ABSTRACT
In this study, the writer analyzed on the problems faced by the teacher in teaching speaking at Mahesa course Pare Kediri, how do the teachers cope with the problems. The writer used descriptive qualitative research design in which it only purposed to describe the problems faced by the teacher in teaching english speaking. Meanwhile, the instrument used is interview and observation. The English teachers of speaking class at Mahesa course in Pare Kediri are the subject of this study. The six teachers of speaking class of three classes are as the subject the study.
After analyzing the problems faced by the teacher in teaching English speaking at Mahesa course Pare Kediri, the writer concludes that there are two the problems faced by the teacher in teaching speaking; a) The teachers got problems while teaching speaking, b) The teacher try cope problems by using particular techniques and strategies in their teaching.
What are the problems faced by the teachers there were: 1) In teaching speaking the teachers faced some problems in their class. Some their students had different ability and age. The teachers get problems in giving appropriate topic to their students. For example: some students have low ability in English, some students have high ability in English, and some of students are older than the teachers. 2) The teachers faced problems of their student in which some of the students were shy and afraid to speak English. for example: when a student was asked by the teacher to speak in front of the class, he/she said that he/she was shy and afraid to speak. 3) The teachers get problems in teaching speaking because the educational background of the students was different, for example: students were from senior high school, student from S1 program, students were undergraduate students. 4) The problems that face by the teachers in teaching speaking was the motivation to improve their English speaking, but other students had low motivation in learning English speaking.
The teacher cope the problems were as follows: 1) The teachers selected appropriate topic or material that might that might cover all students’ ability. The topic or material was not too difficult too easy for the students. 2) The teachers give games and role play to make their students interesting to learn English, especially speaking. 3) The teachers make grouping of the students. In these activities, every student had the opportunity to speak out and the other students expected to help the other student to speak. 4) The teachers motivate students and give reward. By giving motivation and reward, the teachers expect that reward can stimulate students to be active and the students have good motivation or high motivation.