

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

In this chapter, the researcher presents findings and discussion. It repost the findings and result of the data collection. Detailed description of the result from this study is presented.

#### **A. Data Description**

In this chapter the researcher would explain the result of the research, this research has been conducted on September 2019. The researcher would attempt to submit the data as outcomes of research which has hold in second semester of State Islamic University Sultan Maulana Hasanuddin Banten of Islamic Education Department (PAI). The researcher took 30 students as a participants in this research from PAI 2 E.

The following section will answer the statement of the problem of research, there are: (1) What are the difficulties in learning English in Islamic Education Department (PAI) ? (2) What factors cause the difficulty of learning English in Islamic Education Department (PAI) ? To answer the first question and the second questions the researcher obtained the data from observation and interview.

## **B. Data Findings**

This part explains the findings which are analyzed by the researcher. In explaining the findings, the researcher does some steps. Firstly, the researcher presents the data of observation in classroom during learning process. Second, the researcher presents the data of interview. The result of the research findings was presented in the description belows:

### **1. The difficulties in learning English in Islamic Education Department (PAI)**

Based on observation and interview the researcher got answers from the students of PAI 2E as participants that they found difficulties in grammar, pronunciation, and vocabulary. As for their reasons for difficulties in grammar, it is because there are many formulas such as the formulas in tenses. In the pronunciation of their reason is the difficult ways to pronounce it, which makes them not confident to speak English. And the last is reason of lack of vocabulary makes it difficult for them to understand the meaning of the reading context they read. But when the researcher compare from the answer respondents from the difficult to easier, that are:

#### **a. Speaking**

The difficulties in speaking is because of lack of vocabulary, pronunciation, and also lack of knowledge about grammar.

b. Listening

The difficulties in listening because when listening to videos or shows in English, they feel unable to digest the contents of the conversation, the lack vocabulary also makes them not understand the meaning of the content being discussed.

c. Writing

The difficulties in writing because writing consists of several processes that must be carried out such as outlining, drafting, editing and revising.

d. Reading

The difficulties in reading skill because they do not understand about pronunciation, lack of English vocabulary so that when the lecturer told them to translate they feel trouble.

**2. Factors cause the difficulty of learning English in Islamic Education Department (PAI)**

Based on observation and interview the researcher got answers from the students of PAI 2E as participants that they found the factor causing English difficulties, that are:

1. Lack of motivation

This happens because of limited intelligence and also the delivery of material provided by lecturer which is sometimes not understood by students so that makes them feel difficult and bored.

So it can be concluded that learning difficulties due to lack of learning motivation can occur from the lecturer or the students may even be because the students do not have clear ideals of learning, the students don't like the way of teacher's teaching, the teacher does not motivate students, maybe even the students don't like the subject. And the lecturer can be done in various ways to improve students motivation with awarding.

## 2. Environmental factor

This happens because they are not English students, so they only speak English when studying. Also method used by the lecturer, and inadequate facilities and infrastructure. Instrument factors are factors related to learning tools such as curriculum, program structure, learning media, and the teacher as a learning designer. In the use of these learning tools must be designed by the lecturer in accordance with the expected results.

## 3. Lack of knowledge of English

This happens because they do not like to read books or articles about English so that their vocabulary does not increase and their knowledge are lacking.

The researcher conducted observation in two sessions on 30 students with using observation sheet to find out the data. Which the researcher has classified is to find students who are active, less active and passive.

1. The first observation

On Thursday, May 9<sup>th</sup> 2019. The researcher returned to observation in class PAI 2E which began at 09:10 until 10:50 with students totalling 30 students and one lecturer. Before starting the lesson students greet the lecturer who entered the classroom. After that, the lecturer asked to students to read a prayer which means that the learning will begin soon. The lecturer explained in detail using two languages, English and Indonesian so that students easily understand what the lecturer has conveyed to students.

The next stage is the lecturer to attend all the students who are absent or not, even after completing the previous session, do not forget to ask the assignment at the previous meeting before. After the question and answer are over about subject before, the lecturer gave overview of the material that will be learned on that day.

When presenting that stage the lecturer gave an explanation of the new material that will be discuss. In the presenting stage, the lecturer not only explains the material but also the lecturer sometime joking to liven up the classroom atmosphere.

At the practice stage, the lecturer asked students to open the English book that the students hold each of them, then the teacher explained about “structure” with the question and answer method but, students not too enthusiastic about answered the lecturer’s questions. Not only that the teacher asked students to look for translations or vocabulary that they have not known before. When teaching and learning activities take place students are quite active in following instructions from the lecturer. Like when they were instructed to work on the practice questions in the book they were using. They listen to the explanation when the lecturer explains the material. But, when lecturers ask them to speak or answer questions the lecturer uses English they are less active, because their words in the speaking aspect are very difficult because they do not master grammar, lack of vocabulary, and also lack of confidence when they speak English.

At the production stage, the lecturer asked students to read and to do carry out the assignments in the textbook. After all the students have finished working on the assignment the lecturer asked students to answer one by one. Learning is finished at 10:50 before the lecturer closing gives motivation to students and gives greeting.

The result of the observation above is the researcher found that 50% of students were less active when learning English. It means that students only speak when asked by the lecturer. Both in terms of asking

or answering questions given by lecturer. But actually they are able to speak English even though they are not fluent. And students active is 30%, students who are classified as active are able to participate in learning activities, such as expressing opinions related to the subject being discussed, able to ask questions and answer question from the lecturer. As for students who are classified as passive, the researcher saw that only around 20% here shows there are some people who don't speak English at all when learning takes place.

## 2. The second observation

On Thursday, 23<sup>th</sup> of May 2019. The researcher returned to observation in class PAI 2E which began at 09:10 until 10:50 with students totalling 30 students and one lecturer. Before starting the lesson students greet the lecturer who entered the classroom. After that, the lecturer asked to students to read a prayer which means that the learning will begin soon. The lecturer explained in detail using two languages, English and Indonesian so that students easily understand what the lecturer has conveyed to students.

The next stage is the lecturer to attend all the students who are absent or not, even after completing the previous session, do not forget to ask the assignment at the previous meeting before. After the question and answer are over about subject before, the lecturer gave overview of the material that will be learned on that day.

When presenting that stage the students were considered to be actively increasing compared to previous studies. This was seen when the learning process took place they were very enthusiastic and also enjoyed the learning process. Like when the lecturer asks about the previous lesson and when the lecturer asks them to work on the questions that are already available in the package book and they immediately work on it with a time limit of 15 minutes. After finishing the lecturer also asked to answer these questions together. When the lecturer asks to name their answer they scramble in order to express their answers. And the last is students who are classified as less active and passive. In this study also reduced from before. When the researcher asked some students in the class they answered that they did not really like English. Especially when the first semester the lecturer who teaches them are too monotonous so that makes them feel bored with English lessons. Learning is finished at 10:50 before the lecturer closing gives motivation to students and gives greeting.

The result of the observation above is the researcher found that the students are able to ask questions using English language they are less active. And when the lecturer asked him to answer questions from the lecturer using English, the observation this time showed that they were less active. It all happened because they did not understand the structure in English like grammar, lack of vocabulary, did not understand about



pronunciation so that they did not feel confident when speaking English. They are only active when appointed directly by the lecturer. And they just dare to express their opinions when directly by the lecturer.

### **C. Discussion**

After analyzing the data from observation and interview, the researcher intends to discuss the findings from the difficulties in learning English and factor cause the difficulty of learning English in Islamic Education Department (PAI). According to Clement, in Weiner 2003 “Learning difficulties is conditions in which students with average or above average intelligence abilities, but have learning disabilities or failures related to obstacles in the process of perception, conceptualization, language, memory and concentration, self-mastery, and integration functions sensory motor”.<sup>1</sup>

It can be concluded that learning difficulties is a condition in which students cannot learn as they should due to threats, obstacles or disturbances as well as factors that cause them to not be able to learn properly.

Based on the research finding, the researcher got answers from the students of PAI 2E as participants that they found difficulties in grammar, pronunciation, vocabulary. They also found unsupportive environment

---

<sup>1</sup> Makalah-kesulitan-belajar,10/2014. <http://diasdiari.blogspot.com>

which impacted on the lack of motivation in learning English. And also they stated that the way lecturer teach affects their learning condition. In this analysis, from the results obtained through observation and interview, all students have various opinions about learning difficulties in learning English and also the factors that cause learning difficulties in learning English. Following are the findings the researcher collecting that here explained by research question:

#### **I. The difficulties of learning English in Islamic Education Department (PAI)**

In learning English there are four aspect, namely listening, speaking, writing and reading. Every individual has different levels of difficulty, including difficulties in communication, understanding grammar, or lack of vocabulary. Basically everyone experiences the same thing when learning English, starting from memorizing vocabulary, understanding grammar and other language structures. The problems above are actually not due to the mistakes of the learner, but could be mistakes in the learning methods that are not interesting or too rigid, therefore effective learning activities are needed. In learning English students must be able to master four aspects of skill. In this skill aspect students learn about how to pronounce or pronounce words correctly, write sentences correctly according to grammar and listen to foreign language sentences correctly and thoroughly so that what is heard matches what is said. Based on the results of interviews and observation,

the researcher can obtain data to answer the first question, which is as follows:

Mostly the students think that the difficulty in learning English is the first difficulties in Grammar. The participants said that in grammar there are many formulas such as tenses. Because in the English syllabus there is indeed material about tenses. Many students think that learning grammar is very difficult so that it inhibits learning further English. According to Barbara Dykes in his book *Grammar for Everyone* mentions that the simplest understanding of grammar, according to him, “grammar is a language to talk about language”.<sup>2</sup> It means because from grammar can learn how to communicate with language that cannot be separated by learning grammar, starting from the vocabulary, sentence patterns, expression and meanings, grammar can also be used as an excuse to not speak English for fear of being wrong. But these difficulties can be overcome by using drilling techniques, this technique trains us sensitivity and sense when finding grammar problems. By drilling our brain by itself will be more sensitive to the arrangement of words or sentences in English without having to be fixated on formulas. However the main key for really understanding in English is to understand the basic or understand grammar.

Besides in grammar, another factor that makes English difficult according to the respondents is pronunciation. Pronunciation is how to

---

<sup>2</sup> Barbara Dykes, *Grammar for Everyone* (Australia: ACER Press, 2007), 5.

pronounce or produce sounds from words. It means, the difficulty of students in pronunciation is a condition of students not being able to pronounce English words correctly. When studying English, one of the most difficult subjects, besides grammar and vocabularies is pronunciation. According to the participants in the pronunciation is the difficult way to pronounce it, which makes them not confident to speak English. The pronunciation of English words is very important because mistakes in pronunciation would cause the meaning of words to be mistaken. So the message to conveyed would not be able to received clearly. Pronunciation errors would cause miscommunication. Like how to distinguish the pronunciation of the following sentence:

- a. This is my beg ( ini permohonan saya)
- b. This is my bag ( ini tas saya)

In the two sentences above, the word of *beg* in the first sentences is pronounced (beg) which means *request*. While the *bag* in the second sentences is (bæg) which means *bag*. If the pronunciation of the bag, beg is pronounced the same as the word bag, than the word captured by interlocutor is bag not beg (request). For this reason, according to the lecturer pronunciation is one aspect that the students must master to speak English.

The last difficulty of English is in vocabulary. Vocabulary is important in learning English because with vocabulary we can speak for

speaking skills. Remembering in speaking skill there is a suggestion that vocabulary, pronunciation and confidence are the keys to making learning English easier. The participants said that lack of vocabulary makes it difficult for them to understand the meaning of the reading context they read.

But when the researcher compare from the answer participants from the difficult to easier, based on four skills in learning English that are:

a. Speaking is at the highest level

Mostly, they choose speaking because of lack of vocabulary. Lack of vocabulary that makes them confused when going to talk to the other person. So pronunciation, according to them in the pronunciation of their reason is the difficult way to pronounce it, which makes them not confident to speak English. Also lack knowledge about grammar, according to them the difficulty in grammar is because many formulas such as in tenses. Appropriate with stated Rebecca Huges namely “Speaking is the most difficult language skill to assess reliably. A person’s speaking ability is usually judged during a face to face interaction, in real time, between an interlocutor and a candidate”.<sup>3</sup>

There are some strategies used by the lecturer in teaching and learning English speaking skill. These strategies are role play, and cooperative learning. Lecturer must have strategies that help solve the

---

<sup>3</sup> Rebecca Huges, *Teaching and Researching Speaking*. (London: Pearson Education, 2011), 92.

problem. According to David Nunan “strategies are the mental and communicative procedures learners use in order to learn and use language. Underlying every learning task is at least one strategy. However, in most classrooms, learners are unaware of the strategies underlying the learning tasks in which they are engaged”.<sup>4</sup> Every lecturer has differences strategy, but as an English lecturer should know what students need to develop their speaking skills. Considering that today English is being an International language in this globalization era. Lecturer also can use that strategy to make specific atmosphere for speaking session and motivated students participant getting start to speak in the classroom.

b. The second position is listening

Some students choose listening of difficulties in learning English. Their reason is that when listening to videos or shows in English, they feel unable to digest the contents of the conversation, the lack vocabulary also makes them not understand the meaning of the content being discussed. As well as having three additional abilities namely grammar, vocabulary, and pronunciation. All components are very important and must learn if want to master English well. But in reality, not a few students who still cannot understand do not even understand the words or sentences spoken in the language English verbally by

---

<sup>4</sup> David Nunan, *Second Language Teaching and Learning*, (Boston: Heinle and Heinle Publisher, 1999), 171

interlocutors. This means that skills listening in English they are still lacking and vocabulary their control is still very limited. Wallace at all (2004: 13)<sup>5</sup> write that listening skills are proficiency important because these skills make humans gain insight, understanding, knowledge, information and achieve success in communicate with other people.

Therefore, listening skills is a very important skill in language. However, listening is not a simple process. Someone who listens must distinguish between sounds, capture, and understand vocabulary and grammatical structure, interpreting stresses and intentions, remembering and interpreting all at the same time.

c. The third position is writing

Their reason is because writing consists of several processes that must be carried out such as outlining, drafting, editing and revising. In the book *Introduction to Academic Writing 3<sup>th</sup> Edition* explained that “The process of writing has roughly four steps. In the first step is creat ideas. In the second step is organize the ideas. In the third step is write a rough draft. In the final step is polish your rough draft by editing it and making revisions”.<sup>6</sup>

---

<sup>5</sup> Dewi Kurniawati, “*Studi Tentang Faktor-faktor Penyebab Kesulitan Belajar Menyimak Bahasa Inggris pada Mahasiswa Semester III IAIN Raden Intan Lampung*”, 2015.

<sup>6</sup> Alice Oshima & Ann Hogue, *Introduction to Academic Writing 3<sup>th</sup> Edition The Longman Academic Writing Series*, (Copyright, 2017 ), by Pearson Education, Inc.

Fikri Asih Wigati explained in her research study that difficulties in writing were categorized into three problems.<sup>7</sup> Which is cited by Bryne (1988), namely three problems that made writing skills difficult to master, namely linguistic, cognitive and content problems. The first problem is linguistic. This relates to our shrewdness in writing structure correct and hence the sentences formed will be able to coalasce with one another other. The result is that the text that is created can be well replicated by the reader. The second problem is cognitive problems related to mastery we are on forms of language, structure, grammar that are useful for communication effective in writing.

d. The difficulty in learning the last is reading

Most students think the reading is easy because of teir fondness for reading. But for some students reading is included in the language skills that are difficult the reason is because they do not understand about pronunciation, lack of English vocabulary so that when the lecturer told them to translate they feel trouble. In accordance with his understanding that reading is a process carried out and used by readers to obtain in the message to be conveyed by the author through the media of words or written language.

Reading is very important skill that students should have in learning English as a foreign language, because reading is gateway to

---

<sup>7</sup> Fikri Asih Wigati, “*Jurnal Ilmiah Solusi*”, Vol. I No. 3, (September-November 2014), 46-41.



get an information and knowledge. The important things to note in reading activities are one's abilities to understand the meaning of reading in a manner whole, or so-called reading comprehension skills. Reading is an activity that we do to get information. That is why there are questions related to reading texts after we read a discourse. These questions are conducted to test whether we have understood the reading well or not.

To get good spelling in reading, students have to read aloud English texts, because reading aloud is play important role in learning English especially in reading skill. And reading aloud has many advanteges for students. Reading aloud is clearly to develop word pronunciation, help students reach better reading of language item, improve listening skill, grammar and vocabulary.

## **II. Factors cause the difficulty of learning English in Islamic Education Department (PAI)**

The factors causing difficulty in learning English based on the data obtained, namely:

### **a. Lack of Motivation**

Learning motivation is encouragement that arises from intrinsic motivation includes desires to succeeded, encouragement of the need to learn, and expectations of students ideals. While extrinsic motivation

includes the existence of awards, a conducive learning environment, interesting learning activities, and the teacher's efforts to teach students.

Self motivation to continue learning is very important for students, because the motivation will inspire students to stay enthusiastic in learning. Conversely, without this motivation, students will find it very difficult to understand the material that has been explained by the teacher. Ofcourse this will adversely affect the quality of himself, as well as the quality of the young generation of this nation.

In fact the lack of self motivation to learn in students turns out to be a very confusing problem for teachers, for examples many students spend sleep during the lesson, students ignore the teacher's explanation, and others. This is an example of a serious problem experienced by most teachers today.

Self confidence is the attitude of an individual confident of his own ability to behave in accordance with what he expected as a feeling that is confident in his actions, responsible for his actions and not influenced by others. People who have self-confidence have the following characteristics; tolerance, do not need the support of others in every decision or task, are always optimistic and dynamic, and have a strong drive for achievement.

Language competence. In linguistics, competence means the ability to master grammatically abstract language units. So, language

competence is one's ability to master language skills to communicate. Someone who has language competence, is someone who has language skills. Activities in language competence can be divided into two types, namely: active-productive which covers writing and speaking, while active-respective cover listening and reading. In language skills consist of four aspects, namely: listening, speaking, reading and writing activities. All of this is essential in learning Indonesian at the school level. Students must master these four aspects to be skilled in language. To achieve language skills.

But based on the research this happens because of limited intelligence and also the delivery of material provided by lecturer which is sometimes not understood by students so that makes them feel difficult and bored. So it can be concluded that learning difficulties due to lack of learning motivation can occur from the lecturer or the students may even be because the students do not have clear ideals of learning, the students don't like the way of teacher's teaching, the teacher does not motivate students, maybe even the students don't like the subject. And the lecturer can be done in various ways to improve students motivation with awarding. This award can be positive because it can foster initiative, creative abilities and a healthy competition spirit, giving awards as an effort to foster motivation does not always have to be tangible or material. But can also be in-material praise and prizes. And also the

lecturer can give attention to students with all the potential they have is a simple form of motivation, because many do not have motivation to learn due to not perceiving attention. Classroom management is a management activity for the benefit of teaching and moreover the lecturer must have the skills to be able to create a comfortable classroom atmosphere and maintain optimal learning conditions. So that it can have an impact on increasing student learning motivation that is getting better.

b. Environmental Factor

Humans grow and develop in environment. The environment is inseparable in human life. The environment always surrounds humans from time to time, so that between humans and environment there is a reciprocal relationship where the environment affects humans and the vice versa behavior humans also affect the environment. Likewise in the teaching and learning process, the environment is an influential source of learning in the learning process and child development. The learning environment is a place for learning activities to take place from outside influences on the activity. The environment which is a source of learning has an influence in the learning process.

But based on the research this happens because they are not English students, so they only speak English when studying. Also method used by the lecturer, and inadequate facilities and infrastructure. Instrument factors are factors related to learning tools such as

curriculum, program structure, learning media, and the teacher as a learning designer. In the use of these learning tools must be designed by the lecturer in accordance with the expected results.

So it can be concluded that a good environment will greatly affect student learning outcomes as well as a bad environment will also affect students. The environment can also determine student learning success.

c. Lack of knowledge of English

Knowledge is everything that someone knows. Knowledge basically consists of a number of facts and theories that enable a person to be able to solve the problems he faces.

In this modern era, we can learn things very easily from anywhere. Through the book and internet media, we can easily study it well. By studying English, we can get a lot of knowledge without having to think twice about the source of books or the internet which incidentally uses English. Because, now English is a global language and will always be used.

But in this case the lack of knowledge in English is happens because they do not like to read books or articles about English so that their vocabulary does not increase and their knowledge are lacking. Also physiology and psychological factors also influence, but not only from the limitations of students' ability to receive material but also the ability of lecturer to deliver material.

As for ways to overcome these difficulties, they have their own ways that can make them enjoy. Like someone makes a chart of material, in a way more detailed what has been obtained when learning to be easily understood. And for grammar, in particular to understand tenses, they make drafts or columns that contain tenses formulas and examples. According to them in this way it will be easier for them to understand and memorize it. And there are also ways to understand pronunciation by listening to music or watching movies in English. Because according to them that way will not make them feel bored compared to having to read a book but they say that they only do it once in a while because essentially reading a book will increase their knowledge and they realize that reading is a window of knowledge.