

Chapter Two

Literature Review

This chapter discusses the reviews on literature related to the difficulties of English Language Education Department and non-English Language Education Department in learning English. There are some crucial points explained in this chapter. Firstly, the chapter explains issues concerned with learning English language and aspects that affect it. Secondly, the chapter explains English and non-English Language Education Department students. Thirdly, the chapter discusses the difficulties in learning English language. Finally, the chapter explains the strategies in learning English language.

Learning English language

English language has been used as a means of communication especially between native and non-native speaker (Holiday, 2009). Many countries also have applied English language as their second language after their mother tongue. In other word, it is stated that English language is known as an International language for communication. Since English language has been the Lingua Franca, many people intend to learn English language. Ahmed (2015) stated that some people want to learn English language because they think that English language can give them a chance of improving their live. Some people think that they will get a better occupation if they master at least two languages except their mother tongue. Ahmed (2015) also defined that learning English language needs motivation. Motivation plays a big role in learning English language. Students who really have a big motivation in learning

English language will succeed in whatever circumstance they study. According to Suryasa, Prayoga, and Werdistira (2017), there are two motivations which affect to learning English language, namely integrative and instrumental motivation.

Integrative motivation is the desire from ourselves to learn English language in order to communicate with people from different culture that speak the same language whereas instrumental motivation is the desire to learn language for certain goals such as getting job and passing an examination. Besides motivation, learning English language also needs self-efficacy and self-regulation especially for teachers. This aspect will help instructor or teacher to have a better competence in teaching students about English language (Kim, Wang, Ahn, & Bong, 2015).

English and non-English Education Department students

Actually, learning English language is used for classroom routines and interacted with school setting (DiCerbo, Anstrom, Baker, & Rivera, 2014). English Language Education is also one of majors which learn English language in their classroom routines. This major teaches the students all things that are related to English language especially in education. In this major, the students are taught about making and applying lesson plan in a good way because at the end of semester each students is supposed to teach Elementary, Junior High School, and Senior High School so that the students can learn how to make and apply lesson play according to the students level that the students want to teach. Besides teaching, the students also are taught about English language courses like Grammar, Listening and Speaking for Daily and Formal Setting, and some subjects that related to English skill. As the

students of English Language Education Department, they are supposed to maintain their English skill because they are obliged to learn it. Besides that, the materials which are used by students are fully in English. The students should understand the material to gain the knowledge from the materials.

Since English language has been an academic subject in university, it is not only learnt by students from English Language Education Department but also learnt students by non-English Language Education Department. In the other words; English language is the academic subject that requires students of non-English Language Education Department to learn it. DiCerbo, Anstrom, Baker, and Rivera (2014) said that Academic English becomes the language that helps students to acquire and used their knowledge which is used in school. Non-English Language Department students are those who are not from English Language Education Department. This suggests that English language is used in academic routines and teaching and learning process (Rostan, 2015). Non-English language Department students not only learn about vocabulary but also complex grammatical structure and discourse pattern both of which assist in coherent and cohesion in communication (DiCerbo, Anstrom, Baker, & Rivera, 2014).

Difficulties in learning English language

There are three elements which have an important role in learning English language especially in supporting four English skills, namely; pronunciation, vocabulary, and grammar (Megawati, 2016). Those three elements are called micro skills of English skill. Students have difficulties in learning these skills. In

pronunciation, students find some factors that cause bad impacts to their pronunciation skills. According to Soleh and Muhaji (2015), the factors that cause bad pronunciation skills are; 1) strong influence from mother tongue; 2) difficulty to sound consonants and vowels properly; 3) difficulty to identify homographs and homophones and 4) difficulty to pronounce the vocab well.

Besides from students, negative factors also come from teachers. Negative factors which come from teacher are: 1) Teachers ignore to correct students' pronunciation; 2) Teachers are too lazy to correct students' pronunciation whether the students' pronunciation is right or wrong; and 3) Teachers are not aware that pronunciation is important in English communication (Sholeh & Muhaji, 2015). Learning English language also includes vocabulary as one of its difficulties. Students are lack of vocabulary in writing an essay. Therefore, the teachers find many unstructured sentences because the students prefer constructing their idea through "Google Translate" (Prihatmi, 2017). Similar to pronunciation and vocabulary, teachers also still find many grammatical errors in students' works. Sometimes students do not know about the function of tenses. They do not know how to use them in right condition such as how to use simple tense and simple continuous tense in proper ways (Lubis, 2017).

Other than micro skills, English language also has macro skills. They are four main skills in learning English language namely reading, listening, writing, and speaking skills. Corresponding to micro skills, students find difficulties in learning them. Yet, the difficulties of macro skills are still related to micro skills.

In reading skills, students find pronunciation as a common problem when they read aloud (Sholeh & Muhaji, 2015). According to Sholeh and Muhaji (2015) students have difficulties to pronounce certain words because of the strong influence from students' mother tongue and get unaccustomed to English environment.

Another difficulty that students face in learning reading skills is their understanding. Rahmawati (2011, as cited in Megawati, 2016, p. 149) argued that students have lack of understanding about the materials because the students consider that reading skills are difficult.

In listening skills, students get difficulties because they have shortage of understanding and difficulties in controlling the speed of words when the speakers deliver the message through their pronunciation. This condition causes the students to have bad listening ability because the listeners cannot ask the reader in listening lesson to replay what he/she read before. This statement is in line with Megawati (2016) who said that lack of understanding and problems in controlling speed of words pronunciation are responsible for the difficulties in learning English language.

In writing skills, students face difficulties in relation to grammar and vocabularies. Students who are bad in writing skills generally lack of vocabularies and grammar knowledge. Wigati (2014) argued that good writing depends on how we structure the sentence well. Another difficulty in writing skills is that the students are difficult to relate one sentence to other sentences because they possess limited knowledge about the topic that the students want to write. Related to this point,

Prihatmi (2017) stated that students are confused to relate a sentence to others because they have no enough understanding on the topic.

In speaking skills, the students face difficulties to deal with pronunciation, vocabulary, and grammar. These three micro skills are supported each other in speaking skill. The better one's performances on each micro skill, the better the ability to speak in English the students have (Sholeh & Muhaji, 2015).

Strategies to deal with the difficulties in learning English language

There are some strategies that teachers and students can use to overcome the difficulties in learning English language. To overcome the difficulties in pronunciation, the students and teachers can use song as an aid to practice about pronunciation (Farmand & Pourgharib, 2013). Song also can be used as an aid to practice listening skill. Teachers can give an incomplete lyric of song then command the students to complete it by listening to song (Sukmawati, 2015). Besides song, watching English movies can be used to improve listening skill (Safranj, 2015).

In vocabulary, teachers and students can use flashcard to improve vocabularies. According to Tin Hung (2015), flashcard can be used as an aid to maintain vocabulary. Reading approach can also be used in vocabulary to emphasize and control it (Abbasian & Ghorbanpour, 2016). Vocabulary note taking also can be useful in learning vocabulary since this strategy can develop student's vocabulary (Walters & Bozkurt, 2009). Reading approach can also be used in reading skill because this activity allows students to read, read, and read. Day (2013) said that reading approach allows students to read, read, and read especially extensive reading.

In other words, this approach trains student's pronunciation skill as well when students read the reading materials loudly.

Reading journal or article can be included in extensive reading because it allows students to read and read. Nevertheless, extensive reading is not only used in reading skill but also in mastering grammar (Lee, Schallert, & Kim, 2015). According to Furthermore, in writing and speaking skill, teacher can give feedback to students' writing works and to students' speaking practices to improve their skill (Tuan & Mai, 2015).

Review of related studies

There are several researches related to the researcher's research. The first research was about "A Comparative Study of English and Non-English Major University students' Motivation to Learn English Oral Communication" that was conducted by Quadir (2011) in Bangladesh University. The respondent were 184 students from English major and 171 students from English major whose range of age is around 18-25 years old. The objectives of this study were to identify the differences in motivations, attitude, level of anxiety, and motivational strength between English and non-English major and to find out the relationships among all of the aspects. The researcher used questionnaire that consists of five motivation subscales including extrinsic motivation, intrinsic motivation, attitude, anxiety, and motivational strength. Each of the subscale had five statements. The researcher used quantitative approach as his/her research approach. The study found that English major students had higher score in intrinsic and extrinsic motivation subscale while non-English major students

have higher score in anxiety subscale than English major students. Additionally, the study revealed that there is a significant negative correlation between intrinsic motivation and level of anxiety on English major students. Meanwhile, the result correlation between intrinsic motivation and level of anxiety on non-English major students is negative but not significant. Furthermore, there is a positive correlation between extrinsic motivation and anxiety which is found in this study. It showed that extrinsic motivation on non-English major students increased.

The second research was about “Study on Factors that Caused Learning Difficulties on Listening of English Language on Students of Semester III PBI at IAIN Raden Intan Lampung academic years 2015/2016 that was conducted by Kuniawati in 2015. This research aimed to find out difficult factors that students commonly faced in listening English language and to find out the dominant difficult factors that students faced in listening English language. The respondents were from students of semester III of the faculty of Tarbiyah and Teacher Training. The researcher conducted this research by using questionnaire as the instrument to collect data from respondents. The result of this study that the researcher found was that there were two factors, namely; internal and external factor. Decreased physical condition when attending listening lectures and poor perceptions of students on listening courses and the attitude/habits of students who are not practicing enough in listening to English outside of Listening courses were included in the internal factors. Meanwhile, material that is difficult to understand and places or classes which were

less supportive for learning activities listen to students were included in to external factors.

The third research was about “Language difficulties of international students in Australia: The effects of prior learning experience” conducted by Sawir in 2005 at Monash University, Australia. The participants were 12 international students from Asia such Japan, Hong Kong, Vietnam, Indonesia, and Thailand where English language learned as a foreign language. The researcher used an interview as an instrument in his/her research. In addition, the research used qualitative approach because the researcher used an interview as the instrument. This research aimed to identify the difficulties faced by international students including the influence of their previous language learning experience and their assumption about language and also to identify strategies to solve the English language difficulties of international students. There were several results in this research. Firstly, the students only focused on English grammar not on communication competence. Secondly, the balancing access on four skill of English language in the classroom. Thirdly, the students lacked of exposure to good English speaker in their past school. Fourthly, there were a few opportunity to speak English language outside the classroom. Fifthly, there was grammatical awareness. Sixthly, the participants had certain ideas about how English language should be taught and learned after living in an English-speaking country. Seventhly, being in English-speaking country helps to understanding the culture and language.

Those previous researches above are related to the researcher's research on identifying the difficult factors in learning English language and the strategies to deal with the difficulties. Those studies are helpful as reference since this study is almost the same with the researcher's research. There is a research that showed the result deeply. However, those researches have some differences with the researcher's research. First and second research used quantitative research and questionnaire as the instrument while the researcher used qualitative approach and interview as her instrument.

Conceptual framework

Based on some prior studies above, the researcher finds out that English language has important role in communication. English language is not only used for communication but also has implications in academic purposes. CAP has done with survey that most of academic activities use English language (Rostan, 2015). Indonesia is one of the countries that has taught English language in many schools.

English language has been taught in several schools especially higher education. In higher education, most of faculties learn English language. While the students learn English language, it cannot guarantee that the students are able to know English language well because of some difficulties faced by students including English and non-English Language Education Department students.

As mentioned above, learning English language causes various kinds of difficulties faced by students including English and non-English Department and their strategies to deal with the problems. Each of students positively has their different

types of difficulties in learning English language and different strategies which are suitable with them. For that reason, the researcher intends to conduct this research to find out various kinds of difficulties that are faced by English and non-English Language Education Department in learning English and their strategies to deal with the problems of study. The conceptual framework is described in this figure below:

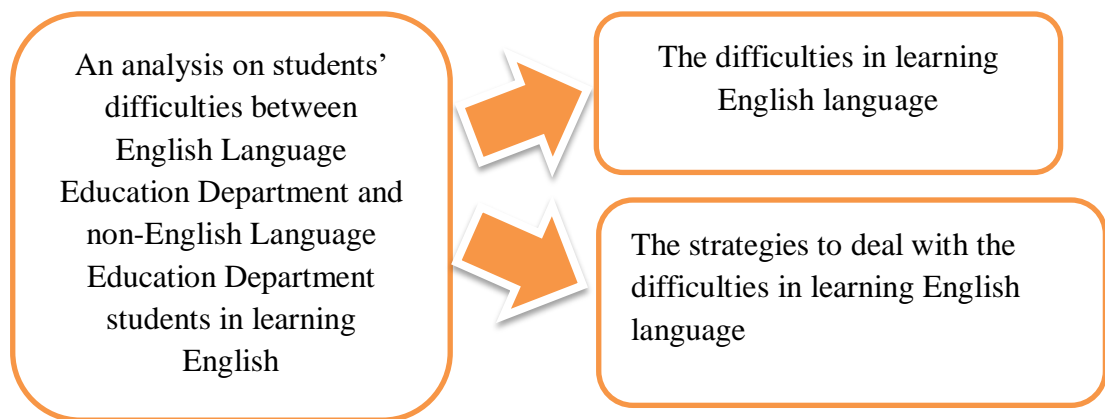


Figure 1. Conceptual Framework