



Teaching Speaking Problems at Prince of the Sea Yogyakarta

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ABSTRAK

Prince of the Sea Yogyakarta adalah pusat pelatihan kapal pesiar yang mempersiapkan mahasiswa perhotelan untuk bekerja di kapal pesiar. Berbicara merupakan keterampilan bahasa Inggris yang penting bagi mahasiswa kapal pesiar, karena memungkinkan mereka untuk mengekspresikan ide, keyakinan, dan keinginan. Dosen memiliki tanggung jawab ganda untuk memberikan pengetahuan, nilai, dan keterampilan sekaligus berperan sebagai mentor moral. Akan tetapi, beberapa dosen kesulitan dalam mengajar bahasa Inggris, sehingga sulit bagi mereka untuk mengajarkan berbicara kepada mahasiswa. Bahasa Inggris merupakan bahasa yang penting untuk komunikasi interpersonal dan interaksi sosial, sehingga penting bagi mahasiswa kapal pesiar untuk berlatih berbicara sebelum mereka mulai bekerja di atas kapal. Penelitian sebelumnya telah menemukan bahwa faktor internal dan eksternal berkontribusi terhadap masalah yang dihadapi dosen saat mengajarkan keterampilan berbicara. Penelitian ini bertujuan untuk mengatasi masalah ini dengan berfokus pada tantangan yang dihadapi dosen dan mengidentifikasi strategi pengajaran yang efektif. Penelitian ini bertujuan untuk memberikan wawasan tentang bagaimana dosen dapat mengatasi tantangan ini dan meningkatkan pengajaran keterampilan berbicara di Prince of the Sea Yogyakarta. Dosen bahasa Inggris di Prince of the Sea Yogyakarta menghadapi tantangan dalam mengajarkan keterampilan berbicara, termasuk penggunaan bahasa ibu, memilih materi yang tepat, mengendalikan ego linguistik mahasiswa, dan mengelola kelas besar. Bahasa asli memiliki pengaruh pada kosakata dan pelafalan, sementara materi yang sesuai dengan usia dan kemampuan fonologis alami menyulitkan pengajaran pelafalan yang tepat. Fasilitas sekolah dan multimedia dapat membantu meningkatkan keterampilan berbicara, tetapi mengelola kelas besar tetap menjadi tantangan.

ABSTRACT

Prince of the Sea Yogyakarta is a cruise ship training center that prepares hospitality students for work on cruise ships. Speaking is a crucial English language skill for cruise ship students, as it allows them to express ideas, beliefs, and desires. Lecturers have a dual responsibility of imparting knowledge, values, and skills while also serving as moral mentors. However, some lecturers struggle with teaching English, making it difficult for them to teach speaking to students. English is a crucial language for interpersonal communication and social interaction, making it essential for cruise ship students to practice speaking before they start working on board. Previous research has found that both internal and external factors contribute to the issues lecturers face when teaching speaking skills. The research aims to address these problems by focusing on the challenges faced by lecturers and identifying effective teaching strategies. The research aims to provide insights into how lecturers can overcome these challenges and improve the teaching of speaking skills at Prince of the Sea Yogyakarta. English lecturers at Prince of the Sea Yogyakarta face challenges in teaching speaking skills, including native

language use, selecting appropriate materials, controlling students' linguistic egos, and managing large classes. Native languages have an impact on vocabulary and pronunciation, while age-appropriate materials and natural phonological abilities make it difficult to teach proper pronunciation. School facilities and multimedia can help enhance speaking skills, but managing large classes remains a challenge.

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1. INTRODUCTION

Prince of the Sea Yogyakarta is one of the cruise ship training centers that is preparing skilled to hospitality students that will work on the cruise ship. Prince of the Sea is a qualified, resilient, and professional international cruise ship education and training institution that has the task of preparing prospective cruise ship crew so that they can meet the demands of many cruise ship companies around the world.

It is critical for cruise ship students to practice speaking. Speaking is one of the most important skills that students need to acquire when learning English [1]. Additionally, speaking is a way of communicate with a conversation partner involves expressing one's ideas, beliefs, and desires. Speaking ability is a crucial component of the language education curriculum and a key assessment criterion, according to Luoma [2]. This indicates that speaking is one of the English language abilities that cruise ship students need to acquire. Speaking also serves as a means of expressing ideas, opinions, and aspirations to another person. Speaking ability is a crucial component of language education curriculum and a significant assessment criterion. Cruise ship students require the assistance of a skilled instructor to acquire speaking abilities in the classroom.

According to Borang [3], educators have a dual responsibility of imparting knowledge, values, and skills to their pupils while also serving as moral mentors. In some circumstances, parents of the kids are viewed as the most significant figure in the educational process, with the instructor coming in second. Thus, a professional lecturer possesses a great deal of experience, training, and education. However, because some lecturers struggle with teaching English, it is not always easy for them to teach speaking English to students.

English used to be an international language that was utilized for social interaction as well as international communication with people worldwide. According to Wang [4], English is the most widely used language in science, politics, economics, culture, and education. According to Baugh and Cable [5], there are a lot of English speakers worldwide, and it's used extensively for international communication among other less quantifiable reasons, making it one of the most significant languages in the world. English is a crucial language for interpersonal communication because of this. It's crucial for cruise ship students to practice speaking before they ready to work on board.

The researcher has conducted three earlier investigations that are relevant to this one. Romlah [6] conducted the first study, "Analysis on the problems faced by English lecturers in teaching speaking (a case study at second grade Islamic junior high school of Ruhama Cireundeu)." Romlah [6] discovered that both internal and external factors contribute significantly to the issues lecturers face when instructing speaking skills. Students are the internal sources of these factors, while the classroom setting, teaching resources, study schedule, and curriculum are the external ones. engaging and engaging learning environments by using effective teaching tactics and methods to address these issues. The second study, "Lecturers' Problem in Teaching Speaking Skill (A Case Study of English Lecturer at MTS Islamic Boarding School Manahijussadat)," by Faoziah (2019), revealed that the curriculum, lecturer preparation, and teaching limitations are the main causes of the difficulties lecturers encounter when teaching speaking skills.

From the above description, the researcher was interested to conduct the research entitled Teaching Speaking Problem in Prince of The Sea Yogyakarta. This research focused on the problems of the lecturers in teaching speaking skill and how the lecturers overcome the problems in teaching speaking.

2. METHOD

2.1 Research Design

The researcher employed qualitative research. Individual groups were to investigate and comprehend the significance of the issues through qualitative research, according to Creswell [7]. The process of investigation includes a new questions and steps called as case study. Nunan and Bailey [8] assert that a case study is a hybrid, allowing for the application of practically any technique for data gathering and analysis. In essence, the case study was a thorough examination of a single person, organization, or group with a specific case. The goal was to thoroughly and methodically investigate a situation over an extended period to potentially find a solution. According to the aforementioned definition, the researcher used a qualitative approach to investigate the issues with speaking skill instruction at Prince of the Sea Yogyakarta. Lecturers with proven teaching credentials utilized the research's material and methodology to teach speaking skills. Furthermore, the interview served as the means of gathering data for this study.

2.2 Research Site and Participants

In this study the participants were English lecturer at Prince of The Sea Yogyakarta. The participants selected by using total sampling technique. One approach used to select the participants was total sampling. According to Ilker et al. [9], total sampling is a sampling technique in which a small number of cases were examined and all members of the population were utilized as samples. Three English lecturers were chosen by the researcher to participate in the study because there are only five lecturers at Prince of the Sea Yogyakarta.

2.3 Data Collection

The researcher conducted interviews to learn more about the issues with teaching speaking skills at Prince of the Sea Yogyakarta in order to gather data based on the research topic and design. The researcher used interviews as a tool to gather detailed information on the

issues and ways in which lecturers have addressed the challenges associated with teaching speaking skills. According to Creswell [7], an open-ended question and recording of the participant's response constitute a qualitative interview. The researcher conducted the interview either in person or over the phone with the participants. The researcher employed 19 interview questions for this study, which were based on research by Nuraini [10] that suggested two speaking elements (internal factors and external factors) that contributed to the lecturers' difficulties in teaching speaking abilities.

2.4 Data Analysis

In order to learn more about the issues with teaching speaking skills at Prince of The Sea Yogyakarta, the researcher employed thematic analysis in data analysis. According to Braun and Clarke [11], thematic analysis is a method that researchers employ to identify or examine patterns or themes in acquired data. Six steps make up a thematic analysis: familiarizing oneself with the data, creating codes, searching for potential themes, evaluating the topics, defining and labeling the themes, and creating the report. Additionally, using some of Creswell's [12] intended procedures, the researcher examined data regarding the difficulties in teaching speaking skills. The author first gathered information by conducting interviews and typing up the transcripts. Secondly, the writer inserted the data into computer files subsequent to obtaining the transcription. The data related to the research questions in this study were coded by the writer. The author ultimately produced a personal communication as a summary of this inquiry. We can infer that the data in this study were analyzed using a theme analysis.

3. RESULT AND DISCUSSION

Table 1. outlines the themes and codes related to teaching speaking at Prince of the Sea Yogyakarta.

Themes	Codes
The impact of mother tongue in the instructional process	<ul style="list-style-type: none">- The lecturers stated that they were facing difficulties in teaching their students to speak English. They frequently spoke in their mother tongue, Javanese or Indonesian.- The lecturers also mentioned that they were having trouble teaching the children since they did not have a large enough vocabulary.- Lecturers asserted that during the teaching and learning process, pupils who spoke in their mother tongue had an impact on other students.
Inability of lecturers to choose the right speaking material according to students' age	<ul style="list-style-type: none">- The lecturers claimed that because the pupils' speaking skills were poor, it was difficult for them to choose age-appropriate material.
The impact of natural phonological ability in students	<ul style="list-style-type: none">- The lecturers claimed that because of the students' natural ability, it was difficult for them to teach proper pronunciation.- The lecturers instructed the students to enunciate the words with an example.

Themes	Codes
Having trouble keeping the students' linguistic egos under control	<ul style="list-style-type: none"> - The lecturers claimed that because of the students' natural ability, it was difficult for them to teach proper pronunciation. - The lecturers instructed the students to enunciate the words with an example.
Lack of skill on the part of lecturers to motivate students to speak	<ul style="list-style-type: none"> - Because most students did not pay attention to the lecturer during the teaching and learning speaking process, the lecturers concluded that their students lacked drive to speak in English. - The lecturer asserted that their pupils. Their lack of enthusiasm hindered their motivation to learn English.
Having trouble managing the large class	<ul style="list-style-type: none"> - The lecturers claimed they couldn't handle the large class because they didn't have enough time to teach speaking in - The instructor mentioned that managing large classrooms was difficult and did not help students learn how to speak English.
The teaching and learning process and the interference of school facilities	<ul style="list-style-type: none"> - According to the lecturer, the physical attributes of the school greatly influence their ability to educate. - The lecturer also raised the question of how to teach English speaking in the event of damage to school infrastructure.

After applying thematic analysis to the data analysis mentioned above, the researcher discovered several issues that English lecturers at Prince of the Sea Yogyakarta encountered when instructing speaking skills. These included: (1) the use of the native tongue in the classroom and learning process; (2) failure on the part of lecturers to choose speaking materials that are appropriate for the students' age; (3) the impact of students' innate phonetic ability; (4) difficulty managing students' language egos; (5) incapacity to motivate students to speak; (6) challenges in managing a large class; and (7) interference from school facilities in the teaching and learning process. In order to learn more about the factors, the following explanation of the factors was given.

English lecturers face challenges in teaching speaking skills due to the influence of native languages, such as Javanese/Indonesian, on students' vocabulary and pronunciation. Research shows that native language disorders significantly impact the learning process, as vocabulary acquisition is crucial for oral communication. Khan et.al[13], states that vocabulary acquisition has been shown to play a crucial function in oral communication. Subandowo [14] highlights native language problems in students' speaking, causing errors due to pronunciation interference and sound changes, posing challenges for lecturers in training students.

English lecturers face several challenges in teaching speaking skills. The first is selecting appropriate speaking materials based on students' age, as their speaking abilities are lacking. This can lead to students using basic materials and struggling to respond to lecturer questions.

The second problem is the influence of students' innate phonetic abilities, which can hinder excellent pronunciation. Lecturers must provide more examples and repetitions of phonetic concepts to avoid students reading them incorrectly. The third problem involves controlling students' linguistic ego, which can hinder their ability to speak English. Students often fear making mistakes and struggle to make confident speeches. This can lead to students focusing on the language as a difficult language and ignoring its importance as a language of instruction. The second problem is controlling students' language ego, which can be positive or negative. Positive traits help students develop their speaking skills, while negative traits can hinder their ability to speak effectively. In conclusion, English lecturers face several challenges in teaching speaking skills, including selecting appropriate materials, controlling students' language ego, and managing students' language ego. However, Humaera [15] asserts that students' egos suffer and they lose confidence in unfamiliar and stressful situations, such as engaging in direct English conversation. To put it briefly, lecturers find it challenging to break their students out of the language ego zone and find it tough to regulate their own language ego.

The English lecturer faced several challenges in teaching speaking skills. The fifth problem was a lack of motivation in students, as many did not pay attention to the lecturer during the teaching process and were not interested in learning English. Motivation comes from students' interests, self-concept, and involvement; lecturers can only motivate externally. The sixth problem was managing large classes; lecturers struggled to create a comfortable learning environment and allocate enough time for all students to participate in speaking English. This led to confusion and difficulty in monitoring each student's speech and gaining their attention. The last problem was the interference of school facilities in the teaching and learning process. School facilities had a significant impact on teaching activities and the success of teaching English. The lack of suitable educational facilities, such as audio CDs, posters, and lecturer's books, also delayed the process of teaching speaking. To engage students in developing speaking skills, lecturers should employ a variety of audiovisuals, such as audio CDs, posters, and lecturer's books. The use of facilities in teaching and acquiring speaking skills is crucial, as it allows lecturers to implement material resources and keep students interested in the learning process.

4. CONCLUSION

The researcher used qualitative research to investigate issues with speaking skill instruction at Prince of the Sea Yogyakarta, focusing on English lecturers with proven teaching credentials. Total sampling was used to select three English lecturers, chosen due to the limited number of lecturers. Data collection was conducted through interviews, using open-ended questions and recording of participant responses. The researcher employed 20 interview questions based on Nuraini's (2016) research, which suggested two speaking elements (internal and external factors) contributing to the difficulties in teaching speaking abilities.

Thematic analysis was employed to identify patterns or themes in the data, following six steps: familiarizing oneself with the data, creating codes, searching for potential themes, evaluating the topics, defining and labeling the themes, and creating a report. The findings from the study highlight the impact of mother tongue in the instructional process and the need for improved teaching methods.

English lecturers at Prince of the Sea Yogyakarta face several challenges in teaching speaking skills, including the use of native languages, selecting appropriate materials based on students' age, controlling students' linguistic egos, and managing students' language egos. The influence of native languages on students' vocabulary and pronunciation significantly impacts the learning process, as vocabulary acquisition is crucial for oral communication. The lecturers struggle to choose age-appropriate materials, as students often speak in their mother tongue, Javanese or Indonesian. Additionally, the natural phonological ability of students makes it difficult to teach proper pronunciation. Lecturers also struggle to control students' linguistic egos, which can hinder their ability to speak English. Managing large classes is another challenge, as lecturers struggle to create a comfortable learning environment and allocate enough time for all students to participate in speaking English. This leads to confusion and difficulty in monitoring each student's speech and gaining their attention. School facilities are crucial for teaching and learning, providing resources and engaging students. English lecturers can enhance speaking skills by utilizing audiovisuals like CDs, posters, and books.

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