

CHAPTER II

RIVIEW RELATED LITERATURE

This chapter present the results of reviewing some related literatures dealing with topic of the study. It includes English teaching learning, English teaching learning problem, factors causing English learning problem, previous study, and thinking framework.

A. Theoritical review

1. English Teaching Learning

a) Definition of Teaching

According to Brown (2000) teaching can be defined as “showing or helping someone to learn how to do something, giving instructions, guiding inthe study of something, providing with knowledge, causing to know or understand”. Meanwhile, teaching cannot be defined apartfrom learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

Sardiman (2001: 46) also argued that teaching is organizing and activities or setting the environment as well as possible and relating to children so that a learning process occurs. He also said that teaching is an effort to create a conducive atmosphere for learning activities for students.

From the definition above, it can be included that teaching are activities that are carried out by the teacher in the form of planning, explaining, delivering material, facilitating, and evaluating learning outcomes. In addition to the main objective of delivering material, teachers should also be able to understand the characteristics of their students in the form of behavior, intelligence, etc. in order to be able to determine good class management strategies, provide attractive media, or appropriate learning methods for students to be more effective and efficient.

Teaching activities are actually not only focused on how to convey material effectively and efficiently. A teacher must also be able to instill good character in their students, this can usually be in the form of rules in school, as well as implicit delivery as proven by providing good examples of daily behavior and how to adapt to their environment.

b) Definition of Learning

Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice (Kimble & Garnezy, 1963: 133; Brown, 2000). There is no definite understanding of learning itself, depending on the context of use. But basically the purpose of learning itself is to make changes to the individual.

And learning are activities that are carried out by students in the form of several activities such as reading, writing, listening, presenting,

from the material provided by the teacher. In addition, learning is also a form of activity to obtain information, abilities, new experiences, and even discovering students' identities, such as how to make it easier for them to learn, also being able to understand and adapt to other people and the environment and how to react to it. In addition, learning activities can also think critically about the problems they face and how to solve them. And how to find a hobby and apply that hobby, so that the purpose of learning is not only achieved in the form of a test score, but also in the form of real practice.

c) English Teaching and Learning

In general, the context and purpose of learning and teaching English (ELLT) is to develop students' communicative competence, which is to acquire a substantial ability to communicate in various communicative situations. (Nurhayati et al, 2018). There are several types of language learning as stated (Elis, 1986; Chaer, 2003; Yuiantini, 2013), there are two types, namely the naturalistic type which is natural, such as blending directly with native speakers, so that language learning has become a person's habitat as it is. happens at the place of the course. And the formal type, in which there are teachers, classrooms, materials, and tools that support this learning. in Indonesia, of course, most of the learning processes that occur in schools are in the form of formal learning processes.

In the process of teaching learning English there are four skills, namely reading, writing, speaking, and listening. In addition there are also several components that must be studied, including phonology, morphology, semantics, and pragmatics. But what is most commonly learned at elementary to high school level is the development or enrichment of vocabularies and grammar in their use.

At Mamba'us Sholihin boarding school learning foreign languages, both Arabic and English by applying these two types of learning processes, which students are expected to be able to practice well in the form of several language improvement programs, including new vocab drills every day, courses every morning before school, bilingual conversations conducted with colleagues every Tuesday morning, and personal development activities like speeches, singing two languages Arabic and English every Tuesday night performed in front of his peers.

d) Principle of English Teaching

Brown (2005: 55-68) explained that there are several principles that must be considered in English teaching. They are:

1) Cognitive principle

a. Automatically

Second language learning requires a lot of time in the learning process. this is a factor in finding ways to become more automatic in learning.

b. The Anticipation of Reward

Giving rewards to students is very necessary in giving offers. this encourages students to be more enthusiastic and provide motivation in learning.

c. Meaningful Learning

Meaningful learning results in better retention of students and give a different impression in a lesson.

d. Intrinsic Motivation

The best reward received by students is intrinsic motivation, this is also one of the main factors that must be developed by the teacher.

e. Strategic Investment

The 'investment' of a learner's time, effort, and attention in mastering the language is also a large part of the factors that lead to the success of a second language learning.

2) Affective Principles

a. Ego Language

The ego of a new language in humans can develop a way of thinking about a second language and lead to familiarity with a new language, so the humans easily recognize and become accustomed to the new language.

b. Self Confidences

Students' belief that they are able to complete the task well, at least be able to trigger themselves in attaining the task.

c. The language-culture connection.

d. Risk taking.

3) Linguistic Principles

a. Inter language.

b. Communicative competence.

c. The native language effect.

2. English Teaching Learning Problem

a. English Teaching Learning Problem In Indonesia

Basically, learning English both in Indonesia and in other countries, non-native speakers are almost the same. English is used as the main subject being tested. However, the application of learning that occurs in schools is often only the delivery of material, so that when students are given the task to speak or practice, they still experience

difficulties. Like what happened in Iran, which was stated by Behroozi and Amozegar (2014) in Akbari (2015) that students in Iran even though they have studied English for 7 years they still cannot speak or practice it. According to Exley (2005) Asian students have more passive compliant and unreflective characteristics (Nurhayati et al, 2017).

The same is the case with problems in learning English in Indonesia, some English teachers still use traditional or Conventional methods that can make students bored and become passive with monotonous explanations, besides that the interaction between students becomes blunt so that it makes students bored. (Nurhayati & Fitriana, 2018). According to the Methodist University of Indonesia (2015) in his research on the problems of learning English in Indonesia, including: First, English is no more difficult than other languages, including Indonesian,. Second, there are two approaches that need to be considered in teaching English, the grammar free and tight grammar approaches. The former is highly recommended for early age and beginner instruction while the latter is recommended for instruction for specific purposes. However the two approaches must be collaborative and their application must be based on a needs analysis. Third, conflicting conceptions of whether L1 and L2 are the same process should not hinder the strategy of how language is acquired naturally.

From this statement, it can be concluded that the problem of English in Indonesia comes from people's fear of something new, and

considers it a difficulty before actually learning it according to the rules like learning other lessons or languages including Indonesian itself. Bygate (2000) also argued that one of the basic problems in foreign – language teaching is to prepare learners to be able to use the language. How this preparation is done, and how successful it is, depends on very much on how we as teacher understand our aims (Nurhayati, 2016). In addition, there are rules or steps in learning and teaching English which there are still many people who do not know, even almost some are teachers of the subject themselves, so that many students participate in courses, the results of students who take courses and do not participate courses are also different. Some teachers at school teach English in a direct way like they learn English itself, In fact, there should be a number of steps that must be taken in introducing English to students according to their level as something new and making it more interesting so that students are more enthusiastic about learning it.

3. Factor Causing English Learning Problems

Talking about the factors that influence learning, there are differences in views between one expert with another. Syah (2003: 173) in Nyoman (2013) said, in outline the factors causing learning difficulties or problems in learning consisted of two kinds, namely:

- 1) Internal Factors: Internal factors, namely things or circumstances that emerged from within the students themselves, These factors

include disruption or lack of psycho-physical abilities of students, namely: a) Which is cognitive (the realm of copyright), among others, such as low intellectual capacity / intelligence of students b) Which is effective (the realm of taste), such as instability of emotions and attitudes, c) Psychomotor nature (the realm of intention), among others, such as the disruption of the sense of sight and hearing.

- 2) External Factors: External factors, namely things or circumstances that come from outside the student, this factor covers all situations and conditions of the surrounding environment that do not support student learning activities, which include: a) family environment, b) community environment, c) school environment.

In addition, Viktor (2013) also pointed out the factors that hamper English learning difficulties including: Internal factors (motivation, self confidence, self esteem, attitude) and External factors (school teachers, teaching aids, and classroom culture).

From some of these explanations, it can be concluded that there are two main factors that cause problems in learning English, namely internal factors where these factors come from the students themselves, both in the form of lack of motivation, self-confidence, thinking skills, and so on. And external factors that come from outside of students such as the environment, teachers, and lack of material.

B. Previous Study

There are some studies related to English learning problem have been conducted by some previous researchers. The previous studies were different from the present study related to some aspects as they are presented in the beow:

Table 2.1

The Difference of The Previous Studies and Present Study

Name and Title of Previous Studies	Scope Limitation and Method of Previous Study	Present Study
Lilis Hidayatul Ummah (2010) entitled “A Descriptive study on the Problem in English Teaching learning to the students of SDN 2 Karangrejo Kampak Trenggalek”	The scope of study focused on a descriptive study on the problems in English teaching and learning at SDN 2 Karangrejo Kampak, and the limitation of this study focused on teachers and students’s problem and what the solutions problem are in English learning with the object of research are students at the first until fifth class	The scope of study focused on the factor English learning problems at Mamba’us Sholihin boarding school Blitar, the limitation focused on the factors that influence the occurrence of English learning problem, and which one the most dominant that influence English learning problem, the object study are English course teacher, the head of language department, and the

	of Elementary School and English teacher with the research method is qualitative descriptive research.	female students at second grade of senior high school. The research method: quantitative and qualitative (mix method).
Anis Kartika Rakhmaniar (2019) entitled “The Problems of Learning English Faced by The Students of SMP 3 Petarukan”	The scope of study focus on the problems of learning English with the limitation focused on English learning problem by the students and teacher perspective at ninth grade of SMP 3 Petarukan with the research method are quantitative and qualitative.	
Yayah Kudsiah (2009) entitled “Analysis of Some Causal Factors of Students Problem in Learning English”	This study limits the problem only to the factors that cause students' English learning problems, focused on family factors, teachers, and learning facilities. The object of research: second grade students of SMP Al-Inayah, Karawang. Research	

	method: descriptive with qualitative analysis.	
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C. Thinking Framework

This research was conducted based on pre-research interviews conducted by researchers via telephone interviews with the head of the language department which from the results of the interviews indicated that the foreign language development program at Mamba'us Sholihin 2 Blitar had decreased so that problems in the English process had to be studied. Therefore, the researcher is interested in finding the factors of the English learning problem to be studied so that it is hoped that after the problem factors are clear, solutions and suggestions can be found for the language development program in Mamba'us Sholihin 2 Blitar.

Based on this description, the author conduct a descriptive study using quantitative and qualitative approaches with the title "Study of Learning English Problems at Islamic Boarding School Mamba'us Shoihin 2 Blitar". The framework for this research is depicted in the following chart:

Picture 2.1 Thinking Framework