



Analysis of Students' Difficulty Factors in Learning English at SMP Negeri 23 Kabupaten Tebo

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Abstract

This study aims to determine the English language skills of students who experience difficulties in English, the factors that cause difficulties and how to overcome difficulties in learning English. The method used in this study is a qualitative description in which data collection is carried out by direct observation and communication techniques. Data collection tool using interviews and also observation. This research involved several teachers and students in a school. The results of this study state that the factors causing this difficulty occur from internal factors and external factors. Internal factors, such as the lack of student interest in learning in class. While external factors include teacher learning methods in class. Efforts that can be made to overcome this are by understanding student characteristics, types of student learning in class, developing student motivation and also evaluating each lesson.

Keywords: *difficulty, factor, English*

Abstrak

Penelitian ini bertujuan untuk mengetahui kemampuan bahasa Inggris siswa yang mengalami kesulitan dalam bahasa Inggris, faktor penyebab kesulitan dan cara mengatasi kesulitan dalam belajar bahasa Inggris. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif dimana pengumpulan data dilakukan dengan teknik observasi dan komunikasi langsung. Alat pengumpulan data menggunakan wawancara dan juga observasi. Penelitian ini melibatkan beberapa guru dan siswa di sebuah sekolah. Hasil penelitian ini menyatakan bahwa faktor penyebab kesulitan tersebut terjadi dari faktor internal dan faktor eksternal. Faktor internal, seperti kurangnya minat siswa untuk belajar di kelas. Sedangkan faktor eksternal meliputi metode pembelajaran guru di kelas. Upaya yang dapat dilakukan untuk mengatasi hal tersebut adalah dengan memahami karakteristik siswa, jenis pembelajaran siswa di kelas, mengembangkan motivasi siswa serta mengevaluasi setiap pembelajaran.

Kata kunci: *kesulitan, faktor, bahasa Inggris*

INTRODUCTION

Education is a process in which there is an effort to change the attitude of a person such as a student through learning, mentoring, or training to create a more qualified generation in the future. According to Ahmad in Hasbullah (2017: 3) "Education is conscious guidance or leadership by educators on the physical and spiritual development of the educated towards the formation of the main personality". In addition, according to Rousseau in Abu Ahmadi and Nur Uhbiyati (2015:69) "Education is giving us supplies that do not exist in childhood, but we need them in adulthood". This education can occur in schools to carry out learning.

According to Teguh Triyanto (2012), there are three types of educational pathways, namely formal education, non-formal education, and informal education. One example of formal education is education at the school level. Formal education is education with a continuous level, such as elementary school, junior high school, senior high school and university. In formal education there is interaction between teachers and students. Axin (Suprijanto, 2009: 6), defines formal education as a deliberate learning activity, both by the learning community and the learning in a school-structured setting. In addition, learning is also organized systematically and planned.

SMP Negeri 23 Tebo is a public school that has students with learning achievements that vary from academic achievements to non-academic achievements. At school, problems in the learning process are inseparable, as is the case at SMP Negeri 23 Tebo Regency. This problem occurs especially in students, one of which is in English subject.

English is an important language to learn, both in education and in everyday life. According to Kasihani (2001: 43) English is the first foreign language which is considered important for the purpose of accessing information, absorption and development of science, technology, arts and culture and fostering relations with

other nations. Learning English is taught from junior high school to high school level. The process of teaching and learning activities in schools follows the curriculum and syllabus, which serve as guidelines for learning at every level of education.

English is a subject that is found in formal and non-formal schools, such as junior high schools, high schools and even the current curriculum for learning English is in elementary schools. According to Zaim (2016) in the concept of language learning, especially in learning English, there are four language skills that must be mastered by a language learner, namely speaking skills, listening skills, reading skills, and writing skills. Of the four skills are closely related to each other and cannot be separated.

In mastering these language skills must be possessed by every student at the school level. From this it was found that there were difficulties in learning English experienced by many students at school. According to Noer Rohmah (2012), interest in learning is a preference for and a sense of attachment to something or activity, without being told. Students lack interest in learning English because these students describe that English lessons are difficult to understand, just like understanding vocabulary in English. In addition to students, teachers also do not apply various methods when learning takes place, the use of learning media that is less attractive or does not even use learning media. The learning method according to Wina Sanjaya (Sanjaya, 2016: 147), is a way to implement plans that have been prepared for real activities in order to achieve optimal goals. From this, it causes a lack of student activity during learning and makes students in the class passive.

This is what made the researchers conduct research on the analysis of students' difficulties in learning English in class VII SMP Negeri 23 Tebo.

METHODS

In this study, the method used is descriptive qualitative method. Descriptive research is research conducted to investigate certain circumstances, phenomena and conditions, the findings of which are described in the form of research reports (Arikunto, 2013: 3). In addition, the use of descriptive methods in this study aims to find and identify the difficulties faced by students in learning English, the factors that cause these difficulties and efforts to overcome difficulties in learning English.

The subjects in this study were all class VII students of SMP Negeri 23 Tebo, totaling 29 students. In this study, the techniques used were direct communication and observation techniques. Data collection tools, researchers used interview guidelines and observation sheets to obtain more information about the difficulties students face in learning English and also how to overcome these difficulties.

RESULTS AND DISCUSSION

In this study, the data analysis used was qualitative data analysis. Miles and Huberman argued in Sugiono (2015: 246) that "an activity in carrying out the analysis of qualitative data is carried out interactively and continues continuously until complete or completely finished, so that the data already saturated.

Then, from the results of interviews and direct observations, the factors that cause difficulties in learning English are obtained, namely, from internal factors and external factors. Internal factors, such as the lack of student interest in learning in class, while external factors include the teacher's learning methods in class. From the results of interviews and observations, the researchers found that students' learning interests in learning English varied, there were students who were interested and liked learning English and there were also those who did not like learning English. This is because students have a negative attitude which affects learning difficulties so that the effect is not optimal and makes these students not very interested in learning English. Usually these students often cannot participate fully in learning English, are lazy to pay attention and listen to the teacher's explanations. So, in this case it is very important to instill a positive attitude towards students in each class, especially learning English.

In addition, one of the external factors is the teacher's learning method. In this case, the teacher's learning method is very important and needs to be considered by the teacher. The teacher must have a method or strategy in learning which aims to make students enthusiastic, enthusiastic and easy to follow in class learning, so as to eliminate student saturation in the learning process. Students are very easily bored or bored in learning. This is a challenge for a teacher to always create varied learning strategies and methods, such as making quizzes in learning, adding ice breaking, and learning while playing which students are interested in.

From the analysis of the difficulties of some of these factors, there are efforts to overcome difficulties in learning English. According to experts, the factors that influence the success of learning a language can be seen from various dimensions, especially in learning English. Ratminingsih (2017: 129) states that there are 4

components that can support the success of learning English, namely:

1. Community is a group of people who live in a student environment should have positive characteristics by supporting a language and also the culture of native speakers.
2. Professions that provide various supporting facilities for adequate learning for teachers and students and access related to scientific disciplines, as well as a good network with centers of excellence.
3. The teacher plays an important role because of his function as a facilitator and those who provide knowledge should receive training so that they have adequate knowledge of the curriculum, syllabus, learning materials.
4. Learners as learning targets, should have an interest and interest in learning and put in the time and effort in doing various kinds of assignments related to English.

A teacher must have the ability to understand the condition of students, must also be able to consider the level of ability or competence of students who differ from one another.

CONCLUSION

After conducting a research analysis of class VII students of SMP Negeri 23 Tebo Regency, it can be concluded that the factors causing this difficulty occur from internal factors as well as external factors. Internal factors, such as the lack of student interest in learning in class. While external factors include teacher learning methods in class. Efforts that can be made to overcome this are by understanding student characteristics, types of student learning in class, developing student motivation and also evaluating each lesson.

Based on the above conclusions, the researcher provides the following suggestions:

1. Teacher

Teachers must be able to condition students in class with a variety of learning methods, and teachers must also be able to provide motivation and enthusiasm for learning to students so that the learning process is easy for students to understand.

2. Students

Students need a lot of self-motivation in learning to arouse students' enthusiasm for learning in class.

3. Researcher

Researchers hope in the future to prepare everything in relation to research and be able to carry out research as well as possible. Hopefully this research can be useful and can be used as a reference for other research.

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