ANALYSIS OF THE CAUSES OF LEARNING DIFFICULTIES IN ENGLISH LESSONS
(CASE STUDY OF PURWADADI ISLAMIC JUNIOR HIGH SCHOOL IN GRADE 8)

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Abstrak

English is an important language to learn, because several countries have recognized that English is the language of the world. Therefore, many sources of knowledge come using English. The connection with this journal is that researchers will analyze grade 8 students in learning English, by providing correct and appropriate English learning to students, so that it can be sufficient provision to be brought by students to face the next academic level. This study uses the type of research conducted in the field or field research at SMP Islam Purwadadi. The approach used in this research is a qualitative approach. Researchers used data collection techniques through observation and interviews with English subject teachers, 8th grade students and so on. This study aims to determine the causes of the lack of students' ability in learning English and provide solutions to overcome students' learning difficulties at SMP Islam Purwadadi.

Keywords: difficulties, learning, English

Introduction

Language is the sound that comes out of the human mouth, forms thoughts and feelings, produces expressions that have meaning so that they become a means of communication so that each other understands what is meant. And English is a language that is known as an international language by several countries, therefore English is recommended to be learned, starting with simple things such as increasing vocabulary. Vocabulary is a collection of words that a person has or is part of a particular language. A person's vocabulary is defined as the collection of all the words that a person understands or might use to construct new sentences. Expansion of one's vocabulary is considered an important step in the process of learning a language and developing one's abilities in the language one has mastered. For example, high school students learn new English words through reading. Reading is an activity of spelling writing, understanding the contents of the reading, then getting information related to the writing, this reading activity among secondary students is rarely done. Therefore, the researcher invites to get used to it in order to get a lot of information while adding new vocabulary.

In this school, precisely at Purwadadi Islamic Junior High School, researchers will observe or analyze 8th grade students consisting of 21 students, 7 boys and 14 girls. The beginning of the meeting started with introductions through the WhatsApp group application, because each

was in online learning or distance learning. However, when they were instructed to introduce using English, there were still many who had difficulty and one of the problems was the limited vocabulary. Then, based on the interview that the researcher conducted with Ms. Mia as an English subject teacher, Purwadadi Islamic Junior High School suggested that the obstacle that occurred in the school was the lack of students' ability in learning English which had not met the objectives. In this case, the researcher will go directly to the field to provide English language learning starting from studying English vocabulary, reading English texts, writing English sentences, and so on.

A. Conceptual Description

Learning is a combination of two activities, namely learning and teaching. Metrological learning activities have a more direct understanding of students, while instructional teaching is carried out by teachers (Ahmad Susanto, 2013). That way students and teachers are very important influences in learning. According to Ahmad Susanto (2013:20) viewed from the aspect of its usefulness, the notion of teaching can be viewed from two aspects, namely traditional and modern. The traditional meaning of teaching is conveying knowledge to students at school. While the modern definition is an effort to organize an environment to create student learning conditions. Ahmad Susanto (2013:21) In the context of traditional teaching, the teacher/teacher becomes the stick of control for learning while students only listen to the material presented and conclude the results, but this will only make students silent, uncritical and apathetic. While teaching in a modern context is an activity to guide someone to gain, develop skills, attitudes, ideals, knowledge and appreciation. So in learning English vocabulary, students cannot continuously just listen, but need a distraction so that the atmosphere is not easily bored. Learning is seen as a process of changing behavior towards a more consistent direction as a result of experience after interacting with the environment (Muh. Nur El Ibrahim,100). The purpose of learning actually departs from the notion of learning, that learning is an effort or action that is carried out seriously, systematically by utilizing all the potential possessed, both physically, mentally and financially, the five senses, the brain and other body parts, as well as aspects of learning. -psychological aspects of intelligence, motivational talent, interests and so on, it can be formulated that the learning objectives are (Makmun Khairani,13):

1. To improve skills or abilities.

2. To develop and think that is convergent (receiving and remembering), becoming divergent (thinking), lateral.

3. To increase knowledge in various fields of science.

In learning there are also several factors that affect learning itself which are classified as such:

a. Factors originating from outside the student are divided into two groups:

1) Non-social factors in learning.

Non-social factors in learning are countless factors, for example: air conditions, temperature, air, weather, time, place, tools used for learning and so on.

2) Social factors in learning.

Social factors in learning are factors related to fellow human beings, whether they are present (present) or their presence is concluded, so they are not present (Sumadi Suryabrata,2013)

b. Factors that come from within students are divided into two groups:

  1) Physiological factors in learning.

Learning activities for each individual, can not always take place naturally. Sometimes smooth, sometimes not. Sometimes can quickly grasp what is learned, sometimes find it very difficult. In difficult to hold concentration. Every individual is not the same, this individual difference is also what causes learning behavior among students. "In a situation where students / students cannot learn as they should, that is what is called learning difficulties" (Makmun Khairani:187).

B. Students Learning Difficulties

Students learn from something very basic and simple, and then develop a complex understanding. Learning activities of every student can not always happen spontaneously. Sometimes it's fluent, sometimes it's not, sometimes it's very quick to grasp what you're learning, but it's also very difficult to grasp the material. When we say that the mind is sometimes on fire, but sometimes it is difficult to bring concentration. This is the reality that we encounter in every student in school activities. Students learn from something very basic and simple, and then

develop a complex understanding. Learning activities of every student can not always happen spontaneously. Sometimes it's fluent, sometimes it's not, sometimes it's very quick to grasp what you're learning, but it's also very difficult to grasp the material. When we say that the mind is sometimes on fire, but sometimes it is difficult to bring concentration. This is the reality that we encounter in every student in school activities.Each individual has similarities and differences. And it is the difference of each student that causes learning behaviors in students, in the context that students do not learn properly, it is necessary to know that this is called learning difficulty. Some primary school students and even students studying at higher levels have learning difficulties. In fact, it can be seen that the difficulties in learning activities are that students stay in class or students score poorly in some subjects.

Kinds of learning difficulties:

These kinds of learning difficulties can be grouped into four types, namely:

a) Judging from the type of learning difficulties: some are severe and some are moderate.

b) Judging from the field of study studied: some are part of the field of study and some are the whole field of study.

c) Judging from the difficulty: some are permanent/permanent and some are only temporary.

d) In terms of the causative factors: some are due to intelligence factors and some are due to non-intelligence factors (Abu Ahmadi:78)

From the statement above, it can be seen that students can find out students' learning difficulties from various gaps, just from which side we see.

Factors causing learning difficulties

Every learning activity expects the best results for its students, but it is possible that sometimes things happen that are contrary to what is expected. Students have differences in terms of intellectual, physical, family background, personality and special types of students. So that not all students are fluent in going through the learning process. The emergence of learning difficulties not only afflicts students who have low abilities but also students with high abilities.

Makmun Khairani (2014,189-192) in his book mentions that the factors that cause learning difficulties are two groups, namely:

a) Internal factors (factors from students)

(1) Physical reasons: it can be due to illness (a person who is sick will experience physical weakness so that the sensory and motor nerves are weak), because they are not healthy (unhealthy students can experience fatigue, drowsiness, dizziness, loss of concentration power), because mild physical disability (hearing loss, visual impairment, psychometric impairment), due to permanent physical disability (blindness, deafness, muteness, loss of hands and feet)

(2) Spiritual reasons: intelligence, talent, interest, motivation, mental health factors, and type of learner (visual type, auditory type, motor type).

b) External factors (factors from outside students).

(1) Family factors include: Parental factors (how to educate, parent-child relationship, guidance from parents), home/family atmosphere, family economic situation,

(2) School factors include: Teachers, tool factors (learning media and learning methods), building conditions, curriculum, school time and lack of discipline.

METHOD

This research was conducted using a qualitative case study method. Data collection is based on observations and interviews in class. The setting of this research is in 8th grade Purwadadi Islamic Junior High School.

The author collects data using the observation method. By observing and interviewing students as a sample when they are learning English. In the observation method, the researcher observes what things cause students difficulties in learning English.

FINDINGS

Based on the research schedule, researchers only conduct research and will find research results and report research in December. On the other hand, there is no finding data that researchers can share in this section of the journal.

CONCLUSION

In conclusion, the author conducted a research analysis of what difficulties in learning English exist in 8th grade students at this Purwadadi Islamic Junior High School. The author will find the reasons for the causes of student difficulties.By using observations and interviews in a qualitative research case study, the author will collect data from the 8th grade Purwadadi Islamic Junior High School as a sample. This research will be reported in December and the findings of this journal will be updated when the research is completed.

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