

AN ANALYSIS ON THE FACTORS CAUSING ENGLISH LEARNING DIFFICULTIES

Viktor Parsaulian Hasibuan, Stevanus Buan, Eusabinus Bunau
Teacher Training and Education Faculty, English Education Study Program,
Tanjungpura University, Pontianak
E-mail: viktor.raja.hasibuan31@gmail.com

Abstrak : Penelitian ini berjudul Analisis pada Faktor-Faktor yang Menyebabkan Kesulitan Belajar Bahasa Inggris. Adapun maksud dari penelitian ini adalah mencari faktor dominan yang menyebabkan kesulitan belajar Bahasa Inggris pada peserta didik, baik dari faktor internal maupun eksternal, serta menganalisis hubungan kedua faktor dominan tersebut terhadap terjadinya kesulitan belajar pada peserta didik. 122 siswa-siswi SMPN 22 Pontianak tahun ajaran 2012/2013 dipilih secara *purposive* dengan disuguhkan angket. Hasil analisis angket menunjukkan faktor internal yang paling dominan adalah kepercayaan diri 76, 37% (kurang-rata-rata) sementara fasilitas pembelajaran menempati posisi teratas dalam faktor yang paling dominan secara eksternal dengan 80, 89% (kurang). Keengganan peserta didik untuk aktif berbicara, tidak pernah berkonsultasi dengan guru dan orang tua adalah penyebab rendahnya penilaian kepercayaan diri pada peserta didik. Sementara rendahnya persentase pada fasilitas pembelajaran lebih diakibatkan oleh kurangnya sarana dan prasana yang menunjang pembelajaran Bahasa Inggris seperti buku, laboratorium, serta media-media lainnya.

Kata kunci: Faktor Internal, Eksternal, Kesulitan Belajar

Abstract : This research entitled An Analysis on The Factors Causing English Learning Difficulties. This research's purposes are to know the most dominant factor causing English learning difficulty internally and externally, and to relate those dominant factors upon students' achievement. The research was conducted to the ninth grade students of SMPN 22 Pontianak, consisted 122 students by giving each of them a questionnaire. The questionnaires showed that self confidence was the most dominant internal factor 76, 37% (poor to average) while teaching media/aids 80, 89% (poor) was considered as major external factor in contributing English learning difficulties. Students' self confidence categorized as poor to average because students were afraid of making mistake related error, never consult English problem to the teacher, and no open discussion to parents. On the other hand, teaching aids was considered as major because there is no sufficient textbook, and limited media of language teaching and learning.

Keywords: Internal, External Factors, Learning Difficulties

English, as one of second languages in Indonesia has to be mastered actively in oral and also in written. It follows the fast growth of technology that requires English practitioners such as students, lecturers, businessmen or officers to be more proactive in answering global information. English also enables them in easy to get their goals like knowledge, friends, relations, money, etc.

Simply, 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, and universities level. Even, some schools provide English lesson to their kindergarten or primary schools students. It shows us how important of English is. But far behind, there are still a lot of problems in Indonesia education system since the learning of English is not easy and need process continuously.

As an example of this case, SMP 22 students in West Borneo Pontianak encountered problems in all aspects of language skills (speaking, reading, writing and listening). The fact has been clearly stated from the experience from researcher when he was teaching English at SMP 22 Pontianak. The levels of students' achievements in mastering English subject were low and unsatisfied. The students' English achievement data which were taken on 2011 showed that there were 2 students only (2,51%) of 137 past the minimum standard of English subject in final examination and the rest 135 students (97,49%) got failure. In the year of 2012, only 22 students (11,16%) past the minimum standard while 175 students (88,84 %) got failure in the third grade students on mid examination. Therefore, it can be concluded that the students face learning difficulties

Basically, learning difficulties comes from two factors based on Westwood (2008:15). First is internal factor which comprises of affective factors as motivation, self confidence, self esteem, and attitude. Second, the external factors which come from sociocultural elements like teacher, teaching learning aids, and culture in the classroom.

Brown (2000:142) added that there are also some variables influencing the student's abilities in learning second language. He defined it into two facets of affective domain of second language acquisition. The first of these is the intrinsic side. This is the internal factor that comes within a person in learning a language. Furthermore, the second facet is the extrinsic factors. This is the factors which arrive from sociocultural variable around the learners. It socially requires learners in the same way of learning second language along with culture. Finally, the lack of making consideration and ignoring both of the factors in teaching will challenge those EFL/ESL learners when they are learning and students may experience serious learning difficulties and leaving them behind into frustrated or discouraged with school, and learning more slowly.

Table 1
The Distribution of Factors Casuing English Learning Difficulties

INTERNAL FACTORS	EXTERNAL FACTORS
Motivation	School Teacher
Self Confidence	Teaching Aids
Self Esteem	Classroom Culture
Attitude	

Method of Research

In this research project, the writer uses qualitative research as the form of research. Qualitative research focuses on phenomenon or event as natural. Cohen et al (2005:57) added that qualitative cannot be applied in laboratory or any other quantitative do as usual, but it must be applied at the field. Therefore, it is very common to call him naturalistic inquiry, or field study.

As the writer describes on the background, problem of learning difficulties are complex matters and affected by some factors. Furthermore, the problems must be revealed by describing as it is, using qualitative research. As addition, also qualitative research concerns to the process rather than result that is very much compatible with the writer's problem. It is because the process to find out what factors generate learning difficulties, analysis in deep, and frequently demands a lot of elements such as students, teachers, school principle, family, and environment.

This research takes the population on the ninth grade students of SMP Negeri 22 Pontianak. Particularly, they were taken from next ninth grade of academic year 2012/2013. Those students are considered as the population because they will have studied for two years. So, the writer assumes that they have a lot of experiences in learning English and facing English as difficult as well.

Table 2
Total of Population

No	Class	Number of students
1.	IX A	39 students
2.	IX B	39 students
3.	IX C	40 students
4.	IX D	39 students
5.	IX E	40 tudents

The sampling process, the writer adapted purposive sampling. It took 122 students as samples. Those students match with the characteristic or indications of learning difficulties as follow:

- a. May have poor reading ability or poor comprehension
- b. May often misread information
- c. May have problems with syntax or grammar
- d. May have difficulty writing ideas and/or organizing thoughts on paper

- e. May have problems with sentence structure, writing mechanics and organization
- f. May acquire English skills slowly
- g. May find it difficult to memorize information about English
- h. May be unable to repeat what has just been said
- i. May have a short attention span or be impulsive
- j. Problems with attention (e.g., difficulty concentrating on a task, changing activities, or handling disruptions to routines; poor task persistence)
- k. Pronunciation problems in the classroom learning.
- l. Students' current achievements do not match with their intelligence ability.
- m. The student consciously tells his problem in learning to teacher, parent, counselor, psychologist, etc.

(Thursan:2002 & Brown: 2001)

Research Findings

The fact that students have problems in learning English was clearly stated from the result of the questionnaire. Most of the factors have a significant relation in order to impede students' process in learning English. As the example, internal factor sent self confidence as the highest factor (76,37%), that grabbing students' achievement followed by motivation (71,14%), attitude (67,58%), and self esteem (57,42%). While teaching media stands high (80,89%) for external factor followed by classroom condition (54,44%) and teacher factor in the last (54,10%). Therefore, researcher can conclude that self confidence and teaching media are the most dominant factors causing students learning difficulties internally and externally.

It is easier for us to look in detail the result of the questionnaires by seeing the descriptions below.

1. Motivation

The questionnaire showed us that there are six questions made by researcher to dig students' motivation toward English subject. All of the questions were set into positive statements. Three questions for finding students on intrinsic motivation on number 1, 2, 3 and three other questions for extrinsic motivation on number 4, 5, 6.

The statement number 1 confirmed students about motivation to study hard for being good in English lesson. This statement revealed students personality to measure how intensive students motivation in achieving learning goals in English field. This statement was answered by 8 students for always (*selalu*), 10 students for often (*sering*), 96 students for sometimes (*kadang-kadang*), and 8 for never (*tidak pernah*).

Statement number 2 inquired students to tell how often their effort to be able to communicate in English both in written and spoken. This statement has strong relation to students' motivation. Students with high motivation have a lot effort to train themselves to become good in English. But, if there is less motivation, students tend to avoid any opportunities of being good in English. In fact, 5

students chose always (*selalu*), 29 students chose often (*sering*), 75 students chose sometimes (*kadang-kadang*), and 13 students chose never (*tidak pernah*).

Statement number 3 was made to know if there were any other activities related to the students' effort in supporting their English learning at school. Such activities belong to study group, private learning, or surfing on the web learning. Those activities have a mutual link between motivation and learning satisfaction at school. For those who are highly motivated for English subject will place themselves in study group with their school mates, having private learning, or any other activities that may enhance their English performance at school. As things have panned out, there were 3 students put answer on always (*selalu*), 10 students for often (*sering*), 65 students for sometimes (*kadang-kadang*), and 44 students for never (*tidak pernah*).

Statement number 4 asked students' confirmation about being good in English will bring them into bright and clear job opportunities in the future. This is a part of extrinsic motivation, because students' performance for being good in English is not only an inherent activity, but in order to arrive at some instrumental at end. They will do the activity because they have some goals at the end the activity, such as get better job. So, a good job opportunity will be just rewarded to those who are good in English. In other words, we may say that students which are dreaming a better job will hardly learn English at school. The questionnaires recorded that there were 34 students always (*selalu*) think that being good in English will have a great deal in job opportunities, 45 students chose often (*sering*) to think about it, 36 students chose sometimes (*kadang-kadang*), and 7 students chose never (*tidak pernah*) as their option.

Statement number 5 is another item for knowing students extrinsic motivation toward English class. It was consider knowing students' endeavor in reaching one of the learning goals. That is appreciation from their English teacher. Students with high motivation will enthusiastically pursue the respect from their teacher as the result of good performance of English. So, we are going to find good students if there are motivation extrinsically. By this statement, 8 students stated themselves for always (*selalu*) in pursue the appreciation, 14 students for often (*sering*) option, 90 students chose sometimes (*kadang-kadang*), and 10 students for never (*tidak pernah*).

Statement number 6 confirmed one of another expectation for becoming good at English lesson. It was an expectation as a school's delegation for every English competition such as delivering a speech. This is an example of extrinsic motivation. Students are learning English is not only because they want to be good, but also need reward by representing his school in English competition. Having a fine performance in a competition for their school will give them high prestige, so they will study well for achieving the goal. From the questionnaire, it was clear that 4 students chose always (*selalu*), 8 students chose often (*sering*), 65 students chose sometimes, and 45 students chose never (*tidak pernah*).

2. *Self Confidence*

The next factor which gives contribution on students' English learning is self confidence. It can be both negative and positive. An individual who is starting

with a little or no confidence in the English classroom learning will minimize his/her opportunities to get contented at the end. It is because the learning process of English needs a lot of effort and practices. Therefore, in order to understand how significant the effect of students' self confidence with their failure in English learning, researcher put 6 statements in the questionnaire. The statements consist of 5 positive statements on number 7, 8, 9, 10, 11 and a negative statement on number 12.

In the statement number 7, researcher invited students to think positively that English is a particular easy subject. The reason under this statement was created to know how far students' thought about English. Researcher assumes that those who are thinking English are an easy matter, they will be more enjoyable and confidently acting more often in the classroom. But, we are going to find a clumsy class situation when there is no confident on the pupils. By this statement 28 students agree to choose always (*selalu*), 27 students for often (*sering*), 45 students for sometime (*kadang-kadang*), and 22 students for never (*tidak pernah*).

Statement number 8 asked students' about how often they launch questions related to the English lesson. It is not as supposed to be good when pupils are using too much first language in their English class. English which needs a lot of practice force the learners to make use the language in every part of chances including asking questions. So, the statement was answered differently by the respondents with 9 students chose always (*selalu*), 13 students chose often (*sering*), 12 student chose sometimes (*kadang-kadang*), and 88 students chose never (*tidak pernah*)

Statement number 9 was made to see students' usuality when they were asking for permission. This is one of the ways of practicing English with their English teacher. Talking confidently for asking permission in English way means that the students are ready to execute every part of situation that was built by their English teacher. In addition, the result in the questionnaire showed that only 13 students told that they always (*selalu*) used English when asking for permission, 31 students chose as often (*sering*), 36 students for sometimes (*kadang-kadang*), and 42 students confess to tell that they were never (*tidak pernah*) in the conversation.

Statement number 10 requested students to give their personal experience when having an unexpected achievement at the end of tests. Commonly, it comes from midterm test, daily test, or final semester examination. In some cases, students tend to become hopeless consulting the problems, why they were low in the test. But, it is different if the students bring very much confident on their learning. They will come to the teacher, asking for discussion and create the ways to solve their problem in learning English. In short, it is clear that self confidence play a vital role on the progress of students' English learning. The questionnaire provided the answers from the students with 10 students chose always (*selalu*), 13 students chose often (*sering*), 23 students chose sometimes (*kadang-kadang*), and 76 chose never (*tidak pernah*).

The statement number 11 is quite the same as a statement on number 10. But, for the statement number 11, researcher wanted to know if there are any actions from the students to talk with their parents related to the unexpected achievement

at every English test at school. If we find students confidently telling his problem to their parents, it means that the students are good to deserve successful English learning later. The questionnaire showed that there were 9 students chose always (selalu), 12 students chose often (sering), 16 students chose sometimes (kadang-kadang), and 85 students chose never (tidak pernah).

The next statement on number 12 was made to know students response related to errors that they generated in English classroom learning, whether they turned to be ashamed or not. Understanding this case is very important because learning English is closely related to the term of “trial and error”. Thus, if there is no trial after error was made as the result of no confidence or bashful felling, the learning will stop and English are not reachable for every student. The documentation from questionnaire confirmed that there were 45 students stated that they always (selalu) get shy, 21 students for often (sering), 28 students for sometimes (kadang-kadang) and 28 students for never (tidak pernah).

3. *Attitude*

Students’ attitude is one of the internal factors that might contribute to the students’ low English learning achievement. As can be seen in the table 4.3, there are 4 negative statements on number 13, 14, 15, 16, and a positive statement on number 17 asking about students’ attitude toward English lesson.

In the statement number 13, it tried to confirm students’ response while getting information during English class. Specifically, it dealt to students’ attention toward their English teacher. Ignoring teacher’ presentation while English class is running could be worse for the pupils. It is because every detail of material will be not on target and the difficulties are getting involved on them later. The questionnaire reported that there were 35 students chose always (selalu), 48 students chose often (sering), 25 students chose sometimes (kadang-kadang) and 14 students chose never (tidak pernah).

Statement number 14 is another item for clarifying students’ attitude in receiving English material. Researcher had in view what exactly students habits in the English class. Researcher also focused on some usual habits that they probably do like talking and jested with their friends. In fact, 34 students stand for always (selalu) option, 54 students for often (sering), 12 students for sometimes (kadang-kadang), and 22 students for never (tidak pernah).

Statement number 15 asked students habit while doing English work at the class whether doing the task in charge or not. This is one of negative attitude that may affect to the students’ responsibility if they are not in charge to the work. Furthermore, it makes the English teacher difficult to measure how well the teaching that has been provided. The questionnaire showed us that there were 60 students chose always (selalu) for cheating his friends works, 12 students chose often (sering), 23 students chose sometimes (kadang-kadang), and 27 students chose never (tidak pernah).

Nowadays some students are starting to dread English class at school. It could be from any reasons. Reading, writing, and literature are some of areas that student commonly dislike. Finally, it can be worse when students will decide to hate walking through those English class doors, and there is nothing that can be

done about it. This matter is what researcher wanted to know in the statement number 16. By this statement, questionnaire reported that there were no students choosing “always” (selalu) as an option, but 4 students put the often (sering) option out, 50 students chose sometimes (kadang-kadang), and 68 students were never (tidak pernah).

Statement number 17 is the last question made by researcher to know students’ attitude toward English subject. This statement concerned specifically to the students’ habit after finishing their school at home. A good student will probably study over again at home as follow up activity for supporting what have they learn at school. From the questionnaire, researcher found that there were 8 students chose always (selalu), 9 students chose often (sering), 18 students chose sometimes (kadang-kadang), and 87 students chose never (tidak pernah).

4. *Self Esteem*

Another factor that probably causing students’ low English learning achievement is self esteem factor. The table above gave us a report from the questionnaire that researcher created five statement related to the students self esteem. The self esteem inquisitor contains 4 positive statements on number 18, 19, 20, 21 and a negative statement on number 22.

The statement number 18 confirmed about students’ self esteem in believing themselves that they will be satisfied at the end of English learning. It is because they are capable to do that and deserving the target language. Those who are good in building self esteem will oftenly active for pursuing a successful English learning. So, we cannot travel out this factor as it is so much important in education. This statement provided 18 students chose always (selalu), 30 students chose often (sering), 47 students chose sometimes (kadang-kadang) and 27 students chose never (tidak pernah).

Next, we go to the item number 19. The number 19 confirmed that a high self esteem on students will give a strong faith of being deserved for better English achievement. It clarified how self-esteem works well. Good self esteem on students will give its impact on learning, allows them with excellent achievement and enhance the effectiveness of language instruction by the teacher at the end. So, it will make teaching language an exciting, rewarding endeavor for those who developed it. From the table we know that there were 25 students stand for always (selalu), 48 students for often (sering), 26 students for sometimes (kadang-kadang), and 23 students for never (tidak pernah).

Recognizing and validating students’ self esteem in a classroom community is very important, because they could become invisible in the mainstream classroom or even disconnect from the learning process if teachers do not display sensitivity toward their self esteem. As the researcher tried to confirm on a statement number 20 that in fact there is another effect of having a good self esteem. That is students’ credence to be able to communicate in English in the future. Report of questionnaire said 25 students chose always (selalu), 44 students chose often (sering), 34 students chose sometimes (kadang-kadang), and 19 students chose never (tidak pernah).

Statement on number 21 invited students to reflect that they were not really supposed to be failed in the English test. Some students may complain with themselves about getting poor on English achievement, but on other hand it indicates that they are actually good in self esteem. They are not just surrender about what is happening recently, moreover trying another effort in another chance to get improvement on English achievement. In the questionnaire, the answers had been booked that 14 students chose always (*selalu*), 34 students chose often (*sering*), 55 students chose sometimes (*kadang-kadang*), and 19 students chose never (*tidak pernah*).

Statement number 22 is still in charge dealing with students' self esteem. The content was created for searching how well the self esteem on students' when they were facing the complicated of English materials. Individuals with low self-esteem may often take the problems personally, and can be devastated finding themselves struggling to achieve the target language. Therefore, some students try to avoid English or hang on their current performance without any endeavors. Based on the questionnaire, there were only 2 students always (*selalu*), 10 students chose often (*sering*), 21 students chose sometimes (*kadang-kadang*), and 89 students chose never (*tidak pernah*).

5. *School Teacher*

Another important factor in causing students English learning difficulties in classroom activities stated in this paper is teachers. They are a boss in every class sessions and they must fight to have their students included in all school activities because it positively influence and help create opportunities for students' success. On the questionnaire, researcher set six statements to know the quality of English teacher based on students' perception.

On the statement number 23, it focuses on teacher ability in presenting the material. Teacher with wrong and out of date methods in presenting the material tends to struggle in teaching. For e.g. a teacher comes to class, picks up a textbook of the prescribed syllabus, opens it and starts reading himself and then tells the meaning of some lines or all lines. The example showed the method that had been used was out of date. Moreover, nowadays the learning paradigm cannot be dependent on the way of translation method. Therefore, the role of teacher is very important in giving a lesson. Based on the questionnaire, 12 students always (*selalu*) felt clear to the teacher's performance, while another 44 students chose often (*sering*), 63 students chose sometimes (*kadang-kadang*), and 3 students chose never (*tidak pernah*).

Statement number 24 confirmed about how often the English teachers using the target language in leading their students in English class. Most of the problem arises due to the interference of mother-tongue in speaking English. Both the teachers and the students are very fluent in talking in their own mother-tongue. But they forget the essence of pure language. They have to practice the target language of English. On the questionnaire, 95 students revealed that their English teacher sometimes (*kadang-kadang*) using English, 4 students chose always (*selalu*), 10 students chose often (*sering*), and 13 students told that the teacher never (*tidak pernah*) used the English language.

Statement number 25 asked about the way of English teachers inviting their students to communicate in English. Lack of practicing English between students and teacher could be a problem which affects English language learning is itself. As an example, Indonesian students have been tutored and trained well enough in reading and writing for long ages. But, listening and speaking skills which play a greater role in communication have been neglected and ignored. Thus our educational system lacks an important dimension. The result from the questionnaire showed that there were 9 students felt that their English teacher always (*selalu*) invite them to communicate in English, 17 students chose often (*sering*), 56 students chose sometimes (*kadang-kadang*), and 40 students were never (*tidak pernah*).

Statement number 26 returned to deal with teacher's methods, technique, or approach in explaining the materials. Of course, good teachers are more important than good methods, but an efficient teacher can improve remarkably the quality of teaching by applying good methods and techniques of teachings. Most teachers in Indonesia use the grammar translation method or finishing the text book by writing in detail. Though, those methods prevent them in acquiring communication abilities in English. Based on the questionnaire researcher get results that there were no students stated that their English teacher did the methods, but 2 students felt that their teacher often (*sering*) with those methods, while another 86 students chose sometimes (*kadang-kadang*), and 34 students chose never (*tidak pernah*).

In the statement number 27, researcher would like to find about how often the English teachers create chances for students to ask. This is one of important part from the teacher to make the learning more understandable and meaningful. The questionnaire booked that there were 98 student always (*selalu*) get a chance to ask, 18 students chose often (*sering*), 6 chose sometimes (*kadang-kadang*), and no students considered that their teacher did not leave a opportunity to raise questions.

Number 28 is the last statement for teacher factor that may lead students' into English learning difficulties. This statement would like to uncover the frequently of teachers in reaching the successful learning through giving motivation in sequences. This part is very urgent to remotivate those who are feeling alienation, disconnected, or struggling in classroom learning. These students can be helped by extrinsic motivators in the form of rewards. Rather than criticizing unwanted behavior or answers, it is good to reward correct behavior and answers. So, based on the questionnaires, 87 students always (*selalu*) get encouragement from their English teacher, 16 students chose often (*sering*), 16 students chose sometimes (*kadang-kadang*), and 3 students chose never (*tidak pernah*).

6. *Teaching Aids*

The next factor that was considered as important factor causing students English learning difficulties was insufficient provision of audio-visual aids. Many teachers are unable to teach English effectively because they face a lot of problems due to the lack of Teaching-Aids. These problems would be confirmed on the four positive statements in the questionnaire number 29, 30, 31, and 32.

Statement number 29 asked about the availability of the teaching aids around students at the school such as tape recorder, LCD projector, or television. Those media are very important to support English learning, because poor performances in English language in most schools are the fact that the teaching of language do not run well without facilities. From the questionnaire, researcher got the data that there is no student choosing always (*selalu*) and often (*sering*) option. It means that the school is not supported by the media or could be incompetent usage by the teachers to use it. While, there were 56 and 66 students choosing sometimes (*kadang-kadang*) and never (*tidak pernah*).

Statement number 30 is talking another important teaching aid from the existence of textbook, because textbook is a minimum standard that school has to provide as media of learning a language. Not only, the quality of the content should be matched to the students' learning objectives. When the books are beyond the ready comprehension of students or the syllabus does not fully satisfy the present objectives of the teaching of English, students are not very much comfortable using it and they ignore to use the books. From the questionnaire, 29 students always (*selalu*) get the textbook, 36 students chose often (*sering*), 38 students chose sometimes (*kadang-kadang*) and 19 for never (*tidak pernah*).

Statement number 31 was created to know the other availability media for supporting English learning like flannel board. We can use the board in many ways in the class room or in the outside. For a teacher, she/he may put some interesting articles, pictures, scheme, and word cards on the board or providing some instructions related to the English learning. So, learning English is not only about electric tools like LCD projector, television, or tape recorder, but the existence of flannel board is important enough. The questionnaire showed us that there were only 8 students stated that they always (*selalu*) see the board as media, 15 students marked often (*sering*) option, 34 students chose sometimes (*kadang-kadang*), and 65 students admitted that they never (*tidak pernah*) see the board as a media of learning English.

Next statement on number 32 confirmed about the usage of language lab by their English teacher. If there is no language lab, English learning is really depending on teacher. So, it can cause English learning difficulties to the students'. The report from the questionnaire asserted that there were no students stated that always (*selalu*) and often (*sering*) get learning on the language lab, while another 32 students chose sometimes (*kadang-kadang*) and 90 students said never (*tidak pernah*).

7. *Classroom Culture*

We come to the last discussion considered as factor that contributes difficulties to students' English learning. That is classroom condition factor. Classroom condition can be essential in promoting English because teaching "alien" language does not mainly concern to the basic literacy concept or chronological grammar structure, but it needs a lot of practices as means of helping students to emerge their potential valiantly. Further, researcher provided three statements to confirm the class condition around the participant. Two

negative statements placed on number 33 and 35 and a positive statement on number 34.

Number 33 is a statement which illustrates the effect of boring English class can cause learning “fatigue” such as sleepy. Feeling of sleepy sometimes can be from the individual’s health status at the time but it is going reduce if teacher manage interactive and enjoyable English class. Based on the questionnaire, 18 students always (*selalu*) feel sleepy, 39 feel oftenly (*sering*), 60 students sometimes (*kadang-kadang*), and only 5 students never (*tidak pernah*).

Positive statement on the next number 34 talked about teacher ways in increasing students’ enthusiasm. Good teacher has a number of teaching varieties in creating conducive classroom condition evidenced by students’ complacency performance at the end of lesson. It might be from a quality delivery by sending some jokes, singing, playing games, or role play. From the questionnaire, researcher got 9 students told that they always (*selalu*) get comfort in the class, 17 students chose often (*sering*), 67 students chose sometimes (*kadang-kadang*), and 29 chose never (*tidak pernah*).

The last statement on number 35 asked students feelings headed for the situations around their class. Noisy from the next door, feeling stifled and critical temperature, will bother students learning. So, the difficulties are easily suffering the learners. The questionnaire reported that 43 students chose always (*selalu*), 38 students chose often (*sering*), 32 students chose sometimes (*kadang-kadang*), and 9 students chose never (*tidak pernah*).

Discussion

In this part, researcher discusses the result of the study related to the research problem and research purpose located in the previous discussion. There are three objectives associated with English learning difficulties in the ninth grade of SMPN 22 Pontianak. First is to find the most dominant internal factor, second is to find the other dominant factor on external side, and the last is to analyze the causes both dominant factors to the students’ English learning difficulties.

In order to know the factor that may lead students into English learning difficulties, researcher organized a number of questions in a questionnaire on the finding between students’ learning factors and their English learning. The questionnaire consists seven variables in motivation, self confidence, self esteem, attitude (internally) and teacher, classroom condition, teaching aids (externally). 35 statements were designed to 122 students that were showing difficulties in learning English. They were invited to participate by choosing one of the four possible answers. There is no right or wrong answer for each question. The four answers for each question are “*selalu*”, “*sering*”, “*kadang-kadang*”, and “*tidak pernah*”. Each question is scored on a 1-4 in positive statement and 4-1 in negative statements. Then, the total of the score positive and negative statement will be calculated on special formula in order to find the percentage of each factors.

The questionare showed a variety result in every factors. On the internal factor, self confidence dominated in 76,37%, followed by motivation (71,14%),

attitude (67,58%), and self esteem (57,42%). On the other factor, teaching media possessed (80,89%) for external factor followed by classroom condition (54,44%) and teacher factor in the last (54,10%).

Furthermore, we can see the list of the result from the questionnaire analysis on the next table below. The factors would be listed from highest factor into the lowest factor.

Table 3
The distributions of English learning factors

No	Factors	Percentage	Qualification
INTERNAL FACTORS			
1.	Self Confidence	76,37%	Poor to average
2.	Motivation	71,14%	Poor to average
3.	Attitude	67,58%	Poor to average
4.	Self Esteem	57,42%	Average to good
EXTERNAL FACTORS			
1.	Teaching Media	80,89%	Poor
2.	Classroom Condition	54,44%	Average to good
3.	Teacher	54,10%	Average to good

Therefore, the most dominant internal factor based on the table was self confidence factor (76, 37%) and the most dominant external factor was teaching media (80,89%).

1. Self Confidence Analysis

Self confidence factor as the highest factor in contributing difficulties to the students learning in English was designed in 6 statements in the questionnaire. All statements were put on number 7, 8, 9, 10, 11, 12. Those statements were divided into five positive statements on number 7, 8, 9, 10, and 11. The last number on 12 was considered as a negative statement.

Based on the students' response, researcher got the result that self confidence factor was in range 60-79 and qualified as "poor to average". Poor to average actually means that the students' self confidence is almost in average but it is in poor range already. In this case, students' self confidence had influenced toward students' English learning process.

That is proved in the statement number 8 by 72% students never ask for questions in English to their English teacher. On the other hand, there were only 7 % students always ask frequently in English during the class session. The other 11% admitted that they often ask questions in English and the rest 10% students chose sometimes. So, the above data show that ninth grade students of SMPN 22 Pontianak have a little confidence in practicing English through questioning.

Another evidence that state students with no confidence in learning English had been gathered from the statement number 10. Half of the students (62%) never consult to their English teacher when they were not satisfied in learning achievements. Moreover, some students got embarrassed when having poor in the

achievement and there is no expedience feeling on them and effort to think that they are worthwhile and valuable. Of course this phenomenon will be inch by inch affect their learning English progress and leave them behind than other confident students. So, the above data show that ninth grade students of SMPN 22 Pontianak have less confidence in discussing English problems with teacher.

Statement number 11 confront the students that they also had a problem in confidence when they try to be open with their parents concerned to low English performance at school. 70% were not enjoying discussion to their parents because telling poor works is something ashamed. On the contrary, this is an essential element to be able to create powerful faith in reducing uncertainty and doubt about English learning problems by receiving feedback from their parents. Furthermore, better self confidence makes English learning so much easier and so much more fun and gives them the energy to create way reaching the goals. So, the above data show that ninth grade students of SMPN 22 Pontianak have a little confidence to be open discussing English problems with parents.

The rest considerations evidencing that students were very poor in self confidence are negative perception about English. Most of students are not comfort towards English subject, as statement number 7 confirmed that there were 18% students put themselves as “opponents” of English. They were not really confidence to think that English is a particular easy subject. Therefore, it affects their motivation to learn and give an impact to their achievement at end.

Unable to say English when they were asking for permission also showed that their confidence were below the expectations, besides the case on the number 9 is one of the ways of practicing English with their English teacher. In fact 34% students stated that they avoid practicing the simple English utterances in their way outside to the classroom but very comfort to use mother tongue at much. So, the above data show that ninth grade students of SMPN 22 Pontianak have a little confidence in practicing English.

Getting embarrassed related to errors that they generated in English classroom learning is considered as another silly confidence students produce. 37% students did not realize that being ashamed as always in trying the language is not merely good. However, learning English needs to practice aloud more often to create a significant improvement.

Finally, researcher assumes that low self confidence will give great influence to the students' English learning achievement. Lack of practicing English in every situation created by teacher, no trial after error was made, avoid to discuss English problems to both teacher and parents are the real facts happening in the ninth grade students of SMPN 22 Pontianak.

2. *Teaching Aids Analysis*

This part stresses to explain in which teaching media gave its impact to students English learning difficulties in the ninth grade of SMPN 22 Pontianak. The statements on the questionnaire were set positively into four statements started from number 29, 30, 31, 32. Researcher focused on the availability of the

some teaching aids for supporting language learning such television, tape recorder, LCD projector, and language lab in the SMPN 22 Pontianak.

Based on students' answers, researcher assumes that teaching media totally gives a lot of impacts on students learning difficulty. The first data comes from statement number 29. There were 54% students declared that they were **never** facilitated by the tools. Another 46% students said **sometimes**. Next, statement number 31 sounds that there were no utilization process of flannel board. As we know that flannel board can be the alternative way to deliver language learning. Then, 74 % on the statement number 32 produced that students **never** been invited to the language lab. Overall, teaching media in SMPN 22 Pontianak are not used as well as suppose to be due the incompetent skills by the teacher and the minimal availability.

Conclusion

Based on the data interpretation and discussions, the researcher draws the conclusion about the analysis on the factors causing students' English learning difficulties in the ninth grade of SMPN 22 Pontianak. The conclusion was divided into three points, conclusion about the most dominant internal factor, conclusion about the most dominant external factor and the relation among the dominant factors to students English learning difficulties:

1. *The Most Dominant Internal Factor*

Researcher concluded that the most dominant internal factor in causing students difficulties in learning English was "Self Confidence". It was recorded from the questionnaire that 76, 37% of participants were very poor in self confidence. As the result, this phenomenon contributed to create the problems on English learning. Furthermore, Likert Scale says that this condition belongs to "poor to average" range.

2. *The Most Dominant External Factor*

On the external factor, the questionnaire found that "Teaching Aids" was the most significant factor creating problems towards students English learning. There was 80,89% of participants admitted that they never been involved in such facilities due to incompetent usage by teacher and the lack of teaching aids at the school. This problem was categorized as "poor" range based on Likert Scale.

3. *The Relation Between The Dominants Factor to Students' Difficulties*

In the last point, researcher would like to conclude the relation between those two dominants factor in contributing difficulties to students in learning English.

First, students' self confidence was considered as poor because some of participants never ask for questions in English to their English teacher, never consult to their English teacher when they were not satisfied in learning achievements, were not enjoying English discussion to their parents related to poor achievement, were not comfort using English in every class situations, and

getting embarrassed related to errors that they generated in English classroom learning.

Second, teaching aids were considered as the primary problems to students English learning because most of them were never facilitated by the tools, only a few students got textbooks and there were no utilization for some available media such as language lab and flannel board.

REFERENCES

- Brown, H.D.2001. *Teaching by Principles: An Interactive Approach to Language Pedadogy* (2nd ed.). Addison Wesley Longman.Inc.
- Brown, H.D.2000. *Principles of language learning and teaching* (4th ed.). Englewood Cliffs NJ: Prentice-Hall.
- Cohen, L., Manion L., Morrison, K.,2005. *Research Methods in Education. 5th Edition*. London. Taylor and Francis e-Library.
- Thursan, H.2002. *Belajar Secara Efektif*. Jakarta: Pustaka Pembangunan Swadaya Nusantara
- Westwood, P .2008. *What Teacher Need to Know About Teaching Learning difficulties* Australia: ACER Press, an imprint of Australian Council for Educational Research Ltd, Camberwell Victoria.