

STUDENTS' LEARNING DIFFICULTIES IN ENGLISH SUBJECTS; CASE STUDY IN SMA MUHAMMADIYAH PADANG PANJANG

Rini Hendrita¹, Ririn Kurnia²

Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Barat

E-mail: rinihendrita03@gmail.com

Abstract

This research analyzes the students' difficulties in learning English. It uses descriptive qualitative research. The sample of this research was the students of class X SMA Muhammadiyah Padang Panjang. The data collection instrument used a questionnaire. The results of this study show the difficulties in learning English. From the data obtained, the difficulties experienced by students when learning English were lack of self-confidence, low concentration, and low memory. Students who have low confidence in learning English find it difficult to understand when the teacher speaks English.

Keywords : Students' Difficulties

Abstrak

Penelitian ini menganalisis kesulitan siswa dalam belajar bahasa Inggris. Penelitian ini menggunakan penelitian kualitatif deskriptif. Sampel penelitian ini adalah siswa kelas X SMA Muhammadiyah Padang Panjang. Instrumen pengumpulan data menggunakan kuesioner. Hasil dari penelitian ini adalah untuk menunjukkan kesulitan dalam belajar bahasa Inggris. Dari data yang diperoleh, kesulitan yang dialami siswa ketika belajar bahasa Inggris adalah kurangnya rasa percaya diri, konsentrasi yang rendah, dan daya ingat yang rendah. Siswa yang memiliki kepercayaan diri yang rendah dalam belajar bahasa Inggris merasa kesulitan untuk memahami ketika guru berbicara bahasa Inggris.

Kata kunci : Kesulitan Siswa

INTRODUCTION

Learning difficulties are a certain condition characterized by obstacles in the activity of achieving a goal, so it needs more efforts to overcome them. Where these obstacles may or may not be felt by the student. These types of barriers can be psychological, sociological, and physiological in the whole teaching and learning process (Sugiyanto, 2014). According to Muhammad (2016) learning difficulties are a condition where students cannot learn properly due to threats, obstacles or inability to obtain learning outcomes that have been determined due to several factors such as internal factors and external factors.

In learning English, there are several sources of the difficulties because English is not an easy subject. According to Basri (2018) and Ratminingsih (2017), the difficulties often faced by students in facing English learning are difficulties in understanding text and understanding language skills. In addition, Sintadewi (2020) states that one of the problems in learning English is the difficult and boresome a subject, so that many students do not like English lesson and even make English as one of the lessons that have difficulty to be understood. The material which is presented impact negatively to the achievement. According to Marzulina (2018), learning English is not an easy process, because there are several

difficulties in learning English such as unmotivated, students' lack of confidence on learning language.

Blassic and Jones in Sugihartono (2007) state that students' learning difficulties indicate a vapor distance between expected academic achievement and actual academic achievement achieved by students. It can be concluded that learning difficulties are essentially problem that causes a student are not be able to follow the learning process properly like other students in general due to certain factors so that he is late or even unable to achieve the expected learning goals. Every student has their own learning difficulties; one of the learning difficulties is learning language.

The phenomenon of learning difficulties has the impacts on students' low learning achievement that comes from themselves and their environment. The students' difficulties in learning can be influenced by students low learning motivation. The main factors affect learning difficulties of the students comes from internal factors of themselves.

From the explanation above, it can be concluded that learning difficulties are obstacles that exist within a person that make them lazy to learn. Usually the main factor comes from within a person, namely internal factors such as low motivation to learn. As for other factors that become difficulties in learning, namely external factors usually come from the community environment, family environment and others.

Based on the background of the problem above, the writer is interested to conduct a study on "Students Learning Difficulties in English Subject a Case Study in SMA Muhammadiyah Padang Panjang for Tenth Grade Students".

METHOD

This research used descriptive qualitative research. Descriptive qualitative research is described the object of study based on facts as it appears or as they are. Descriptive research is research conducted to investigate certain conditions, phenomena whose findings are described the form research Arikunto (2013). The use of descriptive qualitative methods in this study is to find or to identify the difficulties faced by students in learning English. The subject of this research was 15 students who have difficulty in learning English. It uses a purposeful sampling technique in this study. According to Creswell (2012) purposeful sampling is generally utilized for qualitative research to identify and choose much information which is concerned with the intended case. The instruments used in the study to obtain valid data are questionnaire. Data collection techniques are the most important step in research because the main purpose of research is to obtained data. The techniques used included; observations, questionnaires. In analyzing the data, the researcher used four steps; data collection, data reduction, data display, and conclusion.

RESULT

Students Difficulties in Learning English

The data obtained from the questionnaire shows that there are 13 difficulties experienced by the students in learning English including ; lack of self confidence, bad relationship with friends, low concentration, bad attitude and behavior, lack of learning time, low level intelligence, low memory, low competence of teacher in explanation the material, less effective learning methods, an appropriate learning methods, inadequate school facilities, low interest in learning and lack of motivation.

1) Lack of Self-Confidence

From the statement about no 1the lack of self-confidence of students with

statements" *Saya merasa kurang percaya diri Ketika tampil di depan kelas.*" From the results that have been obtained, the score obtained from statement no. 1 is 47. Statement no. 2 " *Ketika mengucapkan kosa katabahasa inggris sayamerasa malu.*" The score obtained from statement no. 2 is 52. While Statement no 3 " *Pengucapan kata / kalimat yang kurang tepat dalam belajar bahasa inggris membuat saya kurang percaya diri untuk berbicara bahasa inggris.*" The score obtained from statement no. 3 is 48. From the explanation above, it can be concluded that the total score of students' lack of confidence in learning is 147 with a percentage of 10.58%.

2. Bad Relationship with Friends

Statement no 4 " *Saya tidak suka ketika guru menerangkan pelajaran bahasa inggris teman saya mengajak saya berbicara.*" the score obtained from statement no. 4 is 43. Statement number 5 " *Ketika saya berbicara bahasa inggris di dalam kelas teman saya suka mengejek saya.*", the score obtained from statement no. 5 is 34. Statement number 6 " *Ketika saya merasa sulit dalam belajar Bahasa Inggris teman saya selalu membantu saya,* the score obtained from statement no.6 is 29. From the explanation above, it can be concluded that the total score of students poor relationship with friends in learning is 106 with a percentage of 7.63%.

3. Low Concentration

Statement no 7 " *Ketika ada teman yang berbicara saat guru menerangkan pelajaran akan mengganggu konsentrasi saya*". the score obtained is 50. Statement number.8 " *Saya memperhatikan penjelasan guru dengan baik selama proses pembelajaran berlangsung.*" the score obtained is 28.

Statement number 9 " *Saya merasa terganggu ketika ada suara ramai*" the score obtained is 52. From the explanation above, it can be concluded that the total score of low concentration in learning is 130 with a percentage of 9.35%.

4. Bad Attitude and Behavior

Statement number 10 " *Saya selalu keluar kelas ketika guru sedang menerangkan pelajaran bahasa inggris*" the score obtained from statement no. 10 is 24. Statement number 11 " *Ketika belajar bahasa inggris saya sering terlambat masuk ke dalam kelas.* The score obtained from statement no. 11 is 23. Statement number 12 " *Saya jarang mengikuti mata pelajaran bahasa inggris,* the score obtained from statement no. 12 is 21. From the explanation above, it can be concluded that the total score of bad attitude and Behavior in learning is 68 with a percentage of 4.89%.

5. Lack of Learning Time

Statement no 13 " *Saya jarang mengikuti mata pelajaran Bahasa inggris,* the score obtained from statement no. 13 is 44. Statement no 14 " *Saya selalu menggunakan waktu istirahat saya untuk bermain – main karena sudah jenuh dalam belajar,* the score obtained from statement no. 14 is 51. Statement no 15 " *Saya belajar bahasa inggris jika akan dilaksanakan ulangan saja,* the score obtained from statement no. 15 is 34. From the explanation above, it can be concluded that the total score of students' lack of study time in learning is 129 with a percentage of 9.28%.

6. Low Level Intelligent

Statement no 16 " *Saya selalu mendapatkan nilai ulangan Bahasa inggris yang bagus,* the score obtained from statement no. 16 is 31. Statement no 17" *Saya mengalami kesulitan dalam belajar Bahasa Inggris.*" The score obtained from statement no. 17 is 46. Statement number 18" *Ketika guru berbicara dalam bahasa inggris saya merasa sulit memahami kalimat yang di sampaikan oleh guru.* The score obtained from statement no. 18 is 50. From the explanation above, it can be concluded that the total score of students' low level intelligence in learning is 127 with a percentage of 9.14%.

7. Low Memory

Statement no 19 "*Saya sulit mengingat pelajaran bahasa inggris yang telah di sampaikan oleh guru*". The score obtained from statement no. 19 is 51. Statement number 20 "*Ketika saya di tanya guru tentang bahasa inggris saya panik dan merasa cemas*". The score obtained from statement no.20 is 46. Statement number 21 "*Kalau saya panik apa yang ada di pikiran saya jadi hilang dalam belajar bahasa inggris.*" The score obtained from statement no.21 is 45. From the explanation above, it can be concluded that the total score of students' low memory in learning is 142 with a percentage of 10.22%.

8. Low Competence of Teachers in Explaining the Material

Statement no. 22 "*Guru bahasa inggris tidak menguasai materi yang akan diajarkannya*". The score obtained from statement no.22 is 17. Statement no 23 "*Guru bahasa inggris tidak menggunakan contoh yang terdapat dalam kehidupan sehari-hari untuk menjelaskan materi pelajaran*". The score obtained from statement no.23 is 23. Statement no 24 "*Guru melaksanakan kegiatan pembelajaran tidak sesuai dengan kurikulum yang telah ditentukan.*" The score obtained from statement no.24 is 19. From the explanation above, it can be concluded that the total score of low competence of teacher in explaining the material is 59 with a percentage of 4.24%.

9. Less Effective Learning Methods

Statement no 25 "*Guru bahasa inggris kurang memaksimalkan media dan alat bantu dalam melaksanakan pembelajaran (Internet, power point, media gambar, alatperaga, dll)*". The score obtained from statement no.25 is 42. Statement no 26 "*Guru menggunakan media pembelajaran hanya pada waktu-waktu tertentu*". The score obtained from statement no.26 is 46. Statement no 27 "*Guru menyampaikan materi bahasa inggris hanya dengan metode ceramah*". The score obtained from statement no.27 is 35. From the explanation above, it can be concluded that the total score of less effective learning methods is 123 with a percentage of 8.85%

10. Inappropriate Learning Instrument

Statement no 28 "*Guru menggunakan media pembelajaran yang yang tidak sesuai dengan materi pelajaran.*" The score obtained from statement no.28 is 20. Statement no 29 "*Guru bahasa inggris hanya menggunakan buku cetak dalam proses pembelajaran.*" The score obtained from statement no.29 is 38. Statement no 30". The score obtained from statement no.30 is 24. From the explanation above, it can be concluded that the total score of In appropriate learning instrument is 82 with a percentage of 5,90%

11. Inadequate School Facilities

Statement no 31 "*The facilities used by schools are not sufficient to support the process of learning English*". The score obtained from statement no.31 is 34. Statement number 33 "*Alat teknologi yang ada di sekolah belum cukup untuk mendukung pembelajaran bahasa inggris.*" The score obtained from statement no.33 is 28. From the explanation above, it can be concluded that the total score of In adequate school facilities is 96 with a percentage of 6.91%.

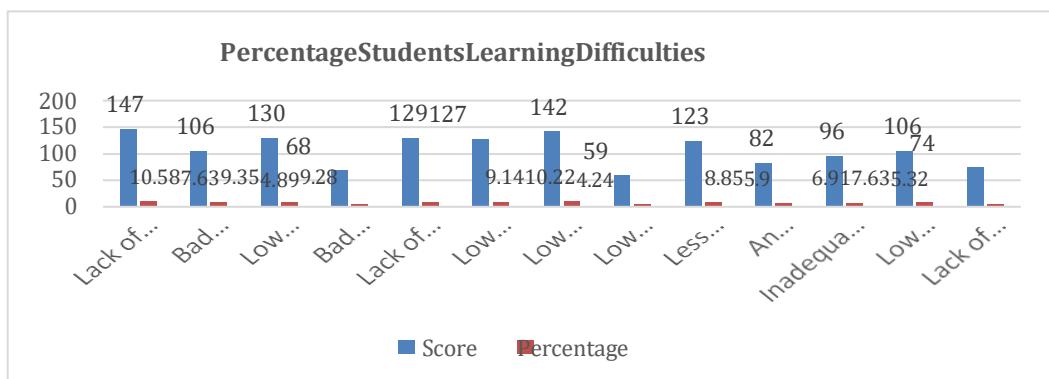
12. Low Interesting in Learning

Statement no 34 "*Saya tidak begitu antusias untuk menjawab ketika guru memberikan pertanyaan tentang belajar bahasa inggris di kelas*". The score obtained from statement no.34 is 41. Statement no 35 "*Saya kurang tertarik untuk belajar bahasa inggris.*" The score obtained from statement no.34 is 34. Statement no 36 "*Saya kurang tertarik untuk belajar Bahasa inggris.*" The score obtained from statement no.36 is 31. From the explanation above, it can be concluded that the total score of low interest in learning is 106 with a percentage of 7.63%.

13. Lack Motivation in Learning English

Statement number 37 "Ketika guru menerangkan pelajaran bahasa inggris saya sering keluar kelas." The score obtained from statement no.37 is 23. Statement number 38. "Saya kurang tertarik dengan pembelajaran Bahasa Inggris karena guru tidak menyelipkan games/ice breaking dalam pembelajaran bahasa inggris." The score obtained from statement no.38 is 25. Statement number 39 "Bila ada tugas yang tidak saya ketahui jawabannya, saya menyimpan tugas itu dan memilih bermain." the score obtained from statement no.39 is 26. From the explanation above, it can be concluded that the total score for lack of motivation is 74 with a percentage of 5.32%.

Diagram1 Students Learning Difficulties



DISCUSSION

The learning difficulties consist of; lack of self confidence, bad relationship with friends, low concentration, bad attitude and behaviour, lack of learning time, low level of intelligence, low memory, low competence of teacher in explaining the material, less effective learning methods, inappropriate learning methods, inadequate school facilities, low interest in learning and lack of motivation. The discussion of the results of this study is intended to answer the research questions that have been formulated.

Based on the percentage of the results of research on difficulties in learning English, it is known that the lack of self-confidence is 10.58%, bad relationship with friends 7,63%, low concentration 9,35%, bad attitude and behavior 4,89%, lack of learning time 9,28%, low level of intelligence9,14%, low memory 10,22%, low competence of teacher in explanation the material 4,24%, less effective learning methods 8,85%, an appropriate learning methods 5,90%, inadequate school facilities 6,91%, low interest in learning 7,63%, lack of motivation 5,32%. Based on these results, it can be concluded that the highest percentage of student learning difficulties in learning English is in the lack of self confidence, it can be said that many students feel less confident when performing in front of the class, when saying English sentences / words students feel shy. While in bad relationships with friends, it can be said that some have poor relationships with friends when studying because when they find it difficult to learn English, some of the students do not help each other. From the low concentration, it can be said that students have low concentration when learning, many of the students talk when the teacher delivers the lesson so that it disrupts the concentration of other students. Bad behavior and habits have a low

percentage, having no effect on students' difficulties in learning English. The lack of time to study also has a fairly high percentage, many students use their free time to play rather than study. While low memory has a high influence in the English learning process when students have low memory students become difficult to remember the subject matter. And the low teacher competition in delivering lessons has no effect on student learning difficulties because the teacher has mastered the material to be taught to students. Less effective learning methods, teachers rarely use effective learning media, teachers more often use the lecture method in the learning process. The lack of effective learning methods provided will be a learning difficulty for students. Inadequate school facilities, the lack of facilities has a low percentage so that it does not become a difficulty for students in learning English. And finally the lack of motivation, students have motivation in learning this is not a learning difficulty for students.

CONCLUSION AND SUGGESTION

From the data obtained through questionnaires distributed to class X students, it can be concluded that learning difficulties experienced by students in learning English which has the highest percentage of 10.58% is a lack of self-confidence, many students lack confidence when performing, speaking English is the biggest difficulty for students because in learning a lack of self-confidence will make it difficult for students to display their abilities.

Based on the conclusions above, the researcher proposes several suggestions:

1. Students are expected to be more confident in the learning process, more diligent in learning English in order to understand the material conveyed by the teacher.
2. It is expected that teachers must have more varied teaching strategies and use more effective learning instruments to attract students' attention in learning English.
3. It is hoped that future researchers who want to research on student learning difficulties and their factors in learning English will pay attention to the weaknesses in this study. So that the weaknesses that exist in this study can be improved in the future.

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