

**ANALYSIS OF STUDENT LEARNING DIFFICULTIES IN  
LEARNING ENGLISH AT SMAN 1 BATIPUH**

**Thesis**

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**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

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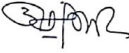




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## DECLARATION

I, the undersigned,

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Certify that the thesis entitled "Analysis of Student Learning Difficulties in Learning English at SMAN 1 Batipuh" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

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Indralaya, September 2021  
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# ANALYSIS OF STUDENT LEARNING DIFFICULTIES IN LEARNING ENGLISH AT SMAN 1 BATIPUH

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## Abstract

Now days learning difficulties experienced by students are very common in various subjects as well as in English subjects. Learning difficulties are a certain condition characterized by obstacles in the activity of achieving a goal. This study aimed to know the types of students learning difficulties in learning English at SMAN 1 Batipuh. This study was used a mixed method research. There were 121 populations by using Solvin formula there were 55 students taken to be sample of this study. They were selected by using random sampling. The techniques of collecting the data were questioner and interview. The results of this study showed that: (1) learning disorders (50.15%) was in the fair classification in which the dominant indicator was students' low self-confidence that was caused by their habits of feeling embarrassed and afraid to answer their teachers' questions by using English, (2) learning disability(49.76%) was in the fair classification in which the dominant indicator was students' lack of time in learning English that was caused by the implementation of the learning process carried out online and offline,(3) learning dysfunction (45.91%) was in the fair classification in which the dominant factor was short term memory caused by a large number of vocabularies which were new to students, so it made the students difficult to understand and memorize all of the material,(4) slow learners (55.43%)was in the fair classification in which the dominant factor was ineffective teaching method that was caused by the lecture method used by the teachers too often, and (5) under achievers (50,83%)was in the fair classification in which the dominant indicator was lack of student preparation before participating in the learning process that was caused by the students feel lazy and the student had the other assignment to do. Overall, the difficulty of learning English at SMAN 1 Batipuh (50.42%) was in the fair classification. The main cause students faced learning difficulties at SMAN 1 Batipuh is teaching method less effective, the teacher used ineffective because of time limitation during learning process in pandemic situation, in which the time for learning English only 100 minute every week and learning process have been carried out online and offline. Fair classification mean It is proper to be in this condition, because even though students have difficulty remembering the material and have low self-confidence, but the students have a high desire and motivation to understand every material taught by the teacher, so that students can still get good learning outcomes even though they faced difficulties during learning English.

Keywords: Learning difficulties, English subject

# CHAPTER I INTRODUCTION

## 1.1 Background of the Study

Learning is an activity consciously or unconsciously carried out by a person who can lead to change from not knowing to know something, where this activity can be done anytime and anywhere. Slameto (2010) stated that “learning is a process that is carried out by a person to obtain a whole new change in their behavior, as a result of their own experience in interaction with their environment”. However, the learning process does not always run well, some students experience problems in learning process.

One of the problem experiences by student in learning process is learning difficulties; learning difficulties are a certain condition characterized by obstacles in the activity of achieving a goal, so it needs more effort to overcome them. Where these obstacles may or may not be felt by the student. These types of barriers can be psychological, sociological, and physiological in the whole teaching and learning process (Sugiyanto, 2014). This disruption will affect student learning outcomes. There are two factors that can affect student learning difficulties namely, factors within come from the student (internal factor) and factors that come from outside the student (external factor). Internal factors are divided into two, namely physical factors and psychological factors, while external factors occur because of school factors, family factors, mass media, and social environment factors (Supriyono & Ahmadi, 2004). Some of these factors cannot be avoided by each student. Thus, students need special attention from the teacher.

Every subject has its difficulties due to several reasons as well as an English subject. According to Mosha (2014) learning difficulties in English can be caused by several reasons. First, teachers are trained, untrained, and below the qualification to teach English subjects. Some of the teachers do not have a background in the English language, but the shortage of teachers in a school forces them to teach English. As a result, they miss teaching some difficult topics

in the syllabus. Second, teacher responsibility, in the learning process the teacher does not provide adequate learning media to make students easier to understand the material being taught, for example, the teacher does not provide books, modules, pictures, posters, and worksheets. Third, the physical environment of the classroom is very bad. The classroom atmosphere has a very big impact on students and teachers, if the classroom conditions are bad it can make students experience difficulties during the learning process, such as dirty and dusty classrooms, walls that are hollow and unpainted, leaky class roofs and a broken classroom window. Forth, students rarely use English at school and home. It happens for some reasons. For instance, at school, students have a poor vocabulary and do not confident to talk in English to their friends or to their teachers. Further, at home, it may be because their parents are not educated, do not know about English, and some of their parents are old.

Some studies that prove student experience English learning difficulties. A study from Hossain (2018) found that the students in Thakurgaon, a district of North Ben7al in Bangladesh faced difficulties in learning English because of lack of English teacher, lack of English language club, economic constraints, lack of multimedia projector, and lack of road communication. Beside that study conducted by Misbah (2017) in seven Sekolah Kebangsaan Malaysia there are three major themes that contribute to the students' difficulties in the English language learning; the lack of English vocabulary, the influence of the first language and the socio-economic status of the family, and a study from Indonesia population of his study are students of Sekolah Tinggi Ilmu Tarbiyah (STIT) Buntet Pesantren Cirebon. He found students experience learning difficulties in learning English are their sense of being-forced, low mastery on the basic concept/intakes, less-endorsement from their environment, poor memory factor, and having less-chance to practice.

Every student has a right and opportunity to achieve satisfactory academic results, but some students get some learning difficulties during the learning process which affects their achievement. Based on the results of online interviews via telephone with some students from different levels at SMAN 1 Batipuh on

September 29, 2020, students stated that English is a difficult subject; some students get a low score because they face some difficulties during the learning process. It was supported by data from the English teacher of SMAN 1 Batipuh that students' MID term score from all class of XI IPA in SMA Negeri 1 Batipuh, 34 students from 89 students had their midterm test scores below the Standard of Minimum Completeness (MSC). This study is important to find out the type of learning difficulties that affect students' achievements, so that this research can help each student to overcome their learning difficulties, improve their learning outcomes and their achievement. As well as helping teachers to find out what type of learning difficulties experienced by students during the process of learning English, it will be easier for teachers to determine the right teaching method or way to help students get maximum learning outcomes. According to Widyawati (2012) by knowing the causes of the learning difficulties of students, teachers can make various efforts to overcome those learning difficulties, so that there will be an increase in achievement which is satisfying for all of parties, especially teachers and students.

Based on the description above, it is obvious that types of learning difficulties are very important to identify and to help students overcoming their learning difficulties, improving their learning outcomes, and improving English language skills. It is the reason why the researcher was interested in conducting research on learning difficulties especially experienced by high school students. By doing this research, the researcher hoped to be able to identify the type of learning difficulties experienced by students. Thus, the title of this study was "Analysis of Student Learning Difficulties in Learning English at SMAN 1 Batipuh".

## **1.2 Problem of the study**

The problem of this study is formulated by the following questions:  
What are the types of learning difficulties faced by the students in learning English at SMAN 1 Batipuh?

### **1.3 Research Objective**

Based on the formulation of the problems the objective of this study is:

To find out the types of learning difficulties faced by the students in learning English at SMAN 1 Batipuh.

### **1.4 The Significances of the Study**

1. For schools, it is expected that this study could have the contribution in improving the quality of good and effective learning to produce good graduates and school quality by following National Education Standards.
2. For teachers, it is expected that this study could help the teacher in finding out the learning difficulties experienced by students in school, so that teachers can minimize or overcome learning difficulties.
3. For students, this study is expected to help the students to improve their learning outcomes and their achievement.
4. For researchers, this study is expected to add information, experience, knowledge, and insight as prospective educators.



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