Analysis Of English Learning Difficulties For Budi Satrya SMA Students

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Abstrak

Dalam jurnal penelitian ini, penulis menganalisis kesulitan siswa SMA Budi Satrya Medan dalam belajar bahasa Inggris di kelas. Fokus penelitian ini adalah menemukan kesulitan siswa dalam memahami materi yang disajikan dan mengingat materi dari pembelajaran sebelumnya. Penelitian dilakukan dengan mengambil 10 siswa kelas XI Budi Satrya. Penelitian ini menggunakan pendekatan klasikal dan individual dalam pengumpulan data kualitatif dan kuantitatif. Data yang diperoleh diperoleh dari hasil eksplorasi belajar siswa di dalam kelas dan melakukan wawancara dengan siswa. Hasil penelitian menunjukkan bahwa kesulitan belajar bahasa Inggris di kelas ditentukan oleh cara guru menyampaikan materi. Sehubungan dengan hasil penelitian yang diperoleh, disarankan agar guru dapat menggunakan metode pembelajaran yang disukai oleh siswa agar siswa memiliki motivasi yang tinggi untuk belajar bahasa Inggris di kelas.

Kata Kunci: *Analisis, Kesulitan, Siswa, Bahasa Inggris, Pembelajaran*

Abstract

In this research journal, the author analyzes the difficulties of SMA Budi Satrya Medanstudents in learning English in class. The focus of this research is to find students' difficulties in understanding the material present and remembering the material from previous learning. The study is done by taking 10 students from the eleventh grade BudiSatrya. Thisstudy uses a classical and individual approach in collecting qualitative and quantitative data.The data obtained wereobtained from the results of student learning exploration in theclassroom and conducting interviews with students. The results show that the difficulty oflearning English in the classroom is determined by how the teacher conveys the material. Inconnection with the research results obtained, it is suggested that teachers can use learningmethods that are preferred by students so that students get a high sense of motivation to learnEnglishin the classroom.

Keyword: *Analysis,Difficulty,Students,English,learning*

INTRODUCTION

Language is a form of communication, according to Anderson (Tarigan, 2015:21).The language should be understandable to others as well as the speaker, whether they are listeners or other speakers. The message will be ineffective if what is said by the speaker cannot be adequately delivered or understood. As a result, language plays a crucial role insocial life as a medium of communication. Children and even Indonesians find it challenging to speak English because it is not their Mother Tongue " in that country. For students ,English itself is a terrifying phantom.

According to Irham and Wiyani (2013: 254), learning challenges are a situation thatoccurs when students encounter barriers to participation in the learning process, resulting inless-than-ideal and ineffective

learning results. The feeling of being "lazy" when listening,speaking, reading, and writing makes English seem foreign and difficult to pronounce, which is another reason why speaking English is challenging .This justification tought tobe a requirement for kids to study English in school. To enable pupils to interact actively in environments where English is a second language ,English is taught in schools .The success ofchildreninunderstandingEnglishissignificantlyinfluencedbytheirteachersandinstructionalstrategies.

Accordingtotheauthor'sresearch,thereareanumberofreasonswhystudentsstruggled to learn English in the classroom. Nearly all of the pupils claimed that the teachermade it challenging for them to learn English. They claimed that it would be challenging forthem to comprehend and retain the course material if the teacher taught in a hostile classroomenvironment. In contrast, pupils will be happier and more motivated to retain and understandthe content if the teacher uses friendly learning techniques and a comfortable classroom environment .Indeed ,teachers play a crucial partin how well children learn in the classroom.

At the level of their methodology,educatorsplaythesameroleintermsofpresumptions about language and language learning. 113; Richards & Rodgers, 2001: 27–29;Cunningsworth, 1995). The traits of a teacher that can make it harder for pupils to learn,accordingto Ahamadi and Supriyono (2004), include:

1. Teachers who are less skilled in giving lessons and choosing learning methods to be used in the learning process
2. Teachers who exhibit poor student-teacher interactions. The nature of this professor tends to be hostile, authoritarian, arrogant, bad at explaining concepts, frugal with grades, and other undesirable attitudes.
3. Teachers who demand high student achievement standards always excel far above the average ability of their students.

Success is also determined by the existence of the institution, teaching methodology, and students' enthusiasm for learning in addition to the quality of the teachers. The part that students play in carrying out educational activities depends on their level of learning motivation. Increased learning outcomes will be supported by high learning motivation. Intrinsic and extrinsic motivation comes in two flavors. The need to act without being forced or rewarded forms intrinsic motivation. Extrinsic motivation is the desire to act based on benefits. When someone understands that they are intrinsically motivated, rewards may have a negative impact on their performance (Gage & Berliner, 1984: 412-441).

According to the author's observations made during class learning, learning activities are carried out, the teacher regulates student participation in the learning process, and students respond to the teacher's teaching materials. Preparing teaching materials for this learning process is certainly necessary to achieve learning objectives, and this preparation will reflect choices regarding the main objectives of providing teaching materials, namely presenting content, practicing, facilitating communication between students, and motivating students to pursue their own learning. It was also found that some students had forgotten their textbooks, which had a negative impact on how well they studied. While other students can concentrate on reading their own books, some students cannot do so because their friends who forget to bring textbooks use them as a source of writing material.

Teaching aids have a function in the communicative methodology in:

1. encouraging the growth of students' language skills in interpreting, speaking, and negotiating with other students
2. Help language users understand conversations and engage in language activities that suit their communication needs
3. Intellectuality and creativity of students must be involved and guided.
4. Make use of various texts and media to build your skills through various assignments and exercises (Richards, 1995: 24-25).

It can be concluded that there are two types of difficulty factors experienced by students, namely

internal factors and external factors, after observing the opinions of several experts regarding the causes of students' difficulties in learning and directly observing the student learning process in class. The student's own actions, such as their lack of interest in participating in class learning, are examples of internal variables. While external factors are elements that come from outside students that make them reluctant to learn, such as an ineffective teacher who struggles to explain content in class.

A study entitled "Analysis of Difficulties in Learning English for Students of SMA Negeri 1 Narumonda, Tobasa Regency" was conducted by (Damanik & Bismar, 2022: 730–732). This program aims to identify students' challenges in acquiring English proficiency. This service collects qualitative and quantitative data using traditional and individual approaches. The process utilizes the context, inputs, processes, and products of the CIPP Evaluation Model to improve teaching quality. The McDonough and McDonough models are used to test the data, which include: (1) Exploring student learning processes and their results; (2) Assessing exploration findings through questionnaires and student interviews; (3) Conducting peer-debriefing, or conversations with other teachers about the approach, the substance of the syllabus, and whether it fits the needs of students.

Feeling forced;

(2) Low understanding of basic concepts;

(3) Lack of environmental assistance;

(4) Forget those factors; and

(5) Few opportunities to practice their English.

Based on these findings, it is suggested that educators support and motivate their students when they learn English.

In addition, a study named "Analysis of Students' Learning Difficulties in English" was conducted by (Ayunda, 2018: 224–233). This study looks at how difficult it is for students in economics programs to learn English. The aim of this research involving 50 students was to learn more about the challenges faced by students at UMTS in acquiring English proficiency. To collect qualitative and quantitative data, researchers used traditional and individual techniques. This process leverages the context, input, process, and products of the CIPP-EvaluationModel to increase the caliber of instruction. The McDonough and McDonough models are used for mine the data, which included: (1)Exploring both student learning processes and their outcomes; (2) Assessing the findings of exploration through questionaires and student interviews; (3) Conduct peer-debriefing, which includes interviews with other lecturers about the approach, the syllabus's substance, and it meets students' needs. Theresults demonstrating that students study English.

Intrinsic and extrinsic motivation comes in two flavors. The urge to act without external reinforcement or rewards is known as intrinsic motivation. Extrinsic motivation is the desire to act based on benefits. When people understand that they are intrinsically motivated, rewards may have a negative impact on their performance (Gage & Berliner, 1984:412-441). Learning is an adequate free activity that incorporates one's memory related to the material being studied, such as using language rules, vocabulary, and greetings (Tomlinson, 1998: 4).

Learning a language can involve using language and understanding linguistic structures (language use). Learning experience, self-esteem, emotional involvement, connectedness of learning with thinking power (representing thinking power through the use of the sense of sight, emotional association, and the use of inner voice), communicative use of language, and learning materials that foster students' thinking power. creativity is prioritized in modern language learning (Richards, 2001b: 198). (Tomlinson & Masuhara, 2004:2-3).

METHOD

Field research is a form of research used in research. Research that uses data and information from the field is called field research. The author of this paper analyzes students' difficulties in learning English at SMA Budisatrya by using data from a direct field survey. This study uses a qualitative research method based on case studies. Data is collected collectively to investigate difficulties in learning English. The researcher collected data for this study by direct field observation while the trainees recorded and then analyzed the conversations. A narrative or descriptive description of the results will be provided.

The validity of the continuing learning process in grade 10, as well as a comprehensive triangulation of theory and data sources based on the phenomenal difficulties that arose during the learning process, were used to test the findings of this study (Gall, 2003: 591). Some of the tools used in data collection include:
(1) researchers who act as data collectors;
(2) observation of the learning process;
(3) open questionnaire (related to student admissions); and
(4) in-depth interviews with students, especially grade 10 students.

FINDING AND DISCUSSION

Based on a 10-minute interview with 10 students of class XI IPS on Tuesday, 11 October 2022, it can be concluded that internal and external factors contribute to student learning challenges. Internal factors include students' inherent laziness, their lack of motivation to learn English because they believe they will fail, and their difficulties in remembering the meaning of English vocabulary. Factors in the school environment such as teachers who are considered less active in class, classes that are too noisy make it difficult to concentrate, and mobile phones which often interfere with concentration while studying because teachers allow students to use mobile phones. devices for browsing or translation, are examples of external factors that have an impact.

Outside influence Peers who are also not very proficient in English and remarks such as "Don't be so English" from friends back home are just a few examples of the outside influence that exists in the school environment. This embarrassed him and discouraged him from trying again. In addition to environmental factors, people also come from a family environment where parents only have a little knowledge of English. As a result, students rarely review language material they have learned at school at home unless the teacher assigns them to do so, and they are not constantly pressured by their parents to excel in English without addressing the difficulties they may experience at school. The problem of learning disabilities in children has been the subject of previous research. Santosa and Sigit's 2016 study, "Factor Analysis of Difficulties in Learning English for High School Level Students in Kulon Progo Regency," is one of their studies. The findings of the analysis show that: (1) students experience challenges based on the skills offered equally in each institution. Listening ability is one that students find challenging, even though reading ability is the easiest. Students' sense of self is another skill that students find challenging, and teachers' use of media is one of the markers that has the highest impact.

Well motivated with Low Achievement Category There are ten informants who fit this description. Their written expressions show that they are genuinely interested in mastering BI. This lack of initial ability gain rather than lack of enthusiasm in learning is what causes low absorption and one's learning outcomes. Early aptitude and the human component known as "forgetting" is what causes some early abilities to be less useful than others. They respond relatively slowly to teacher stimulation because of the two criteria mentioned above. Unpleasant learning experience will be undermining the process of gaining understanding, according to the concept of behaviorism (Bower, 1981: 17).

In fact, because language is a habit, mastery of BI is a process of habituation or a habit that should not

be disturbed. If the conditioning is damaged, the result is that an idea or theory is repeated from scratch, resurrecting old memories that have accumulated with new knowledge. low The following elements are more important in determining students' mastery level: (1) low intake of English by medium-low quality English teachers in schools, (2) relatively few students have very good learning motivation, which is reflected in the ethos low learning, and (3) the factor of "forgetting" which according to Klein (1996: 448) is the result of the accumulation of new memories that interfere with each other in the development of nerves and the brain, as well as failure to remember various expressions of previous languages that have been learned from time to time. to time.

Based on the soft initial interview results, the researcher makes the assumption that students who take English courses may experience learning challenges due to a lack of aptitude, enthusiasm, and drive to learn the language. Because they don't realize how important and beneficial learning English will be for them in the future, they lack motivation.

CONCLUSION

The research conclusions that have been discussed previously prove that students face a number of difficulties when learning English. Some of the causes of students experiencing learning difficulties include the following:

1. They are not interested in learning because they are interested in learning English.
2. Want to learn English but lack background information
3. Strong drive and attitude but helping the environment
4. Despite having a very strong drive, he often "forgets" the important concepts he has learned.
5. High motivation to learn but limited learning opportunities

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