

Transforming English Speaking Skills in Phenomenological Studies in Indonesia

(Mengubah Keterampilan Berbicara Bahasa Inggris dalam Studi Fenomenologi di Indonesia)

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Abstract: This study investigates the challenges faced by English teachers in teaching speaking skills in state junior high schools in Sidoarjo, Indonesia, particularly in the post-pandemic era. Through interviews and class observations with three experienced teachers, the research identifies student-related challenges such as lack of participation, slow speech, and limited vocabulary, as well as teacher-related challenges including curriculum constraints and limited English proficiency. The findings highlight the need for innovative teaching strategies and curriculum adaptations to improve students' speaking proficiency. This research fills a knowledge gap by offering insights into the specific challenges of teaching speaking in an EFL context post-pandemic and suggests avenues for future research to deepen understanding and develop effective solutions.

Keywords: English teaching; speaking skills; challenges; post-pandemic; Indonesia

Abstrak: Penelitian ini menyelidiki tantangan yang dihadapi oleh guru bahasa Inggris dalam mengajarkan keterampilan berbicara di sekolah menengah pertama negeri di Sidoarjo, Indonesia, khususnya di era pasca pandemi. Melalui wawancara dan observasi kelas dengan tiga guru yang berpengalaman, penelitian ini mengidentifikasi tantangan yang berhubungan dengan siswa seperti kurangnya partisipasi, lambatnya berbicara, dan terbatasnya kosakata, serta tantangan yang berhubungan dengan guru termasuk kendala kurikulum dan kemampuan bahasa Inggris yang terbatas. Temuan ini menyoroti perlunya strategi pengajaran yang inovatif dan adaptasi kurikulum untuk meningkatkan kemampuan berbicara siswa. Penelitian ini mengisi kesenjangan pengetahuan dengan menawarkan wawasan tentang tantangan spesifik pengajaran berbicara dalam konteks EFL pasca pandemi dan menyarankan jalan untuk penelitian di masa depan untuk memperdalam pemahaman dan mengembangkan solusi yang efektif.

Kata kunci: pengajaran bahasa Inggris; keterampilan berbicara; tantangan; pasca-pandemi; Indonesia

1. Introduction

According to Azis, English in addition to reading and writing, they also speaking and listening. Speaking is one of these skills that has been emphasized in learning ever since students begin learning English (Azis Pulungan, 2021). Speaking is a medium that individuals utilize to interact with others through language, according to ability. Based on Andriani, speaking is a type of speech act because it involves facial expressions and bodily movements in addition to the sounds generated by the speech apparatus. According to Ur cited in Andriani, speaking combines all other aspects of language acquisition (Andriani Putri et al., 2020). As a result, speaking becomes a crucial language ability to master, particularly for students. Januaryy, Asib, and Suparno also said that speaking ability is one that cannot be ignored because of its crucial role in communication (Januaryy et al., 2018). Globalization has resulted in tremendous changes around the world. These great vicissitudes occur when people are propelled by a strong desire to accomplish something. When people express their aims clearly, they are more open to hearing the ideas and viewpoints of others, which will help them learn how to achieve their goals and

actualize their interests and dreams. It is line with Rao, modern communication skills are essential in today's society, and one needs to be skilled in them to succeed in their respective industries (Rao, 2019). Kashinathan and Abdul said, the value of the English language, which has been dubbed the "global trade language," has become clearly obvious as a result of globalization (Kashinathan & Abdul Aziz, 2021).

Although students learn basic English from elementary school, junior high school students still struggle with their English-speaking abilities when they speak in class. According to Wahyuningsih and Afandi, for Indonesian students, using their language abilities in conversation is still difficult (Wahyuningsih & Afandi, 2020). Because a substantial fraction of their students do not actively participate in speaking activities, many English as a Foreign Language (EFL) instructors complain about their speaking sessions. Riduawan and Santoso also stated that even though ability to talk well in English is crucial for second and foreign-language learner (Riduawan & Santoso, 2021). It is line with Albiladi, learning and teaching English as a second language is a real problem for many educators (Albiladi, 2019). Teaching speaking skills to students, especially those in junior high school, presents several difficulties. Some difficulties are brought on by students' speaking abilities, while other causes are new curricula, learning resources, etc. Desta also said that despite the fact that a number of problems that lead to underwhelming communicative competence among students have an impact on teaching speaking skills in large courses (Andualem Desta, 2019). Based on Goh and Burn, from many opportunities to observe speaking class that conducted by teachers in training, beginning teachers, and experienced teachers, many teachers are interested in learning how to better teach speaking because they believe they might be doing more to support their students' speaking talents (Goh & Burns, 2012).

Based on previous research that relates with challenges in teaching speaking at Indonesia, researchers found that there are challenges in teaching speaking but the main reason is come from students. According to Yusuf and Zuraini, some factors that make students become the main reason of challenges in teaching speaking include fear of making errors, humiliation, criticism, timidit, struggling to find reasons to talk, poor vocabulary, poor pronunciation, inability to express themselves, lack of desire, and some students that are too dominate in class even some of them tend to express themselves in their home tounge (Yusuf & Zuraini, 2016). Apart from the challenges of teaching speaking in Indonesia, Husna also found various challenges faced by teachers when teaching speaking at junior high schools such as students's interest and motivation, lack of vocabulary, habitual use of mother tongue, learning facilities, limited number of times, and also teacher's ability to operate IT (Husna, 2021). Based on Puspagama and Rahayu, there are also teaching speaking problems of school in Sidoarjo that had been found such as students' lack of confidence in responding to the teacher's queries during speaking English sessions, less opportunities to speak English, even some teachers spent more time instructing students on grammar than getting them to learn the language (Puspagama & Rahayu, 2022). It rendered many students passive when communicating in English.

As we know for almost 3 years, students in every level of education could not study like usual because of COVID-19. It also becomes one reason that influence teaching and learning English especially speaking in junior high school. All of education level in Indonesia returns to normal since this year but there are still many challenges that is faced by English teacher especially in teaching speaking. Yusuf and Zuraini also stated that even more experienced students frequently leave a language lesson with the notion that they are not adequately

equipped to speak in public outside of the classroom. This challenge mostly arises from the nature and infrequent speaking possibilities in the classroom, as opposed to the great diversity of natural oral communication methods and genres (Yusuf & Zuraini, 2016). In Riadil, the students' capacity to engage in speaking activities during the learning activity could suffer from a variety of circumstances (Riadil, 2020). Beside that the government's new policy in new curriculum also brings big effect in teaching and learning activity. Alfarisy also stated, instead of fostering a future generation capable of competing on a global scale in the age of globalization, English classes in elementary schools are being removed, while English classes in junior high and high school are being decreased (Alfarisy, 2021). Faridatunnisa also said that elimination of English lessons at the basic education level become less precise because in an increasingly globalized world, mastery English especially speaking is very important to be able to compete with society world (Faridatunnisa, 2020). So challenges in teaching speaking is crucial to be examined more deeply.

According to Desta, the main obstacles in teaching speaking were classroom environments unsuitable for pair and group work, the immovability of chairs and desks, the pupils' lack of enthusiasm and bravery to speak up, the failure of English teachers to be motivated and employ their effort in the teaching learning process then the extensive coverage of the contents in the students' text books, some of whom include teachers and students (Andualem Desta, 2019). Al Shobi and Preece indicated that teaching speaking is most difficult when dealing with student-related issues, such as lack of language exposure, lack of interest, student anxiety and lack of confidence, lack of English competence and also inappropriate teaching techniques (Saeed Al-Sobhi & Preece, 2018). In addition, Hasanah and Utami also highlight three key issues: inadequate learning resources that meet students' needs, oversized classrooms and learning environments, and low student motivation (Hasanah & Utami, 2019). Even though there have been numerous earlier studies about the difficulties teachers have when teaching speaking both internationally and nationally, the most of these studies have only focused on the problems students face rather than other factors that may also provide issues for teachers. But with a focus on seventh grade at a state junior high school, this research concentrated on the problem of teaching speaking skills in various aspects, including student features, teacher traits, and even institutional side.

According to the pre observation in three state junior high schools, the researcher found any challenges that teacher faced during teaching speaking in seven grade. Researcher conducts this research in three state junior high schools because there are many challenges that faced by teacher both from students' difficulties in speaking, from media that doesn't support in every class, even new regulation from ministry of education. Based on those factors, researchers conduct deep research related to challenges that teacher have to faced of teaching speaking in those three state junior high schools. The researchers want to know what kind of challenges that faced by teacher in teaching English for junior high schools in Sidoarjo nowadays.

2. Method

2.1. Research Design

The researchers use qualitative approach. A qualitative study "investigates the quality of relationships, actions, circumstances, or materials that frequently emerge," according to Fraenkel & Wallen, qualitative research is a type of study that tends to use analyses, processes,

and meanings that are highlighted in qualitative In order to ensure that the research's focus is in line with the theoretical underpinnings, with real-world data (Fraenkel et al., 2012).

2.2. Research Setting

This researchers will be conducted at three state junior high schools in Sidoarjo. The state junior high schools as research place are SMPN 1 Wonoayu, SMPN 5 Sidoarjo, and SMPN 2 Krian. The research will be conducted during February on 2023 in three state junior high schools that have been mentioned before.

2.3. Research Participant/subject

The research participants are three teachers in state junior high schools of Sidoarjo. The researchers choose SMPN 1 Wonoayu, SMPN 5 Sidoarjo, and SMPN 2 Krian because all of those schools have been accredited A and the positions of the schools are interpretation of state junior high schools in Sidoarjo. Brief profile from participants presented in Table 1.

Table 1. Profile of the Participants

Teacher's Name	Profile	Post Held in the School
Mili (T1)	A senior English teacher who has become English teacher in junior high school for 26 years old until now. Mili got bachelor's degree of education in English education study program in 1994. She became non-permanent teacher in 1997, then she became certified teacher from 2007 until now. She also ever became English extracurricular coach in 2006/2007 and national exam supervising teacher every year. She teaches English five classes in 7 grade and two classes in 8 grade.	English teacher for 7 and 8 grade
Winnie (T2)	A senior English teacher who has become English teacher for 30 years old until now. Winnie has two degrees such as bachelor of literature in germany language study program and bachelor of education in English education study program. Winnie taught English in senior high school at the first, then moved to junior high school in 2013. She became certified English teacher in 2015. She teaches English in grades 7 and 8 with a total of six classes with 24 hours of lessons. She also becomes English extracurricular coach and head of the student's health unit.	English teacher for 7, 8 grade and head of the student's health unit
Aishi (T3)	One of English teacher in third school who has become English teacher for 17 years old until now. Aishi got bachelor's degree in language and English literature in 2004. Then she has taught English since 2005 until now. Actually she has finished her teaching profession education recently. She teaches English five classes in 7 grade and 3 classes in 8 grade for this new academic year. Beside that, she also	English teacher for 7, 8 grade, intra-school student organization coach and scoutmaster

Teacher's Name	Profile	Post Held in the School
	becomes intra-school student organization coach and scout master.	

Those three teachers are also recommended by principal and vice principal based on their teaching experience that is more than 15 years old. The researchers conduct research in those schools because the researchers need data from various state junior high schools so the data will be valid and eligible. During the pre-observation, researchers intended to learn about the challenges that teachers confront when teaching speaking English.

2.4. Data and Source of the Data

This research's data and source data come from interview each English teacher in three state junior high schools and class observation during speaking class in those three state junior high schools.

2.5. Data Collection Technique

To collect data for this study, the researchers visited three state junior high schools in Sidoarjo Regency, there are: SMPN 1 Wonoayu, SMPN 5 Sidoarjo, and SMPN 2 Krian. Then the researcher interviewed 1 English teacher from each school, making a total of 3 teachers to investigate more about the challenges in teaching speaking. The researchers use two instruments such as class observation and interview to collect the data.

2.5.1. Interview

An approach used to get a clear understanding of the participant's viewpoint on a research issue is conducting interviews. In order to acquire as much as possible about the research issue from the participant, the researcher uses an interviewing technique. The researchers employ one-on-one interviews to acquire data for this study. According to Creswell, one-on-one interview is a type of data collecting procedure in which the researcher asks participants questions and gathers replies from only one individual in the study at a time (Creswell, 2012). Semi structures and open-ended questions are used in the interviews to gather study participants' ideas and opinions. Researchers interview each teacher in 3 state junior high school regarding some indicators. Here are the list questions of interview that is adapted from Richard.

Table 2. Interview Sheet

No.	Theme	Question
1.	Teacher's challenge in teaching speaking	<ol style="list-style-type: none"> 1. What are the challenges in teaching speaking? 2. Why do challenge arise throughout during teaching speaking process? 3. What effect does teaching speaking have?
2.	Student's speaking ability	<ol style="list-style-type: none"> 1. How is student's participation in learning speaking subject? 2. What are student problem in learning to speak English? 3. What are your thoughts about students speaking abilities?
3.	Teaching's stuff	<ol style="list-style-type: none"> 1. What methods are utilized in teaching speaking skill? Why? 2. Is the curriculum suitable with teacher and student's need right now?

2.5.2. Observation

According to Creswell, by seeing individuals and objects at the research site, observation is an open, direct method of acquiring knowledge (Creswell, 2012). As a method of gathering data, observation offers the chance to document events as they happen, to observe actual behavior, and to observe people who have trouble expressing themselves. The researchers observe the whole class such as teacher who is teaching speaking, students' reactions and the condition of the class. Researchers will observe each teacher from state junior high schools mentioned above when they teach speaking subject in class. The researchers use an observation sheet that refers theory from Richard. It will be known the challenges that faced by teachers from those three schools are related with Richard's theory or not. And here is sheet observation that refers to Richard cited in Imam (Imam Aulia Putra, 2016).

Table 3. Observation Sheet

No	Challenge	Subchallenge
1.	Student's Side	Students cannot sustain spoken interaction beyond short segments Frequent communication breakdowns and misunderstandings Lack of vocabulary Needed to talk about common utterances Lack of communication strategies Speaks slowly and takes too long to compose utterances Students can not participate actively in conversation Spoken english doesn't sound natural Poor grammar Poor pronunciation
2.	Teaching's Side	Lack of curriculum emphasis on speaking skills Class conditions do not favor oral activities Limited opportunities outside of class to practice Examination system does not emphasize oral skills Teachers' limited English proficiency

2.5.3. Data Analysis

In the research the researchers uses data analysis. According to Miles & Huberman, data analysis is divided into three steps (Miles et al., 2014). These activities : data reduction, data visualization, and conclusion development and verification—are what the authors did with the study's data. The results are then presented in this study in a descriptive manner. The information was then examined by carefully going over and organizing the interview transcripts. after collecting the data, the researchers conduct data analysis as follows:

1. Data Reduction

The researchers classify data (challenges in teaching speaking) from interview transcript and observation sheet, then remove unnecessary data based on theory and previous researchers.

2. Data Visualization

The researchers present the data in the form of brief descriptions with several interview transcripts and observation sheet included to make it more valid.

3. Conclusion Development

The researchers make conclusion that supported by strong evidence during interview and observation class.

3. Results and Discussion

The purpose of this research is to discover the challenges that teachers have when teaching speaking in three state junior high schools in Sidoarjo. Research was done to three English teachers in SMPN 1 Wonoayu, SMPN 5 Sidoarjo and SMPN 2 Krian with interview technique and class observation. Based on research that conducted in three state junior high schools, researchers found some crucial challenges which are classified into two categories. Here were some challenges :

3.1. A. Students's Side

3.1.1. Students can not Participate Actively in conversation

Student's participation is actually important part in speaking skill. Student activeness is closely related to student's self-confidence. That makes self-confidence is necessary in speaking. Based on Amin, aside from speaking abilities self-confidence is the most crucial variable in English acquisition all at once a personal trait that could help students learn a foreign language (Lar & Kendari), 2021). Most students are unable to communicate in English because they were lack confidence in their skills. It is important in the learning process since it may impact students' motivation to study as well as their negative attitude toward learning. According to observation class and interview that were conducted before, challenge in teaching speaking was student's participation. The majority of students at those three schools can not participate actively especially in short conversation with teacher because they felt ashamed. Students were fearfull of criticism or losing face when they were asked to speak in front of the class. Based on observation class, students tended to said that they did not want to go forward because they did not want to make mistake and they were afraid being blamed by teacher. Students didn't participate actively in conversation with teachers because they felt shy to show their ability in speaking even in short conversation. Even some of them stopped in the middle of their speaking performance just to say that they were afraid of being criticized and losing face in front of their whole friends. Teacher from two schools also said the same thing about students that were fear of being critized or losing face. This was proven by the result of interview, three teachers claimed that most of their students did not participate actively because they were lack of confidence.

T1 : "Students tend to memorize or read material that is given because they are lack of confidence to show their speaking skill in front of the class. For example there is a student who write and speak well about a topic that is given but when I ask that student, she can not answer."

T2 : "Children are less brave in speaking English, even though with courage children will know what their shortcomings are and the teacher will not be angry, instead the teacher will give instructions on which parts they are lack of."

T3 : "It always happens in my class. If student A has prepared well but when sees the conditions around him/her where none of the friends come forward to speak, indirectly it makes student are not confident to come forward and wait for their friends who dare to come forward first and perform speaking."

Students were also lack of confidence because of fearfull of making mistake. Based on observation class, it often happened when students started to speak in front of the class even before they went forward. Teacher often asked about progress from some students when called student's name to speak in front of the class. The majority students from three schools would say that they were fear of making mistake so they postponed their speaking performance by saying that stuff to teacher. They even would put on a slightly scared face and said what if they made a mistake when teacher checked they were ready or not to go forward and speak in front of the class. Even when they were in front of class to perform and teacher started conversation with short questions, most of students couldn't answer actively like what they have been performed before. This became common thing in three schools during the class observation. This was proved by students' attitude when they were talking with the teachers.

From the statement above, it could be concluded that lack of confidence affect student's participation in conversation was one crucial challenge in teaching speaking. It relates with Richard's theory that say students can not participate actively in conversation as the one challenge that common happens in speaking class. According to Puspagama, this previous study also prove that lack of confidence is one kind of challenges in teaching speaking with findings in which students' lack of confidence in responding to the teacher's queries during speaking English sessions (Puspagama & Rahayu, 2022). Students lacked confidence because they were terrified of making a mistake, being laughed at, or being laughed at because of mispronunciation, which is why they did not dare to read aloud. This demonstrated that student involvement and progress in class were influenced by self-confidence. According to McIntyre, Dorney, Clement, and Knowles, as stated in Putri and Andanti, self-confidence is a crucial part of a learner's motivation to communicate in a foreign language (Priandani Putri & Dian Andanty, 2022).

3.1.2. Speaks Slowly and Takes Too Long to Compose Utterances

Second challenge is student speaks slowly and takes too long to compose utterances. That condition is very possible to happen when students don't know what to say and don't even have motivation to speak English while motivation is an important thing for students to be the beginning of learning to speak English. As Bakhtiyarovna said, motivation is undoubtedly the most overused catch-all phrase for discussing the success or failure of almost any difficult undertaking (Bakhtiyarovna, 2021). It is critical that educational institutions examine various techniques and methods for increasing motivation. Brown also stated that the more pupils that are motivated to learn a foreign language, the more productive their studies will be (Brown, 2000). Lack of motivation in learning English is one of kind challenges that is common among students. It can happen from two main problems such as students who struggle to find motivation to talk and to formulate ideas or meaningful comments when called upon to speak. According to observation class, when student still tried to speak in front of the class they oftentime also stopped to speak in the middle of their speaking because they did not have something to say. They were stuck and could not say anything because they were busy stringing words that contained relevant opinion about their speaking's topic. It was also proved by interview from two teacher that said their students were lack of motivation or enthusiasm in learning speaking

T1 : "Students always have a cliché statement by telling that they can not speak English even they don't have a motive to speak or learn English. Most of Students speak slowly even take a long time to compose utterances because they don't have motive to speak English."

T2 : “One of main challenges in teaching speaking is students that are lack of motivation. That is showed when they have to perform in front of the class they’re still difficult to speak naturally and take a long time to speak what’s on their mind.”

Another problem that made students were lack of motivation was they had problem in finding motives to speak. This happened in every school of observation place. Some students sometimes were honest to say that English was one subject which was hard to be learned. There were also some students that did not want to speak because of their stance. One teacher from three state junior high schools also told researchers in interview section that she had one student who showed his dislike of English and did not has motive at all to speak in front of the class even though it would be used as an assessment by the teacher. It could be seen also in observation class because researchers were in the class during speaking class.

T2 : “There is one or two students who shows their lack of interest in learning English like speaking practicum before, they are who doesn’t have motivation in learning seldom to bring English book even doesn’t do their task properly.”

According to the preceding statement, the second hurdle for English teachers in teaching speaking was students' apathy in English. Students' hesitancy to speak in other languages had an influence on class involvement. It can be caused by pupils' lack of self-confidence, which led to a lack of passion to learn. This result is line with Richard cited in Imam that say speaks slowly and takes too long to compose utterances is one challenge comes from students (Imam Aulia Putra, 2016). Some previous studies also say similar thing such as from Yusuf and Zuraini that said lack of desire, struggling to find reason and talk (Yusuf & Zuraini, 2016), Husana also said student’s interest and motivation (Husna, 2021), Desta highlights the students' lack of enthusiasm and confidence to speak out (Andualem Desta, 2019), Al Shobi and Preece that said lack of interest (Saeed Al-Sobhi & Preece, 2018), the last Hasanah and Utami also stated about low student’s motivation (Hasanah & Utami, 2019). All of those showed when students speaks slowly and takes too long to compose utterances which cause by lack of motivation as the big challenge comes from student’s side that had to be faced by English teacher.

3.1.3. Lack of Vocabulary

One of the most important components of learning a foreign language is developing vocabulary. Vocabulary growth is an important measure of the evolution of the four language acquisition skills. According to Khan, the current study establishes a robust link between speaking skill and vocabulary knowledge (Khan et al., 2018). Understanding vocabulary is not only necessary, but also vital to learning and mastering a foreign language. A large vocabulary makes it simpler to accomplish the abilities of listening, speaking, reading, and writing. Based on Wellington, as a result of mastering vocabulary acquisition, one may concentrate totally on other advanced levels and features of efficiently extending foreign language learning (Wellington), 2001). The lack of vocabulary items impedes the process of learning a second language. Without proper vocabulary knowledge, learners may not achieve the intended results in the language acquisition process and its competency.

All of the participants had the same argument that lack of vocabulary was one of the challenges in teaching speaking through interview. Students could not even share their idea, view, or insight because of they were lack of vocabulary. It also affected another challenge like nothing to say or lack of motivation in which students did not have anything to say because of their ability in memorizing lots of vocabulary. Teachers also said that vocabulary was necessary something when someone wanted to speak. That maked vocabulary mastery was a natural thing

for students to learn speaking. Here were interview results which talked lack of vocabulary was one kind of crucial challenge with three teachers from three state junior high schools

T1 : "The most important obstacle is vocabulary."

T2 : "They don't have knowledge about vocab and structure where both of them are capital to be able to speak English."

T3 : "The first problem is vocabulary."

According to research's finding above, It was possible to conclude that a lack of vocabulary was one common challenge which was often found in teaching speaking so far. This finding relates with Richard that lack of vocabulary is common challenge in speaking which comes from students. It relates with previous study from Yusuf and Zuraini that stress vocabulary refers to the terms that students must comprehend in order to speak successfully, however some pupils have a limited vocabulary (Yusuf & Zuraini, 2016). This also proved by interview's result that conducted with second participant who teach social science group in that research. It is also line with Husna that also said similar thing by mentioning lack of vocabulary is the one of challenge in teaching speaking (Husna, 2021). This occurs when the teacher addresses the class in full English and use challenging terminology; pupils may not understand what the teacher is saying since they are inexperienced with the language. Furthermore, some phrases with similar meanings confuse students.

3.1.4. Poor Grammar

English is used for international communication, the majority of foreign language students attempt to acquire it. Students must master all four basic language abilities during this process: listening, speaking, reading, and writing. According to Pakula, speaking ability is the most important skill to develop when learning a foreign or second language (Pakula, 2019). Speaking appears to be the most difficult of the four basic English language skills since speakers must generate phrases on the fly. Desta also stated that it is incredibly difficult for foreign or second language learners to construct sentences without first learning the grammatical structures, having enough vocabulary knowledge, and even more fundamental information (Rao, 2019).

As we know Indonesia and the whole world had been experiencing pandemic COVID-19 where all of our outdoor activities stopped for almost 3 years since 2020 include teaching and learning activity in school. Government had implemented online learning from early 2020 for all levels of education. Teaching English in junior high school was actually challenging for teacher because there were many difficulties after pandemic. All those situation affected students' basic English in speaking especially grammar mastery. According to interview, teachers said that there were still students who did not have mobile phone or any devices that could be used for online learning or even offline learning nowadays. Teacher from third school or T3 also said that her student doesn't have mobile phone and used parent's mobile phone as device in learning but another problem that appeared was both parents of that student worked on weekday, so that student only could follow learning activity when the parents came home at evening. Teacher often came to students' house who did not mobile phone or friend that could share device for learning together around the house. Here the result interview from T3 that talked students' difficulty in joining English class during online class

T3 : “Maybe there is one until three from my students that don’t have their own mobile phone and have to use their parents’ mobile phone to join English class with me. It will very hard when they have to do task or learn material that I give.”

Beside device’s stuff, online class during pandemic Covid-19 also made another problem in which the interaction between teachers and students in speaking class became less interactive and less effective. During online learning teacher more often shared material or task through google classroom or whatsapp group. So speaking class during online class was almost not existent. Teachers in junior high school rarely used applications or supporting media for learning where teachers and students could interact virtually such as zoom, goole meet or anything else. Online class also brought another problem which made teacher had difficulty in teaching speaking. According to interview, all participants said that all of students of this research were in low grade of junior high school in which they were primary school’s students before. When students were in primary school, not all of students got English lesson because English was not a compulsory subject like in high school and only local content subjects. That brought big impact on students’ basic English include their grammar mastery as one important aspect for speaking. Three teachers had same argument which said they felt hard to deal with students’ grammar mastery because of online class during pandemic Covid-19 before. Three teachers pointed out their statement

T1 : “There is student who says that never get English lesson in elementary school because of online learning during Covid-19. Until his parents complain to me because their son can not speak English.”

T2 : “Seven grade students don't get English lesson from elementary school because of online class during pandemic covid-19 so automatically they don’t have anything about basic English in their mind. While vocabulary and structure are capital to be able to speak English ”

T3 : “Based on information from students, they are products of online classes so there are those who don't learn English in elementary schools. Students who learn English is come from private elementary schools, while the majority of them are from public elementary schools.”

From the result of finding above, students’ basic English was the basis in learning and teaching speaking. Just because of online class for a few years, it affected students’ basic knowledge of English so big especially for speaking skill. Al Shobi and Preece also stressed on students who were lack of English competence so students would find it difficult to communicate with other people (Saeed Al-Sobhi & Preece, 2018). In fact based on observation class and interview, students’ limited knowledge of English that was affected by online class during pandemic Covid-19 was very horrible for english teacher in junior high school. It brought lots of bad impact in learning and teaching process especially speaking class.

3.2. Teaching’s Side

Speaking can be a difficult subject for many children nowadays since it requires engagement. Based on Indrianty, the other four talents may be done alone, but speaking is a skill that cannot be practiced alone, thus students should make every effort to locate someone to speak with (Indrianty, 2018). It makes outside opportunities to practice is a big thing to improve student’s ability in speaking. Based on observation, teachers also gived suggestion for students to practice their speaking skill outside the class such as practicing alone in front of mirror, talking with friends or someone who speaks English well, even joining English course. Teachers felt student’s are lacking if they only rely on learning in class. This was also the impact of online classes where mandatory classes through online applications were still difficult to implement, especially when there are opportunities to learn speaking outside such as study tours which

were always held every year by the school. Teachers also thought that it was helpful if students could practice their speaking outside the class. This was also approved by interview from three teachers that said similar thing.

T1 : “Students can’t speak well because they only have time to learn speaking in school. Some of them can speak well because external factor like being taught by their sibling, joining english course or even they come from good elementary school which giving best learning in English.”

T2 : “Some students can speak well than others are students because they join English course but it can count only 5 students in each class.”

T3 : “There are more students who can’t speak well than students who can.”

According to statement above, limited opportunities outside of class to practice was include challenge in teaching speaking that clearly stated by teacher like other challenges which are mentioned before. It is line by Richard cited in Putra, that say limited opportunities to speak outside class is one of challenges in teaching speaking that come teaching’s side (Imam Aulia Putra, 2016). It influenced teaching and learning process could go well or not. Based on interview and class observation, teacher thought that opportunities outside classroom or school is one quickest way to improve speaking ability. That makes teacher always push their students to practice and learn speaking outside classroom in any chances because speaking is one skill that can be developed by practicing only.

Teaching speaking English is one challenging thing in education during era development. There are always changes in the process of teaching speaking as well as challenges that must be faced by teacher. Richard’s theory finds that there are two main challenge from students’s side and teaching’s side which induce difficulty in learning and teaching speaking. Based on the result above, there are only some challenges which relate with Richard’s theory from student’s side such as students can not participate actively in conversation, speaks slowly and takes too long to compose utterances, lack of vocabulary and poor grammar. Another challenge from teaching’s side is limited opportunities outside of class to practice. Those challenges actually have similarities all at once differences with some previous studies based on situation and condition during teaching and learning activities. Even though some challenges common happen even in previous studies that are already exist, but there is also difference of that. The difference is factor that affect challenge comes from pandemic Covid-19, though it is post pandemic’s era for the whole world include education but it still brings big impact in teaching and learning speaking both from students’s side, teacher’s side even media’s side. It shows that challenges in teaching speaking always change and develop based on condition at the time.

4. Conclusion

Researchers found that three teachers from different junior high school in Sidoarjo as participants face various challenges in teaching speaking during their classes. Some of challenges came from student’s side such as students can not participate actively in conversation, speaks slowly and takes too long to compose utterances, lack of vocabulary and poor grammar. The last challenge was limited opportunities outside of class to practice. Those are challenges that exist in post pandemic era for teachers in state junior schools at Sidoarjo. It conclude that challenges in teaching speaking always change and develop based on era development. According to researchers, one strategy to tackle these issues is to implement diverse tactics and procedures in the English speaking class. The scope of this investigation is limited. Researchers recommend that there were some teacher from various schools and

various regions can be watched and interviewed in the future to acquire a better understanding of the issues that English teachers encounter while teaching speaking English to EFL learners. Students are also given questionnaires to illustrate the many problems that exist in teaching speaking. As a consequence, effective solutions to assist pupils in increasing their speaking talents may be discovered.

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