

# CHAPTER I

## INTRODUCTION

### A. Research Context

In both formal and non-formal education, foreign language learners study the English language. Learners in Indonesia need to master the English language because of the era of globalization. However, if the students enjoy the teaching-learning process, English can be a very enjoyable language to learn. By doing many things, such as using some methods and strategies, teachers would be able to make the class enjoyable and make the students understand more about the English lessons.<sup>1</sup>

English is an important language worldwide, and students at SMK AL-IHSAN High School in Indonesia are no exception when it comes to learning it. However, understanding English lessons can be tough for them due to some unique problems. Being good at English is not just about passing exams; it's about being ready for a world where English is often used. It helps students access information, talk to people from different countries, and find good jobs.

Proficiency in English is not only a beneficial for successful academic outcomes but also an essential skill for employability in a competitive job market, especially for vocational students. The ability to comprehend, speak, read, and write in English empowers students to access global information,

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<sup>1</sup> Scott, W. A. & Ytreberg L. H. *Teaching English to Children*. London. (New York: Longman.1990), 57.

engage in cross-cultural exchanges, and pursue further education or careers that demand international communication.

In teaching English to the learners, as stated by McCloskey, there are eight principles that a teacher should take into account. They are: offer learners enjoyable, active roles in learning experience; help students develop and practice the language through collaboration; use multi-dimensional, thematically organized activities; provide comprehensible input with scaffolding; vocabulary learning; an active approach; integrate language with content; validate and integrate home language and culture; provide clear goals and feedback on performance.<sup>2</sup> The English language has been taught in every school, many teachers teach it with some strategies. Such as demonstration's strategy, choral drill, and others. So the teacher can get the teaching purpose easily.

An English teacher not only thinks about what the study will and how it is studied, but about who study received, what the meaning of study for the student, and what student's ability have to follow learning activities. It means that certain learning methods in the learning process must be understood by a factor and by the master. The learning technique is how the instructor chooses how to learn. It can help a teacher to teach a student as easy as to get the goal of studying.<sup>3</sup> According to several opinions above, it is concluded that

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<sup>2</sup> McCloskey, M. L. (2014). *Teaching Young Learners of English: Integrating Principles and Practices*. Retrived on February, 17.

<sup>3</sup> Nilson, L. B. (2016). *Teaching at its Best: A Research-Based Resource for College Instructors*. John Wiley & Sons. 11.

teaching success, a teacher should have basic ability in teaching to do the learning process.

SMKN AL-IHSAN is one of vocational school in Sampang. Based on the researcher's pre-observation at the tenth-grade students of SMKN AL-IHSAN on Wednesday, 26th February 2024, the researcher wants to do the research in SMKN AL-IHSAN because of some reasons. Researcher wants to know what problems that usually faced by the students when the teaching and learning process was conducted in the classroom.

When researcher observe there for 2 weeks, researcher found it a good criterion. Meanwhile, researcher found a case that was going on there. The students had difficulties in understanding English. The lack of student's motivation might be one of the main problems of learning English. Students' motivation can come from outside such as association with friends, family conditions and the environment where they live is less supportive of that direction. Second, is the large number of students who consider English a difficult subject. This may be due to the students' previous minimal knowledge of English and the striking differences between English and Indonesian, especially in the pronunciation of vocabulary and sentence patterns they use. The third is insufficient time for practice. Class time is often very short; once a week. and the last one is that the facilities and teaching materials are not enough.

Another students' problems at SMK AL-IHSAN that may be encountered can be grouped into several key areas:

1. Curriculum Dynamics: The school's English curriculum is a significant factor that influences how students learn. It's essential to take a close look at the curriculum to see if it matches what students really need to learn. This includes checking if it covers practical language skills that are useful in real-life situations.
2. Teaching Resources and Methods: The tools and methods used to teach English play a crucial role in students' language development. It's important to assess whether the school has the right textbooks and technology to support effective teaching. Additionally, we need to find out if the teaching methods used are suitable and if teachers are making the best use of available resources.
3. Teacher Competence: The skills and methods used by English teachers are vital in shaping how well students understand the language. We should explore how qualified the English teachers are, what kind of training they have, and how they teach English to their students.
4. Student Engagement and Motivation: How interested and involved students are in their English classes can greatly affect their understanding of the language. Investigating what motivates students and keeping them engaged in their lessons is essential to improving comprehension.
5. Language Environment: The surroundings and situations in which students use English, both within and outside of the school, can influence their language skills. We need to assess the opportunities students have to practice English and interact with English speakers in their daily lives.

Based on the phenomena described earlier, the researcher has the motivation to have the research entitled “*An Analysis of Problems Faced by English Language Students in Understanding English Lessons at Vocational School SMK AL-IHSAN 2023-2024*”

## **B. Research Focus**

According to Adnan Latief research problems refer to questions raised to be answered through research projects<sup>4</sup>, while John W. Creswell states that Research problem are the educational issue, controversies, or concerns that guide the need for conducting a study (that research investigates).<sup>5</sup> Research question are qualitative or quantitative research that narrow the purpose statement to specific questions that researchers seek to answer.<sup>6</sup> Based on research context above, the statement of research focus is formulated as follow:

1. What is the factors causing problems faced by English language students in understanding English lessons at senior high school SMK AL-IHSAN?
2. How to solve problems faced by English language students in understanding English lessons at senior high school SMK AL-IHSAN?

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<sup>4</sup> Mohammad Adnan Latief, *RESEARCH METHODS ON LANGUAGE LEARNING AN INTRODUCTION*, Second edition (Malang: Universitas Negeri Malang, 2015), 17.

<sup>5</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson, 2012), 59.

<sup>6</sup> Creswell, 110.

### C. Research Objectives

John W, Creswell states that the purpose statement is a statement advances the overall direction or focus for the study<sup>7</sup>, while according to Adnan research objectives are stated as the goal of research to be achieved by the researchers.<sup>8</sup> Based on that statement, the research objective to solve the problem of research:

1. To describe the factors causing problems faced by English language students in understanding English lessons at senior high school SMK AL-IHSAN.
2. To describe how to solve problems faced by English language students in understanding English lessons at senior high school SMK AL-IHSAN.

### D. Significances of The Study

Theoretical significance is about the benefit in science and the practical significance is focused on an effort and step to solve the problem.<sup>9</sup>

The results of this study are expected to provide some beneficial contributions as follows:

1. Theoretical significance

The result of this study will be the alternative reference to enrich knowledge about teaching and learning process to solve students' difficulties in understanding English.

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<sup>7</sup> Creswell, 110.

<sup>8</sup> Latief, *RESEARCH METHODS ON LANGUAGE LEARNING AN INTRODUCTION*, 27.

<sup>9</sup> Tim Penyusun Pedoman Karya Tulis Ilmiah, *Pedoman Penulisan Karya Ilmiah* (Pamekasan: STAIN Pamekasa Press, 2012), 19.

## 2. Practical significance

### a. The students

The students are able to be more easier in understanding the factors making them difficult in understanding English.

### b. The teacher

The teachers will make the right follow-up for applying some solutions to solve students' problems in understanding English.

### c. The next researcher

It will be able to ease the next researcher to develop this study and to add this research as his/her research reference.

## **E. Scope and Limitation**

According to Oxford dictionary, scope is opportunity to achieve something.<sup>10</sup> The scope of this study is students' problems in understanding English lessons, while the limitation is limiting or controlling the subject, fact or condition that limit.<sup>11</sup> Based on the definition, the limitation of the study is for students senior high school SMK AL-IHSAN.

## **F. Definition of Keyterms**

To avoid misunderstanding about meaning of some terms used as keyword in this study to the readers, the researcher provides the definition of them, they are:

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<sup>10</sup> *Oxford Learner's Pocket Dictionary*, Fourth Edition (Oxford University Press, 2008), 393.

<sup>11</sup> *Oxford Learner's Pocket Dictionary*, 256.

1. English Lesson

These are the materials or the subjects of English that will be taught to the students at schools

2. Students' Problem

The factors that make the students are difficult in understanding English.

3. Solution

The thing that makes problems can be solved.

## **G. Previous Study**

The first related study is from Windi Hiyati (2019) with the research title "An Analysis of the Difficulty Level in Speaking English by the Eighth Class Students of SMP 1 Semarang". The researchers analyze information by giving a set questionnaire and analyzing it. In conclusion, there are some difficulties faced by students when speaking English. The researcher could conclude that the factors could be divided into two categories: linguistic factors and social factors. These are linguistic factors: grammar, pronunciation, and vocabulary. Social factors are confidence and motivation. The similarity between the previous study and this research is that both seek to identify the students' difficulties. While the subject of the previous study and this research is different, Windi's subject was the students of the eighth grade at SMP Unismuh Makassar, while the subject of this research was the students of the tenth grade at SMK AL-IHSAN Sampang.<sup>12</sup>

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<sup>12</sup> Winda Hayati (123411034), An Analysis of the Difficulty Level in Speaking English by the Eighth Class Students of SMP Unismuh Semarang, Thesis (Semarang: Program Sarjana UIN Walisongo, 2016), p.IV. <http://eprints.walisongo.ac.id/6153/1/123411034.pdf>. (Retrieved on 18th June 2020)



The second related research was conducted by Rima Rahmaniah with the title “The Difficulties by Non-English Department Students in Understanding” English. The aim of Rima Rahmaniah’s research is to investigate the factors that are faced by non-English department students in speaking English. The participants were 15 students from the Indonesian Department at Muhammadiyah University of Mataram. The similarity between the previous study and this research is that both are trying to find the students’ problems and what the factors are. The difference between this research and this research uses a descriptive qualitative approach, while Rima Rahmaniah’s research uses a descriptive quantitative approach.<sup>13</sup>

The third related study was conducted by I Made Suastra with the title “Needs Analysis of Academic English Speaking Material in Promoting 21st Century Skills” (Internasional Journal of Instruction). The aims of this research are to analyze the types of learners’ target needs and learning needs for material development in an academic English speaking course. This study surveyed 312 English Department students from six universities in three Indonesian provinces. The similarity between this research is descriptive qualitative research. The differences between this research and the previous study are that the former attempted to analyze and discuss the types of students’ target needs and learning needs in the development of academic English-speaking materials, while the latter examined students’ difficulties in

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<sup>13</sup> Gili Nur Indah Liyaningsih. The Difficulties by Non-English Department Students in Understanding. (English Education Study Program. Islamic Education and Teacher Training Faculty. IAIN. 2017).<http://Gili.Nur.Indah.2017.pdf>. (Retrieved on 18th June 2020)

understanding English rather than the development of academic English speaking materials.<sup>14</sup>

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<sup>14</sup> I Made Suastra. *Needs Analysis of Academic English Speaking Material in Promoting 21st Century Skills*. Article in JETL (Journal of Education Teaching and Learning