

ANALYSIS OF STUDENTS LEARNING DIFFICULTIES IN ENGLISH CLASS OF VII MTs ATSARUS SALAFIYAH

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Abstract

The purpose of this research is to find out the types of students' learning difficulties in English subject in class VII MTs Atsarus Salafiyah. To find out the factors that cause students' learning difficulties in English subject in class VII MTs Atsarus Salafiyah. This research is a qualitative descriptive study. The research instruments used were interview guides and documentation. Data collection techniques, namely interviews and documentation. The triangulation used in this research is data triangulation.

The results of this study resulted in students of class VII Atsarus Salafiyah experiencing 5 types of learning difficulties, the first type of difficulty is learning disorder which is characterized by a lack of self-confidence and bad peer relations. The second type of difficulty is learning disability which is characterized by low learning concentration, bad attitudes and behavior, less learning time, the third type of difficulty is learning dysfunction which is characterized by impaired vision, low level of intelligence, low memory. The fourth type of difficulty is slow learning which is characterized by low teacher competence, ineffective learning methods, inappropriate learning instruments, inadequate school facilities, inappropriate assignments. The fifth type of difficulty is the under achiever which is characterized by low interest in learning, lack of motivation to learn.

Keywords: Types of learning difficulties, factors of learning difficulties, efforts to overcome learning difficulties

INTRODUCTION

Education is a human endeavor to foster personality in accordance with values in society or as an effort to help students develop and improve knowledge, skills, values, attitudes and behavior patterns that are useful for life (Nasution, F., Anggraini, L. Y., & Putri, K. 2022).

In early childhood, language learning is easier to understand. Meanwhile, the existence of English in primary schools makes it easier for students to continue to the secondary level because they are considered to have many advantages in learning English. This means that English is very important for the future of students. However, many schools do not include English in their primary school subjects.

The absence of English subjects in elementary schools creates many problems. One of the obstacles in learning English is the assumption that most MTS students consider English a difficult and boring subject, so that many students do not like English lessons, and even consider English as one of the subjects that must be avoided. In fact, if you still think like that, it could be that students have difficulty understanding the material presented and have an impact on their low English learning outcomes.

The low achievement of learning English can be seen from the learning process that took place while the researchers made initial observations at MTs Atsarus Salafiyah Orodalam Sejati Sampang. Many students find it difficult to learn English because they do not have basic skills. For example, lack of confidence, limited study time, lack of vocabulary, difficulty translating because English is not the mother tongue. For easy things like listening and reading English words they have difficulty, they only know a few English words that exist in their environment. And also there are still many teachers who use traditional methods to teach English. Even though students still need a lot of explanation from the teacher. This is one of the effects of the government abolishing English classes in elementary schools.

The Ministry of Education and Culture no longer includes English as a compulsory subject for elementary school (SD) students in the curriculum and has been in force since the 2013/2014 school year. According to Nisa, I.F. (2020) in Permendikbud No. 67 of 2013 concerning the elementary school curriculum (SD) pages 9-10, there is absolutely no mention of the existence of English subjects in

elementary schools and because of this a number of questions arise as to whether English language education is being replaced with local, extracurricular content, or is it really being abolished.

The Indonesian government does not explain the reasons why English was removed from the elementary school curriculum, even though learning English is still important considering the future opportunities that can be taken from early introduction of foreign languages, as well as supported by research results which show the golden period of learning English. Since the official change to the new curriculum (K13), English is no longer required to be taught in elementary schools. Even though the goals of learning English in junior high school according to the 2013 curriculum are many.

According to the 2013 (K13) curriculum for English lessons in junior high schools, it is intended that students have the following abilities: 1. Develop communication competence in spoken and written form to reach the level of functional literacy 2. Have awareness of the nature and importance of English to increase the nation's competitiveness in a global society 3. Develop students' understanding of the relationship between language and culture. In the implementation of the English learning objectives above, there are still many that have not been achieved by students. Because students still experience many difficulties in learning English community, school, and teachers.

METHOD

This type of research is descriptive with a qualitative approach. the subjects in this study were class VII students, totaling 27 students, consisting of 8 male students and 19 female students.

There are two instruments used, namely: (1) an interview guide used as a guide for interviewing subjects to obtain data on learning difficulties (2) documentation. then analyzed by reduction steps, data presentation, then drawing conclusions.

The interview is a question that contains the types of learning difficulties stated by Mulyadi in Asrori, A. (2020),

learning difficulties have very many and broad types, including the following:

1. Learning disorder
2. Learning disabilities
3. Learning Dysfunction
4. Under achiever
5. Slow learner

The questions are designed in such a way that you can find out the types of difficulties in learning English at MTs Atsarus Salafiyah.

This study uses descriptive qualitative research, namely to analyze the learning difficulties experienced by students in learning English in class VII MTs Atsarus Salafiyah.

Data collection techniques are the most important step in research because the main purpose of research is to collect data. The techniques used are interviews and documentation. To carry out the method of data collection, researchers used several techniques. Researchers followed several steps to obtain data in this study, namely as follows:

1. First, the researcher went to the school to ask permission from the principal and the English teacher to conduct interviews with grade VII students. The interviews were conducted using structured interviews.
2. Second, students are given interview questions based on the indicators given.
3. Third, the researcher collects the results of interviews obtained from students.

Data analysis is one of the research activities in the form of a process of synthesizing and managing data in order to interpret the data obtained. Data analysis techniques are carried out in accordance with the scientific process of qualitative research. In this study, Milles and Huberman's analytical method was used. In this analysis technique there are 3 steps, namely data reduction, data presentation and data verification.

1. Data reduction
2. Data display
3. Data Conclusion

RESULT AND DISCUSSION

RESULT

After the researchers conducted research at MTs Atsarus Salafiyah, the researchers found several types of

difficulties faced by students in the process of learning English, namely:

a. Learning Disorder

Learning disorder is a condition in which a person's learning process is disrupted due to conflicting responses. Thus, the learning outcomes achieved will be lower than their potential (Mulyadi in Asrori, A. 2020).

Based on the results of the interviews the students lacked confidence in the English learning process with the reasons they could not use English, could not read, were embarrassed to pronounce and did not understand. Then how about the relationship with friends? It turns out that many students have a bad relationship with their classmates. For example, because they are often bullied or intimidated.

From the results of these interviews it can be concluded that class VII students of MTs Atsarus Salafiyah experience difficulties in learning Soldered Learning.

a. Learning Disabilities

Learning Disabilities is a person's disability which refers to symptoms in which a person is unable to learn (avoids learning) so that his learning outcomes are below his intellectual potential (Mulyadi in Asrori, A. 2020).

Learning disability is characterized by low learning concentration. As currently many students are not concentrating on learning, many things cause discomfort in learning which makes students' learning concentration reduced. Thus, the researcher gave four questions during the interview related to learning disabilities. First, do you always concentrate well in the process of learning English? Do you like learning English? How is your behavior in the process of learning English? Do you lack time in learning English?

Based on the results of interviews with students it turns out that students do not concentrate during the learning process, due to distractions from friends, lack of understanding of the teacher's explanations, and also students are often sleepy. Then almost

all students do not like English lessons, because they think English lessons are very difficult, and the lessons are not fun, and difficult to understand. And when the English learning process takes place, students choose to tell stories and joke behind the teacher's back and sleep because they don't understand the lesson and are allowed to leave class because learning is boring. Then the time in the learning process that students get at school is also less.

From the results of the interviews that have been obtained, it can be concluded that students also experience Learning Disabilities.

b. Learning Dysfunction

Learning dysfunction is showing symptoms where the learning process is not functioning properly even though basically there are no signs of mental subnormality, sensory disturbances or other psychological disorders (Mulyadi in Asrori, A. 2020).

Learning dysfunction or often called functional disorder in learning is characterized by low vision, low intelligence, and low memory. From this understanding, to see whether class VII students at MTs Atsarus Salafiyah experience learning dysfunction, the researcher provides three questions related to learning dysfunction, such as: do you experience visual impairment? Do you have a low intelligence level? Do you have low memory?.

Based on the results of the interviews, it was shown that many students experienced visual impairment due to games, often played on cell phones and liked to stay up late. Then most of the students have a low level of intelligence and memory.

From the data that has been obtained, it can be concluded that students also experience Learning Dysfunction.

c. Slow Learning

Slow learner is someone who is slow in the learning process so it takes time compared to someone else who has the same level of intellectual potential (Mulyadi in Asrori, A. 2020).

Slow learner is a term for children who have difficulty learning something,

both academic and skills. Usually this condition is caused by hereditary and environmental factors. From the explanation of the meaning of slow learning, to find out whether class VII students of MTs Atsarus Salafiyah have difficulty learning slowly or not, the researcher posed five questions. First, is your teacher proficient in learning English? How is the learning method applied by the teacher? How is the material given by the teacher? What are the facilities provided by the school? And how do teachers give assignments?

Based on the results of student interviews, English teachers are quite proficient in English lessons, both in the process of explaining lessons and in giving assignments. But teachers still use conventional methods in teaching. Like, explaining the material with the lecture method and the assignment method. Meanwhile, currently teachers are expected to be more creative to attract students' attention. Students also said that the material delivered by the teacher was good, but students felt bored because they did not understand and sometimes the material did not match the books students had. So that makes them confused. However, according to some students, the facilities provided by the school are very adequate, because the school provides comfortable classrooms. But there are also those who say it is lacking, because there is no school library. According to students, the way the teacher gives assignments is very difficult to understand.

With the results of these interviews, it can be concluded that class VII students at MTs Atsarus Salafiyah experience difficulties with the slow learner type.

d. Under Achiever

Under achiever refers to someone who has a level of intellectual potential above normal, but his academic achievement is relatively low (Mulyadi in Asrori, A. 2020).

Under Achiever is a student's difficulty where the child's condition shows achievement that is below the child's actual ability. Or often referred to as low learning desire which is

characterized by low interest in learning, lack of motivation to learn and lack of readiness to learn.

With this understanding the researcher asked three questions. First, do you have a low interest in learning English? Do you feel lack of motivation in learning English? Do you feel lacking in preparation for learning English?

Based on the results of the interviews obtained, stated that students experienced difficulties with this type. That is, students have low interest in English lessons because students do not like English, do not understand the meaning of English words or sentences and it is very difficult. Then students lack motivation in learning English, because students think learning English is not important, it is not the mother tongue that is needed every day, and students find it very difficult to learn English. Then students are also less prepared in English lessons, which is caused by themselves. For example, the teacher instructs students to bring a dictionary during English class, but students do not bring a dictionary for various reasons, such as not having a dictionary, forgetting to bring it, and losing the book.

From the results of the student interviews it is known that class VII students at MTs Atsarus Salafiyah experience learning difficulties of the Under Achiever type.

1. Factors of Students Learning Difficulties in English

After looking at the types of student learning difficulties in the English learning process, it can be concluded that there are two factors that influence student learning difficulties in class VII MTs Atsarus Salafiyah, namely internal factors and external factors.

a. Internal factors

Internal factors are factors that come from within a person or within the student himself such as Physiology, Psychology, and low intelligence. These factors can be seen from the results of student interviews such as low interest in learning, low level of intelligence caused by learning that is difficult to understand. Some students also think that English

lessons are boring. Lack of motivation to learn caused by high interest in playing rather than learning and visual impairment which results in students not being able to see clearly the material provided by the teacher are also internal factors.

b. External factors

External factors that come from all situations obtained from outside, such as the environment, family and school. This factor can also be seen based on the results of the interviews which obtained that the low interest in students' concentration in learning was caused by friends who invited to talk during the learning process, the teacher's explanations were monotonous so that students were not interested and felt bored in learning, and the lack of support from the family.

difficulty faced by class VII students of MTs Atsarus Salafiyah is Learning Disorder, in which students feel insecure in the process of learning English because they cannot use English, cannot read, are embarrassed to pronounce and cannot understand, as well as many students who have a bad relationship with their classmates because they are often bullied or intimidated.

The second learning difficulty experienced by class VII students of MTs Atsarus Salafiyah is Learning Disability, where students do not concentrate properly during the learning process, which is caused by distraction from friends, lack of understanding of the teacher's explanations, and students who are often sleepy during learning. And students do not like learning English because they think learning English is very difficult, and the lessons are not fun, and difficult to understand.

DISCUSSION

Types of Learning Difficulties	Indicator	Many Students	Percentage
Learning Disorder	Less confident	26	96,2%
	Relationship with friends is not good	9	33,3%
Learning Disability	Low learning concentration	22	81,4%
	Bad attitude and behavior	21	77,7%
		12	44,4%
	Less study time	12	44,4%
Learning Dysfunction	Impaired vision	15	55,5%
	Low level of intelligence	27	100%
	Low memory	27	100%
Slow Learning	Low teacher competence	1	3,7%
	Less effective learning methods	9	33,3%
	Less appropriate learning instruments	26	96,2%
	Inadequate school facilities	13	48,1%
	The assignment given is not appropriate	9	33,3%
Under Achiever	Low interest in learning	22	81,4%
	Lack of motivation to study	24	88,8%
	Lack of learning readiness	25	92,5%

The difficulty in learning English in class VII MTs Atsarus Salafiyah can be concluded that in general it tends to be high. Learning difficulty is a condition where the competence or achievements achieved by students are not in accordance with predetermined standard criteria.

From the results of the interview above, it can be seen that the type of

understand the lesson and were allowed to leave class because the lessons were boring. And also the time students get at school is less.

The third learning difficulty experienced by class VII students of MTs Atsarus Salafiyah is Learning Disfuction, in which students experience visual disturbances due to games, often play on cell phones, and like staying up late. and also

most students have a low level of intelligence and memory.

The fourth learning difficulty experienced by class VII students of MTs Atsarus Salafiyah is Slow Learner, where the English teacher is quite proficient in learning English, both in explaining lessons and in giving assignments. However, teachers still use conventional methods in conveying material so that it makes students feel bored because it is not fun. The facilities provided by the school are also inadequate because there is no school library and English laboratory. As well as the way the teacher gives assignments to students is very difficult to understand, because the teacher only orders without giving explanations to students in advance, so that many students do not do the assignments given.

The fifth learning difficulty experienced by class VII students of MTs Atsarus Salafiyah is Under Achiever. Where students' interest in English lessons is very low because students don't like, don't understand and find it very difficult. Students also lack motivation in learning English because they are considered unimportant, they do not need their mother tongue every day and find it very difficult to learn English. Then students are also lacking in preparation for learning English caused by themselves, for example not having an English dictionary book, forgetting to bring it and losing the book.

While the factors that influence student learning difficulties are the existence of internal factors and external factors. Internal factors that can affect student learning difficulties include: Physiology: factors caused by body conditions, such as illness and fatigue. Psychology includes intelligence, talent, interest and motivation which are generally low in subjects. Low intelligence or intelligence, for example having difficulty doing assignments and being slow in understanding the material. While external factors include: family factors, school factors, and community factors.

These internal factors and external factors can affect students' learning difficulties both directly and indirectly. Student learning difficulties can be seen from the results of learning or academic scores that are low below the predetermined

average.

Internal factors that affect student learning difficulties such as low student interest in learning caused by poor learning, difficult for students to understand and is a foreign language and lack of motivation to learn caused by high interest in playing compared to learning and visual impairment which results in students not being able to see more clearly the material being studied is given by the teacher. While the external factors that cause difficulties in the student learning process, namely the low concentration of student learning caused by friends who invite to talk or joke behind during the learning process.

In learning activities, for every individual it cannot always take place naturally. Sometimes it's smooth, but sometimes it's not, sometimes you can quickly grasp what you're learning, sometimes it's really difficult. In terms of enthusiasm, sometimes high but also sometimes difficult to concentrate.

In overcoming learning difficulties certainly cannot be separated from the factors that cause learning difficulties, in order to achieve the goal of overcoming student learning difficulties, as far as possible the factors that cause learning difficulties must be eliminated or at least must be reduced. In overcoming learning difficulties, it is necessary to have an effort or role carried out by the student's family, teacher and also the school. how to overcome learning difficulties are:

a. family role

Parents as mentors at home also play an important role in overcoming learning difficulties, considering that the role of parents is so important in determining children's education, it is not an exaggeration if education experts give the title of family as the first and foremost educational institution.

1) Directing children to repeat lessons learned at school

One of the steps that must be taken by parents is to direct their children to repeat the lessons learned at school, why is this important to do because sometimes children when they are at home don't care anymore about the lessons they get at school but instead it's fun to play with their friends, so

that what is obtained at school is sometimes forgotten.

2) Provide learning facilities at home

This should be a concern for all parents to provide learning facilities for children at home because with complete facilities it can motivate children to study harder so that learning difficulties can be overcome with existing facilities.

3) Pay attention to children's study time at home

Paying attention to children's study time at home is something that parents really do so that children feel supervised and always pay attention to their study time without wasting their time doing something that is not useful.

4) Provide motivation to learn from parents to children

Parents have a very important role in the education of their children, including as a motivator. In this case, parents must always encourage their children to have enthusiasm in learning, especially in studying at home as a support for successful achievement in school.

b. The role of teachers and schools

1) The role of the teacher

a) Provide a variety of teaching methods

Variation is needed in learning to make students concentrate and motivated, so that the learning and teaching process runs dynamically. The teaching and learning process will be more interesting if it is carried out with lots of variety.

b) Remedial teaching

The goal of remedial teaching is to help students achieve learning outcomes in accordance with teaching objectives. Remedial teaching methods are the discussion method, the assignment method, the question and answer method, the group work method, and the peer tutor method.

c) Teaching enrichment

Enrichment teaching is additional learning with the aim of providing new learning opportunities for students who have such advantages

that they can optimize the development of their interests, talents and skills.

d) Provide motivation to learn

Learning motivation is also important for teachers to know, because knowledge and understanding of student motivation is useful for teachers to arouse, improve, and maintain students' enthusiasm for learning to succeed.

e) Develop good attitudes and habits.

One of the goals of learning is the formation of student character, this can be done by teaching and practicing good habits while studying, this aims so that these good habits and attitudes are embedded in the subconscious of students, and students can do it automatically without being asked by the teacher. and also parents.

2) The role of the school

a) Complete learning facilities in schools

In the process of teaching and learning in schools, facilities or facilities and infrastructure are an important part because they can help smooth and comfortable the learning process in schools. Infrastructure includes school buildings, study rooms, library rooms, laboratories and others. While learning facilities include textbooks, reading books, school laboratory tools and facilities, and various other learning media, because if no facilities are provided it is very difficult for students to carry out learning activities.

Facilities and student learning outcomes are closely related to each other, especially at school, students will be more active in learning if the existing facilities are very complete and can assist students in learning activities, then it will also be able to assist teachers in carrying out learning activities.



Picture 1. Interview with students



Picture 2. Interview with students

CONCLUSION

Based on the results of research that has been conducted in class VII MTs Atsarus Salafiyah it can be concluded that:

Types of difficulties in learning English include learning disorder, learning disability, learning dysfunction, under achiever, and slow learning. Learning disorder is characterized by a lack of self-confidence. Learning disability is characterized by low learning concentration, poor attitudes and behavior and lack of study time. Learning dysfunction is characterized by impaired vision, low level of intelligence and low memory. Under achiever is characterized by low interest in learning and lack of motivation to learn. Slow learning is a term for children who find it difficult to learn something.

There are two factors that cause difficulties in learning English, namely internal factors caused by the students themselves and external factors caused from outside the student which can be characterized by low interest in learning and student concentration.

In overcoming learning difficulties, it is necessary to have an effort or role carried out by the student's family, teacher and also the school. The role of the family in overcoming learning difficulties is to direct children to repeat lessons learned at school, provide learning facilities at home, pay attention to children's study time at home, provide motivation to learn from parents for children. The teacher's role in overcoming

learning difficulties is to provide a variety of teaching methods, remedial teaching, enrichment teaching, providing motivation to learn, developing good attitudes and habits. Meanwhile, the role of the school in overcoming learning difficulties is to complement learning facilities at school, if complete facilities can make students study hard and help students in learning activities.

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