

CHAPTER I

INTRODUCTION

1.1 Background of problem

In education, learning process carried out by various subjects, one of them is English. Nowadays, mastering English is very important. According to Viktor and Stefanus (2013, p. 1) stated that English, as one of second languages in Indonesia has to be mastered actively in oral and in writing. It follows the fast growth of technology that requires English practitioners such as students, lecturers, businessmen or officers to be more proactive to response global information. English also enables them to get knowledge, friends, relations, and occupational. In addition, English is included by Indonesia's government into schools' curriculum and considered as a first foreign language to be taught in junior high schools, senior high schools, university level and the institution of private English course. (Viktor et.al, 2013, p. 1). It shows us how important English today.

Student can get many information if they learn English well. According to Nurjaman (2013, p. 500), student who learned English as frequently as possible, they will get more new information about English, such as new vocabulary, new grammar and other English language skills (listening, speaking, writing and reading). But, there are still a lot of problems in Indonesia education system since the learning of English is not easy and it needs continuous process. For some students, English is difficult to understand. According to Carillo (2016, p. 1), English lessons are not interesting to students, because students think that English lessons are stressful. In addition, According to Ali and Yunus (2013, p. 77) stated that students are boring in learning English because they claimed that teachers did not use various teaching methods and unattractive teaching media.

Those problems make student getting difficult in English learning. Students did not pay attention to the teacher's explanation. According Chamot (2005, p. 112) stated that students

take three stages in the English learning process, namely the information stage (material acceptance stage), transformation stage (stage of changing the material) and evaluation stage (assessment stage). These concepts must be learned, but the reality in the field shows that these concepts are not studied in depth, therefore students still get difficulties in English learning. For example, the research from Edi Supriyatno (2014) about *The Survey of Students' Difficulties in English learning Skills at the Right Grader Junior High School on Sumbergempol District in Tulung Agung in Academic Year 2013/2014*. The results of his research were difficulties in learning, reading skill, speaking skill, writing skill and listening skill. The highest percentage of difficulties in learning, reading skill is 62% of respondents difficult in to translate each word in a text. The highest percentage of difficulties in learning speaking skill is 78% of respondents difficult in making a sentence for speaking. The highest percentage of difficulties in learning writing skill is 44% of respondents difficult in selecting the vocabulary. The highest percentage of difficulties in learning, listening skill is 64% of respondents difficult in getting the message when hearing soft voice/sound.

Learning difficulty is influenced by level of intelligence, knowledge, talents, personality, attitudes, habits, traits and backgrounds of family, social and emotional life (Carillo, 2016, p. 2). It is experienced by students in learning the concept of English can affect student achievement, so the teacher as an educator must strive them. So that, these learning difficulties can be reduced or even eliminated. The efforts that are made by the teacher can be successful if there is harmonious cooperation between the teacher and students, so that students can achieve the expected learning achievement.

The phenomenon of student learning difficulty usually evident from the decline in learning achievement. According to Cahya, Monika and Antonius (2020, p.48), students have difficulty in English learning because of the lack potential in learning achievement. Burton (2010) as cited in Cahya et.al (2020, p. 48) learning difficulty can be classified into 2 groups,

firstly, learning difficulty related to development (*developmental learning disabilities*), this learning difficulty is motor & perceptual disorders, language and communication learning difficulties, and learning difficulties in solving social behavior. Secondly, academic learning difficulty (*academic learning disabilities*), learning difficulty refers to the failure of academic achievement in accordance with the capacity of the students' knowledge. In addition, Tania (2017) as cited in Cahya et.al (2020, p. 46) stated that learning difficulties can be influenced by internal factors and external factors. Internal factors consist of psychophysical and psychological. External factors consist of family, environment, institution and community. Therefore, for facing that problem, one of the things that a teacher or an educator should know is the factors causing in English learning difficulties.

The learning difficulties referred to in this study are academic learning difficulties, due to the failure to achieve academic achievement that is not as expected in the subject. This failure is due to the factors that cause student learning difficulties in learning the concept of English. The learning difficulties experienced by students vary in terms of learning difficulties, in terms of the subjects studied, in terms of the nature of the difficulties, and in terms of causal factors.

English learning difficulties occurs because students do not get the opportunity to learn English which is due to difficulty reading sentences & vocabulary and difficulty understanding concepts. Difficulty reading sentences & vocabulary, namely difficulty reading, especially if the sentence is a passive sentence, the active sentence is easier for students to understand. The meaning of a term according to the English dictionary is a word or combination of words that accurately expresses the meaning of a concept, state, or characteristic that is unique in a particular field. Often students do not understand the terms used correctly. Some students just memorized it without understanding what it really meant. For example, in terms of listening and grammar aspects. Then, the difficulty in understanding

the concept is that in English there are many concepts. Concepts are ideas about material that can be expressed in words or terms. Meanwhile, the definition of theory according to the English dictionary is the principles and laws that form the basis of a science. For example, in terms of structure and reading aspects.

Based on the prior observation at Menara Informatika Muara Bulian, the researcher found that there were some problems in English Learning, such as students' difficulties in understanding basic knowledge of English, students' difficulties in memorizing simple vocabulary and students' difficulties in understanding simple sentences. The previous reasons have motivated the researcher to explore the factors of English learning difficulties deeply. It is not only in internal factor, but also in external factor of English learning difficulties.

1.2 The Formulation of Problem

To achieve the purpose of the research, the formulation problem is what are the factors of English learning difficulties at elementary level of the students in Menara Informatika Muara Bulian?

1.3 The Objective of Research

The objective of the research is to find out the factors of English learning difficulties at elementary level of the students in Menara Informatika Muara Bulian.

1.4 The Limitation of Research

To make this research more specific, the researcher needs to limit the scope of the research. The limitation of this research, it focused on Internal Factors and External Factors of English learning difficulties at the Elementary level of the students of Menara Informatika.

1.5 The Significances of Research

For Menara Informatika institution, this research is an input to students, teachers and school principals to improve the quality of education by learning in accordance with the subject matter. For teachers, it is providing various benefits of learning in increasing student participation in the teaching and learning process. For students, it is to improve student learning competencies by improving learning and improving the quality of the learning process. For the researcher, it is the application of knowledge received in lectures in the form of theory, especially those related to English.

1.6 The Definition of Key Terms

In order to have a better understanding and avoid misinterpretation, the researcher presents the definition of key terms applied in this research. The details are as follows:

Language learning, *it is like a bridge that brings us to other places, but it will take time, effort and persistence of people who learn that language. (Brown, 2006)*

English Learning, *it is closely connected to the possibilities and limits of the individual cognitive capacity and development. (Nurjaman, 2013)*

Non-formal learning, *it is various structured learning situations which do not either have the level of curriculum, syllabus, accreditation and certification then it takes place outside formal learning environment but within some kind of organizational framework a type of learning that takes place in community-based setting, the work place and through the activities of some organizations. (Lestari, 2020)*

English learning difficulties, *it is a condition of the English learning process characterized by certain obstacles to achieving learning outcomes. (Chamot, 2005)*