

CHAPTER II

LITERATURE REVIEW

this chapter provide explanation about the theory of challenges in ELT which is consist of the definition of Challenges in Teaching, Challenges in Teaching Language, Challenges in Teaching English Language.

2.1 Challenges

Challenge is the situation of being faced with something that needs great mental or physical effort in order to be done successfully and therefore test a person's ability (Cambridge Dictionary, n.d.). According to Collins Dictionary (n.d.) challenge is something new and difficult which requires great effort and determination. Oxford Learner's Dictionary (n.d.) defined it as a task or situation that tests somebody's ability and skill. It can be seen that challenge means something or problem that is not easy to do, and it requires more effort and skill to deal with it.

Thus, the meaning of challenge in this research is the obstacles or problem teachers' face when teaching English to EFL learners. To face the challenges, it requires mental and physical for something to be successfully done and does not negatively affect the teaching and learning process, a life in teaching is a stitched-together affair, a crazy quilt of odd pieces and scrounges materials, equal parts invention, and imposition (Ayers, 2001). It is because the teachers face many challenges, responsibilities, and demands. It means the teaching process is an unlimited and extensive activity.

This is because the teacher has various roles that are very important in the

learning process. According to Sanjaya (2007), there are several roles of teachers: teacher as a learning source, teacher as facilitator, teacher as leadership, teacher as a demonstrator, teacher as a motivator, teacher as guidance, and teacher as an evaluator. Based on it, the teacher also finds some inseparable challenges in teaching-learning. According to Ayers (2001), there are nine challenges for teachers in the teaching process, such as:

- 1) Teachers are badly paid.

The teaching process is an activity that needs mastery of knowledge by someone before they teach it to another one. In teaching activities, it is not only the expertise of material required but also the skill to do it. Therefore, the incompatibility of the salary given to teachers becomes a challenge for the teachers. Then, it shows how the teachers are valued and rewarded in the teaching process.

- 2) Teachers suffer low status in many communities, partly as legacy and sexism.

This is because teaching is essentially women's work, and it is constantly being deskilled, made into something to be performed mechanically, without thought or care, covered over with layers of supervision and accountability and bureaucracy, and held in low esteem. Low pay is part of the dynamic. So is the paradox of holding teachers up as paragons of virtue while constraining real choices and growth.

- 3) Teachers often work in difficult situations under impossible conditions.
- 4) The teaching process is compelled by law to attend school. Many have no deep motivation or desire to be there.
- 5) The teacher is possible to face a large number of students with a lack

ofrooms and professional teaching staff.

- 6) Each student comes with various backgrounds, desires, intentions, and needs.
- 7) A common experienced of teachers is to feel the pain of missed opportunities, potentially unrealized, and untouched students.
- 8) Teachers are expected to cover everything without neglecting anything.
- 9) The constancy of change and the press of time, the lack of support, and the scarcity of sources.

2.1.1 Challenges in Teaching Language

In teaching language, there are many things that must be considered to create an effective learning process. It needs various appropriate methods and strategies to make the students easier to absorb the learning process. Furthermore, the teacher must have the ability in making the lesson plan in order to create an effective learning situation. This is because the teacher might face several obstacles in teaching a foreign language.

According to Husna (2021) in her thesis with the title “Teachers’ challenges in Teaching English at Seventh Grade Students of Junior High School 18 Jambi”, teachers face some challenges in teaching language. Those are:

1) Teachers’ ability and methods

The efficiency and competency of the teachers are vital in learning EFL (Ansari, 2012). Teachers must apply appropriate teaching methods and techniques to become an effective learning situation. This is because inappropriate teaching methods and techniques can make the students difficult to understand the content and the context of the language learning.

2) Mother tongue interference

The first language interference is the primary factor affecting the English Language Proficiency and Competence (Malana, 2018). There is no significant difference between mother tongue and first language. Mother tongue refers to the language of one's ethnic group rather than one's first language. Usually, the mother tongue is the first language of the children. The challenge in learning a language is when the students and teacher unconsciously perform in their own mother tongue fluently (Fatiloro, 2015). The problems in mother tongue interference can be grammatical errors, missed pronunciation, and semantic or morphological errors.

3) Students' motivation and interest

According to Yulia (2013), learning achievement can be good if the students have good motivation. Most students think another language, especially English, is a difficult lesson. Sometimes they ignore the learning process. Students only think about how to pass the lesson. It shows from students' activity during the learning process. Most students are playing or making noise. This is because there is an indication lack of students' motivation and interest in learning the language.

4) Lack of vocabulary

Foreign language means the language is not used as a communication tool in daily life. Sometimes students do not understand what the teacher is saying. This is because they do not become familiar with the words. Then, many similar words have different meanings that make some students confused about it Murnary (2017) stated that students in learning a foreign language are limited by their knowledge of grammar and vocabulary of the target language and struggle to

comprehend the context.

5) Facilities in learning

Facilities will influence the success of the English teaching and learning process (Husna, 2021). This is because the teaching-learning process will not achieve when there are no tools of learning to support it. For example, if the teacher wants to teach about listening, they also need the speaker to display the audio. If the audio speakers are unavailable, teaching the students about the subject will be challenging. Based on Roinah (2019) said that the teaching- learning process will not apply optimally and maximally as long as the facilities are unavailable.

6) Not enough resources and materials

Limited resources and materials can influence the language learning activity. Book, worksheet, and module are included as the main resource. It helps the students to cultivate what they already have learned.

7) Overcrowded class

An overcrowded class happens when the number of students exceeds the class capacity. Overcrowded classes also will make some difficulties in the teaching-learning process, such as the noisy class, discipline issues, etc. It is also mentioned by Emery (2012) that the condition of the teaching-learning process would affect the goals of the learning activity. It means that a good environment will make it easy for the students to receive the knowledge and for the teacher to transfer it.

2.1.2 Challenges in Teaching English Language

According to Chien & Lin (2010), teaching English can be divided into three

ways, such as; Teaching English as a Foreign Language (TEFL), Teaching English as a Second Language (TESL), and Teaching English as Other Language (TESOL).

1) Teaching English as a Foreign Language (TEFL)

Teaching English as a Foreign language is a communication tool that used as an international language. Mitchell & Myles (2004) also explained that a second language is any language that obtained through language development in adults. The purposes of using the language are for passing the examination, career development, pursuing education, etc. (Nurhayati et al., 2008). Nurhayati also said that English as a foreign language is part of the educational curriculum, particularly in state schools. The examples of countries that use English as a foreign language are Indonesia, Japan, Korea, etc.

2) Teaching English as a Second Language (TESL)

Teaching English as a Second Language can be applied if the country used English as their official institutions' languages, societies', and communities' languages. As stated by Kisno & Napitupulu (2014), Teaching English as a Second Language is usually used in the countries which were colonized by the English. Then, it is also traditionally used in the country with many immigrants staying there. As the examples of the countries that use English as a second language are Malaysia, Singapore, Netherlands, Denmark, Swedish and Norwegia.

3) Teaching English for Speaker of Other Language (TESOL)

The last term of teaching English is Teaching English for Speaker of Other Language (TESOL). TESOL is used to emphasize English for the methodologies of learning and professions of teaching English. TESOL is usually used in training

institutions, instructor-education programs for English teachers, or language learning organizations (Lin & Chien, 2010). By the different terms above, teaching English can be seen as an educational activity that enables the students to speak English as their international communication tool. However, the general aim of teaching English is to enable the learners to speak the language.

Copland et al. (2013) have illustrated some challenges in teaching English. He said that English has spread as a lingua franca and required the students to learn English communication skills rather than learning other aspects of knowledge of English. It means the teachers need to focus on how to teach students English skills so the students can communicate in English. Therefore, the teacher should master English skills such as speaking, listening, reading, and writing. Then, Copland et al. (2013) also stated that it has resulted in curriculum changes that lead to methodology changes in learning. Several of them are CLT (Communicative Language Teaching) and TBLT (Task-Based Learning and Teaching).

Thus, it may be a challenge for teachers to implement those approaches, especially for young learners. Since the methodology such as CLT is a pedagogical approach developed in Western countries to teach adults in small groups, well-equipped classrooms. Therefore, it may not be suitable for teaching large groups of young learners in a classroom with limited resources. In other cases, these approaches can also conflict with educational tradition or called “cultures of learning.” Moreover, the teacher may be only qualified with basic training in the underpinning theory and practical applications. They may find it struggling to implement it effectively.

Another possible challenge for teachers concerns the level of English they require. Teachers' low proficiency levels or their lack of confidence in their ability (Copland et al., 2013). It means there are some teachers who are teaching English without adequate training in teaching English. Therefore, it is difficult for the teachers to convey the subject well.

Copland also stated that in certain regions, large classes are also a common challenge. It leads the teachers to think it is somewhat complicated to introduce learner-centered teaching because it is hard to monitor students' language use or present pair work and groupwork. It can also be challenging to motivate learners. This is because a large number of students in a class can disrupt both teachers' and students' concentration in receiving learning information, especially foreign language (English). In short, a crowded class in learning a foreign language is considered ineffective.

Another challenge is increasing students' interest in learning foreign languages. In certain EFL contexts, particularly in rural areas, young learners may strive to realize the importance of learning English in their area as their contact with the native speakers of the language is mostly minimal. In this case, teachers' role in understanding the importance of learning English has become a challenge for the English teachers. The last is the government policies and curricula that typically encourage teaching communicatively are often incompatible with the demands of national examinations that often focus on grammar and vocabulary (Copland et al., 2013).

The challenge is also found in English Language Teaching. In language learning,

some teachers face challenges in implementing English language teaching. As stated in Lynch (2008), there are three critical problems or obstacles in English language teaching and learning, those are:

1. The Lack of Students' Motivation

Students may lack any similarity of attention during the class, chatting with classmates, doodling in their notebooks, even the worst thing is when they skip the class. The students cannot get involved easily in classroom interaction and learn the language comfortably. Therefore, motivation is one of the keys to success in teaching language, especially English language teaching. Without students' motivation, the students will be difficult to receive the knowledge of the language learning.

2. Insufficient Time, Resources, and Materials

The insufficiency of learning time is one of the challenges faced in English language teaching as a language learning. In a foreign language, teachers and students need more time to provide an understanding theory and practical activities. Besides, the availability of resources and materials is crucial. It is difficult for teachers to develop learning activities without resources and materials. Then, the students also find it difficult to understand the theories without both of them.

3. Overcrowded English Classes

As mentioned above, an overcrowded class is when the number of students exceeds capacity in the classroom. A large number of students may make it difficult for the teachers to give attention to the students individually. Smaller classes are often perceived as a teacher focusing more on the students' needs and reducing the

amount of class time needed to deal with the disruption.

2.1.3 Challenges In Teaching Reading Comprehension

Challenges may face by the teacher in teaching reading comprehension in the classroom; it will seem from students mistake and error in learning proses. In fact many senior high school often find difficulties in reading. According to Solikhah (2018:71) Teaching reading has been colored with problems that make students boring. The problems include: Literacy in general word list vocabulary: Difficult vocabulary terms, Academic vocabulary, Complexity of grammar, Inappropriate texts, Complexity of academic text, reading habits and culture, Lack of schema activation, Lack of motivation to read, Insufficient preparation in teaching reading.

According to Rahmawati (2016), in Febriani et all, (2021:55) problems are divided into two sides, firstly there is a student's side which explained that students may lack of vocabulary that causes students to read the text without understand the text, do not know the instruction given by teacher, and most importantly they do not know how to apply certain techniques of reading in finding the information or content of text accurately

Febriani et all, (2021:55) According to interview data, every teacher had to deal with the problems of educating students who had reading impairments. Examples include the kids' poor vocabulary, their lack of interest in studying, and how to make reading class interesting and fun. When the pupil Lack of vocabulary will make it exceedingly difficult for students to comprehend the material, and if they are unaware of the text, they may respond unexpectedly.

2.1.4 Challenges In Teaching Speaking

Based on Desta (2019), the challenges in speaking skills are more serious. When compared to other skills because of different challenges that influence teacher's "teaching productively and the students" speaking performance such as inappropriate teaching methodology, students low motivation in learning English, classroom size, arrangement of desks and limited time of teaching learning process.

2.1.5 Challenges In Teaching listening

According to Thomson (2015) in Utomo et al, (2019) claims that some teachers discover that their kids are frequently engaged in conversation with one another and avoid focusing on the topic of the hearing. Students who are listening must pay close attention to the audio because otherwise they risk missing its messages. Due to their unwillingness to study and the fact that they are required to attend class, some students have poor motivation. Some of them find listening more challenging than other topics and struggle with concentration. When listening to spoken English, students just stop paying attention since it is impossible to follow without extreme focus.

2.2 Factors Causing Challenges in ELT

Aryana & Apsari (2018) divided the difficulties in teaching into two factors. Those are;

2.2.1 Internal Factors

Internal factors are the problems that come from the teachers themselves. It happens while choosing the method, preparing materials, strategies, and techniques in teaching. Emery (2012) said that this could happen because of the inadequate teaching preparation as the teachers' ability to deal with the problems that occurred

in the teaching due to the lack of training, teachers' poor language ability, and teachers whose English is not their background education.

2.2.2 External Factors

External factors can come from the facilities in the school, the module, and the syllabus curriculum 2013, which do not come from the teachers themselves. Moreover, to ensure the teaching-learning process goes well, the school should provide teaching facilities. It is supported by Pande (2013). He said the school should make special effort to ensure the teachers get proper teaching facilities, including space, books, and teaching aids

2.3 Strategies to solve challenges in ELT

Mumary (2017) presented several strategies to all the challenges encountered in teaching English. Those are:

a. Attitude Reform

This is something that could be done with the involvement of students, teachers, and the institution to improve English teaching and learning with an absolute commitment among them. It could be by facilitating the students study club, and facilitating the teachers with sufficient training or workshop.

b. Different of Methods and Techniques Application

By implicating various teaching methods and techniques, the teachers may find it suitable for teaching certain class and be helpful for them in transferring the knowledge.

c. Improving resources and facilities

Special effort should be made by the institution in order to provide

adequate facilities in teaching gradually.

d. Matching students' proficiency level learning

To match students' proficiency level and learning can be conducted by revising the lesson plan. After the needs of the students being analyzed, the lesson plan should be presenting the material they need.

e. Making use of available resources

For the lack of certain ambiance, teacher can make much use of available resources provided in the classroom and the institution.

f. Providing motivational feedback

This is the way to improve students' motivation in learning English that is by giving them some motivational feedback.

g. Teachers' self-reflection

Self-reflection is one of important aspects in teaching skill. Teacher must reflect and evaluate their teaching skill in order to provide adequate teaching for their students.

2.4 Previous Studies

To support the research, the researcher provided some previous studies related to the investigation. The first one comes from Mumary (2017) with the title "Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia." This study focused on investigating challenges faced by the teachers and solutions they undertake to deal with the challenges. The challenges were varied and related to the students, teachers, and facilities. Challenges related to students are the lack of vocabulary mastery, lack of parent's support, students low

concentration, students' lack of discipline, students boredom, speaking problems, and confidence issues. Then, the challenges that are related to teachers are shortage of teachers' training, limited mastery of teaching method, unfamiliarity to IT, and teachers' lack of professional development. While the challenges related to facilities are inadequate resources and facilities, and time constraint. From the challenges mentioned, it can be stated that all aspects have contribution in creating specific challenges in teaching English in that school.

Nevertheless, the teachers suggest some ideas of solutions in overcoming the challenges. That is by reforming attitude, an act that needs the commitment between students and teachers in order to engage English teaching. Solutions related to teachers include engaging their role as the teachers themselves who are organizers, motivators, and initiators. That is by applying various teaching methods, matching students' proficiency level and the learning situation, providing motivational feedback, and teachers' self-reflection. As for the problem related to facility, the teachers suggested using what are available and school should also involve in improving resources and facilities.

The second relevant research comes from Wirawan (2020). The title of his research is "Teacher's Challenges in Teaching English at Panjura Private Senior High School in Malang." In this research, he interviewed only one teacher at this school. Based on his research, he found that the teacher had some challenges in teaching English. There were four kinds of teacher challenges in teaching English: The teacher could not control the classroom and manage time, the teacher could not choose appropriate media, the teacher could not assess the students' development,

and the teacher could not choose the appropriate method.

As for the solutions to solve the problems, the teacher suggested some ideas for the solutions to overcome the challenges. The solutions are: the teacher should apply self-discipline, use polite language, and encourage enthusiasm, the teacher should prepare the media based on the teaching goals and its benefits, the teacher should make an individual approach, give more attention to students, and be creative in teaching, the teacher should be able to determine the suitable teaching methods.

Another research investigating challenges in teaching English belongs to Husna (2021) with the title “Teachers’ Challenges in Teaching English at Seventh Grade Students of Junior High School 18 Jambi”. This research focused on challenges faced by teachers of Junior High School 18 Jambi and actions suggested within the study to solve the challenges. The first challenge found in the research comes from the students’ side: lack of students’ motivation to learn English, the lack of students’ basic knowledge about English lessons, and the use of mother tongue when learning English. The second is concerning the facilities and the situation. The availability of projectors and speakers to support the learning process are inadequate and insufficient time lesson hours due to the covid-19 pandemic. The third is the teacher was unfamiliar with the technology.

From the discussion above, the challenges in teaching English at the seventh-grade students of Junior High School 18 Jambi mostly come from the students and the situation on the class such as facilities and times. Nevertheless, the teacher is also supposed to always equip themselves with the changes of curriculum,

knowledge, and technology in order to be able to create an interesting and effective teaching-learning process.

It can be seen that different levels, places, and informants involved in teaching English reveal different challenges they have faced or solutions they have taken. Therefore, this study is accomplished by the researcher to thoroughly investigate the exact challenges encountered by English teachers of SMAN 2 Banda Aceh alongside factors that cause challenges in teaching English and the solution that have been taken to deal with the challenges.