

ANALYSIS OF VARIOUS DIFFICULTIES IN LEARNING ENGLISH SUBJECTS

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Abstrak

Tujuan penelitian ini adalah untuk: (1) mendeskripsikan kesulitan belajar bahasa Inggris pada siswa kelas X MA Muhammadiyah 01 Palembang tahun ajaran 2022. Jenis penelitian ini adalah kualitatif dengan angket, observasi, dan pertanyaan dari peneliti. Analisis data penelitian dilakukan dengan tiga cara yaitu reduksi data, penyajian data, angket, penarikan kesimpulan dan verifikasi. Subjek penelitian ini adalah siswa kelas X IPA/IPS yang berjumlah 36 siswa. Pengumpulan data dalam penelitian ini menggunakan skala kesulitan belajar bahasa Inggris yang berjumlah 25 item valid. Skala tersebut didasarkan pada kriteria kesulitan belajar bahasa Inggris, yaitu: (1) Malas belajar bahasa Inggris, (2) Kurang memahami materi yang diberikan oleh guru, (3) Kesulitan mengucapkan kata-kata bahasa Inggris, (4) Kesulitan mengungkapkan pendapat saat belajar bahasa Inggris, (5) Kesulitan berkonsentrasi saat belajar bahasa Inggris. Hasil penelitian ini menunjukkan bahwa: Terdapat data tertinggi dari hasil belajar yaitu sekitar 33 (91%) siswa memilih pendapat "Sangat Setuju" tentang (Saya lebih lambat dalam memahami materi bahasa Inggris). Dapat disimpulkan bahwa siswa kelas X MA Muhammadiyah 01 Palembang mengalami kesulitan belajar bahasa Inggris karena kurangnya pemahaman terhadap materi yang diberikan, dan dapat juga diartikan bahwa guru yang ada kurang dalam menjelaskan secara detail tentang pelajaran bahasa Inggris.

Kata Kunci: Analisis, Kesulitan Belajar, Mata Pelajaran Bahasa Inggris

Abstract

This Purpose of the study was to: (1) describe the difficulties in learning English for students of class X MA Muhammadiyah 01 Palembang in the 2022 academic year. This type of research is qualitative with questionnaires, observations, and questions from the researcher. Analysis of research data was carried out in three ways, namely data reduction, data presentation, questionnaires, conclusion drawing and verification. and the subjects of this study were students of class X IPA/IPS, totaling 36 students. The data collection in this study used a scale of English learning difficulties which amounted to 25 valid items. The scale is based on the criteria for learning English difficulties, namely: (1) Lazy to learn English, (2) Lack of understanding of the material given by the teacher, (3) Difficulty pronouncing English words, (4) Difficulty expressing opinions when learning English, (5) Difficulty concentrating when learning English. The results of this study indicate that: There is the highest data from the results of the study, which is about 33 (91%) students choose the opinion "Strongly Agree" about (I am slower in understanding English material). It can be concluded that the students of class X MA Muhammadiyah 01 Palembang have difficulty learning to learn English due to lack of understanding of the material provided, and it can also be interpreted that the teacher there is less in explaining in detail about English lessons.

Keywords: Analysis, Learning Difficulties, English Subjects

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INTRODUCTION

A country has a higher quality of education, the higher the quality of human resources, the more it can make progress and make the country proud. In fact, there are still countries that have not fully implemented the rights of citizens to learn. In Indonesia, this is regulated in Article 31 of the 1945 Constitution which states that every citizen has the right to education. Tukiran. (Handayani



2014). However, because the education situation in Indonesia is still problematic due to various factors, many children in this country are still not well educated.

The Covid-19 pandemic that has hit many countries in the world, including Indonesia, has a significant impact in various fields, including education. Problems began to develop, where online learning was considered ineffective because there were still many students and even teaching staff who still had not mastered the use of electronic devices as learning media. This creates conditions for students and teachers to use electronic devices so that the learning process can achieve the expected results. Of course this is not a learning problem, other obstacles faced in learning are internet quotas, high costs and one of the causes of students not following the learning process. Connectivity is one of the obstacles that many people feel with this online method. Students have difficulty accessing the internet if the internet connection is poor, where the internet is part of online learning, a poor network can also be used to access learning applications such as Zoom or Google Meet. One of the obstacles to distance learning is time efficiency as many students are not on time for virtual meetings, delay taking orders, and attend virtual meetings just to fill time off. Homeschooling is also frustrating for many students, and many want it to happen face-to-face again. Seeing the situation that has not improved, many schools in Indonesia still dare to decide to teach online. (Sabillah, 2021)

The problem factors that I encountered during the KKL at MA Muhammadiyah 1 of Palembang, regarding students' difficulties in learning English were first, the lack of student interest in learning English, most students there preferred lessons or about religious law, second, lack of books or funds to help and support learning there, the third is the lack of teaching staff for students which makes them less able to get English lessons more freely. And very if these factors can hinder students in learning English when they can acquire the four skills of learning English, namely listening, speaking, reading and writing. The four types of skills have different levels of understanding, so they can be learned in different ways.

The ability to use English effectively will support the development of the quality and ability of students to survive in the modern era and today's technology. In addition, English has three factors that play an important role. Supporting skills: pronunciation, vocabulary, writing, and grammar. Professional language teachers to train qualified learners to achieve optimal knowledge of English. In addition, there must be a balance between mastery of the material and application. But achieving the ideal language class is easy. Stanford (Megawati, 2021:148). E-learning is included, which is similar to the results for English language learners. There are 4 language skills that must be mastered by students during English language learning: 1. Listening, 2. Speaking, 3. Reading and 4. Writing. In the teaching and learning process, students are organized by 3 means: visual, auditory and audiovisual. E-learning also increases student interest. E-learning motivates students to discover their

English achievements. This opens up space for students to express their presence in the classroom. Everyone has the same opportunity to learn the 4 English skills. In the end, they care about learning. (Therianna, Kartika, Pratiwi, 2021). In addition to the subject level, language teachers must also know the abilities of each student. If all conditions are general, it will be difficult to achieve the expected learning objectives.

The Concept of Analysis

The definition of analysis is the transformation of a complete information system into different components to develop or find various types of problems that arise in the system so that they can be overcome, repaired or leveled. The word analysis itself comes from word analysis, where the use of words has different meanings depending on how we place it. the word. The word analysis itself comes from the etymology of the English word "analysis", which comes from the Ancient Greek word "ἀνάλυσις" (pronounced Analusis). The word Analusis consists of two syllables, so "Ana" means to retreat and "Luein" means to break up or break up. When combined then it has the meaning of re-explaining. The word was then also entered into Indonesian for analysis.

Definition of Analysis According to Experts:

1. According to Sugion (2015:335), analysis is an activity to find patterns or ways of thinking related to a systematic examination of something in parts, to determine the relationship between the parts and their relationship to the whole.

According to Satori and Komariyah (2014:200), the notion of analysis is an attempt to break down a problem into parts. So that the arrangement is clear and only based on conclude from researcher then can you understand the meaning or problem.

Classification of Learning Difficulties

Classification of learning difficulties is not easy because learning difficulties are a heterogeneous group of difficulties. They identify in contrast to people who are blind, deaf or have intellectual disabilities. There are many types of learning difficulties, each of which requires a different diagnosis and treatment. No matter how difficult it is to categorize learning difficulties, classification seems necessary because it is useful in identifying appropriate learning strategies.

In general, learning difficulties can be divided into two groups as follows:

- (1) Difficulties in the development process
- (2) Learning difficulties.

Developmental learning difficulties include motor and perceptual disabilities, language and communication learning difficulties, and learning difficulties adapting to social behavior. Learning

difficulties refer to errors in achieving academic success in accordance with the expected competencies. These mistakes include mastering reading, writing, or math skills.

If a child is not showing one or more learning skills, the teacher or parent may notice learning difficulties. On the other hand, detecting developmental difficulties is often difficult for parents and teachers, because there is no such systematic measurement in academics. Developmental learning difficulties often manifest as learning difficulties because they do not master the prerequisites, namely skills that must be learned first to master the next type of skill.

Although some developmental learning difficulties are often associated with poor academic performance, the relationship between the two is not always clear. There are children who cannot learn to read because of their lack of perceptual motor function, and there are also children who can learn to read even though they have perceptual motor function disorders.

To achieve satisfactory academic results, a child must master the prerequisite skills. Children who achieve low academic results because they have not mastered the prerequisites often achieve the expected academic success after the children have mastered the prerequisites. For example, to solve a math problem in the form of a story, a child must first master reading comprehension. To read, a child must develop the ability to distinguish between visual and auditory memory, sight and hearing, and the ability to focus attention.

Factors of Learning Difficulties

Irham and Wiyani (2013: 254) define learning difficulties as a situation where students have difficulty following the learning process to achieve less than optimal learning outcomes. According to Blassica & Jones (Irham & Wiyani 2013: 253), learning difficulties show the difference between expected learning outcomes and actual student performance. Hamalik 1983:112 (Tambunsarib and Galingging 2021) also states that a student's learning difficulties are a disruptive factor that can hinder a student's progress and even lead to self-sufficiency in Abdurrahman said that after 2003 (Tambunsarib and Galingging 2021) learning difficulties can be divided into two main groups:

1. Developmental disabilities. The subtypes of these difficulties are: a) developmental learning difficulties, including motor and perceptual disorders, b) language and communication learning difficulties, and c) learning difficulties in adapting to social behavior.

2. Learning is learning difficulties that result in not achieving learning outcomes in accordance with the expected capacity. These include mastery of reading, writing, or math skills.

In line with that, Ahmadi and Supriyono 2013 (Sari, 2019) explain that the factors that cause learning disabilities can be divided into two groups, namely internal factors and external factors.

1) Internal Factors (human factors) include:

A. Physiological Factors Physiological factors that cause learning difficulties in students such as the condition of students who are sick, unhealthy, weak, disabled, etc.

B. Psychological Factors Psychological factors that can cause students' learning disabilities are usually low intelligence, low learning abilities, no interest in learning, poor mental motivation to learn, anxiety.

2) External Factors (non-human factors) include:

A. Non-Social Factors. Non-social factors that can cause students to have learning difficulties can be in the form of poor learning materials or environment, even less, inappropriate space or building conditions, a curriculum that is very difficult to find teacher classes. and students, the process of practicing undisciplined study time, etc.

B. Social Factors. Social factors can also cause problems for students, such as family factors, school factors, friends of one heart, and the wider community environment. Another social factor that can cause students to have learning difficulties is the teacher factor.

Characteristics of teachers that can interfere with student learning include:

1) Teacher Selection of topics and teaching methods that are not used in the learning process

2) The teacher has a bad relationship with the students. Such nature is often angry, domineering, arrogant, unexplained material, bad in judgment, and other negative attitudes.

3) The teacher determines and demands the student's academic achievement which is generally above the student's ability.

According to Irham and Wiyani (2013: 266), there are several factors that make it difficult for students to learn, which comes from two internal and external factors. This includes internal elements; a) Student attitudes towards learning, b) Student learning motivation, c) Student focus in learning, d) How to handle learning materials, e) Ability to store student learning outcomes, f) Student discovery process handles, student's hasdan, h) Student self-confidence students, i) intelligence and student achievement, j) student study habits, k) the ideals of the students themselves. External factors that affect learning difficulties include: a) teachers as educators, b) educational facilities and infrastructure, c) principle social assessment, d) student learning environment in schools, and e) school curriculum.

METHOD

Qualitative research focused on understanding a question as a humanistic or idealistic approach. The quantitative method is a more reliable method because it is based on numerical methods and can be developed and disseminated objectively by other researchers. Qualitative

methods are used to understand people's beliefs, experiences, attitudes, behaviors, and interactions. It does not generate numeric data. The integration of qualitative and interventional research is a research strategy that has received attention in the field. While previous research was considered philosophically compatible with empirical research, it is now recognized for its ability to add a new dimension to intervention studies that could not be studied. Qualitative research was originally used in psychological research when researchers found it boring to judge human behavior by numbers. Since then, qualitative research has been used in other research fields. A qualitative approach to clinical research can help to review the data more broadly. Increase clinical trials by increasing user engagement. (Pathak, Jena, Kalra, 2013)

Technique of Collecting Data

The data is obtained during the research at MA Muhammadiyah 1 of Palembang. The researcher collected data by coming directly and seeing the school environment.

Triangulation was used to find out the result of the study. First of all, the researcher used questionnaire to find out the students' different personalities. It consists 25 questions. Using te question scale below :

Tabel 1

The Scales Of The Questionnaire

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

FINDINGS AND DISCUSSION

It can be seen from the 25 questions that have been given by researcher to students, there are several percent of the highest difficulties that students often face in learning English, and of the 25 questions, 6 have been selected which have a 'vote' chosen by students, that are :

1. (I am slower in understanding English material) Based on the statement “*I am slower in understanding English material*” from 36 informants, there are 3 informants (8%) 'agree' , 33 informants (91%) 'Strongly agree' with the statement.

2. (My teacher often gives varied methods when teaching) Based on the statement “*My teacher often gives varied methods when teaching*” from 36 informants, there are 6 informants (16%) 'Strongly Disagree', 8 informants (22%) ' Disagree', 10 informants (27%) 'Neutral', 4 informants (11%) 'agree', 8 informants (22%) 'Strongly agree' with the statement.



3. (Lack of textbooks makes it difficult to learn English) Based on the statement “*Lack of textbooks makes it difficult to learn English*” from 36 informants there are 2 informants (5%) 'Neutral', 6 informants (16%) 'agree', 28 informants (77%) 'Strongly Agree' with that statement.

4. (I lack confidence in learning English when the teacher explains) Based on the statement “*I lack confidence in learning English when the teacher explains*” from 36 informants, there is 1 informant (2%) 'strongly Disagree', 5 informants (13%) 'Disagree', 25 informants (69%) 'Neutral', 3 informants (9%) 'agree', 2 informants (5%) 'Strongly agree' with the statement.

5. (I have a hard time pronouncing English words) Based on the statement “*I have a hard time pronouncing English words*” from 36 informants there are 6 informants (16%) 'agree', 30 informants (83%) 'Strongly agree' with the statement.

6. (Are you having trouble learning to speaking English) Based on the statement “*Are you having trouble learning to speaking English*” from 36 informants, there are 6 informants (16%) 'agree', 30 informants (83%) 'Strongly agree' with the statement.

The survey results were obtained from questionnaires, observations, and the emergence of difficulties in learning english among students of MA Muhammadiyah 1 Palembang. This study found problems with students mental abilities, in this case “self-confidece” which almost every student has. Mental problem such as fear of being wrong, embrrasse to be ridiculed by other friends, and feeling that they do not understand English terms and lack of clear explanations from the teacher about the material' lack of learning media such as books, and difficulty speaking English.

CONCLUSION

The process of learning English cannot be separated from the emergence of various difficulties for students in this context, especially for students of MA Muhammadiyah 01 Palembang. The following results from the researcher summarize:

- (1) lack of confidence when expressing
- (2) lack of practice in using English to communicate in daily life
- (3) students' vocabulary is not enough. Based on this research, a conclusion can be made.

Choosing the right method can affect the various difficulties that students will face in the next English lesson. It is hoped that the results of this study can be used by teachers to improve their English teaching methods for students who cannot speak English.

Suggestions

Furthermore, teachers also need to diversify the problems of different students so that when teaching they are always related to the background based on the skill level and needs of students.

During this research, the researcher gained insights that can be used as a reference for making recommendations:

1. In every lesson the teacher must begin to motivate students to be confident so that students are not afraid of making mistakes in the process of teaching material according to student needs.
2. The process of learning English should be done when necessary. Direct student participation/practice.
3. improve student interaction with the SCL (Student-Centered Learning) approach.
4. Before starting the learning process, it is necessary to plan through the RPP (Lesson Plan) through the adjustment of materials, means, and methods.

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