

CHAPTER II

LITERATURE REVIEW

2.1 Challenges Faced by Students in Language Programs

When implementing English language programs, students face challenges that are not limited to grammar or pronunciation. These challenges are also influenced by various other factors, according to Slameto (2003) cited in Wulandari (2020), these factors fall into two main categories: internal and external (p, 740). Both categories play an important role in determining the extent to which students can succeed in acquiring a language.

2.1.1 Internal

The internal factor refers to everything that comes from within the learner and affects their ability to learn. Schumin (1997) cited in Budianto (2010) that the affective side of a learner is one of the most important influences on the success or failure of language learning. Based on Shumin (2002) it includes emotions, self esteem, empathy, anxiety, attitude, and motivation (p. 206). These personal conditions can influence how well they understand and use the language.

1) Emotions

Emotions play an important role in learning, especially in learning English as a foreign language. According to Damasio (2004), certain situations or experiences can trigger emotional reactions that happen inside our minds and also show in our actions (p.50). For example, students may feel nervous or afraid when speaking English in front of the class. These emotions are natural responses but can make it difficult for students to focus or try their best in learning activities.

In addition, Scherer (1994), as explained by Lord and Kanfer (2002), believes that emotions connect what happens around us to how we behave (p.7). If students feel uncomfortable or stressed because of the classroom environment or teacher's response, they might choose to stay silent or avoid participation. Mustafina et al. (2020) also explain that emotions influence students' motivation from the inside, especially when it comes from interest and curiosity. When students feel negative emotions like fear or embarrassment, their interest in learning can decrease. That is why teachers need to create a supportive and friendly classroom, where students feel safe, confident, and excited to learn English.



2) Self esteem

Self-esteem has a strong influence on how students experience foreign language learning. It involves how they judge their own abilities and personal worth in learning situations. Rubio (2021) describes self-esteem as a psychological and social condition in which people assess themselves based on certain values, and this can lead to different emotional reactions (p. 5). These emotional reactions are important because they can affect the way students respond to learning tasks. Although self-esteem tends to become more stable as someone matures, it can still change depending on personal situations, including experiences in school or relationships with others.

When self-esteem is low, it can create emotional imbalance that affects students' mental well-being and learning performance. Rubio (2021) states that this imbalance may result in feelings of insecurity, fear, and emotional distance from others, all of which make the learning process more difficult (p. 7). In this state, students may struggle to stay engaged or feel confident enough to participate fully. Therefore, paying attention to students' emotional conditions and supporting their self-esteem is essential in helping them reach their learning goals in a more effective and positive way.

3) Anxiety

Learning a foreign language is not just about memorizing vocabulary or grammar rules—it also involves emotions and mental challenges. According to Brown (1994) as cited in Shumin (2002), learning a new language can make students feel uneasiness, frustration, self-doubt, even frustration (p.206). These feelings can appear when students are afraid of making mistakes, being laughed at, or speaking in front of others. As a result, they may lose confidence and avoid using English in class.

Anxiety is a feeling of fear or worry that people often experience when they face something difficult or stressful. According to Putri et al. (2020), anxiety does not only come from inside a person, but can also be caused by outside factors, such as academic pressure or the fear of speaking in front of others. This feeling can be seen through body language, like being nervous, shy, stuttering, or feeling tense. In English language learning, many students feel anxious when they are asked to speak in front of the class or take a test. Putri et al. (2020) also mention Spielberger's view that anxiety is a personal feeling of tension and nervousness caused by the body's reaction to stress. Some students say that they forget what to say or feel too afraid to speak, which shows signs of anxiety. Ruffins adds that anxiety can cause both emotional and physical symptoms, such as feeling nervous before class, panicking during tests, having sweaty



hands, fast breathing, or a racing heartbeat. These signs show that anxiety can seriously affect students' performance and confidence, especially when learning to speak English.

4) Attitude

Attitude is the way someone thinks, feels, and responds to something, whether it's a person, a situation, or an experience. According to Smith in Oroujlou and Vahedi (2011), attitude is a set of beliefs or views formed about something that makes a person tend to act in a certain way. Attitude shows how someone sees and reacts to the world around them, either in a positive or negative way. For example, students who have a positive attitude toward learning English are usually more enthusiastic and don't give up easily when facing difficulties. On the other hand, a negative attitude can hold back achievement because it can cause laziness, fear, or low self-confidence. A student's attitude can be shaped by the teacher, the subject, books, assignments, and the overall learning environment (Oroujlou & Vahedi, 2011).

5) Motivation

In one way or another motivation is crucial in the learning process especially when learning a language. Most students desire to learn English because they think it will be useful in the future. Seven (2020) defined motivation as the choices people make regarding the outcomes they seek or want to escape, and the amount of work they invest in it. Brown in his paper (2007) defines motivation as the decision people make concerning what experiences or goals they wish to pursue (p.168).

If a person is unmotivated, he or she may not perform the learning activities that should be done. Motivation is useful to know how hard the students are willing to work for the learning. It can also be defined as the internal or external forces that compel individuals to behave in certain manners or to have desires (Alizadeh, 2016).

2.1.2 External

According to Parnawi (2019) that External factors are influences from outside the student that can affect how they learn and the results they achieve. It includes: (1) The family factors, (2) The school factors, and (3) The society environment factors (p.99).

1) The Family factors

During the learning process, students are influenced not only by the school environment, but also by family circumstances. According to Nabillah and Abadi (2020), students are influenced by various family factors, including parental education methods, family relationships, household atmosphere, and economic circumstances.



For example, parenting plays a significant role in shaping children's attitudes toward learning. Parents who are supportive, motivating, and involved in their children's learning process can foster self-confidence and enthusiasm for learning. Conversely, children who are raised with strict or stressful parenting tend to be afraid of making mistakes and lack confidence in their ability to learn.

Family harmony is also an important factor. If the home atmosphere is full of conflict or tension, children will feel uncomfortable and have difficulty concentrating. Meanwhile, a warm and supportive family dynamic creates a sense of secure that aids the learning process. In addition, the family's economic situation is also influential. Students from wealthy families generally have better access to learning resources, such as books, technology, and tutoring. Conversely, economic limitations can restrict children's learning opportunities and sometimes force them to divide their time between schoolwork and household chores. As Naibaho et al. (2025) stated, families with economic limitations may have difficulty providing resources that support their children's learning. Therefore, the family's role as the primary environment is crucial in shaping students' attitudes and academic success.

2) The school factors

This factors are one of the important aspects that influence students' learning success. These factors mean teaching methods, the relationship between teachers and students, and the physical condition of the school environment. Teaching methods that are varied and match the students' learning styles can help them understand the material more easily. A good relationship between teachers and students also plays an important role; when students feel comfortable and respected, they are usually more motivated to learn. In line with this, Reddy et al. as cited in Lei et al (2018). That teacher support can affect students' emotions such as anxiety, depression, and hope. In addition, a clean classroom, and good facilities also help create an effective learning environment. As stated by Harahap, et al., (2022) that using the right learning media can increase the effectiveness of learning.

Moreover, the role of the teacher is very important in creating a meaningful learning experience. A teacher is not only someone who delivers the material but also acts as a facilitator and motivator. The way a teacher explains lessons, their attitude toward students, and how they build positive interactions can affect students' enthusiasm and participation in class. Wulandari (2020) explained that a teacher who has strong teaching skills and uses the right methods and media can encourage students



to be more active and engaged in learning. Therefore, teacher quality and a supportive school system are both essential for creating an ideal learning environment for students.

3) The social environment factor

The social environment greatly influences students' success in language programs. This environment includes peers, teachers, and the people around students in their daily lives. Students will feel more motivated and confident to use a foreign language, such as English, if they are in an environment that is accustomed to using it. On the other hand, if the environment does not support language learning or even shows a negative attitude toward it, students may feel unsure and lose interest. Keating (1999) explained that the social environment where a person grows up is a key factor in shaping their quality of life. He states that a person's life outcomes, both positive and negative, are strongly related to their early social experiences (p.240).

One of the most influential parts of the social environment is peer influence. Friends can be role models and motivators in learning a language. When students spend time with friends who study hard and often use a foreign language, they are likely to follow and feel encouraged. According to Parnawi (2019), friends' influence quickly takes hold of a child's soul. However, if children often hang out with friends who do not attend school or are not serious about learning, they may lose their enthusiasm to learn (p.101). Therefore, it is important to create a positive and supportive social environment so that the language program can run effectively and help children learn.

2.2 Benefits of Language Program for students

Based on the finding of Ubaedilah et al (2023) the benefit that can be obtained by the students is enhancing students' speaking performance, increasing students' understanding of English.

1) Increasing students' speaking performance

Sukarlov (2018) Speaking performance is always related to communication and speaking performance itself. It can be affirmed as the ability to use language accurately to express meaning in order to convey or receive information from others in actual instances of language use in real time.

By using English in everyday life it will be increasing students' skills. They will produce many vocabulary, because learning language is not only about obtain the materials but we have to practice it. As explained by Munir et al (2023) in language program has been demonstrate that students be able to acquire a hundred of vocabulary in a week, furthermore students have reported significant progress in their



pronunciation skills, Their daily engagement with the program has helped them become more like natives.

Implementing a language program can be the right choice to improve students' skills. Thus, students can master a lot of vocabulary and practice it directly. Besides, it can improve speaking performance. This program can help students more easily understand the material or complete their assignments (Sukarlov, 2018). Furthermore, According to Aulia et al (2021) ability to speak English will allow one to get everything, such as jobs, positions, knowledge, education, or even scholarships abroad. Because English is widely used in the world. Not only in academia, business and the Internet, but also in higher education and tourism, English is the most widely spoken language (Rao, 2019).

2) Increasing students' understanding of English

The English language environment helps students to improve their English speaking skills by providing exposure to learning activities outside the classroom, such as vocabulary practice, conversation, and public speaking. The existence of practice is a supportive component that helps students in formal learning because the knowledge given to them outside the classroom can be related to what is taught in the formal classroom.

As proven by Choiriah (2022) the application of Language Programs in dormitories can help students achieve both in and out of school. Because sometimes the material taught at school has been acquired in the Language Program at the boarding school, so they know more than some of their friends. While they will be easier to understand the teachers' instructions or explanation due to they are familiar in English.

2.3 Previous study

There are some studies related to students' perspective. The first, Afnisah Choiriah (2022) entitled "Exploring Students' Perception on the Implementation of Bilingual Program in English Learning at Modern Boarding School" this study aims to analyze the students' perspective on the implementation of the bilingual program at the boarding school in the English learning classroom. The participants of the research were students of Madrasah Aliyah Muhammadiyah Boarding School Darul Arqom Sawangan Depok. The researcher used Qualitative and case study design. The study result showed that students have a good perception of the program: increased speaking skills and mastered vocabulary, and students became more familiar with the materials provided by



the English teacher. But they also face problems that inhibit them from speaking English such as the absence of tutors and some students were not proficient in English, making it difficult for them to participate fully.

The second previous study was done by Abubakar et al (2023) with the title “Factors Affecting Students’ Difficulties in Speaking English in Indonesia’s Remote Area”. This study purposes to investigate the factors that affect students’ difficulties in speaking English. The population was 40 students of eighth grade of UPT SMPN Ujung Jampea No 9 Kepulauan Selayar, South Sulawesi. The researcher was used Quantitative method and the data collection was used questionnaire. The results were the students have speaking problems, due to two factors: internal and external. The internal factors such as shyness, lack of confidence, anxiety, and fear of making mistakes. The external factors were mother tongue use, learning media use, lack of parents’ attention and teacher support. The most influential factor was the use of the mother tongue because comfortable and easily to understand materials.

The third previous study was conducted entitled “Qualitative Exploration of Students’ Perception on English Day Program at SMAN 1 West Sumatera” by Munir, et.al (2023) this study's objectives to ascertain students' perceptions of the English day program at SMAN 1 West Sumatra. The informants of the research were tenth grade of SMAN 1 West Sumatra who enrolled in English Day Program. The research was used qualitative method and the data collection was interview. The result of the research presented the students exhibited positive perceptions toward the program, as indicated by increasing their English competencies. However, they also articulated negative view, citing the imposition of burdened the punishment.

There are some differences between this study and those already mentioned. The first study chose the students of MA Muhammadiyah Boarding Darul Arqom Sawangan Depok, and the last study chose the students of SMAN 1 West Sumatra, meanwhile this study choose the students of Al Madienah Islamic boarding school Jombang as the object of the study. However, the object of this study is different, so it can said as the gap of this research.

