AN ANALYSIS OF STUDENTS' ENGLISH LEARNING DIFFICULTIES IN SPEAKING LEARNING

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Abstrak Indonesia

Tulisan ini menganalisis tentang kesulitan belajar bahasa Inggris Mahasiswa dalam Pembelajaran Speaking di Fakultas Keguruan dan Ilmu Pendidikan, Program Studi Pendidikan Bahasa Inggris. Fokus tulisan ini adalah untuk dapat menemukan kesulitan mahasiswa dalam pembelajaran speaking bahasa Inggris. Studi ini menggunakan pendekatan klasik dan individual dalam mengumpulkan data kualitatif dan kuantitatif. Prosedur yang digunakan konteks, input, proses, dan produk. Model Evaluasi untuk manfaatnya adalah untuk meningkatkan kualitas pengajaran. Data dianalisis dengan menggunakan McDonough Model, yaitu: (1) eksplorasi pada kedua proses belajar mahasiswa dan hasilnya; (2) menganalisis hasil eksplorasi melalui kuesioner, wawancara dengan mahasiswa; (3) melakukan peer-debriefing, yaitu wawancara dengan Dosen lain yang terkait dengan, metode, konten RPS, apakah mereka telah sesuai dengan kebutuhan mahasiswa. Temuan menunjukkan bahwa mahasiswa belajar bahasa Inggris kesulitan untuk: (1) rasa dipaksa; (2) penguasaan rendah pada konsep dasar / intake; (3) kurang dukungan dari lingkungan mereka; (4) kepemilikan perbendaharaan kosa kata Bahasa Inggris yang tidak memadai dan sedikit kesempatan untuk berlatih. Sehubungan dengan temuan tersebut, disarankan agar mahasiswa, Dosen dan Program Studi harus memfasilitasi dan memberikan motivasi tinggi untuk proses belajar bahasa Inggris .

Kata kunci: *Analisis, Kesulitan, Berbicara*

Abstract

This paper analyses the difficulties of learning English Students in Speaking Learning at the Faculty of Teacher Training and Education, English Language Education Study Program. The focus of this paper is to be able to find students' difficulties in learning English speaking. The study used classical and individual approaches in collecting qualitative and quantitative data. Procedures used contexts, inputs, processes, and products. The Evaluation model for its benefits is to improve the quality of teaching. The data were analysed using the McDonough Model, namely.: (1) exploration of both student learning processes and their results; (2) analysed the results of exploration through questionnaires, interviews with students; (3) conduct peer-debriefing, namely interviews with other lecturers related to, methods, RPS content, whether they are in accordance with student needs. The findings showed that students learning English find it difficult to: (1) feel forced; (2) low mastery of basic concepts/intakes; (3) lack of support from their environment (4) possession

of an inadequate vocabulary of English vocabulary and little opportunity for practice. In connection with these findings, it is recommended that students, lecturers and study programs should facilitate and provide high motivation for the process of learning English.

Keywords: Analysis, Difficulty, Speaking.

INTRODUCTION

English is often a "scourge" for students. The first reason most often put forward is because English is not a "mother" language so it is difficult to pronounce it. The second reason is laziness for speaking practice (speaking) so that it is increasingly difficult to have dialogue in English. This second reason should be a provision for how to learn English in class. However, some lecturers often forget to present the "needs" of English according to the needs of their students. The purpose of this paper is to equip students and teachers to be able to communicate actively in English, and to motivate students in English (speaking). Mastery of English (speaking) is also a means to boost Indonesian human resources, which according to the Human Development Index is among the lowest categories in Asia.

Global competition specifically for English that demands improving the quality of human resources (HR), including lecturers, as the spearhead. The output of the study program must be of high quality in order to be competitive and have a high bargaining position. One of the efforts to realize the above is to improve the quality of English language learning.

Mastery of English will open their horizons to the development of science and technology, including education which is currently easily accessible from various sources.

Improving the quality of English learning can be achieved if the background of learning difficulties is known. Information about learning difficulties can be used as a basis for determining goals, methods, strategies, and learning materials that are relevant to the needs of graduates. For this reason, a study is needed on the background of difficulties learning English so that it is no longer a "scourge"

Based on the observations made, there are indications of low quality mastery of English. Most of the expressions and instructions of lecturers using the most basic English are difficult for most students to understand, especially difficulties in developing speaking competence (Speaking). Learning difficulties are based on (1) learning motivation; (2) English intake, (3) the role of lecturers and students in

learning, (4) infrastructure, (5) learning materials, and (6) learning environment. These six domains are the variables of service studies. As a basis for study, the author refers to several relevant theories and results of previous service. The theoretical reference concerns various concepts about learning motivation, English language learning, the role of educators and students in learning, standardized English learning facilities/infrastructure, learning materials, and an ideal learning environment.

There are two types of motivation, namely intrinsic and extrinsic. Intrinsic motivation is an encouragement to do something without coercion (reinforcement) and rewards from anyone. Extrinsic motivation is the drive to do something depending on the rewards. If a person realizes that he has intrinsic motivation, rewards can have a negative influence on his performance (Gage &; Berliner, 1984: 412-441). Learning is a conscious process that involves a person's memory related to the information being learned, such as saying greetings, using language rules, and vocabulary (Tomlinson, 1998: 4). Language learning can be in the form of knowledge of language systems (language usage) and language use (language use). Modern language learning involves institutions, teachers, learners, and teaching (Richards, 2001b: 198) and prioritizes learning experiences, self-esteem, emotional involvement, connectedness of learning with thinking, (representation of thinking power through the utilization of the sense of sight, emotional association, and use of inner sound power), communicative use of language, and learning materials that encourage learner creativity (Tomlinson & Masuhara, 2004: 2-3).

Modern language learning systems are ideally based on needs analysis (AK). AK is a procedure for collecting information about learning needs at a certain learner level, namely to formulate learning objectives and content (Richards, 2001b: 51-90; Gall, 2003: 557). AK focuses on mastering language skills according to English. These various aspects involve the role of lecturers and students. Lecturers have the same role related to assumptions about language and language learning at the level of their approach (Cunnings worth, 1995: 113; Richards & Rodgers, 2001: 27-29). The majority of the application of methods depends entirely on educators as sources of knowledge and direction, catalysts, and learning models and developers of interactional patterns between educators and students. The teaching design system is strongly influenced by the way educators treat students according to the application of the learning method they choose, by reflecting on express and implied responses to various questions regarding student contributions to the learning process.

This can be seen from the type of activity carried out, controlling the level of learning success, the application of various student grouping patterns, the level of influence of other students' learning, and its role as a processor, performer, initiator,

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and problem solver. The learning process involves preparing teaching materials as a means to realize learning objectives and will reflect decisions regarding the main objectives of procuring teaching materials, namely presenting content, practicing, facilitating communication between students, and encouraging students to learn independently. Examples of teaching materials, namely textbooks, audiovisuals, and computer displays. In communicative methodology, teaching materials play a role to: (1) facilitate the development of students' communicative skills in interpreting, expressing language, and negotiating between students; (2) assist in the understanding of language discourse and activities relevant to the communicative needs among language users; (3) guide students' interests and engage students' intelligence and creativity; (4) involve various types of texts and media for competency development through various activities and exercises (Richards, 1995: 24-25).

The success of teaching is not only influenced by the quality of lecturers, but also influenced by the existence of study programs, student learning motivation and the teaching process. Whether or not the institution is conducive, depends on: the goals and mission of the institution; governance style; an attitude of togetherness between staff; the role of educators; monitoring system; supporting facilities; curriculum planning and teaching systems; study program tips for making changes; and open communication. The quality of outputs and outcomes depends on the role of students in carrying out their learning activities. The active role of students depends on their level of motivation in learning. High learning motivation will support improved learning outcomes.

METHOD

This study involved 12 students of the English study program. Case studies are a qualitative dedication strategy to empirically investigate a / various cases related to the relationship between phenomena in a real-life context, while the boundary between the two is unclear (Yin, 1985: 23; McDonough & McDonough, 1997: 207-208). Case study is an attempt to explain a / various decisions concerning: why (why) a case occurs and is researched, how it is implemented (how to implement), and what is / are the results. Case Studies have four characteristics, namely (1) casuistic study of phenomena; (2) in-depth studies concerning a/various cases; (3) the study of the nature of a phenomenon; and (4) emic/empirical perspective studies on a/various cases faced by service participants (Gall, 2003: 435436). The results of the case study in this service can then be used as a basis for improving the teaching quality of the lecturer concerned, which leads to improving the quality of outputs and outcomes. As an illustration, the following service steps are presented using the Model Context,

Inputs, Process, Product (CIPP). Focus selection (Context), qualitative data collection (Input), inclusive case categorization, data analysis (Process), the results of analysis, validation and formulation of English learning policies (Product). The credibility (trustworthiness) of the results of this service is tested through the validity of the real learning process in English classes, tri-angulation of theories and data sources that are selected inclusively based on phenomenal problems that arise during the learning process (Gall, 2003: 591). The data collection uses instruments: (1) researchers as data collectors; (2) observation of the learning process; (3) open questionnaire (related to student intakes); (4) documents in the form of formative test results; (5) in-depth interviews with students, especially those who have problems in the English learning process.

The collected data are categorized according to the study variables, analysed using a content analysis model (analysing the results of questionnaires, interviews, and tests), and validated using theory triangulation techniques, data sources and peer-debriefing (validation through sources that have never been studied). The questionnaire data is in the form of informants answers concerning: learning motivation, intakes, the role of lecturers and students in learning, available infrastructure, learning materials, and their learning environment. All data is sorted and categorized into: (1) Low-motivated with Low-achievement, (2) Well-motivated with Low-achievement, (3) Stabilised progress with Stable-achievement, (4) Progressive-experience with Significant-achievement codified into Evenly and Significantly Progress.

RESULTS AND DISCUSSION

Low-motivated with Low-achievement includes the expression of the answers of six students, which in essence are as follows; (1) not really studying because of boredom and during learning English there has never been a lecturer who explains clearly; (2) interest in learning increases but still cannot communicate fluently; (3) since learning English is boring, because basically students learn English because they have to; The second category includes 10 people, namely the Well-motivated with Low-achievement group. Here is a snippet of the data: (1) There are students who are very interested and enjoy learning English because they think English is important to face the era of globalization; (2) There are students who are motivated to learn English because in addition to the good lecturers, they have interesting experiences, namely wanting to appear in public through English competitions even though they are not fluent in speaking; There are students who learn English to get jobs, only still lacking in providing tense exercises and homework.

Based on the various data snippets above, the author tries to discuss it per unit of data units or categories.

1. **Low motivated with low achievement category**

This category consists of three low-motivated subjects, with low learning outcomes. Based on their expressions, it appears that they really don't like English because they don't realize its benefits. Certainly, they not only do not like to learn English, but also learn any material, because they actually do not intend to go to college. Logically, smart students are certainly progressive and certainly realize the importance of learning anything, including English. This finding does not need to be developed because it is very difficult to develop people who do not have self-awareness. This fact is in line with the Gestalt theory (in Woolfolk, 1984) that the learning process requires a unity of aspects of thinking, remembering, and self-awareness. Like a systemic body shape, each member of the system cannot stand alone. When the limbs are scattered, then the body will die or at least, not function optimally. Similarly, one's awareness in learning.

2. **Low motivated with low achievement category**

There are 10 informants who fall into this category. Based on their written expressions, it can be concluded that they are actually interested in learning English. Their low absorption and learning outcomes are not caused by their low interest in learning but because of the limitations of their unfavourable initial abilities. This unfortunate initial ability is caused by teacher, lecturer and human factors called "forgetting". The two factors above make them very slow in responding to the lecturer's stimulus. According to the concept of Behaviourism, unpleasant learning experiences will affect the process of gaining insight (insight) next (Bower, 1981: 17). In fact, mastery of English is a process of conditioning or habituation that should not be interrupted, because language is a habit. If conditioning is interrupted, the consequence is to repeat the concept/theory from the basics to restore past memories piled up by new insights. The concept of repetition in this devotion is carried out by providing material that weighs the same difficulty as English material in high school, However, to restore enthusiasm and improve the achievements of this category of student groups, it needs to be supported by the availability of a relatively long time. The obstacle to the effort is the limited time available so that the results are relatively not optimal.

3. **Stabilized progress with stable-achievement Category**

The data unit code above contains expressions of students whose motivation and learning outcomes are stable. They are very interested in learning English. They always have a pleasant experience in learning English, so it is easy to develop their

competence, both independently and with the guidance of educators. They also have relatively high learning outcomes on average, which is shown by the cumulative results of their formative, midterm and end-of-semester exams (UAS).

4. Progressive experience with Significant-achievement Category

This data group is the most dominant, most interesting and easy to improve the quality of learning, because they are highly motivated to learn. They also realize the importance of mastering English. However, due to the lack of external support facilities, such as: the low quality of teachers and lecturers, the unavailability of language laboratories, inadequate tools and subject matter, and so on, makes this group less enthusiastic about learning. In fact, passion for learning needs to generate motivation. This kind of student needs professional educators. On the basis of findings related to the variable of professionalism of educators above, it can be interpreted that allegations about the low professionalism of BI lecturers are not proven at all. In other words, the low quality of student mastery is dominated by the following factors : (1) low English intakes caused by the low quality of English teachers in secondary schools, (2) relatively low learning motivation indicated by the low learning ethos of most students, and (3) the "forgetting" factor according to Klein (1996: 448). caused by the accumulation of new memories that interfere with each other in the brain's nerve formation, and the failure to present various language expressions that have previously been studied for years.

CONCLUSION

Based on the following findings, the analysis as described earlier, it can be concluded that the difficulty of learning English for students is varied. The various causes of student learning difficulties are as follows:

1) There is no interest in learning because you do not have an understanding of how important it is to learn English.
2) Interested in learning English but lack basic knowledge.
3) Good motivation, good ability, but less supportive environment.
4) Motivation is good enough, but "forgets" the basic concepts he has learned,
5) Learning motivation is high, but learning opportunities are too short.

SUGGESTION

On the basis of the previous conclusions, the author suggests: (1) educators should increase motivation to learn English through various activities to support language practice and provide rewards for diligent students, (2) base learning programs with needs analysis, (3) educators should be observant in choosing methods

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that are appropriate to the situation, conditions and learning needs, (4) increase learning opportunities; ; (5) Learning is focused on the practice of using language, not just learning language patterns.

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