APPROACHES AND ISSUES IN TEACHING SPEAKING FOR ENGLISH AS A FOREIGN LANGUAGES

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ABSTRACT

English teachers as a foreign language is a challenging task. This study attempted to investigate English teaching challenges as well as the solution taken by the English as a foreign teachers. The article deals with the English teachers' point of view in facing teaching chllanges 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 article.

Keywords: Challenges, Teaching Producticve, Teaching Receptive EFL Teacher, integrated teaching approach, speaking, strategy, task.

Language is the most important thing in life, because everyone needs language as a communication tool to talk with others. It would be difficult to do it all without language. Everyone uses language as a means of communication with others to express ideas, opinions, and feelings. It means language is a communication tool to express what we are thinking about. Language can also make us receive information. Language is a communication system that uses vocal symbols with general and arbitrary meanings (Brown, H. D,2008). It can be concluded that a language is a communication tool that can express thoughts and feelings. Therefore, it is clear that language plays an important role in social life and it can be said that language is always used every day to give and receive information with others.

For effective communication in English, first of all, learners need to acquire the knowledge of both grammar and vocabulary which are the two basic and important components of a language. Once the learners learn some basic structures

of English and some vocabulary, they can practice speaking skills under the guidance of their teachers. In this regard, Angelo, Thomas A., and K. Patricia point out, "In some ways speaking can be considered the most difficult skill to acquire as it requires command of speech production sub-skills like vocabulary retrieval, choice of grammatical patterns, and sociocultural competence". As there is a huge demand for speaking skills in the present job market, learners are now struggling to obtain these skills.

According to Kayi (2006) speaking refers to the gap between linguistic expertise and teaching methodology. Linguistic expertise concerns with language structure and language content. Teaching speaking is not like listening, reading, and writing. It needs habit formation because it is a real communication and speaking is a productive skill so it needs practicing as often as possible.

Bygate (1997:) believes that speaking is in many ways an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted. Speaking is often thought of as a 'popular' form of an expression which uses the unprestigious 'colloquial' register: literacy skills are on the whole more prized. This relative neglect many perhaps also be due to the fact that speaking is transient and improvised, and can therefore be viewed as facile, superficial, or glib.

Lewis and Hill (1993:54) state that speaking is a process that covers many things in addition to the pronunciation of individual sounds. Widdowson (1996:54) believes that speaking is simply the physical embodiment of abstract system or of the grammatical system of language or both. Burkart (1998:11) says that speaking is an activity which involves the areas of knowledge, they are the mechanics (pronunciation, grammar, and vocabulary); it is the use of the right words in the right order with the right pronunciation. The functions (transaction and interaction); it is knowing the clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)

In addition Hornby (1995: 37) state that teaching means giving the instruction to a person: give a person knowledge, skill and etc). Teaching speaking is like a real communication which needs practicing as often as possible. In teaching speaking, teachers usually use a repetition of drills or memorization of dialogues. A drills usually in form of question and answer, but the question and the answer are structured and predictable which make students speaking skills do not improve much. 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. Moreover, it is about conveying meaning by using words that have been chosen and put together in written or printed form. 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 (Brown, 1983). Student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. 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 (Nunan, 2003).

There are several discussions about problems that come from body of the students themselves, include the way they produce the language. The problems are commonly become obstacles in teaching speaking. The problems are native language, age, exposure, innate phonetic ability, identity and language ego, motivation and concern for good speaking (Brown, 2001:284).

Native Language

The native language is the most influential factor affecting a learner's speaking. Brown, (2001:284) states, "If you are familiar with the sound system of learner's native language, you will be better able to diagnose student difficulties. Many L1-L2 carryovers can be overcome through a focused awareness and effort on the learner's part." By the statement, it can be concluded that native language of students will be a problem in teaching speaking if the teacher cannot understand the fact and decided a way to solve the condition moreover if the linguistic aspect of the native language students have is really different with target language.

Motivation and Concern for Good Speaking

Some learners are not particularly concerned about their speaking, while others are. The extent to which learners' intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list. Brown, (2001:285) says that that motivation and concern are high, and then the necessary effort will be expended in pursuit of goals. It means that motivation is very important in teaching speaking.

External Problem

The effectiveness of teaching speaking does not only come from internal aspects of the students but also influenced by external factors. The teacher should know the complete understanding of problem in teaching speaking. The factor is an institutional context that puts English as second or foreign language in a nation. The context in which the language is learnt is still considerable relevance to the kind of English that a nation will want and need to study, and the skills they will need to acquire.

Nunan (1991) suggest that a number of factors should be considered in order to develop the speaking skills. He emphasizes the consideration of the size of the class, the arrangement of the classroom and numbers of hours available for teaching and learning language. In addition to this he has written the role of the teachers as follows:

-What, then, is your role as language teacher in the classroom? In the first place your task, like that of any other teacher, is to create the best condition for learning. In a sense, then you are a means to an end; an instrument to see that learning take place.

In order to teach speaking, it is necessary to clarify the be developed, because the teachers can clarify and take advantage of them. Bahrani and Soltani (2012) argue that any response or exchange in conversation that students use to indicate understanding, agreement, doubt and also any communication situation such as greetings, apologize, complements and invitations can be included in speaking activities in the classroom. However, it is also necessary for teachers to be conscious about the learners needs and likes to offer them aiming class which they can enjoy and have a benefit from.

Beside, Harmer (2009) in order to support his three main reasons to teach speaking mentioned in sub title above. "speaking skill in the classroom, also proposes the three examples activities: photographic competition, based on the careful observation and descriptions of pictures with the purpose to make the students use all the language they know and also encourage them to use their critical thinking o offer them aiming class which they can enjoy and have a benefit from.

Speaking is taken as the toughest skill to get mastery by the learners of English as a Foreign Langue. Based on the research findings, mainly learners get four major speaking difficulties such as personal problems, linguistic problems, social problems, and environmental problems. Lack of confidence, poor vocabulary power, hesitation, anxiety towards speaking, fear of making mistakes, not having a suitable environment to practice English, no strong motivation from teachers were some common issues students faced while speaking in English. The second part or objective of the study was to explore the causes of speaking difficulties. It can be concluded from the investigation, the researcher categorized causes into four main themes: teacher/teaching factors, environmental factors, course content factors, and classroom culture factors. Among the various causes mainly teacher-centered teaching method, the active role of the teacher in the classroom, lack of proper environment for speaking practice, poor schooling, overuse of L1 while teaching English in the classroom, classroom culture, and lack of intense focus on speaking skills in the course content of the university courses were found major causes of speaking difficulties. To avoid these difficulties, the study also suggested creating a favorable English-speaking environment in the classroom, modifying existing English courses, and changing the teaching pedagogy and role of the teacher in the classroom.

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