



Barriers To Learning English Banyuwangi Marine Academy Students



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Abstract

English is one of obligatory subjects given in Junior High School and Senior High School. At university level, English is also given as the main goal of this class is to prepare the grads to face global competition. The research aimed to describe English learning problems reported by the learners as non – English Department students. This study applied qualitative research method and use observation and data recording, as the instruments. The data were analyzed through three stages: data reduction, data display, and conclusion drawing/verification. The results of the study show that students experience a range of English learning problems. It happened due to different proficiency level of the students.

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1. Introduction

English is one of the languages used in communication in spoken and written forms in world relations. The use of English bridges the language differences of each country and nation. With English, it helps to create interaction making it easier to socialize in today's global era. Good interaction can facilitate the creation of opportunities for further development in various fields, including in the social, technological and economic fields. English lessons in Indonesia are given from pre-kindergarten to tertiary level, by becoming compulsory subjects and courses at junior high school to tertiary level. Learning English includes four skills, namely reading, writing, listening and speaking. The four skills are divided into receptive skills (listening and reading) and productive skills (writing and speaking). At the tertiary level, English courses are usually given in semesters 1 and 2. In the RPS and RPP it can be seen the range of all skills that students must master if they want to speak English fluently.

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English lessons are given to prepare students to face communication challenges in the professional world and the world of work. Communication is a prerequisite for human life because without communication, interaction between humans, both individually, in groups and in organizations, would not be possible. Communication is a process in which a person or several people, groups, organizations and communities create and use information to connect with the environment and other people (Nurdianti, 2014). Through communication, humans can find out about an event and can even develop their knowledge, namely learning from their experiences and the information they receive from the surrounding environment. Second, there are human efforts to adapt to their environment. The process of continuation of a society actually depends on how the community adapts to its environment. Third, there are efforts to transform the legacy of socialization. A society that wants to maintain its existence, its community members are required to exchange values, behaviors and roles. For example, how do parents teach manners to their children, how do schools function to educate citizens, and how does the government, with its policies, protect the interests of the members of the community it serves. In this digital era, graduates are expected to be able to utilize technology in their daily activities, for example using electronic mail applications. Of course, reading skills are needed so that they can understand the text that appears and write so that they can give appropriate replies, of course, using proper grammar.

In pursuing education, English helps students gain knowledge, especially by obtaining reading materials or other sources to broaden skills, both related to language and also other fields of interest. Furthermore, if students wish to continue their education, English proficiency is one of the entry or graduation requirements. Likewise, if a student wants to get an international scholarship, his English proficiency can be seen through tests such as TOEFL, IELTS and PTE. Apart from that, there are three elements that are very necessary in mastering the language, namely grammar, vocabulary, pronunciation. All of this must be given by a professional language teacher so that students are able to use the language being studied, including English, well and in the right situations. In the process of learning English, students often encounter obstacles or difficulties in one or more skills and or elements that must be mastered. This can be experienced by language learners who take both English study programs and non-English study programs.

Hasan (2000) states that the obstacle experienced by many learners of English as a foreign language is a lack of understanding of the pronunciation of vocabulary that is conveyed at normal speed through listening material. In reading skills, the problem faced is a lack of knowledge about the context of reading material. Writing skills are difficult because these activities require complex and systematic thought processes, however, they need to be mastered by English learners. The importance of a written work to be published and read by many people for academics also encourages mastery of writing skills according to Rukmini (2011). So the quality of writing must always be improved. For speaking skills, Megawati & Mandarani (2016) in their research found that the difficulties students often face when speaking English lie in the lack of English vocabulary. As explained in the introduction that the difficulties experienced by students in learning English, mainly because English as a foreign language is not the mother tongue or official, besides that English is not used in everyday life but in certain situations and to certain people. Therefore, in this article the researcher is interested in exploring further the obstacles faced by students in the four language skills, in this case English courses, which are not from the English department, especially for students of the Faculty of Agriculture as ESP learners. This needs to be studied as study material which can later be used to improve English learning at the Banyuwangi Maritime Academy.

2. Research methodology

Based on the purpose of this study, namely to find out the difficulties in learning English, this type of research is qualitative research which produces observable written or spoken words. The research was conducted on even semester 2020-2021 students in February 2021. The research subjects were 2nd semester Banyuwangi Marine Academy students who took the English II course. Where previously they had received English material I which discussed the basic concepts of English. The number of research subjects was 87 students. Data collection was carried out using the method of observation and data recording. Observations were made to research subjects to obtain student responses about their experiences in the English language learning process for one semester including the obstacles encountered in the process. The observation lasted for 1 semester to observe students who were classified as active and less active.

In the observation process, students are given learning that has been compiled in RPS and RPP with the material that has been prepared. Students can be classified as active when in the learning process showing their active participation in answering questions, asking questions and often expressing their opinions during group

activities. Students are classified as less active during the learning process in the learning process rarely showing interaction with the lecturer or group members, and are only active when asked or appointed by the lecturer to answer questions. The data recording used is the collection of midterm exam results (UTS) and final semester exams (UAS). This value shows the ability of students' learning outcomes after taking 7 meetings before UTS and a total of 14 meetings before UAS. Triangulation technique is used to check the correctness of research data. As stated by Sugiyono (2006: 241) that when a researcher uses triangulation, the researcher collects data while checking whether the data obtained is credible or not with various data collection techniques and reference sources.

In this study, the data analysis used consisted of three stages, namely data reduction, data presentation, and drawing conclusions or verification.

1. Data reduction

The researcher summarizes the data collection process during the learning activities by looking for important points that are the focus of the research data. In this case, classifying answers related to difficulties encountered when learning according to the level of student activity.

2. Presentation of data

The researcher presents the results of the research data that has been summarized by describing in detail and clearly matters related to students' obstacles in the process of learning English.

3. Drawing conclusions

The conclusions presented for the first time are provisional. This can change when there is a lack of supporting references to strengthen the results of data collection. When there are valid and consistent supporting references, this researcher can draw credible conclusions.

3. Results and Discussion

From the results of observations, that speaking skill (speaking) is the most difficult skill to learn for students. The factors that cause this, mainly due to the lack of vocabulary mastered in English, inaccurate pronunciation, worry about making speech mistakes, not wanting to be laughed at by friends and the use of grammar is not precise. Speaking skills are given by using sentences that are commonly used in everyday life. The teacher (lecturer) prepares topics that can be discussed in class, for example about daily routines. Discussion of daily routines is carried out using the Simple Present Tense. Students are given the time and opportunity to tell stories or describe their daily activities, including activities that become habits.

In the researcher's findings, students have difficulty using vocabulary verbs, especially in the third person (he, she, it) where the vocabulary is added "s/es". Another bottleneck is when using do/does in questions. Several factors causing student difficulties lie in student affective factors. This is reinforced by the results of Afisa & Yolanda's research (2015) which states that the factors causing difficulties in learning to speak English are the frequency of practice of speaking English and psychological factors (in this case it can be said to be affective factors).

Next is the Listening skill. When given a video or audio show in English, students feel they cannot follow the normal speed of a native speaker's voice. The video shows are related to the field of agricultural science, for example, video coverage of the Rego Pantes application. In the video coverage, there are several stories about Indonesian farmers. This coverage was chosen with the aim that students feel the contents of the message in the video are close to the problems that occur in the world of agriculture that they know about, as well as to become additional knowledge that motivates them in solving problems in the world of agriculture in Indonesia. Then the lack of mastery of vocabulary and understanding of English accents makes them not understand the content being discussed in the conversation even though the video shows are then given subtitles containing English sentences spoken by foreign speakers or non-native speakers.

The next difficult skill is writing, which is a complex skill to master. In the process of learning writing, students are given the task of writing related to the themes given. The themes previously prepared were the topics contained in the book units provided by the Banyuwangi Maritime Academy Language Center. These topics include Personal Information, On Holiday, Jobs, Food and Drink and Nature. The topic was chosen because it is considered the most common and close to students' daily lives. For example the topic Nature, in which students can write about the use of pesticides on commodity crops and their impact on the surrounding environment which is their area of agricultural interest. Another topic that is considered easier is Personal Information, in which research subjects write about student identity and personal matters.

This topic is interesting because students also get the opportunity to get to know their friends in class personally. This allows students to learn to interact with friends outside the classroom. In this process, students go through stages consisting of outlining (composing a writing outline), drafting (making an initial draft of the writing), editing (adjusting the writing accuracy), revising (adjusting the relevance of the content) and publishing (publishing the writing so that friends can read it) . The process of learning writing skills also requires knowledge of student vocabulary.

4. Conclusions and Suggestion

Conclusion

In language learning, students almost always encounter difficulties or obstacles, especially in learning foreign languages, especially English. These barriers can be noticed from each language skill as a whole. In this study, the research subjects indicated barriers to learning English in four consecutive skills from the most difficult to the easiest, as follows speaking, listening, writing, reading. The causal factor is the influence of the level of language ability of each student. It is hoped that the research results will become a concern and study material to be able to improve the process of learning English in the Faculty of Agriculture. Primarily to increasingly overcome the obstacles faced by students.

Suggestion

The obstacles that arise in learning English at the Banyuwangi Maritime Academy are not without solution options. One of the things that is a choice of solution is to take part in an English learning program at the Banyuwangi Maritime Academy Language Center. After participating in learning in the first and second semesters at the Faculty of Agriculture, students can continue learning English in the third semester until graduation. It is hoped that before graduation, students' English language skills will have increased a lot.

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