CHAPTER II

LITERATURE REVIEW

This chapter compiles the reviews from previous studies regarding challenges and solutions in teaching speaking research. This chapter emphasizes two main discussions: overviews on how to teach speaking in a large EFL class; and the challenges with the solutions in teaching English speaking.

A. Teaching Speaking in a Large EFL Class

1. Teaching English Speaking

In teaching English speaking, teachers need to ensure the students can speak English communicatively. As Bahadorvar & Omidvar (2014) stated that nowadays, the goal of teaching speaking should improve students' communicative skills to make the students express themselves and learn how to keep on the social and cultural rules appropriate in each communicative circumstance. Specifically, for students who live in Indonesia and other countries where English is a foreign language. It will slightly be challenging for them due to the English is not their main language in their daily activities. As Adi (2011) stated that teaching English in Indonesia where English is a foreign language which has 40-50 students per class, the teachers were needed to deal with the students that learn with low intrinsic motivation because the language is not part of their everyday life. It means teaching speaking in a setting of a large EFL class was challenging for teachers because of English is not the

main language in daily life and the class consisted of a large number of the students.

2. **Large Class Size**

The other thing that teachers need to be concerned about in teaching speaking in EFL classrooms is 'class size'. Class size refers to the average number of students being taught by individual teachers in a course, classroom, school, or educational system (Ayeni & Olowe, 2016). The size of the classroom can be classified into 'large' and 'small', but it will differ in every country or even for each teacher. The educationists, policymakers, and teachers in all disciplines have different opinions concerning the number of students per class that can be called a large class (Alam 2016; Marcus 1997). Moreover, the large class size will vary depending on various situations and culture of countries as the previous study has discussed that in Singapore language teachers affirmed a class size with the mean of 23 students was large and in Hong Kong, a comparable group of language teachers asserted over 16 students would be considered large (Aye 2018; Marcus 1997). In Indonesia, a class with more than 30 is considered as a large class due to the number of teachers is not equal to the number of existing students. Ideally, Kharisma & Pirmana (2013) suggested ensuring the quality of teaching and learning are maximized each class needs to be filled with no more than 15 to 20 students. In this case, whatsoever the number of students per class should be smaller as Ayeni & Olowe

(2016) stated that the smaller the class, the greater the likelihood for teachers to spot problems and give feedback. Thus, there is no specific average of the students per class that can be called a large class size depending on various situations, the culture of countries, and the standard in an educational system but the point is the smaller class size can be more effective for both students and teachers.

Besides the class sizes, the language teaching method has a prominent role in teaching speaking and evolved over the centuries. With the number of students in a large EFL class, teachers need to consider the most suitable teaching method for their students. Aleksandrzak (2011) argued that teaching speaking skill using Grammar - Translation method is rather ignored when speaking became a primary skill in Direct Method, then Audio-lingual method which is more focus on speaking and the Communicative Language Teaching (CLT) method added teaching oral discourse more realistic dimension by introducing various forms of interaction in the classroom. Moreover, in the last quarter of the century teaching speaking in the Indonesian context has been connected with the Communicative Language Teaching (CLT) approach which enabled learners to interact and improve their speaking proficiency (Widiati & Cahyono, 2006). Deliberating with teaching methods and teaching approach, it depends on how the teachers can transfer their knowledge in teaching English speaking to the students effectively and they have their own teaching

method that suitable for their students related to the English status in their countries or the cognitive level of the students as this study will take place in EFL context with the lecturers who teach undergraduate students.

Since the large EFL class context in teaching speaking is taken seriously to build students to speak English communicatively, the teacher has the essential role to reach the goal. The teachers need to ensure their students' needs and decide the best teaching method that is suitable for every student in the classroom considering the class size and the capability of the teacher when instructing the students. In this research, the class is in the 1st semester speaking course in English Education Department named "English for Survival" class which consists of 35-40 students per class.

B. Challenges and Solutions in Teaching English Speaking

1. Challenges in Teaching English Speaking

It cannot be denied that there would be several challenges during teaching speaking in the classroom. Chen & Goh (2011) stated that in China context some challenges faced by teachers comes not only from external constraints (large class sizes and a lack of teaching resources) but they also felt difficult in developing students' motivation, inadequate knowledge of planning and implementing effective oral activities, lack of strategies to balance students' needs and low self-efficacy with respect to their own language proficiency. Furthermore,

Hakim's (2015) study revealed that the experienced lecturer got problems toward the most suitable teaching instruction for some introvert students including the class instructional material and syllabus. Those issues showed that in teaching speaking, the teachers or lecturers mostly faced challenges from how they teach and the way they choose the appropriate teaching materials to make the students with different characteristics can participate in the speaking activities in the classroom.

In teaching speaking, the students faced some challenges as well as the teachers. Aleksandrzak (2011) stated some problems that are commonly discerned in the language classroom are related to individual learners' personalities and attitudes to the learning process and learning speaking in particular. In addition, as Widiati & Cahyono (2006) assumed that in the Indonesian context some learners face several problems in developing their speaking performance as their linguistic, personality factors, and the types of classroom tasks provided by the teachers. Whereas, those issues indicated that the challenges while teaching speaking not only comes from how the students can attain communicative speaking but also it comes from the teacher itself.

Regarding the large class sizes issue, it can affect students' focus when the teaching learning process takes place. Scheck, Kinicki & Webster (1994) stated that class size is believed to have a direct negative impact on student's performance. Oppositely, McKeachie

(1980) argued that insofar as information in teaching learning English is a one-way process, the size of the group should be limited only by the audibility of the lecturer's voice. However, Sim & Pop (2016) stated that the number of students per class normally exceeded 20 which cause the teaching learning activity is being burdened, students are too shy, not at ease, and less comfortable, to avoid those issues the number of students should be around 10 per class. Moreover, the large class size issue has influenced the way lecturers manage the classroom. The essential points that lecturers must concern in managing the classroom are stated by Harmer (2007) as: Classroom Management, the teacher in the classroom, the way teachers use their voice, The way they talk to the students, Giving instruction, Creating lesson stages, Different seating arrangements and Different student grouping. And it possibly will occur in the teaching speaking process where students are required to comprehend the instruction from their teachers to attain the communication between teacher and student efficiently.

From those issues, challenges in teaching speaking come from internal and external factors that can be from the learners or the teachers themselves. Although the teachers' performance while teaching speaking was seamless with the methods or approach that was suitable for the class size, that does not guarantee all students can succeed in oral communication. And all teachers have their own way to cope with their challenges while teaching speaking.

2. **Solutions in Teaching English Speaking**

In each challenge, there are some solutions that might be successful to improve the quality of teaching speaking. The previous study from Chen & Goh (2011) has suggested that the teachers should be given adequate training and support like a pre-service training program to prepare them with linguistic and pedagogical knowledge. In another case, the teachers can add modern technology as the internet to cope with the students who felt too shy to join the activities in the classroom. With the internet, students are able to discover a lot of learning materials and they can make a conversation with people around the world as their speaking exercise (Bahadorfar & Omidvar, 2014). Thus, the teachers can provide the best website as an online speaking exercise for their students. The students are able to learn by themselves and they will recognize their mistakes in their speaking exercises as the grammar, pronunciation and other aspects by themselves without feeling shy because of being corrected by their teachers.

Another solution in teaching speaking were discussed by Ur (1996) as using group work when the students are unwilling to speak in front of the full class and with a limited period of time which the teacher cannot supervise all learner speech. Additionally, Ur (1996) discussed some solutions to cope with some problems in teaching the large heterogeneous class as make the interesting activities and vary the topis, methods and texts. Moreover, Alam (2016) discussed about challenges

in teaching a large speaking class in Bangladesh which created a big students-teacher gap. In that case, giving positive feedback and motivation can helps to encourage and relax shy students to speak more in front of the class.

Hence, other studies have varied challenges in teaching speaking with the solutions that might solve the challenges. In this study, the researcher investigates the challenges from two lecturers in teaching a large speaking class with the solutions to cope with the challenges. The speaking class were namely "English for Survival" which occurred in the 1st semester of English Education Department in which the students speak Indonesian language as their daily language and English as their foreign language. And the class consists of 35 to 40 students per class which is considered a large class.

C. Relevant Studies

Some studies pertinent to the challenges in teaching speaking are reviewed. The challenges faced by the teacher are limited instruction time, large class sizes, students' lack of motivation for developing communicative skills, resistance to oral participation, uneven English proficiency and various development needs, rising expectations from students and parents, a shortage of teaching resources and a lack of effective and efficient assessment instruments (Peng 2007; Wen 1999; Wu 2001; Yu 2001; Zheng and Davison 2008, as cited in Chen & Goh, 2011). The challenges faced by the students

are mostly related to individual learners' personalities and attitudes to the learning process and learning speaking in particular, the types of classroom tasks provided by the teachers, some students are too afraid to talk in the class, they felt shy and lack of confidence, some of them sound very "bookish" when they speak and make a lot of grammatical mistakes (Aleksandrzak 2011; Widiati & Cahyono 2006; Burns 2012).

Several solutions that might solve those challenges were discussed by Chen & Goh (2011) and Bahadorfar & Omidvar (2014). The solutions offered by them were focused on the teachers by giving the teachers adequate training and support like pre-service training programs and classroom activities that might be more attractive and make the students comfortable with the tasks or materials from the internet or website.

This study was focused on the challenges and solutions faced by the lecturers while teaching speaking in the speaking class namely "English for Survival" which occurred in the 1st semester of English Education Department in which the students speak Indonesian language as their daily language and English as their foreign language. And the class consists of 35 to 40 students per class which is considered a large class.

D. Framework

Teaching speaking is an essential process for the teachers to build students' speaking ability. The teachers should consider which appropriate materials and teaching method for all the students with different characteristics in the classroom, especially in the large class size. The number

of students per class that are more than 30 are considered as a large class in Indonesia due to the existing teachers and students is not equal. Ideally, the number of students per class is 15 to 20 students to ensure the quality of teaching and learning is maximized. The teaching method that has been used in teaching speaking in Indonesian context in the last quarter of the century is Communicative Language Teaching (CLT). CLT can introduce various forms of interaction in the speaking classroom by creating a more realistic dimension. In this study, teaching speaking refers to the process of speaking class namely "English for Survival" in the 1st semester in the large EFL class with an average of 35 to 40 students per class which have the goal to encourage the students to participate in a wide range of guided speaking tasks as a gateway of communication practices in daily life context.

The challenges of the teaching speaking process come from the students, the external constraints, and the teachers themselves. Such challenges are obtained by the lecturers of "English for Survival" class which has large class sizes. In addition, the challenges appear by the students' conditions as a foreign language in which the students speak Indonesian language in their daily language. The lecturers should have several solutions to cope with the challenges that faced them and the students in the classroom. The solutions that can make all the students join the activities without feeling shy or uncomfortable due to the number of the students that have more than 30 students per class. In this study, the researcher investigated the challenges with the solutions from the lecturers of "English for Survival" class in the 1st

semester who teach speaking in a large class size based on lecturers' experience. The "English for Survival" class consists of 35 to 40 students per class and it is categorized as a large class size (more than 10 students per class). The researcher asked some questions about lecturers' challenges while managing the large class that affect the communicative goals in the teaching learning process.