



STUDENT DIFFICULTIES IN ENGLISH LEARNING DURING LIMITED PTM PERIOD

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Abstract

As an international language, English is important in globalization era and therefore taught in secondary schools, including MTs as one of the Islamic ones. However, the students of this Islamic school might feel bored and even they avoid of having English. And, therefore, this study is to describe students' difficulties in learning English during limited offline Teaching Learning Process (PTM) Period and to describe the factors that cause learning difficulties in English during limited PTM Period. Then, the method used in this study is a descriptive research design. The subjects in this study were 33 students who are all in class IX-A MTsN Gresik for the academic year 2021/2022. Data collection techniques used in this study were interviews, questionnaires and documentation, then the analysis used is a qualitative approach. Based on the analysis, the results are that there are two factors that affect the difficulty of learning English for students of class IX-A MTsN Gresik, that are internal factors and external ones. The internal ones includes less motivation and interest in attending English lesson, while the external ones consist of the less attractive medias and the less various and innovative methods. Based on the results above, it can be concluded that, first, the students of class IX-A MTsN Gresik still have difficulty in learning English lessons, because of internal and external factors.

Keywords: Learning difficulties, English lesson, Limited PTM

INTRODUCTION

As English is one of the international language, it is considered as an important basic competency for people who want to be insightful and knowledgeable. This is caused by it plays an important role in business conversations among nations. Therefore, it is one of the important subjects taught in schools ranging from elementary, junior high, to senior high school.

Although it is considered as one of the important subjects at those schools, in fact there are many assumptions related with the students problems in learning English including the difficulties and being bored. Moreover, they might play truent and even avoid off attending this subject.

Although it is already see that English has four skills that must be mastered, namely listening, speaking, reading and writing, it has a central role in the intellectual, social, and emotional development of students. Learning English is different from learning other sciences, as it is a communication tool in dealing with other people. It is not enough just to know the theory of English grammar, both structure and vocabulary, but practicing speaking with high frequency will make a person more accustomed to pronouncing English sentences. As explained Indonesian curriculum the competence of English subjects is that students can communicate both orally and writtenly by using the appropriate variety of languages, smooth and accurate. Therefore, English education is intended to develop the language skills used to accompany the action or language accompanying action. For this reason, in the process of

learning English, careful planning is needed and involves good learning media to develop students' understanding.

Brown (1994: 89) says learning is often considered as a translation of the term "instructional" is the process of interaction of students with educators and learning resources in a learning environment. Learning is described by Gagne and Briggs in Brown, as a person's effort whose goal is to help people learn. Therefore, there are five assumptions that support learning, namely (1) learning must be planned in order to facilitate student learning, (2) both short and long-term phases are included in the learning design, (3) learning planning should not be careless and not solely providing a nurturing environment, (4) learning efforts must be designed with a systems approach, and (5) learning must be developed based on knowledge of how the person learns.

However, due to the impact of the covid-19 pandemic that has occurred since early March 2020 which requires online or remote learning processes, it makes changes in different learning activities and also teaching learning process. The cause is that the English teacher cannot explain the subjects well compared with when they have a meeting lesson. This is faced particularly by the students who are currently in grade IX at secondary schools. Although the implementation of limited face-to-face learning has been carried out since July 2021 until now, the ability of students to learn English is still low. This is because most of their previous learning process was done online, so the given materials were not fully accepted.

Based on the description above, the author wants to do research on Students Difficulties in English Learning During Limited offline Teaching Learning Process (PTM) Period to Class IX-A Students at MTsN Gresik. This research is expected to be able to provide solutions to the obstacles.

The purpose of this research is, then, to find out the obstacles experienced by students while carrying out English language learning in the limited PTM period and to get solutions of these problems.

While the benefits of this research are that it can provide suggestions for teachers to teach more effective learning, as well as for students to study more motivated. Then for the following researchers, it can be references provide experience for researchers, and be used as a reference for other researchers.

METHOD

This research uses descriptive qualitative research. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions, etc., holistically, and by means of descriptions in the form of words and language, in a special natural context. by utilizing various scientific methods (Moleong, 2012).

This research was conducted at MTsN Gresik, precisely on Jl. Raya Metatu, No.31, Benjeng District, Gresik Regency. This research was conducted in class XI-A in the odd semester of the 2021/2022 academic year. This research was conducted using an online questionnaire that must be filled out by students through the Google Form application. The filling time is within a span of six days from November 8, 2021 to November 13, 2021. The subjects in this study were all students of XI-A class MTsN Gresik in the odd semester of the 2021/2022 academic year, while the object is learning English.

The data collection technique used was direct interviews with students of class XI-A MTsN Gresik, then made observations and distributed questionnaires to students through the google form application.

After collecting data, the researcher then conducted data analysis. According to Sugiyono (2012: 89) data analysis is the process of systematically searching and compiling data, data obtained from interviews, field notes, and documentation by organizing data into categories,

breaking down into units, synthesizing, compiling into patterns, choosing which ones are important and which will be studied, and making conclusions so that they are easily understood by themselves and others. There are 3 data analysis techniques according to Miles and Huberman (Sugiyono, 2014), namely: a.) Data reduction, which means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. So that the data that has been reduced will provide a clear picture and make it easier for researchers to collect data. b.) Data display or data presentation. In general, in qualitative research, data is presented in narrative form. Displaying data will make it easier to understand what is happening, plan further work based on what has been understood. c.) Data verification, namely drawing conclusions. Conclusions may answer the problems formulated from the start, but they may not. If the conclusions raised at an early stage are supported by valid evidence, a credible conclusion will be obtained.

FINDINGS AND DISCUSSION

Researchers collected data through questionnaires, then continued with interviews with several students. Then after all the data is collected, then a descriptive analysis is carried out on "Analysis of Students Difficulties in English Learning During Limited PTM Period to Class XI-A Students at MTsN Gresik". Researchers conduct an analysis to determine whether there are problems that come from the respondents' answers. This research conducted in Class XI-A MTsN Gresik with a total of 33 respondents. The questionnaire was given several questions consisting of ten questions accompanied by three alternative answer choices (yes, sometimes, and no).

No.	Question sound	Yes	Currently	No
1.	Do you like English lessons?	20 (60.6%)	6 (18.1%)	7 (21.2%)
2.	Do you know the meanings of English vocabulary?	8 (24.2%)	15 (45.4%)	10 (30.3%)
3.	Do you feel confident when you speak English?	4 (12.1%)	16 (48.4%)	13 (39.3%)
4.	Is English materials explained by the English teacher easy to understand?	25 (76%)	8 (24%)	0
5.	Are the English learning activities carried out by the teacher fun?	10 (30.3%)	14 (42.4%)	9 (27.2%)
6.	Does the teacher always use learning media in the process of learning English?	23 (70%)	10 (30%)	0
7.	Do the assignments given in English subjects burden you?	3 (9%)	5 (15%)	25 (76%)
8.	When you have homeworks / English assignments do you always do it yourself?	15 (45.4%)	11 (33.3%)	7 (21.2%)
9.	When there is material that is not clear, do you always ask the teacher?	25 (76%)	8 (24%)	0
10.	Is the time given for the English learning process during the limited PTM maximum?	23 (70%)	10 (30%)	

In addition to distributing questionnaires, researchers also conducted interviews with students to further explore the problems regarding students' difficulties in learning English. The results of the interview are:

1. Most students are not interested in learning English. Because according to them the way of pronouncing vocabulary in English is difficult and there are different words but the

pronunciation is the same.

2. Students easily feel bored if learning English is only about reading and doing questions, and there is nothing interesting during the learning process.
3. Students do not master English vocabulary very well.

From the results of the description above, it provides an understanding that there are many factors that can cause students to have learning difficulties. The author classifies these factors into two factors, namely, internal and external factors. Internal factors are factors that come from within the students themselves, such as interests, talents, and motivation. while external factors are factors that come from outside the student or come from the environment. From the results of the answers to questionnaires and student interviews, on internal factors it can be concluded that one of the internal factors that cause difficulties in learning English in class IX-A MTsN Gresik is the presentation of English lessons that are less pleasing to students, students are still not motivated in participating in the English learning process and students' interest in learning English either at home or at school is still lacking. While factors that come from outside the student (external factors) include factors related to the learning process which includes the teacher, the quality of learning, the lack of time allocation provided, the methods used, instruments or learning facilities in the form of hardware and software as well as the environment, both social and natural environment.

CONCLUSIONS

After conducting studies and research on the Analysis of Students Difficulties in English Learning During Limited PTM Period to Class XI-A Students at MTsN Gresik, it can be concluded that there are two factors that affect students' learning difficulties in English, including internal factors. which includes the presentation of English lessons that are less enjoyable for students, students are still not motivated in participating in the English learning process and students' interest in learning English is still lacking. While the external factor is that students have difficulty learning to learn English lessons caused by the process of implementing English learning conveyed by the teacher does not match the students, teachers not using the right methods and media, and other factors, namely the lack of encouragement from parents to their children in learning.

Based on the conclusions above, the suggestion in this study is that students should have a higher enthusiasm and motivation to learn with learning discipline, especially in English subjects. For teachers, it is necessary to raise the enthusiasm and motivation of students to learn, especially in English lessons. Teachers need to provide a more in-depth explanation by using learning media to facilitate and provide understanding. Teachers are expected to be able to create learning that is more attractive to students, both from the use of learning media, models and learning methods. For Further Researchers Researchers need to conduct a deeper study of the learning difficulties experienced by students at the SMA/MA level.

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