

Challenges Encountered by EFL Teachers in Teaching Productive and Receptive Skills at SMP 2 Mattirobulu Pinrang

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Abstract

English teachers 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 chllbges 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*

1. Introduction

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. Nurkamto asserts that the purpose of English language teaching at school is to develop students' communicative competence. The main goal of English language teaching is to enable students to use English effectively in real communication.

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. Receptive skills comprise reading and listening while Productive skills are consist of speaking and writing. 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. 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. (Nunan, 2003)

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 language. 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 (Farbrain, 1996).

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).

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 addition, nonlinguistic elements such us gestures and body language, facial expression, may accompany speech or convey message directly without any accompanying speech.

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 (Hammer, 2013).

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. 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. 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 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: 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. 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. Thus, what the teachers often do just sitting on the desk, going through the whole text to be taught, looking up in dictionary 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. 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. 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.

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 interference 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.

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.

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 possible solutions to remove, or at least, minimize, the problems. The data was collected by interviewing 10 English teachers who come from different part 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 collected from the interview was then analyzed descriptively. The findings show that there are internal and external 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 teaching writing and the availability of time. The research findings would facilitate the teachers and the concerning authorities to improve the ELT especially in teaching writing.

From some of the studies above, no one of the studies examined 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.

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. According to Jeremy Harmer, receptive skills are the ways in which people extract meaning from the discourse they see or hear. Receptive communicative skills are the abilities that we need to understand the message (input).

Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education. 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.

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. 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.

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.

Listening consists of auditory discrimination, aural grammar, choosing necessary information, remembering it, and connecting it to the process between sound and form of meaning. listening is an active mental ability. 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.

Listening comprehension is divided into four components. 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.

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.

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

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. The learners use the language to produce a message through speech or written text. As an important form of expression used to persuade or convince other people as well as to share ideas and feelings, productive communicative skills are the abilities that we use to produce a message (output).

Speaking in terms of usage is oral communication in expressing ideas to other people as partner of conversation. It means the speaker expresses 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 and we need to give instruction or orders. Speaking is used for sharing a personal experience to other.

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. Teaching of speaking skill should be figured as central in foreign language pedagogy". The goal of teaching speaking is to communicate efficiently.

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, namely; 1) Role-Playing is 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; 2) Game is 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; 3) Problem-Solving is 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, 4) 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, song is 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. Vocabulary is the tool of illustrating thought, self-expression, translation and communication. In any language teaching, vocabulary plays a tremendously important role.

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). Grammar is system of rules governing the conventional arrangement and relationship of word in a sentence. 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.

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. 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.

Writing is an important part of language teaching as it is also used as an essential tool for learning in which students expand their knowledge of the language elements in real use. The most important reason for teaching writing is a basic language skill, just as important as speaking, listening, and writing. 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.

2. Research Methodology

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.

The researcher 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. 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 (Densin, 1994).

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
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1	ST	SPMN 2 Mattirobulu	S2	8 years
2	MR	SPMN 2 Mattirobulu	S1	10 years
3	NJ	SPMN 2 Mattirobulu	S1	3 years

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

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3. Findings and Discussion

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 receptive 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 and afraid.

4) Pronunciation Problem

When students speak with the wrong pronunciation this will make it difficult for teachers to understand what students are saying, the data from interview 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.

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, I 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. Teachers' challenges in teaching writing that teaching writing is the process of transferring 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.

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.

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.

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.

Teachers' challenges in teaching reading that 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. Teachers’ challenges in teaching listening that 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 in failure 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.

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 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

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).

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. 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. 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) Pronunciation Problem

Pronunciation plays an important role in learning English. In order to be understandable, people should deliver their speech with proper English pronunciation. Learning pronunciation is quite difficult for students since they have been used to speaking their mother 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.

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 achievement, 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 classroom or 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 communicate actively or express their idea in oral or written form. Having limited vocabulary is also a 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.

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

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 a paragraph or short selection. 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). 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 main idea is located.

2) Lack of Vocabulary

The student expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning (Sharpe). It means that making prediction from the context will help students understand the meaning of a passage without stopping to look up every new word in a dictionary. In fact, one of the problems readers have 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 text to 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 will help students to build assumption and draw conclusion. So they can answer the questions. 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. Lack of Vocabulary that 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 a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning (Sharpe).

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