

DIFFICULTIES EXPERIENCED TEACHERS AND STUDENTS IN LEARNING ENGLISH IN SEVENTH GRADE

Lala Zaelani¹, Silpia Rahayu²

IKIP Siliwangi, Indonesia

¹ lalazaelani@student.ikipsiliwangi.ac.id, ² silpiarahayu@ikipsiliwangi.ac.id

Abstract

This research started from researchers observation on English students' ability that is still low at seventh-grade MTs Riyadhul Huda, and students' opinion of English is boring and difficult. Based on the problems, this research purpose was to analyze students' difficulties in understanding English learning, especially Reading Comprehension and Structure. The research method was descriptive qualitative. The research sampling was seventh-grade students at MTs Riyadhul Huda, in choosing the sample was used purposive sampling technique. This is done because the class has a lower average value than the other classes. More than 50% of students got a score under the Minimum Completeness criteria. To get the data, the researchers had done interviews for the students and English teacher, then done observation and document that were gotten the score of reading and structure material. From the resulting research was gotten that reading and structure understanding at seventh-grade students MTs Riyadhul Huda, low. 40% of 25 students were difficulties in understanding them. The difficulty of students in reading and understanding the structure is caused by the lack of concentration of students in studying, students' wrong study habits, and boredom of students in learning English, besides that the teacher rarely makes corrections to student assignments.

Keywords: English; Learning Difficulties; Student Difficulty; Teaching English

INTRODUCTION

Education in Indonesia is currently undergoing curriculum renewal, one of which is that English is no longer required to be studied at the elementary school level. If there is an elementary school that teaches English then it becomes Extra Curricular hours. However, English is a compulsory subject at the junior high school level and one of the subjects that is difficult for students to understand and understand. This happens because junior high school students actually acquire English from scratch, starting from listening, speaking, reading and writing. MTs Riyadhul Huda has students with varying abilities. This is obtained from communication with an English teacher, and learning interactions are generally carried out in the classroom, this means teaching and learning activities are carried out by teachers and students in a room. They study various subjects including English. Many students think that English is difficult to understand and boring. And students' interest in learning English is very less, so they are less concentrated and tend to accept what the teacher says. In addition, during the teaching and learning process the teacher does not use varied and interesting methods, and the media used is less attractive. So far, teachers have only utilized existing resources and media facilitated by schools, such as textbooks and blackboards. This makes the teaching and learning process less active.

When the teaching and learning process takes place, students pay attention to the teacher's explanation so that the teacher does not talk alone in front of the class. Media and methods must be varied in order to create an active learning atmosphere (Widodo, 2014). However, in reality, based on interviews with several students about learning English in class VII MTs Riyadhul

Huda, some students stated that during the learning process, they tended to pay attention to explanations. teacher, but they do not understand what the teacher is saying. Students feel bored because the teacher does not use varied methods and media which results in a passive learning atmosphere because there is no interaction between teachers and students.

Jarome S. Brunner quoted by (Herawati, 2018). said that there are 3 stages of the learning process, namely, 1) Information Stage (material acceptance stage), 2) Transformation stage (material change stage), 3) Evaluation Stage (Assessment Stage). Barriers that occur during the learning process are called learning difficulties. In English there are basic concepts that middle-level students must learn, namely, Reading, Structure, Listening, speaking and writing (Herawati, 2018) There are many things that affect learning difficulties in students, such as the level of intelligence, knowledge, talent, personality, attitudes, habits, traits, life background, social and emotional. These learning difficulties can be categorized into internal and external factors.

Based on the results of observations of class VII English subjects at MTs Riyadhul Huda for the 2019/2020 academic year in the odd semester, it shows that not all students are able to achieve the KKM score, namely, 70.

NO	CLASS	AVERAGE VALUE
1	VII A	80
2	VII B	76
3	VII C	76
4	VII D	72

Based on the table above, it can be seen that class VII D has the lowest average class in English subjects, and has not yet reached the minimum standard of mastery in English subjects for MTs Riyadhul Huda Class VII, which is 75.

Then the percentage of completion of English lessons can be seen in the table below:

Criteria	The number of students	Percentage
Complete	10	40%
Not Complete	15	60%
Amount	25	100%

A student can be said to have difficulty in learning if they fail to achieve learning outcomes. (Al-Mahiroh & Suyadi, 2020) grouping learning difficulties into two groups, 1) Developmental Learning Disabilities, namely those related to developments such as motor and perceptual disorders, difficulties in learning language and communication, and in social behavior, 2) Academic Learning Dissabilities, namely failure to achieve academic achievement. In this study, researchers only discussed academic learning difficulties. The failures that students receive academically are caused by students' difficulties in learning English, one of which is understanding the concept of English. The difficulties experienced by students can be seen from several points of view such as in terms of the nature of the difficulty and in terms of the factors causing it. Difficulties in learning English occur because students find it difficult to read sentences and vocabulary and it is difficult to understand English concepts.

Learning is a process of effort by a person to obtain a new change in behavior as a whole as a result of his own experience in interaction with the environment (Slameto, 2010). Based on the slameto concept of learning, it can be explained that learning is a process to acquire skills or intelligence so as to be able to change individual behavior as a result of the experience gained both from learning and from changes in the development of other aspects.

Learning difficulties according to (Abdurrahman, 1999) are children with learning difficulties who have learning achievements far below their potential. According to (Fay, 1967) learning difficulties are a condition of the learning process marked by certain obstacles to achieving learning outcomes. Learning difficulties have different levels, there are mild, simple, and complex. Two types of learning difficulties discussed in this study are 1) difficulty reading sentences and vocabulary, which often occurs in passive sentences. Vocabulary according to experts is a combination of words that express the meaning of a concept, state, or characteristic in a particular field. What often happens is that students just memorize without understanding the real meaning. 2) Difficulty understanding concepts, in English a concept is an idea about the material expressed in words or terms.

According to (Barelli et al., 2018) To find out learning difficulties can be done with investigations, including:

- a. Observation is direct observation of students,
- b. Interviews are interviews with students and other people who can provide information about students
- c. Diagnostic test in the form of a test made by the teacher (Teacher made test)
- d. Documentation is by viewing notes, archives and documents related to students

Students' learning difficulties in understanding the subject matter can be seen from the completeness value, namely students are said to be complete if they have achieved a minimum understanding of 65% on both of these abilities, namely reading and structure materials. Meanwhile, students who have not reached the minimum percentage of understanding are said to be students who have learning difficulties.

METHOD

Qualitative research according to is research that intends to understand the phenomena of what is experienced by research subjects, for example behavior, perception, motivation, action and others holistically by means of descriptions in the form of words and language in a special natural context by utilizing various natural methods (Lexy J. Moleong, 2018). The form of this research is descriptive qualitative (Lexy J. Moleong, 2018) explaining that descriptive research is in the form of written or spoken words from people and observed behavior. In this study, researchers only examined children's learning difficulties only on the difficulty of understanding English concepts, especially Reading and Structure Sources of data that researchers can use are 1) informants who, according to researchers, are considered to know the problems being studied in this study, namely the English teacher of class VII MTs Riyadhul Huda. 2) Interviews and Observations. 3) Documents and archives which are additional data sources in the form of written notes and semester exam scores for class VII students of MTs Riyadhul Huda for the 2019/2020 Academic Year.

In this study using purposive sampling, (Syofyan & Yuliana, 2020) states that purposive sampling is a technique of taking samples not based on random, regional or strata but based on considerations that focus on certain goals. The sample of this study is class VIID, because the KKM of this class is the lowest, for that the researchers wants to know the difficulties that occur in students, so that English learning improvements can be made by the subject teacher.

This research data was collected by interviewing teachers and students in a structured manner, observation and documents/archives. Then the data analysis was carried out and conclusions were drawn.

RESULTS AND DISCUSSION

Results

As previously explained, this research is only focused on Academic Learning Dissabilities in accordance with the previous supporting theory. The following table will explain how the results of students' understanding of English on the Reading and Structure material. These results were obtained based on the reading and structure tests given to students by the teacher during the MID semester.

Table 1. The result of Students Based on the reading and structure tests

NO	Mastery of Reading Material	Number of Achievements				
		Learn/Value				
		Student	%	<65	65-80	>80
1	Control	5	20%	0	3	2
2	Less Mastery	10	40%	3	7	0
3	Not Mastering	10	40%	7	3	0
	Amount	25	100%	10	13	2

Based on the table above, it can be explained that from the results of the students' scores, 5 people mastered the material with details of learning achievements or the values obtained in learning English with reading material, namely, 2 students scored > 80 and 3 students got a score of 65-80 and 0 students who get the value of the data can be concluded that 10 students get the value.

Table 2. The result of Students Based on the reading and structure tests

NO	Mastery of Reading Material	Number of Achievements				
		Learn/Value				
		Student	%	<65	65-80	>80
1	Control	7	28%	1	2	4
2	Less Mastery	8	32%	2	4	2
3	Not Mastering	10	50%	5	5	0
	Amount	25	100%	8	11	6

Based on the table that from the results of student scores obtained 7 people who mastered the structure material with details of learning achievements or scores obtained in learning English with reading material, namely, 4 students scored > 80 and 2 students got a score barrier of 65-80 and 1 student who get a score of 80.

Discussion

Based on the information that the researchers obtained, the things that caused the low value of mastery of the structure material were the same as the things that caused the low mastery of reading material. This information was obtained from an English teacher who teaches class VII MTs Riyadhul Huda. He explained that the low value of students in these two abilities was caused by students' lack of concentration in the classroom during the teaching and learning process, wrong study habits applied by students, this can be explained that students tend to pay attention to the material they have learned when the exam will begin, this It is a bad habit to control concentration during the teaching and learning process.

In addition, students are also easily bored in learning English because English is a foreign language where others are spoken and others are written. This is because students have difficulty in remembering and memorizing English vocabulary that feels foreign to them. In addition, teachers also rarely make corrections to student learning outcomes. This can happen

because the time given in learning English is limited. So that students cannot reflect on the value they get, so that they can be improved in the future.

Then, during learning English, especially reading, it was seen that students were not confident and embarrassed to read English texts. This is because there are still many students' pronunciations that are still not right. From the results of the research described above, it is in line with the opinion (Einstein, 2018) that there are five difficulties for students in learning English, 1) Not confident/shy, the reason students are not confident and embarrassed when learning English is when they make mistakes, they get ridicule, ridicule, or ridicule from their peers, so they are afraid to try again. 2) Wrong learning method, there is no wrong method or best method, but the selection of the method used during the learning process is less precise, the selection of the rights method depends on the characteristics of the students we will teach. 3) Limited study time, at schools learning English, maybe very limited by time because at school it is not only learning one English material, then there is a lack of time for practice so that students only learn the theory but lack in practice.

After that. 4) Difficult to memorize English vocabulary, a large number of vocabulary that must be memorized by each student makes English one of the most difficult lessons for some students to learn. This is because English is one of the languages with the largest vocabulary. In addition, many new terms or words are influenced by other languages such as Latin. However, it is not impossible for students to master or remember more English vocabulary, over time and students often repeat and practice directly. 5) Do not have friends to study English. Most students learn or use English only when they are at school, while when they finish school, they never use it because there are no friends to practice, and the environment does not support the practice of English. Because practicing with friends and practicing alone are different, Students need study partners, so that they can develop their abilities and increase their learning motivation.

CONCLUSION

The results of the research above can be concluded that Mastery of reading material and structure in learning English is still low in grade VII D students. The data obtained an average of 40% (10 students) do not master the reading and structure material. The causes of low student mastery are because students lack concentration in class, wrong study habits, and students get bored easily in learning English because they don't understand English vocabulary, besides that teachers also rarely make corrections to student learning outcomes because they are limited in time to teach, and students also do not have confidence in learning English which is a foreign language.

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