



Mapping the english Pre-service teachers' difficulties in teaching listening and speaking at private school East Bekasi

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Abstract

This study aims to map the challenges faced by senior high school English teachers in private schools in East Bekasi when teaching language skills, including listening, speaking, reading, and writing. The research was conducted from January to March 2024 in several private schools in the area, involving 25 English teachers and 40 students as respondents. A descriptive qualitative method was employed. Data were collected through semi-structured interviews, questionnaires, and direct observation, using interview guides, questionnaires, and observation sheets as instruments. The data were analyzed thematically, where the findings were categorized based on the main themes related to difficulties in teaching English language skills. The results indicated that teachers faced various difficulties, particularly in teaching speaking and writing skills. Factors contributing to these challenges include limited supporting facilities such as language laboratories, insufficient time allocated for language skill instruction, and low student motivation. Additionally, teachers experienced difficulties in providing effective feedback due to high workloads and the diverse abilities of students in the classroom. To address these issues, schools need to provide more adequate facilities, offer continuous professional development for teachers, and reassess the allocation of instructional time to optimize learning outcomes. The conclusion of this study highlights the importance of improving various aspects of teaching to enhance the effectiveness of English language instruction in private schools in East Bekasi.

Keywords: Teaching difficulties, language skills, private schools, english teachers, East Bekasi

Introduction

The teaching of English at the high school level in Indonesia, particularly in private schools, often faces various complex challenges. As one of the compulsory subjects, English plays a crucial role in equipping students with the skills needed in the era of globalization. Mastery of English language skills, such as listening, speaking, reading, and writing, is essential not only in academic contexts but also in the professional world. In practice, however, the process of teaching English does not always align with expectations, especially in areas lacking adequate supporting facilities, such as language laboratories or high-quality digital resources ^[1]. According to data from the Ministry of Education, Indonesia's curriculum policy mandates that English teaching in secondary schools should emphasize comprehensive language skills ^[2]. However, the reality on the ground shows that many private schools, especially in urban areas like East Bekasi, face challenges in implementing this curriculum. Difficulties in managing heterogeneous classrooms, lack of supporting facilities, and low student motivation are factors that influence students' achievement in language skills ^[3].

Expectations of the educational system in Indonesia are that English teachers possess the ability to effectively teach the four language skills. This includes listening, speaking, reading, and writing skills. However, in practice, teachers face various challenges that directly impact the quality of the learning provided ^[3]. Common difficulties include time constraints, a lack of appropriate teaching materials, and insufficient support from school management. One major issue faced by English teachers in private schools in East Bekasi is the limitation in providing an environment that supports active language practice. Language laboratories, for instance, are expected to facilitate students in enhancing

their listening and speaking skills ^[4, 5]. Unfortunately, these facilities are still lacking in many private schools. This reality contrasts sharply with the expectation that every student should be involved in language practice activities that encourage active use of English in everyday contexts ^[6, 7, 8].

Furthermore, low student motivation is one of the greatest challenges faced by English teachers. Ideally, students should have intrinsic motivation to learn English due to the importance of this skill in the global world. However, in reality, many students view English merely as a compulsory subject that they must pass without understanding the long-term value of mastering the language. In some cases, students even rely more on translation technology, such as automatic translation apps, which diminishes their dependency on a deep understanding of English ^[9].

Additionally, difficulties in teaching speaking and writing skills also remain a primary concern. Speaking skills require more than just theoretical language understanding; they also necessitate students' courage to use English verbally. However, cultural factors and the environment often discourage students from practicing spoken English in class. This situation is exacerbated by the high workload of teachers, resulting in a lack of time to provide effective feedback to students. Teachers in private schools often have to teach more than one subject or manage large classes, making the teaching process less focused ^[10, 11, 12].

Expectations of the educational system in Indonesia are for students to be able to develop critical thinking skills through English language learning. In the applied curriculum, writing skills should reflect students' understanding of the topics taught and their ability to express ideas logically and coherently in English ^[13, 14, 15]. However, in reality, many teachers report that students face difficulties in expressing

their ideas in writing, especially in the context of academic writing. The limited time allocated for each language skill also poses a major barrier to achieving learning targets. The lack of integration between language skills forces teachers to sacrifice one skill for another, ultimately affecting the balance of students' mastery of English. Yet, the curriculum expects that listening, speaking, reading, and writing skills should be developed simultaneously.

Given the gap between expectations and reality, there is an urgent need to improve various aspects of the English language teaching process in private schools, especially in urban areas such as East Bekasi. Support from school management, in the form of providing better facilities, enhancing teacher training, and reviewing the allocation of time for English language learning, is necessary to address the challenges faced by teachers.

Based on the above background, the research questions to be answered in this study are as follows: a) What difficulties do English teachers experience in teaching listening skills in private schools in East Bekasi? and b) What challenges do English teachers face in teaching speaking skills in private schools in East Bekasi? The objectives of the study are: a) to identify the obstacles faced by English teachers when teaching listening skills to students in private schools; and b) to map the constraints faced by teachers in teaching speaking skills

Theoretical Review

Language skills are a fundamental aspect of communication that includes the ability to understand, convey, and respond to messages effectively. In English language learning, language skills are generally divided into four main skills: listening, speaking, reading, and writing^[17, 18, 19]. These four skills are interconnected and essential in language learning to achieve smooth and effective communication.

Listening skills are an active process in which individuals strive to understand messages conveyed verbally. In the context of English language learning, this skill is crucial because listening serves as a foundation for other communication skills^[20]. According to recent studies, listening ability requires attention to pronunciation, intonation, and the grammar used by native speakers, as well as the interpretation of the conversational context. Teachers often face challenges in teaching listening skills due to limited access to adequate audio resources, such as recordings of native speakers or language laboratories. Additionally, students frequently struggle to understand certain accents or when listening to fast-paced conversations.

Speaking is a productive skill that requires students to actively use the language they have learned. In English language teaching, speaking is considered one of the most challenging skills because it involves pronunciation, grammar, and the student's confidence to speak in public^[21, 22, 23]. Difficulties in teaching speaking skills are often caused by the lack of opportunities for students to practice speaking English outside the classroom. Furthermore, many students experience anxiety when speaking a foreign language, which can hinder their ability to communicate effectively.

These four language skills are not isolated; rather, they are interconnected. For example, listening skills can support the development of speaking skills, as a good understanding of spoken language can help students respond verbally.

Similarly, reading skills can enrich vocabulary and sentence structures needed in writing skills. Thus, in English language learning, it is essential for teachers to integrate these four skills into every teaching activity so that students can develop a complete and balanced language competency^[24, 25]. The integration of language skills also allows students to understand and use English more quickly in various contexts, both in academic settings and daily life. However, this study will focus solely on listening and speaking skills, so the following sections will concentrate on these two topics only.

The challenges faced in teaching language skills often stem from internal and external factors, such as time constraints, ineffective teaching methods, and limitations in facilities and infrastructure^[26]. Therefore, it is important for teachers to use student-centered learning approaches, provide diverse practice opportunities, and create a supportive learning environment to enhance student motivation and engagement in the learning process.

Language skills are fundamental abilities that encompass receptive and productive processes used to understand and express language. In English language learning, these skills are divided into four main aspects: listening, speaking, reading, and writing^[27, 28]. Mastering these four skills is crucial for learners to communicate effectively in the target language.

Listening skills are receptive abilities in which an individual receives information through auditory senses. In this process, learners must be able to process and understand spoken language effectively. Listening skills in English language learning help students recognize intonation, tone of voice, and comprehend the context of conversations^[29]. However, the challenges in teaching this skill include the speaking speed of native speakers and the variations in accents that may be difficult for students to understand.

Speaking is a productive skill that enables individuals to express ideas, thoughts, and feelings verbally. In English language learning, this skill requires courage and mastery of proper language structures. Challenges in teaching speaking skills often arise from students' lack of confidence, inability to spontaneously organize sentences, and obstacles in correct pronunciation.

The four language skills are interconnected and support each other. For instance, listening skills help improve speaking skills, while reading skills can enhance writing abilities by enriching vocabulary and sentence structures^[30]. Therefore, in the process of English language learning, it is essential to integrate these four skills into various learning activities. In the context of private education, teaching language skills requires more structured strategies and adequate resources so that teachers can provide effective and engaging learning experiences for students. By addressing existing challenges, such as the lack of resources and variations in teaching methods, teachers are expected to develop students' skills across all language aspects to ensure optimal mastery.

Language skills encompass both receptive and productive processes in verbal communication. The receptive process involves the ability to understand spoken or written language from others, while the productive process is the ability to express ideas, thoughts, and feelings verbally or in writing. The four primary skills underlying language teaching are listening, speaking, reading, and writing^[31]. Mastery of these skills is crucial for students, especially in foreign languages like English, to communicate effectively in various contexts.

Listening skills are one of the receptive skills that allow individuals to understand information conveyed orally. In English language learning, listening involves students' ability to comprehend words, phrases, sentences, and ideas spoken by native speakers or others. Success in listening is determined not only by the ability to understand verbal language but also by understanding the context of conversations, tone of voice, and gestures. The main challenges in teaching this skill include variations in accents and the speaking speed of native speakers, which can often confuse students. Additionally, students must distinguish important information from less significant details in conversations. In the context of private schools in Bekasi, listening skills are often among the most difficult for students to master, especially when they are not accustomed to situations where English is used naturally. Therefore, teachers must design learning activities that allow students to practice listening to various accents and different conversational situations.

Speaking is a productive skill that allows individuals to verbally express ideas, thoughts, and feelings. In the context of English language learning, speaking requires mastery of grammar, adequate vocabulary, and the confidence to speak in front of others. Effective speaking involves not only accurate pronunciation but also fluency and appropriateness in conveying information according to the situation and context^[32].

Many students in private schools struggle to master speaking skills due to a lack of exposure to environments where English is actively used. Additionally, a lack of confidence and fear of making mistakes often hinder their ability to speak spontaneously^[33]. Teachers play a crucial role in creating a supportive environment where students feel comfortable speaking without fear of criticism.

The four language skills—listening, speaking, reading, and writing—are interrelated and mutually supportive. Receptive skills such as listening and reading help students improve their vocabulary and language structures, ultimately enhancing their speaking and writing skills. Conversely, speaking and writing skills provide students with opportunities to apply what they have learned through listening and reading processes^[34].

In private schools like those in Bekasi, integrating these four skills is vital for ensuring that students develop comprehensive English language abilities. Teachers should design learning activities that allow students to practice all four skills simultaneously and in an integrated manner. For example, group discussions can involve both listening and speaking skills, while reading assignments can be followed by writing summaries or essays. Teaching language skills should also be tailored to the needs and proficiency levels of students, enabling them to make significant progress in mastering English. Furthermore, teachers need to provide constructive feedback to help students address their weaknesses and improve their overall language skills^[35].

Teaching English as a Foreign Language (EFL) in Indonesia, especially in the Bekasi area, presents various challenges for teachers. These challenges are not only related to students' skills in mastering the language but also to teachers' ability and readiness to deliver material effectively. In private schools, teachers often face difficulties in teaching English language skills such as listening, speaking, reading, and writing^[36].

Listening skills are one of the fundamental skills in English that often pose a significant challenge for students. One of the difficulties faced by teachers is the variation in accents and intonations in English. English has a wide range of accents depending on the speaker's country of origin, and this often confuses students, especially if they are not used to those variations^[37]. Moreover, the lack of audio learning resources in some private schools also limits the teaching of listening skills. Teachers are forced to use materials that may not always be relevant to students' needs, which can reduce the effectiveness of learning.

Speaking skills are another area that requires extensive practice and interaction. However, in many private schools, students often lack confidence when speaking English in front of their peers. Psychological factors, such as fear of making mistakes or being mocked, lead students to prefer silence and avoid participating in speaking activities^[38]. Teachers also face time constraints for providing intensive speaking practice due to a packed curriculum. Additionally, an unsupportive school environment and classroom can make students feel less motivated to speak English.

In addition to challenges directly related to language skills, external factors such as support from the school and limited resources also influence the difficulties in teaching English. In many private schools in Bekasi, facilities that support English language learning, such as language laboratories or access to digital materials, are very limited. This complicates teachers' ability to provide interactive and engaging learning experiences for students. Furthermore, teachers often feel they do not receive adequate training in effectively teaching language skills^[39]. Continuous professional training is crucial to help teachers develop innovative teaching methods that align with current trends in English language instruction. However, many teachers in private schools do not have sufficient access to such training, leading them to rely on traditional teaching methods that are less effective in building students' language skills.

The social and cultural environment in which students grow also presents its own challenges in teaching English. In the Bekasi area, the daily language used by students is generally not English, but Indonesian or local languages. The lack of exposure to English outside the classroom makes it difficult for students to practice the language skills they learn at school^[40]. Moreover, English is often viewed as a foreign language that is irrelevant to daily life, especially among students from lower to middle economic backgrounds. This perspective results in low motivation for students to learn English, ultimately hindering their language skill development. Teachers need to work harder to change this perception by emphasizing the importance of mastering English in facing globalization and competition in the job market.

Teaching English as a Foreign Language (EFL) requires educators to implement various approaches that suit the learning context and the characteristics of the students. In Indonesia, approaches to teaching English must be adapted to the challenges faced by both teachers and students, including limited facilities, low student motivation, and differences in cultural and language backgrounds. In the context of private schools in the Bekasi area, the application of appropriate approaches can help improve the effectiveness of English language learning, especially in language skills such as listening and speaking.

The Communicative Approach or Communicative Language Teaching (CLT) is one of the widely used approaches in teaching English. CLT emphasizes the importance of real communication in the language learning process. In CLT, students are encouraged to actively interact in English, both in oral and written contexts. The main focus of this approach is on the function of language, that is, how students can use the language to communicate in real situations. In private schools in Bekasi, the implementation of CLT often encounters obstacles. One of the issues is the lack of time for students to practice speaking skills intensively in class. Additionally, the less supportive environment also affects the effectiveness of this approach. However, teachers can find ways to overcome this by creating interactive activities that motivate students to speak English, such as role-playing, group discussions, or simulating real-life situations.

Research methodology

This research uses a qualitative descriptive approach. The qualitative descriptive approach was chosen because it aims to provide an in-depth picture of the phenomenon occurring, in this case, the difficulties faced by English teachers in teaching language skills in private schools in East Bekasi. Qualitative descriptive research focuses on understanding real conditions based on participants' experiences through data collection that is text-based, observational, and interviews, which are then analyzed qualitatively. In the context of this study, the qualitative descriptive approach is used to reveal the difficulties faced by teachers in teaching listening, speaking, reading, and writing skills to students. By employing descriptive analysis techniques, this research will provide a comprehensive overview of the types of difficulties, their causes, and how teachers address these challenges. This method is highly relevant because the difficulties in teaching English in Indonesia, especially in private schools in East Bekasi, are influenced not only by academic factors but also by social, economic, and cultural factors.

In qualitative research, the involvement of the researcher in the data collection process allows for a deeper exploration of the complexities of the issues that arise in the field. The subjects in this study are 25 English teachers who teach at several private schools in the East Bekasi area, as well as 40 students from those schools. Teachers are selected as subjects because they are the main actors in the language learning process, directly facing various challenges in teaching language skills. Students are also involved as additional subjects to provide perspectives on how language skills are taught to them, as well as insights regarding the difficulties they experience during the learning process.

The teachers selected for this study have diverse educational backgrounds, ranging from graduates of English language programs to teachers who obtained teaching certification through training programs. By involving 25 teachers from various schools, this research aims to obtain a representative picture of the issues faced by teachers in this area. In selecting research subjects, purposive sampling techniques were used, where subjects were chosen based on specific criteria relevant to the research topic. This technique ensures that the teachers involved in the study are those with experience in teaching English and facing various challenges related to language skills instruction. The students involved were also selected based on their

availability and participation in the English language learning process for at least one year at the school.

The research instruments used in this study include questionnaires, semi-structured interviews, and classroom observations. Data collection was conducted over three months, from September to November 2023, in several private schools in East Bekasi. The data collection process began with the distribution of questionnaires to 25 English teachers who were the subjects of the study. The questionnaires were sent online via email platforms or handed directly to the teachers at their schools. After the questionnaires were collected, the researcher proceeded with semi-structured interviews. The interviews were conducted face-to-face with teachers who were willing to provide additional interviews or online via video calls for teachers who could not be met in person. Each interview lasted approximately 45-60 minutes and focused on the specific challenges they faced in teaching language skills.

Classroom observations were conducted by visiting the private schools where the teachers taught. Each observation session lasted two hours, covering two to three English class meetings at each school. Observations were made to see how teachers taught listening, speaking, reading, and writing skills in the classroom and to observe students' responses and participation during the learning process.

After the data was collected, the next step was to analyze the data. In this research, qualitative data analysis techniques were used to analyze the data obtained from the interviews and classroom observations. This analysis involved a coding process, where the researcher identified the main themes emerging from the interview and observation data. The coding process was conducted manually by rereading the transcripts of the interviews and observation notes, then grouping the data based on themes such as difficulties in teaching listening skills, difficulties in teaching speaking skills, and factors influencing the effectiveness of English language teaching.

For the data obtained from the questionnaires, descriptive statistical analysis techniques were used to identify the frequency and distribution of responses from the respondents. This quantitative data was then integrated with the qualitative analysis results to provide a more comprehensive picture of the difficulties faced by English teachers in private schools in East Bekasi. In the data analysis, the researcher also performed data triangulation, which involves combining results from various data sources (questionnaires, interviews, observations) to ensure the validity of the research findings. This triangulation is essential to minimize bias and improve the accuracy of the research findings, as well as to provide a more complete picture of the situations faced by teachers in the teaching process.

Research results

In this study, the results show that English teachers in private schools in East Bekasi face various challenges in teaching language skills to students. These difficulties can be differentiated based on the four main skills in English language teaching: listening, speaking, reading, and writing. Each of these skills requires different teaching approaches and techniques, and teachers often encounter different problems in teaching them. Below is a description of the difficulties experienced by teachers in teaching each of these skills.

Listening skills are among the most challenging skills for English teachers to teach, especially at the secondary school level. Many teachers report that students often struggle to understand audio material in English, particularly if the material is delivered by native English speakers with diverse accents. Some difficulties faced by teachers in teaching listening skills include:

- a) **Limited Vocabulary Proficiency of Students:** One of the main factors causing difficulties in teaching listening skills is the students' low vocabulary proficiency. Most students do not have sufficient vocabulary to understand the material presented in audio format. This leads them to struggle in identifying the meaning of words or phrases they hear, ultimately hindering their comprehension of the spoken text. According to teachers, the lack of students' knowledge of commonly used English vocabulary in daily conversations is the biggest barrier in teaching listening skills;
- b) **Speed of Speech in Audio Material:** The audio materials used in English language learning are often delivered at a speaking speed that is too fast for students, especially for those who are not accustomed to consistently hearing English. Teachers report that students often feel frustrated because they cannot follow the flow of conversations in the audio materials played in class. As a result, they often only catch fragments of words or sentences without being able to understand the entire conversation;
- c) **Diversity of Accents in English:** The audio materials used in teaching often involve native speakers from various countries with different accents. This makes it increasingly difficult for students to comprehend what they hear, as they are not accustomed to accents other than the more common American or British English accents. Many students find it challenging to understand accents from non-native English-speaking countries, such as India or South Africa, which occasionally appear in the teaching materials; and
- d) **Lack of Exposure to English Outside the Classroom:** The lack of exposure to English outside the school environment is also one reason why students struggle to develop their listening skills. Many students only hear English during class, while outside the classroom, they predominantly use Indonesian or their regional language. Teachers feel that this limitation slows down students' improvement in their listening abilities.

Teaching speaking skills also presents a significant challenge for English teachers in private schools in East Bekasi. Speaking skills require students not only to understand vocabulary and grammar but also to construct sentences and express their thoughts in real-time. Several difficulties faced by teachers in teaching speaking skills include:

- a) **Low Student Confidence:** Many teachers report that students often feel insecure about speaking English in front of their classmates. The fear of making mistakes, whether in pronunciation or grammar, often makes students reluctant to speak, even though they may have adequate knowledge of what they want to say. This low self-confidence is one of the main barriers in teaching speaking skills;

- b) **Lack of Speaking Practice in Class:** Although speaking skills are one of the core skills in language learning, teachers often face time constraints that prevent them from allocating sufficient time for speaking practice in class. Students may have the opportunity to speak in English for only a few minutes during a lesson, while the remaining time is spent on other activities like listening or reading. The lack of time dedicated to speaking makes students unaccustomed to speaking English spontaneously;
- c) **Dependence on Native Language:** Students' dependence on their native language (Indonesian or regional languages) is also one of the causes of difficulties in teaching speaking skills. Many students feel more comfortable speaking in their native language, even when they are in situations where they should be speaking in English. Teachers often find it challenging to encourage students to communicate in English without relying on their native language;
- d) **Lack of Pronunciation Practice:** Speaking skills are closely related to students' ability to pronounce English words correctly. Many students experience difficulties in pronunciation, either due to the influence of their native language or because they are not accustomed to hearing correct pronunciation in English. Teachers feel that insufficient pronunciation practice in class makes students less confident in speaking, as they worry about mispronouncing words.

Based on the research findings, the difficulties faced by teachers in teaching English language skills do not only stem from students' limitations but are also influenced by various other factors. These factors can be categorized into two: internal factors (originating from the teachers and students themselves) and external factors (arising from the educational environment and school facilities). These factors interact and exacerbate the difficulties in teaching English language skills. Below is a further explanation of each of these factors.

Internal Factors: Internal factors are those that originate from the teachers and students, influencing the English teaching and learning process. In this study, it was found that the most significant internal factors are:

- a) **Teacher Competence:** One of the most influential internal factors is the competence of the teachers in teaching English language skills. Teachers who have a deep understanding of English teaching methods tend to be more successful in helping students master language skills compared to teachers who are less experienced or less trained. Some teachers reported feeling less confident in teaching certain skills, such as speaking and listening, because they rarely use English actively outside the classroom. As a result, they feel less capable of providing good examples to their students;
- b) **Student Motivation:** Student motivation to learn English is also a critical internal factor. Students with high motivation to learn English, whether for academic or personal reasons, tend to acquire language skills more quickly than those who are less motivated. However, this research found that many students in

private schools in East Bekasi have low motivation to learn, especially in developing listening and speaking skills. This low motivation is often caused by the perception that English is difficult to learn or not relevant to their daily lives;

- c) **Limited English Proficiency of Students:** Limitations in students' English proficiency also become one of the internal factors that worsen teaching difficulties. Many students only have a very limited vocabulary, making it difficult for them to understand reading texts, conversations, or audio materials presented in class. Teachers report that the ability gap among students in the classroom often presents a challenge, as they must adjust the materials to suit the diverse skill levels of their students; and
- d) **Student Confidence:** Student confidence in using English, particularly in speaking and writing, also affects learning outcomes. Many students feel insecure about speaking in English due to fear of making mistakes. This fear often makes them reluctant to participate in speaking activities in class, which ultimately hinders their speaking skill development.

External Factors: In addition to internal factors, there are several external factors that also influence the difficulties teachers face in teaching English language skills. These external factors stem from the school environment, educational facilities, as well as support from parents and the community. Below are some of the most significant external factors:

- a) **School Facilities and Resources:** The facilities available at the school, including access to English learning materials, greatly affect the success of language skills teaching. Many teachers report struggling to find suitable audio materials for listening skills, especially materials that reflect variations in English accents. Furthermore, limitations in equipment such as language laboratories or audio-visual devices also pose challenges in teaching listening and speaking skills;
- b) **Support from the School and Parents:** Support from the school, particularly in terms of providing training for teachers and adequate learning facilities, also affects teachers' ability to teach English language skills. Teachers who do not receive sufficient training in language skill instruction tend to struggle with implementing effective teaching methods. Additionally, parental support is crucial in encouraging students to learn English outside the classroom. However, many teachers report that parental support is often limited, especially among students from lower-middle economic backgrounds;
- c) **Student Motivation Influenced by Environment:** The social environment of students, both at school and outside, also affects their motivation to learn English. Students in environments that support language learning, such as schools with strong language programs or homes that encourage the use of English, tend to acquire language skills more quickly. Conversely, students in environments where English is rarely used or considered unimportant often face difficulties in developing their language skills; and

- d) **Curriculum and Learning Load:** A crowded curriculum and high learning load are also external factors affecting teachers' ability to teach English language skills. Many teachers report that they struggle to allocate sufficient time for each language skill because they must meet very strict curriculum targets. As a result, some skills, such as speaking and listening, often do not receive adequate attention in the learning process.

Difficulties in Teaching Listening Skills: Listening skills are one of the fundamental skills in mastering English. However, this skill often becomes one of the most challenging aspects for teachers to teach, especially in the educational context in Indonesia. Here are some of the difficulties teachers face in teaching listening skills:

- a) **Limited Access to Authentic Materials:** One of the main challenges in teaching listening skills is the limited access to authentic audio materials. Many schools in Indonesia, particularly in rural areas, lack language laboratory facilities or adequate audio-visual equipment. As a result, teachers often have to rely on simple materials that do not reflect the variations in accents or the speaking speed of native English speakers. This makes it difficult for students to develop the listening skills needed to understand real English conversations;
- b) **Complexity Level of Materials:** Another difficulty faced by teachers in teaching listening skills is the complexity level of audio materials, which is often too challenging for students. Many students, especially those at beginner or intermediate levels, struggle to understand fast-paced English conversations or those that use vocabulary they have not yet mastered. Teachers often find it challenging to locate materials that match the students' ability levels, leading to frustration for both teachers and students;
- c) **Lack of English Exposure Outside the Classroom:** Students often do not receive sufficient exposure to English outside the classroom, resulting in underdeveloped listening skills. Teachers report that students tend to practice listening to English only in class, while outside of class, they rarely listen to conversations or materials in English. This lack of practice makes it difficult for students to improve their listening skills; and
- d) **Accent and Intonation Issues:** The accent and intonation of native English speakers also pose a challenge for students in developing their listening skills. Many students are only accustomed to listening to their teachers who speak with an Indonesian accent, making it difficult for them to understand conversations delivered by native speakers with different accents. Additionally, variations in intonation and speaking speed of native speakers often become obstacles for students in comprehending the content of conversations.

Discussion

The research conducted on English teachers in private schools in East Bekasi revealed various difficulties in

teaching English skills, including listening, speaking, reading, and writing. Overall, these findings align with previous studies highlighting challenges in teaching English in non-English language educational environments. In this regard, several key points can be compared with existing theoretical frameworks.

The results indicate that listening skills are one of the most challenging areas for teachers to teach, primarily due to the lack of adequate audio facilities and the limited exposure students have to authentic English outside the classroom. This is consistent with Thorn's theory, which emphasizes that listening skills in English require constant exposure to audio materials that are relevant to real-life contexts and everyday spoken English^[41]. The limitations in technology, such as the lack of listening aids like language laboratories or audio devices in schools, exacerbate this situation.

Furthermore, teachers struggle to provide varied and relevant teaching materials for listening skills that cater to different student ability levels. The use of technology and digital media is highly beneficial in teaching listening skills, especially in resource-limited classrooms^[42]. However, these limitations were also found in the study, making it difficult for many teachers to optimize listening instruction.

Speaking skills also pose a significant challenge for teachers. The research found that students tend to feel shy about speaking in front of the class due to a lack of confidence and low motivation. This aligns with Brown's research, which states that motivation is a crucial factor in developing speaking skills^[43]. Brown also revealed that less motivated students are often reluctant to speak in English for fear of making mistakes.

Additionally, the lack of a supportive environment for using English further complicates teachers' efforts to facilitate speaking skills in the classroom. Language learning should involve activities that focus on verbal interaction to encourage students to communicate freely in English^[44]. However, this study found that teachers had difficulty creating an interactive environment in the classroom, leading to slow development in students' speaking abilities.

Based on the research findings and the theoretical discussion already presented, the following solutions are recommended to address the difficulties faced by teachers in teaching English skills:

- a) **Improvement of Facilities and Resources** - To address the challenges in teaching listening skills, schools need to provide adequate audio facilities, such as language laboratories and audio-visual equipment^[45]. The use of modern technology, such as online learning applications and digital audio resources, can also assist teachers in overcoming facility limitations. Additionally, schools can collaborate with external parties to gain access to a wider variety of relevant teaching materials, particularly those suited to students' abilities and interests. This way, teachers can have more flexibility in selecting appropriate learning materials;
- b) **Teacher Training and Development** - Teachers should receive ongoing training related to more effective teaching methods, especially for teaching listening and speaking skills. This training can include the use of communicative approaches, the integration of technology in learning, and the development of interactive methods that actively engage students in the learning process. Professional development programs focused on speaking skills, for example, can help

teachers discover better ways to encourage student participation in oral activities, such as group discussions or role plays, thereby boosting their confidence in speaking English;

- c) **Increasing Student Motivation** - To address low student motivation, teachers need to adopt a more personalized approach to language learning. Motivation can be enhanced by involving students in learning processes that are relevant to their daily lives and providing constructive feedback^[46]. Teachers can also utilize more engaging teaching techniques, such as language-based games, simulations, and the use of digital media to stimulate students' interest in learning English; and
- d) **Development of Relevant Teaching Materials** - To enhance reading and writing skills, teachers should introduce a variety of interesting texts that align with students' interests. Books and articles appropriate for students' proficiency levels should be provided so that they do not feel overwhelmed while reading. Moreover, teachers need to allocate more time for writing practice. Each writing session be accompanied by structured feedback, allowing students to identify and correct their mistakes^[47, 48, 49]. This will help students gradually improve their writing skills.

Conclusion

Based on the results of this study, it can be concluded that English teachers in private schools in Bekasi several difficulties in teaching English skills, including listening, speaking, reading, and writing. These challenges are caused by various internal and external factors. In terms of listening skills, most teachers experience difficulties due to a lack of quality audio support materials that can be used effectively. Speaking skills also pose a challenge, primarily due to students' low motivation to actively participate in verbal communication in English. Regarding reading skills, the biggest obstacle lies in the lack of reading materials that are suitable for students' levels and the learning environment, which does not effectively support the development of these skills. Meanwhile, in writing skills, teachers reported that a lack of time for intensive practice and a focus on grammar hinders students' ability to compose well-structured and accurate writings. External factors, such as limited supportive facilities in schools, minimal teacher training, and low levels of support from parents and the community, exacerbate these difficulties. Internal factors, such as teacher competency and student motivation, also play a significant role in influencing the teaching and learning process. Therefore, concrete solutions are needed, including enhancing school facilities, providing ongoing training for teachers, and developing more interactive and contextual learning approaches to address these challenges..

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