

ANALYSIS OF STUDENTS' LEARNING DIFFICULTY IN ENGLISH LESSON AT MTS NURUL FALAH CIMAHI

Mia Selvia Rachmawati¹, Ema Rachmawati²

¹ IKIP Siliwangi

² IKIP Siliwangi

¹miaselviarachmawati@gmail.com, ²emarachmawati12@yahoo.com

Abstract

This article focuses on the analysis to find out the difficulties of students MTs in English Learning. The sample of this study is used for some students from 36 students in VII grade of MTs Nurul Falah Cimahi. This method uses Qualitative approach in the analysis. The result is that students difficulties, in learning English 85% not appropriate. Some expert suggest external factor and internal factor that be affect students learning difficulties to learning difficulties. The author only focus on one factor that is external factor. External factors are : School factors, Family factors, and Environmental factors. The result of the analysis, the external factors that most affect the difficulties tudent learn English in MTs. Nurul Falah is the School and Family factors.

Keyword: *Analysis, Difficulty*

INTRODUCTION

Everybody know that language is a tool for communication between people. Language is a very important means of communication. It is very difficult to think of a society without language. I sharpens people's thoughts and guides and controls their entire activity. English is not the language with the largest number of native or 'first' language speakers, it has become lingua franca. A lingua franca can be defined as a language widely adopted for communication between two speakers whose native language are different from each other's and where one or both speakers are using it as a 'second' language (Harmer, 2001)

In learning language, the student have to master in English though learning. It is one of the most important things for human beings since they were born and for the rest of their life. Moreover, learning have to begin since they were child, so they will think that learning is an interesting factor for their life. Ironically, there are still very limited of students who were able to communicate in English, although they have been studying English for about six years. This phenomenon is not only just felt right now, but it has happened in the days preceding the time of some of the people were very enthusiastic to learn their mother tongue and reject foreign language.

(Syah, 2006) stated there are two factors that influence student learning difficulties that is internal factors of students includes psycho-physical disorders or lack of ability of students such as emotion and attitude, and external factors of students covers all circumstances and conditions surrounding environment that does not support student learning activities such as family, community, school environment.

We as a writers restrict this research in external factors only. The reasons identified were: Family, community, and environment. Environment and family background play vital role in

success of learning process. For example, countries like Indonesia, where majority of the people are farmers, have the poor background education. More over the income of majority of the families is not adequate. Therefore, the focus of analysis this article is to find out what factors make students difficulty in learning English at MTS Nurul Falah

A. Learning language

Language learning is life enhancing. It opens the doors to possibilities and experiences which are not available to those who are restricted to the knowledge of one language. Learning an additional language also facilitates a deeper understanding of the possibilities of language and of communication, including those relating to the learner's mother tongue (Bain, n.d.)

Language learning is a conscious process, is the product of either formal learning situation or a self-study programmer (Kramina, 2000: 27). Conscious language learning, on the other hand, is thought to be helped a great deal by error correction and the presentation of explicit rules (Krashen, 1975)

According to (Moller, 2015) Language learning focuses on imitation, practice, encouragement and habit formation. Learning a second language necessarily involves comparison with the learner's first language, but the latter is generally perceived as causing 'interference' in the learning of additional one. This approach is seen now to offer an insufficient explanation of the complexity of language learning.

In this case, learning language is a conscious form of student's activity and focuses on imitations, behaviors and habits. It can be said that in learning process there is an interaction between teachers and students. To teaching learning school must strive to provide excellent program. It form can be a good practice and them to the wealth of ideas developed by teachers. Therefor school falicitated their improvement students' learning achievements. According to (krashen, 1981) there are two systems for developing ability in second languages: language acquisition, defined as a subconscious process analogous to primary language acquisition, and language learning, a conscious process based on formal language instruction the product of which is the learned system.

B. Students' Difficulty in Learning Language

(Syah, 2006) the factors that cause learning difficulties include: Internal factors of students include psycho-physical disorders or lack of ability of students, namely: The cognitive such as low intellectual capacity or student intelligence, Affective such as emotions and attitudes, Psychomotor such as the trouble of the senses of sight and the listener. Student's external factors cover all situations and conditions surrounding the environment that do not support student in learning activities. There are factors that can be divided into three kinds: Family environment, for example: the unharmonious relationship between father and mother, and the low economic life of the family, Community environment, for example: slum areas and naughty playmates, School environments, for example: poor school conditions and locations such as near markets, inadequate teacher conditions and learning media. (Slameto, 2003) there are two factors that influencing difficulties in learning language there are, internal factors: Physical, Psychology, Emotional and habits. External Factor: Family environment, School environment, Community environment. (Oluwole, 2008) shows that there are some other factors with learning English difficulties, such as: Poor method of teaching, Lack of textbook, Language background, Lack of professional growth and development of teachers. Nariswariatmojo in (Tariq, Bilal, Shandu,

2013) in his research discussed internal and external factors in Indonesia in the perspective of Language Learning and Language Learning Process. According to him family background, social relations and school factor play an important role in learning English as ESL. From the theory according to the four experts above concluded that the main factor in the difficulties of students in learning the language is external factor.

METHOD

This article used descriptive method. Descriptive method can be interpreted as a procedures or how to solve the research problem by explaining the state of the object under investigation (person, institution, community, factory, etc.) as it is, base on actual facts at the time now (Nawawi, 1992) It can be concluded that the descriptive method is the way or procedure which is determined to solve the research problem as it is based on actual facts at the present time. Descriptive method chosen because researchers want to describe all the symptoms tha occurred at the time research is carried out, especilly factor that cause difficulties students to learn English language.

The subject of this research is the students at first grade and their English teacher in MTs Nurul Falah. It located in Jl.Mahar Martanegara No.130 Kec.Baros Cimahi – Cimahi City 40522 West Java Province.

Instrument is the general term that researcher use for a mesurment device (survey, interview, questionnaire, etc). In this research the instrument consist of survey, interview and standard questionnaire.

RESULTS AND DISCUSSION

After the data is collected, the author explains the results of research briefly and can be explained as follows:

Table 1.0
The result of Students Based on Expert

No	School factor	S	ks	Ts
1	How the teacher deliver the material		✓	
2	Teachers	✓		
3	Infrastructure		✓	
4	The relationship between teacher and students		✓	
5	The condition of rooms		✓	
6	The rules	✓		
7	The condition of school environment		✓	

Table 2.0
The result of Students Based on Expert

No	Family factor	S	Ks	Ts
1	The parents attention of education		✓	
2	Parents motivation		✓	
3	Learning situation	✓		
4	Infrastructure	✓		

5	The condition of family environment	✓		
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Table 3.0
The result of Students Based on Expert

No	Environmental factor	S	Ks	Ts
1	Attitude		✓	
2	The influence of friends about learning motivation		✓	
3	Students attitude outside school activities		✓	

1. School factor

School is a formal educational institution that systematically implement guidance, teaching, and training programs in order to help students to be able to develop their potential, whether related to moral, intellectual, emotional and social. A conducive school environment, whether physical, social, or psychological environment can foster and develop the motive to work properly and productively. For that can be considered and made the best physical environment possible, such as room cleanliness, class facilities, layout and so forth. There are also school indicators that should be considered and important that can affect in student learning, among others: the condition of school environment, infrastructure, Way of presenting the teacher, school order, the relationship between teachers and students and so forth. From the results of our research, there are some indicators that are not appropriate. If we look in terms of conditions, environment or facilities infrastructure, MTs.Nurul falah is good enough but there are some classes or rooms that must be improved for the convenience of students in learning, especially learning English. Because of what we see and what we studied there is a classroom that does not have window glass so it prevents students from learning because students feel uncomfortable, feel noisy and disturbed when learning starts. An English teacher also stated that the lack of tools or school learning media that can be used when learning so that the lack of interest of students in learning English. There are also some students said the lack of encouragement from the English language teachers themselves and classmates. Like the teacher does not require students to speak English when learning English takes place. There is not even a reprimand from a teacher if students do not use English in the classroom when English learning takes place.

2. Family factor

The family is the immediate environment of the students. as experts have pointed out that Parents are the first and foremost teachers of the family for the children. Parents are fully responsible for the care of their children since they are born and are fully responsible for the characterization of their children's character. Therefore the family becomes one of the factors that affect the habits of students. Some family indicators that can affect student learning include: parents teach children to learn and make homework regularly, parents help children's difficulties in learning, motivate children to study diligently, facilitate children's learning activities at home and others. Based on the above indicator, our research findings indicate that there are some indicators that are not in accordance with the reality so that the students' learning difficulties, especially learning English. The family environment of MTs.Nurul Falah students that we studied 80% came from Sundanese customs. And the language they use in everyday is the Sundanese language. Therefore the family affects the habits of students in communicating,

including communicating English. Some students we studied also stated that the lack of tutoring from parents, especially learning English, the lack of familiarity with the family to speak English. Even they claim 85% of their parents do not understand English. Therefore, students find it difficult to learn English because they feel no encouragement, instruction, or even assistance from their family environment or their own parents.

3.Environmental factor

The environment is important and should be considered. The social environment can be affect to the children process of learning. As well as the family environment of the children is in a Sundanese language environment so there is no in communicating in English. The influence of friends on the spirit of learning was very less.

CONCLUSION

Based on the above description we can conclude the difficulty factor in learning English for students that we can say here is:

1. The need to use unique media in the process of learning in the classroom, the importance of discipline, environment and facilities in school infrastructure. Encouragement from teachers and friends at school.
2. The importance of encouragement and attention of parents and families for children. The importance of family motivation and parents for children.
3. The importance of a good social environment for children. Because not all associations can get us into a positive path. Because the social environment becomes one of the factors that can hamper one's learning process

ACKNOWLEDGMENTS

The researchers want to deliver his great thanks to Allah SWT for his bless and kindness. It is his endless and continous kindness that make them possible to complete this journal.

And also the greatest appreciation to the advisor Mr. Erfansyah who always gives his ideas, time and useful suggestion in the improvement the result of this journal. We hands over much thanks to their friends and family who always support pray for us. And greatest thanks to IKIP Siliwangi especially English Education Study Program.

Finally, I would like to say thankyou to everybody who involves in this journal. This article is far from perfect, but is it is expected that it will be beneficial not only for the researchers, but also for the reader. For this reason, constructive thoughtfull suggestion and critics are welcomed.

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