

CHAPTER 2

LITERATURE REVIEW

2.1. Theoretical Framework

2.1.1. Learning English in EFL Context

English is an important skill to acquire and learn for every student in school since students may utilize these abilities both for self-development and for the country. Abrar (2016) stated that English is commonly recognized as an international and global language as many individuals around the globe use it. Moreover, English skill is utilized for promotion, job seeking, and college applications. Also, English is the most often taught foreign language in the school system (Hsieh, 2011). In other words, English has become a language that every student must master in school. However, in this instance, the success of learning comes from within, for example, the students themselves.

Similarly, learners must understand how to learn English based on their unique traits. Language learners must be self-confident and eager to develop/motivate themselves and grow via practice (Yaccob & Yunus, 2019). In addition, students must know and pay attention to the right way of learning in acquiring input to help facilitate the teaching and learning process in class. Nguyen and Terry (2017) expressed Rubin's opinion in their research as a list of seven characteristics of good language learners there are:

1. the ability to make good guesses,
2. communicate in many ways,
3. tolerate mistakes,
4. pay attention to form and communication,
5. practice the language regularly,
6. monitor one's language use,

7. understand and attend to meaning.

Students in language classes must arm themselves with information and language learning abilities since, according to Hsieh's (2011) research, most students find learning and speaking English difficult. Learning English in a foreign language classroom includes listening, speaking, writing, and reading. Grammar, vocabulary, and pronunciation are the four skills' components.

In Indonesia, as an EFL context, English is one of the necessary topics required in the current Indonesian curriculum to educate students for the period of change and globalization. According to Miqawati et al. (2023), English is taught as a foreign language in Indonesia from secondary to tertiary levels of study to increase students' fluency in English so they can communicate with people worldwide and meet work needs. Nguyen and Terry (2017) showed that in the EFL context, learning English can be studied by some strategies to demand students to learn English. They also stated several strategies to support the learning process of mastering English, such as semantic mapping by using related words or pictures, getting the idea quickly, writing many things to record English phrases by using English dictionaries and imitating a particular speaker in terms of pronunciation, intonation, stress, etc. as a role model.

Even though English is now a significant priority in education, English learners in the EFL environment still consider English as a foreign language. It is intended that, as English becomes increasingly involved in the globe, students will become more conscious of and excited about acquiring the language. When studying it, pay particular attention to the strategy.

2.1.2. EFL Student's Challenges in Learning English

In EFL classes, students need help understanding language and learning materials (Yacob & Yunus, 2019). On the other hand,

another challenge in learning a language in the EFL context is feeling insecure, doubtful, and afraid of making mistakes. An example of research by Al-Hassaani and Al-Saalmi (2022) noted that fearing criticism for making mistakes and shyness inhibit the learners from speaking English, the factors that Saudi EFL learners are hesitant to use English. In addition, students face difficulties in their development, which is caused by an unsupportive environment. Muhammad et al. (2018) revealed that another difficulty is the lack of concentration of students, which affects the effectiveness of learning, one of which is the environment that does not speak English outside school or at home.

In addition, students face challenges related to a lack of interest in learning English, marked by students' attitudes during class lessons. Abrar (2016) revealed in his research that students prefer playing, talking, and laughing a lot in the classroom rather than studying. In other words, the students themselves need more motivation to learn English. However, mastering English for each student is demanded more by making English a benchmark for proficiency.

Crystal (2003) noted that English is a vital method of international communication, and 'upwardly mobile' Africans have grown more multilingual, with a good command of English that frequently resembles the British-based version. In other words, as an EFL student, English is a skill that students should learn since it will benefit them much. For example, access to international-based information, university entrance selection, benchmarks for undergraduate graduation, and applying for jobs inside or outside the country. Furthermore, Wilang (2021) found that internally, students faced difficulties related to vocabulary mastery, grammar knowledge, and low self-confidence. On the other hand, external students need help with the lack of relevance of the textbook's

content, insufficient allotted time, and inadequate facilities. Several indicators, as listed below, can show students' challenges in English language acquisition (Dweck, 2006; Vygotsky, 1978).

1. Challenges of language learning

Challenges are problems that develop to arouse or motivate students throughout their learning period. In this section, the researcher attempts to gather information from students' reactions to the problems. For example, when presented with a problem, learners either retreat or try and enjoy solving the problem.

2. Attitude in Facing Difficulties

Students' attitudes toward learning or class are called their learning mindsets. In this section, the researcher examined how students reacted to different situations and circumstances.

3. Influence of Environmental

The influence of the environment is described as a class condition between what students can perform on their own and what they can do with the assistance of someone more educated about the activity.

4. Success of others

The achievement of others is a condition that can either encourage or have no effect on student learning outcomes.

5. Effort for searching solutions

The efforts undertaken to tackle difficulties are referred to as effort. For example, attempt to employ a variety of learning methodologies.

Looking at the description of the challenges that students felt were very diverse and have the potential to hinder students' understanding and mastery of language, students need to understand every problem that exists in themselves to achieve the goals of the

learning process because students have an important role in the success of teaching and learning.

2.1.3. Possible Solutions for Learning English in EFL Context

There are two factors to identify problems in learning English, namely internal and external factors. In terms of internal factors, to overcome challenges when learning a language, students start with strong motivation and determination to build enthusiasm for learning. Externally, learning English must use a student-centered approach than a teacher-centered approach so that students can be more flexible in expression (Al-Hassaani & Al-Saalmi, 2022). Classes must be transformed into a student-centered approach that elevates students to the status of teachers. Students are asked to be more active in class activities through presentations, discussions, or giving responses and applying the modern method, namely the communicative method so that communication is 2-way between students and teachers and vice versa.

Furthermore, motivation and will from within oneself are the main keys to learning mastery. According to Muhammad et al. (2018), language can be learned only by repetition and practice. Students' self-confidence and motivation for language learning increase through practice (Yacob & Yunus, 2019). The more learners who take part in them, the more learners can. Additionally, Muhammad et al. (2018) conveyed the need for encouragement for students not only verbally but also for gifts to arouse student interest. Language learning recording solutions students can boost their participation in English in every daily activity, such as speaking, watching, reading, or listening to music, by using indications connected to grammar and vocabulary competence (Nguyen & Terry, 2017). They also provide solutions for language use, such as time allotted in English classroom activities.

Hence, students must strive to overcome the difficulties that arise when learning English since there is always a feasible solution to any difficulty that arises to get even greater results in the future.

2.2. Study of the Relevant Research

A Plethora of studies have been conducted on the teaching and learning of English in EFL contexts. First, a study conducted by Intarapanich (2013) aimed to investigate EFL teaching methods, approaches, and strategies that would be found in English as a foreign language classes and revealed that Communicative Language Teaching (CLT), Grammar Translation Method (GTM), and Total Physical Response (TPR) were three major methods/approaches found in the foreign language classrooms studied. Second, Ahmed (2020) examined the use of social media in the teaching of languages. Research results showed that social media can be applied to aid in teaching languages by becoming a platform for learners to interact freely with native speakers of the language they seek to learn. Third, Çimen (2022) study aimed to explore how teachers' assessment practices and the assessment dimension of the English language curriculum (for grades 9–12) match. The result of this study revealed several points, especially related to the suitability of teacher practice with the dimensions of curriculum assessment, authentic research with its use, the teacher's assignment as feedback in class, and the division of teacher groups according to feelings about assessment practice. Next, Blume (2019) portrayed in a survey the beliefs and attitudes of EFL pre-service teachers in Germany regarding digital game-based language learning. For example, current engagement in gameplay affects perceived English language skills. Moreover, Milon and Iqbal (2017) researched the use of technology in learning English as a foreign language. The research result showed that technology tools like computer software, social networking websites, online videos, MP3 podcasts, and smartphone and tablet apps have positive impacts and can be very effective in improving students' language skills. Furthermore, Akbari (2015) investigated the challenges in teaching English

to EFL learners in Iran. According to this study, teachers in Iran are under pressure to adapt their teaching techniques following the content textbooks developed by the Ministry of Education and to shift the goal of teaching to students passing national tests rather than developing English skills. The last research was conducted by Mohammed (2018), indicating the main challenges in learning English from the student's perception. The results showed that the success of learning a language is determined by several things, including students, teachers, and materials.

Furthermore, there are several studies related to challenges in learning English for EFL learners. The study conducted by Akbari (2015) examined the challenges faced by Iranian students in learning English at school. This study revealed that several problems were grouped into seven categories, which constitute the five important components of any education system (students, teachers, materials, teaching methods, and evaluation) and the other two subcomponents (curriculum and policy) are closely interrelated. From the results of this study, it can be concluded that most students in Iran tend to participate in communicative activities to learn English, such as participating in free conversation classes, expressing their feelings towards a more communicatively oriented approach, and more emphasis on grammar teaching and learning.

Another study by Muhammad et al. (2018) examined the importance and challenges felt by Nigerians in teaching and learning English. The results showed that the problem is divided into several factors, such as lack of knowledge, teaching methodology, lack of the target language environment and the learners' motivation. More than that, English has an important learning role because it is closely related to all lines of life, including social, political and economic life support. To obtain optimal results, teachers and learners have a role in overcoming challenges in Nigerian schools.

Although previous studies have emphasized a variety of investigative issues in English language learning and teaching practices in

EFL contexts across various fields, such as teaching methodologies, instructional media, language assessment, teachers' beliefs, the incorporation of technology through English language learning, teachers' English language teaching challenges, and students' English language learning challenges, little research has been conducted to investigate the solutions to solve students' challenges in higher education during English language learning activities in the classroom by using a descriptive case study. Hence, this study aims to fill the theoretical and empirical gap.