

## AN ANALYSIS ON STUDENTS' LEARNING DIFFICULTIES IN ENGLISH EDUCATION STUDY PROGRAM OF IKIP PGRI PONTIANAK

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### Abstract

This research aimed to analyze the Students of English Education Study Program difficulties in learning and discover what challenges students faced while studying. The research implemented descriptive research design in quantitative method. There were 5 students which divide into 3 students who still writing thesis and 2 alumni who recently finish their study under sixth month as the subject of the research. The proposed research applied indirect method where utilized interview with open-ended questions as a tool to collected the data. The open-ended question was developed based on three main factors that can impact on learning by Quebec (2004) which consist 16 statements. The research findings indicated that there were two factors that cause students' difficulties in their learning process, namely individual factors and family and social factors. In individual factors students had the difficulties such as health issues that interfere their learning process, Fear of being wrong when talking with the lecturers, Nervous while dealing with the lecturers, Not confidence when talking to the lecturers, Feelings (e.g. sadness, happiness, anger) that affect students mind and enthusiasm in learning process. In the family and social factors the students' difficulties such as difficulty paying tuition fees, difficulty in cost of living during college, different accent in languages.

**Keywords:** Learning Difficulties, Challenges

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### INTRODUCTION

Learning English hold prominent functions in many aspects of human life. More people learning English today in the history of the world because English as important role for human's life to communication. Realizing that English is important many people learned very seriously because it will be easy to communicate with other people in the world. According to Dao et al., (2013) learning English means essential for today's generation to adapt to global communication, literature, media, and work in the present future. Easiness of accessing the internet today is also very supportive for learning English. Books and language institutions are founds easily to help people master English.

In Indonesia English is compulsory subject that must be learnt by students. Nowadays, in accordance with the curriculum 2013, English is taught as a local content in elementary school and as a compulsory subject in junior and senior high school levels. English also becomes the first foreign language that must be taught in college.

In the academic sphere, it is not only a disciplinary subject at different educational levels, but a lingua franca to achieve academic goals (Komori-Glatz & Smit, 2022). So, it is hoped that graduates that master English well will provide the widest possible room for them to become part of global community of the world community.

Despite of English becomes compulsory subject, in fact many students who feel worried to learn English, especially the students of English Education Study Program in IKIP PGRI Pontianak. Based on the researcher's experience during his study from the first semester until the last semester in English Education Study Program at IKIP PGRI Pontianak, the students include the researcher feel worried because of some difficulties, such as lack of vocabulary, unconfident, difficult to pronounce English words, etc. It also causes various things for the students, such as dropping out of college, being late to finish college and low of academic scores.

There are some common sign of students' learning difficulties, such as the students are not highly competitive than the others, the students do not care on the learning process and even the learning outcome, having bad attitude such as skipping, coming late, do not assigning the task, disturbing friends, etc. In this research, the researcher focus on students' learning difficulties, such as lack of preparation to enter college, mental weakness in dealing with lecturers, fear of being wrong when doing something related to college assignments. From that small part of students' learning difficulties, finally by conducting this research, the researcher can discover more of students' learning difficulties in English Education Study Program of IKIP PGRI Pontianak.

Based on the background above, the researcher wants to know about the students' difficulties on learning, especially the students of English Education Study Program. Because, when it comes to a very adverse effect, it becomes crucial and unavoidable. Knowing the students' difficulties on learning English is a great thing and hopefully can help them to solve their difficulties when learning English. For this reason, it seems reasonable that the researcher is interested in Analysis the English Education Study Program students' difficulties in learning.

## **METHOD**

The research should use exact methods and designs to get a significant result. In This research descriptive research is applied as the design. It is use because it aims to analyze and discuss the status of current phenomenon. The current phenomenon in this research is the students' learning difficulties in English Education Study Program of IKIP PGRI Pontianak. The method of this research is qualitative research. Qualitative research is the research that aims to understand the phenomena experienced by research subjects, For instance, behavior, perception, motivation, action, and etc, holistically in a descriptive way in a special natural context without any human intervention and by utilizing optimally as a commonly used scientific method. For those reasons, the researcher thought that the descriptive qualitative is the appropriate method to find out the students learning difficulties in English Education Study Program of IKIP PGRI Pontianak.

The population in this research was the eight-semester above students of English Education Study Program at IKIP PGRI Pontianak in the academic year 2021/2022. The researcher applied a non-probability sample design, which specifically used a purposive sampling strategy. The strategy was chosen to get appropriate respondents

that relevant to selected criteria to answer the research questions. Consideration of four convenient criteria leads to the selection of the sample. The Four criteria of research sample were the eightsemester students above of English Education Study Program, students who still writing thesis, alumni who recently finish their study under sixth month and willingness to give sufficient time to be an informant. If the subjects appropriate to the criteria, the researcher believes that they were proper as the data source.

The researcher collects the data using face to face interview and store the data through note taking. The researcher use semi-structured interview. Semi-structured interview is where the topics and open-ended questions are written but the exact sequence and wording does not have to be followed. This interview enabled students to express their way of responding to the questions. This research implemented descriptive analysis to analyze the data acquired as well as answer the research question. The interview notes had been analyzed with an analysis qualitative data. It took three steps of analyzing the data, such as data reduction, data display and conclusion drawing.

## **FINDINGS AND DISCUSSION**

Data from current samples have been collected. The samples did not face significance barriers and could participate conveniently during the data collection process. All samples (100%) have involved in the open-ended question interview. The interviewer and interviewees talked in mix bilingual languages, namely Bahasa Indonesia and English. The researcher described the result of data analysis below.

### **Individual Factors**

#### **a. State of Health**

Four students confirmed that they had no problems with health issues, but one student had a disease that caused did not to participate the Community Service Program.

#### **b. Cognitive profile**

One student said that she had no difficulties with this, while the other students had various difficulties, such as fear of being wrong, nervous, and not confidence.

#### **c. Interest and motivation**

All students confirmed that they were motivated on learning in English Education Study Program, for various reasons such as love to learn English, having a benefit, and feeling challenged. Regarding with their interested, four students confirmed that learning in English Education Study Program appropriate with their interest, in contrast, one student said that it was inappropriate with her interested but did not cause difficulties in learning.

#### **d. Affective profile**

Four students said that feelings were hugely influential because it affected their minds and enthusiasm for learning, in contrast, one student said that she had no problem with feelings because she can rule out them during learning process.

e. Pace and style of learning

Four students confirmed that learning pace and style did not impact their difficulties in learning and even facilitated their learning process, meanwhile, one student said that pace and style impact her learning process and caused learning difficulties because she prefers to read books than learn in the classroom.

f. Sensory or motor aspects

All students confirmed that they had no sensory disturbances.

### Family and Social Factors

a. Socioeconomic Level

Two students had no problem with the socioeconomic level of their family and three more students confirmed that it was interfere with their learning, such as tuition fees, cost of living during college and cost of print the assignments.

b. Language and culture

Four students said the languages and cultures do not impact their learning difficulties, while one student confessed had been difficult with different accents.

c. Level of schooling

All students confirmed that the school level of their family and parents did not influence their learning difficulties.

d. Educational practices

Three students said that family educational practice did not impact their learning difficulties, while two others students confirmed that it was beneficial on their learning process.

### School or College Related Factors

a. Teaching Practices

All students confirmed that the lecturers' teaching style did not impact their learning difficulties, but sometimes they difficult to understand the material not dealing with the lecturers' teaching style, but they confirmed that it was because of their ability.

b. Resource person's perceptions and expectations

Three students said that the resource person's perceptions and expectations slightly impact their learning process, but not in learning difficulties, meanwhile two other students confirmed that it utterly did not impact their learning process.

c. Organization and operation methods in the classroom and the school

All students confirmed that campus organization method do not affect their learning process and had no problem with classroom and campus operation methods.

d. Interpersonal relationships

All students confirmed that they had no interpersonal relationships problem with the lecturers or campus staff.

In this section, the researcher concluded the result of interview above to find out the answer of the research questions. This research used three main factors that can impact on learning as the indicator to analyze the students learning' difficulties.

1. Individual Factors

In individual factors, there were seven questions that the researcher asked the students. From the questions, discovered that students had a difficulty that interfere their learning process, such as health issues, fear of being wrong, nervous and not confidence while met their lecturers. Student feelings, such as sadness, happiness, fear, etc also impact their learning process, its affect their minds and enthusiasm for learning.

2. Family and Social Factors

There were four questions that the researcher asked the students. In this factor, it was found that students had the socioeconomic level that interfere their learning, such as tuition fees, cost of living during college and cost of print the assignments. Language and cultures such as different accent was the other difficulties that impact in students learning process.

3. School or College Related Factors

Surprisingly, in this factor students had no difficulties that impact their learning process. In lecturers' teaching style, the students said that they had slightly problem with understand the material, but it did not dealing with school or college related factors.

The result of the research indicated that two factors caused the students' difficulties in learning, namely individual factors and family and social factors. The finding of the research discovered that individual factors were a dominant factor that caused students' difficulties in learning, it was similar to the findings from previous research. In Orange et al., (2019), the research finding indicated that factors caused students difficulties in learning was the individual factors such as less of English practice, not actively participate in learning process, did not take a note on the teachers' explanation and not active in responding the teachers' question and shares the opinion. Furthermore, in Nurfidoh & Kareviati, (2021) the factors that affect students' difficulties in learning were the motivation or low interest of students in learning English. Despite similar results from the previous research, this present research explores more about students' difficulties in learning by analysing deeply students' family and social factors, and school or college-related factors. Thus, this research finds more about students' difficulties in learning.

## CONCLUSION

This study has discovered students difficulties viewing with three globally factors. In the analysis of three factors, it was found that students had more difficulty with their individual factors that impact their learning process. Furthermore, family and social factors were the second most causing difficulties in students' learning process. In different result, school or college related factors did not impact students' learning difficulties. The following are students' difficulties on learning in small

sample size of English Education Study Program students that viewing with three globally factors.

The research findings revealed two main categories of factors that contribute to the difficulties faced by students in their learning process: individual factors and family/social factors. In terms of individual factors, students encountered various challenges. Firstly, health issues were identified as a significant interference in their learning process. These health-related concerns likely affected their attendance, concentration, and overall academic performance. Secondly, students expressed a fear of being wrong when communicating with their lecturers. This fear might stem from a lack of confidence or a desire to impress their instructors. Additionally, students reported feeling nervous when interacting with their lecturers, which could hinder effective communication and engagement in class. The lack of confidence in speaking to lecturers was another individual factor that affected their learning experience. Students may struggle to express themselves or participate actively in discussions. Furthermore, students' emotions, such as sadness, happiness, or anger, were found to impact their mindset and enthusiasm in the learning process. These emotional fluctuations could potentially affect their motivation and ability to focus on their studies.

Family and social factors were also identified as contributors to students' difficulties. Financial challenges, such as difficulty paying tuition fees and cost of living during college, were reported by students. These financial burdens may create stress and distractions, impacting their academic performance. Moreover, the cost of printing assignments was mentioned as an additional challenge. This cost-related issue may limit students' access to necessary materials or pose logistical difficulties. Lastly, the presence of different language accents presented a hurdle for some students. Understanding accents that differ from their own may create comprehension challenges during lectures or discussions.

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