TEACHERS' PERSPECTIVE OF STUDENT COMPETENCE
IN ORAL LANGUAGE COMMUNICATION
AT JUNIOR HIGH SCHOOL

A THESIS

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APPROVAL

This thesis entitled *Teachers' Perspective of Student Competence in Oral Language Communication At Junior High School* written by Juniyati, Student's number P2A417012 has been corrected and approved to be examined in front of the board of examiners.

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This thesis contains no material which has been accepted for the award of any other degree or diploma in any university or tertiary institution, and to the best of my knowledge and belief, it contains no material previously published or written by another person, except where due acknowledgement is made in the text of the thesis.

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The researcher realizes that this thesis is still far from being perfect, The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Jambi, June 22, 2021
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ABSTRACT

Juniyati. 2021. *Teachers' Perspective of Student Competence in Oral Language Communication At Junior High School*. Thesis. Master Program of English Language Education, Jambi University. First Supervisor is Drs. Syahrial, M.ED., Pd.D and The second Supervisor is Eddy Haryanto, M.Sc.Ed., Ph. D

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The need for good communication skills in English has made a huge demand in the English teaching area, not only in Indonesia but also in other countries. Oral language teaching is important in improving the students' speaking competence, especially in Junior high school the English learning demand them to speak English. This study investigates the oral language communication teaching and analyzes the teachers' perspective on the important of student competence in oral language teaching and learning in 7th grade of junior high school. This research was descriptive qualitative. The objects of this research were the English teachers' experiences and perspective of teaching and learning oral language in the classroom. The participant of the research was two English teachers from different junior high school such as one English teacher of SMP Negeri 3 and one English teacher of SMP Negeri 6 Merlung. The interview was used to gain the data. The result indicated that the participants agree that teaching oral English is important to the student of 7th grade.

CHAPTER I

INTRODUCTION

1.1.Background

Language is crucial in our life that means people communicate. People live in social life where language is a medium for people to communicate between one and another. Honig (2007) stated that language meaningful communication system where a word or phrase represents something. In a language teaching that involves developing the ability to produce correct sentences. The ability is considered crucial in learning a language. It is advocated by Widdowson (1978) that learning a language involves the ability to produce correct sentences. Learning a language can be learned in two ways that are oral and written. Therefore, the purpose of language for communication, according to Mu'in, Arini, Amrina (2018) said that there are three kinds of communication such as oral communication, nonverbal communication, and written communication. Oral communication plays a very important in the teaching and learning process to gain the understanding and knowledge of the student.

In Indonesia, English is a foreign language. The need for good communication skills in English has made a huge demand in the English teaching area, not only in Indonesia but also in other countries. Nowadays, millions of people want to improve their command of English. There are many ways to learn English, for instance, to learn English by listening to formal

instruction, studying abroad, traveling, or also learn English by the internet. The demand for learning English enhances the need for good quality of learning and teaching materials of English.

In the learning process of English, the students are given many opportunities to communicate orally and express their selves. Teachers need to consider the emotions or the affective that have a significant impact on foreign language learning. The Appropriate learning activity can improve the student competence in grammatical, structures, sociologically, Linguistically, and psycholinguistically aspects. So, the teachers have a significant role to make the students confident to speak and communicate with each other.

The learning success of students mostly is determined by the learning process carried out by the teacher. Teachers are required to be able to understand the basic components of learning in the classroom. The role of the teacher in the language learning process must be able to meet the needs of students. Thus, students can develop in a better direction. This development will make it easier for students to get better results, and students will be able to overcome various situations in the use of language, especially English.

In previous studies, some researchers raised the theme of oral language communication in various fields involving the classroom environment. Törnqvist (2008) focuses to investigate the attitudes of some English teachers and students in 9th grade in Sweden towards oral communication in English teaching. Utami (2019) focuses on teacher's difficulties in teaching oral communication skills in Indonesia. Syomwene (2009) focuses on The

Teaching of Oral Communication Skills in Primary Schools. Then, Sedubun (2017) focuses on improving students' oral competency through a communicative language teaching approach.

Related to oral language communication the researcher is keen to analyze the teacher perspective of student competence in oral language communication at Junior High school, especially in 7th grade. In Indonesia, English is not a compulsory subject in primary schools. Not all primary schools add English in the local content subject. Therefore, when students come into junior high school, they will find difficulty during the teaching and learning in the classroom because the curriculum requires students to communicate in English. Meanwhile, they do not know at all how to speak English. Other issues that can arise in teaching English in the 7th grade are Lack of motivation, limited scheduled time, insufficient resources and materials, and the excess of students in each class often becomes an obstacle for teachers in teaching English as a foreign language. However, teachers must be creative in address the limitations and constraints that could be arisen from the students in order to minimize the obstacles that contribute to the failure in the teaching and learning process of English in the classroom.

There are two different schools as the research site in this study, such as SMP Negeri 3 Merlung and SMP Negeri 6 Merlung. The English teacher from the schools had found similar issues in teaching English in 7th grade. Based on the observation of teachers' experiences, in the first semester, SMP Negeri 3 Merlung teacher explained that when she used English orally the students

were silent and did not respond to what she spoke. In the second semester, there was an improvement in their knowledge. She also explained that the students got difficult to ask to come in front of the class using English orally. Then, a teacher who teaches in SMP Negeri 6 Merlung said that she found difficulties in teaching English orally in 7th grade. In the first semester, when she comes to the classroom then uses English orally, the students remain silent also some students laugh. Then, she explained that she uses full Bahasa Indonesia while teaching the learning process in the 7th grade. Then, in the second semester, she can apply English only for instruction. She also said that her students lack confidence in speaking English.

Based on the issues that arise in 7th grade, the researcher keen to research in analyze English oral communication in 7th grade of SMP Negeri 3 Merlung and SMP Negeri 6 Merlung. The researcher interests in analyzing the teachers' perspective of student competence in oral language communication in 7th grade. Before conduct the research, the researcher meets two teachers to ask their agreement to become a participant in this study.

1.2. Research question

This research arise some questions which are need to conduct as following:

1. What is the teachers' perspective on the importance of student competence in oral language communication at Junior High School?

2. What challenges for teachers in teaching oral language communication at Junior High School?

1.3. Purpose of the research

This research aims to find the issue that emerges in teaching English oral communication, especially in the 7th grade of Junior High School. Then, analyze the teachers' perspectives of SMP Negeri 3 Merlung and SMP Negeri 6 Merlung in the oral language teaching process. Then, to find out the challenges that the teachers face in teaching English orally.

1.4. Limitation of the Research

The limitations of the research were addressed. First, this research was limited to SMP Negeri 3 Merlung and SMP Negeri 6 Merlung, especially in 7th grade. Second, the researcher only analyzes the issue involve related to the English oral teaching and learning process. Third, only analyze the teachers' perspective on the importance of student competence in English oral communication at junior high school. Fourth, teacher challenges in teaching and learning English oral language communication. This research does not depend on any academic years, also focused on the teachers' experiences for teaching English in their Junior High School. Moreover, the researcher conducts the research in-depth as the limited time that the researcher had, this research collected the data from teachers' experiences and did not consider other settings.

1.5.Significant of the research

The research intends to give understanding and knowledge in oral language communication teaching and learning for the English teachers that important in the educational field. Because in Indonesia, there are so many students after learning English at school still less of speaking ability. Learning English orally or can speak English fluently is not only for educational needs but also for career or global communication. Moreover, communicate actively during the classroom is not only improves the students' competence but also encourages, motivates, and reduces the anxiety students to speak actively.

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1.6.Definition of key terms

This research consists of main terms which necessary to describe to avoid the mistakes of fewer considerations, as follows:

Oral Language Communication is a two-way process between the speaker and the receiver, involving the productive skill of speaking and the receptive skill of understanding.

Speaking skill components that need teacher focuses in teaching English orally in the classroom such as Comprehension, Grammar, Vocabulary, Pronunciation, and fluency.

CHAPTER II

LITERATUR REVIEW

2.1. Language

Humans develop language also communication well begins before they begin to speak. From birth, they learn to attend to carers' voices and then participate in turn-taking, initiate the conversation by using coos and babble before they have the words to express specific meanings and put words together. Language is a communication system by sound, working through organs of speech and hearing, among individuals or in the community, and utilizing vocal symbols possessing arbitrary conventional implications (Pei, 1966 in Mu'in, Arini, Amrina: 2018). Ramelan (1984, in Mu'in, Arini, Amrina: 2018) said that language is the method for communication that utilizes speech sounds like a medium. Language is a significant part of human life because humans live in a social environment and community. People need a medium for their communication and interaction with another. In the social setting, language is not only the communication method. It is also a way for making and keeping up the social relationship among speakers of the language (Mariani and Mu'in, 2007).

From the definitions of language above, interaction or communication occurs in an oral or spoken form, which is means a language is always spoken. Oral language refers to the everyday expressive and receptive verbal skill required to convey and understand a message through a medium of spoken

language (Paul and Norbury, 2011). Speaking is not an easy part of language learning. It can be a challenge in the learning of spoken foreign language.

Language processing is divided into four key phases (Mu'in, Arini, Amrina: 2018), that is; 1) *Conceptualization*, for language production is the cognitive process that arises conceptual representations for speaking and produces preverbal structures. The preverbal structures encode linguistically by a subsequent component (Guhe, 2003). 2) Formulations, refer to thinking for speaking that requires representations for speaking. Then, speakers need to find and sequence lexical elements, add morpho-syntactic features, and prepare a phonological speech plan. 3) Articulation, means the point of speakers convert their speech plan into the stream of sounds. Last, 4) Monitoring, refers to speakers check and speech production that match intonations and accessible to interlocutors. Those processes are easily differentiated and provided together into an account of speaking, which has the virtue of integrating the processing of pragmatics, morpho-syntax, lexico-semantics, phonology, and phonetics within a complex multi-level capacity.

According to Honig (2007) that there are five domains aspect of oral language will be explain below:

- *Phonemes*; refers to the sounds have produced in speaking. For example, babies progress from producing throaty vowel sounds to the consonant cluster then vowel combinations when few months old. The broad definition of phonology includes the organization or system of sounds within a language. Once the phonological system has been acquired for

basic listening and speaking, children begin to develop phonological awareness. The awareness of words is in sentences or syllables in words. Other aspects of phonological awareness include rhyme, alliteration, onset-rime (word families), blending, segmenting, and manipulating sounds. The most complex level of phonological awareness is phonemic awareness. Phonemic awareness is blending, segmenting, and manipulating words at the individual sound (phoneme) level.

- *Syntax or grammar*; Syntax refers to the grammar rules that a given language requires for the construction of acceptable sentences. As children develop their oral language skills, they also develop an understanding of grammar, the set of structural rules that govern the combination of words and phrases into sentences, and how sentences are combined into paragraphs.

- *Semantic*; The development of vocabulary focuses both on expressive vocabulary and receptive vocabulary. Expressive vocabulary represents the words a student actively uses when talking, writing, or communicating. Receptive vocabulary represents the words that a student understands based on context and background experiences. But may not necessarily use in his or her speaking or writing. A common misconception regarding vocabulary is the idea that an individual's vocabulary can be measured simply by the sheer number of words he or she can understand and use. This is the breadth of vocabulary knowledge. However, to measure the depth of vocabulary knowledge, a broader definition also includes a focus on areas,

such as multiple meanings of words (homonyms), shades of meaning, figurative language, and relationships between words (synonyms, antonyms, analogies).

- *Morphemes*; Morphemes refer to the smallest units of meaning in a language. Sometimes considered to be a subset of syntax or vocabulary (semantics), morphology is focused on the smallest units of meaning within a word and the rules about how those words are formed. For example, if one examined the word "cats," a basic analysis would show there are four phonemes (/k/, /a/, /t/, and /s/). However, the word "cats" only has two morphemes (meaningful word parts). "Cat" is a feline animal, and "s" tells us that there is more than one cat. Morphology can also include the study of structural analysis how words are joined together and build vocabulary by analyzing the morphological structure of the word (prefix, root, and suffix) which helps build upon the child's foundation in vocabulary.

- *Pragmatics*; pragmatics requires the understanding of the social use of language. It includes social norms regarding conversational turn-taking, personal space, and appropriate behavior with peers and authority figures in a variety of common social situations. In some classroom settings, students lacking background experience attributable to cultural differences in some instances don't understand group dynamics and expectations regarding behavior. Understanding a variety of situations prepares students for more successful comprehension at later stages that including both listening and reading comprehension.

A language is spoken. Speaking is based on oral or spoken language. Speaking that requires someone to become linguistically competent in term of having sufficient vocabulary, well articulating the sound, and mastering grammatical, or structural components (Nunan, 1999). Fulcher (2003) explains that speaking is a verbal use of language to communicate with others. The spoken language has a significant role in the teaching and learning process. The teacher can gain a good knowledge of the students' language ability through their spoken language skills.

2.2. Spoken Language

According to Brown and Yule (1983), the nature of spoken language is by distinguishing between spoken and written language. In their point out, the most history that language teaching has been concerned with the teaching of written language. It characterized by well-formed sentences that integrated into the highly structured paragraph. Spoken language is consists of short, often fragmentary utterances in a range of pronunciations, also often repetitions and overlap between speaker and listener (Nunan, 1989). A teacher can apply two approaches in teaching speaking skills- a bottom-up approach and a top-down approach. The bottom-up approach suggests that a teacher can start with the smallest units of language, that is individual sounds, and move through the mastery of words and sentences to discourse. On the other hand, it is suggested that a teacher can start with larger chunks of language, which are

embedded in meaningful contexts, and use our knowledge of these contexts to comprehend and use correctly the smaller elements of language.

According to Nunan (1989), Communication can be said as the most important skill for human survival because one needs it to maintain contact with the world. One indeed communicates all the time, knowingly or unknowingly. Oral Communication is a two-way process between the speaker and the receiver, involving the productive skill of speaking and the receptive skill of understanding (listening). Communication, generally, is described as a process. But it is a process of processes because it involves many processes. For example, receiving sensation, interpretation of the received sensation, and responding to interpretations. Another important communication aspect is nonverbal behavior. During the communication process, the gestures, facial expressions, and body movements naturally influence both the speaker and the receiver. And nonverbal behavior does send meaning with the verbal message.

2.3. Oral Communication

Communication is said an act of conveying information from one to another to create a shared understanding. Then, communication means delivering, sharing, or accepting information/ideas, messages through a suitable medium that enable the person or people to argue, search for information, deliver information, or convey the feelings (Mu'in, Arini, Amrina: 2018). Furthermore, Communication is an aspect that important in human civilization and cultural transformation. Harmer (1991) explained that

three reasons why people communicate. First, because they want to say something and simply they do not want to keep silent. Second, the reason is the communicative purpose which they have something to communicate like when they offer a request. Third, communication is the consequence of the desire to say something and the mean of occurring communicative activities. In addition, whenever two people communicate, it means that both of them have something they need to know each other (Harmer, 1991). On the other hand, people do communicate, because there is an information gap, and genuinely they need information from others. The ability in conveying messages in natural communication is of paramount importance, and the learners need to acquire communicative competence. The communicative competence concept developed under the view of language as interaction, language as context, and language as negotiation. Dell Hymes (1972) in (Mu'in, Arini, Amrina: 2018) introduced communicative competence. He explained that communicative competence refers to speakers' competence in using language for speaking and communication. People's ability can achieve their goals of social life is depends on their competence in communication. Three factors are that influencing the success of communication, they are; Sociologically means that they should have strategies in oral communication, Linguistically means that they need a good mastery of the language, psycholinguistically means that they should have competencies in cognitive, affective, and behavioral aspects. Additionally, Canale and Swain (1980) proposed four components include communicative competence, such as;

grammatical, discourse, sociolinguistic, and strategic competence. Grammatical competence is the ability to mastery the linguistic code, recognize the lexical, syntactic, phonological, and morphological features of a language also manipulate them into words and sentences. On the other hand, it is the ability to perform the grammatical well form. Sociolinguistic competence requires an understanding of the social context in the language used, as the roles of participant, information sharing, and the function of interaction (Savignon, 1983). This competence gives the effective and appropriate use of the target language. Shumin (2002) adds that the speaker should apply the rules and norms inappropriate timing and realization of speech acts. Discourse competence is concerned with a series of sentences or utterances connection and the intersentential relationships to a meaningful form (Savignon, 1983). So, the students need to acquire the amount of the structures and discourse marker to express ideas. Last, strategic competence is the ability to keep a conversation going, for instance when the learners find a communication breakdown (they forget what a particular word in the target language which is referred to a particular thing), they can try to explain by mentioning the characteristics of the thing (Cahyono, 1989).

There are three kinds of communication. Firstly, oral or verbal communication is the process of the speaker and the listener involves the productive skills of speaking and receptive skills of understanding. Secondly, nonverbal communication means all aspects of communication such as body language, voice tone or inflections, eye contact, and distance. Third, written

communication is to share and exchange written symbols between individuals or groups (Mu'in, Arini, Amrina: 2018). Oral communication refers to a skill that divides speaking and listening. Oliver and Philp (2014) described that verbal communication as speaking and listening occurs in real-time communication exchanges. Such exchanges require the process of meaning-making of the communicators (Adler & Rodman, 2009). In addition, Byrne in Fitria and Salwa (2018) explained that both skills could be developed or improved at in same time because both are integrated. The Statements substantiates by Brown (1994) that he considers the process as oral communication.

In language learning, according to González, Humanez & Arias (2009) considers that oral communication skills as a crucial aspect that demands the learners to pay full attention to output and quality of comprehensible input as a skill. The ability in using language for communicative purposes comprises the ability to implement formal linguistic resources such as vocabulary, collocation, idiomatic expressions, patterns, grammatical structures, and phonological, among others, to express ideational, discoursal meanings and interpersonal to achieve communicative goals in genuine contexts effectively (Luchini, Rosello, 2007). In the other word, oral communication receives more attention for learners that indicate a part of successful language learning.

2.4.The Components of Speaking Skill

Speaking is making of words used in an ordinary voice, uttering words, knowing and being able to use language, expressing one in words or making a speech, while skill is the ability to do something well. Therefore, speaking can explain as the ability to make words usage or language to express in an ordinary voice. In short, the speaking skill is the ability to perform the knowledge of linguistic in actual communication that the function to express ideas, feelings, thoughts, and needs orally.

Nowadays, many teachers agree that students need to learn to speak a foreign language by interacting with others. The students should master several speaking components such as comprehension, pronunciation, grammar, vocabulary, and fluency. In brief, English teachers demand to be creative in developing their teaching and learning process to create a good atmosphere, improve speaking skills, give attention to the speaking components, and make the lesson more exciting. Based on the reasons, the English teacher should apply an appropriate method and technique of teaching speaking. Generally, the method used by the teacher is the Communicative Approach, where a language is primarily a tool of communication. There are five components of speaking skill according to Ali (2018) below:

- Comprehension

     Usually, the language teachers experience difficulty in trying to improve their students' listening skills. Listening comprehension is a key initial step in communication. When a student can understand what is

saying, it will be great for their ability to communicate. In addition, they can notice the characteristics of the target language that will improve their language development in all four key skill areas. Students may feel a great deal of pride when they can comprehend something in the target language. It can be a good motivating factor in continuing to learn the language, and teachers should do whatever possible to promote this sense of accomplishment. Thus, teachers need to construct learning activities that will improve learners' oral comprehension (listening skills) and motivate them, as well.

- Grammar

Without grammar, it is not possible to communicate orally. Since oral communication and in particular dialogue are bilateral processes, the receiver can request clarification and repetition until the meaning of a message is clear. Grammar is useful for oral communication that ensures the speakers and listeners are using the same code, but a poor command of grammar will not normally prevent two people from communicating relatively and effectively..

- Vocabulary

Words play a crucial role in communication. Once a word is placed in the right place is very necessary to convey the appropriate meaning or message. One cannot communicative effectively or express an idea in oral and written form if they do not have much vocabulary.

- Pronunciation

Pronunciation is the way for students to produce clear language when they speak. It deals with the phonological process that refers to the part of grammar. Intelligible pronunciation is an essential component of communication competence. The teachers need to add pronunciation in their courses and expect students to learn it well.

- Fluency

Oral fluency is a measure of how well and how easy to communicate clearly and accurately in speech. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking, and only a small number of pauses and "ums" or "errs". These signs show that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

2.5. Strategies in Teaching Speaking

There are must be some issues in teaching speaking. The teacher challenged for creating the learning to be fun. The use of appropriate strategies help the teacher is facing the issues, Ur (1992) explained some strategies that a teacher can use in teaching speaking as follows:

a. Use the group work: The example of the strategy, the teacher makes a small group which is consist of 2 – 4 pupils or depending on the need of the lesson. In groups, the students will discuss the material given by the

teacher afterward presented it in front of the class. This group strategy will encourage the students to speak even though the level of speaking less.

b. Based on the activities: for example, directly simple questions to the student about their activities or short answer to question and repetition task related to the words of greeting.

c. Give some instructions or training in discussion skills. The participants should give the contribution for the discussion; appoint a chairperson to each group who will regulate the participation. If the task is based on group discussion then include instructions about participation when introducing it. For example, tell learners to make sure that everyone in this group contributes to the discussion.

d. Keep students speaking the target language; the best ways to keep students speaking the target language are: (1) try to be the model for them by using the target language, (2) remind them to always use the language. The teacher is reminding participants to use the target language. Also, the important thing is about the monitoring activities of the students. For example, the teacher uses role-play and dialog in the teaching-learning process.

The strategies above are beneficial to help the teacher in making the learning process affect students so that the learning took place in improving their speaking ability.

2.6.Techniques in Teaching Speaking

The success of teaching speaking depends on the technique used by the teacher in the class. Some techniques proposed by Kayi (2006) can use by the teacher in teaching English speaking as follows:

1. Discussion**;** Group discussion composed of three to five students discussion ineffective active activity or strategy in improving the students' ability because teacher and students can play the role in the teaching-learning process.

2. Role-play; One other way of making students speak is role-playing. Students pretend to be in various social contexts and social roles.

3. Simulations; Simulations are similar to role-plays but role plays are more elaborate while simulation, students can bring items to the class to create a realistic environment. For instance, if the student is acting as a singer, she brings a microphone to sing and so on.

4. Information Gap; in this activity, the students are supposed to be working in pairs, one student will have the information that the order partner and the partner will share their information. Information gap proposes such as solving a problem or collecting information. Also, each partner does not provide the other information. These activities are effective because everybody has the opportunity to talk extensively in the target language.

5. Brainstorming; the teacher gives a topic then the students can produce ideas in a limited time. Depending on the context, either individual or

group brainstorming is effective for learners to generate ideas quickly and freely.

6. Storytelling: Students can briefly summarize a tale or story which helps the students express the ideas.

7. Interviews; the teacher can interview on a selected topic. the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow.

8. Story completion; each student is supposed to add from four to ten sentences. Students can add new characters, event descriptions, and so on.

9. Reporting; students asked to read newspapers or magazines then in class, they report what they find as the most interesting news or tell about their experiences.

10. Answer and question; Answer and question are the activities that develop the student's ability.

11. Picture Describing; ask the student to describe a picture in the front of the class or make a group in which each group describes a picture. This activity fosters the creativity and imagination of learners.

12. Find the Difference; give a different picture to the students then ask them to find the differences.

Other methods in teaching English, especially vocabulary can use the Rote learning strategy. Rote learning strategy is a method that involves repetition and memorization (Niswati, 2016). Li (2004) in Niswati (2016) said that Rote Learning (RL) strategy plays an important role in vocabulary

learning strategies (VLs) because it is defined as repetition, memorization, and practice. Moreover, according to him, repetition refers to saying or doing something over and over (more than once), memorization refers to an effort that focuses on the retrieval process, and practicing refers to a strategy or an effort to mastery something which no specific time.

Repetition is also about routines. Routinized learning refers to learning to perform a behavior quickly and effortlessly through repeated practice (Veling & Aarts, 2012, in Niswati, 2016). In learning English, it means that the student to meet the same language again and again or otherwise we do not know it well enough. Then, Rote Learning is also related to Rote Memorization because it refers to repetition over and over of material in the same form. Lazaric (2012) in Niswati (2016) explains that Rote Memorization is the theoretical term to describe storing of information in long-term memory through sheer repetition. Based on those theories, it can be concluded that the methods in teaching speaking can help the teacher in teaching speaking and abridging the teacher to understand the material for the students.

Brown explained that in general, the teacher acts as an organizer, motivator, director, transmitter, facilitator, mediator, and evaluator (Brown: 2001). The organizer is the manager of academic activities, syllabus, lesson schedules, and components related to the learning process. Motivators are stimulants and encouragement to increase the potential and creativity of students in the learning process. The director is the supervisor of student

activities following the objectives of the activity to be achieved. The transmitter is a disseminator of education and learning policies. Mediators are mediators in teaching and learning activities for students to mediate or provide solutions to solve problems experienced by students. Meanwhile, the evaluator is an evaluator of the learning process both intrinsically and extrinsically.

2.7. The Important of Oral Language Communication

It cannot be denied that nowadays the first international language that was used widely is English. English is taught widely in many countries of the world. Many citizens in various countries use English as a means of communication at various important international meetings. Mastery of English is very important because almost all global sources of information in various aspects of life use this language.

Crystal (2000) said that English is a global language. This statement represents the meaning of English is used by various nations to communicate with others around the world. So, English is one of the international languages as well as a global language. Learning and understanding English is an unavoidable need. By studying English, someone will open their horizons and knowledge internationally. As an international language, English has a very big function and role. One of the visible implications is that more and more people are trying to learn / master English well. In the education field, for example, to face competition globally, English is introduced to students

earlier. English usage is also starting to be used widely in non-educational fields such as economics and business.

2.8. Previous Studies

Several studies also investigate oral language communication have been conducted by some researchers. The first was conducted by Törnqvist (2008). She focuses to investigate the attitudes of some English teachers and students in 9th grade in Sweden towards oral communication in English teaching. She wanted to found why the teachers and students believe that oral communication is an important part of English teaching and the factors that contribute to students active orally in the English foreign language classroom. In the finding of her study, Anna found that the teachers and majority of the students believe that oral communication is an important part of the teaching of English as a foreign language. From the teachers' perspective, practicing oral communication is important because the students get to use the target language a lot themselves. All the teachers believe that the students improve their listening and speaking skills.

Second, Utami (2019) on her research entitled "Teacher's Difficulties in Teaching Oral Communication Skills in Indonesia: A Comparative Literature Review". In the finding of this study, she found that in Indonesia, oral communication skill has still become obstacles. She explained the factors such as time constraint, large class size, students' motivation, and teachers' competencies. Focus on teachers' competence that this study showed the

teachers need sufficient and sustainable training on teaching oral communication skills. So, they can shift their teaching to be more communicative. Change the curriculum does not guarantee that the teachers easily apply it in the classroom. Let alone the better outcomes of communicative language skills.

Third, Syomwene (2009), in her study entitled "The Teaching of Oral Communication Skills in the English Curriculum in Primary Schools in Kenya". Her paper intention to study the teaching of oral communication skills in English in Nandi North District, Kenya the year in 2009. The study investigated the teaching of oral communication skills in the English curriculum in Primary schools in Kenya. In the finding, she found that teachers engage the students in activities like pronouncing new words and answering the question. In addition, the teachers sometimes incorporate activities that did not emphasize listening and speaking but reading and writing. This study concluded that the learning activities selected by the teacher thought appropriate were inadequate in enhancing interaction in oral lessons. It found out that although the teachers utilized intriguing methods like explanations, use of pictures, examples of sentences, and contextual clues, they avoided others that are equally effective such as demonstrations and the use of concrete objects. Apart from that, the teachers would code-switch into their mother tongue method that needs to avoid. Consequently, it concluded that the methods of conveying the meaning of new language items that the

teachers used were inadequate in enhancing interaction between the learner and the learning tasks.

Fourth, Sedubun (2017), in her research entitled "Improving Students' Oral Competency through Communicative Language Teaching Approach". The research participant of this study is first semester students of General English 4th grade academic year 2017/2018. In the finding, she found that in each cycle, most of the students were interested in teaching English speaking through Communicative Language Teaching Approach. They selves-confidence to express their ideas in speaking activity inside the classroom, most of them could minimize their fears and shyness to speak, the frequency and percentage of students' speaking ability were increased well in each cycle. In addition, the Communicative Language Teaching method could motivate the students to be active and had good participation in speaking activities during the teaching and learning process in the classroom. Another aspect that she found is the communicative can motivate students and minimize problems in the student oral competency such as; low motivation to speak, do not have enough vocabularies to express their ideas, feeling shy when they spoke in front of their friends, still rigid express their ideas through oral communication, unfamiliar with good techniques to speak easily, that caused of difficulties in expressing their ideas, etc until no student was not active in oral activities.

The previous researchers above have similarities with this research. It investigates English oral communication in the classroom. They also try to

explain the teachers' perspective on the importance of oral language communication, teachers' difficulties, and strategies. Moreover, those researchers discussed the importance of students improves their oral communication in English language learning. The differences from the researches occur since the researcher conducted the study in 7th grade at Junior High school setting. The researcher investigated the teachers' perspective of student competence in oral language communication.

CHAPTER III

METHODOLOGY

3.1.Research design

This research used a qualitative research to investigates and analyze the teacher perspective of student competence in teaching and learning oral language communication at Junior High School. A qualitative approach is best suited when seeking to gain participants' perspectives of what is happening in their natural setting (Creswell, 1998). According to Merriam (2009), the qualitative approach comprises a social constructionist view and provides a broader understanding of a phenomenon by focusing on the phenomenon.

The qualitative method was applied in this study due to the researcher wanted to analyze and explain the data from written materials which as stated by Creswell (2012), qualitative data typically a form of the word rather than using statistic numbers. Therefore, the finding of this research emerged as words come from the result of the interviews which is the transcript and translate from Bahasa Indonesia and the audio recording as the research instruments which aid in gathering data from the participants. The participants were coded as Teacher 1, and Teacher 2 to maintain participant anonymity.

3.2.Research site

The site of this research is two different Junior High School in Tanjung Jabung Barat sub-distric, they are SMP Negeri 3 Merlung and SMP Negeri 6

Merlung. Both of the junior high schools are located in the rural area. The schools have an English teacher that facilitates the researcher to gather the data. To get access, the researcher had done several actions as follow: the researcher formally asks permission from the head of each Junior High School. Before conduct the interview, the researcher met the teachers to gain permission and also explains the purpose to observe their experiences and perspective about student competence related to oral language communication in the teaching and learning activity. The focus in this study is 7th grade of SMP Negeri 3 Merlung and SMP Negeri 6 Merlung, because, in researchers' opinion, 7th has complex issues in teaching English orally.

3.3. Research Participant

Purposive sampling was applied to select the participants in this study. According to Creswell (2014), selecting participants and site purposively is the best way in assisting the researcher to understand and interpreting the problems and research questions. In the SMP Negeri 3 Merlung there 2 English teachers, but the researcher only chooses 1 because only 1 teacher teaches 7th, the teacher selected by the researcher has 6 years experiences in teaching English in the SMP Negeri 3 Merlung. Then, in the SMP Negeri 6 Merlung only 1 teacher, she teaches English subject in that school for 4 years. All the teachers in this research, their background of study are English education degree. The research participants of this study are held in 7th grade.

Table 1. Characteristics of the participants

Characteristic of the participants	Public School	
	Female	
	Teacher 1	Teacher 2
Age	43	35
Educational background	Bachelor Degree	Bachelor Degree
Teaching experiences	6 years	4 years
Class	7th grade	7th grade

3.4. Technique of data collection

The researcher conducted the interview to gain the data from participant. The researcher used depth interviews. According to Seidman (2006) that in-depth interviewing is an interest on the understanding the life experience of people and the meaning of that experience for them.

3.4.1. Interviews

Interviews are one of the basic data collection methods in qualitative research (Creswell, 2018). It is allowed the researcher to provide access to the context of people's behavior as the participants, and thereby empowers the way of researchers to understand the meaning of that behavior which is emerged on opinions, attitudes, perspectives, and experiences of them. In this research used as a semi-structured interview which is involved in a general theme and questions are applied for the teachers. Moreover, the researcher has used this types of interviews due to it provides the researcher to has a list of questions or series topic that they want to cover in the interviews and also permits flexibility in how and when the questions are put and how the interviewee can respond (Holland and Edward, 2013). So, it means

that the interviewer has the authority to structure the interviews based on its progression and adapt questioning as the interview progress without following the rigidity of structured interviews. The interview questions were adapted from Verawati (2020) based on the research questions, to assure that participant responses hold relevant data. The questions refer to the teacher's perceptions and beliefs of issues in teaching and learning English oral language in the classroom, especially in 7th grade. Two teachers who come from different Junior High schools have been interviewed. First, a teacher from SMP Negeri 3 Merlung who teaches in 7th grade her educational background is English teaching and education bachelor degree, she also had taught in SMP Negeri 3 Merlung for six years. Second, a teacher from SMP Negeri 6 Merlung who teaches in the 7th-grade her Education background is English teaching and education bachelor degree, she also had taught in SMP Negeri 6 Merlung for four years. Interviews held till 40 (forty) or more according to the interviewee or English teacher build a comfortable situation with the interviewer. Although it was a limited time, the interview had done enough to gain the data.

3.5. Trustworthiness

To establish the data validity before analysis, the data need to be valid or trustworthy. The data validity in the qualitative method is that the researcher tests the accuracy of the data (Creswell, 2007). The accuracy means

the data must be valid so that the analysis can present the important result. Moreover, Lodico, Dean, and Katherine (2010) in Verawati (2020) said that the criteria to evaluate qualitative study include credibility, dependability, conformability, and transferability. The credibility was enhanced by discussing how the information was provided through the data sources which were compared through triangulation technique and member checking to verify the conclusions. The data sources were interviews answer of two English teachers who teach in 7th grade at Junior High School. The consistency should be fulfilled after credibility is achieved. The detailed explanations of how the data collected and analyzed were provided to achieve dependability. Furthermore, to avoid subjectivity, conformability was applied in this study. To check on the conformability, triangulation technique was used in this research.

3.5.3. Triangulation

According to Paton (2007) in Verawati (2020) there are four kind of triangulation such as; source triangulation, triagulation method, investigator triangulation, and theory triangulation. In this study, source triangulation used to examine the credibility data by checking the data that required by some resources. The data that required had been analyzed by the researcher to deliver a conclusion which is agreement in member checking.

3.5.4. Member check

Member check aims to the information that have been acquired will be used in writing the report base on what it meant the data resource or participant. Lincoln and Guba (1985) in Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016) explained that member checking is means of enhancing rigor in qualitative research, proposing that credibility is inherent in the accurate descriptions or interpretations of phenomena. According to Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016) Member checking covers a range of activities including returning the interview transcript to participants; a member check interview using the interview transcript data or interpreted data; a member check focus group, or returning analyzed synthesized data as we do in Synthesised Member Checking. All of the participants were asked to read the transcripts for data clarity and accuracy to provide additional insight into their lived experience.

3.6. Technique of Data Analysis

The researcher used a qualitative analysis and the data were analyzed descriptively. The data were from depth interview and were analyzed by using some procedures by Ary (2010), it is consists of four stages; they are coding, data reduction, data display, and drawing conclusion or interpretation. These procedures are follows:

1. Coding

   The first stage in analyzing qualitative data here involves coding. Coding is analogous to getting ready for data provided. The first step in coding is referred to as open coding, preliminary coding, or provisional coding. The most common approach is to read and reread all the data and sort them by looking for units of meaning-words, phrases, and sentence to make it easy to be learned. In this research, first the researcher listened the audio recording that been recorded during the interview, while transcribed the answer of the participants. Furthermore, the researcher needed to read the answer and focus on their perspective related to the student competence in oral language communication.

2. Data Reduction

   The second step of data analysis is data reduction. It is the process of reducing the data occurring repeatedly. Moleong (2006). Reducing the data means summarizing, choosing the main thing, focusing on the important things, finding the topic and the form. In this researcher, the result of interviews, shows their perspective, the issues and strategies that related to the student competence in teaching oral language communication. In this step, the irrelevant data is reduced and the needed data is included. From the interview data, there are some issues related to oral English teaching in 7th such as; condition, teaching objectives, classroom activities, teaching methods, challenges and syllabus needs.

3. Data Display

    After data reduction the next step in analyzing data is data display. Miles and Huberman in Sugiono (2009) points out that looking at displays help us to understand what is happening and to do something-further analysis or caution on that understanding. The interview data, the research presented their perspective, the issues and strategies that related to the student competence in teaching oral language communication based on the answer from the participants. After display the interview data the researcher find sub-themes and themes by elaborating and aligning all the data that confirmed in table 2.

4. Drawing Conclusion

    In this last step data analysis that is drawing conclusion. Here, the researcher begins to see the data. The researcher examines all entries with the same code and then merges these categories and finding the connection among the categories. Then, the researcher conclude that referred to the research questions in this study and also got the overall results of this study.

CHAPTER IV

RESULTS AND DISCUSSIONS

This chapter is exhibited to reveal the results and discussions of data collection regarding the teachers' perspective of student competence in oral language communication at Junior High School. The chapter commenced with a presentation of the results, followed by a discussion of the results from teachers' perspectives of student competence and their experiences in teaching English in oral language communication in the classroom. The data would also be connected to the theoretical framework and research questions. When the interview was being conducted, both teachers responded to all the questions without hesitation and gave truthful answers. The teachers provided the researcher with their answers and opinions on the matters raised in this research. The results have been analyzed the answers from semi-structured interview data and connect to research questions. The interviews result is translated into English. After conducting the interview, the results are elaborate into two themes addressed the research questions.

Table 2. Sample data analysis

Emerges themes	Data	Sources
Oral English teaching and learning in 7th grade of Junior High	*The English lesson in SMP N 6 Merlung for 7th grade, we must have trick out of curriculum and syllabus because of their background wherein the primary school were no English (**Condition**). Because, it can improve the education system in English education, also useful for the students, their foreign language knowledge improves and they can use for future as English as the international*	Semi-structured interview

School	*language for communication.(**Teaching objecitves**). I can apply only question and answer, repeat after me (**classroom activities**). In7th I use peer-teaching, we analyze the student who learns quickly, for example, 10, and then make 10 groups where she/he will teach their friend. I think it is effective for 7th (**Method**). In speaking, the aspects that I assess are pronunciation, grammar, and student comprehension of English (**Assessment.**) Shyness, not confidence (**Teaching difficulties**). The challenge that I face is their background which does not know anything about English (**Challenges**)*	
Syllabus needs	*But in general, I have conveyed the information to the students, but according to the book not yet. The syllabus demand, the demand of our education is not complete yet (**Syllabus**)*	Semi-structured interview

4.2.Oral English teaching and learning in 7th grade of Junior High School

The first theme that emerges from the interview data is related to oral English teaching and learning in the 7th of junior high school. Some sub-themes emerged from the interview data related to implementation the English oral teaching such as; 1) The students' competence in English oral of 7th grade, 2) Teachers' perspective of the importance of student competence in oral language communication, 3) Teaching and learning in the classroom, 4) Learning assessment, 5) Teaching difficulties and challenges.

4.3.1. The students' competence in English oral of 7th grade

All the teacher explain that the student of 7th grade in their Junior High School has low English competence.

Teacher 1 : In the 7th grade. When we looked at the students' competency in 7th grade, because the student comes to junior high school with does not know anything about English, so their competence is still less. As we know that in primary school, nowadays in the curriculum K13, English is not put in the curriculum as a compulsory

subject. So, the students who come to SMP still must introduce to them how to read and write. So, the competence is still low in 7th grade.

Teacher 2 : The English lesson in SMP N 6 Merlung for 7th grade, we must have trick out of curriculum and syllabus because of their background wherein the primary school were no English.

For speaking in the 7th grade, based on the background could be said that 100% know about English is in 7th grade after meeting with me. Then, call teacher with "mam" say "Terima Kasih" with "Thank you" and how to answer it needs to teach them first, after 2 or 3 meetings they can respond, oh every meet the teacher must say "good morning, ma'am", then say "Terima Kasih bu" must "thank you". So in 7th grade have to be patient for SMP N 6 Merlung.

In the finding, the problem of the student low English competence because in the primary school they are not learned English as compulsory or local content. In K13 English is not added into the compulsory subject, but it can teach in the local content subject. The student come to Junior High school without knowledge about English.

4.3.2. Teachers' perspective of the importance of student competence in oral language communication

All teachers agree that learning English oral is important for improving the students' competence. The teachers believe that the success of students in teaching oral English will influence the education system. When the students improve their English competence means the education system is successful.

Teacher 1 : If we look at the student's ability, a teacher has a very important role to improve their speaking ability. Because, it can improve the education system in English education, also useful for the students, their foreign language knowledge improves and they can use for future as English as the international language for communication. Then, to make the students learn to communicate quickly in English we have to keep trying to make them speak English.

Teacher 2 : Of course, a teacher has an important role in improving the student speaking ability because we are not live abroad where English is a foreign language. When the student can speak English fluently, it will influence the school quality in itself and then the education system in Indonesia, also our people. So, in SMP6 Merlung I have hard work because I am the first as their English teacher where the primary here is not applied English or English private learning is nothing in Dusun Mudo village. Even, the students cannot count in English, for ABC they can sing follow the Upin Ipin cartoon, so in the 7th grades I made a target in one month they can know a simple things like color, introduce self, address, age is enough.

The participants also explain that it will not influence the education system only but also the school and people. Teacher 2 says that she had hard work in teaching English in 7th grade wherein her are no private English learning so she has to teach the student from basic knowledge. As teacher 1 says that a teacher has to keep trying to make the student speak English. A teacher can be motivator for the student in improving their ability, it is supported by Brown explained that in general, the teacher acts as an organizer, motivator, director, transmitter, facilitator, mediator, and evaluator (Brown: 2001).

4.3.3. *Teaching and learning in the classroom*

Although, the implementation of English oral in the classroom is difficult, the teacher have found appropriate methods or activities applied in 7th grade.

Teacher 1 : How we can use English actively, meanwhile, maybe in the first meeting we use English, but in the next, the student does not understand, so back again we translate.

Some of the students respond well, but there are do not care about us

Ah, for example, I say to them "good morning", "good morning students" so some respond "Good morning ma'am", "good morning teacher" but some students do not respond

Yes, maybe there are some students who also shy, shyness or there are some students who do not know anything.

Because the students do not master the vocabulary, less of vocabulary, so they are not confident and hesitate to speak

As a teacher we can not get angry with them, because the student ability is not able to speak English, so we can not get mad with them

One of the efforts is to make the student speak more. For example, in a lesson on self-introducing, I asked the student to come to the front of the class to introduce themselves. First, at least they are courageous to come in front of their friends. The second, every meeting, I ask the student to write some vocabulary on a card which is five words as their homework and then ask them to collect it. So, when they write the vocabulary, indirectly they memorize that can increase their vocabulary.

I practice them first how to pronoun a word, then I asked the student to repeat after me. So, it can improve their ability.

At this moment, I still use the demonstration method. For example, I pronoun a word and the students repeat after me or maybe the demonstration while we show a picture to make the student understand.

In the 7th grade, I can apply only question and answer, repeat after me.

Yes, their knowledge increase

Teacher 2 : Yes, full Bahasa Indonesia for one semester, in the second semester I can 30 % apply for instruction only, for instance, "come in, "stand up please", "speak up" etc. In the 7th grade at SMP we cannot similarized to the school at the city or the school which are they know that "good morning is "Selamat Pagi".

First, they are laugh, it a usual thing happen or natural, they laugh because they never hear or maybe shy or "ih ini SMP belajar bahasa inggris kek gini ya" like that, second, they are sneering "eh, mam, mam" or say "ii, thank you, hihihi" that is the first respond.

Lack of confidence, shyness, then their background, there is the student who smarts for herself/his self but cannot communicate in English, because English is not our language.

Maybe self-evaluation, because in a classroom there are 30 or 28 pupils. If 3 of them understand what I meant, so I use a method that is Peer-teaching. Then, I asked the 3 students to teach their 2 friends first. For instance; the lesson about self-introduces, "my name is" and then there is a question "what is your name" she answers "my name is nurhusna" so they communicate with each other. Then, both ask another friend. So it is continuous. So we give reward higher for the student who can teach their friend. In the first semester I don't get, so if just 30 % from the student I feel contentedly because they come from zero.

I always put every lesson material for them to "try to speak" all in my teaching process.

I use many teaching methods here because in education there are many kinds of methods, one of the instance, peer-teaching. I try to understand the student character

then the method I use base on the materials. In7th I use peer-teaching, we analyze the student who learns quickly, for example, 10, and then make 10 groups where she/he will teach their friend. I think it is effective for 7th grade.

One of them likes to introduce themself. Give a little for the students, for example, "open your book" they must able to ask "I don't understand ma'am" When they want to explain something, they do not use Bahasa Indonesia. For instance, after I explain a material, I will say "any question so far?" they answer "No, ma'am" that is mean there is interaction with me. Then, they also ask "can I something to you ma'am" or "I don't understand this sentence" or "what the meaning of this".

Yes, their English ability improve. Even though only the basics knowledge about English.

When the students do not respond, it has become a challenge for teachers to find an appropriate strategy or teaching methods in the classroom. Teacher 1 says that she cannot mad whenever the students do not respond to her. Then, teacher 2 says to evaluate herself in teaching or find the appropriate learning method. According to teacher 2 said that peer-teaching is effective in teaching English in 7th grade. First, she analyzes the students who have the ability in learning English quickly. For example, 10 students understand the lesson quickly, then she makes a group each student to teach another friend. This technique is similar to the technique proposed by Kayi (2006) called the information gap. The students are supposed to be working in pairs. One student will have the information that the order partner and will share their information. Information gap proposes such as solving a problem or collecting information. Also, each partner does not provide the other

information. These activities are effective because everybody has the opportunity to talk extensively in the target language. Teacher 2 says that this technique is effective in the 7th grade she taught. Even though in the first semester the students do not anything about English but after she applied this technique, it can improve their ability in English.

All teachers use to answer and question technique to make the student speak. Answer and question are the activities that development the student's ability (Kayi, 2006). His technique builds communication between teachers and students which is good to improve their courage and confident too. All teachers are active in answer and questions.Furthermore, another teacher 1 said that answer and questions is one of the appropriate techniques in the classroom. The finding confirmed by Syomwene (2009) that she found that teachers engage the students in activities like pronouncing new words and answering the question.

Teacher 1 uses the repetition technique with her student. She asks the students to repeat the word after her. This technique can help to improve the student's pronunciation. All teachers ask their students to memorize vocabulary every meeting. Repetition is also about routines that can make the student learn quickly. According to Veling & Aarts (2012), in Niswati (2016) that routinized learning refers to learning to perform a behavior quickly and effortlessly through repeated practice. The students are asked to memorize some vocabulary at home when

coming to the classroom, the teachers ask them to come to the front of the class to convey the vocabulary they have memorized. This technique also good to apply in 7th grade, besides increasing their vocabulary, it can make the student confident to come to the front of the classroom and practice their memorize skill to be stronger, according to Lazaric (2012) in Niswati (2016) explains that Rote Memorization is the theoretical term to describe storing of information in long-term memory through sheer repetition.

Based on the explanation above, teacher 1 applies some strategies in improving the student competence such as; answer and questions, repetition, and memorizing. According to her, these strategies are effective applied in 7th grade of SMP Negeri 3 Merlung, because those can improve their competence in English learning. Furthermore, teacher 2 uses the strategy such as; information gap, answers, and questions, and memorizing. According to her, the use of the information gap is effective in teaching 7th grade, but also she asked the students to memorize vocabulary in every meeting, and before the learning begins she like to ask the question to the students to build communicate to the student using English. Although, they have some different strategies it is appropriate in their 7th grade. The most important is to make the student get the target language, they have to improve their English competence which is means the teacher has to convey the information inappropriate ways.

4.3.4. Learning assessment

The aspects that teachers assess from 7th grade are grammar, pronounciation, comprehension and vocabulary. Ali (2018) said that there are five components of speaking skill such as; comprehension, grammar, vocabulary, pronunciation and fluency.

Teacher 1 : In speaking, the aspects that I assess are pronunciation, grammar, and student comprehension of English.

It is still low, but I always try to teach grammar to them.

In vocabulary, when we look at the second semester is increases. Since they are memorized since the first semester. So, I asked the students to come to the front of the class for vocabulary that they have memorized, it means the student courage to say English words, the important for me is the student courageous in front of their friends.

Teacher 2 : First, I do not assess the pronunciation, but active or not the students in the classroom, the confident, that is a character right!. Then, it becomes a good point for me when they only, even though wrong in pronoun. Second, I checked wrong or correct the grammar. Then, I will explain the pronunciation later. When the students want to come to the front of the class, it is a reward for me, oh it is mean that the student is courageous. Even though they said "I can speak little little", it is ok, it just needs to correct a little, and then I explain that the explanation is like this.

The first that all teachers assess is the courageous of student to speak English, it is good to motivate them not to feel shy or not confident even though their English still lack of knowledge. Then, all teachers assess the grammar, pronounciation, and comprehension.

4.3.5. Teaching difficulties and challenges

From the interview data, the challenges are student lack of English competency and student motivation.

Teacher 1 : Because the student does not understand the vocabulary, so the students hesitate to speak English. They are hesitant and worry about the correct or wrong language that they are spoken, and maybe the student shy to say a word that they are afraid will be wrong. Wherein the student of 7th just started SMP. So, it can say their vocabulary is still less

The Large class size is no problem for me, the challenge is they do not understand English, so the student thinks "apalah yang dibilang ibu ini", so they feel do not understand.

How I face the challenges, we have to make interaction with them more and motivate them to be confident.

Teacher 2 : Shyness, not confidence.

The challenge that I face is their background which does not know anything about English. Then I want them to know my character. I have 3 rules, first, you have to be on time come to my class, don't come to the class after me (discipline), second, the material to be memorized must be complete, third, at first meet with me they know my character, so it can be easier for me to convey the information to them. if not they will 'ah gampanglah'

Keep trying to make them "try to speak" in every lesson and motivate them to be confident to speak English even though wrong.

All teachers have some problem in learning and teaching of 7th. A teacher 2 wants the student to be disciplined, so they will respect their teacher and can learn willingly in the classroom. A teacher Lina

said large class size is not a problem, it means they have to apply the appropriate method in teaching English in 7th grade. Furthermore, students' low motivation in teaching English, they are shy and not confident of their lack. On the other hand, the teacher needs to motivate the student more and make the learning more fun and enjoyable. This finding is confirmed by Utami (2019), Sedubun (2017) that one of the factors in teaching oral communication is students' motivation. All teachers said that they keep making an interaction with the student and motivate them.

4.3. The syllabus needs in teaching English in 7th grade

The second theme that emerges from the interview data is related to the syllabus needs in teaching English in 7th grade.

Teacher 2 : For 7th grade, not yet
Yes, until the end of the semester. But in general, I have conveyed the information to the students, but according to the book not yet. The syllabus demand, the demand of our education is not complete yet. But I want the student to improve, I feel pity if they just follow our education they will not learn anything. Even though I don't complete some chapters, it's ok, because I can put it in 8th grade, the importance the student knows the basic knowledge.

Because of the lack student competency, the teacher realize that cannot fulfill the need of syllabus, if they follow the syllabus they are worry that student will not learn anything, the trick is the teacher can put in 8th grade. The teacher is more to the student competency.

4.4. Discussions

4.3.1. The complexities in oral teaching and learning English

One of the most important reasons to learn English is the opportunity to get a more decent job. The ability to speak two or more languages, of course it will be an added value to us. In addition, we will also be able to get a career at the international level if our English language skills are very good. Learning English from primary school is very helpful for students in learning English in the future. All teachers in this study are aware of the importance of this. The limited knowledge that students have about English can hinder the teaching and learning process. Of course, teachers will find it difficult to begin teaching and learning, so it does not guarantee that they will complete the teaching and learning process according to the syllabus. It will be different if students have studied English even though only basic things such as colors, counting or the alphabet, etc. On the other hand, the Junior high school teachers will not have any difficulties, they will continue to give new knowledge to students. Moreover, communicating using English orally will not be too difficult if they already have a little knowledge of English.

Communicate using English orally will improve students' competence, it supported by Luchini (2007) that the ability in using language for communicative purposes comprises the ability to implement formal linguistic resources such as vocabulary, collocation,

idiomatic expressions, patterns, grammatical structures, and phonological, among others, to express ideational, discoursal meanings and interpersonal to achieve communicative goals in genuine contexts effectively. All teachers explain that in 7th grade they have to introduce English from basic understanding. It helps the student in learning even though it will take a long time.

Learning English as a foreign language is useful for the future. English as the international language used to communicate all around the world, it supported by Crystal (2000) said that English is a global language. The important of English is not only in education system but also in business, culture, etc. The finding is similar to Törnqvist (2008) that the teachers believe that oral communication is an important part of the teaching of English as a foreign language. From the teacher perspective, practicing oral communication is important because the students get to use the target language a lot themselves. All the teachers believe that the students improve their listening and speaking skills.

The methods that were applied by teachers in 7th grade, the teachers do a hard effort to make students speak. They use the learning method based on the lesson material. Teacher 2 said that in every lesson she always makes the students 'try to speak'. Ur (1992) said that one of the learning strategies is based on the activities. Then, all teachers often communicate with the students. Keep students speaking the target language; the best ways to keep students in speaking the target language

are: (1) try to be the model for them by using the target language, (2) remind them to always use the language. The teacher is reminding participants to use the target language. Also, the important thing is about the monitoring activities of the students. For Example, the teacher uses role-play and dialog in the teaching-learning process. In this study, the teacher often uses instruction in English, answer and questions interaction to the students.

From five components propose by Ali (2018), there are only four such as; comprehension, grammar, pronounciation and vocabulary that teacher conduct in the classroom. There is not much that teachers assess in 7th grade because their abilities are very low, for teachers an increase in knowledge is enough. it can be seen that teachers prioritize their courage even though they lack grammar, pronunciation, or comprehension. When they courage the teacher can make the teaching learning process enjoy and fun for the students. In fluency, the students are still left behind from speaks English fluency in the classroom, it is because their background in English is none.

The problem of teaching and learning interaction is a complex problem because it involves various interrelated factors. Many factors that influence the process and results of teaching and learning interactions, there are two very decisive factors, namely the teacher's factor as the subject of learning and the student's factor as the object of learning. Without the factors of teachers and students with various

cognitive, affective, and psychomotor potentials, it is impossible for the teaching and learning interaction process in the classroom or elsewhere to take place properly. However, the influence of various other factors should not be ignored, such as media and learning instruments, learning facilities, school infrastructure, laboratory facilities, school management, learning and evaluation systems, curriculum, methods, and learning strategies.

First, media and learning instruments have an influence in helping teachers demonstrate material or subject matter to students so as to create an effective teaching and learning process in other words the media is used with the aim of helping teachers make the student learning process more effective and efficient. Learning facilities that are available in sufficient numbers in a school have an influence on the continuity of the teaching and learning process. Without learning facilities available in adequate numbers in schools, the teaching-learning interaction process cannot run optimally and optimally. Second, teaching methods have an important role in facilitating teaching and learning activities, a good teaching and learning process should use various types of varied teaching methods. In this case the task of the teacher is to choose various appropriate methods to create an effective teaching and learning process that is tailored to the learning objectives. Third, evaluation or assessment serves to determine whether or not the teaching objectives have been achieved and to determine the

effectiveness of the teaching and learning process that has been carried out by the teacher. Without evaluation, teachers will not know the learning outcomes achieved by students and cannot assess their teaching actions and there will be no action to improve them.

The challenges found in this study such as; 1) The student background knowledge which make the teachers difficult to teach orally, 2) The student low motivation in speak English orally, 3) Time constrain that make the teacher could not fulfill the curriculum needs. Some effort that the teacher has done to face the issue such as; 1) Taught them based on the students' need, 2) keep motivate them to try to speak although make a mistake in pronunciation or grammar, 3) add the material in 8th grade which could not convey in 7th grade. Although the students cannot get the target optimally based on the curriculum needs, the teacher had a hard effort to make the student improve their English oral competence.

4.3.2. The influence of Curriculum

Problems regarding the 2013 curriculum are a common issue in the education system, in the 7th-grade syllabus students are required to be able to speak English. How can they speak English while in the Primary school curriculum English is not included, For students who don't learn English at a young age, the lessons in junior high school will be too high for them. This difficulty makes teachers not complete in teaching according to the wishes of the curriculum. If students are forced to follow the curriculum,

they will not achieve the target language. This often happens, when the teacher does not care about the students' abilities and only follows the curriculum, then after studying the students are not able to communicate in English. All teachers hope that after studying in junior high school, the students have the ability and achieve the target language that it will be easier for them in the future to learn English at a higher level.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is presented with some conclusions and suggestions about the research of the oral language communication by the English teacher in Junior High School.

5.1. Conclusions

This study analyzed the teachers' perspective of student competence in oral language communication at two different Junior High Schools that are SMP Negeri 3 Merlung and SMP Negeri 6 Merlung. This study is the focus in the 7th grade of Junior High School. In the finding, the researcher found that the 7th grade has low competence in oral language communication. The first main is the background of student knowledge that does not learn English in the elementary. In their primary do not teach English as a compulsory subject or local content subject. The student's lack of confidence in English knowledge, and shyness also issues emerge implementation the English orally in the classroom. The student shy to speak or respond to the teacher because they are worry to make mistakes. Because of the issues, the English in 7th grade could be said still far from communication. For the teacher, the student's English competence improves is a reward for them. Communication means the interaction in English between teacher to student, or student to student is active in the classroom. Based on the issues, the communication in English

could not happen actively as the syllabus needs in the 7th of SMP Negeri 3 and SMP Negeri 6 Merlung. In the syllabus, the students demanded to speak and build communication in English. The issues made it the teacher difficult to teach English orally in the classroom according to the syllabus.

Even though English is demand in the syllabus, but yet cannot achieve fully in the 7th. The teacher taught the student from basic learning material, for instance, counting in English, alphabet or how to introduce their self like name, age, and address. In teaching speaking, the teacher can apply only two from the strategies proposed by Kayi (2006) such as information gap, answer, and question. Additionally, they use methods of repetition and memorizing. Based on the teachers' experiences those methods are effective in increasing the student's English knowledge. Although these methods are effective in improving students' abilities, it is still considered insufficient in oral learning. It similar to Syomwene (2009), in her research, she found that teachers engage the students in activities like pronouncing new words and answering the question. In addition, the teachers sometimes incorporate activities that did not emphasize listening and speaking but reading and writing. This study concluded that the learning activities selected by the teachers though appropriate were inadequate in enhancing interaction in oral lessons.

The researcher found the teachers communicate to the students by instruction or answer and questions only. Canale and Swain (1980) proposed four components include communicative competence such as grammatical, discourse, sociolinguistic, and strategic competence. Also in language, Honig

(2007) said that there are five domains aspect of oral language such as; Phonemes, Syntax or grammar, Semantic, Morphemes, Pragmatics. Based on these theories explain the aspect of oral language in communication. But, in the 7th still left behind from those aspects in the classroom. Based on the theories the student can produce the language and can use language to convey the intention by the language.

Furthermore, the researcher found that all teachers agree that learning English oral communication is important for the student. Because English is the international language, where learning English is in demand in education. Especially, in Indonesia English is a foreign language, when the students have good English or can speak English fluently, surely it will influence the education system which is the English teaching and learning is a success. The finding is similar to Törnqvist (2008) that the teachers believe that oral communication is an important part of the teaching of English as a foreign language. Then, the researcher found the challenges that teacher face in the teaching and learning process, such as; 1) The student background knowledge which makes the teachers difficult to teach orally, 2) The student low motivation in speak English orally, 3) Time constrain that make the teacher could not fulfill the curriculum needs. Some effort that the teacher has done to face the issue such as; 1) Taught them based on the students' need, 2) keep motivate them to try to speak although make a mistake in pronunciation or grammar, 3) add the material in 8th grade which could not convey in 7th grade.

Based on the explanation above, a teacher is demanded to be creative and make a good atmosphere in the classroom. Teaching English orally is considered to be a hard effort for the teacher especially in 7th grade, but they will believe that the students' competence can improve although the obstacles in the process of teaching and learning in the classroom.

5.2.Suggestions

5.2.4. **For the teachers**

This research is expected to give the English teachers an insight into language teaching especially on the language phenomena related to oral language communication. The English teachers should pay more attention to help the students to raise their Oral language ability. The teachers also need to incorporate various learning activities that can improve their speaking ability as well as develop their communicative competence. Moreover, the teachers should consider giving students more opportunities to engage them in classroom interaction. The teacher is also expected to be a motivator and model, they must understand what the students need in teaching and learning.

5.2.5. **For researchers**

The researcher finds that the field of oral language communication is interesting and needs to be researched further. More research must be done on other oral communication skills. The researcher can conduct according to the students' perspective in same field to find to objective. Furthermore, it would be very challenging

to see this strategy is also appropriately applicable to higher levels such as graduate students of master degree of English education program with their different competence in English.

5.2.6. **Pedagogical Implications**

In this study, the researcher found, the English teacher more to the student character. The teacher wants them to get the target language, even though the teachers have to teach them English basic knowledge. Oral communication practicing in the classroom is effective to make the student increase their ability. English teachers have an important role to make the students active to speak. The teacher is a model in the teaching and learning process since through the teacher role, the student learns how to learn English. The students should be given more opportunities to practice the target language so that they are not only in basic English but also in producing the language. In 7th grade the curriculum wishes are difficult to achieve, the teacher cannot complete the syllabus need in 7th grade. The curriculum policy needs to consider these issues to make the education system in Indonesia better.

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APPENDIX A
INTERVIEW PROTOCOL

Questions**:**

1. How does the students competency in English oral communication in 7th grade at Junior High School?
2. Do you active in using English during the teaching learning process in 7th grade at Junior High School?
3. How does the student respond when you use English in the classroom?
4. In your opinion, why the student do not active in communication using english orally in the classroom?
5. How do you feel when the student do not want or respond to use English orally in the classroom? What will you do?
6. What is your effort to improve the students' courageous in english oral communication in the classroom?
7. What is the method that you apply to make student active in english oral communication?
8. What is the classroom activity that you apply in the teaching learning process to make the student active to speak or communicate in English?
9. In your opinion, does the student ability improve by the method or teaching activities that you apply in the classroom?
10. What does the aspect that you assess in teaching learning process of oral communication in the classroom?
11. In your opinion, why does teacher has an important role to improve the student ability in English oral communication in the classroom?
12. What difficulties that you face in teaching english oral language communication in the classroom?
13. What challenges that you face during teaching and learning process in the classroom?
14. How do you face the difficulties and challenges in teaching and learning oral language communication in the classroom?

ANSWERS OF TEACHER' INTERVIEWS TRANSCRIPTS

Time of interview   : 11.00 am- 11.45 am
Date   : Tuesday, March the 23th, 2021
Place   : SMP Negeri 3 Merlung
Interviewer   : Researcher
Interviewee   : English Teacher 1

Interviewer   : Good morning ma'am

Interviewee   : Good morning

Interviewer   : I want to ask especially 7th grade, first, how does the students' competency in English oral communication in 7th grade at Junior High School?)

Interviewee   : In the 7th grade. When we looked at the students' competency in 7th grade, because the student comes to junior high school with does not know anything about English, so their competence is still less. As we know that in primary school, nowadays in the curriculum K13, English is not put in the curriculum as a compulsory subject. So, the students who come to SMP still must introduce to them how to read and write. So, the competence is still low in 7th grade.

Interviewer   : Do you active in using English during the teaching learning process in 7th grade at Junior High School?

Interviewee   : How we can use English actively, meanwhile, maybe in the first meeting we use English, but in the next, the student does not understand, so back again we translate.

Interviewer   : How does the student respond when you use English in 7th grade?

Interviewee   : Some of the students respond well, but there are do not care about us

Interviewer   : So, they are remain silent, ma'am?

Interviewee   : Yes, silent

Interviewer   : Are they respond in Bahasa Indonesia or English ?

Interviewee : Ah, for example, I say to them "good morning", "good morning students" so some respond "Good morning ma'am", "good morning teacher" but some students do not respond

Interviewer : So, they remain silent because of don't understand or shy?)

Interviewee : Yes, maybe there are some students who also shy, shyness or there are some students who do not know anything

Interviewer : In your opinion, why the student do not active in communication using English orally in the classroom?)

Interviewee : Because the students do not master the vocabulary, less of vocabulary, so they are not confident and hesitate to speak.

Interviewer : How do you feel when the student does not want or respond to use English orally in the classroom?

Interviewee : As a teacher we can not get angry with them, because the student ability is not able to speak English, so we can not get mad with them

Interviewer : What is your effort to improve the students' courageous in english oral communication in the classroom?

Interviewee : One of the efforts is to make the student speak more. For example, in a lesson on self-introducing, I asked the student to come to the front of the class to introduce themselves. First, at least they are courageous to come in front of their friends. The second, every meeting, I ask the student to write some vocabulary on a card which is five words as their homework and then ask them to collect it. So, when they write the vocabulary, indirectly they memorize that can increase their vocabulary.

Interviewer : In pronounciation, how do you teach them?

Interviewee : I practice them first how to pronoun a word, then I asked the student to repeat after me. So, it can improve their ability

Interviewer : What is the method that you apply to make student active in english oral communication?

Interviewee : At this moment, I still use the demonstration method. For example, I pronoun a word and the students repeat after me or

maybe the demonstration while we show a picture to make the student understand.

Interviewer : What is the classroom activity that you apply in the teaching learning process to make the student active to speak or communicate in English?

Interviewee : In the 7th grade, I can apply only question and answer, repeat after me.

Interviewer : In your opinion, does the student ability improve by the method or teaching activities that you apply in the classroom?

Interviewee : Yes, their knowledge increase

Interviewer : What does the aspect that you assess in teaching learning process of english in the classroom?

Interviewee : In speaking, the aspects that I assess are pronunciation, grammar, and student comprehension of English.

Interviewer : How does the grammar in 7th grade, ma'am?

Interviewee : It is still low, but I always try to teach grammar to them

Interviewer : How about the vocabulary, ma'am?

Interviewee : In vocabulary, when we look at the second semester is increases. Since they are memorized since the first semester. So, I asked the students to come to the front of the class for vocabulary that they have memorized, it means the student courage to say English words, the important for me is the student courageous in front of their friends

Interviewer : In your opinion, why does teacher has an important role to improve the student ability in English oral communication in the classroom?

Interviewee : If we look at the student's ability, a teacher has a very important role to improve their speaking ability. Because, it can improve the education system in English education, also useful for the students, their foreign language knowledge improves and they can use for future as English as the international language for communication. Then, to make the students learn to communicate quickly in English we have to keep trying to make them speak English.

Interviewer	: What difficulties that you face in teaching english oral language communication in 7th grade?
Participant	: Because the student does not understand the vocabulary, so the students hesitate to speak English. They are hesitant and worry about the correct or wrong language that they are spoken, and maybe the student shy to say a word that they are afraid will be wrong. Wherein the student of 7th just started SMP. So, it can say their vocabulary is still less
Interviewer	: what challenge that you face in teaching learning process, does the large class size is problem for you?
Interviewee	: The Large class size is no problem for me, the challenge is they do not understand English, so the student thinks "apalah yang dibilang ibu ini", so they feel do not understand.
Interviewer	: How do you face the difficulties and challenges in teaching and learning oral language communication in the classroom?
Interviewee	: How I face the challenges, we have to make interaction with them more and motivate them to be confident.
Interviewer	: Ok ma'am, I think that is all, thank you for time today.
Interviewee	: You are welcome

ANSWERS OF TEACHER' INTERVIEWS TRANSCRIPTS

Time of interview   : 8.30 am- 9.15 am
Date   : Tuesday, March the 23th, 2021
Place   : SMP Negeri 6 Merlung
Interviewer   : Researcher
Interviewee   : English Teacher 2

Interviewer   : Good morning ma'am

Interviewee   : Morning

Interviewer   : I would you like to ask some questions related to the way student speak English in the classroom, especially 7th ma'am.

Interviewee   : The English lesson in SMP N 6 Merlung for 7th grade, we must have trick out of curriculum and syllabus because of their background wherein the primary school were no English

Interviewer   : How does the students' competency in English oral communication in 7th grade?

Interviewee   : For speaking in the 7th grade, based on the background could be said that 100% know about English is in 7th after meeting with me. Then, call teacher with "mam" say "Terima Kasih" with "Thank you" and how to answer it needs to teach them first, after 2 or 3 meetings they can respond, oh every meet the teacher must say "good morning, ma'am", then say "Terima Kasih bu" must "thank you". So in 7th grade have to be patient for SMP N 6 Merlung.

Interviewer   : Do you active in using English during the teaching learning process in 7th grade?

Interviewee   : In 7th grade, no

Interviewer   : So, you are use full of Bahasa Indonesia

Interviewee   : Yes, full Bahasa Indonesia for one semester, in the second semester I can 30 % apply for instruction only, for instance, "come in, "stand up please", "speak up" etc. In the 7th grade at SMP we cannot similarized to the school at the city or the

school which are they know that "good morning is "Selamat Pagi".

Interviewer : How does the student respond when you use English in the classroom?

Interviewee : First, they are laugh, it a usual thing happen or natural, they laugh because they never hear or maybe shy or "ih ini SMP belajar bahasa inggris kek gini ya" like that, second, they are sneering "eh, mam, mam" or say "ii, thank you, hihihi" that is the first respond

Interviewer : In your opinion, why the student do not active in communication using english orally in the classroom?

Interviewee : Lack of confidence, shyness, then their background, there is the student who smarts for herself/his self but cannot communicate in English, because English is not our language.

Interviewer : How do you feel when the student do not want or respond to use English orally in the classroom? What will you do?

Interviewee : Maybe self-evaluation, because in a classroom there are 30 or 28 pupils. If 3 of them understand what I meant, so I use a method that is Peer-teaching. Then, I asked the 3 students to teach their 2 friends first. For instance; the lesson about self-introduces, "my name is" and then there is a question "what is your name" she answers "my name is nurhusna" so they communicate with each other. Then, both ask another friend. So it is continuous. So we give reward higher for the student who can teach their friend. In the first semester I don't get, so if just 30 % from the student I feel contentedly because they come from zero.

Interviewer : What is your effort to improve the students' courageous in english oral communication in the classroom?

Interviewee : I always put every lesson material for them to "try to speak" all in my teaching process.

Interviewer : What is the method that you apply to make student active in english oral communication?

Interviewee : I use many teaching methods here because in education there are many kinds of methods, one of the instance, peer-teaching. I try to understand the student character then the method I use

base on the materials. In7th I use peer-teaching, we analyze the student who learns quickly, for example, 10, and then make 10 groups where she/he will teach their friend. I think it is effective for 7th grade.

Interviewer : What is the classroom activity that you apply in the 7th grade?

Interviewee : One of them likes to introduce themself. Give a little for the students, for example, "open your book" they must able to ask "I don't understand ma'am" When they want to explain something, they do not use Bahasa Indonesia. For instance, after I explain a material, I will say "any question so far?" they answer "No, ma'am" that is mean there is interaction with me. Then, they also ask "can I something to you ma'am" or "I don't understand this sentence" or "what the meaning of this".

Interviewer : In your opinion, does the student ability improve by the method or teaching activities that you apply in the classroom?

Interviewee : Yes, their English ability improve. Even though only the basics knowledge about English.

Interviewer : What does the aspect that you assess in teaching learning process of oral communication in the classroom?

Interviewee : First, I do not assess the pronunciation, but active or not the students in the classroom, the confident, that is a character right!. Then, it becomes a good point for me when they only, even though wrong in pronoun. Second, I checked wrong or correct the grammar. Then, I will explain the pronunciation later. When the students want to come to the front of the class, it is a reward for me, oh it is mean that the student is courageous. Even though they said "I can speak little little", it is ok, it just needs to correct a little, and then I explain that the explanation is like this.

Interviewer : In your opinion, why do teacher has an important role in improving the students' ability in English oral communication?

Interviewee : Of course, a teacher has an important role in improving the student speaking ability because we are not live abroad where English is a foreign language. When the student can speak English fluently, it will influence the school quality in itself and then the education system in Indonesia, also our people. So, in SMP6 Merlung I have hard work because I am the first as their English teacher where the primary here is not applied

English or English private learning is nothing in Dusun Mudo village. Even, the students cannot count in English, for ABC they can sing follow the Upin Ipin cartoon, so in the 7th grades I made a target in one month they can know a simple things like color, introduce self, address, age is enough.

Interviewer : What difficulties that you face in teaching english oral language communication in the classroom?

Interviewee : Shyness, not confidence.

Interviewer : What challenges that you face during teaching and learning process in the classroom?

Interviewee : The challenge that I face is their background which does not know anything about English. Then I want them to know my character. I have 3 rules, first, you have to be on time come to my class, don't come to the class after me (discipline), second, the material to be memorized must be complete, third, at first meet with me they know my character, so it can be easier for me to convey the information to them. if not they will 'ah gampanglah'

Interviewer : How do you face the difficulties and challenges in teaching and learning oral language communication in the classroom?

Interviewee : Keep trying to make them "try to speak" in every lesson and motivate them to be confident to speak English even though wrong.

Interviewer : Do the Curriculum needs achieve in the 7th grade?

Interviewee : For 7th grade, not yet

Interviewer : Until the end of semester?

Interviewee : Yes, until the end of the semester. But in general, I have conveyed the information to the students, but according to the book not yet. The syllabus demand, the demand of our education is not complete yet. But I want the student to improve, I feel pity if they just follow our education they will not learn anything. Even though I don't complete some chapters, it's ok, because I can put it in 8th grade, the importance the student knows the basic knowledge.

Interviewer   : Ok ma'am, I think that is all, thank you for time today

Interviewee   : Yes, You are welcome

APPENDIX D
MEMBER CHECK
RESULT OF TEACHERS' PERSPECTIVE OF STUDENT COMPETENCE
IN ENGLISH ORAL LANGUAGE COMMUNICATION
AT JUNIOR HIGH SCHOOLS

Saya yang bertanda tangan di bawah ini adalah participant Ke-1, Saya menyatakan bahwa data yang diperoleh peneliti atas nama Juniyati dengan NIM P2A417012 sebagai guru SMP Negeri 3 Merlung, dalam penelitiannya yang berjudul *"Teachers' Perspective of Student Competence in English Oral Language Communication at Junior High Schools"* adalah benar berasal dari saya dan sesuai dengan fakta yang terjadi di lapangan.

Bukit Indah,　Juni　2021
Tertanda,

Participant Ke -1

APPENDIX E
MEMBER CHECK
RESULT OF TEACHERS' PERSPECTIVE OF STUDENT COMPETENCE
IN ENGLISH ORAL LANGUAGE COMMUNICATION
AT JUNIOR HIGH SCHOOLS

Saya yang bertanda tangan di bawah ini adalah participant Ke-2, Saya menyatakan bahwa data yang diperoleh peneliti atas nama Juniyati dengan NIM P2A417012 sebagai guru SMP Negeri 6 Merlung, dalam penelitiannya yang berjudul *"Teachers' Perspective of Student Competence in English Oral Language Communication at Junior High Schools"* adalah benar berasal dari saya dan sesuai dengan fakta yang terjadi di lapangan.

Dusun Mudo,   Juni 2021
Tertanda,

Participant Ke -2