

## ANALYSIS OF ENGLISH TEACHERS' ABILITY AND DIFFICULTY IN SPEAKING

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**Abstract :** This article analyzes about english teachers ability and difficulty in speaking. The purpose of this research to know ability and difficulty in speaking. This research uses qualitative approach with descriptive method. The total participants of this research is 22 participants and for the sample uses purpose sampling. In collecting data the authors use instruments. The instruments are speaking test and interview. Speaking test is used to know the ability english teachers and the interview is used to know the aspects of difficulty in speaking. The finding shows that english teachers ability in speaking is 63. It means that the ability english teacher is sufficient. From interviewing the aspect makes english teacher difficulties are communication strategy (not confidence when speaking). It can be concluded that english teachers ability need some strategies to improve ability in speaking.

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## INTRODUCTION

English subject is one of compulsory subject at junior high school, senior high school and even at high education level in indonesia. English subject is used for school students and university students. English subject at setting school has some objectives and also at university level. The objective at school level can be stated that students are able to communicate whether it is in spoken form moreover in written form. In the university level english subject is taught to be able to listen, read, speak and write in everywhere setting. But for english department student, english subject has some parts. Of course the objectives are depend on certain the course.

English subject must be taught by people who really have high ability in english.

but in indonesia english subjects can be taught by people who can teach english subject and from english department. Teaching english subject at some schools can be taught by non english department moreover in the primary school level. And even english subject still is taught by not from english department because the school assume that teacher is able to communicate and teach english subject.

English teacher must have some competences like suggested our country. Teachers must have 4 competences. They are pedagogical competence, professional competence, social competence and personality competences. They have to correlate each others and must boost. It means that a teacher can left these competence in their life everywhere and

everytime. From these 4 competences, the authos want to focus one competence to be analyzed. That is pedagogical competence.

In pedagocal competence means, as a teacher nust know and master knowledge and science about the subject. It focusses on english teacher. An english teacher must have three abilities. They are knowledge subject, slassroom management and teaching skills. It is supported from [http://changingminds.org/disciplines/teaching/teaching\\_articles/three\\_abilities.htm#nav](http://changingminds.org/disciplines/teaching/teaching_articles/three_abilities.htm#nav). It means that an english teachers have have abilities if she or he want to enter the classroom. A teacher must be able to control the classroom management, having knowledge about a subject or course and having skills in teaching moreover when to face students in low ability.

Related to ability of teacher, it can be taken from english teacher ability in speaking. The ability of english teacher can be found when she or speak with the teachers (english teacher) and with the students in the school or in the classroom. When english teacher speaks with the students it is assumed that english teacher are good in all of aspects in speaking like pronunciation, grammar and also strategy in speaking. The author still find some incorrect from english teacher's speaking such as incorrect in pronouncing of word.

From the phenomena above, the authors want to know deeply what is english teachers ability in speaking and what is difficulty in speaking. It is reported in this article. To answer these research questions author has reported the research to avoid the confussion.

## METHOD

This research talks about the thing that have been done in conducting the research. This research uses descriptive qualitative. Descriptive is one of part qualitative approach. In qualitative approach, in this research use descriptive method. According to Sugiyono (2005) quoted from

<https://www.linguistikid.com/2016/09/pengertian-penelitian-deskriptif-kualitatif.html> says that descriptive method is one of method used to describe or analyze of a result research but not used to make a conclusion deeply. In this research, researchers analyze the english teachers' ability in speaking by giving the speaking test.

Speaking test is used to know the ability english teachers. The aspect that can be used is from guideline M.Zaim (2012). There are four aspects that become guideline for the authors. The aspects are grammar and vocabulary, discourse management, pronunciation and intonation, interactive communication (communication strategy). To avoid confussing about the test the authors explain the procedure to hold the test. In speaking test or sheet test paper, the authors give some picture in piece of paper. The authors ask the english teachers to describe about the picture chosen via whatsapp group (WAG) again.

In this whatsapp group (WAG) there are 22 member. They were english students but now they do not become english teacher now. From this whatsapp group 22 members or participants are becoming population and only three english teacher can be taken as a purposive sampling. In collecting the data, the authors asked the participant to submit the voice note or video via whatsapp personally. After getting the result or video and voice note from 3 english teachers then it is analyzed by authors by guideline provided before.

The 3 english teachers are Mr K.Ms D and Ms F. Mr K is graduated from english department. He teaches english about 8 years. He is 33 years old now. Then, Ms D is english teacher. She teaches about 12 years. She is 37 years old. She graduated from english department. Last is Ms F. Ms F is 38 years old. She teaches english about 10 years. She graduated from english department. From their data, it can be assumed that the 3 english teachers have

high experiences in teaching and learning process and really expert in teaching english subject in certain level.

After conducting the speaking test, the author asked by interviewing the 3 english teachers about problem or difficulty in speaking as long answer the questions given, the guideline used is from M.Zaim (2012). In this guideline can be viewed grammar and vocabulary, discourse management, pronunciation and intonation and interactive communication (communication strategy). After interviewing the 3 english teachers, the author analyze it, group it and display the result of interviewing.

## FINDINGS AND DISCUSSIONS

In this part, the researchers explain about english teacher ability in speaking and explaining the difficulties or problem faced by english teacher in speaking.

### Teachers' Ability in Speaking

Before explaining teachers ability in speaking it is better to state speaking and its part. Speaking is one of skill that must be mastered by foreign people moreover teacher and students in Indonesia. Scott stated that speaking is produced expression by expression, in as feedback to the word by word and expression by expression productions of the person we are talking to our interlocutor. It means that speaking is one of way to express someones' idea or thought.

To analyze the data, of course must be known some elements of speaking. According to Brown and Yule (1999) state that elements of speaking ability which correlate with the ability to process information and language such as: a. Language features (connected speech, expressive devices, lexis and grammar, negatiation language) b. (mental social processing (language processing, interacting processing and information processing). But in this term the research uses the aspect that stated previous page.

According to Jack and Willy (2002) factors that might be affected english foreign language students' speaking ability such as age or maurational constraint, aural medium, sociocultural factors and affective factors. Theses terms affect when the english teacher speak when she or he speaks in the test of speaking. It means that when someone speaks, she or he get affecting from inside and outside herself or himself.

Then when someone is said good in speaking ability it can be signed some terms. According to Penny says that there are some characteristics of good seapking ability. They are she or he talk a lot, participation is even, mativation is high and language is of an accpetable level. Based on these statements when she or he want to have good ability in speaking can be apply thses. But in analyzing english teachers'ability in speaking the researcher use the other theory that designed and proposed by M. Zaim (2012).

To know teacher ability in speaking, the researcher do some procedure. That is collecting the data and analyzing data. In collecting the data, the researcher asks english teacher to answer the question by following instruction given via whatsapp.the researcher shared the question sheet to three teachers and then explained the instruction to them. The researcher asked three english teacher to record their speaking ability based on pictures given in the questions sheet given. After three teacher send back to the researcher their video or voice note, the researcher do analyze the data got by writing the transcription of their speaking.

The transcription can be viewed as follow:

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#### Transcription 1

Bismilillahirrahmanirrahim

Assalamualaikumwarahmatullahiwabarak atuh

Okay i want to tell a someone for all of you who knows about Agnes Monica? I am sure that for all of you know about her. Agnes Monica is a famous people,

she is a also famous singer, she is an energetic girl, friendly, smart girl. All of us know with her. She is a tall girl. she is a tall girl. She has white skin.

I think thats all thank you

#### Transcription 2

I have a cat.It's name is Leo.It's orange and black in colour.It has lovely green eyes.It is very soft and furry.It eats fish and drinks milk.It plays with me when I come back from school.It likes to play with ball in the garden.It loves me and shows it's lovely by licking me when I come back from school.It sleeps in a small basket near my bed.I love my cat very much and take care of it.

#### Transcription 3

Assalamualikumwarahmatullahiwabarakatuh

Based of the picture i choose the cat.The cat is tame animal, has smooth feathur and they have kinds of colour. Many people like cat they they cute and funy animal.because their cute and funy animal.. Kinds of the cat I knows are Ordinary cat, Persian cat, and Angora cat. Angora cat has long fur, while Persian cat has short fur and then round heads. But both I really like it. In term of their diet they have special food, and they must be cared for properly.

I think enough for today

Assalamualaikum warahmatullahi wabarakatuh

In analzing the data, the researcher used rubric that adopted from M.Zaim (2012). There are four aspect to be used in analyzing speaking of english teacher. Generally they are: grammar and vocabulary, discourse management, pronunciation and intonation, and

interactive communication. To see it clearly it can be seen as follow:

Table 1: Aspect of Speaking Test

| No | Aspect  | Score                 |
|----|---|-----------------------|
| 1  | Grammar and Vocabulary (lexicogrammatical)<br>a.Using correct grammar and proper vocabulary<br>b.Using grammar and vocabulary that are sometimes naccurate, but do not affect the meaning<br>c.Using inappropriate grammar and vocabulary and affecting meaning<br>d.Difficult/unintelligible grammar and vocabulary<br>e.Writing does not develop                              | 4<br>3<br>2<br>1<br>0 |
| 2  | Discourse Management<br>• Perform and respond to speech acts appropriately (logically) in spoken language.<br>• Perform and respond to speech acts even though they sometimes misunderstand.<br>• Often misunderstands and responds to simple speech acts.<br>• Not able to understand and respond to simple speech acts.<br>• Only produce words that do not make up the text. | 4<br>3<br>2<br>1<br>0 |
| 3  | Pronunciation and Intonation<br>• Speech and intonation are very clear approaching native speakers<br>• Speech and intonation are clear even if there is a first language accent.<br>• Speech and intonation are unclear and affect meaning.<br>• Speech and intonation are not clear and lose some meaning.<br>• Speech and intonation are not able to express meaning.        | 4<br>3<br>2<br>1<br>0 |
| 4  | Interactive Communication (Communication Strategy)<br>a. Confident and fluent in speaking and able to correct yourself if you make a mistake.<br>b. Confident, although sometimes ask for repetition and<br>c. More responding than initiating.<br>d. Difficult to talk to even if provoked.<br>e. Unable to speak.   | 4<br>3<br>2<br>1<br>0 |

Then, researcher compared these results with rating scale as follow:

Table 2: rating scale

| No | The range of scale     | Qualitative score   |
|----|------------------------|---|
| 1  | 85-100                 | A=Excellent   |
| 2  | 75-84                  | B=Very good   |
| 3  | 55-74                  | C=Fair  |
| 4  | <54                    | D=Poor  |
|    | The highest score = 16 | Example:<br>Satria gets 10<br>So the real score is: $10 \times 10 : 16 = 6,25$ □ C (Fair) |

It is discussed one by one. Because there are three english techers here, the researcher would like to display it clearly.

English teacher 1. In this case, english teacher 1 has some explanation based what has been spoken in the voice note or video. There are aspect that having good for speaker 1, they are grammar and vocabulary, discourse management, and interactive communication. But the lower score is in the pronunciation. There are some mispronunciation that researcher found here. It can be scored here  $11 \times 10 : 16$  is 68. it means that for english teacher 1 has fair or sufficient in speaking through descriptive text.

Next english teacher 2, the ability in speaking can be described that grammar and vocabulary, and interactive commuication is higher that discourse management and pronunciation and intonation. It can be scored that  $10 \times 10 : 16$  is 63. It means that ability english teacher in speaking is fair or sufficient.

Last, english teacher 3. English teacher ability in speaking can be described that the highest score is in discourse management. Then the lower scores are grammar and vocabulary, pronunciation, and interactive communication. The ccore for english teacher 3 is  $9 \times 10 : 16$  is 57. It means that the ability of english teacher 3 is fair or sufficient.

Based on the analyzing above it can be said that the ability english teacher in speaking is fair or sufficient. It can be see from the score got. The mean score is 63. If we get score 63 it means that we are in fair or sufficient level.

Related to explanantion above, it can be related between speaking ability. To know ability in speaking the researcher adopted aspect in speaking ability. There are four aspects in speaking ability here. Aspects speaking are Grammar and Vocabulary (lexicogrammatical), discourse management, pronunciation and intonation and nteractive Communication (communication strategy)

Based on these aspects sof peaking, it can be found that there are two similar aspect. These are grammar and vocabulary and also discourse management. The criterias are Using correct grammar and proper vocabulary, Using grammar and vocabulary that are sometimes inaccurate, but do not affect the meaning, Using inappropriate grammar and vocabulary and affecting meaning, Difficult/unintelligible grammar and vocabulary speaking does not develop. The ability for this aspect is similar for all of english teacher. They used grammar and vocabulary sometime inaccurate but do not affect the meaning.

Next, aspect speaking in discourse management. In speaking has discourse managemen. It is aspect criteria for speaking. They are a. Perform and respond to speech acts appropriately (logically) in spoken language, b. Perform and respond to speech acts even though they sometimes misunderstand., c. Often misunderstands and responds to simple speech acts, d. Not able to understand and respond to simple speech acts and e. Only produce words that do not make up the text.

Based on criteria speaking above, it can be meant that because aspect speaking it becomes pay attention for researchers. The researcher emphasizes here that English teacher ability in speaking that is they used grammar and vocabulary sometime inaccurate but it does not affect the meaning. For example, in this sentence Oke everybody, on this time I want to tell you about a someone for all of you. When it is seen from the criteria actually it does not affect the meaning yet english teacher put



inappropriate grammar and vocabulary in writing and speaking.

Briefly, English teacher 1,2 and 3 the ability in speaking is equal for vocabulary and grammar criteria.. The score for this item is 3. It means that teacher ability in using grammar and vocabulary that are sometimes accurate, but do not affect the meaning. English teachers' ability in speaking can be related that in applying grammar and vocabulary are sometime accurate but do not affect the meaning.

### Analyzing from Interviewing

in interviewing section, the authors ask some questions. They are (perspective about ability in english mainly in speaking skill, problems faced or difficulties in speaking. Here it is interviewing between interviewer and interviewee.

#### 1. Perspective toward writing ability (Participant 1,2 and 3 responds')

Interviewer: what is your perspective toward writing ability?

Interviewee (participant 1) : kemampuan writing lebih baik dibandingkan kemampuan speaking. Karena mungkin sering nulis artikel atau mengajar yang lebih banyak kaitannya dengan writing. (Ability in writing is better if it is compared to speaking skill. because perhap often writing article or when I teach more related to writing)

(participant 2): Sebenarnya belum maksimal sesuai yang diharapkan (It was not maximal based on she expected).

(participant 3): Kemampuan saya agak berkurang. Ini disebabkan karena kurangnya latihan. ability was decreased because it was lack of practicing. Regarding her problem faced in improving English moreover in speaking and writing is still lack of practicing.

When it is related to 3 difficulties or problems above can be said that english teacher mostly have difficulties in linguistic aspect (language use and vocabulary)

#### 2. Difficulty in speaking

Interviewer: what is problem faced or difficulty in speaking

Interviewee (participant 1): problem yang dihadapi dalam speaking nervous, takut salah ngomong sebenarnya tahu apa yang mau dibicarakan tetapi sulit untuk mengungkapkannya. (the problem faced in speaking is nervous, afraid of making mistake actually know what to be spoken but difficult to express it).

Interviewee (participant 2): kesulitan saya dalam berbicara atau menjelaskan gambar yang ada adalah tidak percaya diri (my difficulty in explaining pictures given is not confidence)

Interviewer: Bagaimana mengatasi masalah yang dalam berbicara itu? (how to overcome this problem?)

Interviewee: lebih sering melihat english speech di you tube untuk melatih baik segi pronunciation atau body language. (more often to see english speech in you tube to train pronunciation or body language)

Interviewee (participant 3): menurut saya kemampuan saya berbicara sekarang berkurang karena kurang latihan (my ability in speaking now is decrease because lack of practicing.

Related to interview stated above, it can be said that the difficulty in speaking for english teacher is in communication strategy. Communication strategy from the guideline can be stated that a. Confident and fluent in speaking and able to correct yourself if you make a mistake, b.confidence, although sometimes ask for repetition and More responding than initiating,d.Difficult to talk to even if provoked and e. Unable to speak. All of these criteria happen to english teacher in speaking ability. It means that the difficulty for english teacher is communication strategy.

## CONCLUSION AND SUGGESTION

### A. Conclusions

Based on the finding or result it can be concluded that: English teacher ability in

speaking through descriptive text is 63. Then English teacher ability in writing descriptive text is 75. Between english teacher ability in speaking and writing are different. English teacher ability in writing is higher than speaking. English teacher ability in speaking is good. But english speaker ability in speaking is sufficient or fair. It can be related that between speaking ability and writing for grammar and vocabulary they have same ability. English teacher in using grammar and vocabulary are sometime accurate but do not affect the meaning whether it is in speaking skill and also writing skill.

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