CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories related to Challenges in Teaching English, vocational school, and Possible Solution for Challenges in Teaching English, and study of relevant research

2.1 Theoretical Framework

In this section, the researcher focuses on the elaboration of literature related to the topic. It covers Challenges in Teaching English a Brief Overview, Vocational School, and Possible Solution for Challenges in Teaching English.

2.1.1 English for Vocational Purposes (EVP)

The development of Vocational schools is rapidly changing and looking for some improvement. According to Muliyah & Aminatun (2020), vocational is different from occupational which means that teachers and students need to learn not only specific disciplinary knowledge but also specialist discourse. According to Widodo (2016), English for Vocational School or EVP is still under the umbrella of ESP. Widodo (2016) also stated overarching goal of EVP instruction is to help students function well in a workplace or a vocational higher education setting where English serves as a medium of communication. As vocational schools evolve rapidly, it becomes crucial for both teachers and students to acquire not only specialized disciplinary knowledge but also proficiency in the specific discourse of their chosen vocational fields. Emphasizing EVP instruction can contribute to the continuous improvement of vocational education and the overall development of students' language competencies for their future careers.

The curriculum in EVP courses is tailored to the particular requirements of various vocational sectors, such as engineering,

healthcare, hospitality, information technology, and many others. Khurniawan et al. (2021) stated that in the current times, all countries around the world are competing to reduce barriers to access to vocational skills and education by providing the expansion of equitable and guaranteed quality access to vocational education. Indonesia are actively working to reduce barriers and promote equitable and quality access to vocational skills and education. This effort is driven by a global development agreement, specifically the Sustainable Development Goals, which aims to increase the number of youth and adults with relevant skills for employment, decent jobs, and entrepreneurship by 2030. In Indonesia, the focus on vocational education is reflected in the National Medium-Term Development Plan 2020-2024, to the goal of create jobs and provide a skilled workforce aligned with the needs of the Business and Industrial sectors.

The policy directions and strategies for vocational education include (1) Increasing the role and cooperation of industry/private sector in vocational education and training; (2) Reform of the provision of vocational education and training; (3) Increasing the quality and competencies of vocational educators/instructors; (4) Strengthening the vocational competency certification system; and (5) Improving vocational education and training governance. The efforts made by the Ministry of Education and Culture are implemented by making vocational programs as priority. The conditions to be achieved as stated in regulations of the Ministry of Education and Culture Number 22 of 2020 are: (1) increasing the number of vocational education and training graduates who obtain jobs and become entrepreneurs within one year after graduation; (2) increasing industrial standard vocational education. The aim is to enhance the employability and entrepreneurial prospects of vocational education and training graduates, while also striving for higher quality industrial standard vocational education in the country.

According to Coxhead et al. (2019), English for Vocational Purposes (EVP) is a specialized form of English that focuses on the language used in specific industries and it is designed to meet the needs of learners who require English for their work or vocational training. Overall, English for Vocational Purposes serves as a catalyst for success, empowering students with the language skills needed to navigate complex work environments, pursue entrepreneurship, and remain adaptable and relevant in the ever-changing job market. By addressing the language needs of vocational students, EVP not only bridges the gap between education and employment but also paves the way for a more prosperous and fulfilling future in their chosen careers.

2.1.2   Challenges in Teaching English: A Brief Overview

The purpose of teaching English is to enable students to communicate both orally and in writing. However, along the way, a teacher will inevitably encounter various challenges in teaching English. There are many challenges faced by English teachers around the globe and the difficulty increases when teaching any foreign language, in this case, teaching an English subject.

Overcrowded classrooms can have a significant impact on teachers and their ability to effectively manage their classrooms. According to Fezeka & Thandiswa (2022), overcrowded classrooms can lead to challenges in classroom management, students' engagement, giving feedback to students, and assessing students' homework assignments. The teachers may feel discomfort and hesitate because of the unfavourable environment of overcrowded classrooms.

Teaching resources and facilities are among the crucial elements for both teachers and students. According to Nguyen et al (2023), facilities are one of the factors that contribute to educational success. The availability, adequacy, utilization, and administration of educational facilities are major factors that significantly impact the quality and level of educational facilities. The lack of teaching

resources and facilities can affect student motivation and the effectiveness of both learning and teaching. According to Hamed & Fadhil (2019), the teachers that teach in primary school used only a marker and a whiteboard to deliver their lessons. This could make learning less interesting and monotonous.

In conclusion, teaching English as a foreign language presents a various of challenges for educators around the world. The scarcity of suitable teaching resources, can hinder the learning process and inhibit students' progress. Furthermore, Big class sizes can make this even tougher. Thus, teachers need to tackle these problems to make learning easier for everyone.

2.1.3 Possible Solution for Challenges in Teaching English

Every problem surely has a solution waiting at the end. Several solutions in handling teaching challenges can be applied to overcome the challenges listed above such as teachers using effective student-centered methods to encourage students to be more motivated in learning. According to Songbatumis (2017), strategies implemented by the teacher when teaching in the classroom include were applying various teaching methods and techniques such as problem-based learning where students work on real-world problems and Wood (2003) added, it uses appropriate problems in teaching materials to increase knowledge and understanding of the students thus students can be more engaged and motivated to study English subject and resolved the first challenge listed above.

Managing the classroom is crucial for creating a positive and conducive learning environment. Wilkins et al (2022) stated, prioritizing classroom management approaches that emphasize positive reinforcement of behaviour, restorative discipline and communication, development of strong, trusting relationships, and explicitly emphasize fairness to promote disciplinary practices in schools. According to

Mohtar (2017), implement group work can encourage students to work in small groups and can promote interaction and engagement among students. This can help create a more dynamic and participatory learning environment for an overcrowded classroom as listed in the challenges above.

Making use of available resources can help teaching and learning activities more effective Cavalcante et al. (2022) stated, information and Communication Technology (ICT) resources can be used to enhance teaching and learning or Andambi et al. (2013) added, learning resources such as textbooks, reference books, charts, maps, and newspapers can be used to supplement teaching. By implementing these strategies, teachers can effectively teach English even with limited resources, providing students with valuable language learning experiences.

Lastly, Giving motivational feedback is an important part of teaching that can help students feel supported, valued, and motivated to learn. Sarsar (2013) stated, provides specific feedback that highlights what the student did well and what they can improve on. This helps students understand what they need to work on and what they are doing right.

Another solution to address the issue is collaboration between teachers and parents to maintain a unified principle in educating the children. According to Islam and Ahsan (2022), consistent communication between teachers and parents may help teachers better understand students. Furthermore, Islam and Ahsan (2022) added that teachers and parents should uphold regular informal communication, with a formal meeting scheduled every 3 to 6 months to understand the strategies and development of each student in the class and to establish good collaboration between teachers and students.

Tackling the challenges in teaching is a dynamic process with various solutions at hand. Employing student-centered methods,

diverse teaching techniques, and matching learning situations, while effectively utilizing available resources, can enhance motivation and engagement. The preparation of relevant teaching materials tailored to students' majors is essential, particularly in vocational schools. Collaborative efforts between teachers and parents, marked by consistent communication and periodic meetings, form a cohesive approach to nurturing students. By implementing these strategies, educators can navigate the obstacles of teaching and foster an enriched educational experience that empowers both students and teachers alike.

2.2 Study of the Relevant Research

Prior to commencing the present research, the investigator thoroughly examined a preceding study focused on addressing the challenges encountered while teaching English within a vocational school context, along with the corresponding solutions. This particular investigation was undertaken due to its relevance to the current research topic, as research pertaining to the vocational school level remains relatively scarce.

Songbatumis (2017) discusses the challenges faced by English teachers at a junior High school in Indonesia and the solutions they implement. The challenges Inadequate resources and facilities, as well as time constraints. The solutions include reforming attitude, improving resources and facilities, applying various teaching methods, matching students' proficiency level and learning situation, making use of available resources and facilities, providing motivational feedback, looking for appropriate methods or materials, and teachers' self-reflection.

In other studies, Amalia et al. (2021) discusses the challenges and solutions of teaching writing to junior high school students in an Indonesian EFL context. The challenges identified include students' poor English grammatical competence, incapability of developing ideas for writing, inadequate English vocabulary knowledge, demotivation to learn writing, insufficient time management, limited sources of writing materials, and limited

facilities. The solutions proposed by the teachers include explicit teaching of vocabulary, collaborative writing activities, and writing exercises. The study provides practical contributions for TESOL practitioners in teaching writing effectively to junior high school students.

Moreover, the study conducted by Oktavia et al. (2022) explores the challenges faced by English teachers when teaching English language skills to young learners and the strategies they employ to overcome these challenges. The challenges include teaching listening, speaking, reading, and writing skills, as well as dealing with learners' characteristics and motivation. The strategies used by the teachers include playing games, using songs, providing practice opportunities, and memorizing. The study offers valuable insights for teachers working with young learners in teaching English.

Wahyunengsih (2018) have studied the challenges faced by English for Specific Purposes (ESP) teachers in Indonesia. The study focuses on the perspectives of ESP teachers and identifies obstacles they encounter in the classroom. The findings highlight attitudes and preferences as the highest-ranked challenges for ESP teachers. The study suggests that improving teacher professionalism and providing adequate training can help address these challenges.

This research has some differences and similarities with the previous studies. The similarity is that both studies attempt to gain an understanding and solution from the challenges of teaching English in classroom in an EFL context. Meanwhile, the difference in this research lies in the school level that will be investigated, which is to gain an understanding and solution from the challenges of teaching English in the classroom in vocational high school.