

CHAPTER II

LITERATURE REVIEW

This chapter presents the following subtopics: 1) definition of learning English, 2) objectives of English learning, 3) review on English learning process, 4) the concept of students' difficulties in learning English, and 5) problems in learning English.

2.1 Definition of Learning English

Learning has been defined by many researcher. According to Brown (1994), learning is the process of interaction of students with educators and learning resources in a learning environment. According to Tomlinson (1998), learning is a conscious process involving memory associated with information being studied, for example supporting greetings, using language rules, and vocabulary. Language learning is life enhancing. Tomlinson and Masuhara (2004) stated that language learning can use knowledge about language systems and use of language that involves institutions, instructors, learners, and spending also prioritizes learning experiences, self-appreciation, emotional involvement, connected learning with thought power, communicative language use, and learning materials that encourage learners' creativity. Furthermore, according to Uno (2007), learning can interpreted as an interaction process between learning participants and instructors for learning resource on a learning environment to achieve specific learning goals, and the main principle is the whole process of involvement or a large portion of the students' self-potential and its meaning for

themselves and his current life and future come. Pointedly, learning English is still considered a significant aspect to inculcate the insight of English to students.

English is as an International language and plays a major role in the world. Lie (2007) states that English is well thought-out as the most vital and influential language in the world. Additionally, Oxford (2003) states that the earlier the children learn foreign language, becomes easier child to master the language (as cited in Mukminin et al., 2018). According to Johnson (2008), categorize the knowledge and skills that are considered as communicative skills involved in language usage, competence is the term used by linguists to loosely explain what we have called expertise and capacity so far. Pointedly, the new era and globalization today demand many people to master English as an international language.

Learning English holds prominent functions in many aspects of human life. O'Brien (2006) states that more people learning English today in the history of the world because English as important role for human's life to communication. In addition, Richards (2015), learning English means essential for today's generation to adapt to global communication, literature, media, and work in the present and future. Pointedly, learning English is learned very seriously by many people, and realizing that English is important many people want to study because English it will be easy to communicate with other people in the world.

2.2 Objectives of English Learning

English as a formal subject is given to junior high school (SMP) level, which the goal of teaching and learning English for this level are improving the four English skills. According to Haycraft (1999) listening and reading include receptive skills, while writing and speaking include productive skills. Hammil (1981) states that difficulty in learning English is multiple form of real difficulty in listening, speaking, reading, and writing. Pointedly, English in Indonesia is generally taught as a foreign language for one of the school subjects with the aim of communicating basic and mastering four language skills speaking, listening, reading, and writing.

As a language skills, listening is certainly very important similar to other skills. According to Chelli (2013), listening as one of the four English language skills becomes an initial skill that needs to be achieved before language learners master the other three skills. According to Mianmahaleh and Rahimy (2015), listening is the ability to identify and understand what others are saying which involves understanding a speakers accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. Gilakjani and Ahmadi (2011) states that the general and first problem listening is way in understanding information which just listen in several minute and then lost. Shortly, listening is hear something seriously or put in ear carefully to hear.

Speaking skills is a productive skill and a process of revealing information ideas, and mind. Hughes and Reed (2016) states that speaking skills is the ability to utter articulate sounds or words to express, express and convey thought, ideas

and feelings. Additionally, Brown (1994) states that there are some characteristics that makes speaking difficult. Firstly, fluent speech is phrasal, not word by word. Secondly, the speaker has an opportunity to make meaning clearer through the redundancy of language. Thirdly, construction, elisions, reduces vowels. Pointedly, speaking is the ability to say the words to express, convey thoughts, ideas and feelings.

Reading is an extremely complex process and has difficulties in learning this skills. According to Grellet (1986), reading skills is understanding a written texts means extracting the required information from it as efficiency as possible. Additionally, Beatty (2004) states that reading is more than just knowing a lot of words. Shortly, reading is an interactive and a thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader.

Writing covers a number of elements, such as content, grammar, vocabulary, unity, and coherence. According to Dixon (2005), writing is quite different from speaking in one very important way because the text has to carry all the meaning because the writer is never around to explain. Hyland (2003) states that writing skills is the most difficult skill to be mastered. Frist, writing has to be learnt unlike speech, which is acquired in the other tongue as part of child normal development. Second, there is an audience factor. Third, because linguistics difficult. Fourth, the problem related how to organize and sequence our ideas acceptably. Pointedly, writing involves more than just producing words and sentences, but to able produce a piece of writing and be able to write a connected

series of words and sentences which are grammatically and logically linked, so that the purpose we have in our mind will suit the intended readers.

Foreign language learning is the language of language acquisition designed and carried out programmatically. According to Moller (2015), language learning focuses on imitation, practice, encouragement and habit formation, and language learning is very much determined by aspects of biological, cognitive, and social maturity, also determined by aspects of teaching in the teaching and learning process. Additionally, Anderson (2004) states that there are eight basic principles regarding the nature of language, namely: language is a system, language is vocal (speech sound), language is composed of arbitrary symbols, every language is unique, language is built from habits, language is communication tool, language is closely related to local culture, and language is always changing. Pointedly, English language learning is directed to develop these skill so that students are able to communicate in English at certain literacy levels.

2.3 Review on English Learning Process

2.3.1 The Concept of English Learning Process

English learning process is changes the behavior that result from experience because in mechanistically as changes in the organism that result from experience. According to Brown (2000), English learning process is getting of knowledge or skill of subject by study, experience, and instruction. Holmes and Moors (2013) argued that English learning process is relatively permanent change

in behavioral tendency. Padwick(2010) claims that English learning process occurs when the learner acquires knowledge of a topic or subject matter through processing information by reading, listening, thinking, memorize facts, relating new facts to existing knowledge, analyzing problems, acquiring psychomotor skill. Additionally, Padwick (2010) also stated that learning English is a person process of gaining mastery of information absorption in the cognitive, affective, psychomotor, learning changes the physical structure of the brain, learning organizes and reorganizes the brain, and different parts of the brain may be ready to learn at different stages of development. Scrivener (2005) shows that five steps of the process of learning English are doing something, recalling what happened, reflecting of something done, conclude from the reflection, and using those conclusions to inform and prepare for future practical experience. Shortly,English learning process is an activity done by someone to get knowledge and skill.

2.3.2 Component of English learning process

According to Brown (2000), there are some components in English learning process in the classroom. They are as follows:

1. Attention, is the first step in learning anything. It is easy for most of us to pay attention to things that are interesting or exciting to us. The teacher's job is to construct lessons that connect to the learner, relating what is to be taught to the students' lives can accomplish this.
2. Memory, is the complex process that used three system to help a person receive, use, store, and retrieve information. Students who have difficulty

with memory, may need directions both orally and in written form, and giving examples of what is expected can help all students.

3. Language, is the primary means by which we give and receive information in school. Problems with language, on the other hand, can affect a student's ability to communicate effectively, understand and store verbal and written information, understand what other say, and maintain relationships with others.
4. Organization, in process and organize information in two main ways: simultaneous and successive. Simultaneous processing is the process we use to order or organize information in space. While, successive processing is what we use to order or organize information in time and sequence.

From the explanation above, component in learning English process is important to make good situation in teaching learning process. Therefore, it will make the teacher and students easy in learning process, because if there is a component who did not appropriate, it will make the teaching learning process is not running well.

2.4 The Concept of Students' Difficulties in Learning English

Learning difficulties are visible symptoms in terms of behavior. According to Gultom (2015), learning difficulties is a condition that experiences internal problems in learning process to achieve learning outcomes. Additionally, Songbatumis (2017) also states that there are several the characteristics of

learning difficulties are low learning outcomes, results obtained are not in accordance with the efforts undertaken, showing a less reasonable attitude such as indifferent, showing behavior who has less reasonable as alienated or irritability (as cited in Marzulina et al., 2021). Shortly, learning difficulties are a condition where students cannot learn properly.

In education, there are students' difficulties in learning English. According to Lynch (2008), one of the problems or difficulties in learning English is the students that English is difficult and boring subject, so that many students do not like English lesson and even make English as one of the lessons that have difficulty understanding the material presented and have an impact on its low English achievement. Additionally, Saputri (2020) states that English lessons on students' ability to learn English are still low, it is affect students' vocabulary mastery is still lacking, so that students experience difficulties in following lesson which affects students' ability to reading, writing, listening, and speaking. According to Brown (2000), there are some variables influencing the student's abilities in learning second language, the first of these is the intrinsic side (comes within a person in learning a language), and the second facet is the extrinsic factors (sociocultural variable around the learners). In addition conducted from Sintadewiet. al. (2020), learning difficulties in students are caused by the low willingness of students to learn English, students difficult to remember the meaning of words in English, the teacher who teaches does not interest, and students feel boring in learning English.

According to Khaljoo (2013), learning difficulties are a symptom that appears in various behaviors, that has the following the characteristics. First, low learning outcomes, it is related to students achieve in learning which does not meet expectations. Second, slow in doing study task, it is related to time, which one students need more time to the result task compared to other friends. Third, the result achieved are not balanced with the effort, it is related to student activity in learning but the results always low. Fourth, unnatural attitudes, it is related to indifference, and resistance. The last, habit formation, it is related to behavior that is different from their friends, such as come late, do not homework, disturbing friends, and do not take notes.

Learning difficulties are an instructional or pedagogical problem as well as a psychological problem. There are several sources of the problems difficulties in learning English. According to Praveen and Patel (2008), there are several problems or difficulties in learning English, the problems as described follow:

1. Motivation

Motivation is the central factor in the effective management the process of learning and motivation is considered with the arousal of the interest in learning and to the extent is basic learning.

2. Reinforcement

Reinforcement is a positive response in learning that given by the teacher on any environmental event that in programmed as consequence of a response that can increase that rate of responding,

such as give praised, symbolic rewards, token rewards, tangible rewards, and activity rewards.

3. Memory

There are stages in the process of memorization. They are registering, retaining, recalling, and recognizing. If the learners cannot fix the concept about the language with well, and cannot use. So, the students felt difficult to memorize English material, such as vocabulary. Therefore, the teacher should try to make teaching so simple and lucid for better retention.

4. Habit formation

Habit is conditioned behavior, so learning a language means forming habit of using language, because if want to learning second language means forming the habit of using English. This is because habit formation or exposure to learning English is needed practice by repeating the desired behavior every day, and to keep learning English habits.

2.5 Problems in Learning English

Problem is a situation that difficult to understand something and needs attention then needs to be solved. According to Bull (2008), problem is thing that difficult to deal with or understand. Additionally, Margono (2010) states that problem is a gap between the expectations of something that should be the reality.

Shortly, problem is thing that difficult to deal and understand, because there is a gap between the expectations or something and reality.

There are many reasons for problem occur in learning. Kumaravadivelu (2006), states that there are several problem in learning refers to learner internal and external factors are individual factors, negotiation factors, tactical factors, affective factors, knowledge factors, and environmental factors. According to Harmer (2007), there are several problems in learning, such as: the family, education, self-esteem, boredom, and external factors. In addition, Abraret. al. (2018) found that the problems in learning English such as teacher's competence, the student lack of English foundation background, students' lack of confidence, in appropriate curriculum, unmotivated, encourage and gained learning strategy, and not practice speaking English. Shortly, problem in learning is important to detect such as inside and outside classroom or basically problem occur by students' family, the previous learning experience, self-esteem or a topic they are unlikely.

Additionally, Stern (1991) states that there are several problems of learning English influenced by learner are the optimal age question, language aptitude and other cognitive factors, affective and personality factors, the factors as described follow:

1. The optimal age question

One of interpretation which should only be asked after the age specific characteristic of language learning have previously been established.

2. Language aptitude and other cognitive factors

Experience that some language learners appear to have a gift for languages which other lack. And the cognitive qualities that an individual must bring to bear upon language learning, the identification of a few basic characteristics of school learning, such as word knowledge, verbal intelligence, reasoning, and school achievement.

3. Affective and personality factors

Learners declare their feeling and intentions with their feel when the turn away from, language classes. These studies focused on learners, social attitude, values, and the motivation of learners in relation to other learner factors and the learning outcome.

Shortly, to get new information in English lesson someone has to conscious about the problem which happens because of the differences age characteristic and previously language learning, everyone shortage, learner feeling and attentions in the class, focused on social attitudes, values, motivation, and relationship.

2.6 The Ways to Cope with Learning English Difficulties

According Praveen and Patel (2008), there are several possible to solve the problem in learning English difficulties, as follows:

1. The solution to solve the motivation

In learning English, the students faced lack of motivation. The solution to solve the students' lack of motivation, the teacher can do activities like promoting students' awareness the importance of English,

enhancing students' interest in English, and developing their self-confidence. In addition, to encourage the students' motivation, teachers should provide constant encouragement and support as well ask question that reveal the basis of students' problems. Doing this become very important, because encouragement also gives students a feeling of secure and welcome in their learning.

2. The solution to solve reinforcement

Reinforcement is a method used by teacher to create a pleasant learning atmosphere. In learning English, many students faced lack of reinforcement from the teacher, such as fear of mistakes. So, to overcome that feeling in lack of reinforcement from teacher, between teacher and students should there are chemistry and the teacher should build the students concentration and good atmosphere in the class, so the students will feel comfortable when they learning English.

3. The solution to solve difficult to memorize English vocabulary

In terms of solution to overcome lack of vocabulary, the teacher should create the good way to solve the students' difficulties in learning vocabulary.

4. The solution to solve lack of habit formation

The solution to solve the students' lack of habit formation, the teacher should maximizing students' exposure to English is a good way to create English well. In addition, the teacher should create feel

comfortable to the students and can help the students if they make mistakes to pronounce English.

From the explanation above, the solution to solve the students' difficulties in learning English is very important because it can help the students in facing difficulties, and role of teacher in learning English as precondition for successful learning.

2.7 Previous Related Studies

In this part, the previous related studies are also described. The first previous study was written by Sintadewiet. al. (2020). With title analysis of English learning difficulty of students in elementary school. The study is descriptive qualitative, and the research subjects were 22 students and teacher at fifth grade. Then, research data were collected through interviews, questionnaires, and documentation. This research aimed to find out the difficulties in learning English. The findings of this study research showed that the students experienced difficulty learning English, the English lesson is boring subject, the students less motivated, less interested in taking English lessons, and the teacher does not use teaching aids and the methods used are less varied and not innovative. The similarity between the previous and present study is to find out the difficulties in learning English. The difference is this research is going to be conducted for seventh grade students. Meanwhile, Sintadewiet. al. (2020) conducted her research for fifth grade students.

The second related study was investigated by Rachmawati (2018). With title analysis of students' learning difficulty in English lesson at MTs NurulFalahCimahi. This study was used descriptive qualitative, and the subject of this study for some students from 36 students in seventh grade. Then, the research data were collected through survey, interview, and questionnaires. This research aimed to find out the analysis of students' learning difficulty in English lesson at MTs NurulFalahCimahi. The results of this study indicated that there were three factors students' learning difficulty in English lesson. The first factor was school factor, there are seven component of school factor consists of how teacher deliver the material, teacher infrastructure, the relationship between teacher and students, the condition of rooms, the rules, and the condition of school environment. From the results of component from school factor our research, there are some indicators that are not appropriate. The second factor was family factor, there are five component of family factor consists of the parents attention of education, parents motivation, learning situation, infrastructure, and condition of family environment. From the results of component from family factor our research, there are some indicators that are not in accordance with the reality so that the students' learning difficulties, especially learning English. The last factor was environmental factor, there are three component of environmental factor consists of attitude, the influence of friends about learning motivation, and students attitude outside school activities. From the results of component from environmental factor our research, there are some indicators that the influence of friends on the spirit of learning was very less. The similarity between previous

study and the presents study is to find out the analysis of students' learning difficulty in English lesson. Differences between both students include the site and population of both studies.

The last related study by Sultra and Baharudin (2020). With title analysis of student's difficulties in learning English at SMA Negeri 1 Batauga. This study is used a mixed method, and the research subject 12 students at eleventh grade. Then, research data were collected through test, and interview. This research aimed to determine the difficulties of eleventh grade students in learning English. The findings of this study research showed that the level of students' learning achievement of SMA Negeri 1 Batauga is low, and the students' difficulty in learning English is due to the lack of students motivation to learn English it appears that the students not studying enough for the English course, lack of linguistic knowledge and the students show reluctance to learn especially in increasing their English vocabulary, and the last factor is that teacher strategy, and parental support. The similarity between previous and the present study were both studies tried to find out the difficulties of learning English. Then, the differences the study is used qualitative research method with participant seventh grade. Meanwhile Sultra and Baharudin (2020) was used mix method with participant eleventh grade students.