Teacher’s Challenges and Solutions in Teaching Speaking in Kampung Inggris

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Abstract
Teaching speaking English is not an easy thing to do. There are several challenges faced by teachers, especially in teaching speaking because speaking there are several aspects that must be mastered, including pronunciation, vocabulary, fluency and grammar. The purposes of this study are to explain the findings of the challenges faced by teachers in teaching speaking in Kampung Inggris, the problems faced by students in learning to speak in Kampung Inggris, and the potential solutions used by the teacher in teaching speaking in Kampung Inggris. In the data collection method, the researcher used semi-structured interviews by taking four participants namely two teachers and two students in Kampung Inggris Kediri, East Java, Indonesia. The data is processed using thematic analysis. The results of the study found that there were four challenges faced by teachers in teaching speaking English, namely: 1). Different student backgrounds, 2). Various student abilities, 3). Pressure from the institutions, 4). Students’ anxiety about their abilities. The researcher also found four problems faced by students in learning to speak in Kampung Inggris, namely: 1). Students’ anxiety about their abilities, 2). The relationship between teachers and students is not close, 3). Class selection is not aged appropriate, 4). Negative influence from the environment. In addition, the researcher identified 4 potential solutions for teachers in teaching English speaking in Kampung Inggris, namely: 1). Build a good relationship between teachers and students, 3). The teacher determines which teaching materials are mastered by the teacher, 4). The teacher provides motivation to students. From these findings, the researcher suggests improving the quality of teachers by updating the classroom management system, improving teaching methods, making appropriate teaching materials and evaluating the teaching and learning process. This is expected to be able to make the teaching and learning process more effective and conducive for both teachers and students.

INTRODUCTION

English is an international language and is a “window” in accessing connections and competing on the world stage. In Indonesia, English is an important language to learn. One of the advantages of studying English is that they are able to communicate with foreigners with different cultural backgrounds. Many people in various countries use English as a means of communication in various important international meetings (Richards & Rogers, 1986). By learning English, people will increase their knowledge and broad insight because automatically learning English will also learn about global culture. This will broaden the horizon as well as about a very diverse culture. By mastering English we will also learn how to express ourselves in front of others through words.

There are many benefits in learning a foreign language, therefore it is very important to find ways to make learning English easier. One of them is taking an English course. English course is a type of non-formal education in which students preparing and mastering English speaking (Tudor, 2013). Non-formal education refers to any opportunity for directed communication outside of school where a person obtains information, knowledge, training, and guidance appropriate to their age and life needs, with the aim of developing their skills, attitudes, and values and enabling them to participate effectively and efficiently in the family, at work, in society, and in the country (Khumsamart, 2022). The most popular English course in Indonesia is Kampung Inggris which is located in Pare, Kediri, East Java. Kampung Inggris is Indonesia’s largest education facility.
and is intended for all groups ranging from Elementary School, Junior High School, Senior High School, as well as students and the general public. Kampung Inggris has a learning concept that starts every 10th and 25th throughout the year with a program that has a duration of between 2 weeks to one month. The teaching materials delivered are very fun, such as learning tongue twisters interspersed with games, making stories from one sentence given by the teacher, guessing pictures, practicing speaking English with song media (Kania & Ardi, 2022). In addition, the interaction between teachers and students is well established so that it makes the classroom atmosphere warmer and students feel more confident during the teaching and learning process (Mallilin, 2022). Teaching process will not run optimally if the interaction between teachers and students is not well established (Bahrami, 2012). Besides that, the environmental factors in Kampung Inggris (such as the English area in camp) that have been provided by the course institution require members to always speak English. The interesting learning concept applied in Kampung Inggris makes this course institution suitable to be chosen as a place to help develop English language skill.

The researcher has experience taking English class at one of the course institutions in Kampung Inggris in the middle of year in 2019. The researcher joined on June 25, 2019 and lashed for a month. The reasons that underlie researcher joining the English course is to develop her English language skills. When the class starts, the teacher or tutor usually starts the activity by shouting the typical yell of the course. The teacher or tutor also begins to organize classroom activities such as starting a conversation by creating a dialogue that will be practiced by students. Dialogues are arranged based on topics that have been chosen by the teacher or tutor. The topic usually related to student experiences, biodata so that when students start a dialogue with their partner, they are easier to explain and easier to understand. During the dialogue session, students are asked to use English or they can also mix English with Indonesian if they do not understand. In addition, there are several games during the activity. The game is still related to English lessons, it aims to increase students’ enthusiasm for learning and improve English skill through games. In the game, the teacher or tutor also gives a reward and punishment to students. Students who win the game will get a reward that is getting a snack and students who lose the game will get a punishment such as using a baby powder on their face.

Besides that, there are several difficulties faced by teacher during the teaching and learning process. The researcher saw that she did not well prepared the material to be taught and looked confused when the class started. In addition, some students come from different backgrounds, such as different education levels (e.g. students, undergraduates, postgraduates), culture (e.g. Buginese, Sundanese, Betawinese, Javanese), career (e.g. selebgram, traveler, tour guide or jobseekers), and age (between 16 until 28 years old). Previous research, Sriwulandari (2020) stated that there were challenges face by the teacher or tutor in teaching English in Kampung Inggris namely the lack of self-confidence due to the diverse ages of students and even some of the same age so that teacher or tutor feel nervous when speaking in front of the class. In addition, the lack of vocabulary owned by the teachers or tutors is a factor for the teachers or tutors to feel nervous. Besides that, the lack of preparation, self-confidence, worries from students also make the teaching and learning process less effective. Poorly facilitated infrastructure also affects student activity in the teaching process. Syafira (2020) found that there are challenges faced by teacher or tutor when teaching speaking English: 1). The teacher or tutor lacks mastery of the material, 2). The teacher or tutor still lack English vocabulary, 3). Ineffective time management during language teaching practice, 4). Students lose motivation to learn English and 5). The tutor’s anxiety. Although the previous research has investigated the challenges and solutions in teaching speaking English, the researcher wants to develop a hypothesis by adding students’ problems in learning to speak English. Therefore, there are three research questions guide this research: (1) What are the challenges faced by the teachers in teaching speaking? (2) What are the problems faced by students in learning speaking? (3) How do teachers find the solutions in teaching speaking?

METHODS

The researcher used an exploratory case study as a research design. Yin (2009) stated that case study as an empirical knowledge search process to unify and examine various phenomena in real life. The
exploratory case study looks into a variety of phenomena that are characterized by a lack of extensive preliminary research, particularly formulated hypotheses that can be tested, and/or a specialized research context that restricts approach choices (Mills et al., 2010). This design was chosen because it can collect a lot of data on a particular topic (Heigham & Croker, 2009). Therefore, the purpose of this study is to explore or want to know the challenges faced by teachers or tutors in teaching speaking. The researcher also wants to know the problems faced by students in learning to speak and the solutions made by teachers in teaching language. The researcher used semi-structured interviews in the interview process. The researcher also use Indonesian as the language of instruction which aims to make it easier for researcher and participants to communicate and make it easier for participants to understand and answer the questions. The research participants amounted to 2 tutors and 2 students. The four participants were chosen because they were willing to help in building the research project. The result of the interviews were processed using thematic analysis. The researcher analyzed the results of interviews by identifying, analyzing, and reporting qualitative data using six steps (Braun & Clarke, 2006).

RESULTS AND DISCUSSION

This research has 3 themes: 1) teachers’ challenges in teaching speaking in Kampung Inggris, 2) Students’ problems in learning English in Kampung Inggris, (3) Teachers’ solutions in teaching speaking in Kampung Inggris. The first one explains: 1). Different student backgrounds, 2). Diverse student abilities, 3). Pressure from institutions, 4). Students anxiety about their abilities. The second describes the problems faced by students while studying in Kampung Inggris, namely: 1). Students’ anxiety about their abilities, 2). The relationship between teacher and student is not close, 3). The class selection is not age-appropriate, 4). Negative influence from the environment. And the last 4 proposed the solutions in overcoming the challenges faced by teachers in teaching speaking in Kampung Inggris, namely: 1). Build a good relations between teachers and students, 2). Teachers prepare their mentally well and imitate other teachers, 3). Teachers determine the teaching materials that are more controlled by the teachers, 4). Teachers giving an English learning motivation.

1. Teachers challenges in teaching speaking in Kampung Inggris

Teachers will always face challenges when teaching English, no matter how skilled they are. It is not easy being a good teacher. Teachers need competence and good performance in teaching. Based on the results of the interviews, the researcher found several challenges in teaching English in Kampung Inggris.

a. Different student backgrounds

Teachers have difficulties when teaching due to differences in student backgrounds (e.g. education levels, career, culture) and even older age than the teacher. In that the teachers feel insecure when communicating with students in the class.

Excerpt 1

I think that’s enough to make me think when i’m faced with a member who’s older than me and because i’m still young, and they have more experience, sometimes there are members who feel older and behave less well in my class. And cultural differences (e.g. Buginese, Sundanese, Betawinese, Javanese) that make it difficult for me to interpret my language with theirs. Sometimes I also don’t know Indonesian from the words that I want to convey.

(P1)

(interview transcript, July 16th 2022)

From this statement, the challenge found by teachers when teaching speaking in Kampung Inggris is communication is not optimal because teachers and students have different backgrounds (e.g education levels, age, culture, career) which lead to different interpretations of words and different points of view. This makes communication between teachers and students is not optimal. Buarqoub (2019) stated that language barriers are semantic issues that develop during the process of encoding and/or decoding messages into
words and ideas. Language barrier is one of the causes of ineffective communication. Language barrier becomes an obstacle to build relationships with other people. This creates misunderstandings that lead to conflict, abuse, hurt the feelings, waste of time, waste of energy, waste of money and others.

**Excerpt 2**

Sometimes I feel embarrassed when teaching because I see my students who are older than me, and those who have worked in places are required to be fluent in English. I feel challenged to teach them and I am ashamed if I am wrong in conveying the material. My feeling of shame will also make my confidence level decrease so I don’t feel comfortable and passive and make it difficult for me to manage the class and make them bored.

(P2)
(interview transcript, July 16th 2022)

The different backgrounds make teachers nervous when teaching because there are gaps, namely diverse ages, different education levels, diverse careers. Teachers feel insecure if they are wrong in delivering the material due to the diverse experiences of students. Shyness make the teachers not active in teaching (passive) not communicative, this makes the class atmosphere less enthusiastic and seems confused.

b. Diverse student abilities

The different abilities of students during language teaching practice are one of the challenges faced by teachers in teaching speaking in Kampung Inggris. Based on the results of the interview, the teacher have to balance the way of teaching. Therefore, all students can understand what is being explained as expressed by the following participant:

**Excerpt 3**

Each student has a different learning speed, some are responsive in receiving information and some have to be slow. So I have to balance between one and the other so I’m not too fast in teaching it.

(P2)
(interview transcript, July 16th 2022)

From the teacher’s statement, it can be concluded that the teacher have to treat all students fairly by equalizing or balancing the way of teaching to students who have different learning speeds. Students have the right to be treated equally by teachers. Therefore, teachers must act without discriminating among their students in terms of opportunities to acquire knowledge. Students don’t have the same intelligence. Each of them has a different degree of intelligence and grasping power. Daradjat (2005) stated that teachers have to fair to all students. Students are sensitive to injustice. Educators especially young people often show compassion, and male educators pay more attention to beautiful female students and bright student than others. This is clearly neither good nor fair that educators must treat all students equally.

c. Pressure from institution

Pressure from institutions is one of the challenges faced by teachers in teaching speaking in Kampung Inggris.

**Excerpt 4**

The pressure that I feels is that I have to be able to think about how to get my students to can grow from day to day.

(P1)
(interview transcript, July 16th 2022)

From the statement above, teachers have challenges in teaching English, one of which is pressure from institutions. Some institution even require workers to works under pressure. Demands from institutions make teachers have to work optimally in teaching such as increasing the ability to make learning plans. They emphasized that every student must have progress in learning abilities that have been learned while in the Kampung Inggris. Suwarni et al. (2021) stated that if there is a structural change in the cognitive, affective,
and psychomotor perspectives of students, then the learning process is considered successful. As the single most important indicator of an efficient and effective learning process, these changes are used.

d. Students anxiety about their abilities

Students’ anxiety about the ability is one of the challenges faced by teachers in teaching speaking in Kampung Inggris. Often the anxiety that students have makes the learning process less than optimal because students have a sense of insecurity, and make the process of receiving knowledge from the teacher hampered. Excessive anxiety can also make students’ learning motivation decrease and can even create hopelessness and feelings of failure in learning.

**Excerpt 5**

*The are some students that I meet who feel dizzy with the material and feel left behind from their friends. They feel ashamed if their abilities are still low compared to other friends. Usually they will be passive in class and sometimes rarely attend the class because they have lost their enthusiasm for learning.*

(P1)
(interview transcript, July 16th 2022)

From this statement, anxiety that students have is a challenge that teachers face when teaching. This anxiety makes the movement of students less active, this causes students not to focus on learning, students feel left behind with other students. Besides that, anxiety makes students also feel like they have failed because they feel there are many things they don’t know while other friends already know about the science. This makes students’ motivation decrease and makes students to be silent or passive in the class and make teachers find it difficult to teach language. Teaching language requires active speaking. Passive attitude also makes communication occur only in one direction namely the teacher to students. This makes the teacher will work harder in seeing student responses (feedback). Cutrone (2022) stated that speak a foreign language in public or in class especially in front of native speakers often causes fear. The obsession and loss of speech by EFL students under unforeseen circumstances can lead to extreme despair, often leading to complete despair and failure.

**Excerpt 6**

*Students’ anxiety in learning makes the atmosphere in the class passive. The way of communication seems stiff because students are still shy, afraid and others make it difficult for me to teach. For example when I asked students to provide information about their personal data. They only provide very litter personal data due to fear, shame and they were confused about they were confused about explaining their biodata. When practicing conversation with their friends in the class, they seem quiet and inactive, this makes the partner who is doing conversation with them will be passive too.*

(P2)
(interview transcript, July 16th 2022)

The difficulty of students in receiving or absorbing lessons in class due to the anxiety they have makes it difficult for teachers to communicate and deliver the material. Ningsih & Fatimah (2020) stated that English proficiency is a very complex thing considering the nature of what is involved in the conversation, not all students in speaking class have the courage to speak. This anxiety makes students choose to be passive rather than talk a lot. Rudiansyah et al. (2016) stated that anxiety is considered as one of the learning barriers that can affect cognitive performance such as focus and remembering memory, concept formation and problem solving. Young (1991) stated that anxiety is one of the most negative and emotional variables that hold students back from learning a foreign language well. This means making students think and fear. This can lead to decreased oral performance. Anxiety and low motivation of students in learning English were also found in the Sriwulandari (2020) and Syafira (2020) research.

2. The problems faced by students while studying in Kampung Inggris

In addition to the challenges faced by teachers in teaching in Kampung Inggris, the researcher also found the problems faced by students in learning language in Kampung Inggris. These problems are factors
in learning process that is less than optimal. There are several problems face by students in learning language in Kampung Inggris, namely 1). Students’ anxiety about their abilities, 2). The relationship between teacher and student is not close, 3). The class selection is not age-appropriate, 4). Negative influence from the environment.

a. Students’ anxiety about their abilities

Not only do teachers realize that students have anxiety about their potential, students also realize that they have anxiety in learning English. They doubt their skills while learning language.

Excerpt 7
I’m afraid of being wrong, afraid that what comes out of my pronunciation is wrong. I also feel ashamed because I don’t know all my friends in class and various age groups, especially those who are older than me. I’m afraid that my abilities are still behind the others.
(P1)

Excerpt 8
The biggest challenge while learning English but that is I have not been able to adjust in class so that I feel insecure about myself because when I see them learning English, they seem to master the material.
(P2)
(interview transcript, July 16th 2022)

From this statement, students have a sense of insecurity about their abilities. This sense of insecurity arises when students begin to practice learning in class. Students are not confident in their abilities. This can be seen when students say “I am afraid if my pronunciation is wrong”. Besides that, they see the potential of other friends that are above their abilities, making them feel insecure and causing them to be afraid.

Tsiplakides & Keramida (2009) stated that hatred of negative peer evaluation is a common factor in language learning. Not surprisingly, classmates are still a factor that makes students restless during the learning process. (Durand, & Barlow, 2015) stated that reticence is a person’s inability to continue a conversation due to the inability to convey a message fully which is characterized by psychological and physiological responses. This result is similar to research conducted by Sriwulandari (2020) which states that student anxiety in learning English is a challenge that must be faced by tutors.

b. The relationship between teacher and student is not close

The quality of the relationship between teachers and students will affect the development of students in the learning process and learning objectives.

Excerpt 9
Some teachers are not open to all students so they will be familiar with that one, and others find it awkward to express. This is enough to make it difficult for me to freely ask questions due to the difficulty of building closeness.
(P1)
(interview transcript, July 16th 2022)

From students’ statements, there are still teachers who focus on only a few students so that other students feel they are not familiar enough with the teacher. This affects student activity and student communication. Building closeness between teachers and students sounds easy and ordinary. However, some students did not feel this. To achieve learning objectives, teachers must be able to create a comfortable atmosphere for students in the classroom. If the teacher-student relationship is not harmonious, learning will be curious and the learning objectives to be achieved will not be optimal. (Rahmanezi, 2018) stated that the effect of teacher attention on learning motivation has a significant effect on students. Teachers must be able to communicate well by creating and creating a good classroom atmosphere so that they can learn comfortably and motivate themselves. In Wulandari’s research (2020) it was found that tutors had difficulties when teaching speaking students of the same age.
The class selection is not age-appropriate

Another problem encountered by students is the selection of classes that are not appropriate for age. Classroom management is very important in implementing a learning system because student behavior changes from day to day.

Excerpt 10

I felt uncomfortable with a class setting that mixed with all age. This is quite confusing for me in communicating, such as shyness and different point of view due to the difference in age because while I was studying there, there was a classmate of mine who was 27 years old. I think 23 years and onwards should have a different class from those under it.

(P2)
(interview transcript, July 16th 2022)

Classroom management is a component or element that creates and maintains the atmosphere and condition of the class. Creating an attractive educational environment and conditions has an impact on the success of the continuing education and learning process. In this case, class management has not been seen optimally. Students feel that if the age gap is too far, the communication process will become less suitable. When communicating, there are many differences in views due to the age gap that is far enough and it make communication is less than optimal. Pidarta (2007) stated that classroom management is the process of selecting and using the right tools for classroom problem or situation.

d. Negative influence from the environment.

Environmental factors become problems that students have when learning language in Kampung Inggris. Environmental factors such as friendships also affect student behavior.

Excerpt 11

When I want to try to speak in English. My friend always gives feedback using Indonesian. Especially when I live in a camp facilitated by the course. In the camp always apply the English area, so I and the others are required to always speak only in English. But when I apply it, my friend always invites me to speak in Indonesian, sometimes using Sundanese because I and her are both Sundanese.

(P1)

Excerpt 12

Hmm... I was once invited by my friend at the camp to skip the class together for 1 day to the beach area, so I didn’t go to class and didn’t get learning materials.

(P2)
(interview transcript, July 16th 2022)

From the statement of the two participants. It can be concluded that the friendship factor also affect student activity in language learning. In the first participant, it is clear that the participant wants to try to practice speaking habits in English but is not supported by his friends who still use Indonesian. Thus making participants less than optimal. In the second participant, the influence of the environmental made the participants carried away by an invitation by their friends to skip the class. This will be detrimental to participant because participant will miss the learning material that day.

3. Potential Solutions To Overcome The Challenges

There are several potential solution to overcome the challenges that teachers face when teaching in Kampung Inggris. The researcher has found four potential solutions to overcome these challenges, namely: 1). Build a good relations between teachers and students, 2). Teachers prepare their mentally and imitate other teachers, 3). Teachers determine the teaching materials that are more controlled by the teachers, 4). Teachers giving an English learning motivation.

a. Build a good relations between teachers and students

Building a good relationship between teachers and students is important for the teaching and learning process in the classroom. Building good relationships is one of the possible solutions to overcome
teaching challenges. Some of the challenges such as differences in student backgrounds, differences in student abilities, pressure from institutions and student anxiety can be overcome with this solution. This statement is in accordance with the participant’s statement:

**Excerpt 13**

The way I build relationship with students usually starts with communication. I think communication is the main factor that determines comfort. We can see that from various backgrounds such as language and culture, not all students have the same cultural background as me, so I get used to using Indonesian instead of the regional language. Therefore, to facilitate communications, we use Indonesian in a semi-formal style.

(P1)

Usually before starting the teaching and learning process, I have to build chemistry with the students first. Do chit chat such as asking how are you, asking what activities have been done before going to the course and many others. Hmm.. I do this to reduce tension during learning, in this way I think it will make the relationship between teachers and students warmer. Thus creating a fun class and making teachers and students ready to carry out the teaching and learning process.

(interview transcript, July 16th 2022)

In accordance with the statements of the two participants that the solution they encountered to overcome the challenges they faced in class was to establish good relationships between teachers and students. One of them is improving communication. Good communication makes students feel comfortable because learning activities with good communication can facilitate the teaching and learning process. Semi-formal learning makes the learning environment more enjoyable because it does not make students afraid or tense caused by formal communication. In addition, paying attention to students has a positive effect in building good relationships between teachers and students such as asking students’ news and activities before entering class. This will cause affection and attention to each other.

A comfortable and helpful learning environment is a factor that supports student learning focus and the effectiveness of teacher education. Creating such an atmosphere requires the role of a teacher in understanding children’s social situations. Feel safe in class allows students to take more risks for higher levels of learning and thinking, but knowing that teachers are there to provide support as needed (Brookfield, 1990). This is also in accordance with research conducted by Syafira (2020) which states that tutors must build good relationships with students.

b. Teachers prepare their mentally well and imitate other teachers.

Teaching is the activity of teachers who dynamically teach students. In this case, the teacher or educator acts as a facilitator as well as a motivator for students to learn. Therefore, the teacher must prepare good mental. This aims to make the teaching process run well. Teachers can also imitate teaching methods from other teachers in order to find out which learning methods are more suitable for students.

**Excerpt 14**

For this I follow the example of other teachers, ask other teacher and ask for advice. When I get the right solution, then I apply it. For example, in my class there are students who are much older than me, have more experience, so I have to be professional, between the material that I teach with my mental which sometimes shrinks. So I have to prepare mentally enough in teaching.

(P1)

**Excerpt 15**

Hmmmm before I start teaching, I usually prepare myself first. I have to be in a good mood because it will affect my teaching performance. I also prepare a good mental because I know that I have many students and I can’t control all of them.

(P2)

(interview transcript, July 16th 2022)
From the two statements it can be concluded that the way teachers overcome their challenges in teaching is by preparing mentally well, maintaining a stable mood and imitating from other teachers. Teaching readiness is very important for teachers. This teaching readiness is needed for the learning process to be successful and the results obtained are as expected. If the teacher does not have self-preparation, it will affect the teaching process and the result achieved. Dalyono (2005) stated that a good preparation is physical and mental ability. Physical preparation means enough energy and health, and mental preparation means having enough interest and motivation to do activities.

c. Teachers determine the teaching materials that are more controlled by the teachers.

Determining which teaching materials are mastered by the teacher is a solution in overcoming the challenges of the teacher. This makes it easier for teacher to provide material and teachers can talk in class. As described below:

Excerpt 16

The material must be given a module from the institution but as for the sequence, the way of teaching, the method is free depending on how the teacher applies the material. I choose my own teaching materials, what materials I have really mastered and undertake to teach. If I’m not fluent, I don’t dare. So when it comes to material, honestly I choose safe.

(P1)
(interview transcript, July 16th 2022)

Good mastery of material for teaching materials which are part of the skills of educators. Learning does not only involve students, but also educators who play important role. The first thing that educators do is that educators must be able to understand and master what material is taught to their students so that learning can take place smoothly. Ali (2004) stated that learning materials are learning content that helps you achieve certain goals. It is difficult to imagine a teacher teaching without mastering the subject. In addition, to achieve better results, teachers not only master certain learning materials that are part of the subject but broader skills in the learning materials themselves can lead to better outcomes.

d. Teachers giving an English learning motivation

The last solution to overcome the challenges of teaching English in Kampung Inggris is to provide motivation to learn English. Sudirman (2011) stated that in learning activities, motivation can be described as a driving force for students to create learning activities, ensure and provide hopeful direction to achieve goals. As the statement below:

Excerpt 17

There are students who feel dizzy with the material and feel left behind from their friends. To overcome this, I often tell members that I can privately chat if someone doesn’t understand and Alhamdulillah it’s quite effective. I open a chat session and usually I give them motivation so that they are more enthusiastic about learning.

(P1)

Excerpt 18

Abbs, usually before I start learning, I always provide motivation to learn to students so that they are more enthusiastic and ready to learn. I often appreciate those who come to class to learn, appreciate those who take the time to learn rather than play with their friends. Such motivation aims to raise their spirit.

(P2)
(interview transcript, July 16th 2022)

Educators must be able to motivate students in their teaching and learning activities. This is in accordance with the statement above which motivates students to be enthusiastic in learning. They said that some students felt dizzy because they did not understand the content and felt that their abilities were still low to other students. From here, the teacher is responsible for convincing and motivating students by opening personal chat. Educators also give appreciation to students who want to come to learn rather than play. Appreciating students will foster a sense of excitement for students.
Appreciation is an evaluation of efforts and achievements. Appreciation does not have to be in the form of objects, but can also be expressed in the form of praise, celebration, or pride. Often seeing in the form of objects can even have a bad impact on a child’s personality. Appreciation can also make students happy. Appreciating what students do makes students feel valued, cared for, and loved. Appreciation has a calming effect and makes students more comfortable and relaxed. A sense of appreciation and gratitude brings beautiful smiles to our students (Kirana, & Badri, 2020).

CONCLUSION

The aim of this research is to identify and investigate the challenges and solutions faced teachers in Kampung Inggris in teaching speaking English. Based on the findings, there are four challenges faced by teachers, four problems faced by students in learning English in Kampung Inggris, and four solutions to overcome teachers’ solutions during teaching speaking in Kampung Inggris. These challenges are: 1). Different student backgrounds, 2). Diverse student abilities, 3). Pressure from institutions, 4). Students anxiety about their abilities. Meanwhile judging from students’ perception, the researcher found four problems faced by students while learning English in Kampung Inggris. These problem are: 1). Students’ anxiety about their abilities, 2). The relationship between teacher and student is not close, 3). The class selection is not age-appropriate, 4). Negative influence from the environment. The solutions to overcome these challenges are: 1). Build a good relations between teachers and students, 2). Teachers prepare their mentally well and imitate other teachers, 3). Teachers determine the teaching materials that are more controlled by the teachers, 4). Teachers giving an English learning motivation.

By knowing the challenges faced by teachers when teaching speaking and problems faced by students in language learning, and finding solutions to overcome the challenges of teaching speaking. Therefore, the researcher suggests to improve the quality of teacher by updating the classroom management system, improving teaching methods, making appropriate teaching materials, and evaluating the teaching and learning process. This is expected to be able to make the teaching and learning process more effective and conducive for both teachers and students.

REFERENCES


