

Analysis of Variety of Learning Difficulties in Indonesian Language Education Students on English Language Courses at University of Ma'arif Nu Kebumen

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Abstract. Mastery of English as an international language is a necessity at this time. Indonesia as a member of the AEC (ASEAN Economic Community) should properly prepare for this challenge by preparing a capable and skilled generation of the nation. English is an international language that is very important for communication and connecting people with the world in various aspects including education. The government shows its seriousness in improving English language skills to the nation's generation, namely by requiring English at the educational level. In reality, there are various difficulties faced by students when learning English, especially in learners / students who are not from the English department called ESP (English for Specific Purposes) Learners. This study aims to explore deeper into the variety of difficulties faced by students in learning English in students of Indonesian Language Education Study Program at FKIP University of Ma'arif NU Kebumen. This study uses a qualitative approach with questionnaire instruments, observation and in-depth interview. Analysis of research data was carried out through three stages, namely data reduction, data presentation and conclusion drawing. The results of this study indicate that research subjects face a variety of difficulties learning English, namely: 1) lack of student confidence, 2) students rarely use English in daily life and, 3) lack of vocabulary mastery.

Keywords: various difficulties, learning, English

INTRODUCTION

Mastery of English as an international language is a necessity at this time. Indonesia as one of the members of the MEA (ASEAN Economic Community) should properly prepare for this challenge by preparing a capable and skilled generation of the nation. Ability in science and science and technology and supported by the mastery of foreign languages as a language of communication that is good and right. One very important foreign language is English as an international language that can connect people with the world. In various aspects, one of which is the aspect of education. This is reinforced by government policies related to education, in which English is a compulsory subject from the high school level up to the senior high school level. In fact, at the tertiary level, all study programs are required to provide.

English language courses, even though Study Programs with non-English language education disciplines. This shows how important mastery of foreign languages, especially English is as an introduction to the success of one's academic field or to support a career in the world of work (Sinaga, 2010).

There are 4 (four) things that should be mastered by someone to communicate, namely: listening, speaking, writing and reading. All of skills above are called English Competence Skills (listening and reading) as receptive skills while writing and speaking as productive skills. Some people think that by mastering speaking, mastering all skills, but this is not entirely true. Because the abilities/ skills between one and the other are related. In addition to the four skills mentioned above, there are still 3 (three) language elements that also play an important role in communication, namely pronunciation (vocabulary), vocabulary (vocabulary) and grammar (structure of language).

To realize maximum English language skills, professional educators / instructors are needed so as to produce quality students. Furthermore, there must be a balance between theoretical learning and practical learning. Indeed in reality that to realize students with professional and ideal abilities is not easy. In addition to educators having to master sufficient material, they also need to know the level of ability of each student well. So educators may not generalize the conditions in the teaching and learning process. Basically each student has different characteristics, including the techniques and the power of learning about learning materials such as the concept of multiple intelligence (Stanford, 2003).

In a teaching and learning process in English, it is certain that every student experiences an obstacle and difficulty. Where these obstacles make learning outcomes less than optimal. This can happen by anyone, including students majoring in English or non-English. The difficulty faced by many learners of English as a foreign language is the lack of understanding of the pronunciation of a language that is pronounced at normal speed through listening material (Hasan, 2000).

In reading skills, the problem faced for understanding reading texts lies in the lack of knowledge about reading material and ignorance of how to connect ideas between one sentence with another sentence. Furthermore writing skills are complicated because these activities require complex and structured thought processes, however, writing skills also need to be mastered by English learners. In communication writing skills are also important to be mastered (Rukmini, 2011). The benefits of this skill will be greatly felt in the process of publishing scientific articles which will be read by the general public.

For the next skill, is speaking (speaking skill). In one study, it was found that the difficulty which English learners often encounter is when they have to speak. This is due to the lack of vocabulary (vocabulary) and also understanding of grammar and structure (Megawati and Madarani, 2016). Seeing some of such problems, it should be a motivation for every English educator/ lecturer to pay more attention to the readiness in implementing the teaching and learning process. With a well preparation, the teaching and learning process are expected to be effective and efficient.

Preparation in the teaching and learning process can be done from the readiness of the RPP (Lesson Plan) which includes preparation of material, media and methods as well as

assessment. By understanding the problems faced by students, an educator/ lecturer can conduct an evaluation and self-reflection to find out the effectiveness and efficiency of the implementation of the teaching and learning process in class later, therefore it can be used as materials to improve the quality of the teaching process later.

Problems in the teaching and learning process of English material do not only occur at the level of primary, secondary and high school, but also it occurs at the college level. The variety of difficulties in English courses are not only faced by students in the English department, but also from students who are not from the English department.

Therefore, it cannot be separated from the problems that will occur during the teaching and learning process later. In fact, in each department/ Study Program requires English to be one of the courses that must be taught. Even in some universities have implemented a program that is near the end of the semester, students are required to pass the TOEFL test with the specified minimum standard. This is a difficult problem for students, especially for those who do not have a background in language knowledge from elementary to high school, surely they will get difficulties.

Based on the explanation that has been presented in this introduction, it can be seen that there are a variety of difficulties faced by English students /learners. Therefore, researcher is interested in exploring deeper into the variety of difficulties faced by students, especially in the four language skills. The results of the research are expected to be useful for those interested as information used for reflection and evaluation. This is the focus of researcher, that students / learners of English who are not from the English department, namely the Indonesian Language Education Study Program FKIP UMNU Kebumen called ESP Learners (English for Specific Purpose) which has the potential to produce a variety of responses in the lecture process.

METHOD

This research aims to explore deeper into the variety of difficulties of Indonesian Language Study Program students in learning English. While this type of research is a qualitative study which results from this research in the form of words or sentences which are obtained from observations. The study was conducted on students of the Indonesian Language Study Program in academic year 2018-2019. The research subjects were students of Ma'arif University NU Kebumen who took English courses.

Research data were obtained from the method to be carried out by researchers, namely the method of distributing questionnaires, observations and interviews (in-depth interview). Questionnaires will be given to research subjects to find out students' responses about learning difficulties in English courses. Likewise the data through observation. After that, continued with the interview method, in this process the researcher will really explore deeper into the various difficulties of the students in following the English lecture process. After this interview process, the researcher can analyze and describe conclusions that show the variety of learning difficulties of Indonesian Language Study Program students in English courses at University of Ma'arif NU Kebumen.

This triangulation technique is used by researcher to check the validity of the data in the study. As stated by (Sugiyono, 2006) that when a researcher conducts triangulation the researcher collects data while checking whether the data obtained is credible or not, with various data collection techniques and reference sources.

In this study, researcher analyzed the data obtained in three steps as follows:

1. Data Reduction

Summarize the process of collecting data related to important things that are the focus of researchers.

2. Data Presentation

Presentation of the results of research data that has been summarized by describing the data in detail.

3. Conclusion

The conclusion was presented for the first time are temporary. This is because it can change when there are stronger supporters/ references for validating data collection results.

FINDINGS AND DISCUSSION

From the results obtained from the questionnaire, observation and strengthened by interviews, various kinds of responses to the difficulty of learning English subjects appeared in Indonesian Language Education students at FKIP UMNU Kebumen. Before entering into the intellectual abilities (cognitive) and skills of students, researchers found problems with the mental abilities of students, in this case the self-confidence that is almost all present in every student. Mental problems such as, fear of doing mistakes, shy and feel a lack of understanding of the English grammar concept. These problems can be classified as student's mental/ attitude problems (affective) that arise from habits. It became a student's mental (character). That means the lack of confidence is the main problem found by researcher in this study.

Furthermore, in terms of practice/ getting used to using English turned out to be one of the factors causing most students to be difficult in understanding English courses. Though the practice of getting used to the use of English in daily life is very helpful in understanding students as learners. Then one of the solutions in the habituation/ practice of using English is in the academic field such as when students greet each other, get to know each other, ask questions and also do presentations of assignments/ papers at each opening, the language of instruction when giving responses or questions and answers and also when they close the presentation using English.

Then strengthened in Public Speaking training such as MC (Master of Ceremony), News anchor, Speech, Debate, Storytelling and others. Furthermore, the training is packaged by researchers in a module that can become teaching models for lecturers and learning by students in general, especially students of Indonesian Language Study Program. The problem of the lack of practice of using English is in line with research (Afisa and Yolanda, 2015) namely they state that the factors causing difficulties in learning to speak English are the number of frequency of English speaking practice and psychological factors.

Ability in English can be classified as intellectual abilities as well as skills. Like the ability to speaking, listening, reading and writing. All of these abilities / skills require students to think and be creative. Furthermore enter into the intellectual abilities and skills of students. Speaking ability is the most difficulty experienced by students. In speaking, it is indeed very demanding the ability of students in memorizing vocabulary, arranging each word into sentences that are in accordance with grammar and also pronunciation which must be in accordance with the rules of pronunciation of English words.

The second difficulty level of English Skill is listening. Some students have difficulty with this skill, especially if the native speaker is a speaker in a voice recording. Lack of mastery of vocabulary and pronunciation of accent and speed in pronunciation also often makes them unable to understand what is being said. (Paaki, 2003) who examines English learners between Japanese and Finland. He stated that the condition of English learners from Japan was influenced by differences in accents, the understanding of the listening process was not optimal, this had an impact on the pronunciation of the target language. While learners from Finland feel that British accents are very attached to them so the resulting language is quite good.

The next ability is writing which is complex skill for ESP learners (English for Specific Purposes). This skill has the same difficulty points as speaking, where students are required to master vocabulary according to the context and arrange it according to the rules of English writing. Next to the skill with the lowest difficulty generally faced by students is reading. Furthermore, the results of the analysis of research data and interviews of all language instructors should pay attention to the level of difficulty in choosing the context of English reading with the competencies and needs of students (Johnson, 1930).

From the results and discussed above, it shows that the majority of students are low in vocabulary mastery. So the researchers concluded that one of the various difficulties of Indonesian Language Study Program students in learning English courses was the lack of students' mastery in English vocabulary.

CONCLUSION

The learning process of English courses cannot be separated by the emergence of various difficulties of the learners, in the context of this research, namely students of the Indonesian Language Study Program whose incidentally they are ESP learners. The results showed that most students experienced various difficulties including; 1) lack of student confidence; 2) students rarely use English in daily life; 3) lack of vocabulary mastery.

IMPLICATION

Based on this research, there is an implication that can be shown. The selection of the right teaching method can influence to the various difficulties of students in following English subject. Furthermore, these are like habits, personal and environmental factors. The results of this study are expected to be used by lecturers to improve themselves related to the method of teaching English courses to non-English learners (ESP learners). Furthermore, the lecturers must also be able to inventory the various difficulties of students, so that teaching always refers to the background level of students' abilities and needs.

RECOMMENDATION

During the implementation of this research, researchers obtained findings that can be used as a reference to recommend the following matters;

- a. In each lecture, lecturers are expected to begin by providing motivation, so students can grow in self-confidence, they are not being afraid of making mistakes in the learning process;
- b. In order to improve students' vocabulary skills, English lecturers / educators should be able to relate the materials to the needs of students, bearing in mind that these students / learners are not from the English department.
- c. The learning process in English courses must be made that compels students to engage / practice directly. Increase the involvement of these students with the SCL (Students Centered Learning) approach.
- d. Before the learning process is carried out, it should be planned carefully in advance, through the RPP (Lesson Plan) by adjusting among the material, media and methods.

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