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**THE PROBLEMS IN TEACHING AND LEARNING SPEAKING ENGLISH  
FOR INDONESIAN LABORS**

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**Abstract.** Speaking English is one of English skills that must be mastered by Indonesian labors. By having good speaking English, they can communicate to the foreigners at aboard. This research was conducted at PT. Assanatama Karya Mandiri Surabaya. The research purposes were to investigate the problems in teaching speaking English for Indonesian labors faced by an instructor, to investigate the problems in learning speaking English faced by Indonesian labors, to know the instructor's ways in solving the teaching speaking English problems, and to know the Indonesian labors' ways in solving the learning speaking English problems. The research method was qualitative descriptive. The data sources were from the instructor and Indonesian labors. There were two ways to collect the data namely interview and documentation. The result of research showed that there were four problems that usually faced by the instructor in teaching speaking English for Indonesian labors namely the difficulty in practicing speaking English, difficulty in managing time allotment, lack of dicipline, and the use of correct English pronuonciation. The problems in learning speaking English faced by Indonesian labors were the difficulty in memorizing English vocabularies, inhibition, mispronunciation, lack of self-confidence or shyness, and lack of interest and motivation. Here, there were some ways done by the instructor to solve these problems such as creating joyful learning strategy, adding class program, giving reward and pedagogy punishment, and giving drilling by using audio visual media. Furthermore, the solving problems in learning speaking English done by Indonesian labors were memorizing the English vocabularies by using familiar songs, practicing speaking English by using dialog scripts at Dormitory, joining English pronounciaton program at the language laboratory, guidancing speaking English with classmate, and sharing the lesson with classmate.

**Keywords:** Problems; Teaching and Learning; Speaking; Indonesian Labors

## **A. INTRODUCTION**

Language is one of the most important things in communication and it is used as an aspect of communication among the nations all over the world. As the tool of communication, language has an important role to reveal an intention to someone else. People will be able to express their thought and feeling by using language. Language can be applied in many aspects, such as education, society, politics, economics, and culture. One of the most important skills of the language that leads to effective communication between people is speaking skill. Bygate (Bygate in Khamkhien, 2010) argued that speaking skill is the ability in using oral language to explore ideas, intentions, thoughts and feelings to other people as a way to make the message clearly delivered and well understood by the listeners. Speaking English is also a way in communication among the nations all over the world because English is as an international language. Speaking enables people to send and receive information or messages to others. Speaking is a process of building and sharing meaning through the uses of verbal and nonverbal symbol in various contexts (Chaney, 1998).

Learning English is too complex because the learners must master four English skills namely reading, writing, listening, and speaking. Besides, they must know the English components such as grammar, pronunciation, and vocabulary. Learning speaking English is not only educated at the formal and informal school, but it can be learned by the learners at the company like at the company of PT. Assanatama Karya Mandiri Surabaya. It is one of the private company name that serves departure and placement of Indonesian labors to aboard such as Malaysia, Japan, Taiwan, Brunei, and Singapore. In this company, the insructor educated Speaking English for the Indonesian labors who want to go to aboard to seek a job. Here, they are taught speaking English first by the instructor before they go to Singapore. They must be able to speak English accurately and fluently. They must learn Speaking English for six month there. If they pass the examination of speaking English, they can go to Singapore as their destination country. Actually, it is heavy duty for the instructor in teaching speaking English for Indonesian labors because they come from different background such as age, education, religion, etc. But in this company, they are taught the same instructional material by the instructor. Based on the differences of their background, so it will brings some impacts in the teaching learning process of speaking English especially in mastering and comprehending the instructional material of speaking English.

In line with the statement, certainly the teaching learning process of speaking English sometimes does not accord with the instructor's expectation. The instructor usually faced some problem in the teaching speaking English, such as the teaching strategies, curriculum, environment, etc. Tanveer (2007:25) pointed out that there are many factors that cause difficulties in speaking English. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going. But, the instructor has to have appropriate solution to overcome them. So, the teaching learning process of speaking English for Indonesian labors run well.

In addition, the learning problems of speaking English also happen for the Indonesian sometimes. In learning speaking English, they also faced some problems. The problems faced by the Indonesian labors were various. It can be from the internal and external problems. These problems can be the obstacle for the Indonesian labors in learning speaking English fluently. For example, based on the result of pre-research, the Indonesian labors generally lack motivation in learning speaking English. They were lazy to join with the speaking English program. But, actually they want to go to aboard quickly to seek a job without attend to the speaking English program. According to Ur (1996:117), there are many factors that cause difficulty in speaking English; they are inhibition, nothing to say, low or uneven participation and mother tongue. The Indonesian labors' problems in learning speaking English should be minimize in order to they can pass the program. We can find the appropriate ways or solutions to solve the problems. So, they can go to aboard (Singapore) as quick as possible.

Based on the phenomenon above, the researcher would like to conduct a research with under title "*The Problems In Teaching And Learning Speaking English For Indonesian Labors*" because the reseracher wants to investigate the problems in teaching speaking English for Indonesian labors faced by an instructor, to investigate the problems in learning speaking English faced by Indonesian labors, to know the instructor's ways in solving the teaching speaking English problems, and to know the Indonesian labors' ways in solving the learning speaking English problems at PT. Assanatama Karya Mandiri Surabaya.

## B. METHOD

In doing this research, the researcher used descriptive qualitative research because it describes the real phenomenons deeply about the problems in teaching and learning speaking English for Indonesian labors at PT. Assanatama Karya Mandiri Surabaya. According to Bogdan

and Taylor cited by Lexy J. Moloeng (Moloeng, 2010) that qualitative method is a research procedure that obtains descriptive data in written or spoken form from the people and their behavior which is being observed. The data sources of this research were the instructor and the Indonesian labors who want to go to Singapore only at PT. Assanatama Karya Mandiri Surabaya. They will be as house keepers there. Before they go to Singapore, They were taught Speaking English by an instructor at the company. There were eight Indonesian labors at the company for Singapore destination. They came from different background such as age, religion, region, education, etc. Their ages were about 17 up to 40 years old. Although they came from different background but they got the same speaking English materials.

Moreover, the method of collecting data was obtained by interview and documentation. In interview, the researcher interviewed the instructor and the Indonesian labors at PT. Assanatama Karya Mandiri Surabaya. Moleong stated that interview is the process to conduct a conversation which is done by the interviewer and interviewee with a certain purpose (Moloeng, 2010). In this case, the researcher was an interviewer while instructor and Indonesian labors were as interviewees. She interviewed the instructor first at the end of teaching activities. By doing this, she got some informations about the problems in teaching speaking English for Indonesian labors, knowing the instructor's ways to overcome them. The second one, she also interviewed the Indonesian labors in order to get some informations about the problems in learning speaking English faced by Indonesian labors. She also got some informations about the Indonesian labors' ways in solving their problems.

In addition, she used unstructured interviewed type because she would like to get some informations as accurate as possible. Finally, she collected the data from documentation. According to Creswell documentation is documents which consist of public and private records that obtained from documents that can be written and pictured by someone such as newspapers, personal journals, letters, magazines, books, photos, etc (Creswell, 2012). The documentation of this research was obtained from the documentation guideline, the interview-sheet for an Instructor, the interview-sheet for the Indonesian labors, the names list of Indonesian labors, and the photos of the teaching learning process of speaking English.

### C. RESULT AND DISCUSSION

This research was conducted on Wednesday, 07 September 2016 at PT. Assanatama Karya Mandiri Surabaya. In this section, the researcher would like to explain about the problems in teaching speaking English for Indonesian labors faced by the teacher, the problems in learning speaking English faced by Indonesian labors, the instructor's ways in solving the teaching speaking English problems, and the Indonesian labors' ways in solving the learning speaking English problems. They will be discussed as follow:

#### a. The Problems In Teaching Speaking English For Indonesian Labors Faced By The Instructor At PT. Assanatama Karya Mandiri Surabaya.

Teaching speaking English for Indonesian labors is not easy for an instructor because the learners come from different background either education or age. It becomes one of the problem faced by the instructor. Here, the researcher would like to describe the instructor's problems in teaching speaking English for Indonesian labors at PT. Assanatama Karya Mandiri Surabaya. From the result of interview, it can be known that basically the instructor must be patient and dilligent in teaching Speaking English for them because they comes from different background and different characteristics. So, there were many problems faced by the instructor in teaching speaking English for them, such as follow:

##### 1. Difficulty in practicing speaking English

In the teaching speaking English for Indonesian labors at PT. Assanatama Karya Mandiri Surabaya, the first problem that usually faced by the instructor was difficulty in practicing speaking English. In teaching speaking English for Indonesian labors, the instructor taught the theory first for them and after that the instructor practiced them to speak English based on the topic. Unfortunately, in practicing speaking English section, the Indonesian labors did not have great motivation and spirit to practice it because they thought that it was not

important. They sometimes were shy to practice it in front of the class, although the instructor asked them to practice it in pairs by bringing the book. Besides, the oldest Indonesian labors usually getting difficult to memorize materials given by the instructor. They got the material slowly than younger ones. In fact, they sometimes forgot the learning materials explained by the instructor. So, the instructor repeat the lesson for many times in order to they can comprehend it.

## **2. Difficulty in managing time allotment.**

The instructor exactly difficult to manage the time allotment in the teaching learning process of speaking English because Indonesian labors often came late to the classroom. So, it disturbed time allotment of the subject. When the instructor taught Speaking English for them, sometime the instructor gave adding time in teaching learning process because the Indonesian labors did not yet understand the subject matter. It can be caused by their differences ability in mastering the material, for example the oldest Indonesian labors were difficult to memorize English vocabulary quickly than the younger ones. They seldom forgot what the instructor taught. So, The instructor should repeat the learning materials in the same meeting for many times. It can influence the timing allotment in every meeting.

## **3. Lack of discipline**

Other problems that usually faced by the instructor in teaching speaking English for Indonesian labors was lack discipline for Indonesian labors in learning speaking English. In these case, there were bad habits had by Indonesian labors in learning speaking English. They were coming late to the class, submitting late assignments, and careless to the learning contract of speaking English. So, they can influence the succesness of teaching and learning process of speaking English.

## **4. The use of correct English pronunciation.**

It was so hard for the instructor in solving the last problem namely The Indonesian labors' English pronunciation. It became the crucial problem in teaching speaking English for the Indonesian labors because they were lazy to practice it in their daily activities. They usually used mother tongue in the interaction with their classmate. In fact, when they memorized English vocabularies, most of them pronounced the English vocabularies by using Indonesian spelling style. So, they often mistaken to pronounce them for examples:

- a. A word of "diningroom" become "*di-ning-rum*" (Indonesian style)
- b. A word of "brush" become "*brus*" (Indonesian style)
- c. A word of "soap" become "*so-wap*" (Indonesian style)
- d. A word of "picture" become "*pik-tu-re*" (Indonesian style)

They were difficult to pronounce them in correct English pronunciation.

## **b. The Problems In Learning Speaking English Faced By Indonesian Labors At PT. Assanatama Karya Mandiri Surabaya.**

After the resercher interviewed the Indonesian labors at PT. Assanatama Karya Mandiri Surabaya on Thursday, 08 September 2016. So, the researcher knew the Indonesian labors problems in learning speaking English. There were five problems in learning speaking English faced by the Indonesian labors that the researcher found in the research field. They will be discussed as follow:

### **1. Difficulty in memorizing English vocabularies**

One of the problems faced by the Indonesian labors in learning speaking English was difficulty in memorizing English vocabularies. Theoritically, the materials taught by the instructor in the form of English vocabulary memorization. Mostly the Indonesian labors can not memorize them in short time. They can memorize them only in few vocabularies. It can be influenced by their ages. In fact the oldest Indonesian labors were difficult to memorize the materials than the younger ones.

### **2. Inhibition**

Inhibition is one of the problem that Indonesian labors encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about

making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. Littlewood (2007) expressed that a language classroom can also create inhibitions and apprehension for the students. Tuan and Mai stated that there are some problem in learning speaking English such as inhibition, lack of topical knowledge, low participation, and mother tongue use (Tuan & Mai, 2015).

### **3. Mispronunciation**

In practicing speaking English, the Indonesian labors often mistaken in their pronunciation. They often made mispronunciation when they communicated to their classmate in the classroom. Based on the result of interview with the Indonesian labors, the researcher got the information that it was caused by their habit in using mother tongue style. So, they often made mistake when they speak English.

### **4. Lack of Self-confidence or shyness**

Lack of self-confidence or shyness was one of the problem in learning speaking English faced by the Indonesian labors at PT. Assanatama Karya Mandiri Surabaya. According to Latha (2012), it is commonly understood that students' lack of confidence usually happens when students realize that their conversation partners have not understood them or when they do not understand other speakers. This shows that building students' confidence is an important part of teacher's focus of attention. It means that the instructor should also learn from both theories and practical experience on how to build the Indonesian labors' confidence. They may lack self-confidence as a result of lack of their low ability or shyness. Eissa (1988) argued that some shy learners are caused by their nature that they are very quiet. In this case, the Indonesian labors were not very confident and tend to be shy because most of them felt something wrong when they speak English in front of their friends and teacher in the classroom. They were also afraid of being laughed by their classmate.

### **5. Lack of Interest And Motivation**

This factor is also the last problem in learning speaking English faced by the Indonesian labors. Most of them were not interested in learning speaking English. But they just thought about passing the course, thus because they were not interested. They did not have great interest and motivation to join with the subject. Mazouzi (2013) argued that lack of motivation in learning causes students' hesitation to speak English in the classroom. He said that the background of this situation is that students are not motivated by the teachers towards the communication in English. In line with Mazouzi said, Mukminatien (1999) believes that motivation is a product of good teaching. In other words, students' motivation is really influenced by the teachers' teaching performance. Therefore, it is important that teachers should try to improve their teaching performance. So, it can give the students motivation toward learning and speaking English in particular.

#### **c. The Instructor's Ways In Overcoming The Teaching Speaking English Problems For Indonesian Labors At PT. Assanatama Karya Mandiri Surabaya.**

Based on the result of interview for the instructor, the researcher got some informations about the problems in teaching speaking English and also the solutions to overcome them. In this section, the researcher would like to describe the instructor' ways in overcoming the problems in teaching speaking English for Indonesian labors at PT. Assanatama Karya Mandiri Surabaya, as follow:

#### **1. Creating joyful learning strategy.**

Since the Indonesian labors getting difficulties to practice their speaking English ability, so the instructor created joyful learning strategy. It means that, the instructor combined her teaching method with games and songs. But she selected the appropriate games and songs based on the materials of speaking English. So, they can learn speaking English enjoyable. In the teaching speaking English activities, the instructor asked them to make a group. The instructor combined her teaching method with games related with the topic. Here, the instructor gave a chance for every Indonesian labors to practice their speaking English ability, for example the topic was "clean the bedroom". The instructor combine the role play technique with CLL (Community Language Learning) method and a game in teaching speaking



English for Indonesian labors. The instructor made a group first and she explained the speaking English material for them. Here, the instructor took a role of an employer while one of the students took a role of a servant. They practiced speaking English together based on the instruction. The instructor asked them interchangeable to practice their speaking English ability. Finally, the instructor also sang a song related to the topic at the end of teaching speaking English activities. By doing so, it created the joyful learning for them because they were like partners in learning speaking English. Besides, they did not feel nervous and worry when they spoke English in the classroom.

## **2. Adding class program.**

Managing time allotment well is very important in teaching speaking English for Indonesian labors. But if the instructor can not manage it appropriately, so it can bring some impacts in the teaching learning process of speaking English. Based on the result of interview with the instructor, the researcher got information that to solve the difficulty in managing time allotment in teaching speaking English for Indonesian labors, the instructor added the class program on the other day. If the time allotment was not enough, so the instructor added a meeting on the other day because sometimes the time allotment was not enough to discuss a topic. In this case, the instructor had to introduce kinds of kitchen-set one by one and after that she must explain their functions. She also demonstrate them how to use them appropriately. It needs long time to discuss it. It was as a problem in the teaching speaking English activities. So, the instructor must add the class program on the other day to continue her teaching process.

## **3. Giving reward and pedagogy punishment.**

Reward and punishment are very important in teaching learning activities in the classroom because giving reward can motivate Indonesian labors to learn speaking English greatly. The instructor always gave rewards for them in the teaching speaking English in the classroom. They can be abstract and nonabstract reward. For abstract rewards such as the instructor always said "very good" or "excellent" for the Indonesian labors who can do it correctly. While nonabstract rewards also were given by the instructor for them when they got the highest score in their examination. In this case, the instructor usually gave them candy, chocolate, instant noodles, etc. In addition, by giving pedagogy punishment, it can minimize their infraction in the class. This ways can also increase their spirit to be diligent students. In fact, When the Indonesian labors came late to class, the instructor gave a pedagogy punishment for them such as they must memorize the English vocabularies on the previous meeting. Other punishment given by the instructor for them such as they must give example first in the conversation section in the classroom. It was expected by the instructor that they must be on time in joining the program at the classroom.

## **4. Giving drilling by using audio visual media.**

This is a nice trick had by the instructor to overcome her problem in teaching speaking English for Indonesian labors. The use of correct English pronunciation less pay attention by the Indonesian labors. Whereas one of the accuracy aspects in speaking English is the use of correct English pronunciation. It was a big problem for the instructor because they were difficult to pronounce the English words correctly. They usually read English words by Indonesian style. It can make misperception between a speaker and a listener. To overcome this problem, the instructor gave drilling for many times to pronounce them. Besides, the instructor also used audio visual media to check their English pronunciation, such as the instructor turn on a tape or VCD in the language laboratory. The instructor repeated it for many time by using the medias in order to they can pronounce the English words correctly.

### **d. The Indonesian Labors' Ways To Overcome Learning Speaking English Problems At PT. Assanatama Karya Mandiri Surabaya.**

Based on the result of interview with the Indonesian labors, the result would like to describe the Indonesian labors' ways to overcome learning speaking English problem at PT. Assanatama Karya Mandiri Surabaya as bellow:

### **1. Memorizing the English vocabularies by using familiar songs.**

It was so easy for the Indonesian labors in memorizing English vocabularies by using familiar songs because they felt comfortable and not stress when they memorize them. By doing so, they can memorize English vocabularies as quick as possible.

### **2. Practicing speaking English by using dialog scripts at Dormitory.**

In order to be able to speak English fluently, the Indonesian labors practiced speaking English by using dialog script at dormitory of PT. Assanatama Karya Mandiri Surabaya. In the dialog script, they practiced it many times interchangeable with others. And after that, they asked to others to chek their English based on the dialog script. They did it for many times until the can speak English fluently.

### **3. Joining English pronounciaton program at the language laboratory.**

The Indonesian labors often made mistake in pronunciation. The solve their problem by joining English pronunciation program at the language laboratory. Here, they have chance to listen and repeat the native speakers said for many times by using tape reorder. Besides, they can study it with the instructor as much as possible on Saturday only.

### **4. Guidancing speaking English with smart students**

It was appropriate solution done by the Indonesian labors when they got unself-confidence or shyness to speak English. They usually asked the lesson to the smart students first before they asked to the instructor. They felt comfortable with this way because it can minimize their problem especially in getting unself-confidence or shyness.

### **5. Sharing the lesson with the classmate**

The last way thau usually used by the Indonesian labors to solve their problems in learning speaking English was sharing the lesson with their classmate. It was very important for them to share their problem with their friends because it can built their motivation greatly. Besides, it can also grow up the students interesting in learning speaking English. So, they can follow the the subject well.

## **D. CONCLUSION**

Teaching learning process of speaking English for Indonesian labors is the big challanges for the instructor and the Indonesian labors themselves. The instructor must select the appropriate teaching methods in teaching speaking English for them in order to be success her teaching learning process. But, there were some problems faced by the instructor and the Indonesian labors in the teaching learning process of speaking English at PT. Assanatama Karya Mandiri Surabaya. Based on the result of research, the researcher concluded that there were four problems faced by the instructor in teaching Speaking English. They were the difficulty in practicing speaking English, difficulty in managing time allotment, lack of dicipline, and the use of correct English pronuonciation. Furthermore, the problems in learning speaking English faced by Indonesian labors were the difficulty in memorizing English vocabularies, inhibition, mispronunciation, lack of self-confidence or shyness, and lack of interest and motivation. In this cases, there were some ways done by the instructor to solve these problems such as creating joyful learning strategy, adding class program, giving reward and pedagogy punishment, and giving drilling by using audio visual media. Besides, the solving problems in learning speaking English done by Indonesian labors were memorizing the English vocabularies by using familiar songs, practicing speaking English by using dialog scripts at Dormitory, joining English pronounciaton program at the language laboratory, guidancing speaking English with classmate, and sharing the lesson with classmate.

Finally, it is suggested for the instructor in teaching speaking English for Indonesian labors must be smart to select the appropriate teaching methods, be creative in the use of teaching medias, be effective to manage the time in teaching learning process as effective as possible, and be condusive in creating the teaching and learning situation. So, the Indonesian labors were still interest to joint with the subject until at the end of the teaching speaking English program.

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