Chapter Two

Literature Review

This chapter discusses the literature review regarding challenges in teaching English. It consists of nature of English language teaching, methods in teaching English, techniques in teaching English, challenges in teaching English, as well as strategies to face English teaching challenges. These topics are discussed below.

Nature of English Language Teaching

According to Derakshan (2015), teaching a language is "a multidimensional process, and teachers should pay enough attention to all skills of students such as: reading, writing, listening, and speaking" (p. 103). In other words, language teaching is a complex process where teachers need to spend extra effort to help students comprehending these skills. Also, in order to teach these skills, teachers should understand students' ability and readiness in advance.

Meanwhile, another study on nature of English language teaching discovered that English language teaching is greatly influenced by the understanding of the nature of language, for instance when a language is understood as a system, it leads to structures and vocabulary; when it is understood as a mainly speech, it emphasizes on the importance of oral performance ("Note Google," 2015). Therefore, teaching English forms are highly dependent on teachers' understanding about the nature of language. If teachers

believe that language teaching is considered as the tool to improve students'

speaking skill, then teachers will emphasize on teaching oral skills; if teachers

assume that English language teaching is a collection of words building, then

teachers will focus on teaching structures and vocabulary, etc.

In regard to the emphasis of English language teaching, English language

should be used in meaningful contexts, whereby something more than just

grammatical competence should be involved in language use; this refers to

"communicative competence". It is proven that "once the communicative methods

used, the grammatical competence is also built on since it introduces variety and

learner involvement into classrooms where teachers (and learners) have

confidence in their knowledge of the language, acquired through exposure"

(Amritavalli, et al., 2006, p. 3). This emphasis indicates communicative

competence is considered as a meaningful way to teach English in that it covers

the mastery of grammatical competence which can affect the confidence of

students and teachers once they implement it.

Hence, the nature of English language teaching cannot be separated from

teachers' effort to teach and their understanding of the nature of language. How

teaching progress and teaching process would depend on those two things.

Additionally, it is indisputable that the nature of English language teaching is to

let students be able to comprehensively show excellent language performance,

that is why communicative competence is a bit prioritized than other

competences.

Teaching English in Indonesian Context

English is taught and used as a foreign language in Indonesia. The fact that English is one of the most essential international languages for communication has been acknowledged by the Indonesian government since its independence, therefore, the government has recommended that English become a compulsory subject in secondary schools (Nurkamto, 2003). Furthermore, Lie (2007) also argued that "the maintenance of English as a foreign language has been steady as it is officially taught throughout the secondary schools" (p. 2). Lie also stated that there has been a rising tendency in several big cities in Indonesia to teach English starting from the lower grades of primary schools and even from kindergarten.

The aim of teaching English in schools is based on the Decree of the Minister of Education and Culture No. 060/U/1993 dated 25th February 1993 and the 1989 Constitution on the System of National Education that the final goal of the English subject at the schools is to enable the students to functionally proficient in English in the globalization era (Rachmajanti, 2008). Meanwhile, Nurkamto (2003) asserted that "the aim of the teaching of English in the schools has been to develop the students' communicative competence that would help the students in their university education" (p. 287).

However, these aims have never been satisfactorily achieved. Although English is officially taught throughout secondary schools, competence and proficiency in this foreign language among high schools are generally low (Lie, 2007; Nurkamto, 2003). Learners find English difficult particularly when they are instructed to state their opinion in English (Nurkamto, 2003). Only few students

who are able to learn English further, especially those who come from the middle and upper socio-economic classes. Such students have "the easy access and opportunity to enhance their English proficiency through private courses, computer-aided language instruction, and exposure through Western influences, TV channels, and foreign movies" (Lie, 2007, p. 3). In addition, Lie added that outside the academic and professional worlds, English has never been widely used as the lingua franca of the majority of the population. This is because the geographic position of Indonesia is far away from English-speaking countries as well as several particular cultural values, to some extent, cannot motivate students to study English (Nurkamto, 2003).

Methods in Teaching English

English teaching methods have been implemented and developed from time to time. There are a number of methods that are used in English teaching process in order to help pupils compherend English.

The grammar-translation. The grammar-translation method is known as the first English teaching method. It typically focuses on "memorization of verb paradigms, grammar rules, and vocabulary" (Banks, 2008, p. 13). Further, Celce-Muria (2001) asserted that the exercises done in this method is "to translate sentence from the target language into the mother tongue or vice versa" (p. 5). Tamura (2006) also described, in the class which applies this method, students are instructed to study words and grammatical rules and construct sentences in which the words are gathered in lists and the rules are remembered in an exact order.

Therefore, as the name suggested, this method highlights on two points that are grammatical structures and translation of both first language and target language.

Total Physical Response. Total Physical Response is a language teaching method built in order to benefit both speech and action which are included in language learning progress (Banks, 2008). Banks also argued that this method is based on the theory that "the memory is boosted through association with bodily movement" (p. 17). It attempts to develop students' listening skills, make students to be familiar with new language through visuals, and it involves movement and activity (Brewster, Ellis, & Girad, 2002). Moreover, TPR "demonstrates comprehension by doing the appropriate physical action as a response and once learners are ready to speak, they begin to give each other commands" (Celce-Murcia, 2001, p. 9). Richards and Rodgers (1987) advocated that "TPR is interrelated to the "trace theory" of memory, which holds that the more frequently a memory connection is drawn, the tougher the memory link will be" (p. 108). As a result, the role of students' physical movement plays an important role in this method. It is believed that learning using motor activity, students would be able to learn meaningfully and what have been learned might be easily recalled.

Audio-lingual. Audio-lingual method "encourage students to listen carefully and memorize chunks of language" (Brewster, Ellis, & Girad, 2002, p. 44). It also focuses on "languages over dialogues that are emphasized on students' routine formation" (Mart, 2013, p. 63). Further, as described by Celce-Murcia (2001), in this method, "mimicry and memorization are used, lessons begin with dialogues, and skills are sequenced: first listening and speaking are taught;

reading and writing are postponed, accurate pronunciation is stressed from the beginning, etc." (p. 6). In other words, the purpose of this method is to let students practice a target language communicatively through highlighting on listening and speaking skill at first as well as memorizing dialogues.

Communicative language teaching. According to Bhat (1998), this method emphasizes on the significance of language functions because learners need to understand both meaning and functions through communicative and social interactive activities. Communicative approach mostly refers to as activity-based and it usually includes the use of three types of activities: "problem facing such as identifying, matching, sequencing, prioritizing, and classifying; interactive activities, such as making surveys, or carrying out interviews; and creative activities, such as making masks, birthday cards, and so on" (Brewster, Ellis, & Girad, 2002, p. 45). Hence, this method attempts to achieve communicative ability by linking interactive topic and language functions so that students can get meaningful and contextualized learning.

As a result, among these teaching methods, neither do researchers nor teachers decide that there is only one greatest way to teach. There is "no comparative study has reliably proved the superiority of one certain method over another for all students, all teachers, and all settings" (Banks, 2008, p. 19). Consequently, these various methods can be applied and be adjusted depending on the situation and atmosphere encountered.

Techniques in Teaching English

In order to implement English teaching methods, it is necessary to find different kinds of teaching techniques which can be used to embody the methods. Below are variety of techniques representing each methods discussed in the previous part.

Antonym/synonym. This is one of the techniques to implement grammar-translation method. Larsen-Freeman (2008) described that in this techniques, "students are given one set of words and are asked to find antonyms or synonyms in the reading passage or students might be asked to define a set of words based on their understanding of them as they occur in the reading passage" (pp. 19-20). It is also can be done through asking students to find out synonym or antonym for a certain word.

Action sequence. This technique belongs to Total Physical Response. In this technique**,** teacher gives three related commands, "for example teacher told students to point to the door, walk to the door, and touch the door" (Larsen-Freeman, 2008, p. 117). Since students learn more of the target language, a longer series of related commands can be given so that learners can get used to and obtain sufficient simple input of target language. Therefore, students can experience authentic learning activity by using this technique.

Repetition drill. This technique is often used by teachers to teach students achieving accuracy. Learners are instructed to "repeat the teacher's model as accurately and as quickly as possible" (Larsen-Freeman, 2008, p. 48). In other

words, similar as the goal of audio-lingual method, repetition drill technique allows students to improve their listening skill and pronunciation.

Dialogue memorization. This technique is used to apply audio-lingual method whereby the "students memorize the dialogue through mimicry; students usually take the role of one person in the dialog, and the teacher is the other, and after the students have learned one person's lines, they switch roles and memorize the other person's part" (Larsen-Freeman, 2008, p. 47). In order to achieve the audio-lingual goal which is students have to use English communicatively, this technique provides particular patterns and grammar points within the dialogue so that these patterns can be practiced later.

Role play. Larsen-Freeman (2008) described that in role play, "students are asked to pretend temporarily that they are someone else and to perform in the target language as if they were that person, they are also asked to create their own lines relevant to the situation" (pp. 84-85). According to Alexenoamen (2010), teachers are advised to use role play activity in order to motivate students and to help the less motivated learners take part in the lesson. Such teaching technique is used in communicative language teaching method which is good for students since they are given chance to practice communicating in diverse social roles and contexts.

Language games. There are some features of communicative language teaching activities that are "manifested in the card game: an information gap existed because the speaker did not know what her classmate was going to do the

following weekend; the speaker had a choice as to what she would predict, and how she would predict it, then the speaker receives feedback from the members of her group. If the prediction is incorrect, none of members would respond, but if it is correct, she could presume her prediction is understood" (Larsen-Freeman, 2008, p. 133). Through using games, students can learn valuable communicative practice pleasurably.

Picture strip story. In this technique, one student in a small group is given a strip story which should be shown to his/her other group members, she asks them to predict what the second picture would look like afterwards. At last, the students can receive feedback through "being able to look at the picture and compare it with their prediction" (Larsen-Freeman, 2008, p. 134). Using this technique, students learn how to negotiate meaning.

Consequently, English teaching techniques allow and ease teachers to achieve goals of teaching methods. Some of the techniques above are probably new and some are familiar. Nevertheless, those techniques can be immediately implemented in the classroom with preparation in advance and without require special training.

Requirements of English Teacher in Teaching

It has been argued that teaching a foreign language is unique and it requires special competences of teacher to teach it. Vélez-Rendón (2002) advocated that "language teacher education itself is included by three different subfields with their own orientations and arrangements of practices: English as

second language (ESL) teacher education, foreign language (FL) teacher education, and bilingual teacher education" (p. 458). Another point of view also comes from Park and Lee (2006) that English language teacher should have particular abilities since "English language education is assumed more instinctive than scientific" (p. 238). It means that English language teaching rather focuses on the development of students' language skills practice than on the cognitive ability which only emphasizes on grammatical knowledge.

A number of studies regarding foreign language teacher education have been discussed, particularly on effective language teacher characteristics. According to Rubin (1975), the traits of good language teachers as follows: "participating in professional training, possessing language proficiency, using instructional materials, conducting evaluation, and managing classroom setting" (p. 43). Hence, generally there are four points highlighted by Rubin that language teachers have to have professional partnership, language and cultural knowledge, suitable ways to assess students that can meet students' needs, as well as persuasive encouragement to keep students motivated.

Meanwhile, Park and Lee (2006) considered that English proficiency, pedagogical knowledge, and socio-affective skills should be possessed by English teachers. On the other hand, Sadeghi (2009) found that English language teachers have to have mastery of the target language, good knowledge of pedagogy, and the use of particular techniques and methods. The knowledge of target language and pedagogical components cannot be separated from English language teaching, yet with the existence of socio-affective and the capability to decide what teaching

methods that suit students' need will help both teachers and students to achieve learning goals.

To be specific, another characteristic that should be possessed by language teachers is the mastery of subject matter. Park and Lee (2006) put forward that there are "three components that cover language teachers' subject matter content knowledge: (1) language proficiency, (2) civilization and culture, and (3) language analysis" (p. 238). Language proficiency which should be possessed is determined by the dissimilar foreign language relations based on the Proficiency of American Council on the Teaching Foreign Languages (ACTFL). In relation to the culture and civilization, it means that teachers should be aware of the culture(s) associated to the language they teach. Meanwhile, language analysis is not only knowledge of linguistic structures, but also understanding of applied linguistic. As English language teachers, possessing subject matter which consists of three main components is important because by having certified language proficiency, their ability is acknowledged; by understanding cultural awareness of target language, they can give meaningful purposes to students; and by language analysis, they do master what their study field.

However, subject matter will not be demonstrated properly when the teacher is lack of pedagogical competence. This is strengthened by Shulman (1986) who stated that "pedagogical knowledge included ideas, concepts, analogies, explanations, and demonstrations used to make the subject matter comprehensible to students" (p. 9). Vélez-Rendón (2002) also added that subject matter knowledge refers to what teachers know about what they teach, while

pedagogical knowledge refers to what teachers know about teaching their subjects. Therefore, pedagogical competence is the way for teachers to transfer knowledge to students.

Another component that is considered should be possessed by language teachers is socio-affective competence. Park and Lee (2006) that "socio-affective skills are a vital characteristic outlining effective teacher characteristics" (p. 239). According to Habte-Gabr (2000), socio-affective ability refers "to non-academic in nature (emotions and attitudes) in which it stimulates learning through establishing a level of empathy between the teachers and students" (p. 2). Consequently, socio-affective skill can be the ways for teacher to motivate students, give them strategies to use, and most importantly become one of the teachers' personalities.

To sum up, there are several things required in becoming good language teachers. Those are divided into three categories including subject matter which consists of teachers' English proficiency and cultural knowledge; pedagogical competence; and socio-affective ability. Through possessing all these skills, a language teacher is highly likely to contribute in establishing and constructing effective, successful, and meaningful English teaching.

Challenges in Teaching English

Teaching English might seem mutual with any other teaching, yet it has its own unique challenges. These challenges exist in various forms and sides. A number of studies have discussed these challenges along with its strategies. Below

are the sorts of challenges which are developed from challenges in terms of teaching challenges, students' motivation, teaching facilities, and teaching methods and techniques.

Severe shortage of training. In some countries, problems regarding a severe shortage of trained English teachers are reported (Nunan, 2003; Salahuddin, Khan, & Rahman, 2013; Nurkamto, 2003). Thus, teachers might "find themselves teaching English either without sufficient English training generally or in teaching English to learners particularly and such thing frequently occurs in poor or rural area" (Garton, Copland, & Burns, 2011, p. 740). Since teachers may get only basic preparation in the supportive theory and practical applications, they may then struggle for embodying teaching methods effectively (Bulter, 2005; Littlewood, 2007). Emery (2012) outlined some issues that occur because of insufficient preparation for teaching: teachers' inabilities to deal with challenges that take place in teaching context because of the lack of training, teachers' poor language ability, and some teachers whose English is not their subject area are hired to teach it. As stated above, such challenge takes place in a rural area is because rural areas lack of proper and good teaching and learning tools as well as incapability to afford things that can give changes (Mishra, 2015). Further, English teaching process tends to be challenging when it comes to the teachers' teaching qualification, language proficiency level, and training since these points can cause teachers' confidence (Emery, 2012). Teachers whose teaching training are not enough might strive to embody teaching methods effectively (Littlewood,

2007). Thus, the lack of teachers' teaching preparation is a serious issue because it can causes a wider range of other problems as mentioned above.

Crowded class. According to Emery (2012), one of the most often mentioned problems encountered by English teachers is that "overcrowded classes and the effect of such condition can have on teaching and learning" (p. 4). Nurkamto (2003) also listed one of the challenges in teaching English that is the size of the classroom. Likewise, Baker and Westrup (2000) listed several problems of teaching large classes: "desks and chairs are fixed or difficult to move; students sit close together in rows; little space for the teacher and students to move in the classroom; walls between classrooms are thin, and noise will disturb other classes" (p. 2). Thereby, teaching and learning process requires comfortable and enjoyable atmosphere, otherwise, teachers might be in failure to fulfill students' need and achieve learning goals.

Lack of vocabulary. Hasan (2016) stated that one of the most challenging tasks that students encountered is mastering vocabulary. Further, Maruyama (1996) as cited in Hoa and Mai (2016) pointed out one of three reasons why students have lack of vocabulary: "students believed that they did not need to know words because they were not common, even rarely used in their daily lives, therefore, they have no motivation to learn the words" (p. 155). Consequently, EFL students are limited by their knowledge of grammar and vocabulary of the target language and have to struggle to comprehend the content (Chung, 2016).

English exposure. Teaching English as a foreign language is a challenging duty when it is taught in the places where English has inadequate exposure. Khan (2011) argued that the lack of English purposes demotivate students to practice and understand English due to students' insufficient background knowledge of English.

Resources accessibility. Another challenge in English language teaching is the issue of resources. Garton et al (2014) stated that "in some countries, such as South Korea and Malaysia, textbooks are set; in Singapore and China, teachers can select from government-approved books, yet, it is a matter that in many countries appropriate books are either not available or not used in the classroom" (p. 740). Further, Ajibola (2010) argued that "the inadequacy of resources also constitutes a trial to the English teaching and the larger number of students is the large number of sources is needed" (p. 97). In other words, to get students familiar with English and to provide them sufficient exposure of target language, the amount of learning resources are in dire need.

Linguistic problems. Mukattash (1983) categorized English teaching challenges that are encountered into two: first, most inaccuracies done regarding the pronunciation, morphology, syntax, and spelling; second, most students have problems in expressing themselves enjoyably and capably. This issue is also strengthened by Khan (2011) that "specific problem connected to pronunciation, stress, and intonation become problem for students" (p. 72). As a consequence, these linguistic problems can be met in all language skills, such as listening,

speaking, reading, and writing, due to which students find themselves

demotivated in practicing a target language.

Students' motivation. Encouraging students in remote areas to learn

English can be demanding since they may "struggle to understand the relationship

of learning English as they have little contact with speakers of the language"

(Copland, Garton, & Burns, 2014, p. 741). They also added that students do not

have any ideas on the purpose of learning English, "an attitude which may be

exacerbated by their parents" (p. 747).

Psychological problems. Pande (2013) advocated that "it is a common

misinterpretation among students that English is the most difficult of all subjects"

(p. 416). Similarly, Fatiloro (2015) stated that an important difficulty in teaching

English as a foreign language is meeting students' awful attitude towards the

English implementation, especially in the presence of a competitive user.

Therefore, such psychological issues affect students' motivation and learning

attitude toward English language.

Mother tongue interference. Most of the problems arise is because of the

first language interference. Both teachers and students "talk their own mother-

tongue fluently which unconsciously cause the incorrect English performance"

(Fatiloro, 2015, p. 27). Additionally, Pande (2013) described when teacher and

students speak in their mother-tongue, they sometimes use English words in the

midst of the sentences and disremember that every language varies in stress,

intonation, and pronunciation. Mother tongue interference has similar case to linguistic problem.

Lack of basic and necessary equipment. Lack of facilities and equipment hinder teachers to embody an effective teaching process (Fatiloro, 2015; Nurkamto, 2003). Pande (2013) put forward that "language could only be understood by practicing all the four skills; listening, speaking, reading, and writing" (p. 417). Hence, the availability of teaching aids holds vital role and needs to be provided as soon as possible, otherwise teachers will not be able to teach effectively.

Low teaching methods and techniques mastery. Applying appropriate teaching methods and techniques is tough because the teachers do not merely think of how to transfer four language skills, but also how to remain students' motivation and enthusiasm in learning and practicing English (Ansari, 2012).

Students' boredom. Another difficulty in teaching English is related to students who enroll in English courses outside schools. According to Khajloo (2013), such students have higher academic level than others and when they "listen to repetitive low-level content for them, they find it unattractive and boring" (p. 57).

In general, these challenges, which are the elaboration of the issues regarding teachers' competence, students' motivation, teaching facilities, and teaching methods and techniques, are the most frequent issues encountered by English teachers around the globe. Since English is a second and foreign language

in some parts of the world, challenges faced are overall similar. Therefore, there is a dire need of remedies, so that such challenges are no longer met.

Remedies to Face English Teaching Challenges

There is always solution for any problem. The several findings below are only the strategies for some English teaching problems, and the rest are not yet found. Nevertheless, to some extent, these strategies can be used and referred to a certain problem.

Attitude reform. The English language teaching and learning "should be examined in order to deal with the challenges, it can be done through reforming attitude" (Fatiloro, 2015, p. 29). Fatiloro also added that an absolute commitment to comprehend English should be made among teachers and students. In addition, Pande (2013) proposes one way to reform attitude is that "the place of English in education system and policy should be well-defined" (p. 418). Another way is asserted by August and Shanahan (2006) that in order to embody an effective teaching, teachers have to ask students to understand native language and similarity of native language and mother tongue. In summary, reforming attitude involves not only teachers and students, but also government in order to come up with precise education system.

Different teaching method and techniques application. There are numerous methods of language teaching that can be implemented. Fatiloro (2015) argued that "in handling English teaching problems, teachers must use a variety of methods for teaching English language" (p. 29). This is believed by Pande (2013)

that through applying various methods, particularly in matching the method and teaching topic, it will help teachers to establish such an effective teaching proses. Additionally, applying various techniques in language teaching should be taken into account because it will enable teachers to create suitable condition for students in learning English as well as help students to deal with their learning challenges (Holenšinská, 2006). Therefore, students can be helped in their language learning when teachers understand what best teaching methods or technique meet the need of students.

Teaching facilities improvement. English teaching will not achieve its objectives if the teaching tools are not backed up. Hence, "special effort should be made to ensure that teachers get proper teaching facilities, including space, books, and teaching aids" (Pande, 2013, p. 419). It is necessary to "confront facilitation of teaching tools as to empower teaching and learning English" (Fatiloro, 2015, p. 29). Thus, teaching a language needs equipment, particularly for those who teach in the milieu where English exposure is limited.

Students' level match. Since the students' educational background in learning English, personality, goals, age, and learning style are different, it is imperative to come up with helpful ideas to dealing with such multilevel class. There are several ways to handle such issue, "it can be begun from the lesson planning should contain leveled tasks using a variety of groupings and throughout the practice of the lesson, students' assignments are leveled based on their language skills" (Roberts, 2007, pp. 2-3). Roberts also added that teacher's own version can be used to develop leveled task since it is considered effective when it

covers a lot of productive and helpful learning suggestions and additional resources and worksheets. It is also suggested by Pande (2013) that teachers should be patient in teaching different ability of students and striving for matching level with students. As a result, since the language level of students in classroom might be uneven, teachers have to provide appropriate tasks for meeting and improving students' language level.

Classroom management. Based on the Virginia Department of Education (2006), understanding English and generating more accessible of target language's exposure for students can be done through managing classroom: "designing a classroom which expresses cultural diversity respect and appreciation, considering seating positions to be supportive for cooperative learning activity, building a classroom library containing age-appropriate books with various reading levels" (p. 19). Those are the ways to manage classroom in order to get students familiar with and get used to use target language.

Teacher's reflection. Christodoulou (2010) put forward that one of the most important aspects of teaching is self-reflection. Additionally, self-reflection and self-evaluation are included in the essential teaching skill.

In conclusion, these remedies are essential to be implemented in English language classroom in order to support English education development. However, many of studies regarding strategies in English language teaching are still infrequent and incomprehensive. The amounts of strategies that have been found

are not equal as the problems found. It is therefore, further research relating to this has to be done.

Review of Related Studies

There are several previous studies that are related to the topic of this research. Those studies discuss challenges in English language teaching, some studies are provided with the strategies, yet the others are not.

Copland, Garton, and Burns (2014) investigated the challenges in teaching English to young learners faced by English teachers around the world. Mixed research methods were applied in obtaining data. An online survey was completed by 4,459 English teachers worldwide, as well as case studies, including observations and interviews were done with teachers in five different primary schools from five different countries. As a result, there is a variety of challenges which were found, namely, teaching speaking, motivation, differentiating learning, teaching large classes, discipline, teaching writing, teaching grammar, and developing teachers' English competence. In addition, this study suggests how policy in different countries affects English teaching aspect which can be used as considerations for education teachers to prepare and suit English teaching and learning progress. Although this study focuses on teaching English to primary school students, the findings of the study can support my study since the present research does not only focus on the English teaching in classroom, but also explores challenges in teaching English as the result of policy, such as teaching facilities and teachers' competence.

Meanwhile, Fatiloro (2015) researched English teaching challenges and ways to tackle them in Nigeria context. The method used in this study was library research in which the information and the data regarding EFL teaching in Nigeria were obtained based on the analysis and investigation in some aspects of library. The results suggested that the challenges were English lesson is found as the immediate need, mother tongue interference, grammatical errors, and psychological problems, shortage of specialist teachers in teaching English, and the lack of teaching tools provided by institution and government. Meanwhile, the solution found in order to face these issues is reforming attitude of students, teachers, institution, and policy makers. Further, this study presents a wider range of English teaching challenges which might come from students', teachers', institutions', or government's side as well as the answer to those problems. For this reason, I can use the result of this study to research English teaching challenges since what were found in the study, to some extent, are similarly faced by the English teachers at MTsN Taliwang, Indonesia based on the little observation of mine.

In addition, Salahuddin, Khan, and Rahman (2013) attempted to discover challenges faced in implementing English curriculum at primary level schools in rural areas of Bangladesh. Questionnaires were spread to teachers and students, while the interview and observations were carried out with English teachers in order to see the situation of English language teaching and learning. This study indicated that schools in rural areas are poor at skilled teachers, proper teacher training, proper teaching methods and materials, and physical facilities which

caused unsuccessful English curriculum implementation. Also, as the results suggested that these issues can be faced through recruiting more teachers, improving teaching aids, subject based-training, and supply of teachers' guide teaching as well as other non-government organizations can help to face them. Regardless of the primary schools where the study took place, it emphasizes the situation of English learning and teaching in rural areas where the implementation of English curriculum cannot be done properly. Consequently, the results of this study can be used as the foundation of my research in order to see how English teaching and learning happens in a rural area and kinds of challenges the teachers face.

Conceptual Framework

According to the literature review, challenges in teaching English consist of teaching challenges, such as teaching speaking, motivation, differentiating learning, teaching large classes, discipline, teaching writing, teaching grammar, developing teachers' competence (Copland, Garton, & Burns, 2014), English lesson as an immediate need, mother tongue interference, grammatical errors, psychological problems, shortage of specialist teachers, lack of teaching facilities (Fatiloro, 2015), skilled teachers, proper teaching training, teaching methods and materials, and physical facilities (Salahuddin, Khan, & Rahman, 2013).

Meanwhile, the remedy for the challenges involves the roles of teachers, students, and institution in reforming attitude (Fatiloro, 2015). Other things that should be done in English teaching in rural areas are recruiting new teachers, improving teaching aids, subject-based training, supply of teachers' guide, and the

involvement of non-government organizations in helping to face English teaching

challenges (Salahuddin, Khan, & Rahman, 2013).

Therefore, this study entitled "Challenges in Teaching English Faced by

the English Teachers at MTsN Taliwang, Indonesia" is described by the following

chart:

Figure 2.1. Conceptual Framework

Challenges in Teaching English Faced by the Teachers at MTsN Taliwang,

Challenges in teaching English

(Copland, Garton, & Burns, 2014; Fartiloro, 2015;Salahuddin, Khan, & Rahman, 2013).

Teaching speaking	Motivation
Differentiating learning	Teaching large classes
Discipline	Teaching writing
Teaching grammar	Mother tongue interference
English lesson as an immediate need	Psychological problems
Shortage of specialist teachers	Lack of teaching facilities
Lack of proper teaching training materials	Teaching methods and

Strategies to face English teaching challenges

(Fartiloro, 2015; Salahuddin, Khan, &

Reforming attitude

Recruiting new teachers

Improving teaching aids

Improving subject-based training

Providing supply of teachers' guide

Involving non-government organization