CHALLENGES ENCOUNTERED BY EFL TEACHERS IN TEACHING PRODUCTIVE AND RECEPTIVE SKILLS AT SMPN 2 MATTIROBULU

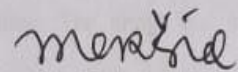A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Education (M. Pd) at IAIN Parepare Postgraduate Program

THESIS

By:

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NIM: 17.0213.010

ENGLISH EDUCATION STUDY

POSTGRADUATE PROGRAM

STATE ISLAMIC INSTITUTE

(IAIN) PAREPARE

2020

PENGESAHAN KOMISI PENGUJI

Tesis dengan judul "*{Challenges Encountered by EFL Teachers in Teaching Productive and Receptive Skills at SMPN 2 Mattirobulu}*", yang disusun oleh Saudari {Irma}, NIM: {17.0213.010}, telah diujikan dan dipertahankan dalam Sidang Ujian Tutup/ Munaqasyah yang diselenggarakan pada hari {Senin}, {29_06_2020} Masehi, bertepatan dengan tanggal {08_Dzulqaidah_1441} Hijriah, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Magister dalam bidang {Tadris Bahasa Inggris} pada Pascasarjana IAIN Parepare.
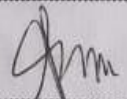
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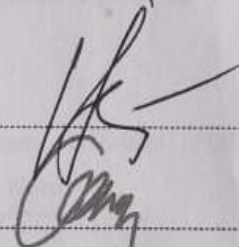
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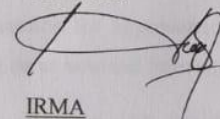The writer who signed the declaration below:

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

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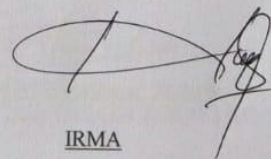
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ABSTRAK

Nama	:	Irma
NIM	:	17.0213.010
Judul	:	Tantangan yang ditemukan oleh guru EFL dalam mengajar keterampilan produktif dan keterampilan reseptif di smpn 2 mattirobulu

Mengajar bahasa Inggris sebagai bahasa asing adalah tugas yang menantang, terutama jika dilakukan di tempat-tempat di mana bahasa Inggris memiliki tujuan yang sangat terbatas. Penelitian ini mencoba untuk menyelidiki tantangan mengajar bahasa Inggris serta solusi yang diambil oleh guru EFL di SMPN 2 Mattirobulu. Studi ini menangkap sudut pandang guru bahasa Inggris dalam menghadapi tantangan mengajar di kelas dan solusi yang mereka terapkan untuk menyelesaikannya melalui wawancara.

Sejumlah tantangan muncul, sebagian datang dari siswa, sebagian dari guru, dan sebagian lagi dari fasilitas sekolah. Siswa ditantang oleh kurangnya penguasaan kosakata, konsentrasi rendah, kurangnya disiplin, kebosanan, dan masalah berbicara. Sementara itu, tantangan guru adalah kurangnya penguasaan metode pengajaran guru dan kurangnya pengembangan profesional. Selain itu, masalah fasilitas termasuk sumber daya dan fasilitas yang tidak memadai, dan kendala waktu.

Solusi untuk mengatasi tantangan tersebut juga disarankan dalam penelitian ini. Guru meminta siswa menghafal kosakata. Tanpa perbendaharaan kata yang memadai, orang tidak dapat mengkomunikasikan dan mengungkapkan perasaannya baik dalam bentuk lisan maupun tulisan secara efektif. Di sisi lain, memanfaatkan sumber daya dan fasilitas yang tersedia.

Kata kunci: Tantangan, mengajar keterampilan produktif, mengajar keterampilan reseptif.

ABSTRACT

Name   : Irma

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Title   : *Challenges Encountered By EFL Teachers In Teaching Productive And Receptive Skills At Smpn 2 Mattirobulu.* Supervisor; Arqam And Zulfah).

Teaching english as a foreign language is a challenging task, particularly when it is done places where English serves a very limited purpose. This study attempted to investigate English teaching challenges as well as the solution taken by the EFL teachers at smpn 2 mattirobulu. The study captured the English teachers' point of view in facing teaching chllebges in the classroom and the solution they implemented to solve them through interview.

A number of challenges emerged, partly coming from students, partly from teachers, and partly from the school's facility. Students are challenged by their lack of vocabulary mastery, low concentration, lack of discipline, boredom, and speaking problem. Meanwhile, teachers' challenges are shortage of teachers' limited mastery of teaching methods and lack of professional development. In addition, facilities issues including inadequate resources and facilities, and time constraint.

The solutions to overcome these challenges were also suggested in this study. The teacher asked the students to memorize the vocabulary. Without sufficient vocabulary, people cannot communicate and express their feeling both in form of spoken and written effectively. On the other hand making use of available resources and facilities.

Keywords: Challenges, Teaching Producticve, Teaching Receptive EFL Teacher.

Has been lagalized by

the head of Language Center

ah Selle

تجريد البحث

الاسم : إيرما

رقم التسجيل : ١٧.٠٢١٣.٠١٠

موضوع الرسالة : التحديات التي وجدها مدرسو اللغة الإنجليزية كلغة أجنبية في تدريس المهارات الإنتاجية ومهارات الاستيعاب في المدرسة الثانوية الثانية ماتيروبولو

بعد تدريس اللغة الإنجليزية كلغة أجنبية مهمة صعبة ، خاصة إذا تم إجراؤها في أماكن يكون فيها للغة الإنجليزية هدفًا محدودًا للغاية. تحاول هذه الدراسة التحقيق في تحديات تدريس اللغة الإنجليزية والحلول التي يتخذها مدرسو اللغة الإنجليزية كلغة أجنبية في المدرسة الثانوية الثانية ماتيروبولو. تتناول هذه الدراسة منظور معلمي اللغة الإنجليزية في مواجهة تحديات التدريس في الفصل والحلول التي يطبقوها لحلها من خلال المقابلات.

برز عدد من التحديات ، بعضها من التلاميذ والبعض من المعلمين والبعض من المرافق المدرسية. يواجه التلاميذ تحديًا بسبب نقص إتقان للمفردات ، وانخفاض التركيز ، وقلة الانضباط ، والملل ، ومشاكل الكلام. وفي الوقت نفسه ، يتمثل التحدي الذي يواجه المعلم في عدم إتقان أساليب التدريس الخاصة بالمعلم ونقص التطوير المهني. بالإضافة إلى ذلك ، تشمل قضايا المرافق عدم كفاية للموارد والمرافق ، والقيود الزمنية.

كما تم إقتراح حلول للتغلب على هذه التحديات في هذه الدراسة. يطلب المعلم من التلاميذ حفظ للمفردات. بدون مفردات كافية ، لا يستطيع الناس التواصل

والتعبير عن مشاعرهم في شكل شفهي وكتابي بشكل فعال، من ناحية أخرى، استفد من الموارد والمرافق المتاحة.

الكلمات الرئيسية: تحدي، تعليم للمهارات الإنتاجية، تعليم مهارات الاستيعاب.

إتفق عليها :

رئيس مركز

Amzah Selle

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CHAPTER I

INTRODUCTION

This chapter presents the background of the problem, research question,the

objectice of the study, and the significance of the study.

A. Background

Teaching English in schools based on the Decree of the Minister of

Education and Culture No. 060/U/1993 state 25 February 1993 and the 1989

Constitution on the System of National Education that the final goal of the

English subject at the schools is to enable the students to be proficient in English

in the globalization era.[1]Nurkamto asserts that the purpose of English language

teaching at school is to develop students' communicative competence.[2] The main

goal of English language teaching is to enable students to use English effectively in

real communication.[3]

There are four skills in teaching and learning language: listening,

speaking, reading and writing. Those skills are organized into two types:

Productive and Receptive skilis.[4] Receptive skills comprise reading and listening

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[1] Depdikbud. Peraturan Menteri Pendidikan Dan Kebudayaan no.060/U/ 1993 tentang Kurikulum Pendidikan Dasar [the decree of minister of education and Culture no.060/U/1993 on curriculum for primary education]. Jakarta: Depdikbud. (1993)

[2] J. Nurkamto, Problema pengajaran bahasa Inggris di Indonesia. (*Jurnal Ilmiah Masyarakat Linguistik Indonesia: 2003) p.* 288-307

[3] Davies, Paul and Eric Pearse. 2000. *Success in English Teaching.* Oxford: Oxford University Press.

[4] M. N Dermibas, Performance Differences between ELT Freshmen's Receptive and Productive Skills. (The Journal of Language and Linguistic Studie: 2013) p. 107-127.

while Productive skills are consist of speaking and writing.[5]Therefore, these skills need to be developed and learnt properly.

Receptive skills are listening and reading because learners do not need to produce language and the learners only receive the language. receptive skills are the ways in which people extract meaning from the discourse they see or hear.[6]Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us.

While Anthony, Pearson & Raphael stated that Reading is receiving language through the eyes the process of constructing meaning through the dynamic interaction among the readers' existing knowledge, the information suggested by the written and the context of the reading situation. The printed text or written text is received by eyes and sent to the brain. In this stage, the brain has to decode or search for them. As listening and reading skills are called receptive skills.

Productive skills are speaking and writing, because learners need to articulate words and write to produce language. Learners receive language by listening to conversation, music, video and also by reading comprehension, newspaper, poem, book. Speaking is the skill to express message through oral

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[5] H. D. Brown, *Teaching by principle: An interactive approach to Language* (2001).

[6] Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman: 2001) p. 199

language.[7] Then, Brown; Burns & Joyce, stated that speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information. When the brain has an idea it encodes the idea and sent to the mouth. By using articulation system, mouth produces the spoken text. Meanwhile, Writing is a process of communicating with others in which a writer sends his ideas and thoughts in written forms to readers.

When the brain has an idea it encodes the idea and sends to the hand. Then the hand writes down or types in words. It is a process of thinking which the writer discovers, organizes, and communicates his or her thoughts to the reader.[8] Moreover, it is about conveying meaning by using words that have been chosen and put together in written or printed form.[9] writing means sending information and expressing ideas through written forms. In short, writing is a tool of communication in written form. As speaking and writing skills are called productive skills.

In term of teaching speaking, the teachers of English have to understand that speaking a language is difficult for foreign language learner because effective oral communication requires the ability to use the language appropriately in social interaction. Diversity in interaction involves not only verbal communication but also paralinguistic elements of speech such us pitch, stress and intonation. In

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[7] Guntu Tarigan, *Berbicara Sebagai Suatu Ketrampilan Bahasa.*(Bandung: Angkasa 1992).

[8] Wingersky. *Writing Paragraph and Essays Integrating Reading, Writing and Grammar Skills. (*London: Wadsworth Publishing Company 1999).

[9] G Farbrain & Whinch. *Reading, Writing and Reasoning. (*Boston: Houghton Mifflin Company 1996).

addition, nonlinguistic elements such us gestures and body language, facial expression, may accompany speech or convey message directly without any accompanying speech.[10]Because speaking is about habit and practice to make the students improve their ability on speaking. The teacher should look for the best way to implement speaking in the class and make the class condition enjoyable, so students will be interested to learn English. It is important to teachers to give evaluation in oral speaking so the students will be enthusiasm to study.

Writing is the final product of several separate acts that are hugely challenging to learn simultaneously. In teaching writing many EFL teachers found teaching writing is difficult.[11]Among these separable acts are note taking, identifying a central idea, outlining, drafting and editing. It is difficult to start writing of any kind without a central idea and the notes to support it. This is to say that there are challenges of teaching writing to EFL learners. Indeed, teaching English writing skill involves developing linguistic and communicative competence of the learner which makes it quite a challenging task.[12] However, teachers are assumed to have a professional responsibility for learners' writing development. Meanwhile, Knapp and Watkins state, "Learning to write is a difficult and complex series of

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[10] J. Richards & W.A Renandya,. *Methodology in language teaching*: *An anthropology of current practice*. New York: Cambridge University Press 2002).

[11] N. H Thuy. Teaching EFL writing in Vietnam: Problems and solutions – a discussion from the outlook of applied linguistics. (*Journal of Science, Foreign Languages*, 2009).p 61-66

[12] H. A Bilal Tariq, A. R., Din, N. u., Latif, H., & M. N Anjum,. Investigating

the Problems Faced by the Teachers in Developing Eglish Writing Skills. *Asian Journal of Social Sciences and Humanities,* 2013). P. 238-244.

processes that require a range of explicit teaching methodologies through out all the stages of learning".

Reading does not only mean to understand the words or the grammar. It is not just translating but reading is thinking, in order to read well in English reading material text, and the reader must think what the text means. There are three common problems that usually encountered by the teacher in teaching reading:[13] First Vocabulary oriented teaching, In this case, the teachers' presentation mainly focus on the vocabulary. As a result, the teachers have no idea about the complexity of reading process. Second the teachers seldom get down to learn their students needs, have the analyzed and tailor the teaching method accordingly Li-Juan.[14] Here, the teachers just rigidly follow the natural arrangement of texts and exercises with the help of their perceptual experiences. Then, they exploit the text just for its own sake, not to use it as a tool to teach students read effectively. Third The lack of theoretically knowledge of EFL.Wallace explains that it can affect the situation where the teachers usually have little idea about how to plan a lesson regularly and systematically.[15] Thus, what the teachers often do just sitting on the desk, going through the whole text to be taught, looking up in dictionarry all the words and expressions.

For many of teachers, what made listening was difficult to teach was because the teachers must build the students' understanding about how listening step it was.

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[13] C Wallace. Critical Reading in Language Education. (MacMillan: Palgrave, Surong, Jing. *A Strategy-Oriented Teaching Model of EFL Reading* 2007). (*Problems in EFL Reading Teaching and Possible Solutions* 2001).

[14] Li-Juan, Jiao. *Problems in EFL Reading Teaching and Possible Solutions*. (2007)

[15] C Wallace. (*Reading* Oxford University Press 1992)

Bueno & McLaren stated that there were many steps that the students must be through when doing listening task; the *First*, they had to care about what they were hearing. The *Second*, they were choosing stimuli (selecting). The *Third*, after selecting they were focusing attention (attending). The *Fourth*, they were assigning meaning (understanding). The *Fifth*, they evaluated, in evaluating the students were analyzing and judging. The *Sixth*, they were remembering. And the last step was responding.[16] In teaching listening the teachers also needed to pay attention deeply seeing that there were different types of teaching listening. Teaching listening had style vary from place to place, and even from person to person in the same place. Enhance the difficulties that the teachers faced also had a difference.

From the explanation above, it can be concluded that teaching English is a difficult activity which requires teachers understand and master the subject. Because in English there are four skills which should be mastered by the students, all of them are speaking, writing, listening and reading. The teachers also should make the students can communicate in oral or written communication.

In SMPN 2 Mattiro Bulu almost all students have poor knowledge and also low motivation to learn English. Therefore the researcher wants to know "What are the challenges encountered by EFL teachers in teaching productive and receptive skills and How is the teacher overcome the problem encountered in teaching productive and receptive at SMPN 2 mattirobulu.

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[16] Bueno, Madrid & McLaren. *The importance of teaching listening and speaking skill.* 2006.

B. Research Questions

1. What are the challenges encountered by EFL teachers in teaching productive skills?

2. Wh at are the challenges encountered by EFL teachers in teaching receptive skills?

3. How is the teacher overcome the problem encountered in teaching productive skills?

4. How is the teacher overcome the problem encountered in teaching receptive skills?

C. Objective of the Research

Based on the background of the research that has been explained above, the objectives of the research that the researcher wants to achieve by this research are:

1. To find out the challenges encountered by EFL teachers in teaching productive skills?

2. To find out the challenges encountered by EFL teachers in teaching receptive skills?

3. To know how is the teacher overcome the problem encountered in teaching productive skills?

4. To know how is the teacher overcome the problem encountered in teaching receptive skills?

D. Significance of the Research

In this study the researcher expects that the thesis has benefits both theoretical and practical benefits.

1. For the teachers

This study is intended as a source of information for English teachers to anticipate the challenges that will occur when they teach productive and receptive skills in English language.

Then this study can also provide information for English language teachers to fine techniques that are suitable to be applied when they teach productive and receptive skills.

2. For the students

It can provide a more interesting situation in the classroom so that the students wil be more interested in joining the class.

3. For the researchers

This thesis result hopefully as a reference and gives more information to solve the problem in teaching productive and receptive skills in English language. So, the problem could be overcome by using some strategies.
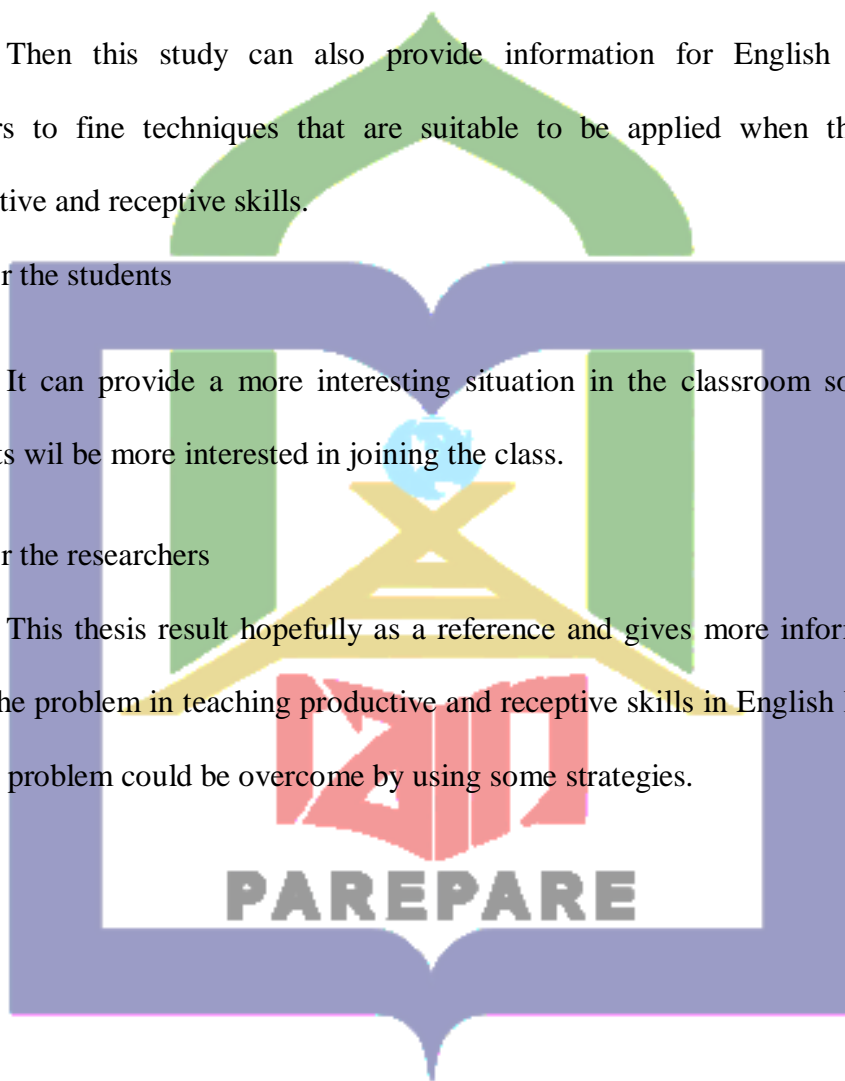
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with some theories that become the bases for the discussion. The purpose of the chapter is to get the understanding of what the basic principles of the research, so that the problem stated in the previous chapter can be answered. The discussion will be persented in two healdings. They are related to the challenges in teaching productive and receptive skills and conceptual framework.

A. Some Previous Research Findings

The are several research titles that are in line with this research, among they are:

Qismullah Yusuf and Zuraini in their research "Challenges In Teaching Speaking To Efl Learners" This preliminary study aims to describe the challenges that the teachers face in teaching English speaking to their students in Aceh. It is important for teachers to be aware of the challenges in teaching speaking so that they can seek for solutions to them. Accordingly, this preliminary study collected data by interviewing two teachers from a public senior high school in Bireuen, Aceh. They revealed that the challenges they encountered most in teaching speaking are students' lack of vocabulary, pronunciation problems, nothing to say, lack of motivation and the use or interferecnes of the mother tongue. Thus, the teachers do their best to overcome these challenges along the process of their teaching in the classroom, Future studies are suggested to collect data from other

sources such as observations in the classroom during the teaching and learning process.[17]

Aisyah Mumary Song batumis in her research" Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia" This study attempted to investigate English teaching challenges as well as the solutions taken by the English teachers at MTsN Taliwang through interview. A number of challenges emerged, partly coming from students, partly from teachers, and partly from the school's facility. The solutions to overcome these challenges were also suggested in this study. The efforts taken are divided into two; efforts done by the school and by the English teachers. applying various teaching methods and techniques, matching students' proficiency level and learning situation, making use of available resources and facilities, providing motivational feedback, looking for appropriate methods or materials, and teachers' self-reflection are the English teachers' efforts in tackling English teaching challenges.[18]

Kuni Hikmah Hidayati in her research "Teaching Writing to EFL Learners: An Investigation of Challenges Confronted by Indonesian Teachers" This study aims to find out Indonesian teachers'challenges in teaching English writing skill and discuss possiblesolutions to remove, or at least, minimize, the problems. The data was collected by interviewing 10 English teachers who come from differentpart of East Java, Indonesia and teach English in either private or public Junior and Senior High Schools. The instrument used was structured interview. The data

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[17] Yusuf, Qismullah, and Zuraini Zuraini. "Challenges in teaching speaking to EFL learners." *Proceedings of English Education International Conference*. Vol. 1. No. 2. 2016

[18] Mumary, Aisyah. "Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia." *LEARNING* 2.2 (2017).

collected from the interview was then,analyzed descriptively. The findings show that there are internal andexternal factors contribute to the challenges that the teachers confront. The internal factors include linguistic competence, native language interference, motivation and reading habits of the learners, while the external ones include the class condition, aids available for teachingwriting and the availability of time. The research findings wouldfacilitate the teachers and the concerning authorities to improve the ELT especially in teaching writing.[19]

From some of the studies above, no one of the studies axamined the challenges faced by teachers in the classroom when teaching four skills. So this research will find out what challenges faced by a teacher in teaching productive and receptive skills.

B. Some Pertinent Ideas

1. Receptive skill

Receptive skills are listening and reading, because learners do not need to produce language to do these, the learners receive the message and decode the meaning to understand it. the skills used for the students only receive the language. the skills categorized as receptive skills are reading and listening because when we listen and read we receive the language.[20]According to Jeremy Harmer, receptive skills are the ways in which people extract meaning from the

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[19] Hidayati, Kuni Hikmah. "Teaching Writing to EFL Learners: An Investigation of Challenges Confronted by Indonesian Teachers." *Langkawi: Journal of The Association for Arabic and English* 4.1 (2018): 21-31.

[20]H. D Brown. *Teaching by principle: An interactive approach to Language* 2001.

discourse they see or hear.[21] Receptive communicative skills are the abilities that we need to understand the message (input).

a. Reading

Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education.[22] In the classroom, some teachers often use texts or books as media to deliver material of a subject. Furthermore, the teacher asks the students to read the texts to grab information in order that they could understand the material.

Some experts elaborate the processes of reading. These processes facilitate the readers to read well so that they can get information from what they read. Rivers states in his book some processes of reading as follows[23]:

1) It is important to recognize the sound patterns which are represented by graphic symbols and identify their combinations as language units already encountered.

2) The reader also has to recognize structural clues such as the indicators of word classes (or part of speech) and of persons and tenses of the verb; the words that introduce phrases and clauses and the particular modifications of meaning these indicate; the adverbs and adverbial expressions which limit the action in time, place, and manner; and the indicators of interrogation in derogation.

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[21] Harmer Jeremy, *The Practice of English Language Teaching*, (England: Longman, 2001) p.199.

[22] W Grabe. *Reading in a Second Language (Moving from Theory to Practice* 2009).

[23] Wilga M Rivers. *Teaching Foreign Language Skills. (*United States: The University of Chicago 1981).

3) They must be able quickly to distinguish word groupings and their relations with other word groupings.

4) They must be able to anticipate what will probably follow while holding in their immediate memory inconclusive elements from what preceded.

1. Reading Technique

Technique as specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. These activities can be doing tasks or exercises to realize lesson objectives.[24] The activities can help teacher and students in many subjects in the classroom such as English. In the English subject, the teacher is also able to use the activities in teaching and learning process to improve four skills in English subject; listening, writing, speaking, and reading.

Designing interactive reading is not easy. It needs techniques in order to abridge into an easier way. There are principles for designing interactive reading techniques. An expert named Brown says there are several techniques. Those techniques are in the following.[25]

a. In an interactive curriculum, the teacher has to gives priority to the importance of specific instruction in reading skills

b. The teacher has to use techniques which are intrinsically motivating

c. Authenticity and readability in choosing texts should be balanced.

d. The teacher should encourage the development of reading strategies

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[24] H. Douglas Brown. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*. New York: Pearson Education Company

[25] H. Douglas Brown. *Principles of Language Learning And Teaching*. (London:Longman Publishing Group 2000).

e. Both bottom-up and top-down techniques are include in the activity.

f. The teacher should follow "SQ3R" sequence.

g. The teacher subdivides the techniques into pre-reading, during-reading, and after-reading phases.

h. In the last, the teacher should build in some evaluative aspect to the techniques by doing, choosing, transferring, answering, condensing, extending, duplicating, modelling, conversing.

Hence, the reading technique is the activities which are done in the classroom to help the teacher and the students in the teaching learning process of reading which were consistent and harmonious with a method and an approach so that the students can comprehend a passage well. A technique of reading which is used in the classroom should be chosen based on the students" need and capability in order they can enjoy every activity in the classroom. It also aims the purpose of the teaching learning process.

b. Listening

Listening consists of auditory discrimination, aural grammar, choosing necessary information, remembering it, and connecting it to the process between sound and form of meaning.[26] listening is an active mental ability.[27] It helps us to understand the world around us and is one of the necessary parts in making successful communication. listening includes listening for thoughts, feelings, and intentions and this needs active involvement, effort, and practice.

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[26] Pourhossein Gilakjani, A., & Ahmadi, M. R. A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement. *Journal of Language Teaching and Research* (2011).

Listening comprehension is divided into four components.[28] The first is the ability to differentiate all sounds, intonation patterns, and voice qualities in the second language and to distinguish between them and the same sounds in the native language. The second is the understanding of the whole message uttered by a speaker. The understanding of spoken messages depend on comprehension of semantic meaning, moving from what one comprehends in the sound sequence with respect to the knowledge of syntax only when the meaning is not understandable.[29]

The third is the ability to hold that message in one's auditory memory until it can be processed. To develop the learners' auditory memory, teachers should know that they hear as much language as possible. This means that most of the class time should be carried out in the language being taught. The speed of presentation and difficulty level of the content must be adjusted to the learners. Language activities that are comprehensible increase auditory memory. The significant point here is the idea of improvement. The improvement from the simpler to the more intricate sentences should be slow and continuous. The speed of delivery should be increased based on the learners' ability to understand.[30]

The fourth step is to sample the important meaning carrying components of the material. Listeners should expend more energy to understand material about

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[27] Rost, M. *Introducing Listening*. London: Penguin books. (1994).

[28] Chastain, K. *Developing Second Language skills. 3rd* U.S.A: Harcourt Brace, Jovanovich, Inc. (1998).

[29] Rivers, W. M. *Teaching Foreign Language skills. 2nd ed.* Chicago and London: The University of Chicago Press. (1981).

[30] Chastain, K. *Developing Second Language skills. 3rd* U.S.A: Harcourt Brace, Jovanovich, Inc. (1998).

unfamiliar topics and they rely more on linguistic clues to make up for their lack of background knowledge. The last step is to use the samples to confirm or reject the formerly made anticipations. When the samples are in line with listeners' anticipations, they accept them as being correct. When the samples do not comply with their anticipations, they should reconsider either their anticipation or the material as they look for making the message meaningful.[31]

2. Productive skill

The productive skills are speaking and writing, because learners doing these need to produce language. The skills as categorized productive skills are speaking and writing because students need to articulate words and write to produce language.[32] The learnenrs use the language to produce a message through speech or written text.[33]As an important form of expression used to persuade or convince other people as well as to share ideas and feelings.[34]productive communicative skills are the abilitie that we used to produce a message (output).

a. Speaking

Speaking in term of usage is oral communication in expressing ideas to other people as partner of conversation. It means the speaker express his ideas through the language. Speaking is the method by which work is done on a day to day basis. Speaking is particularly useful when we want to get something stated

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[31] Kaspar, G. Pragmatic Comprehension in Learner - Native Speaker Discourse. *Language Learning*, (1984).

[32] H. D Brown. *Teaching by principle: An interactive approach to Language* 2001.

[33] Brown & Yule. *Teaching the Spoken Language*. New York: Canbridge University Press. 1983.

[34] Bygate, Martin. *Speaking.* New York: Oxford University Press 1987.

and we need to give instruction or orders. Speaking is used for sharing a personal experience to other.[35]

Speaking in foreign language, however is a challenging task for language learners since speaking. Speaking is "an activity requiring the integration of many subsystems and all these factors combine to make speaking a second or foreign language a formidable task for language learners.[36]Teaching of speaking skill should be figured as central in foreign language pedagogy". The goal of teaching speaking is to communicative efficiency.

1) Technique for Teaching Speaking

There are many techniques for teaching speaking. The following are some of the techniques for teaching speaking which can be implemented by the teacher[37]

a. Role-Playing

One of the methods suggested for developing speaking skill is role-playing, that is, creating a dramatic situation in a classroom, or in a part, simply acting out dialogues, but also in part re-labeling objects and people in the room to prepare for an imaginative role playing.

b. Game

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[35] Phillips, Bob Cock Gove, *Webster Third New International Dictionary*, (G and C.merriam company publisher 1992).

[36] Endang Fauziati. *Teaching English as a Foreign Language. (*Surakarta: Muhammadiyah University of Surakarta 2008).

[37] Fauziati Endang. *Teaching English as a Foreign Language.* Surakarta: Muhammadiyah University of Surakarta 2010.

A game is one of activities which can help to crate dynamic, motivating classes. The reason is that real learning takes place when the students, in a relaxed atmosphere, participate in activities that require them to use what they have been drilled on.

c. Problem-Solving

Materials which focus on problem solving offer further opportunities for the students to work in pairs or small groups, to share information and opinions on topics, which are meaningful to them.

d. Discussion

Discussion may be composed of three to five students. If such a group work is used regularly and introduced with a careful explanation of its propose, the class will soon accept it as a natural activity.

e. Song

Using song in EFL classroom, especially speaking one can be both enjoyable and educational. Song usually provides a peaceful and happy mood for the listeners. Songs can also be used as a useful aid in the learning of vocabulary, pronunciation, structures, and sentence patterns.

According to Syakur, there are at least five components of speaking skill concerned with vocabulary, pronunciation, grammar, fluency and comprehension.[38]

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[38] Syakur, *Language testing and evaluation* (Surakarta ; Sebelas Maret university press, 1987).

1) Vocabulary

Vocabulary is the tool of illustrating thought, self-expression, translation and communication. In any language teaching, vocabulary plays a tremendously important role.[39]

2) Pronunciation

According to Oxford Advance Learner's Dictionary, pronunciation is the way in which a language or a particular word or sound is pronounced (uncountable, countable), the way in which a particular person pronounces the words of a language (singular).[40]

3) Grammar

Brown affirms that grammar is system of rules governing the conventional arrangement and relationship of word in a sentence.[41]

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. Grammar is one important aspect of speaking because of an utterance can has different meaning if the speaker uses incorrect grammar. It is the set of structural rules that govern the composition of sentences, phrases and words in any given natural language.

4) Fluency

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[39]Kaharuddin Bahar, *The Communicative Competence Based English Language Teaching*, (Yogyakarta: trust media. 2013).

[40] Oxford, *Oxford Advance Learner's Dictionary*, Fourth Edition (New York: Oxford University Press, 2005).

[41] H. Douglas Brown. *Teaching by principles: an interactive approach to language pedagogy*, (San Francisco: Addison Wesley Longman. 2001).

Fluency is the case and speed of speech. It can be defined as the ability to speak fluently and accurately suit to professional necessity. Basically, being fluent means able to keep the flow of speech.

5) Comprehension

Comprehension is the process of understanding speech or writing. It is result from an interaction between different kinds of knowledge. For example: Knowledge of grammar, Comprehension also involves different psychological operations, including perception, recognition, and inference. Comprehension contributes to language learning and without comprehension there is no learning[42]

b. Writing

Writing is an important part of language teaching as it is also used as an essential tool for learning is which students expand their knowledge of the language elements in real use.[43] The most important reason for teaching writing is a basic language skill, just as important as speaking, listening, and writing.[44] In the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

1. The process of writing

The process of teaching writing consists of four basic stages. They are planning, drafting, revising, and editing. For each stage, various learning activities that can

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[42] Scott thrnbury, An A-Z of ELT; *A Dictionary of Term and Concepts Used in English Language Teaching* (Oxford; Millan, 2006).
[43] Maria Taselin, *Interactive Activities for Improving Student' Writing Skills in The Teacing of* English Language Skill and English La nguageComponents, ed.
BambangYudiCahyono(Malang: State Univercity of Malang Press, 2010). P. 104.
[44] Jeremy harmer, How to Teach English(England: Addison Wisely Longman, 2001). P. 79.

support the learning of specific writing skills are suggested. For instance, in the planning stage, teachers can help their students to improve their writing skills in generating ideas by giving activities, such as brain storming, clustering, and rapid free writing.[45]

The planned writing experiences for the students can be described as follows:

a. Planning

Planning or pre-writing is an activity of writing that aimed to encourage and stimulate the students to write. Since it function is to stimulate students" ideas to write, the writing activities must be prepared to provide them learning experiences of writing, such as brain storming and etc. Planning is a series of strategies designed to find and produce information in writing.

b. Drafting

At this stage, the students will focus on the fluency of writing and write without having much attention to the accuracy of their works. During the process of writing, the students must also focus on the content and the meaning of the writing. Besides, the students may be encouraged to deliver their messages to different audience, such as peers, other classmates and etc.

c. Revising

The students review and re-examine the text to see how effectively they have communicated their ideas to the reader. Revising is not a simply activity of checking language errors but it is done to improve the content and organization of the ideas so the writer's intention is clearer for the reader. Revising is a series

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[45] Richards, J. C., & Rodgers, T. S. Approaches and Methods in Language Teaching (2nd ed.). Cambridge: Cambridge University Press. (2001).

of strategies designed to re-examine and re-evaluate the choice that have created a piece of writing.

d. Editing

At this stage, the students are focused on tidying up their works as they prepare the final draft to be evaluated by the teacher. The main activity done by the students at this stage is editing their mistakes on grammar, spelling, punctuation, sentences, dictionetc.

1. Teaching Writing

The most important reason for teaching writing is a basic language just as important as speaking, listening, and reading. Through writing, English language learners are able to convey massage to the readers across places and time using a written form EFL.

Concern with the teaching of writing goes back thousands of years. However, up until the early twentieth century, writing instruction was based on somewhat rigid set of assumptions: good writing was done from a setoff rules and principles, the teacher's duty was to relate these rules, and students then wrote in response to selected written texts, following the rules of good writing. A student essay was the graded for its grammatical accuracy and correct organization as well as content.[46]

Here are the following aspects of teaching writing junior high school.[47]

a. Copying the simple sentence that has been just learn in spelling punctuation correctly.

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[46] David, Nunan, Practical English Language Teaching (New York: McGraw Hill, 2003). p. 89.
[47] Iskandarwassid, DadangSuhendar, StrategiPembelajaranBahasa, p.292.

b.   Writing the simple sentence.

c.   Completing the simple sentence.

d.   Making the compound sentence.

While the technique of teaching writing for students learning activities are follow; [48] note taking, letter writing, story or telling, describing thing, person etc, completing form, sentence building, paragraph building, completing sentence by cards.

Teaching writing is important because written communication is a basic life skill. Students may need to take notes, fill in forms, and write letters, reports, stories etc. Many need to fill in detailed questionnaires relating to health, education and employment. Sufficient ability of writing skill gives one the confidence and marks his expertise on a particular language.Writing is the process or result of recording language in the form of conventionalised visible marks or graphic signson a surface.[49]

According to Brown, there are three main genres of writing:

1)   Academic Writing: papers and general subject report, essays, compositions, academically focused journal, short-answer test responses, technical reports, theses, dissertations.

2)   Job-related Writing: messages, letters or e-mails, memos, reports, schedules, labels, signs, advertisements, announcement, manuals.

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[48] Ibid, 293.

[49] Hartman, R.R.K. Stork, F. C, *Dictionary of Language and Linguistics*, London : Applied Science Publisher LTD, 1972).

3) Personal Writing: letters, e-mails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents, forms, questionnaires, medical reports, immigration, document, diaries, personal journals, fiction.[50]

Writing is functional communication, making learners possible to create imagined worlds of their own design." It means that, through writing, learners can express thought, feeling, ideas, experiences, etc to convey a specific purpose. The purpose of writing is to give some information.[51]

C. Conceptual Framework
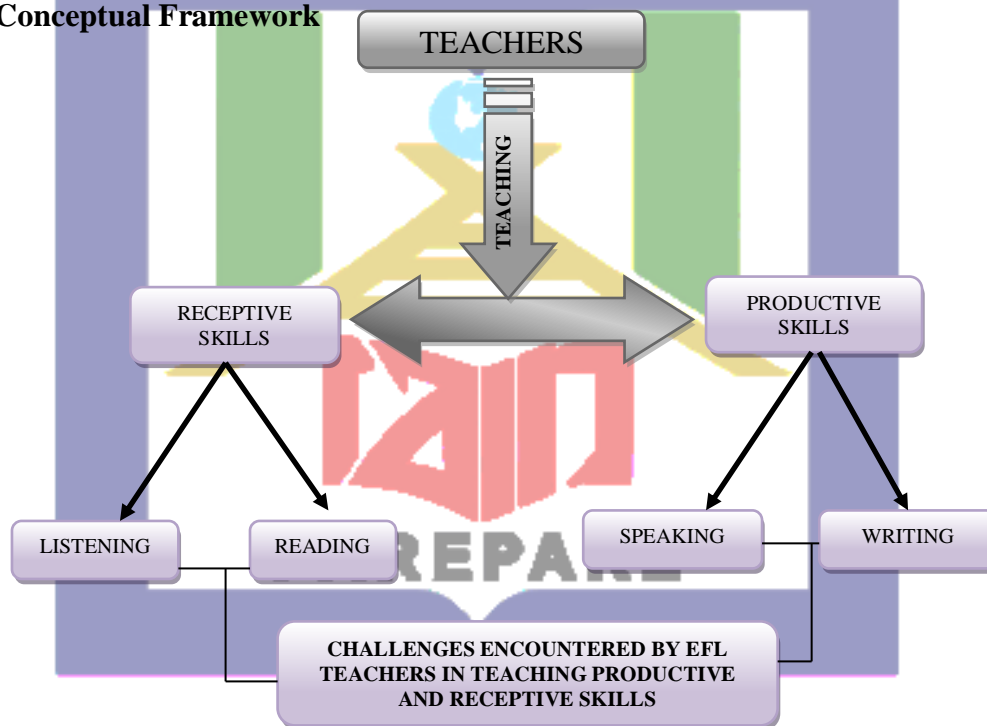
Figure. 2.1 Conceptual Framework

The conceptual framework of this study was the teacher will teach productive and receptive skills. in productive skills consist of speaking and writing while receiving skills consist of reading and listening then doing it, then

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[50] H. Douglas brown, *Language Assessment*, (New York: Longman, 2004).

[51] Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000).

questions will arise about the challenges encountered by the teacher in teaching productive and receptive skills.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter presents the discussion of the research method. This is presented in five headings. They are the research design, subjects of the study, setting of the study, techniques of data collection, and technique of data analysis.

A. Research Design

The researcher design used in this research was the descriptive method. In this research, the researcher has two purposes. First, the researcher wanted to know the challenges encountered by efl teachers in teaching productive and receptive skills and the second, the researcher wanted to know how is the teacher overcome the problem encountered in teaching productive and receptive skills at SMPN 2 Mattirobulu in pinrang regency academic Year 2019/2020.

Snape and spencer stated that qualitative research is a naturalistic/interpretative approach concerned with understanding the meaning people gave to the phenomena within their social setting. The researcher builds a complex, holistic picture, analyzes word, report detailed views of information and conducts the study in a natural setting.[52]

The reseacher choose qualitative data research to conduct the final project of this paper. In this qualitative research, the researcher wanted to find out teachers' challenges in teaching productive and receptive skills and how is the teacher overcome the problem encountered in teaching productive and receptive skills.

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[52] Dawn, snape and spencer liz. The foundation of qualitative research. Qualitaive research practice: A quide for social science students and researchers.(London: SAGE Publication Ltd: 2003), p.2

The researcher choose the English teacher at SMPN 2 Mattirobulu pinrang regency academic year 2019/2020 as the object of study because the researcher wanted to know the teachers' challenges in teaching productive and receptive skills and how is the teacher overcome the problem encountered in teaching productive and receptive skills.

B. Subject of the Study

The subject of this research was the english teachers at SMPN 2 Mattiro Bulu pinrang regency in academic year 2019-2020. The primary purpose of this study was to find out teachers' challenges in teaching productive and receptive skills and how is the teacher overcome the problem encountered in teaching productive and receptive skills. For more information the researcher described about it in the colum.

No	Name	Name Of School	Educational Level	Teaching experience
1	ST	Smpn 2 Mattirobulu	S2	8 years
2	MR	Smpn 2 Mattirobulu	S1	10 years
3	NJ	Smpn 2 Mattirobulu	S1	3 years

C. Setting of Research

It is important to the researcher to know, to determine the research, and to limit the time in conducting the research to make the research easier. Basically, there are no certain criteria in determining the research area but it must be clear where the research will be conducted.

1. Place of Research

This research conducted at SMPN 2 Mattirobulu. This school is located at Kab. Pinrang south Sulawesi Academic Year 2019/2020.

2. Time of the Research

The researcher was conducted for more than a month to see the preference in learning process and this research needed a month to conduct because the researcher needed time to collect and analyzed the data and sample.

D. Technique of Data Collection

Sugiyono stated research method is the scientific way to get the data for the purpose and the utility of something.[53] To get the data, the researcher used two technique of collecting data, they are interview and documentation.

1. Interview

The teachers were recorded by using audio recording. The researcher asked the teachers about condition of the class and how the learning process occured. On the other hand, the researcher asked the teacher about the process of teaching and made a list of questions which have correlation with this research to the data. The interview of this research focused on teachers' challenges in teaching productive and receptive skills and how is the teacher overcome the problem in teaching productive and receptive skills. The researcher asked some questions related the problem in teaching and some other questions that might help in completing the data.

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[53] Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R & D.* Bandung: Alfabeta 2013

2. Documentation

Documentation is a method used to obtain data and information in the form of books, archives, documents, written figures and pictures in the form of reports and information that can support research. The documentation used to collect data is then reviewed.

E. Technique of Data Analysis

In analyzing the data the researcher used the descriptive method. To describe the teachers'challenges in teaching productive and receptive skills and how is the teacher overcome the problem in teaching productive and receptive skills According to Miles and Huberman in Denzin & Lincolnin, analyzing the data, the researcher needs through some steps namely data reduction, data display, conclusion drawing and verification.[54] The researcher analyzes the data by step as follow:

a. Data Reduction

Data reduction was done by summarizing field notes by separating main things relating to research problems, and then it was arranged systematically to describe and to make easy the data searching. Not all the obtained data of the research was important. It means that the important information had to be taken and unimportant information had to be ignored. In process of data reduction, the researcher selected focused and abstracted the data in the field note. choosing the

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[54] N.K. Denzin, & Y.S Lincoln. Eds. *Handbook of qualitative research*. Thousand Oaks, (CA: Sage. 1994), P. 429

subject matters, focusing on the important things, and look for themes and patterns.[55] Data reduction will help the researchers identify patterns in data.

b. Data Display

Data display was used to know the entire description of the result either in the form of matrix or coding. After conducting this stage, the researcher was able to draw conclusion and verify it to be meaningful data. It meant describing data in the form of descriptive or narration. As the second component in analyzing data, this teachnique was used arranging the information, description or narration to draw conclusion.

c. Conclusion and Verification

After the process of collecting and analyze the data, the researcher will try to find out and get the conclusion or verification from the result based on the data taken from the field by the researcher. The conclusion of this research became the final report of this research.

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[55]M.B. Miles and A.M. Huberman, *Qualitative Data Analyiss: A Sourcebook of New Methods* (California: Sage Publications, Inc, 1984), p. 21.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of the challenges encountered by EFL teachers in teaching productive and receptive skills and how is the teacher overcome the problem in teaching productive and receptive skills. The researcher examines method and discusses the data that have been resumed before and explained the data based on the theory in chapter II. The data sources were taken from the conclusion of teachers in teaching productive and recevtive skills in the school. To find the result of the research, the researcher interview three teachers. In finding the right data, the researcher used two kinds of collecting data. They are interview and documentasi.

A. Findings

1. The challenges encountered by EFL teachers in teaching productive skills.

Challenge is something that difficult, sometimes prevent something that the teacher wants to achieve in the learning process, especially in teaching productive skills. In teaching productive skills there are two parts consist of speaking and writing.

a. Teachers' challenges in teaching speaking

Speaking is an important skill in language learning, but it is not an easy skill to learn or teach. The following are some of the difficulties encountered by teachers in teaching speaking.

1). Determine Method

Based on the interview data it is show that The teacher has difficulty in determining the method. the data from interview as follow:

Teacher (NJ)

"...How to determine the method that suits with material and than the method is also adapted to the character of students.

Teacher (TH)

"....Apply the methods / strategies / learning models that will be used, which must be in accordance with the material to be taught and the condition of the students themselves ... "

Teacher (MR)

"...for determining the method is difficult..."

Many problems that become the cause and effect of the selection of learning methods that are not on target. Then consideration is needed by looking at all aspects that exist in determining the right method.

2). Determine material

Based on the interview data it is show that the teacher has difficulty in determining the material. the data from interview as follow:

Teacher (TH)

"...Make the material that is suitable with students' abilities while the ability of each student is different..."

From teachers 'answers above the other teachers also represent the same thing that each student has different abilities so it is difficult to determine material suitable for students' abilities, Learning material occupies a very important position of the entire curriculum, which must be prepared so that the

implementation of learning can achieve the goals. These goals must be in accordance with competency standards and basic competencies that must be achieved by students.

3). Students Lack of Confidence

The students difficult to speak English in fron of the class because most of students are lack of confidence. the data from interview as follow:

Teacher (NJ)

"... when I teach the students, they don't have courage and confidence so this is what hinders my learning..."

Teacher (TH)

"...Students lack confidence so they can't talk in front of the class. They were also worried about making mistakes..."

Teacher (MR)

"...When I asked the students to practice their English, some students said to me, 'I can not, I will make mistakes..."

Lack of confidence is one of the obstacles for a student to speak in front of the class because they are afraid of making mistakes they have difficulties in speaking in class. They are still shy andafraid.

4). Pronounciation Problem

When students speak with the wrong pronunciation this will make it difficult for teachers to understand what students are saying, the data from intervieww as follow:

Teacher (NJ)

"...I often hear students mispronounce English words, I would write the words on the board and after the activity time is over...."

Teacher (TH)

"....*Almost all students make mistakes in the pronunciation of every word when they practice together with their friends...*"

Teacher (MR)

"*...The students made mistake in speaking..*"

In teaching pronunciation there must be problems faced by the teacher both when the teaches, assesses , or provides feedback to students. This is where the teacher's role when knowing and being able to overcome any existing problems, the target of pronunciation teaching can be achieved.

5). Lack of vocabulary

There are many reasons why students feels difficult to speak. One of that is because most of students are lack of vocabulary. The data from interview as follow:

Teacher (NJ)

"*...I asked the students to practice their English with their partners, but...sometimes they lacked the vocabulary to say something in English, so that they used their mother tongue...*"

From the explanation above, another teacher also stated that almost all students have very poor vocabulary, Vocabulary plays important role in language. Vocabulary is also an essential skill for learning to read, speak, write and listen. Without sufficient vocabulary, the students cannot communicate and express their feeling both in form of spoken and written effectively. The more students master vocabulary the more they can speak, write, read and listen as they want.

6) Lack of Motivation

Lack of motivation can obstruct students' desire to speak and this makes teachers have to give students motivation to be active in learning. The data from interview as follow:

Teacher (TH)

"...They tell me English is difficult, l can not to speak..."

Teacher (NJ)

"....Students low motivation to learn English, they also always said that study English is difficult..."

Teacher (MR)

"...The students said study English is made us feel bored because we can not understand to speak..."

Student lack of motivation is a factor that causes the learning of speaking skills to be less exciting. Students look passive and are reluctant to talk.

b. Teachers' challenges in teaching writing

Teaching writing is the process of transffering knowledge of writing from the teacher to the students. The teacher do some actions to make the students know and understand about how to write something correctly. This is not easy for a teacher in teaching students' writing skill. The following are some of the difficulties encountered by teachers in teaching writing.

1). Grammatical Eror

Mistakes in writing English grammar very often occurs the data from interviews as follows:

Teacher (MR)

"...*Students often make mistakes in writing because students'understanding of grammar is very lacking*...."

Teacher (NJ)

"*....The students lack of understanding grammar so students can not arrange sentences properly and correctly...*"

Teacher (TH)

  "*....Students feeling confused when writing sentence...*"

Grammar is the system of a language. People sometimes describe grammar as the "rules" of a language; but in fact no language has rules. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a new game. But languages did not start like that. Languages started by people making sounds which evolved into words, phrases and sentences. No commonly-spoken language is fixed. All languages change over time. What we call "grammar" is simply a reflection of a language at a particular time.

2). Can not Pour Ideas

The lack of writing habit is one of the reasons why vocational students have difficulty writing ideas in written form. the data from interviews as follow:

Teacher (TH)

"*....What inhibits me in teaching writing to students is of course the vocabulary problem and* lack of writing habit *so students cannot express ideas in visual form...*"

Teacher (MR)

"*....Lack of vocabulary which makes it difficult for students to write...*"

Teacher (NJ)

"*..Poor vocabulary make hard students to write*

Writing in English is an ability to use language (productive skills) to express ideas or ideas that are arranged properly. Such abilities require not only mastery of basic competencies, such as grammar and vocabulary development, but also other factors beyond these competencies.

3). Lack of vocabulary

There are many reasons why students feels difficult to write. One of that is because most of students are lack of vocabulary. The data from interview as follow:

Teacher (MR)

"*....The students are not able to write long sentences because they hade little vocabulary to convey information..*"

From the explanation above all teachers said the same thing that students' difficulty in writing is students' lack of vocabulary. Vocabulary plays important role in language. Vocabulary is also an essential skill for learning to read, speak, write and listen. Without sufficient vocabulary, the students cannot communicate and express their feeling both in form of spoken and written effectively. The more students master vocabulary the more they can speak, write, read and listen as they want.

2. The Challenges Encountered By EFL Teachers In Teaching Receptive Skills.

Challenge is something that difficult, sometimes prevent something that the teacher wants to achieve in the learning process, especially in teaching

receptive skills. In teaching receptive skills there are two parts consist of reading and listening.

a. Teachers' challenges in teaching reading

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension . The text presents letters , words , sentences and paragraphs that encode meaning. The reader uses knowledge, skills and strategies to determine what that meaning is. Teaching reading is a complex process. The following are some of the difficulties encountered by teachers in teaching reading.

1). Determining main idea

The reasons why students feels difficult to read. One of that is because most of students are lack of vocabulary. The data from interview as follow

Teacher (NJ)

"...The students may get confused to see what the main idea of a passage is, and where the mainidea is located.

Teacher (TH)

"....Students' interest in reading is low so they find it difficult to find out the main ideas in the reading text..."

Teacher (MR)
''... Almost the students have low interest in reading.."

2). Lack of Vocabulary

The reasons why students feels difficult to read. One of that is because most of students are lack of vocabulary. The data from interview as follow:

Teacher (TH)

"....One of the problems readers have difficulties in understanding material is that they have lack of vocabularies.."

All of the teachers represent the same thing that students have low vocabulary, A robust vocabulary improves all areas of communication-listening, speaking, reading and writing. Vocabulary is critical to a child's success for these reasons: Vocabulary growth is directly related to school achievement.

3). Difficulty in understanding long sentence

Teacher (MR)

".....Therefore, th effect of this problem is the students who cannot comprehending long sentence they fail to understand the main idea presented in the text..."

It can be concluded that some of these factors are the obstacles of teachers in teaching reading.

b.   Teachers' challenges in teaching listening

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning of course this is not easy for a teacher to teach students to listen. The following are some of the difficulties encountered by teachers in teaching listening.

1). Lack of vocabulary

There are many reasons why the teachers feels difficult to teach students' listening. One of that is because most of students are lack of vocabulary. The data from interview as follow:

Teacher (MR)

"...Limited vocabulary possessed by students, making students unable to remember the contents of the text they hear can even make them bored and frustrated.."

Teacher (NJ)

"....Students cannot understand what they hear because they have lack of vocabulary..."

Teacher (TH)

"....Students lack of vocabulary make it difficult for all students to understand what they hear..."

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning.

2). Crowded class.

Crowded class is one of the difficulties for a teacher and student to be able to focus in listening learning activities, The data from interview as follow:

Teacher (TH)

"...Classroom conditions such as disturbances originating from the surrounding environment are difficulties for teachers and also students to be able to focus on listening to the material.

Teacher (TH)

> *"...The noise level in my class is too high, Students in a large class often have mixed abilities.*

Teacher (MR)

> *"..It is difficult to achieve rapport with the students. Students' individual responses are difficult to hear." I am sometimes in despair at my inability to manage a large class.."*

In teaching and learning process requires comfortable and enjoyable atmosphere, otherwise, teachers might be infailure to fulfill students' need and achieve learning goals.

3). Not Facilities and Infrastructure

One of the obstacles encountered by teachers in teaching listening is the lack of facilities and infrastructure available at school. The data from interview as follow:

> Teacher (MR)

> *''....Teaching listening activities cannot be carried out properly because there are no means available for listening activities so learning is carried out in student's classroom conditions are very noisy during the learning process..."*

From the explanation above it can be concluded that in teaching listening activities cannot be carried out properly because there are no rooms available at the school.

3. The teacher overcome the problem encountered in teaching productive skills.

The teacher had some strategies to overcome the students' difficulties in speaking and writing. Because the students have some problems in speaking and writing activities.

a. Speaking

The teacher's efforts to overcome the students' difficulties in speaking ability were:

1). Asking the students to memorize the vocabulary

Teacher (NJ)

".....Vocabulary is the beginning to make it easier for us to understand and apply English in the world of education and communication..."

All of the teachers do the same thing that is telling students to memorize vocabulary to improve the students' vocabulary, Memorizing is something that many language learners want to do better.

2). Making Group Work

Teacher (MR)

"...Group work is a teaching and learning that focuses on the occurrence of interaction between one member with other members to complete learning tasks together..."

3). Practicing Speaking Using English

Teacher (TH)

"....Speaking needs practice, patience and perseverance. the more you practice, the better you will become at it.

Conclusion, from the problems above, it can be concluded that practice is the most important thing in speaking. Being accustomed to speak English will help with many speaking problems. The English area or mandatory area of English is a powerful way to practice speaking skills.

b. Writing

The teacher's efforts to overcome the students' difficulties in Writing

ability were:

1). Provide Short, Frequent Writing Assignments

Teacher (NJ)

''..Students' writing will improve as they are offered more opportunity to write....''

Teacher (TH)

"..Give the students'assignments for training writing frequently activities.."

Conclusion from the problems above, it can be concluded that the more they practice working on assignments or given assignments to write the activities they do over time they will also become accustomed and able to do the work the teacher gave.

4. **The teacher overcome the problem encountered in teaching receptive skills.**

The teacher had some strategies to overcome the students' difficulties in reading and listening. Because the students have some problems in reading and listening activities.

a. Reading

The teacher's efforts to overcome the students' difficulties in reading ability were:

1). Utilize various reading materials
Teacher (NJ)

"....Asked the students to often go to the library looking for story books so that students can get used to read.."

b. Listening

The teacher's efforts to overcome the students' difficulties in listening ability were:

1). Ask the students to listen english songs

Teacher (NJ)

"...Provide students with different kinds of input, such as listen English songs, and English movies..."

2). Teaching Using Pictures

Teacher (MR)

''...Try to find visual aids or draw pictures and diagrams associated with the listening topics to help students guess or imagine actively...'

B. Discussions

1. The challenges encountered by EFL teachers in teaching productive skills.

a. Teachers' Challenges In Teaching Speaking

There are some of the difficulties encountered by teachers in teaching speaking.

1). Determine Method

Methods are ways the teachers use to teach students in the learning process. Teacher must really consider what methods that will be put into practice which are proper to the objectives of the learning process. Brown defines a method as a generalized set of classroom specifications for accomplishing linguistic objectives. Furthermore, he states that methods primarily tend to be

concerned with teachers and students' roles and behaviors, and secondarily with features such as objectives of learning grammar, sequencing, and materials.

A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. Suggestions are there to design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn.[56]

In this research, it was found that teachers have difficulty in applying learning methods that are appropriate to the character of students so that this can make it difficult for teachers to achieve learning objectives. The appropriate method will make students feel happy and excited in participating in teaching and learning activities in class, and vice versa. Inappropriate methods will make students get bored, lazy and not excited in following the lesson.

2). Determine Material

Creating a lesson plan is very important to do by any teacher because in the RPP contains about the purpose of learning where each item will have different goals. In addition RPP also includes planning materials, planning aids, teaching methods and learning procedures. Exactly teachers made lesson plans will know what materials will the teacher teach to students the next day. Therefore

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[56] Westwood, P. (2008). What teachers need to know about Teaching methods. Camberwell, Vic, ACER Press.

every teacher, in the conditions and situations, however, the teachers still have to make a lesson plan.

Harmer views a lesson plan as a teaching preparation developed based on the teacher's thought about what will be suitable for the students and on what the curriculum or the syllabus expects them to do. It can be said that a lesson plan is a teaching plan developed by a teacher based on students' interests and needs as well as curriculum's goals through deep and precise thought. If a teacher does not consider needs, interests, ability, learning styles of the students and curriculum or syllabus expectation, it can be ascertained that the lesson plan developed is not applicable and effective.

3). Students Lack of Confidence

According to Nunan says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension.[57] This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.

He and Chen state the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well.[58] The other cause of students' lack of confidence also deals with the lack of encouragement

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[57] D. Nunan,. *Second Language Teaching & Learning*. USA. Heinle Publisher. (1999).
[58] He, Summer X & Chen, Amanda J.Y, How to Improve Spoken English. [Online] Available:http://sites.google.com/site/languagejournal/Home/how-to-improve-spoken-English (February 19, 2010)

from the teacher.[59] In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, as Brown adds, students find the learning demotivating rather than motivating. This suggests that encouragement becomes a vital thing in order to build the students' confidence. Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning.

4). Pronounciation Problem

Pronunciation plays an importantrolein learning English. In order to be understandable, people should deliver their speech with proper English pronunciation. Learning pronunciation is quite difficult for students sincethey have been used to speaking theirmother tongue since childhood. Moreover, English is greatly different from Indonesian language in its pronunciation system. The common problem of learning English pronunciation is caused by the differences between the sound systems of the two languages.

Pronunciation plays an important role in delivering speech. In order to be understandable, we should deliver our speech with correct pronunciation. In general, pronunciation is the way in which a language is spoken. Dalton and Seidlhofer define pronunciation in general term as the production of significant sounds. According to them, sound is significant in two senses.[60]

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[59] Brown, H.D. (2001). *Teaching by Principles. An Interactive Approach to Language Pedagogy.* Englewood Cliffs: Prentice Hall.

[60] Dalton, Christiane and Barbara Seidlhofer.. Language Teaching: A Schemefor Teachers Education: Pronunciation. New York: Oxford University Press. 2001

5). Lack of Motivation

It is mentioned in the literature that motivation is a key to students' learning success. With regard to the issue of motivation in learning, Nunan stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate.

Zua further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students motivation to learn is urgent for every teacher.

If students are not motivated it is difficult, if not impossible, to improve their academic achieve-ment, no matter how good the teacher, curriculum or school is. Moreover, unmotivated students can disengage other students from academics, which can affect the environment of an entire classroomor school.

With respect to the causes of lack of motivation, Gardner in Nunan elaborates the causes of the students 'lack of motivation e.g. uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. These four, as he further says, very often become source of students' motivation. Uninspired teaching, for example, affects students' motivation to learn. In this context, monotonous teaching, in many cases, reduces the students' motivation due to their feeling of boredom. This shows that paying attention to those four factors is vital.

In response to the issue of motivation, Babu argues that lack of motivation in learning causes students' hesitation to speak English in the classroom. He says that the background of this situation is that students are not motivated by the teachers towards the communication in English. In line with what Babu says, believes that motivation is a product of good teaching.

In his further explanation, Aftat emphasizes that to motivate students to learn well and actively communicate in English, teachers should have passion, creativity and interest in their students. In other words, students' motivation is really influenced by the teachers' teaching performance. Therefore, it is important that teachers also show enthusiasm in their teaching performance.

6). Lack of Vocabulary

Vocabulary is appropriate diction which is used in a conversation.Without having a sufficient vocabulary, someone cannot communicative actively or express their idea in oral or written form. Having limited vocabularyis also barrier that precludes the learners to learn a language. Therefore, language teachers should have considerable knowledge on how to manage an interesting classroom so that learners can gain great success in their vocabulary learning.

According to Richards and Renandya vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to

the radio, listening to the native speaker, using language in different context, reading or watching television.[61]

b. Teachers' Challenges In Teaching Writing

There are some of the difficulties encountered by teachers in teaching writing.

1). Poor Knowledge of Grammar

Grammar is also one of English language component that must be learnt and understood by students. According to Nunan Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. It is a very basic knowledge and an important tool for students to master English. It is a science that teaches students how to speak, to read, and to write. English correctly. Besides, by learning grammar the students will know about system of language so they will be able to compose words into meaningful sentence.

2). Lack of Vocabulary

Vocabulary is the most important aspect of writing because it is to be a basic component of the successful writing skill. Lack of vocabulary is a problem that often occurs during class activity, beside become a crucial problem for the teacher none the less students. Hatch and Brown they said that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of

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[61] Renandya, W.A.,& Richards, J.C. Methodology in Language Teaching. New York : Cambridge University Press. (2002).

language might use. Hatch and Brown also state that vocabulary is the only system involved of alphabetical order.[62]

2. The Challenges Encountered By EFL Teachers In Teaching Receptive Skills.

a. Teachers' Challenges In Teaching Reading

There are some of the difficulties encountered by teachers in teaching reading.

1) Determining Main Idea

The main idea is a statement that tells the author's point about the topic. According to Longan, said that finding main idea is a key to understand aparagraph or short selection.[63] The main idea is usually located in a sentence, it is usually the first sentence but it can be in the middle or in the last sentence (Vener).[64] Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of a passage is, and where the mainidea is located.

2) Lack of Vocabulary

The student expands their knowledge of vocabulary while he is reading apassage, such as by finding out new words meaning in dictionary and guessingthe meaning from the context. Context helps students making a general predictionabout the meaning (Sharpe).[65] It means that making prediction from

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[62] Hatch, Evelyn and Brown, Cheryl.. Vocabulary, Semantics, and Language Education. Cambridge: Cambridge University Press. 1995.

[63] J, Longan . *Reading and Study Skill: Seventh Edition.* Atlanta cape Community College. Published by McGraw-Hill Companies. New York. (2002).

[64] D, Vener. *Landmark School Outreach Program: Finding the Main Idea. .* (2002).

[65] J. P, Sharpe. *How to Prepare the TOEFL Test 11th Edition*: Ohio (2005).

thecontext will help students understand the meaning of a passage without stoppinglooks up every new word in a dictionary. In fact, one of the problems readershave difficulties in understanding material is that they have lack of vocabularies.

3). Difficulty In Understanding Long Sentence

In making of inference, the students are expected to comprehend the textto find the conclusion of the statements in the text. Kopitski stated that readers need to practice combining clues from the text with their background knowledge in order to make inferences. It means that the clues in the text willhelp students to build assumption and draw conclusion.[66] So they can answer thequestions. These questions are often stated in one the following form:

From the passage, we can conclude that ..",

"It can be inferred from the passage…",

"what the meaning of the statement above?".

Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

b. Teachers' Challenges In Teaching Listening

There are some of the difficulties encountered by teachers in teaching listening.

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[66] M, Kopitski. *Exploring the Teaching of Inference Skills (A Capstone submitted in partial fulfillment of the requirements for the degree of Master of Arts in English as a Second Language).* Minnesota: Hamline University. (2007).

1) Lack of Vocabulary

Limited vocabulary possessed by students, making students unable to remember the contents of the text they hear can even make them bored and frustrated. The student expands their knowledge of vocabulary while he is reading apassage, such as by finding out new words meaning in dictionary and guessingthe meaning from the context. Context helps students making a general predictionabout the meaning (Sharpe).

2) Crowded Class

According to Emery one of the most often mentioned problems encountered by English teachers is that "over crowded classes and the effect of such condition can haveon teaching and learning.[67]Nurkamto also lists one of the challenges in teaching Englishthat is the size of the classroom.[68]Likewise, Baker and Westrup state several problems of teaching in large classes, such as "desks and chairs are fixedor difficult to move; students sit close together in rows; little space for the teacher and students to move in the classroom; walls between classrooms are thin, and noise will disturb other classes. Consequently, it is necessary that teaching and learning process requires comfortable and enjoyable atmosphere, otherwise, teachers might be in failure to fulfill students' need and achieve learning goals.[69]

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[67] Emery, H. A global study of primary English teachers' qualifications, training and career development. *ELT Research Papers*, 1-32. . (2012).

[68] Nurkamto, J. Problema pengajaran bahasa Inggris di Indonesia. *Jurnal Ilmiah Masyarakat Linguistik Indonesia 21*(2), 288-307. (2003).

[69] Baker, J., & Westrup, H. (2000). *The English language teacher's handbook.* London, UK: Continuum.

3) Not Facilities And Infrastructure

Teaching listening activities cannot be carried out properly because there are no means available for listening activities so learning is carried out in student rooms where classroom conditions are very noisy during the learning process.

3. The Teacher Overcome The Problem Encountered In Teaching Productive Skills.

a. Speaking

Student have the problems when they speak second language. there are some solutions which can be selected to overcome those problems Those are:

1) Use Group Work

Usually, some students do not want to speak in front of full class. It is true that group work means the teachers cannot supervise all student speech, so all utterances will not be corrected and students may occasionally slip into their native language. However, it will be more useful than in the full-class-set up.

Group discussion is one of the best methods of learning speaking in foreign language. It helps the students to improve their speaking skill. In group, the students will have opportunity to use English among themselves and practice each other with their friends. Hughes states that the teaching and learning of speaking is the development of the ability to interact successfully in the language and this involves comprehension as well as production.

Brown says that in teaching oral communication, there is an importance of focusing on both the forms and the functions of language. So, teachers need to

show the details of how to convey and negotiate the ever-elusive meaning of language.[70]

2). Asking The Students To Memorize The Vocabulary

Setiyadi stated that structure and vocabulary seem to be the heart or foreign language learning. Vocabulary is a very essential part in learning language, because to be able to master a language we automatically have to master it is vocabulary. Kriedler stated that in modern of language teaching, vocabulary learning no longer consists of memorizing list of words are usually in a meaningful context and practice in appropriate patterns.

Vocabulary is the beginning to make it easier for us to understand and apply English in the world of education and communication.

3). Practicing Speaking Using English

Speaking needs practice, patience and perseverance. the more you practice, the better you will become at it. So do not let your mistakes deter you from speaking in English. Going to meet your friends, or family who can speak English, make sure to speak in English, do not lose the opportunity.

b. Writing

Student have the problems when they write sentence. there are some solutions which can be selected to overcome those problems, Those are:

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[70] H.D, Brown. Teaching by principles; An Interactive Approach to Language Pedagogy, Second Edition. (New York; Longman. 2001). p. 271

1) Provide Short, Frequent Writing Assignments

Students' writing will improve as they are offered more opportunity to write. Providing short free-writes in the content area-science, English, math, social studies –will help students learn.

4. The Teacher Overcome The Problem Encountered In Teaching Receptive Skills.

a. Reading

Student have the problems when they read sentence. there are some solutions which can be selected to overcome those problems, Those are:

1) Utilize Various Reading Materials

Be creative by teaching reading through different formats. Books, magazines, books on tape, CDs, and other recorded reading can give students multiple ways to connect with the material. Have students practice reading along with a book on tape. They will gain experience seeing the words on the printed page while hearing them on the recording. Other technologies, such as text-to-speech software, can refocus a reading exercise into one where students can pay attention to the sentence structure and words without getting discouraged by their own comprehension.

b. Listening

Student have the problems when they read sentence. there are some solutions which can be selected to overcome those problems, Those are:

1) Ask The Students To Listen Some Information

Provide students with different kinds of input, such as lectures, radio news, films, TV plays, announcements, everyday conversation, interviews, storytelling, English songs, and so on.

2) Teaching Using Pictures

Try to find visual aids or draw pictures and diagrams associated with the listening topics to help students guess or imagine actively.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of two section, they are conclusion and suggestion. Those two sections are presented below.

A. Conclusion

Based on the analysis, it was found tha The task of guiding, educating and teaching is not as easy as turning the palm of the hand. A teacher in carrying out the task of guiding, educating and teaching must have expertise (professional). Without adequate expertise, education is difficult to succeed. That expertise can only be obtained if a prospective teacher attends a certain education (specifically) namely teacher training, so as to obtain legality in the form of a diploma from LPTK, as well as structured knowledge. Through this education a teacher will know the tasks, roles and code of ethics and know the structure of good and quality learning.

According the findings of research that the researcher gathered At Smpn 2 Mattirobulu Pinrang Academic Year 2019/2020 especially teachers as a subject of this research, there were the conclusion of the research findings: The first is about the teachers metodology in teaching still low. Methods are ways the teachers use to teach students in the learning process. Teacher must really consider what methods that will be put into practice which are proper to the objectives of the learning process. Exactly teachers made lesson plans will know what materials will the teacher teach to students the next day. Therefore every teacher, in the conditions and situations, however, the teachers still have to make a lesson plan.

The second is about the students motivation, the teacher should also learn from both theories and practical experience on how to build the students' confidence. the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well. The other cause of students' lack of confidence also deals with the lack of encouragement from the teacher. In this context, many teachers do not think that convincing students that they are able to speak English is important. giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning.

The third is about the students vocabulary, Vocabulary plays important role in language learning. Vocabulary is also an essential skill for learning to read, speak, write and listen. Without sufficient vocabulary, people cannot communicate and express their feeling both in form of spoken and written effectively. The more people master vocabulary the more they can speak, write, read and listen as they want. without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that even someone has good grammar but it will be useless if they do not know many vocabularies. In addition, vocabulary is one of important things to be taught in learning foreign language because it will be impossible to speak up without variety of words. Those statements imply the importance of teaching vocabulary as a foreign language.

In fact, the vocabulary understanding of the students in SMPN 2 Mattirobulu is very far from the ideal situation or is still below the minimum

understanding students must have. This fact makes the teacher it quite difficult to achieve a basic competency like the one in the curriculum. There are several factors that influence this situation, namely: First the vocabulary learning methods and techniques used by the teacher are not appropriate or do not attract the attention of students, Second the unavailability of effective and the attractive vocabulary learning media for student, the third lack great interest in learning English because they find it difficult.

B. Suggestion

1. The English Teachers

Based on the, there are some suggestions for the English teacher for consideration.

The teacher must be make lesson plan as a teaching preparation developed based on the teacher's thought about what will be suitable for the students and on what the curriculum or the syllabus expects them to do. It can be said that a lesson plan is a teaching plan developed by a teacher based on students' interests and needs as well as curriculum's goals through deep and precise thought

Methods are ways the teachers use to teach students in the learning process. Teacher must really consider what methods that will be put into practice which are proper to the objectives of the learning process.

2. The other researchers

Based on research, there are some suggestions for the next researher for cosideration.

This thesis result hopefully as a reference and gives more information to solve the problem in teaching productive and receptive skills in english language. So, the problem could be overcome by using some strategies.

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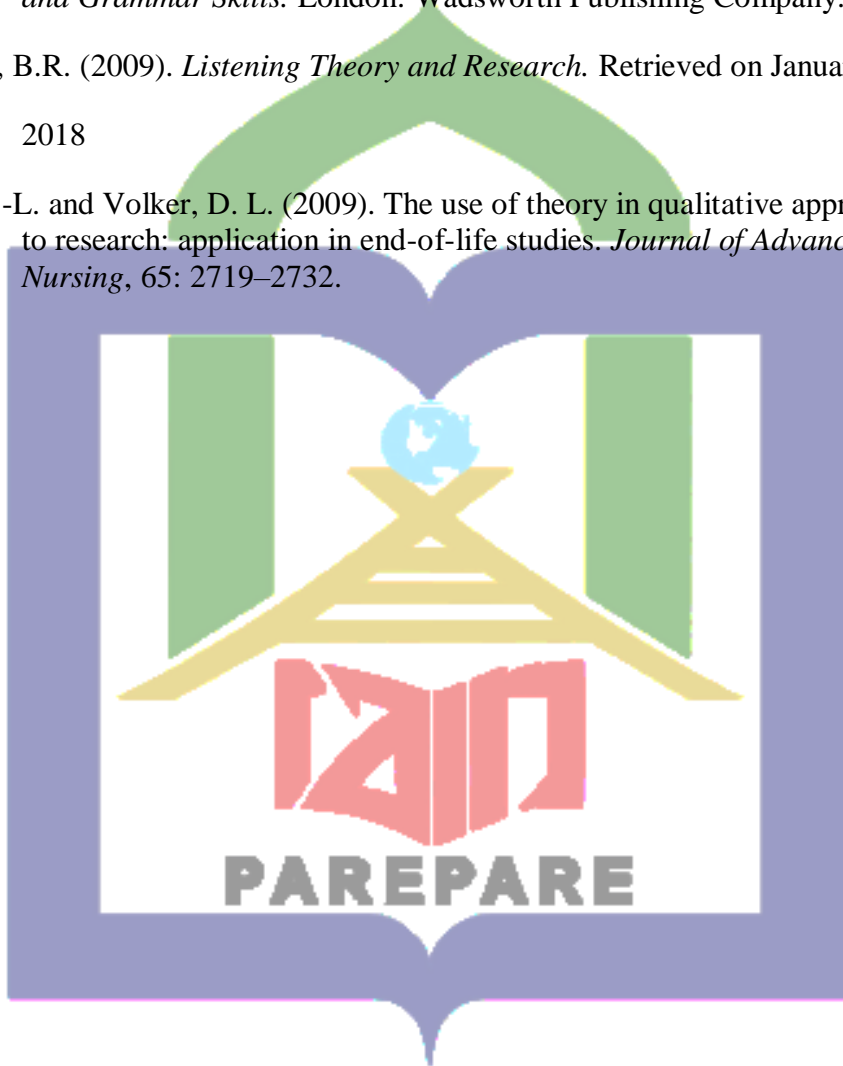
FN 001

Day / Date	Selasa, 17 Desember 2019-12-29
Time	09.00 To 09.30
Location	SMPN 2 Mattiro Bulu
Topic	Focused interview transcription about teachers challange in teaching productive and receptive skills

Research (R)

First research subject (NJ)

1. CHALLANGE IN TEACHING SPEAKING

R :	Kesulitan apa yang ibu temui dalam merencanakan pembelajaran berbicara?
NJ :	Kesulitan yang terkadang saya temui dalam merencanakan pembelajaran itu adalah bagaimana cara menentukan metode yang sesuai dengan materi dan metode tersebut juga disesuaikan dengan karakter siswa karena terkadang ada metode yang kita terapkan namun hanya beberapa siswa yang suka sehingga yang lain itu terkadang mereka tidak aktif lagi selama mengikuti pembelajaran. Kemudian mengenai materi terkadang saya harus berusaha membuat materi sendiri yang sesuai dengan kemampuan siswa, namun tetap sesuai juga dengan KD yang akan kita capai nantinya.
R :	Hal-hal apa saja yang biasanya dapat menghambat ibu dalam mengajarkan berbicara?
NJ :	Kalau mengenai kemampuan berbicara tentu yang sangat dibutuhkan oleh seorang siswa adalah keberanian dan kepercayaan diri, dan ini saya tidak temukan pada siswa saya, jadi siswa yang saya ajar itu rata-rata mereka tidak memiliki keberanian dan keprcayaan diri jadi ini yang menghambat pembelajaran saya, yang membuat siswa tidak berani untuk berbicara yang pertama tentu karena soal kosa kata yang mereka miliki itu sangat kurang dan karena itulah mereka terkadang takut untuk bicara dan juga merasa malu ketika mereka salah saat berbicara, takut salah dalam pengucapan dan juga mereka bingung mau menyusun kata-kata itu seperti apa. Jadi inilah yang terkadang sangat menghambat proses belajar mengajar didalam kelas yang saya alami, terkadang perencanaan yang suda saya buat sebelumnya dengan menerapkan sebuah metode yang menurut saya suda cocok untuk mereka tapi terkadang justru penggunaan metode tersebut tidak terlaksana dengan baik sehingga pencapain itu tidak tercapai seperti apa yang saya inginkan.
R :	Kesulitan apa yang ibu hadapi dalam menilai kemampuan berbicara siswanya?
NJ :	Kalau kesulitan mengenai penilain terhadap kemampuan siswa dalam berbicara itu adalah saya sulit dalam menilai aspek kelancarannya (fluency) dan juga mengenai pronunciation nya. Karena pada saat siswa berbicara terlalu banyak jedanya dan di setiap jeda itu siswa biasa mengisi

	jeda dengan kata eh..mmmm dan mengenai pronounciation saya sulit memahami karena terlalu banyak permasalahan pengucapan.
R :	Bagaimana cara ibu dalam menanggulangi masalah yang ibu temui mengenai kemampuan berbicara siswanya?
NJ :	Saya harus memberikan beberapa kosakata yang harus mereka hafal setiap kali pertemuan namun setiap kata yang saya berikan itu, terlebih dahulu saya ajarkan bagaimana penyebutan setiap katanya sehingga ini dapat membuat lidah mereka terlatih dengan pengucapan yang benar sehingga nantinya pada saat mereka berbicara didepan teman nya mereka tidak lgi merasa takut salah sehingga ini dapat pula membuat mereka merasa percaya diri untuk berbicara. Jadi saya rasa itulah hal yang harus dan wajib untuk saya lakukan untuk siswa saya kemudian yang paling penting siswa harus sering-sering praktek berbahasa inggris.

FN 002

Day / Date	Selasa, 17 Desember 2019-12-29
Time	10.15 To 11.00
Location	SMPN 2 Mattiro Bulu
Topic	Focused interview transcription about teachers challange in teaching productive and receptive skills

Research (R)

Second research subject (TH)

1. CHALLANGE IN TEACHING SPEAKING

R :	Kesulitan apa yang ibu temui dalam merencanakan pembelajaran berbicara?
TH :	Menentukan metode, strategi dan model pembelajaran yang akan digunakan, dimana metode tersebut harus sesuai dengan keadaan dan kebutuhan siswa dan materi tersebut harus sesuai dengan kemampuan siswa
R :	Hal-hal apa saja yang biasanya dapat menghambat ibu dalam mengajarkan berbicara
TH :	Kalau dalam mengajarkan berbicara hambatan yang sering saya temui itu adalah kurangnya motivasi siswa untuk belajaran bahasa inggris kemudian kurangnya kepercayaan diri siswa untuk berbicara, kemudian hampir semua siswa melakukan kesalahan dalam pengucapan ketika mereka melakukan praktek berbicara dan anak-anak biasanya juga merasa malu karena pada saat mereka berbicara terus apa yang dia ucapkan itu salah maka temannya terkadang menertawakan nya jadi ini yang membuat mereka takut membuat kesalahan. Kemudian keadaan kelas yang begitu ribut dan jumlah siswa yang banyak
R :	Kesulitan apa yang ibu hadapi dalam menilai kemampuan berbicara siswanya?
TH :	kalau soal penilaian tentunya saya sangat sulit untuk memberikan nilai kepada siswa yang betul-betul kurang percaya diri untuk berbicara, terkadang mereka berbicara saja saya tidak tau mereka bilang apa, jadi kalau untuk penilainnya saya biasanya memberikan nilai kepada siswa yang mau untuk berbicara walaupun itu masi salah dalam pengucapan karena menurut saya keberanian dulu yang saya nilai setelah itu kalau mereka salah kan saya bisa langsung memberikan contoh yang benar kepada mereka jadi seperti itulah kalau soal penilain.
R :	Bagaimana cara ibu dalam menanggulangi masalah-masalah yang ibu temui ketika mengajarkan berbicara?
TH	Cara saya untuk menanggulangi masalah tersebuut adalah saya selalu

:	menyuruh mereka untuk latihan berbicara menggunakan bahasa inggris didalam kelas pada saat jam pelajaran saya berlangsung dan jika ada siswa yang mau izin keluar ke wc mereka harus mengunakan bahasa inggris baru saya izinkan untuk keluar jadi ini sala satu cara untuk saya membuat mereka terbiasa dengan berbahasa inggris walaupun masi banyak siswa yang salah dalam pengucapannya.

FN 003

Day / Date	Selasa, 17 Desember 2019-12-29
Time	10.15 To 11.00
Location	SMPN 2 Mattiro Bulu
Topic	Focused interview transcription about teachers challange in teaching productive and receptive skills

Research (R)

Second research subject (MR)

1. CHALLANGE IN TEACHING SPEAKING

R :	Kesulitan apa yang ibu temui dalam merencanakan pembelajaran berbicara?
MR :	Membuat RPP itu sangant komplit jadi itu yang membuat saya malas untuk membuatnya, kemudian tidak ada waktu yang cukup untuk saya membuat RPP dan sebenarnya saya juga tidak terlalu paham cara membuat RPP
R :	Hal-hal apa saja yang biasanya dapat menghambat ibu dalam mengajarkan berbicara?
MR :	Yang menghambat proses pembelajaran itu adalah pertama siswa tidak bisa aktif untuk berbicara ketika di suruh untuk berdialog dengan temannya atau mendeskripsikan sesuatu, karena sebenarnya siswa itu tidak terbiasa untuk berbicara bahasa inggris, kurang berani karena takut salah dalam berbicara, tidak dapat menyusun kalimat dengan benar. Dan yang paling menghambat adalah kurangnya kosakata siswa. dan keadaan ruang kelas yang begitu besar dan ribut.
R :	Kesulitan apa yang ibu hadapi dalam menilai kemampuan berbicara siswanya?
MR :	Untuk penilain speaking siswa kesulitannya itu adalah menilai ketepatan dalam pengucapan setiap kata yang mereka ucapkan
R :	Bagaimana cara ibu dalam menanggulangi masalah-masalah yang ibu temui ketika mengajarkan berbicara?
MR :	Harus sering praktis untuk berbicara agar dapat terbiasa, rajin-rajin menambah kosakata dan terakhir saya katakan kepada siswa untuk jangan terlalu memikirkan penyusunan katanya (grammar)

FN 001

Day / Date	Selasa, 17 Desember 2019-12-29
Time	09.30 To 10.00
Location	SMPN 2 Mattiro Bulu
Topic	Focused interview transcription about teachers challange in teaching productive and receptive skills

Research (R)

First research subject (NJ)

2. CHALLANGE IN TEACHING WRITING

R :	Kesulitan apa yang ibu temui dalam merencanakan pembelajaran menulis?
NJ :	kalau kesulitannya itu adalah bagaimana cara membuat tema yang manarik dan siswa pahami dengan tujuan agar siswa dapat dengan mudah menulis karena siswa suda memahami tema tersebut.
R :	Hal-hal apa saja yang biasanya dapat menghambat ibu dalam mengajarkan menulis?
NJ :	Hambatan Dalam mengajarkan writing kepada siswa adalah yang pertama pasti soal kosakata jadi sangat sulit bagi seorang siswa untuk menulis jika kosakata mereka itu kurang kemudian yang kedua adalah kurangnya pemahaman siswa mengenai grammar jadi siswa tidak dapat menyusun kalimat dengan baik dan benar. Jadi disini saya harus berusaha menjelaskan kepada siswa mengenai penggunaan grammar yaitu rumus simple present, simple past dan persent continious hanya grammar yang biasa digunakan dalam kehidupan sehari-hari dulu yang saya ajarkan karena itupun siswa masi sulit untuk memahaminya.
R :	Kesulitan apa yang ibu hadapi dalam menilai kemampuan menulis siswanya?
NJ :	Kesulitan saya dalam memberikan nilai kemampuan menulis itu adalah pertama tulisan mereka yang sangat ambur aduk terkadang siswa hanya menulis apa yang mereka tau ucapannya jadi mereka tulis sesuai dengan ucapan itu ditamba lagi dengan structure bahasanya yang terkadang terbalik antara subjek, kata kerja dan objeknya. Pemahaman mereka terhadap penggunaan TO BE dan pronoun sangat rendah.
R :	Bagaimana cara ibu dalam menanggulangi masalah yang ibu temui mengenai kemampuan menulis siswanya?
NJ :	Ketika proses belajar mengajar berlangsung saya menyuruh siswa untuk meminjam kamus, dan sebelum jam pengajaran selesai saya memberikan latihan kepada siswa untuk membuat kalimat dan membuat cerita yang mereka tau dan sukai

FN 002

Day / Date	Selasa, 17 Desember 2019-12-29
Time	10.15 To 11.00
Location	SMPN 2 Mattiro Bulu
Topic	Focused interview transcription about teachers challange in teaching productive and receptive skills

Research (R)

Second research subject (TH)

2. CHALLANGE IN TEACHING WRITING

R :	Kesulitan apa yang ibu temui dalam merencanakan pembelajaran menulis?
TH :	Menentukan metode yang akan digunakan dan mencari materi sesuai dengan kemamuan dan kebutuhan siswa
R :	Hal-hal apa saja yang biasanya dapat menghambat ibu dalam mengajarkan menulis?
TH :	Yang menghambat saya dalam mengajarkan menulis kepada siswa yaitu tentunya permasalahan kosakata sehingga siswa tidak dapat menuangkan ide-ide dalam bentuk visual, jadi siswa betul–betul kurang sekali kosakatanya jadi biasanya saya menyuruh mereka untuk meminjam kamus di perpustakaan supaya mereka bisa menulis sambil melihat kamus tapi walaupun mereka melihat kamus itu tidak membuat mereka dapat menyusun kalimat dengan benar karena siswa tidak terlalu paham mengenai tata bahasa (grammar), jadi kesulitannya itu yaa anak-anak setiap kali menulis masi selalu saja bertanya sudah dijelaskan tapi masi belum mengerti juga.
R :	Kesulitan apa yang ibu hadapi dalam menilai kemampuan menulis siswanya?
TH :	hal yang paling sulit buat saya dalam menilai kemampuan menulis siswa adalah, pertama tulisan siswa yang seperti coret-coretan ang terkadan juga siswa menulis satu kata namun ada satu atau dua huruf yang hilang dan juga terkadang siswa menambahkan satu huruf dalam satu kata, terus masalah penyusunan katanya bermasalah terkadang mereka tidak tau mana sabjek pelaku dan objeknya di tambah lagi penggunaan tensis yang salah tidak dapat menggunakan bentuk-bentuk kata kerjanya.
R :	Bagaimana cara ibu dalam menanggulangi masalah-masalah yang ibu temui ketika mengajarkan menulis
TH :	Cara saya untuk menanggulangi masalah tersebut saya harus tentunya berusaha lebih giat lagi dan saya juga harus sering-sering memberikan tugas kepada siswa untuk menuliskan kegiatannya di rumah supaya mereka terbiasa dengan menulis

FN 003

Day / Date	Selasa, 17 Desember 2019-12-29
Time	10.15 To 11.00
Location	SMPN 2 Mattiro Bulu
Topic	Focused interview transcription about teachers challange in teaching productive and receptive skills

Research (R)

Second research subject (MR)

2. CHALLANGE IN TEACHING WRITING

R :	Kesulitan apa yang ibu temui dalam merencanakan pembelajaran menulis?
MR :	Sama saja dengan jawaban awal saya, saya tidak membuat RPP tapi saya hanya mendwonload RPP kemuadian mengedit nya karena menurut saya ini sangat mudah dan tidak memakan waktu yang lama.
R :	Hal-hal apa saja yang biasanya dapat menghambat ibu dalam mengajarkan menulis?
MR:	Kalau dalam writing, eh terkadang siswa suda diberikan seperti apa cara penulisannya mereka masi saja selalu salah terkadang kurang dalam satu huruf terkadang juga siswa menulis sesuai dengan pengucapanny maksudnya tidak sesuai dengan apa penulisan yang sebenarnya seperti itu. Penyebabnya adalah kurangnya kosa-kata siswa dan pemahamannya mengenai tensis juga sangat kurang. Dalam menulis siswa juga kesulitan dalam menggunakan tanda baca serta memiliki kesalahan dalam tata bahasa seperti kesalahan menggunakan huruf kapital dan penggunaan kata ganti, selain itu siswa juga tidak mampu menulis dengan kalimat yang panjang dan memiliki perbendaharaan kata yang sedikit untuk menyampaikan informasi.
R :	Kesulitan apa yang ibu hadapi dalam menilai kemampuan menulis siswanya?
MR:	Sebenarnya untuk menilai tulisan siswa saya tidak terlalu sulit cuman dalam pemeriksaan tulisan siswa biasanya saya sulit untuk membacanya karena tulisannya itu terkadang kotor karena mereka sering menghapusnya ditamba lagi pengunaan tensis yang banyak salah jadi saya repot disitu kalau lagi memeriksa tuisan siswa.
R :	Bagaimana cara ibu dalam menanggulangi masalah-masalah yang ibu temui ketika mengajarkan menulis
MR:	Saya akan menyuru siswa untuk sering-sering menulis di atas papan tulis agar mereka dapat terbiasa dengan tulisan bahasa inggris

FN 001

Day/Date : Selasa, 17 Desember 2019-12-29
Time : 10. 00 To 10.20
Location : SMPN 2 Mattiro Bulu
Topic : Focused interview transcription about teachers challange in
teaching   productive and receptive skills

Research (R)

First research subject (NJ)

3. CHALLANGE IN TEACHING READING

R :	Kesulitan apa yang ibu temui dalam mencakan pembelajaran membaca?
NJ :	Kesulitannya yaitu, membuat materi bacaan yang menarik bagi siswa dan mudah untuk siswa pahami, kemudian pemilihan metode yang tepat dan sesuai dengan materi yang akan diajarkan
R :	Hal-hal apa saja yang biasanya dapat menghambat ibu dalam mengajarkan membaca?
NJ :	Kalau soal mengajarkan siswa untuk membaca kesulitannya itu adalah siswa hanya membaca apa yang mereka lihat sesuai dengan tulisannya kemudian kesulitan siswa dalam memahami isi dari bacaan yang suda diberikan. jadi mereka tidak tau dengan pengucapan yang sebenarnya, jadi kesulitan saya disini adalah siswa selalu bartanya kepada saya soal pengucapan yang benarnya itu seperti apa jadi kalau jumlah siswa yang banyak terus mereka semua bertanya satu persatu saya terkadang sangat repot untuk meladeni semua itu, karena walaupun saya suda jelaskan di awal mereka masi saja bertanya satu-persatu.
R :	Kesulitan apa yang ibu hadapi dalam menilai kemampuan membaca siswanya?
NJ :	Soal penilaian saya rasa ini tidak terlalu sulit buat saya karena siswa hanya sekedar membaca terus saya berikan nilai tapi yaa itu tadi pengucapan mereka sangat tidak bagus jadi hanya sekedar membaca biasanya.
R :	Bagaimana cara ibu dalam menanggulangi masalah-masalah yang ibu temui ketika mengajarkan membaca?
NJ :	Untuk menanggulangi masalah tersebut setiap cerita yang diberikan, saya lampirkan kosakata dan pengucapannya jadi siswa tidak mearasa terlalu sulit dalam membaca text tersebut kemudian saya juga menyuruh siswa untuk sering-sering membaca sebuah cerita yang mereka suka kemudian mereka juga harus tau arti dari setiap kata dalam kalimta tersebut.

FN 002

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Location	SMPN 2 Mattiro Bulu
Topic	Focused interview transcription about teachers challange in teaching productive and receptive skills

Research (R)

Second research subject (TH)

3. CHALLANGE IN TEACHING READING

R :	Kesulitan apa yang ibu temui dalam merencanakan pembelajaran membaca?
TH :	Menentukan metode,strategi dan model pembelajaran yang akan digunakan, dimana metode tersebut harus sesuai dengan keadaan dan kebutuhan siswa dan materi tersebut harus sesuai dengan kemampuan siswa
R :	Hal-hal apa saja yang biasanya dapat menghambat ibu dalam mengajarkan membaca?
TH :	Hal–hala yang menghambat pembelajaran saya dalam mengajar membaca yaitu yang pertama tentunya kurangnya kosakata yang dimiliki siswa, pronounciatioan siswa yang banyak bermasalah dan juga bagaimana cara membuat siswa itu memahami bacaan
R :	Kesulitan apa yang ibu hadapi dalam menilai kemampuan membaca siswanya?
TH :	Saya merasa tidak terlalu sulit untuk menilai kemampuan membaca siswa.
R :	Bagaimana cara ibu dalam menanggulangi masalah yang ibu temui ketika mengajarkan membaca?
TH :	Saya akan memberikan tugas kepada siswa yaitu mencari bacaan dan kosa kata baru agar mereka dapat terbiasa nantinya untuk ingin membaca.

FN 003

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Topic	Focused interview transcription about teachers challange in teaching productive and receptive skills

Research (R)

Second research subject (MR)

3. CHALLANGE IN TEACHING READING

R	Kesulitan apa yang ibu temui dalam merencanakan pembelajaran membaca?
M R	Sama saja dengan jawaban awal saya, saya tidak membuat RPP tapi saya hanya mendwonload RPP kemuadian mengedit nya karena menurut saya ini sangat mudah dan tidak memakan waktu yang lama.
R	Hal-hal apa saja yang biasanya dapat menghambat ibu dalam mengajarkan membaca?
MR	Kalau di reading!! Di reading itu ya terkadang siswa itu membaca apa yang mereka lihat (ertulis) seperti contohnya meja bahasa inggrisnya kan table, mereka cuman menyatakan table yang seharusnya kan teiybel seperti itu. Kemudia siswa tidak dapat memahami inti dari isi bacaan, karena kurangnya kosakata yang siswa miliki dan yang terkhir adalah minat baca siswa yang sangat kurang.
R	Kesulitan apa yang ibu hadapi dalam menilai kemampuan membaca siswanya?
MR	Kesulitan dalam menilai pengucapan yang benar pada saat mereka membaca satu kata dalam sebuah kalimat
R	Bagaimana cara ibu dalam menanggulangi masalah-masalah yang ibu temui ketika mengajarkan membaca?
MR	Saya akan melatih reading siswa dengan cara menyuruh siswa untuk sering- sering tampil kedepan kelas membaca materi yang ada dalam buku ajar.

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Research (R)

First research subject (NJ)

4. CHALLANGE IN TEACHING LISTENING	
R :	Kesulitan apa yang ibu temui dalam merencakan pembelajaran mendengarkan?
NJ :	kalau kesulitannya itu adalah bagaimana cara membuat tema yang manarik dan siswa pahami dengan tujuan agar siswa dapat memahami materi dengan muda.
R :	Hal-hal apa saja yang biasanya dapat menghambat ibu dalam mengajarkan mendengarkan?
NJ :	Dalam mengajarkan siswa mendengarkan tentunya juga masakah kosa kata siswa yang kurang sehingga mereka sulit untuk menagkap apa yang mereka dengarkan, kemudian suasana dalam kelas juga merupakan hambatan untuk siswa dapat fokus mendengarkan dengan baik karena kelas yang besar dan jumlah siswa yang banyak.
R :	Kesulitan apa yang ibu hadapi dalam menilai kemampuan mendengarkan siswanya?
NJ :	kalau soal menilai kamampuan mendengarkan siswa terkadang saya hanya menilai dari ke aktifan mereka dalam belajar dan tidak ribut jadi biasanya setelah saya mengucapkan satu kata atau kalimat saya langsung tanyakan siapa siswa yang tau apa yang saya katakan jadi seprti itu saja.
R :	Bagaimana cara bapak/ibu dalam menanggulangi masalah yang ibu temui mengenai kemampuan mendengarkan siswa?
NJ :	Saya terkadang menyuruh siswa saya untuk sering –sering mendengarkan lagu bahasa inggris yang mereka suka jadi ini untuk melatih saja kemampuan mereka agar terbiasa mendengarkan bahasa inggris.

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Topic	Focused interview transcription about teachers challange in teaching productive and receptive skills

Research (R)

Second research subject (MR)

3. CHALLANGE IN TEACHING LISTENING

R :	Kesulitan apa yang ibu temui dalam merencanakan pembelajaran mendengarkan?
MR :	Kalau untuk materi listening saya tidak terlalu menyiapkan, karena biasanya listening itu saya masukan di speakingnya siswa.
R :	Hal-hal apa saja yang biasanya dapat menghambat ibu dalam mengajar mendengarkan?
MR :	Kalau di listening itu, sulit karena siswa ya kurang kosakata terkadang siswa tidak mampu mengerti apa yang diucapkan si pembicara karena kurangnya kosakata jadi mereka tidak mampu mamahami apa yang sipembicara katakan seperti itu. Kemudian masalah fasilitas dan sarana yang tidak ada disekolah sehingga sulit bagi seorang guru dan siswa mengajarkan keterampilan mendengarkan karena dikelas kondisinya sangat ribut.
R :	Kesulitan apa yang ibu hadapi dalam menilai kemampuan mendengarkan siswanya?
MR :	Mengukur sejauh mana kemampuan siswa dalam mendengarkan sebuah dialog yang mereka dengar.
R :	Bagaimana cara ibu dalam menanggulangi masalah-masalah yang ibu temui dalam mengajar mendengarkan?
MR :	Untuk melatih listeningnya saya menyuruh siswa untuk selalu berbicara dengan temannya dengan mengunakan bahasa inggris agar mereka dapat terbiasa dengan mendengarkan bahasa inggris.

ANALISIS DAN REDUKSI DATA HASIL WAWANCARA "TANTANGAN YANG DIDAPATKAN OLEH GURU EFL DALAM MENGAJARKAN KETERAMPILAN PRODUCTIVE SKILL

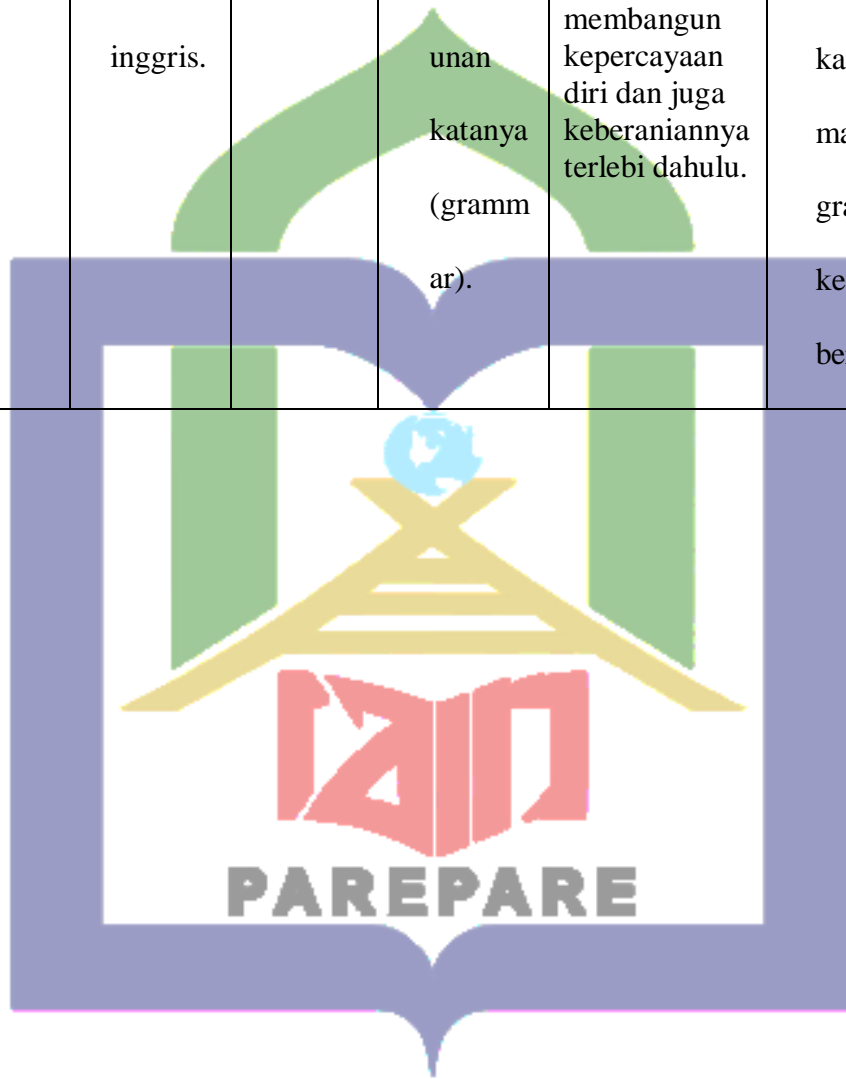| VARIABEL INDIKATOR	NAMA INFORMAN & TRASKRIP WAWANCARA			HASIL REDUKSI	KESIMPULAN
	TANTANGAN GURU DALAM MENGAJARKAN SPEAKING				
	NJ (1)	TH (2)	MR (3)		
Kesulitan apa yang ibu temui dalam merencanakan pembelajaran berbicara?	• cara menentukan metode yang sesuai dengan materi dan metode tersebut juga disesuaikan dengan karakter siswa. • membuat	• Menentukan metode, strategi dan model pembelajaran yang akan digunakan, dimana metode tersebut harus sesuai dengan	• Membuat RPP itu sangant komplit jadi itu yang membuat saya malas untuk membuatnya, kemudian tidak ada waktu yang cukup	Dari tiga jawaban guru hanya ada satu guru yang tidak menyiapkan perencanaan pembelajarannya karena guru tersebut tidak terlalu paham cara membuat RPP. Sementara guru yang lain mengalami kesulitan dalam menerapkan metode/strategi/model pembelajaran yang akan digunakan. dimana harus sesuai dengan materi yang akan diajarkan dan kondisi siswa itu sendiri.	Hanya ada satu guru yang tidak merencanakan pembelajarannya, sementara guru yang lain menyipkan dan kesulitan yang mereka alami adalah menerapkan metode/strategi/model pembelajaran yang akan digunakan.

	materi sendiri yang sesuai dengan kemamp uan siswa.	keadaan dan kebutuh an siswa dan materi tersebut harus sesuai dengan kemam puan siswa.	untuk saya membuat RPP dan sebenarn ya saya juga tidak terlalu paham cara membuat RPP.		
Hal-hal apa saja yang biasanya dapat mengham bat ibu dalam mengajar kan berbicara ?	• siswa yang saya ajar itu rata-rata mereka tidak memiliki keberania	• adalah kurangn ya kosakat a pada siswa. • anak-anak biasany	• siswa tidak bisa aktif untuk berbicar a. • siswa itu	Dari jawaban semua guru terlihat bahwa dalam mengajarkan keterampilan speaking banyak sekali kesulitan yang mereka temui sehingnga proses belajar mengajar tidak dapat berjalan dengan baik.	Faktor–faktor yang menghambat proses pembelajaran speaking adalah: • siswa tidak memiliki keberanian dan kepaercaya

	n dan keprcayaan diri. • kosa kata yang mereka miliki itu sangat kurang. • takut salah dalam pengucapan dan juga mereka bingung mau menyusun kata-kata itu seperti apa.	a juga merasa malu. • kurang percaya diri jadi mereka tidak bisa berbicara.	tidak terbiasa untuk ngomong bahasa inggris. • kurang berani karena takut salah dalam berbicara. • tidak dapat menyusun kalimat dengan benar. • kurangn		an diri • siswa tidak terbiasa untuk untuk berbicara bahasa inggris • takut salah dalam pengucapan • tidak dapat menyusun kalimat dengan baik • kurangnya kosakata siswa

			ya kosakat a siswa.		
Kesulitan apa yang ibu hadapi dalam menilai kemampu an berbicara siswanya ?	• sulit dalam menilai aspek kelancara nnya (fluency) dan juga mengenai pronunci ation nya. • terlalu banyak jedanya • pronounc iation saya sulit memaha mi	• terkada ng mereka berbicar a saja saya tidak tau mereka bilang apa.	• kesulita nnya itu adalah menilai ketepat an dalam penguc apan setiap kata yang mereka ucapka n.	Dari jawaban semua guru dapat dikatakan bahwa kesulitan untuk menilai kemampuan siswa dalam berbicara adalah pengucapan siswa yang sulit untuk guru pahami.	Kesulitan tersebut adalah: • pengucapan siswa yang tidak jelas sehingga membuat guru sulit untuk memahami apa yang siswa ucapkan.

	karena terlalu banyak permasalahan pengucapan.			
Bagaimana cara ibu dalam menanggulangi masalah yang ibu temui mengenai kemampuan berbicara siswanya ?	• memberikan beberapa kosakata yang harus mereka hafal setiap kali pertemuan. • siswa harus sering-	• menyuruh mereka untuk latihan berbicara menggunakan bahasa inggris didalam kelas pada saat jam pelajara	• Harus sering praktis untuk berbicara agar dapat terbiasa. • rajin-rajin menambah kosakata. • tidak	Dari semua jawaban guru dalam menanggulangi masalah speaking siswa ternyata mereka masi meggunakan cara yang lama yaitu selalu memberikan siswa beberapa kosakata untuk mereka hafal. Dan hanya ada satu guru yang memberikan cara untuk menanggulangi masalah speaking siswa yaitu menyuruh siswa untuk berbicara bahasa inggris	Cara guru untuk menanggulangi masalah speaking siswa nya adalah: • memberikan beberapa kosakata yang harus siswa hafal • harus sering praktek agar terbiasa dengan bahasa

| | sering praktek berbahasa inggris. | n saya berlangsung. | terlalu memikirkan penyusunan katanya (grammar). | tanpa mempedulikan grammar dulu karena ini akan membantu siswa untuk membangun kepercayaan diri dan juga keberaniannya terlebi dahulu. | inggris.
• Jangan terlalu memperhatikan masalah grammar ketika berbicara |

ANALISIS DAN REDUKSI DATA HASIL WAWANCARA "TANTANGAN YANG DIDAPATKAN OLEH GURU EFL DALAM MENGAJARKAN KETERAMPILAN PRODUCTIVE SKILL

VARIABEL INDIKATOR	NAMA INFORMAN & TRASKRIP WAWANCARA			HASIL REDUKSI	KESIMPULAN
	TANTANGAN GURU DALAM MENGAJARKAN WRITING				
	NJ (1)	TH (2)	MR(3)		
Kesulitan apa yang ibu temui dalam merencanakan pembelajaran menulis?	• membuat tema yang manarik dan siswa pahami.	• Menentukan metode yang akan digunakan dan mencari materi sesuai dengan kemampuan dan kebutuhan siswa.	• Sama saja dengan jawaban awal saya, saya tidak membuat RPP tapi saya hanya mendwonload RPP kemuadian mengedit	Dari tiga jawaban guru hanya ada satu guru yang tidak menyiapkan perencanaan pembelajarannya karena guru tersebut tidak terlalu paham cara membuat RPP. Sementara guru yang lain mengalami kesulitan dalam menerapkan metode/strategi/model pembelajaran yang akan digunakan. dimana harus sesuai dengan materi yang akan diajarkan dan kondisi siswa itu sendiri.	Hanya ada satu guru yang tidak merencanakan pembelajarannya, sementara guru yang lain menyipkan dan kesulitan yang mereka alami adalah menerapkan metode/strategi/model pembelajaran yang akan digunakan.

			nya		
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			saya ini		
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			memaka		
			n waktu		
			yang		
			lama.		
Hal-hal apa saja yang biasanya dapat mengha mbat ibu dalam mengajar kan menulis?	• kosaka ta mereka itu kurang . • kurang nya pemah aman siswa menge	• permas alahan kosakat a. • siswa tidak dapat menuan gkan ide-ide dalam bentuk	• terkadan g kurang dalam satu huruf terkadan g juga siswa menulis sesuai dengan pengucap	Kekurangan kosakata pada siswa merupakan hal pertama yang sangat menghambat siswa untuk bisa menulis walaupun sebenarnya mereka memiliki ide untuk dituangkan dalam bentuk tulisan. Dan permasalahan grammar pula merupakan penghambat bagi mereka untuk dapat menulis.	Dari hasil interview dapat disimpulkan bahwa yang menghambat siswa tidak dapat menulisan dan juga merupakan kesulitan bagi guru dalam mengajarkan siswa menulis adalah: • kosakata siswa yang sangat

	nai grammar..	visual. • tidak terlalu paham mengenai tata bahasa (grammar).	annya. • kurangnya kosa-kata siswa. • pemahamannya mengenai tensis juga sangat kurang.		kurang • kurangnya pemahaman siswa mengenai grammar • siswa tidak dapat menuangkan ide-ide dengan bentuk visual.
Kesulitan apa yang ibu hadapi dalam menilai kemampuan menulis siswanya ?	• pertama tulisan mereka yang sangat ambur aduk.	• tulisan siswa yang seperti coret-coretan. • siswa menulis	• sulit untuk membacanya karena tulisannya itu terkadan	Kesulitan guru dalam menilai kemampuan menulis siswa adalah tulisan siswa yang ambur aduk, seperti coret-coretan, sulit untuk membacanya karena tulisan siswa kotor, penyusunan katanya yang	Kesulitan guru dalam menilai kemampuan menulis siswa antara lain: • tulisan siswa yang tidak rapi dan bersih • kurangya

• siswa hanya menulis apa yang mereka tau ucapannya jadi mereka tulis sesuai dengan ucapan. • structure bahasanya yang terkadang ng	satu kata namun ada satu atau dua huruf yang hilang. • penyusunan katanya bermasalah .	g kotor. • pengunaan tensis yang banyak salah.	bermasalah terkadan hilang stu huruf dalam tulisannya.	pemahaman dalam structure bahasa. • Terkadang hilang satu huruf dalam setiap kata.

	terbali k antara subjek, kata kerja dan objekn ya.				
Bagaima na cara ibu dalam menangg ulangi masalah yang ibu temui mengena i kemamp uan menulis siswanya ?	• memin jam kamus. • membe rikan latihan kepada siswa untuk memb uat kalima t dan memb	• sering- sering member ikan tugas kepada siswa untuk menulis kan kegiata nnya di rumah supaya	• menyuru siswa untuk sering- sering menulis di atas papan tulis agar mereka dapat terbiasa dengan tulisan	Dari hasil interview menunjukkan bahwa guru hanya selalu memberikan tugas kepada siswa untuk menanggulangi masalah menulis siswanya	Cara guru dalam menanggulan gi masalah menulis siswa adalah: • meminjam kamus pada saat proses pembelajara n berlangsung • menyuruh siswa untuk

	uat cerita yang mereka tau dan sukai.	mereka terbiasa dengan menulis .	bahasa inggris.		

ANALISIS DAN REDUKSI DATA HASIL WAWANCARA "TANTANGAN YANG DIDAPATKAN OLEH GURU EFL DALAM MENGAJARKAN KETERAMPILAN RECEPTIVE SKILL

VARIABEL INDIKATOR	NAMA INFORMAN & TRASKRIP WAWANCARA			HASIL REDUKSI	KESIMPULAN
	TANTANGAN GURU DALAM MENGAJARKAN READING				
	NJ (1)	TH (2)	MR(3)		
Kesulitan apa yang ibu temui dalam merencanakan pembelajaran membaca?	• membuat materi bacaan yang menarik bagi siswa dan mudah untuk siswa pahami. • pemilihan metode yang	• Menentukan metode, strategi dan model pembelajaran yang akan digunakan, dimana metode tersebut harus sesuai dengan keadaan	• Sama saja dengan jawaban awal saya, saya tidak membuat RPP tapi saya hanya mendwonload RPP kemuadian	Dari tiga jawaban guru hanya ada satu guru yang tidak menyiapkan perencanaan pembelajarannya karena guru tersebut tidak terlalu paham dalam membuat RPP. Sementara guru yang lain mengalami kesulitan dalam menerapkan metode/strategi/model pembelajaran yang akan digunakan. dimana harus sesuai dengan materi yang akan diajarkan dan kondisi siswa itu sendiri.	Hanya ada satu guru yang tidak merencanakan pembelajarannya ,sementara guru yang lain menyipkan dan kesulitan yang mereka alami adalah menerapkan metode/strategi/ model pembelajaran yang akan digunakan.

	tepat dan sesuai dengan materi yang akan diajarkan.	dan kebutuhan siswa dan materi tersebut harus sesuai dengan kemampuan siswa.	mengedit nya karena menurut saya ini sangat mudah dan tidak memakan waktu yang lama.		
Hal-hal apa saja yang biasanya dapat menghambat ibu dalam mengajarkan membaca?	• siswa hanya membaca apa yang mere	• pronounciatioan siswa yang banyak bermasalah. • membuat	• siswa itu membaca apa yang mereka	Kekurangan kosakata pada siswa sehingnga membuat siswa tidak dapat memahami isi bacaan merupakan kendala pertama bagi siswa dan ini merupakan kesulitan bagi semua	Hala-hal yang menghambat guru dalam mengajarkan reading adalah: • kesulitan siswa dalam memahami isi bacaan • pengucapan

	ka lihat sesuai dengan tulisannya. • kesulitan siswa dalam memahami isi dari bacaan. • siswa selalu bartanya	siswa itu memahami bacaan.	lihat. • siswa tidak dapat memahami inti dari isi bacaan. • kurangnya kosakata yang siswa miliki. • adalah minat baca	guru untuk mengajarka bahasa inggris dari semua skills.	siswa yang bermasalah ketika membaca text • kurangnya kosakata • siswa membaca sesuai tulisan.

	kepa da saya soal peng ucapa n yang benar nya itu seper ti apa.		siswa yang sanga t kuran g.		
Kesulitan apa yang ibu hadapi dalam menilai kemamp uan berbicara membaca?	• tidak terlal au sulit.	• sulit untuk menilai kemamp uan mereka dalam pengucap an.	• Kesul itan dalam menil ai pengu capan yang benar	Guru hanya merasa sulit dalam menilai pengucapan siswa pada saat mereka membaca	Kesulitan guru dalam menilai kemampuan membaca siswa adalah: • Kesulitan dalam menilai pengucapan siswa pada saat membaca.

			pada saat mereka membaca satu kata dalam sebuah kalimat.		
Bagaimana cara ibu dalam menanggulangi masalah yang ibu temui mengenai kemampuan membaca siswanya ?	• menyuruh siswa untuk sering-sering membaca	• memberikan tugas kepada siswa yaitu mencari bacaan dan kosa kata baru.	• melatih reading siswa dengan cara menyuruh siswa	Dari semua jawaban guru dapat diketahui bahwa guru hanya menyuruh siswa untuk sering membaca sebuah cerita dan menyuruh siswa untuk sering tampil kedapan membaca materi.	Cara guru dalam menanggulangi reading siswa adalah: • menyuruh siswa untuk sering membaca cerita • sering tampil kedapan untuk membacakan materi.

	sebuah cerita yang mereka suka kemudian mereka juga harus tau arti dari setiap kata dalam kalimta terse		untuk sering-sering tampil kedepan kelas membaca materi yang ada dalam buku ajar.	

	but.				

ANALISIS DAN REDUKSI DATA HASIL WAWANCARA "TANTANGAN YANG DIDAPATKAN OLEH GURU EFL DALAM MENGAJARKAN KETERAMPILAN PRODUKTIF DAN RECEPTIVE

VARIABEL INDIKATOR	NAMA INFORMAN & TRASKRIP WAWANCARA			HASIL REDUKSI	KESIMPULAN
	TANTANGAN GURU DALAM MENGAJARKAN LISTENING				
	NJ (1)	TH (2)	MR(3)		
Kesulitan apa yang ibu temui dalam merencanakan pembelajaran mendengarkan?	• kalau kesulitannya itu adalah bagaimana cara membuat tema yang manarik dan siswa pahami dengan tujuan agar	• Sebenarnya kalau untuk pembelajaran mendengarkan saya tidak terlalu menyipkan karena untuk listening saya tidak	Kalau untuk materi listening saya tidak terlalu menyiapkan, karena biasanya listening itu saya masukan di speakingnya siswa.	Dari tiga jawaban guru hanya ada satu guru yang tidak menyiapkan perencanaan pembelajarannya karena guru tersebut tidak terlalu paham cara membuat RPP. Sementara guru yang lain mengalami kesulitan dalam menerapkan metode/strategi/model pembelajaran yang akan digunakan. dimana harus sesuai dengan materi yang akan diajarkan dan kondisi siswa itu sendiri.	Hanya ada satu guru yang tidak merencanakan pembelajarannya, sementara guru yang lain menyipkan dan kesulitan yang mereka alami adalah menerapkan metode/strategi/model pembelajaran yang akan digunakan.

	siswa dapat dengan mudah memahami materi tersebut.	fokus dalam mengajarkan listening itu. Karena pada saat saya mengajarkan speaking di situ suda masuk listeningnya.			
Hal-hal apa saja yang biasanya dapat menghambat ibu dalam	Dalam mengajarkan siswa mendengarkan tentunya juga masakah	Kalau mengenai hambatan yang saya temui ketika saya mengajar	Kalau di listening itu, sulit karena siswa ya kurang kosakata terkadan	Kekurangan kosakata pada siswa sehingnga membuat siswa tidak dapat memahami isi	Hala-hal yang menghambat guru dalam mengajarkan reading adalah: • kesulitan

mengajarkan mendengarkan?	kosa kata siswa yang kurang sehingga mereka sulit untuk menagkap apa yang mereka dengarkan, kemudian suasana dalam kelas juga merupakan hambatan untuk siswa dapat fokus mendengarkan dengan baik karena kelas yang besar dan jumlah siswa yang banyak.	siswa untuk mendegarkan, yang pertama itu adalah masalah jumlah siswa yang sangat banyak, kondidi kelas yang sangat ribut sehingga saya sebagai seorang guru selalu berusaha untuk menenangkan suasana kelas yang ribut agar mereka dapat fokus kembalai dalam mengikuti pelajaran dan dapat mendengarkan apa yang saya bacakan kepada mereka.	g siswa tidak mampu mengerti apa yang diucapkan si pembicara karena kurangnya kosakata jadi mereka tidak mampu mamahami apa yang sipembicara katakan seperti itu. Kemudian masalah fasilitas dan sarana yang tidak ada disekolah sehingga sulit bagi seorang guru dan siswa mengajarkan keterampilan mendengarkan karena dikelas	bacaan merupakan kendala pertama bagi siswa dan ini merupakan kesulitan bagi semua guru untuk mengajarka bahasa inggris dari semua skills.	siswa dalam memahami isi bacaan • pengucapan siswa yang bermasalah ketika membaca text • kurangnya kosakata • siswa membaca sesuai tulisan.

			kondisinya sangat ribut.		
Kesulitan apa yang ibu hadapi dalam menilai kemampuan mendengarkan siswanya?	kalau soal menilai kamampuan mendengarkan siswa terkadang saya hanya menilai dari ke aktifan mereka dalam belajar dan tidak ribut. Jadi biasanya setelah saya mengucapkan satu kata atau kalimat saya langsung tanyakan siapa siswa yang tau apa yang saya katakan jadi seperti itu saja.	Kesulitannya itu adalah saya sulit untuk mengukur kemampuan dan pemahaman mereka dalam mendengarkan.	Mengukur sejauh mana kemampuan siswa dalam mendengarkan sebuah dialog yang mereka dengar.	Kesulitannya itu adalah saya sulit untuk mengukur kemampuan dan pemahaman mereka dalam mendengarkan.	Sulit mengukur kemampuan siswa.
Bagaimana cara ibu dalam menanggu					

langi masalah yang ibu temui mengenai kemampu an mendegar kan siswanya?					

PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 2 MATTIRO BULU
Alamat : Jalan Poros Pinrang Jampue Km.6 Padakkalawa Pinrang 91271

SURAT KETERANGAN TELAH MENELITI
Nomor : 422/ 34 /UPT SMP.13 /2020

Yang bertanda tangan di bawah ini Kepala UPT SMP Negeri 2 Mattiro Bulu Kabupaten Pinrang Menerangkan bahwa :

Nama	: **IRMA**
NIM	: 17.0213.010
Jenis Kelamin	: Perempuan
Pekerjaan/Prog.Studi	: Mahasiswa/Tadris Bahasa Inggris
Alamat	: Kampung Coka, Desa Barang Palie Kec. Lanrisang Kab. Pinrang

Benar telah melaksanakan Penelitian di UPT SMP Negeri 2 Mattiro Bulu

Pada tanggal 01 Desember 2019 s/d 01 Januari 2020 dengan judul *"CHALLENGES ENCOUNTERED BY EFL TEACHER IN TEACHING PRODUKCTIVE AND RECEPTIVE SKILLS AT SMPN 2 MATTIRO BULU"*

Demikian keterangan ini kami buat untuk dipergunakan sebagai mana mestinya.

Padakkalawa, 15 Mei 2020
Kepala Sekolah

H. ABDUL HADI,S.Pd.M.Si
NIP. 19661231 198110 1 011

DOCUMENTATION

DOCUMENTATION

Interview with the teacher 01

INTERVIEW WITH THE TEACHER 02

INTERVIEW WITH THE TEACHER 03

DOCUMENTATION

CURRICULUM VITAE

Irma was born in kampung coka, on July 16th 1993. She lives at kampung coka, Lanrisang sub district, Pinrang regency, south sulawesi. She is the second child of Sulaeman and Ramlah. She began studying at SDN 282 LANRISANG. She continued studying in junior high school namely SMPN 2 Mattirobulu. She finished in junior high school in 2008. She came to the SMAN 3 Mattiro sompe but now has been become SMAN 3 Pinrang. She graduated from this school since 2011. She subscribed and accepted studying in S1 English program of Tarbiyah Department at State of islamic college (STAIN PARE) Parepare 2011 and graduated 2015. But now has been become IAIN Parepare. After that, in 2017 she continued her study in Magister Programe and finally she has done her study at State Islamic Institute (IAIN) Parepare entitled *"Challenges Encountered By Efl Teachers In Teaching Productive And Receptive Skills At Smpn 2 Mattirobulu"*