CHAPTER II

LITERATURE REVIEW

This part presents theoretical frameworks and previous studies. The theoretical framework consists of the theories that exist in this study. Meanwhile, the previous study discusses the implications of related ideas in previous studies.

2.1. Theoretical Framework

2.1.1 Teaching English as Foreign Language

Teaching is passing on knowledge, learning a subject, and acting until students know or comprehend what they have learned (Karademir & Gorgoz, 2019). According to McDonough and McDonough (2019), teaching can be about the teacher passing knowledge to the students or establishing an environment where they can discover things independently.

Bagheri et al. (2012) states that teaching is described as leading and supporting learning, enabling students, and regulating the environment for students. Its purpose is to guide students in improving their thinking while learning. Teaching offers a promising and rewarding profession for individuals who can handle the intellectual and interpersonal demands of the position, according to (Allen, 1986).

Nevertheless, it becomes a critical concern when English is taught as a foreign language. Bagheri et al. (2012) states that learning and teaching are inseparable concepts. To facilitate learning, a learner must be given the right tools and settings.

2.1.2. Teachers' Problems in EFL Classroom

Not everything goes well when teaching English. English teachers face numerous problems while attempting to teach English in a classroom setting. Madalinska-Michalak and Bavli (2018) and pointed out the three most significant challenges in teaching and learning English in the classroom: students' lack of attitude and motivation to learn, time, materials, and resources, and classroom dynamics. Also, English teachers' proficiency sometimes becomes one of the problems hindering teaching and learning.

2.1.3. Students' Lack of Attitude and Motivation to Learn

Attitude has recently received much attention from first and second-language researchers. Most studies have concluded that student attitude is an essential component of learning and should thus become a necessary component of second or foreign-language learning pedagogy. There are several reasons why research on students' attitudes toward language learning is essential. First, attitudes toward learning are thought to influence behaviors such as book selection and reading, as cited in Iwaniec (2014).

Second, attitudes are linked to success or achievement (Gardner, 1985). Gardner (1985) supports the proposition that attitudes influence achievement rather than achievement influencing attitudes. This is because one's attitude affects one's behavior, inner mood, and, thus, learning. As a result, there is a connection between language.

learning and the environment in which the student grows up. Both negative and positive attitudes significantly impact the success of language learning.

Nguyen and Habók (2021) discusses two types of attitudes toward language learning: "integrative" and "instrumental." An integrative attitude is a desire to learn about and get to know language speakers. An instrumental one is a desire to improve oneself materially through language. Nguyen and Habók (2021) provides an example of a Canadian's positive attitude toward French that will lead to high integrative motivation to learn English.

Motivation is related to an attitude in the language learning-teaching process. In that attitude is a complex one that influences motivation and successful language learning in the school situation depending on both motivation and the range of opportunities for its use outside the classroom (Gardner,1985). Motivation is derived from their attitude (Renata, Wardiah, & Kristiawan, 2018). When learners have little intrinsic interest in language learning or are not volunteers, the teacher must stimulate and sustain motivation (Gardner, 1985).

Numerous people are fascinated by strategies to improve their English, but many are hesitant about where to begin. Most English classes pay little attention to students' deliberate efforts to learn a second language (Akbari, 2015). Many students are unaware of, disregard, or pay insufficient attention to how to handle it, even after years of study. Only a select few students have employed a set of strategies for learning a foreign language and, as a result, have been successful in learning the languages (Akbari, 2015).

Teachers should be concerned with assisting students in discovering efficient methods for learning English as a foreign language and achieving autonomy in their education (Akbari, 2015).

Akbari (2015) also highlighted that not every student is motivated or seeking to learn English for the same reasons. Some of them only see English as a course to pass, failing to recognize its value as a tool for communication that enables them to keep up with advances in science and technology. Most students view learning English as a chore they must complete despite not wanting it. They do not find learning English to be enjoyable. These students do not care much about participating in class; instead, they want to pass and go on.

In addition, as a continuation of Akbari's (2015) study said that other students enroll in the session to acquire specific strategies for acing the university entrance exam, and as a result, they focus on sections of the book. The students give menial attention to speaking, listening, and writing skills because they believe that only a solid command of vocabulary, a few grammatical concepts, and reading comprehension are necessary to succeed in this type of exam.

Furthermore, students' perceptions of learning English as a topic that consists of a list of words, a set of grammatical rules that must be memorized, and different skills that must be acquired rather than a collection of integrated skills and subskills provide another difficulty (Oxford, 2001). Clément, Dörnyei, and Noels (1994) state that the problem is with the educational system since teachers should teach students how to use the language they are learning, not only how to "prepare" them for exams.

As a result, students work hard to achieve the required grade and lack internal motivation to study English for other subjects, progressing to higher stages with inconsistent or insufficient English proficiency.

2.1.4. Classroom Management

One of the most crucial pedagogical skills is classroom management, which is defined as the actions teachers take to establish and sustain an orderly environment so students can engage in meaningful academic learning and to enhance students' social and moral growth (Debrelli & Ishanova, 2019). Moreover, classroom management has consistently been listed as one of the most challenging tasks for new teachers (Hunter & Haydon, 2019).

Bad classroom management can happen because teachers lack the necessary skills to cope with students or impose their authority constructively (Ingersoll & Smith, 2003). Beginning teachers find it difficult to successfully execute these practices in their classrooms, even when they know the tactics that should be implemented (Range, Duncan, Scherz, & Haines, 2012).

In their study, Fallon, Collier, and Kurtz (2019) states that classroom management is the measure teachers use to establish a supportive atmosphere for students' academic and social-emotional growth. They describe five different types of acts that teacher have to do in order to achieve high levels of classroom management. Those are build caring, supportive connections among students, encourage students' participation in academic assignments which can be accomplished through the use of group management approaches, encourage students' social skills and self-regulation development. Last but not least, Adams,

Koster, and Brok (2022) believe that teachers should be able to employ appropriate interventions to assist kids with behavioral problems.

Kane, Taylor, Tyler, and Wooten (2011) defined classroom management as actions that was taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lesson and engagement in activities). Both concepts highlighted the necessity of the teacher's efforts to enhance students learning.

However, effective classroom management enables instructors to concentrate more on academic material than addressing disruptive behavior, promoting students' academic performance and socio-emotional development (Kane et al., 2011). Additionally, classroom management ability is linked to teacher outcomes like increased use of and administer instruction to maximize students' access to learning.

Efficient planning for classroom management can result in success and growth in the long run, including favorable student outcomes like improved academic, behavioral, and socio-emotional outcomes (Gage, Scott, Hirn, & MacSuga-Gage, 2018) which emphasizes the importance of being adequately prepared.

2.1.5. The Lack of Media in Teaching English

The teacher's stock of resources is the educational factor of learner motivation to learn and teach English as a foreign language. Resources are not an afterthought but rather an essential component of the learning situation, and thus

limited resources impede language achievement (Kabir, 2014). The presence or absence of resources such as textbooks, workbooks, writing paper, pens/pencils, chalk, blackboard, wall pictures, tapes, tape recorders, television, radio, reading material, and a library all have an impact on learner attitudes and the learning environment Goodwyn (2014).

Materials should consider learners' affective motivation and positive feelings toward the target language. Teachers and learning materials should improve the learning situation Zakarneh and Mahmoud (2020). Along with recognizing the importance of affective factors and using authentic texts in learning, Goodwyn (2014) argues that there is a growing recognition that task simplicity to maintain or increase learners' motivation does not imply sacrificing authenticity. An effective strategy must be considered using materials that tap into or stimulate learners' interests to increase motivation and a positive attitude toward English language learning.

Learners practice activities that naturally elicit their curiosity and desire for understanding by embedding their interest and willingness in materials (Iwaniec, 2014).

Motivated learners work cooperatively and are more psychologically open to learning, which may improve information processing, according to Iwaniec (2014). Developing materials in a second or foreign language in response to learners' needs may arouse learners' intrinsic interest in communicative ability and their desire for success.

The educational landscape, particularly the learning medium, must be modified for the digital age (Chen & Goh, 2014). There are current issues when the

teacher presents the course materials to the students. They are sometimes overloaded and do not take the course materials seriously.

One is that the teacher does not fully prepare the learning medium possible (Chen & Goh, 2014). Teachers should make media lessons engaging and relevant to the courses. Students will be more motivated to study and serious about acquiring topic content depending on the instructional materials the instructor has prepared and created (Chen & Goh, 2014).

In educating students, it is necessary to adjust the course content according to their developmental stage (Goodwyn, 2014). The teaching and learning process will be effective and successful if the instructor can provide appropriate materials for the students' subject matter and grade level.

Every person goes through a complicated learning process during their lifetime. People and their environment interact, which leads to the learning process (Chen & Goh, 2014).

As a result, Chen and Goh, (2014) states that learning may occur anywhere and at any time. One indication that someone has learned something is a change in conduct, which an improvement in knowledge, ability, or attitude may bring on. The environment includes the participants in the learning process (students, instructors, librarians, principals, and lesson materials) and various learning tools and infrastructure (overhead projectors, radio, television, computers, and libraries).

If the teaching and learning processes in the classroom do not include the use of learning media, the teachers are no longer held accountable (Goodwyn, 2014). Because of this, the instructor must develop engaging and cutting-edge learning materials that may be utilized to convey the subject's ideas to the learners.

The correct educational tools may promote student-teacher engagement and prevent learners from leaving a course early out of boredom. In addition, because the learning materials may enhance student quality, learners are delighted with them (Liu, Miller, & Jahng, 2016).

Using the right learning resources during the teaching and learning process will result in satisfying results, including a change in how students behave (Liu, Miller, & Jahng, 2016).

2.1.6. Teachers' Low Proficiency in Teaching

Scholars have proposed several constructions of competence or proficiency (Nayernia & Babayan, 2019). Therefore, Collinson and Cook (2001) as a formal linguist, conceptualizes competence as a structure governed by the rules of language and calls it grammatical competence or linguistic competence. From a sociolinguistic point of view, Collinson and Cook (2001) focuses on communication competence, which consists of knowledge and the ability to use language in a socially appropriate manner in a particular context.

In addition Clément, Dörnyei, and Noels (1994), conceptualize it as a multidimensional construction encompassing organizational, grammatical, text, practical, functional, and sociolinguistic knowledge. However, some academics have argued that it is difficult and expensive to define and measure the open concept of language proficiency and, thus, the language proficiency of teachers (Clément et al., 1994).

Teachers' target language competence is an essential part of teachers' language competence and an important factor in student learning (Gess, Taylor,

Carlson, Gardner, Wilson, & Stuhlsatz, 2019). Sims and Fletcher (2021) also argues that language skills significantly influence teachers' ability to teach second languages.

Furthermore, EFL teachers should have an advanced level of target language knowledge because they are considered the primary input source and essential to effective language teaching (Chen & Goh, 2014).

On the other hand, teachers with lower competencies may find it difficult to correct mistakes made by language learners. In qualitative study conducted in Vietnam by Herman and Krejin (2017) investigated whether EFL teachers' target language abilities and abilities to use them could create learning opportunities for learners.

Accordingly, they concluded that English teachers should have an advanced level of general English and classroom competence for effective learning and teaching (Karademir & Gorgoz, 2019).

According to Hermans et al. (2017), the inability of teachers to meet challenges that arise in the context of teaching due to lack of training, poor teacher language ability, and teachers hired to teach English are just a few of the issues listed as consequences of insufficient preparation for teaching. Teachers that are not qualified can become one potential challenge in the classroom (Copland et al., 2014).

Related to that, Hermans et al. (2017) states that teachers' low proficiency levels or lack of confidence in their abilities can make them less prepared. Less control can make the way they explain the material to the student unclear, tedious and challenging to understand by students.

Nevertheless, teachers' preparation can affect class performance (Hermans et al., 2017). Hermans et al. (2017) argue that applying the proper teaching methods and techniques helps teachers transfer the four language skills and maintains students' motivation and enthusiasm in learning and practicing English.

2.2. Previous Studies

Several recent results about issues encountered by English teachers have emerged. Copland performed his research by interviewing five English instructors from five different countries: Colombia, Italy, South Korea, Tanzania, and the United Arab Emirates (UAE), to learn about the challenges that occur in their English teaching sessions.

The research is aimed primarily at young learners. According to the conclusions of this study, the five teachers confront seven issues, including teaching speaking, motivation, distinguishing learning, large classes, discipline, writing, and grammar.

However, various studies have been developed at the high school level. In Iran, Akbari (2015) researched the difficulties students and teachers encounter when learning English as a foreign language at the junior and senior high school levels. This study examines six English teachers from two distinct groups, namely high school, and middle school, in each of their English teaching classes.

However, this study aims to examine the current challenges in English teaching in Iran and the initiatives that can be taken to ease these problems significantly. The study's findings revealed that teachers encountered seven challenges: issues with students, problems with teachers, problems with textbooks,

problems with teaching techniques, problems with language assessment and evaluation, problems with curriculum, and political issues.

However, Akbari (2015) discovered that one of the significant challenges of language acquisition in Iran is that most of our children cannot fluently express themselves in a foreign language after seven years of studying English in junior and high school. Another study on the most common challenges that teachers experience in English classrooms is conducted (Michalak & Bavli, 2018) by investigating 24 English teachers in Poland.

The teachers teach English as a foreign language at upper secondary schools in Poland and Turkey (12 English language teachers in Poland and 12 English language teachers in Turkey). This research aims to identify teachers' fundamental issues in schools, classrooms, and the educational system. According to the conclusions of this study, there are three key challenges that teachers face: students' willingness to learn, emotional inhibitions, teaching huge classes, and differentiation.

Teachers face two significant problems at the school level: in-service professional development and learning and more hours of English. Meanwhile, teachers face three major issues at the education system level: pre-service education, the attractiveness of the profession, and career-path incentives. In the Indonesian setting, researchers also researched teachers' difficulties in teaching. For his research, Lestari (2021) examined two English teachers at a high school in Palembang.

The study focused on obstacles in teaching English and ways to deal with them. The study's findings revealed that three problems contributed to instructors'

difficulty teaching English: limited teaching methods, overcrowded classrooms, and insufficient facilities and resources. This study has the same purpose and type of research as the previous studies, which investigates the problems teachers experience when teaching English.

The novelty and difference of this study from all previous studies are that it presents the issues teachers face in English classes based on the results of observations of current education students in their pre-service period. Pre-service teachers are still preparing to become teachers, it would be better if they became research participants to start looking at problems in the field in terms of teaching. They could begin to prepare and develop themselves. Furthermore, this study describes all the issues teachers encountered in two learning settings, specifically senior and junior high school.