai(*I want to ask your time before to interviewed*)

I: sudah berapa lama ibuk mengajarkan bahasa inggris speaking khususnya di sekolah ini buk? (*How long have you been teaching speaking English, especially in this school*)

I: kalau mengajarkan bahasa inggris nya udah lama ya cuman pindah-pindah sekolah,,kalau speaking memang ada pertemuan nya ya di setiap kelas,, (*i already teaching speaking for a long time but moved around another school,, indeed there is a meeting of speaking in each class*)

R: punya kesulitan ibuk dalam mengajarkan speaking?(*do you have difficulties in teaching speaking*)

I: aaa kesulitan nya cuma pronunciation anak-anak cara pengucapan nya,,kemudian keberanian mereka untuk bicara di depan kelas itu masih agak aaa malu-malu gitu aa takut salah gitu aa jadi yang lebih banyak aa untuk pengucapan(*the difficult comes from student's pronunciation,, so their courage to speak in the front of the class still feeling shy,, afraid to make a mistake,,so more on pronounce*)

R: berarti ibuk punya kesulitan kan? Kira-kira kesulitan apa yang ibuk rasakan dalam mengajarkan speaking?(*it means you have difficulty, right? What are difficulties that you feel in teaching speaking*)

I: kalau metode kita udah praktekkan di papan tulis kan lalu mereka ikuti aa kalau apa tadi,, Aspek nya kalau waktu agak susah ya soal nya hanya beberapa diantara mereka yang bisa jadi agak menyita waktu juga gak cukup satu kali pertemuan (*the method we have practiced on the board then they follow,,it is a bit time's difficult because just few of them are able to,,so it is rather time consuming also not quite just one meeting*)

R: kalau dalam hal lain ada ga buk?(*anything else?*)

I: kalau untuk speaking ada alat untuk mendengar dengan video atau tape kan?(*for speaking, there are device to listen by video or tape, right?*)

R: kalau tadi kesulitan nya dari murid,, kalau dari segi yang lain gimana buk?(*if it the difficulty of the student,, how about in others term?*)

I: kalau kesulitan nya itu dari materi itu-itua aja soal nya kurikulum nya ada dua kan,*(the difficulty comes from the same material because there are two curriculum.right?)*

R: sekian interview nya ya bu,, Terima kasih atas waktunya*(that's all of the interview. Thank you for your time)*

Transcript of The Interview Result

Informant 4 on January 11.45 Am-11.51 Am

R: assalamu'alaikum

I : wa'alaikumsalm warahmatullahi wabarakatu

R: actually, i just wanna take your time to do my interview.

I: yes.

R: actually i just wanna make sure. Do you have difficulties in teaching speaking in aIslamic Boarding Junior High School?

I: so far is good but the problem is from the students actually. Because as we know from the elementary school they haven't learnt English intensively. so, this is the difficulties when we teach speaking to them. So, this is the difficulties when we teach speaking to them.

R: so, umm you have difficulties in teaching speaking.

I: yes

R: but i think i need more deep information.

I: hmm about the media. Talking about media in this school we have prepare the media actually. As we know the students is a teenager they can't prepare intensively this is the problem that we faced in teaching English here and but so far we just watch the students in doing their task in speaking this is the difficulties . we do the intensive class at the aftnoon aa so this is additional class.

R: what about the method of your teaching?

I: so, i have so many method actually. The method that i apply to the students specially for vocabulary. I just like do direct method, audio lingual method. It's the classic method you know? I am happy to apply this method because. This method can improve pronunciation i think.

R: any else?

I: the limit of english time. So, far English actually i have limit time but we just focus on the curriculum that suggest to do. So, it's limited time.

R: umm okay. what about the evaluation of the students?

I: hmm the score? Okay so far previous semester the score of the students is quiet good. For seventh grade they have improvement actually. For the eight is not too bad so far is good humm.

R: do you think that's all the difficulties, right?

I: yah

R: do you have any difficulties?

I: i think no..

R: thank you for your time

I: nevermind

Transcript of The Interview Result

Informant 5 on 21 January 11.50 P.m-11.51 P.m

R: Assalamu'laikum

I: wa'alaikumsalam

R: i just wanna make sure. do you have difficulties in teaching speaking in Islamic Boarding Junior High School?

I: honestly yes. Because there are somany thing that student.. first from the students they are not focus like they do not know the vocabulary well. They think it's so hard to pronounce the word. This is kind of the difficult because what written on the book is different in pronounciation. So they think something it's hard to do

R: if it's come from students. Do you think others difficulties come from just like media, method of teaching. What do you think about it?

I: so, the media i do some the difficulties because for the example the media that provide by the school is not enough. So, we got difficulies to use like infocus or something liket that. Because in this school we only have got one infocus . so, we have to take turn to use that. So, sometimes in my class i can't use it.

R: okay, what about the method that you used?

I: we just do the communicative learning so, because there is the limitation in using the media. We just do the manual one. Manual one right? Asking question, asking for their active. We want them to be active in the class.

R: do you think umm it's the difficulties one?

I: yah

R: could you tell me the others difficulties that you faced ?

I: maybe, They are not willing to learn English its self. Beacuse they think English is so hard. They think some other language like arabic is more interesting than English. So, aa maybe because they do not practice English very well and also the environment in this school more practicing in arabic.

R: i think this is last question..What about limit time of english so it will be affected to speaking's time of the students?

I: yes.it's also the problem but when we are in the class. They think it's too long to speak to learn English because they really not like English. It's the problem here.

R: umm okay. Do you think it's all the difficulties that have you faced in this school?

I: ya. But for the motivation it's good enough oo because for example when we give something new for them oo they can be more active in the class. So, Oo,, maybe for the variation of the method in teaching is the problem because i am a new teacher it's little bit difficult for me to adabt to this class,, to this school..

R: i think that's all of my question. Thank you for your time. Assalamu'alaikum.

I: okay. Wa'alaikum salam.

Transcript of The Interview Result

Informant 6 on 22 January 2016, 10.30am-10.36am

R: Assalamu'alaikum..

I: wa'alaikumsalam..

R: Minta waktu nya sedikit ya buk aa wawancara tentang teachers' difficulties in teaching speaking at private schools amm bisa minta waktu nya ya buk? (*can i take your time to do interview about teachers' difficulties in teaching speaking at private schools amm. may i take your time?*)

I: okay, of course go ahead

R: i just want to make sure jika ibuk mempunyai kesulitan dalam bahasa inggris apakah ibuk mempunyai kesulitan dalam mengajarkan speaking(*i just want to make sure id you have difficulty in English. Do you have difficulty in teaching speaking ?*)

I: yes

R: selanjutnya kira-kira kesulitan apa saja yang ibuk alami? mungkin ibuk bisa mendeskripsikannya(*then, what are the difficulties that you face? you might be could explain it*)

I: ya, oo dalm mengajar bahasa inggris terutama speaking skill apalagi untuk anak junior high school. ada beberapa kesulitan saya sebagai guru nya. yang pertama adalah buku pegangan bagi santri, yang kedua sumber untuk materi pelajaran pun terbatas karna disekolah kita smp Qur'an baru berjalan dua tahun, rata-rata murid yang masuk ke sekolah kita adalah ekonomi kebawah. jadi kita tidak begitu mewajibkan murid memiliki buku sumber kemudian sekolah masih pembiayaan nya terbatas sehingga sumber yang dimiliki terbatas. paling banyak dua sampai tiga buku. kemudian yang berikutnya input dari student nya yang masuk .kebanyakan sekolah mereka banyak yang belum memilki mata pelajaran bahasa inggris waktu di sd dulu. jadi otomatis ketika masuk smp mereka agak kesulitan. karna latar belakang bahasa inggris mereka kurang sehingga itu salah satu kesulitan nya kemudian otomatis kita harus mengajarkan beberapa vocab yang harus mereka kuasai. nah kadangkala ketika kita mengajarkan vocab kita memberikan banyak latihan. waktu tidak mencukupi. jadi ada beberapa hal yang pertama sumber buku, waktu yang tidak cukup untuk mengajarkan speaking kepada anak.(*in teaching English especially in speaking skill. Especially for junior high school children. There are some difficulty as their teacher. The first is handbook for students, second source for the subject matter is limited because our school has been running two year. The average of students who apply in our school is the low economy. So, we were not so obliging the students to have the resource book. Then, school finance is limited. So, the source is limited most two or three books. then, the next input from its student intake. most of their schools do not have the English language subjects in elementary school. so automatically*)

when they entering junior high school, they were a bit difficult because the background of their lack of English. so it was one of the difficulties. then automatically we have to teach them some vocab that must be mastered. sometimes when we teach vocab we give a lot of practice. Insufficient time. so there are some things that the first source of the book, which is not enough time to teach speaking to students.)

R: oke, selain dari hal yang ibuk udah jabarkan. Ada hal lain ngga yang menjadi kesulitan dalam mengajarkan speaking..(okay, apart from what you already describe. Do you have another things come as difficulty in teaching speaking?)

I: mungkin barangkali media ya.. karena sekolah kita baru jadi media untuk mem-
push mereka speaking english tu kurang kaya media listening, kemudian infocus
untuk mengikat mereka mau belajar speaking karena kekurangan media
juga(media perhaps yes..because our school still new so media to push them to
speak in english is less such a listening media then infocus to bind themwant to
learn speaking because of a lack of media as well)

R: oke, hmm dari hal yang sudah disebutkan oo apakah cukup atau ada hal-hal lain juga(okay, hmm from the things already mentioned,, it is quite enough or there any else)

I: mungkin barangkali sistim aja yang. belum ada di sekolah. karena sekolah
masih baru dan kemudian sekolah kita kan spesifik nya kan tahfidzul qur'an jadi
sistem itu belum ada kalau sekiranya sekolah menambah jam atau waktu untuk
anak bicara bahasa inggris dalam artian belum ada sistem yang mengikat.(
perhaps the system does not exist by the school beacause the school is still new
and then our school is specific in tahfidzul Qur'an. So,the system does not yet
exist. In case school adds hours or time for students to speak in English.at least,
there is no binding system)

Transcript of The Interview Result

Informant 7 on 23 January 10.30 Am-10.37 Am

R: assalamu'alaikum pak

I: wa'alaikum salam warahmatullahi wabaarakatu

R: bisa minta waktu nya sebentar pak?(*can i take your time for a while sir?*)

I: bisa(*yes, you can*)

R: sebelumnya saya mau memaastikan bapak punya kesulitan dalam mengajarkan speaking, ada nggak ?(*i want to make sure you have difficulty in teaching speaking,, do you have?*)

I: ya,,kesulitan dalam mengajarkan speaking sebenarnya dari siswa karna tidak semua siswa mempunyai speaking yang baik jadi walaupun demikian sebagai guru bahasa inggris seharusnya memberikan motivasi dan memberikan semacam admire ya,,aa,, pujian kepada anak agar self confident nya tumbuh. Karna tidak semua anak mempunyai kemampuan yang sama. Karna terkait di sekolah-sekolah bahasa inggris kita harus mendudukkan dulu basic nya walaupun anak-anak tersebut tingkat nya smp sebagian basicnya belum nampak jadi ketika kita mengajar di sekolah sepuluh menit pertama atau dalam satu minggu pertama kita menentukan basicnya dulu. Setelah duduk basic nya kita sebagai guru selalu memancing anak-anak untuk berkomunikasi karna mengajarkan bahasa ini tidak hanya menulis, tidak hanya belajar structure, tapi mendengar juga dengan mendengar tersebut anak-anak nanti akan meniru. Jadi, kesulitan nya anak-anak di vocabulary anak dan juga di strucure nya. Bagaimana menunjukkan motivasi ke anak-anak agar enjoy (*yes ,, difficulty in teaching actualyl speaking of students because not all students have a good speaking so nevertheless as an English teacher should provide motivation and give some sort of admire ya ,, aa ,, compliment to the child to his growing self-confident. because not all of children have the same capabilities. Because related schools English language we have to sit his first basic although these children his level junior high school most their basic not appeared. so when we teach in schools or within the first ten minutes of the first week we determine their basic first. After his basic seated us as teachers always lure children to teach the language to communicate because this is not just writing, not only to learn structure, but also by listening to hear the children would later imitate. Thus, the difficulty of her children in the vocabulary of children and also in its strucure. How to show motivation for children to enjoy*)

R: okay. Berarti bapak punya kesulitan ya pak ya? Kira kira bapak bisa ngga menjabarkan dari segi apa kesulitan nya gitu pak..(*okay. It Means you have difficulty yes sir? Approximately could you describe in terms of what is the trouble sir ..*)

I: kesulitan dalam mengajarkan speaking banyak dari anak ya..(*the difficulty in teaching speaking most comes from the students ya*)

R: selain dari anak ada gak pak? (*any else except the students sir?*)

I: ya memang sumber nya dari anak sumber nya,, karna anak mempunyai vocabulary dan aa ilmu yang terbatas untuk bahasa inggris,,(*yes indeed the source from the student ,, because student have a vocabulary and aa limited knowledge of the English language ,,*)

R: berarti itu menjadi kesulitan bapak ya?(*it becomes as your difficulty sir?*)

I: iya, jadi komunikasi kita kan nggak lancar contoh ketika kita mau menerangkan pelajaran kita kan memang harus berbahasa inggris tapi nggak semua anak yang mengerti contoh kita mau menerangkan preposition. Preposition of time. Cuma kesulitan nya memang dari anak karena memang vocab nya kurang dan jarang komunikasi bahasa inggris. Kunci nya membudidayakan bahasa inggris pada anak-anak (*Yes, so our communication is not running well, example when we want to explain the lesson we must speak English but not all of children who understand. the example we want to explain preposition. Preposition of time. the only difficulty is come from the student. because the lack of vocab and rarely communication in English. The key is English cultivate in student*)

R: berarti bapak Cuma merasakn kesulitan di siswa saja ya pak ya? Okay saya rasa jika ada informasi yang mau digali lagi mungkin bapak ada waktu . bisa kan pak?(*Just means you only feel difficulty in students' yes sir? Okay I think if there is information that would be extracted again maybe you have time. Can't you?*)

I: okay

R: terima kasih pak. Assalamu'alaikum.(*thank you. Peace be upon you*)

I: waalaikumsalam

Transcript of The Interview Result

Informant 8 on 27 January 02.30 P.m-02.35 P.m

R: hello mr..

I: hello

R: actually i just wanna do interview with you with my title teachers' difficulties in teaching speaking at private school

I: okay

R: my question is do you think you have difficulties in teaching speaking? I just wanna make sure.

I: maybe ya little bit,,

R: could you explain the difficulties in teaching speaking?

I: okay,,honestly from my students,,all of my students must know what i'm saying all because not all of my students can understand about my speaking,,because low of vocabularies,, okay that's my problem. The second one some of my students low about little bit confident so they didn't want to explain in English and still use local languages.

R: if it's comes from students. Do you think there are difficulties except the students ?

I: because my class really have fun so it's mean they understand. if i angry to them they are still happy to study with me because i have a fun class like entertaaain class..

R: what about the way that you teach to the students?

I: the way you mean? Oh my God,,it's very good question i think,,so i have look like i have the narrative class, purposive class,so i have entertaintment class. So it's mean that my students will be free,,when they learning about English to me not be like the hormat class we have informat classs and also my students will gonna say what's gonna be the next to explain or explore aboout their idea,,

R: umm,, when you teach speaking we usually have material. What do you think about it?

I: it's very good because material We have make it before so based on the structure material so based on the line we can do it and do it and modificate based on our environment class sometimes we have the main topic sometimes we get deep and deep material as long as my students can understand but if they're not understand we can make the simple topic,, based on our schedule before,, only that.

R: okay,,one question again,,do you think just like the other teacher method aa comes as difficult..what do you think?

I: the others teacher?

R: ya method of teaching..

I: you know,, maybe ya but im not sure about that as according to my experience as long as we have some many way so we have some many experience we can handle it,,but i don't know depends on the process may be,,don't make it to be general..i think..

R: do you think any else? The difficulties that you faced when you teach speaking?

I: i think so. Only that maybe because all of my students have hight confident and also little bit vocabulary but it's okay for them. Based on my inspiring for them have fun.

R: so that's all of this interview. I think it's enough,, thanks for your time..

Transcript of The Interview Result

Informant 9 on 27 January 01.50 P.m-01.54 P.m

R: sore mrs (*good afternoon mrs*)

I: sore,,(*good afternoon*)

R: bisa minta waktu sebentar untuk interview tentang teachers' difficulties in teaching speaking at private school (*can i take your time for a while to interview about tentang teachers' difficulties in teaching speaking at private school*)

I: okay..(*okay*)

R: pertanyaan nya,, kira-kira mrs ada kesulitan ngga dalam mengajarkan speaking? Khusus nya di Islamic Boarding Junior High School,,(*the question, do you have difficulties in teaching speaking? Especially in Islamic Boarding Junior High School*)

I: umm,, untuk kesulitan pastinya ada ya,,setiap guru pasti mempunyai kesulitan terutama untuk mengajarkan speaking,, sama kita ketahui di indonesia bahasa inggris masih termasuk foreigners bukan second language,, jadi terutama untuk kelas tujuh yang junior high school ini aa,, kita sudah tau kan kalau di sd sudah dihapuskan untuk mata pelajaran bahasa inggris. Jadi kebanyakan siswa disini itu Cuma sedikit yang ada belajar bahasa inggris di sd nya. Jadi, kebanyakan kesulitan itu dari siswa nya sendiri ,, karena kita haarus mengajar dari awal dari a,b,c,d klo berhitung dari 1,2,3 jadi dari siswa terutama apa tu kesulitan dalam mengajar speaking,,(*umm ,, certainly there are trouble ya ,, each teacher must have difficulties, especially in teaching speaking,as we know in Indonesia English language is still as a foreign language not as second,, so mainly for the seventh grade junior high school , , we already know it if in elementary school English subjects have been abolished for. So most students here just a bit of studying English in their elementary school. So, most of the difficulties comes from students ,, because we must teach from the beginning. so the difficulty is from students*)

R: kira-kira anda punya kesulitan yang lain nggak? (*do you have another difficulties ?*)

I: kesulitan yang lain itu aaa selain dari siswa tu mungkin dari sumber apanya ya sumber learning nya,,atau apalagi ya, soalnya sekolah nya baru 8 tahun ya,,jadi sumber buku nya masih sedikit hmm jadi kita sumber yang kita punya masih satu, dua atau tiga gitu ya yang disediakan sekolah,, (*another difficulties except the students might be from the learning sources such as lack of book that provided by the school*)

R: okay dari dua hal yang tadi,,masih ada hal yang lain bu ?(*from two things, any else?*)

I: iya,, umm disini siswa nya dari luar daerah dan tingkah laku nya bermacam-macam,, jadi dalam managemen kelas juga timbul kesulitan dalam mengajarkan speaking *„(yes,, is over here ,, umm the students from outside the area and his behavior assortment ,, so the class management also be difficult to teach speaking)*

R: masih ada hal lain yang mrs rasakan nggak dalm mengajarkan speaking ?*(there still another things that you feel in teaching speaking?)*

I: umm,, mungkin media,, dalam mengajarkan speaking kita kan butuh apa nama nya tu,, aa,, apa namanya kita dengarkan dari asli kaya dari listeniing,, misal dari video,, kaset,, jadi alat-alat untuk memutar itu disini kan terbatas dan infocus *Cuma beberapa di pakai disini „(umm,, maybe media,,in teaching speaking we need,,what we called?,,aa,,we listen from the original like of listening,, such as video,,cassette,,so the devices to play that over here is limited and there are few infocus only)*

R: masih ada nggak atau cukup kira-kira kesulitan nya,,*(there are another or the difficulties is enough)*

I: mungkin udah sampai disana aja,,*(May already enough)*

R: kalau sudah tidak ada. Saya rasa interview kita cukup untuk kali ini. Terima kasih atas waktu nya,,*(if there is no. I think our interview is enough for this time. Thanks for the time)*

I: iya,, sama-sama *(yes, nevermind)*

Transcript of The Interview Result

Informant 10 on 1 February 07.10 P.m-07.17 P.m

R: assalamu'alaikum

I: wa'alaikumsalam warahmatullahi wabarakatu

R: minta waktu nya sebentar ya pak?(*can i take your time for a while sir?*)

I: boleh silahkan(*yes, please*)

R: saya mau mewawancarai bapak tentang teachers' difficulties in teaching speaking at private school. Jadi, pertanyaan nya bapak punya kesulitan nggak dalam mengajarkan speaking khususnya di islamic boarding junior high school,

(*i want to interview you about teachers' Difficulties in teaching speaking at private schools. So, the question is do you have difficulties in teaching speaking, especially in Islamic Boarding Junior High School ,,*)

I: yah,, yaa khususnya yang bapak alami ya kesulitan yang dirasa ya seperti memang dimana bapak mengajar di sekolah thawalib gitu kan,, ya salah satu oo sekolah swasta berbasis islam,, salah satu masalahnya yaitu kurang nya jam aa itu,,kenapa di thawalib ini hanya tiga jam dalam seminggu? Karena thawalib ini dominan pelajaran agama. Aa itu tujuh puluh lima persen ya kan,,sementara bahasa inggris itu hanya pelajaran yang wajib diselenggarakan sesuai kurikulum nya kan,, jam nya juuga nggak bisa ditambah gitu kan,,karena thawalib dominan kepada ooo pelajaran agama gitu kan,,(*Well ,, yaa especially the difficulties that i faced where i teach at the Thawalib school ,, ya one based Islamic private schools oo ,, one problem is the lack of hours ,, why in Thawalib is just three hours a week? Because this Thawalib dominant religious lesson in seventy-five percent.,, while the English language just a lesson that must be carried out according to the curriculum right ,, the hours can not be added also,, because Thawalib dominant in islamic lesson,,*)

R: jadi jam lah yang salah satu nya menjadi kesulitan bapak ya,,(*so, the hour is the one that becomes as your difficulty*)

I: yaa.jam salah satunya.. yang kedua gitu kan,,berkaitan dengan masalah sarana fasilitas ya? yang ada penunjang belajar seperti media apakah itu infocus itu kan,, itu sangat oo punya peranan gitu kan oo dalm oo bagaimana siswa itu dan guru nya lebih enjoy dalam pelajaran kan..jadi tidak monoton kan,, jadi anak-anak tidak monoton kan,,apalagi sekarang kurikulum tiga belas kan? Yang berbasis saintifik gitu kan,,dan memang itu salah satu kendala juga, input siswa yang masuk juga menjadi kendala. Anak-anak itu mungkin pernah belajar bahasa inggris dari kursus kalau orang tua nya kalangan atas, kalau kalangan sosial kebawah yang pendidikan nya kurang itu juga menjadi sebuah kendala gitu..karena tidak ada semacam kemauan karena mereka tidak belajar bahasa inggris waktu di sd kan,,(*yaa. Our is the one,, the second the issues related to the*

facility's problem,, such as teaching media or infocus ,, it has a role so the performance oo oo how students and teachers enjoy it more performance kan.so it will be not monotonous lessons ,, so the children do not monotonous right, , especially now that the curriculum thirteen, right? Scientifically based right ,, and indeed it is one of the obstacles as well, the input of incoming students is also an obstacle. The children may never learn English of course if the parents are among the high economy, if social circles down that education is less it has also become an obstacle..they do not have a will because they do not learnt English in elementary school,)

R: itu kesulitan dari siswa ya pak dan media. Apalagi kesulitan yang bapak rasakan? *(the difficulty of student and media,right. Moreover, the difficulties that you feel?)*

I: oo disini ya untuk di boarding school untuk keterbatasan dan untuk menghindari kesulitan guru butuh pembinaan yaa,,*(oo here in boarding school for limitations and to avoid the difficulties teachers need guidance right ,,)*

R: dari hal yang sudah bapak sebutkan tadi,, masih ada nggak kesulitan yang lain yang bapak alami dalam mengajarkan speaking *(from the things you already mentioned, there are another difficulties that you have experienced in teaching speaking)*

I: ya,,disini memang ya tadi tentang minat belajar anak,, di thawalib anak lebih banyak belajar agama termasuk bahasa inggris,, kalau asrama bisa mengaktifkan program bahasa ini bisa menghilangkan kesulitan guru juga kan,,*(indeed yes ,, about the child's learning interests ,, in Thawalib the student more study religious included English ,, if dormitories can activate this language program. it can eliminate the difficulties teachers)*

R: jadi kesulitan bapak dari siswa dan media ya pak ya? *(so, your difficulty comes from student and media, right?)*

I: jam juga satu lagi..*(hours too)*

R: sekian interview nya kali ini ya pak. Terima kasih atas waktu nya. Assalamu'alaikum.*(so,that's all of our interview for this time. Thank you for your time. Peace be upon you)*

Transcript 3: Coding of the Interview Result

Coding of the Interview Result

Informant 1 on 18 January 10.20 Am-10.25 Am

1-1: speaking erat kaitannya dengan kosa kata,,kesulitan nya siswa less vocabulary jadi dalam speakiing mereka mengalami kendala, bicara speakiing,, penggunaan laptop atau infocus yang di gunakan guru lain karna gak cukup di sediakan sekolah ya,, dari segi waktu minus lah

*(speaking closely related to vocabulary,, the difficulties is the **students' lack of vocabulary(b)** so in speaking they had a problem, talking about speaking,, **the used of laptop or infocus(d)** that used by the other teacher because it is not enough provided of the school ya and in terms of **the limit of time(e)**)*

1-1: kesulitan nya siswa less vocabulary, penggunaan laptop atau infocus yang di gunakan guru lain karna gak cukup, dari segi waktu minus lah.

students' lack of vocabulary(b), the used of laptop or infocus(c), the limit of time()

Informant 2 on 19 January 01.50 P.m-01.54 P.m

1-2: kesulitan yang paling mendasar itu sebagian besar siswa-siswi itu lack of vocabulary,,tapi kalau positif nya siswa itu punya keberanian untuk tampil jadi karena keberanian itu jadi spirit bagi saya gimana di speaking itu bisa okay,,hmm. kalau dari method of teaching nya mungkin apa namanya saya masih menggunakan metode itu terus jadi ada saat nya siswa ada yang

boring oo jadi ya sebenarnya saya butuh seperti workshop untuk mengajarkan speaking ya,,agar metode saya bisa berkembang. kalau untuk kelas sembilan jam nya agak sedikit ya,,agak kewalahan saya karna kekurangan jam,,berharap ada penambahan jam,,

*(The most fundamental difficulty that most of **students lack of vocabulary()**, but the positive one is the students have a courage to show on because of that it so comes as spirit for me to make speaking be okay. **the method of teaching()** what can we called,, i always use the same method so the student sometimes get bored oo so actually i need such workshop to teach speaking ya,, to develop my method . time for ninth grade is less ya,, its a little bit overwhelmed i got difficult because of it,, i hope there are **additional time()**)*

- 1-2: siswa-siswi itu lack of vocabulary, method of teaching, penambahan jam
students lack of vocabulary(), the method of teaching(), additional time()

Informant 3 on 10 January 10.20 Am-10.24 Am

- 1-3: kesulitan nya cuma pronunciation anak-anak cara pengucapan nya,,kemudian keberanian mereka untuk bicara di depan kelas itu masih agak aaa malu-malu gitu aa takut salah gitu aa jadi yang lebih banyak aa untuk pengucapan. kalau metode kita udah praktekkan di papan tulis kan lalu mereka ikuti aa kalau apa tadi,, Aspek nya kalau waktu agak susah ya soal nya hanya beberapa diantara mereka yang bisa jadi agak menyita

waktu juga gak cukup satu kali pertemuan. kalau kesulitan nya itu dari materi itu-itu aja soal nya kurikulum nya ada dua kan,,

*(the difficult comes from **student's pronunciation()** so their courage to speak in the front of the class still feeling shy,, afraid to make a mistake,,so more on pronounce. the method we have practiced on the board then they follow,,it is a bit **time's difficult()** because just few of them are able to,,so it is rather time consuming also not quite just one meeting. the difficulty comes from the **same material()** because there are two curriculum.right?)*

1-3: pronunciation anak-anak, materi nya itu-itu saja

student's pronunciation(), time's difficult(), same material()

Informant 4 on January 11.45 Am-11.51 Am

1-4: so far is good but **the problem is from the students actually()**. Because as we know from the elementary school they haven't learnt intensively so, this is the difficulties. So, this is the difficulties when we teach speaking to them. hmm **about the media()**. Talking about media in this school we have prepare the media actually. As we know the students is a teenager they can't prepare intensively this is the problem that we faced in teaching English here and but so far we just watch the students in doing their task in speaking this is the difficulties . we do the intensive class at the afternoon and so this is additional class. **The limit of english time()**. So, far English

actually i have limit time focus on the curriculum that suggest to do. So, it's limited time.

1-4: the problem is from the students actually(), about the media(),the limit of english time()

Informant 5 on 21 January 11.50 P.m-11.51 P.m

1-5: honestly yes. Because there are somany thing that student.. **first from the students()** they are not focus like they do not know the vocabulary well. They think it's so hard to pronounce the word. This is kind of the difficult because what written on the book is different in pronounciation. So they think it's hard to do. so, **the media()** i do some the difficulties because for the example the media that provide by the school is not enough. So, we got difficulies to use like infocus or something liket that. Because in this school we only have got one infocus . so, we have to take turn to use that. So, sometimes in my class ican't use it. maybe, They are not willing to learn English its self. Beacuse they think English is so hard. They think some other language like arabic is more interesting than English. So, aa maybe because they do not practice English very well and also the environment in this school more practicing in arabic. yes.it's so the problem but when we are in the class. They think it's too long to speak to learn English because they are really not like English. It's the problem here. Oo,, maybe for **the variation of the method()** in teaching is the problem because it's little bit difficult for me to adabt to this class in this school..

1-5: *from the students(), the media i(), the variation of the method ()*

Informant 6 on 22 January 2016, 10.30am-10.36am

1-6: ada beberapa kesulitan saya sebagai guru nya. yang pertama adalah buku pegangan bagi santri, yang kedua sumber untuk materi pelajaran pun terbatas karna disekolah kita smp Qur'an baru berjalan dua tahun, rata-rata murid yang masuk ke sekolah kita adalah ekonomi kebawah. jadi kita tidak begitu mewajibkan murid memiliki buku sumber kemudian sekolah masih pembiayaan nya terbatas sehingga sumber yang dimiliki terbatas. paling banyak dua sampai tiga buku. kemudian yang berikutnya input dari student nya yang masuk .kebanyakan sekolah mereka banyak yang belum memiliki mata pelajaran bahasa inggris waktu di sd dulu. jadi otomatis ketika masuk smp mereka agak kesulitan. karna latar belakang bahasa inggris mereka kurang sehingga itu salah satu kesulitan nya kemudian otomatis kita harus mengajarkan beberapa vocab yang harus mereka kuasai.nah kadangkala ketika kita mengajarkan vocab kita memberikan banyak latihan. waktu tidak mencukupi. jadi ada beberapa hal yang pertama sumber buku, waktu yang tidak cukup untuk mengajarkan speaking kepada anak. karena sekolah kita baru jadi media untuk mem-push mereka speaking english tu kurang kaya media listening, kemudian infocus untuk mengikat mereka mau belajar speaking karena kekurangan media. barangkali sistim aja yang. belum ada di sekolah. karena sekolah masih baru dan kemudian sekolah kita kan spesifik nya kan tahfidzul qur'an jadi sistem itu belum ada kalau sekiranya sekolah menambah jam

atau waktu untuk anak bicara bahasa inggris dalam artian belum ada sistem yang mengikat

*(in teaching English especially in speaking skill. Especially for junior high school children. There are some difficulty as their teacher. **The first is handbook for students()**, **second source for the learning material is limited()** because our school has been running two year. The average of students who apply in our school is the low economy. So, we were not so obliging the students to have the resource book. Then, school finance is limited. So, the source is limited most two or three books. then, the next input from its student intake. most of their schools do not have the English language subjects in elementary school. so automatically when they entering junior high school, they were a bit difficult because the background of their lack of English. so it was one of the difficulties. then automatically we have to teach them some vocab that must be mastered. sometimes when we teach vocab we give a lot of practice. **Insufficient time()**. so there are some things that the first source of the book, which is not enough time to teach speaking to students. **media perhaps yes()**..because our school still new so media to push them to speak in english is less such a listening media then infocus to bind themwant to learn speaking because of a lack of media as well. perhaps the system does not exist by the school beacause the school is still new and then our school is specific in tahfidzul Qur'an. So,the system does not yet exist. In case*

school adds hours or time for students to speak in English.at least, there is no binding system)

- 1-6:** yang pertama adalah buku pegangan bagi santri, sumber untuk materi pelajaran, input dari student nya ,waktu yang tidak cukup, mungkin media.

The first is handbook for students, source for the learning material is limited(),input from its students, Insufficient time(), media perhaps yes()

Informant 7 on 23 January 10.30 Am-10.37 Am

- 1-7:** ya,,kesulitan dalam mengajarkan speaking sebenarnya dari siswa karna tidak semua siswa mempunyai speaking yang baik jadi walaupun demikian sebagai guru bahasa inggris seharusnya memberikan motivasi dan memberikan semacam admire ya,,aa,, pujian kepada anak agar self confident nya tumbuh. Karna tidak semua anak mempunyai kemampuan yang sama. Karna terkait di sekolah-sekolah bahasa inggris kita harus mendudukan dulu basic nya walaupun anak-anak tersebut tingkat nya smp sebagian basicnya belum nampak jadi ketika kita mengajar di sekolah sepuluh menit pertama atau dalam satu minggu pertama kita menentukan basicnya dulu. Setelah duduk basic nya kita sebagai guru selalu memancing anak-anak untuk berkomunikasi karna mengajarkan bahasa ini tidak hanya menulis, tidak hanya belajar structure, tapi mendengar juga dengan mendengar tersebut anak-anak nanti akan meniru. Jadi, kesulitan nya anak-anak di vocabulary anak dan juga di strucure nya. Bagaimana

menunjukkan motivasi ke anak-anak agar enjoy. ya memang sumber nya dari anak sumber nya,, karna anak mempunyai vocabulary dan aa ilmu yang terbatas untuk bahasa inggris,, iya, jadi komunikasi kita kan nggak lancar contoh ketika kita mau menerangkan pelajaran kita kan memang harus berbahasa inggris tapi nggak semua anak yang mengerti contoh kita mau menerangkan preposition. Preposition of time. Cuma kesulitan nya memang dari anak karena memang vocab nya kurang dan jarang komunikasi bahasa inggris. Kunci nya membudidayakan bahasa inggris pada anak-anak

*(yes ,, **difficulty in teaching actually comes from students**) because not all students have a good speaking so nevertheless as an English teacher should provide motivation and give some sort of admire ya ,, aa ,, compliment to the child to his growing self-confident. because not all of children have the same capabilities. Because related schools English language we have to sit his first basic although these children his level junior high school most their basic not appeared. so when we teach in schools or within the first ten minutes of the first week we determine their basic first. After his basic seated us as teachers always lure children to teach the language to communicate because this is not just writing, not only to learn structure, but also by listening to hear the children would later imitate. Thus, the difficulty of her children in the vocabulary of children and also in its strucure. How to show motivation for children to enjoy. yes indeed **the source from the student**) ,, because student have a*

vocabulary and aa limited knowledge of the English language ,, so our communication is not running well, example when we want to explain the lesson we must speak English but not all of children who understand. the example we want to explain preposition. Preposition of time. the only difficulty is come from the student. because the lack of vocab and rarely communication in English. The key is English cultivate in student)

1-7: ya memang sumber nya dari anak sumber nya

comes from students()

Informant 8 on 27 January 02.30 P.m-02.35 P.m

1-8: okay,,**honestly from my students()**,,all of my students must know what i'm saying all because not all of my students can understand what about my speaking,,because low of vocabularies,, okay that's my problem. The second one my students low about confident so they wont to expaliin in English and use local languages. so i have look like i have the narrative class, purposive class,so i have entertaint class. So it's mean that my students will be free,,when they learning English to me not be like the hormat class we have informat classs and also my students will gonna say what's gonna be the next to explain or explore aboout their idea,,

1-8: ***honestly from my students()***

Informant 9 on 27 January 01.50 P.m-01.54 P.m

1-9: umm,, untuk kesulitan pastinya ada ya,,setiap guru pasti mempunyai kesulitan terutama dalam mengajarkan speaking,, sama kita ketahui di

indonesia bahasa inggris masih termasuk foreign bukan second language,, jadi terutama untuk kelas tujuh yang junior high school ini aa,, kita sudah tau kan kalau di sd sudah dihapuskan untuk mata pelajaran bahasa inggris. Jadi kebanyakan siswa disini itu Cuma sedikit yang belajar bahasa inggris di sd nya. Jadi, kebanyakan kesulitan dari siswa nya sendiri ,, karena kita haarus mengajar dari awal jadi kesulitan nya memang dari siswa, kesulitan yang lain itu aaa selain dari siswa mungkin dari sumber learning nya,,seperti buku-buku nya masih sedikit ya yang disediakan sekolah,, iya,, umm disini siswa nya dari luar daerah dan tingkah laku nya bermacam-macam,, jadi dalam managemen kelas juga timbul kesulitan dalam mengajarkan speaking, umm,, mungkin media,, dalam mengajarkan speaking kita kan butuh apa nama nya tu,, aa,, kita dengarkan dari asli kaya dari listeniing,, misal dari video,, kaset,, jadi alat-alat untuk memutar itu disini kan terbatas dan infocus cuma beberapa,,

*(umm ,, certainly there are trouble ya ,, each teacher must have difficulties, especially in teaching speaking,as we know in Indonesia English language is still as a foreign language not as second,, so mainly for the seventh grade junior high school , , we already know it if in elementary school English subjects have been abolished for. So most students here just a bit of studying English in their elementary school. So, **most of the difficulties comes from students()** ,, because we must teach from the beginning. so the difficulty is from students. another difficulties except the students might be **from the learning sources()** such as lack of*

book that provided by the school. yes,, is over here ,, umm the students from outside the area and his behavior assortment ,, so the class management also be difficult to teach speaking. umm,, maybe media(),in teaching speaking we need,,what we called?,,aa,,we listen from the original like of listening,, such as video,,cassette,,so the devices to play that over here is limited and there are few infocus only.)

- 1-9:** Jadi, kebanyakan kesulitan dari siswa nya sendiri, sumber learning nya, mungkin media

most of the difficulties comes from students(),from the learning sources(),maybe media()

Informant 10 on 1 February 07.10 P.m-07.17 P.m

- 1-10:** yah,, yaa khususnya yang bapak alami ya kesulitan yang dirasa ya seperti memang dimana bapak mengajar di sekolah thawalib gitu kan,, ya salah satu oo sekolah swasta berbasis islam,, salah satu masalahnya yaitu kurang nya jam aa itu,,kenapa di thawalib ini hanya tiga jam dalam seminggu? Karena thawalib ini dominan pelajaran agama. Aa itu tujuh puluh lima persen ya kan,,sementara bahasa inggriis itu hanya pelajaran yang wajib diselenggarakan sesuai kurikulum nya kan,, jam nya juuga nggak bisa ditambah gitu kan,,karena thawalib dominan kepada ooo pelajaran agama gitu kan,, yaa.jam salah satunya.. yang kedua gitu kan,,berkaitan dengan masalah sarana fasilitas ya? yang ada penunjang belajar seperti media apakah itu infocus itu kan,, itu sangat oo punya peranan gitu kan oo dalm

oo bagaimana siswa itu dan guru nya lebih enjoy dalam pelajaran kan..jadi tidak monoton kan,, jadi anak-anak tidak monoton kan,,apalagi sekarang kurikulum tiga belas kan? Yang berbasis saintifik gitu kan,,dan memang itu salah satu kendala juga, input siswa yang masuk juga menjadi kendala. Anak-anak itu mungkin pernah belajar bahasa inggris dari kursus kalau orang tua nya kalangan atas, kalau kalangan sosial kebawah yang pendidikan nya kurang itu juga menjadi sebuah kendala gitu..karena tidak ada semacam kemauan karena mereka tidak belajar bahasa inggris waktu di sd kan, ya,,disini memang ya tadi tentang minat belajar anak,, di thawalib anak lebih banyak belajar agama termasuk bahasa inggris,, kalau asrama bisa mengaktifkan program bahasa ini bisa menghilangkan kesulitan guru juga kan,, jam juga satu lagi

*(Well ,, yaa especially the difficulties that i faced where i teach at the Thawalib school ,, ya one based Islamic private schools oo ,, one problem is **the lack of hours()** ,, why in Thawalib is just three hours a week? Because this Thawalib dominant religious lesson in seventy-five percent,, while the English language just a lesson that must be carried out according to the curriculum right ,, the hours can not be added also,, because Thawalib dominant in islamic lesson. yaa. Our is the one,, the second the issues related to the facility's problem,, **such as teaching media()** or infocus ,, it has a role so the performance oo oo how students and teachers enjoy it more performance kan.so it will be not monotonous lessons ,, so the children do not monotonous right, , especially now that*

*the curriculum thirteen, right? Scientifically based right ,, and indeed it is one of the obstacles as well, **the input of incoming students()** is also an obstacle. The children may never learn English of course if the parents are among the high economy, if social circles down that education is less it has also become an obstacle..they do not have a will because they do not learnt English in elementary school. indeed yes ,, about the child's learning interests ,, in Thawalib the student more study religious included English ,, if dormitories can activate this language program. it can eliminate the difficulties teacher. hours too)*

- 1-10:** kurang nya jam, penunjang belajar seperti media, input siswa yang masuk juga menjadi kendala

the lack of hours(),the facility's problem,, such as teaching media(),the input of incoming students()

Appendix 4: Reduction of the Data

Table 1: the Difficulties in Teaching Speaking

No	Informant	Statements	Analysis	Codes
1.	Informant 1	speaking closely related to vocabulary,, the difficulties is the students' lack of vocabulary so in speaking they had a problem, talking about speaking,, the used of laptop or infocus that used by the other teacher because it is not enough provided of the school ya and in terms of the limit of time	a. Students' less vocabulary b. Media c. Time	- SLV -M -T
2.	Informant 2	The most fundamental difficulty that most of students lack of vocabular , but the positive one is the students have a courage to show on because of that it so comes as spirit for me to make speaking be okay. the method of teaching what can we called,, i always use the same method so the student sometimes get bored oo so actually i need such workshop to teach speaking ya,, to develop my method . time for ninth grade is less ya,, its a little bit overwhelmed i got difficult because of it,, i hope there are additional time	a. Student's less vocabulary b. Method of Teaching c. Time	-SLV -MT -T
3.	Informant 3	the difficult comes from student's pronunciation so their courage to speak in the front of the class still feeling shy,, afraid to make a mistake,,so more on pronounce. the method we have practiced on the board then they follow,,it is a bit time's difficult because just	a. Students' pronunciati on b. Time c. Material	-SP -T -M

		few of them are able to,,so it is rather time consuming also not quite just one meeting. the difficulty comes from the same material because there are two curriculum.right?		
4.	Informant 4	so far is good but the problem is from the students actually. Because as we know from the elementary school they haven't learnt intensively so, this is the difficulties. So, this is the difficulties when we teach speaking to them. hmm about the media. Talking about media in this school we have prepare the media actually. As we know the students is a teenager they can't prepare intensively this is the problem that we faced in teaching English here and but so far we just watch the students in doing their task in speaking this is the difficulties . we do the intensive class at the afternoon and so this is additional class. The limit of english time. So, far English actually i have limit time focus on the curriculum that suggest to do. So, it's limited time.	a. Student b. Media c. Time	-S -M -T
5.	Informant 5	honestly yes. Because there are somany thing that student.. first from the students they are not focus like they do not know the vocabulary well. They think it's so hard to pronounce the word. This is kind of the difficult because what written on the book is different in pronunciation. So they think it's hard to do. so, the media i do some the	a. Student b. Media c. Method of Teaching	

		difficulties because for the example the media that provide by the school is not enough. So, we got difficulties to use like infocus or something like that. Because in this school we only have got one infocus . so, we have to take turn to use that. So, sometimes in my class i can't use it. maybe, They are not willing to learn English its self. Beacuse they think English is so hard. They think some other language like arabic is more interesting than English. So, aa maybe because they do not practice English very well and also the environment in this school more practicing in arabic. yes.it's so the problem but when we are in the class. They think it's too long to speak to learn English because they are really not like English. It's the problem here. Oo,, maybe for the variation of the method in teaching is the problem because it's little bit difficult for me to adabt to this class		
6.	Informant 6	in teaching English especially in speaking skill. Especially for junior high school children. There are some difficulty as their teacher. The first is handbook for students, second source for the subject matter is limited because our school has been running two year. The average of students who apply in our school is the low economy. So, we were not so obliging the students to have the resource book. Then, school finance is limited. So, the source is limited most two	a. Learning Sources b. Time c. Media	-LS -T -M

		or three books. then, the next input from its student intake. most of their schools do not have the English language subjects in elementary school. so automatically when they entering junior high school, they were a bit difficult because the background of their lack of English. so it was one of the difficulties. then automatically we have to teach them some vocab that must be mastered. sometimes when we teach vocab we give a lot of practice. Insufficient time. so there are some things that the first source of the book, which is not enough time to teach speaking to students. media perhaps yes()..because our school still new so media to push them to speak in english is less such a listening media then infocus to bind themwant to learn speaking because of a lack of media as well. perhaps the system does not exist by the school beacause the school is still new and then our school is specific in tahfidzul Qur'an. So,the system does not yet exist. In case school adds hours or time for students to speak in English.at least, there is no binding system		
7.	Informant 7	yes ,, difficulty in teaching actually comes from students because not all students have a good speaking so nevertheless as an English teacher should provide motivation and give some sort of admire ya ,, aa ,, compliment to the child to his growing self-confident. because not all of children	a. Student	-S

		have the same capabilities. Because related schools English language we have to sit his first basic although these children his level junior high school most their basic not appeared. so when we teach in schools or within the first ten minutes of the first week we determine their basic		
8.	Informant 8	okay,, honestly from my students ,,all of my students must know what i'm saying all because not all of my students can understand what about my speaking,,because low of vocabularies,, okay that's my problem. The second one my students low about confident so they wont to expaliin in English and use local languages. so i have look like i have the narrative class, purposive class,so i have entertaint class. So it's mean that my students will be free,,when they learning English to me not be like the hormat class we have informat classs and also my students will gonna say what's gonna be the next to explain or explore about their idea,,	a. Student	-S
9.	Informant 9	umm ,, certainly there are trouble ya ,, each teacher must have difficulties, especially in teaching speaking,as we know in Indonesia English language is still as a foreign language not as second,, so mainly for the seventh grade junior high	a. Student b. Media	-S -M

		school , , we already know it if in elementary school English subjects have been abolished for. So most students here just a bit of studying English in their elementary school. So, most of the difficulties comes from students ,, because we must teach from the beginning. so the difficulty is from students. another difficulties except the students might be from the learning sources such as lack of book that provided by the school. yes,, is over here ,, umm the students from outside the area and his behavior assortment ,, so the class management also be difficult to teach speaking. umm,, maybe media in teaching speaking we need,,what we called?,,aa,,we listen from the original like of listening,, such as video,,cassette,,so the devices to play that over here is limited and there are few infocus only.		
10.	Informant 10	Well ,, yaa especially the difficulties that i faced where i teach at the Thawalib school ,, ya one based Islamic private schools oo ,, one problem is the lack of hours,, why in Thawalib is just three hours a week? Because this Thawalib dominant religious lesson in seventy-five percent,, while the English language just a lesson that must be carried out according to the curriculum right ,, the hours can not be added also,, because Thawalib dominant in islamic lesson. yaa. Our is the one,, the second the issues related to the	a. Student b. Media c. Time	-S -M -T

		facility's problem,, such as teaching media or infocus ,, it has a role so the performance oo oo how students and teachers enjoy it more performance kan.so it will be not monotonous lessons ,, so the children do not monotonous right, , especially now that the curriculum thirteen, right? Scientifically based right ,, and indeed it is one of the obstacles as well, the input of incoming students is also an obstacle.		
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Appendix 5: Data Display

**Table 2: The Difficulties in Teaching Speaking in
Islamic Boarding Junior High School**

No.	The Difficulties in Teaching Speaking in Islamic Boarding Junior High School	Informants
1.	Students	1,2,3,4,5,6,7,8,9,10
	a. Less Vocabulary	1
	b. Pronunciation	3
	c. Less English Background	6
2.	Time	1,2,4,6,10
	a. Limited Allocation for Speaking	1,6
3.	Material	3,6
	a. Same Material	3
	b. Less	3
	c. Hand Book	6
4.	Method of Teaching	2,5
	a. Same Method	2
	b. Monoton of Method	2
	c. Difficult to Adapt	5
5.	Media	1,4,5,6,9,10
	a. The used of laptop or infocus	1
	b. Listening Media	6

6.	Learning Sources a. Lack of Book	6,9 9
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KEMENTERIAN AGAMA
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Batusangkar, 12 Januari 2016

Nomor : Sti.02/IX/TL.00/ 66. h /2016
Lampiran : 1 (satu) eksemplar
Hal : **Mohon Penerbitan Surat Izin Penelitian**

Kepada Yth.
Walikota Padang Panjang
Cq. Kepala Kantor Pelayanan Perizinan Terpadu Kota Padang Panjang
di
Padang Panjang

Assalamu'alaikum Wr. Wb.

Dengan hormat,

Dengan ini disampaikan kepada Bapak/Ibu bahwa Mahasiswa yang namanya tersebut di bawah ini:

Nama / NIM	: Imam Aulia Putra / 11104050
Tempat, Tanggal Lahir	: Padang Panjang, 27 Oktober 1993
NoKTP	: 1374022710930001
Jurusan	: Tarbiyah
Prodi	: Tadris Bahasa Inggris
Alamat	: Jl. ST. Syahrir No. 35 RT.002/- Kelurahan Silaing Bawah Kecamatan Padang Panjang Barat Kota Padang Panjang

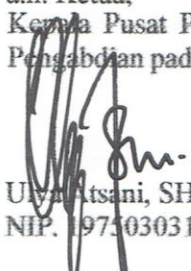
akan melakukan pengumpulan data untuk proses Penulisan Laporan Hasil Penelitiannya sebagai berikut:

Judul	: <i>Teacher's Difficulties in Teaching Speaking at Private Schools (A Case Study of English Teaching of Islamic Boarding Junior High School in Padang Panjang)</i>
Lokasi	: Pesantren di Padang Panjang
Waktu	: 13 Januari s.d 13 Maret 2016
Dosen Pembimbing I	: Zulhermindra, M.Pd.
Dosen Pembimbing II	: Deni Arisda, M.Pd.

untuk itu, diharapkan kiranya Bapak/Ibu berkenan menerbitkan surat izin penelitian dalam rangka pelaksanaan penelitian mahasiswa yang bersangkutan.

Demikian disampaikan, atas bantuannya diucapkan terimakasih.

a.n. Ketua,
Kendala Pusat Penelitian dan
Pengabdian pada Masyarakat


Ulfah Atsani, SH., M.Hum.
NIP. 197303031999031004

Tembusan disampaikan kepada Yth.

1. Ketua STAIN Batusangkar (Sebagai Laporan)
2. Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (Sebagai Laporan)
3. Ketua Jurusan Tarbiyah STAIN Batusangkar.
4. Ketua Program Studi Tadris Bahasa Inggris STAIN Batusangkar.
5. Pertinggal