

CHAPTER I

INTRODUCTION

A. Research Context

English is one of the languages spoken internationally. So that, English is used as an important basic competency for people who want to be insightful and knowledgeable¹. As a part of culture, language plays an important role in business talks between nations. Therefore, English is one of the important subjects taught in schools. So it is hoped that graduates who master English well will provide the opportunities for them to become part of the global community of the world community. English is an important international language that can connect people with the world in various aspects including aspects of education².

There are many problems faced by students in learning English, the problem is a gap between theory and reality where the ability of students to understand English is lacking caused lack of knowledge and adequate preparation. These constraints must be able to be resolved wisely so that there is no gap between theory and practice. English is one of the international languages used to communicate³. English material has been taught from school to college level. In fact, the longer the material is taught, the more they should get, especially in English lessons. However, expectations are not in

¹ Harmer J, *The Practice of English Language Teaching* (Edinburgh : Longman,2001) 22

² Ibid 23

³ Roinah,“ Problematical Dalam Pembelajaran Bahasa Inggris,” *Quality* 7, No 1 (Oktober: 2019) 154

accordance with reality, where many students are still dealing with various problems related to English⁴.

Basic knowledge in English is one of the supports to open deeper insights into English. According to Abdul Majid Stated by Mulijanto Sumardi, in knowing the basis of a knowledge, we will find it easy to understand other aspects. Therefore, basic knowledge is very important for students who want to learn a science⁵. But on the other hand, when we don't have a basic, it will be one of the causes of our difficulty in learning. So that students do not have confidence in the lessons they learn.

In this case, basic English knowledge will be very useful for us. Your potential and abilities will increase. Of course all this will give good results for our lives. One of the influences is a lack of self-confidence⁶. The large number of new vocabulary and sentence structures that are different from Indonesian, makes many students lazy. This fear then makes them dislike it. As a result, it is difficult for them to master English, coupled with not having basic knowledge in English so that they feel insecure about what is being done in the teaching and learning process.

Until now, many students still have difficulties experience in learning English, especially in public universities. The results of preliminary observations show that their initial English language capital is very low. Whereas, the quality of the input will certainly affect both the process and the

⁴ Muh Rosihuddin, “ *Pengertian Problematika Pembelajaran,*” taken from <http://banjirembun.blogspot.com/2012/11/pengertian-problematika-pembelajaran.html>, on 30 of April 2021

⁵ Abdul Majid, *Strategy Pembelajaran* (Bandung : Rosdakarya, 2014) 9

⁶ David Crystal, *English as Global Language* (Cambridge : Cambridge University, 1997) 18

learning outcomes. The quality of knowledge is the output of the level of education in secondary schools⁷, with the aim of providing basic knowledge about a science, especially English, making it easier for students to continue to the next education, but it is not seen in the university environment so that there are many difficulties faced by students on the reasons that they do not have basic knowledge in English. In addition. In the campus admission process, students are faced with three choices which have to fill in all of them so that this is the reason students are not consistent in the choices they take, plus the frequency of learning in universities, especially in state Islamic universities, is also less supportive of improving the quality of language learning. English. In general, English is only given some material in semesters 1 to 4, with a frequency of 2 Semester Credit Units (SKS) per week. And only focus on the language as a whole in fifth semester, so that learning English is relatively less proportional to the needs of students.

Based on preliminary research made by the researcher to the fifth semester student, There are several cases in fifth semester who get a difficulties to understanding the English. After the researcher conducted observations and interviews with several fifth semester students. The researcher found a case, there were some students who initially did not choose English but because of certain policies in the college they finally chose English education or it is called as wrong major so that they had difficulty learning English in the early semester, but with the passage of time as they can

⁷ Roinah, "Problematical Dalam Pembelajaran Bahasa Inggris," *Quality* 7, no 1 (Oktober: 2019)
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develop their English skill and they be able to adjust to other friends. But there is one unique thing about one of the fifth semester student, his name is Nofal, he is a fifth semester student in class A who also experienced the wrong major but until now he still has no English skills at all and there is no progress in his English skills such as reading, speaking and even things that basic competence he does not have, From the phenomena above, researchers are interested in conducting a case study to nofal. Why he can not develop like other friends, how he learn and how to overcome the problems experienced by Naufal, therefore the researcher wants to make a title **An Analysis of the Students' Difficulty in Learning English : A Case Study of Wrong Major Student in Taking English Education at The State Islamic Institute of Madura.**

B. Research Focus

1. What are the learning difficulties experienced by Naufal as wrong major student in learning English at The State Islamic Institute of Madura ?
2. What factors caused learning difficulties experienced by Naufal as wrong major student in learning English at The State Islamic Institute of Madura ?
3. How to solves the learning difficulties experienced by Naufal as wrong major student in learning English at The State Islamic Institute of Madura ?

C. Research Objective

1. To know the learning difficulties experienced by Naufal as wrong major student in learning English at The State Islamic Institute of Madura.

2. To know factors caused learning difficulties experienced by Naufal as wrong major student in learning English at The State Islamic Institute of Madura.
3. To solves learning difficulties experienced by Naufal as wrong major student in learning English at The State Islamic Institute of Madura.

D. Significance of Study

The results of this research are expected to be useful both theoretically and practically.

1. Theoretical Significance

This study was designed to provide information on problems experienced by students who do not have basic knowledge of English, so that lecturers and campuses can solve these problems correctly.

2. Practical

The benefits expected from this research are:

a. For Schools

As input to students, teachers, school principals, and other staff to improve the quality of education by learning in accordance with the subject matter.

b. For Teachers

Finding feedback alternatives to determine student difficulties in learning English and become more understanding and closer to various types of student characters.

c. For student

To further improve student learning competencies by improving learning and improving the quality of the learning process and as a consideration for those who want to take an interest in the field of English

d. For Researchers

As the application of knowledge received in lectures in the form of theory, especially those related to English. As a prospective teacher, learn to apply appropriate learning to deliver teaching materials in accordance with the conditions that students want in the learning processes to be carried out.

E. Scope and Limitation of Study

In scope and Limitation will be discussed about limitation of variable which will be researched. It is impossible if research without scope and limitation. Scope in this study is the student's difficulty in learning English. The limitation of this research is the English student at fifth semester of TBI tarbiyah faculty of IAIN Madura 2021-2022 academic years.

F. Definition of Key Term

To avoid misunderstanding between the researcher and reader, definition is important part of research to make clear in study. Then the researcher would like to explain more about terms which are used in this study. Therefore the researcher clarifies them at following bellow:

1. Learning Difficulty

According to The Cambridge Dictionary of Psychology, learning difficulty means that facts are not easy to do or understand. Difficulty is also defined as a learning or emotional problem that affects, or substantially affects, a person's ability to learn⁸.

2. English

English is one of the languages used in spoken and written communication in world relations. The use of English bridges the differences in the language of each country and nation. With English, it helps create interactions so that it makes it easier to socialize in today's global era⁹.

G. Previous Study

Researched by Roinah in the title “ Problematical dalam Pembelajaran Bahasa Inggris”, This study aims to describe the problem of learning English in terms of internal factors and external factors in STAIN Bengkalis students. The researcher formulates the problems in the form of: a) how is the description of the problems of learning English in terms of internal factors for STAIN Bengkalis students?; b) how is the description of the problems of learning English from an external perspective to STAIN Bengkalis students?. The research sample amounted to 310 respondents. Respondents were selected randomly with simple random sampling technique. The research instrument used is a questionnaire. Prior to data collection, the instrument has been tested

⁸ David Matsumoto, *The Cambridge Dictionary of Psychology* (New York : Cambridge University Press, 2009) 169

⁹ Anna Wierzbicka, *English Meaning and Culture* (New York Oxford University Press, 2006) 6

for validity and reliability for the validity of the data collected. The results showed; description of the problems of learning English in terms of internal factors in STAIN Bengkalis students which are influenced by (1) attitudes towards learning; (2) learning motivation; (3) learning concentration; (4) intelligence and learning success; (5) study habits; (6) the ability to process learning materials and (7) the ability to achieve. The description of the problem of learning English in terms of external factors for STAIN Bengkalis students is influenced by educators, namely lecturers who teach English who are less varied in teaching. Respondents are very aware that learning English is a necessity because English has become an international language. From the questionnaires that were distributed to the respondents, internal factors were more dominant in success in learning¹⁰.

Researched by Roinah in the title “Analisis Kesulitan Belajar Bahasa Inggris Mahasiswa”, This case study aims to analyse the difficulties in learning English of upper-class students in the Guidance and Counselling study program. This research is focused on finding students' difficulties in mastering English competence. This research was conducted at Ahmad Dahlan University Yogyakarta involving 50 students and a teacher as subjects. Researchers used a classical and individual approach in collecting qualitative and quantitative data. The procedure uses the context, input, process, and product/CIPP Evaluation Model for the benefit of improving the quality of teaching. The data were analysed using the McDonough & McDonough

¹⁰ Roinah,” Problematical Dalam Pembelajaran Bahasa Inggris,” *Quality* Vol. 7, No. 1 (Oktober, 2019

Model, namely: (1) exploration of student learning processes and outcomes; (2) analysing the results of exploration through questionnaires, interviews with students; (3) conducting peer-debriefing, namely interviews with other lecturers regarding the method, content of the syllabus, whether it is in accordance with student needs. The findings show that students' English learning difficulties are: (1) a sense of coercion; (2) mastery of basic concepts/low intake; (3) lack of support from the environment; (4) forgetting factor; (5) have little opportunity to practice. Referring to these findings, it is suggested that teachers and institutions facilitate and provide high motivation for their students' English learning process¹¹.

¹¹ Hermawati, "Analisis Kesulitan Belajar Bahasa Inggris Mahasiswa," *Sosio-Humaniora* Vol. 1, no. 1 (September, 2010)