

**Strategies and Challenges  
in Teaching Speaking by English Tutors:  
A Study in Madani Super Camp English Classes**

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**ABSTRACT**

Speaking is an important skill needed in communication and requires good training as well as professional and experienced English tutors. The speaking tutors will encounter various difficulties and need to employ effective teaching strategies to overcome them. This study aimed to find out the types of challenges faced by the English tutors in the Madani Super Camp (MSC) Course Narmada in teaching speaking and the types of learning strategies applied by the tutors to overcome the challenges in teaching speaking. This qualitative descriptive research involved eight English teachers in the MSC Course Narmada as respondents. The data were obtained by using closed-ended questions and semi-structured interviews, which were transcribed descriptively. In addition, the data analysis used is data reduction, data display, and conclusion drawing. The results of the research showed that the tutors faced five challenges in teaching English, including a lack of student discipline, additional work, a lack of self-confidence, a lack of technical teaching, and controlling the classroom and class management. The researcher reveals the research findings related to the learning strategies applied by the tutors to overcome the challenges in teaching speaking ability, including discussion and classroom interaction, storytelling, classroom practice, games, and picture descriptions.

**Keywords:** Tutors' Challenges; Tutors' Strategies; Teaching Speaking.

## **INTRODUCTION**

Speaking is a skill that is useful, essential to communication, and requires further instruction (Nurbaktiah, 2021; Santiana & Marzuki, 2022). In addition, Muthmainnah, et al., 2022, say that speaking is also frequently perceived as a widespread form of expression that employs the prestigious colloquial register: talented individuals are typically more highly regarded. Since practically everyone can communicate, many people believe that communication is an undervalued skill. English tutors with professional credentials and relevant experience are thus required for speaking practice. When teaching and speaking to students, tutors will face a variety of challenges and must use successful teaching techniques (Syafryadin & Santiana, 2023). The phrase "tutor challenge" describes a hurdle that must be surmounted. For every task they taught, particularly speaking, the teacher surely noted potential challenges. Since they must be able to leave the classroom alone, tutors are required to have solutions to issues they run across when assisting students with their learning (Cristina et al., 2022). Numerous challenges affect the English tutor's ability to learn. The use of the same approach, student diversity, and low levels of English ability among students. Additionally, they should be able to present the lessons successfully by utilising a few teaching techniques to capture the attention of the class and increase interest in the subject. In addition to these problems, Islam et al., (2022) cite other difficulties with speaking English, such as a lack of self-assurance, a fear of public speaking, a lack of practice, a lack of exposure, a lack of speaking material, and a lack of practice.

The tactics used by the tutors are among the most important factors in the teaching and learning process. A specific set of abilities and skills are required for English tutors. By the requirements, academic levels, and other aspects of the students, they must be able to design the materials and carry out the appropriate instructional strategies. English teachers should have the capacity to produce and alter content following the demands and aptitudes of their students (Shafie, et al., 2019). Additionally, they must be able to effectively deliver the courses by utilising a variety of teaching techniques to capture students' attention and encourage an interest in English study.

Given the necessity of contact between peers, students, and the teacher to improve outcomes in speaking, knowledge, and willingness to study, tutoring tactics in teaching speaking skills undoubtedly demand special consideration. Moreover, Syafryadin (2020) states, that if the teacher uses a customised approach with each pupil, speaking difficulties can be decreased. For instance, a student might feel content and at ease when studying if they are familiar with and comfortable with the material presented in class.

The existing English tutors' challenges and strategies in teaching speaking primarily focus on general language teaching methods and techniques, overlooking the specific needs and concerns of individual learners. Limited attention has been given to the personalized and differentiated approaches that tutors can employ to address the diverse language proficiency levels, cultural backgrounds, and learning preferences of their students. Moreover, most studies in this area have been conducted in traditional classroom settings, neglecting the potential impact of technology and online platforms in enhancing speaking skills instruction.

Thus, there is a theoretical gap in understanding how English tutors can adapt their teaching practices to effectively cater to the individual needs of learners while leveraging technological advancements in the domain of speaking skill development.

This theoretical gap suggests that current research on English tutors' challenges and strategies in teaching speaking is lacking in two main areas: individualized and differentiated instruction and the integration of technology in language teaching. Future studies should focus on these aspects to provide valuable insights into improving speaking skill instruction and meeting the diverse needs of language learners in various settings.

## **LITERATURE REVIEW**

Numerous studies have been done on the methods and difficulties faced by teachers when instructing speaking. According to Sudrajat (2022), teachers' problems may be divided into two categories: internal problems and external problems. Internal issues include a lack of terminology and an unmastered use. In the meantime, the lack of exposure to English outside of the classroom is one of the external issues.

According to research by Basnet et al., (2022), level-one support, body language, and the use of various media tools can all help English speakers become more fluent. Additionally, their research shows that the best method for honing speaking abilities is through group discussions. Al-Hassaani & Mahmood (2021) also asserted that EFL students need enough time to practise speaking English. To better meet the needs of today's students and the job market, the curricula and instructional materials used to teach English-speaking abilities currently need to be changed and enhanced.

## **METHOD**

The descriptive form of research involves gathering, assessing, and drawing conclusions from the data. Qualitative research, as defined by Moleong (2015), aims to explain phenomena relating to what study subjects experience, such as behaviour, perceptions, motives, and actions. In this study, data were gathered using three different methods: Observing, interviewing, and documenting. Additionally, this study makes use of passive participation procedures, in which the researcher abstains from actively participating in the subject of the investigation. In contrast, the respondents in this qualitative descriptive study were 8 English teachers from MSC Course Narmada. Close-ended questions and semi-structured interviews that were descriptively transcribed were used to collect the data. Data reduction, data visualisation, and conclusion drawing are additional aspects of the data analysis process. Finally, the data analysis is given more attention while the data collecting is being done in the field. The data in this study were analysed using Miles & Huberman's (2014), three-step method, which includes data reduction, data visualisation, and drawing of conclusions.

## **RESULTS AND DISCUSSION**

### **Tutors' Challenges in Teaching Speaking**

This section discusses the connections between the research's findings and those of previous studies that have been supported by researchers under similar conditions and by statements made by experts. These dialogues provide some insight into the difficulties of the lecturers in the Madani Super Camp Course in Narmada West Lombok. The goal of this study is to discuss the difficulties encountered by the English teachers at the Madani Super Camp Course in imparting speaking skills.

### **Lack of Student Discipline**

In the teaching-learning process, discipline plays a vital role in students' success. The researcher found that there were only some challenges that are applicable to be used every day such as lack of student discipline. From the observation we found that when the learning process is in progress there are still students who are over late to the classroom, the impact is that students who are late do not understand the material at that time. Furthermore, based on the interview, some subjects faced a lack of student discipline through in teaching speaking learning process.

"I usually face is lack of student discipline in the class, for example, there are still some students who are late, causing them not to understand the material because they did not receive the material from the start of the lesson" (P5).

The results are consistent with Songbatumis's (2017) research, which showed that among many teaching difficulties, a few stood out, partially originating from students, partially from teachers, and partially from the physical surroundings of the school. Students struggle because of their limited language knowledge, poor focus, lack of discipline, boredom, and speaking issues. Teachers' problems include a lack of training programmes, issues with language competency, a limited understanding of instructional strategies, a lack of experience with IT, and a lack of professional development. The researcher concurs with this assertion in light of the findings of the classroom observation. According to the study, only a few difficulties, such as poor student behaviour, are pertinent to daily life. Marzulina, et. al., 2021 added that discipline issues were related to the classification of the student's courses, noting that these problems do not arise in the class of intelligent students but do in other classes. The age and sex of the students, differentiation, parental attitudes, inexperience, not speaking the learners' first language, and keeping the pupils motivated (Copland et al., 2014).

### **Additional Work**

More work for teachers is one of some tutors' challenges in teaching speaking. The researcher found that there were only some challenges that are applicable to be used every day such as additional work. From the observation, the researcher found that the tutor answered calls while in the learning process, thus causing learning at that time to be dismissed faster than usual. In addition, based on the interview, some subjects face additional work when learning the process of teaching speaking.

“The difficulties that I found were some sudden work or other agendas, because since I teach at MSC while continuing my education so I often receive emergency calls when I'm teaching students” (P5).

The results are consistent with Hayes (2009) assertion that, based on in-depth interviews with instructors, the teachers are proud to be English teachers, but only 20% of them devote their lives to the profession. It occurred as a result of several circumstances, including increased workloads for instructors, elevated levels of stress, a lack of interest in teaching, and an increase in the number of alienated pupils at school.

### **Lack of Self-Confidence**

The researcher also found a lack of self-confidence in the study. From the observation, the researcher found that during the learning process, the tutor often looks at books when teaching, from the beginning to the end of learning the tutor is too focused on the book she is holding. Furthermore, based on the interview, some subjects faced a lack of self-confidence in the learning process of teaching speaking.

“I faced was that I lacked confidence in teaching because of these two factors, namely students who were slow to respond with fast responses but I had to push myself to get maximum results” (P7).

Other speaking difficulties with English are also listed in the findings correspondences relevant to Islam et al., (2022), including lack of self-confidence, shyness to perform the speaking, lack of practice, time management, exposure, and speaking material. Additionally, students must have a practical awareness of the contexts in which a language is used as well as its intended use. Last but not least, native English speakers ought to have accurate pronunciation, good grammar, and a large vocabulary.

### **Lack of Teaching Technical**

In ELT lack of teaching technical has become serious challenges for English teachers in teaching speaking. From the observation, research found: that first, the tutor gave sheets of material and then read them together until the time ran out. Second, students who do not master vocabulary make it difficult for the tutor to teach the material and make examples of the material. Lastly, the tutor spends time telling students to practice without giving a detailed explanation regarding the material at that time. In addition, based on the interview, some subjects faced a lack of teaching technical when the learning process in teaching speaking

“My difficulty in teaching speaking is that I still lack the skills to get children to speak without having to be afraid of being wrong or thinking about grammar and skills in dealing with students who are indeed quiet or rarely speak who are usually called introverts” (P2).

The results are consistent with Nurbaktiah, et al., (2021); Marzulina, et al., 2021; and Santiana & Marzuki (2022, October), that it can be challenging for teachers to use a variety of teaching techniques. One of them claimed that the style of instruction was boring. Implementing different teaching methods and techniques is challenging because teachers must consider how to maintain students' interest and excitement for learning and using English as well as how to transfer four language skills.

### **Lack of Controlling Classroom/Classroom Management**

The last, research found a lack of controlling classroom/classroom management. From the observation, the researcher found that students looked lazy and bored during the learning process. Furthermore, based on the interview, some subjects faced controlling the classroom/class management technical when learning process in teaching speaking

"I have found myself lacking in managing/controlling the class, for example, when they are active in speaking, they are still shy and when combined with those who are active in speaking, they are even more embarrassed to try to speak. So that as tutors find it difficult how to manage students in such conditions" (P3).

The results are consistent with Rahmat and Jannah (2018), who made the point that motivation in the field of education is crucial. As it serves to inspire, move, and guide learning activities, motivation plays a crucial role in students' learning processes. Student motivation can increase performance on learning tasks. Teachers are devoted to continuing their education as professionals to better prepare their pupils for success. Controlling the classroom is another difficult problem for teachers. Some educators contend that the student's lack of motivation prevents them from teaching the material as intended.

The researcher discovered that training in speaking presents several difficulties later on. The researcher's findings were consistent with those of earlier studies, such as Sundrajat (2022), which did not demonstrate that the teacher's obstacles in imparting speaking abilities fell into two categories: internal challenges and external challenges. Examples of internal challenges include a lack of vocabulary and unmastered use. One of the external issues is a lack of exposure to English outside of the classroom. However, there is a significant difference between these two studies. The researcher did not identify any internal or external obstacles to training speaking skills in this study.

### **Tutors' Strategies for Teaching Speaking**

The researcher must discuss the findings for the second research question after gathering and analysing the research's data. Five teaching tactics, including role-playing, drilling, games, image describing, and storytelling, were found to be employed by teachers to teach speaking skills (Razi et al., 2021). This opinion is shared by the researcher as well, based on the findings of the classroom observation. Only a few tactics, like games, graphic descriptions, and storytelling, are practical to apply every day, according to the researcher.

### ***Language Game***

The language game applied in the classroom activity by both of the teachers was a board game. From the observation, the use of games as a strategy in the classroom activity made students more active and happier. They were very excited to participate in the classroom. Meanwhile, the researcher found that the tutor makes a game with a marker where the student runs the marker then the tutor counts to 10. The students who still hold the marker until the count is finished, the student get questions about the material that has been studied. In addition, based on the interview, some subjects were using classroom practice in teaching speaking.

“I often use media by making games using rolling sticks and sound, in which we will play the sound and the stick will be moved to each student, then where the sound and stick stop, the student who gets the stick will speak according to the theme given by the tutors” (P4).

The results are consistent with those of Razi et al., (2021), who made the relevant claim that as teachers started to explain the content, they used board games to help students become more interested in, pay attention to, and comprehend it. Players will require certain materials for board games. A game board, dice, and counters are a bare minimum. The playing pieces or counters serve as identifiers for the locations on the board. Stones, seeds, buttons, plastic counters, or carved wood can all be used as components. Typically, the dice is a tiny, six-sided cube with one to six dots on each side. The game board is designed in the manner of a typical snake track.

### ***Picture Describing***

This strategy was good to use because students always gave attention and they were curious about what they were going to do with the picture. From the observation, the researcher found that most of the students showed good responses in improving their speaking skills, especially in vocabulary by using a picture-describing strategy. Meanwhile, the researcher found that this strategy appeared when the tutors of the MSC Course program asked students one by one to come to the front of the class and ask students to explain a picture before they began the student must choose the picture to know what type of picture they should be described. Furthermore, based on the interview, some subjects were using picture-describing strategies in teaching speaking.

“I am a believer that the student centre strategy is the number one strategy in which students will be more active than the teacher. An example of this strategy is a picture description, that is students will explain the existing pictures, but maybe I instruct students not only to describe a picture but it can be other things, for example, objects, animals, tourist attractions and so on” (P5).

Razi et al., (2021), who referred to this finding says, the teachers employed the picture-descriptor technique while creating the flashcards. To get students to concentrate on their speaking abilities, teachers employed a picture-description technique. To develop the pupils’ speaking skills, the teacher displayed a picture and then asked them to respond to or guess the image in English. It was undeniable that the majority of pupils continued to respond in languages other than English. This

plays a crucial role in how teachers remind pupils of the English term by providing images that they may use and remember.

The study discovered that numerous ways can be utilised to educate students on how to talk. Razi et al., (2021) showed that role-playing, drilling, games, image describing, and storytelling were some of the methods teachers used to develop speaking abilities. There is a slight difference between these two studies, though. Role play and drilling were not discovered to be used in schools as a speaking ability improvement approach in this study. Both of the tutors did not apply the role play and drilling strategies in the classroom, but the tutors did apply the storytelling, game and picture describing strategies. In addition, it revealed that the students had a positive attitude toward the strategies used by the tutors in teaching speaking because the strategies helped them to speak, as well as concerned about the oral production of students.

### ***Discussion and Classroom Interaction***

The researcher also found discussion and classroom interaction strategies. From the observation, the researcher found first, the tutor divides students into two groups and then gives a topic for discussion, after finishing the discussion then between the two groups carry out a question-and-answer interaction about the topic that has been determined. Second, the tutor gives a sheet of material and then reads it together, after which the tutor and students discuss it. The last, the tutor told two students to come forward and then the two students asked each other and responded to each other. Moreover, based on the interview, some subjects were using discussion and classroom interaction in teaching speaking.

"I often use the discussion strategy usually at the end of the meeting or in the next meeting I and the students discuss the material that has been studied again as additional knowledge for students" (P1).

The conclusion is consistent with Namaziandost et al., (2019), which stated that discussion is one of the best techniques to assist pupils in becoming more confident and competent speakers. Although teachers may speak to their students more in class, students still need opportunities to practise their English. It would be advantageous to incorporate a variety of discussion activities in an English language class to allow students to participate by exchanging ideas, expressing their knowledge, and interacting with instructors and other students in the class, as this is crucial for improving students' fluency.

### ***Classroom Practice***

The last, researcher found that classroom practice strategy. From the observation, the researcher found that before the time is up, the tutor tells students to find a partner, then students are asked to make a conversation, and when finished, each pair practices it. Moreover, the other tutor also uses this strategy before the time runs out the tutor asks students to find a partner and then makes a conversation about a picture. Furthermore, based on the interview, some subjects were using classroom practice in teaching speaking.



“In this strategy, students will be taught more using games then they make conversations then practice them which in essence students will be more active during the learning process” (P5)

The results are consistent with those of Uspayanti (2021), who found that students are inspired by the value of English by giving variety in learning through the use of video, audio, and practice questions with a variety of answers.

## **CONCLUSION**

The tutors of the Madani Super Camp Course encountered five significant challenges while teaching English. These challenges encompassed a lack of student discipline, an additional workload, students' low self-confidence, a deficiency in teaching technical skills, and difficulties in controlling the classroom or class management. In response to these challenges, the researcher delved into the learning strategies implemented by the tutors to address and overcome these hurdles. The research findings highlighted several effective approaches, including fostering discussion and classroom interaction, incorporating storytelling techniques, engaging students in practical classroom exercises, utilizing educational games, and encouraging students to describe pictures. These strategies were identified as essential tools employed by the tutors to enhance the teaching of speaking abilities and create a more conducive learning environment.

In conclusion, the Madani Super Camp Course tutors faced five crucial obstacles in their English teaching endeavours, ranging from concerns about student discipline to a lack of technical teaching abilities. However, the study discovered a series of efficient tactics used by tutors to overcome these difficulties through a comprehensive exploration of the learning landscape.

The study's conclusions emphasise the need to stimulate classroom debate and engagement, as well as using storytelling approaches, involving students in practical activities, including educational games, and encouraging descriptive abilities through visual aids. These comprehensive approaches have proven to be crucial in improving students' speaking abilities and establishing a more suitable learning atmosphere.

The tutors' proactive approach in implementing these different solutions not only addressed the difficulties in the same direction but also contributed to a more enriched English-speaking learning experience for the Madani Super Camp Course students. This sophisticated and thorough approach reflects the educators' dedication to guaranteeing their students' success, overcoming hurdles, and establishing an enjoyable and effective learning environment.

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