CHAPTER II
LITERATURE REVIEW

This chapter presents the theoretical framework of the related literature that relevant to the topic that is about the definition speaking challenges, English as a foreign language process, English as a foreign language and previous related studies.

A. Speaking Challenges

1. The Definition of Speaking Challenges

Challenge is something that becomes an obstacle in the process of achieving a goal. Challenges can also be interpreted as a thing or a form of business that has the aim of evoking abilities. As stated by Ratnasari (2020) the challenge is something that can be in the form of a test that is made with the aim of providing feedback and it is hoped that a solution will be created in order to solve a problem contained in the challenge. A similar opinion was also expressed by Robert (2020) who interpreted challenges as test materials faced in the process of achieving goals. Furthermore, Fitcher (2017) also in his research also gives an opinion on challenges, according to him, challenges are ordinary in a way to achieve the desired goal, it is necessary, because with challenges humans can know to what extent their abilities are.

There some English-speaking challenge based on social point of view. The first is inhibition. Speaking is not like reading, writing, and listening activities. Speaking requires some degree of real time exposure to an audience (Tasmia, 2019; Walgito, 2010). Some learners are sometimes inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention their speech attracts. Number

two is nothing to say nothing to say. Although they are not inhibited, you may hear learner complain that they cannot think of anything to

speak. They do not have motivation to express themselves beyond the guilty feeling that they should be speaking. The third one is low or uneven participation. Only one student can speak at that time if he or she to be heard and in a large group this means that each student will have only very little talking time. This problem is compounded by the tendency of some students to dominate, while others speak very little or not at all. The last is mother tongue use. The last one is mother tongue use. In the class, some students share the same mother tongue. They may tend to use it. Because, it is easier. It feels unnatural to speak to one and another in foreign language and also, they feel less "exposed". If they are speaking their mother tongue. If they are talking in the small groups, it can be quite difficult to get some classes–particularly the less discipline or motivated ones- to keep to the target language.

English speaking challenge can be found also from psychological aspect. Such as fear of mistake, shyness, anxiety, lack of confidence, and lack of motivations. The first is fear of mistake. As explained by (Hendra, 2012; Noprival, 2016; Swary, 2014) fear of mistake becomes one of the main factors of students" reluctance to speak in English in the classroom. The signs of this are students" fear of being laughed by other students or will be criticized by the teachers. The second is shyness. Shyness is caused by students" nature that they are very quiet. The third is anxiety. Anxiety caused by communication apprehension, test anxiety and fear of negative evaluation. The fourth is lack of confidence. This case is caused by low ability in English speaking and also less of encouragement from the teacher. The last is lack of motivation. Lack of motivation can be caused by uninspired teaching, monotonous teaching, and their boredom in English teaching.

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Based on some references above, the writer takes a conclusion that English speaking challenge can occur from their social or psychological aspect. For example, students" class environment. If the members of the class do not speak English, English environment will not appear in the class and the students will unfamiliar with English.

2. **Aspect of Speaking Challenges**

In the challenge of speaking, there are actually some fundamental aspects. These aspects are very closely related to one another, so that if one aspect is not understood, the others will also fall apart. Some aspects of the challenges in speaking s here are simulated from Gillettswan (2017) opinion, which they constitute Mother tongue, and Culture.

a. Mother Tongue

The term "mother tongue" refers to a person's native language that is, a language learned from birth. Also called a first language, dominant language, home language, and native tongue (although these terms are not necessarily synonymous). According to Visser (2013) Mother Tongue is the original language that comes from the mother, which can be said that a person will really sound like where he came from when trying to speak in the language of another country that is not their mother tongue. Contemporary linguists and educators commonly use the term L1 to refer to a first or native language (the mother tongue) and the term L2 to refer to a second language or a foreign language that's being studied.

Furthermore, this mother's tongue has a huge impact on a person's ability to express what they are going to talk about. This is

a very basic challenge in order to make someone proficient in mastering a foreign language other than the language of their mother tongue. As by Anyau (2019) said, a person's speaking ability is greatly influenced by where the person's descendants come from, he also explained that people who have a Chinese background will be very Chinese when trying to speak English, this is of course caused by focusing on their mother rather than their offspring. they.

b. Culture

Culture can be interpreted as a habit that is carried out continuously by an individual or group in an environment. As stated by Fuentas (2019), culture is created because it is done consistently by a group of people. The same thing is also added by Raymond (2018) in his book entitled "Culture as a Characteristic of a Person", in that book culture is embodied as a ritual that has become inherent in people's lives. So, it can be concluded that culture is the identity of a group or individual that is consistently carried out.

In terms of one's ability to speak, culture is very influential. According to Raymond (2018:145), a culture is very difficult to eliminate because it has become an identity for that person. It is no longer a taboo subject. Many people have realized that it is not easy to give up a habit that has been ingrained since birth. Fuentas (2019) believes that it will not be easy to get rid of what has become an old habit that has been taught since I was in the womb. Gill (2013) also added that culture is very influential in filtering out

new things because it is inherent in someone who closely maintains the culture. So, it can be concluded that in order to speak it will be very, very difficult to achieve if culture is still closely attached.

Besides, According to Tasmia (2019) speaking challenges divided into two, they are Anxiety dan Shyness.

a. Anxiety

Generally, anxiety refers to a transitory emotional state or condition characterized by feeling of tension and apprehension and heightened atomic nervous system activity, a state that can have negative and positive effects, and which motivates and facilities as well as disrupting cognitive action such as learning. According to (2016) investigated the causes of anxiety in English language learning of foreign students in the Philippines. It has been found that the employment of this strategy enables the learners to take charge of their own learning as this serves as their basic aid to learn other macro s in the target language. In this case, the students may end up with nothing to say towards their interlocutors or the audiences. They may confront certain feelings such as nervous, anxious, worry, shy, feeling afraid or fear of something worse happen whether they are trying to speak better. Students themselves have to realize their own psychological challenges and they also have to deal with their own anxiety states. So, the students can speak English better in the future.

b. Self-Consciousness

Self-Consciousness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of

challenges in students" learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom. In line with this, Afandi (2013) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that Self-Consciousness plays an important role in speaking performance done by the students.

3. **Characteristics of Speaking Challenges**

Characteristics is a characteristic or peculiarity that characterizes a thing or object or living thing. In the challenge of speaking characteristics, characteristics can be interpreted as the abilities possessed by each student, where they have different abilities. In addition, it is not based on the ability of students only. This can also be seen from the teacher's dependence on a material, activity, and assessment process. This opinion is also supported by the journal made by Mar'atun (2017), in his journal he clarifies the characteristics of students' speaking challenges into three, namely, not based on one material, activity, and assessment.

Finally, it can be concluded that the characteristics of the challenges in speaking English are types rather than challenges

themselves. Furthermore, based on the explanation in the previous paragraph, the characteristics of the challenges themselves can be classified into three types, they are not based on one material, activity, and assessment (Ratnasari, 2020). When these types of challenge characteristics are intertwined with one another, it can be said that they cannot be separated from one another.

4. Indicator of Speaking Challenges

An indicator is something that indicates or the shape of an object. The indicator is reliable if context and baseline information are present (Mike, 2011). Indicators also act as materials in making it easier to determine and analyze various information that you want to extract from an object to be studied. With the indicators, it will be easier for researchers to collect information that is really needed. So, it can be said that the indicator plays a very significant role in an information multiplication.

An indicator of a challenge in speaking is something that is usually done by posing the challenge itself. Indicators can be seen as things that are carried out with full risk or in other words something that is dangerous (Becker et al., 2015). The indicator in question is a habit that is carried out continuously. Errors that are made continuously are a factor that has an impact on a person's ability to speak, especially English. The tendency to make mistakes in speaking in particular is the main scourge as a challenge in terms of being good at speaking. There are many factors that certainly cause this indicator to occur, ranging from indifference to self-deprecation because they do not believe in their own abilities. This factor is very common for EFL students in Indonesia.

5. Strategies to Solve Speaking Challenge

In the process of learning speaking, of course there are some challenges which the teacher has to solve it. Hendra (2012) says that at least there are five ways to solve the challenge of speaking, they are:

a. Use group work
b. Base the activity on easy language
c. Make a careful choice of topic and task to stimulate interest
d. Give some instructions or training in discussion s
e. Keep students speaking the target language

B. English as Foreign Language Learning Process

According Yusuf (2016) learning process is a changing of attitude which is relatively constant and a result of repeated practices. Szadziewska and Kujawski (2017) explained that learning is an acquisition of a special subject or an acquisition of by lesson, experience, or teaching. Learning process needs a process which tends to be permanent and change attitude. In learning process, occurring a remembering information which the next will be saved in memory and cognitive organization.

Foreign language learning refers to learning of a normative language outside of the environment where it is commonly spoken. A language is measured as foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs (Minor & Marckwardt, 2020:5). Foreign language education refers to the teaching of a modern language that is neither an official language nor the mother tongue of significant part of the population.

Language learning is a procedure which is complicated that needs to be understood better. Language learning is affected by the social,

physical, and affective factors. The physical and social factors are determined by space, but affective factors depend more on the learners (Sadiku, 2015). Affective factors mean here such as attitudes and motivations remain central in the entire process. They will influence the degree of willingness, initiative, and investment made by learner and affect learning outcomes at a short and measurable team.

Based on British Council (2020) foreign language is used for the purpose as absorbing the culture of another nation. In the other hand, Oller (2020) explained that English is a foreign language if it is taught as a school subject or at an adult level for the purpose of giving the students a foreign language competence which he or she may use in one of several ways-to read literature, to read technical works, to use language for communication, etc. The term of English as foreign language (EFL) and English as second Language (ESL) sometimes can be used interchangeably (Bryan & Volchenkova, 2016). In the general contact f teaching English in most Indonesian schools, the term of EFL is more appropriate that ESL because the EFL learning refers to the situation where the students are learning English in context where English as a target language is common with the society in which the learners are living. Since there is increasing number of international schools in many cities in Indonesia recently and there are more learners are situated in a context where English has a communicative function in urban areas, the term of ESL is also probably appropriate for those learners. So that, EFL is the most appropriate term in Indonesian context until now. Some references above have clearly explained about what is learning process, what is language learning process and what is English as foreign language learning process (Cahyono & Widiati, 2015; Hum & Choi, 2020; Yusuf & Zuraini, 2016).

From explanation above, the writer notes that English as foreign language learning process means English that used in the classroom for delivering some materials of learning process and it doesn't used as second language but target language.

C. English as a Foreign Language (EFL)

Si (2019) states that EFL described situations where students were learning English in order to use it with any other English speakers in the world when the students might be tourists or business people. Zarrabi (2018) says those foreign language contexts are those in which students do not have ready-made contexts for communication beyond their classroom.

EFL is prepared for the students in the specific time or events. Using English for international communication, especially on the internet, means that our students are in fact part of a global target-language community. They are prepared to communicate by using English as global language in the future. Because English becomes powerful influence in daily life, finally learning it since early age is needed.

1. EFL in Indonesia

According to Madya (2019) in the Indonesian context, a good mastery of English will indeed help accelerate the development of the country for two major reasons. First, the development should be supported by the mastery of science and technology. Second, English is one of the international languages used for various international communication purposes trading, diplomacy, politics and education.

Books and other sources of learning are in English nowadays. In globalization era, English is widely used in education and technology (Madya, 2019). Business is worked with many foreigners in many

countries so that learning English becomes really powerful for many aspects in Indonesia. English has a great influence in the country's development.

2. **Obstacles in EFL**

Sulistiyo (2016) says that the observation has indicated that what has been achieved in TEFLIN (Teaching English as Foreign Language in Indonesia) so far has not significantly been reflected in the results of EFL teaching. Many people complain that EFL teaching at school has failed to develop the students' English communicative s. In the global context in which international competition is very strong, the EFL teaching situation is a very disappointing and even frustrating one.

There are several problems in EFL. The big class sizes and teachers with poor mastery of English are two obvious factors that contribute to the ongoing problems in ELT in Indonesia (Sulistiyo, 2016). Other reasons for the problems include: (1) limited time allocated for teaching English, (2) students do not have limited time to actually learn to speak English in class because the teacher is more concerned with the grammar and syntax, (3) the absence of good and authentic learning materials, (4) the absence of the social uses of English outside the classroom (Madya, 2019).

Indonesia as an independent country has rich mother tongues in each region, such as Javanese, Sundanese, Bangka, etc. Nevertheless, it is uniformed in Indonesian as its first language. Unfortunately, all subjects in Indonesia seldom use English in the conversation especially in the communication among the students. Frequently, mother tongue and Indonesian are used by the teachers to make the materials easy to understand by the students.

D. Previous Related Studies

There are some studies that have conducted by some researcher about English-speaking challenge. Hendra (2012) in his study found that students may have some problems when speaking is taught, such as students do not want to talk or say anything, students keep using their own language, it is difficult to handle the students in large class, students are not discipline, the material do not fulfill the need of students, students have low motivation to learn English. He concludes that teaching speaking is very important part of foreign language learning. Students must have some activities to encourage students to speak up, some principles that teacher must consider in designing speaking techniques, and some suggestions that students must do in teaching speaking.

Tasmia (2019) conducted a study related to factors influencing learners" English speaking . She explained in their study that learners are worried about making mistakes and fearful of criticism. The next is lack of topical knowledge. Mother tongue use is as the third factor. She said that some learners will feel comfortable of sharing information by their first language in the class. The last factor is low participation. In class with a large number of students, every student will have very little time for talking, because just one student talks at a time and the other students try to hear her/him.

The same study was conducted by (Cahyono & Widiati, 2015; Ishrat, 2018). By the way of three sections, namely the claimed of proficiency acquired as a result of exposure to English language, paired T-test, and observation. In observation, they found some problems in speaking

such as interference of mother tongue, vocabulary, grammar, pronunciation, and inadequate opportunities to speak English.

Besides the studies above, Sulistiyo (2016) also conducted a study about problems in teaching speaking and learning English for students. In this study he explained that there is some English-speaking challenge such as low hours of English language teaching, such as lack of interest and motivation for learning English, lack of concentration class, students who are ahead of others, most English teachers lack the proficiency in the English language, and lack of repetition and frequent practice of students. The relationship of the writer finding towards discourse knowledge about English speaking challenge are by coding observation and interviewing the students. The writer knows about some things that can make students to have English speaking challenge. This study indicates that teachers" awareness of English speaking is insufficient. As the students, they need to get more attention and encouragement to reduce English speaking challenge in the classroom. Students must speak with English in the classroom, whether with their teacher or friends, so that they can make English environment in the class. So, investigations about certain approaches and or methods are very needed to help and reduce English speaking challenge.