

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter presents: (1) findings, and (2) discussion.

#### 4.1 Findings

The findings of this study presents an analysis of students' learning difficulties in English lesson at SMP Adabiyah Palembang.

##### 4.1.1 The Difficulties Faced by Students in Learning English at SMP Adabiyah Palembang

Based on the data obtained from interviews with the students and teacher of seventh grade. The researcher found some students' difficulties in English lessons, and the researcher categorized the difficulties into some themes and codes as follows.

**Table 4.1:** Themes and codes for students' learning difficulties in English lesson

Themes	Codes
1. Lack of Motivation	a. The students said that they did not really like English lesson. b. The students claimed that they were bored during learning English. c. The teacher also argued that the students showed a lack of interest to learn English.

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| 2. Lack of Reinforcement<br>from Teacher | a. The students said that they were uncomfortable to ask questions to the teacher.<br><br>b. Most students felt that they were afraid of making mistakes during learning English.<br><br>c. The teacher confirmed that she did not force the students to get good grades in learning English. |
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| 3. Lack of Vocabulary | a. The students stated that they had limited English vocabulary.<br><br>b. The students said that they were scared of making mistakes to pronounce English vocabulary.<br><br>c. The teacher claimed that the students had problems to use English vocabulary because English was not used in their daily conversation. |
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| 4. Lack of Exposure<br>and Practice in English | a. The students said that they practiced English only during English class. |
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- b. The students felt that they were too shy or anxious to practice English.
  - c. The teacher argued that the students hardly ever talked using English language.
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Based on the themes and codes listed in table 4.1 were described to find out the students' learning difficulties in English lessons at SMP Adabiyah Palembang.

The themes and codes described in Table 4.1 were fully explained as follow:

#### **4.1.1.1 Lack of Motivation**

Based on the data gained from the interview, in learning activities, the researcher found some students mentioned that they had problems with their motivation while learning English. They were BN, NAA, and VN. Based on data from interviews, most of them expressed that they did not really like English lessons and they felt bored during learning English. Therefore, it influenced their activity during learning English, because motivation was very important and it could affect their ability in learning English. For example student, initial NAA explained that *"I had a problem with learning motivation because I do not really like English lesson. I had difficulty to understand the meaning of English"* (Personal communication, July 06, 2021). Another student initial BN stated that *"I could not have motivation because I do not like learning English, and I think learning English was not important"* (Personal

communication, July 06, 2021). Student initial VN stated that *“I felt bored, especially since English was not an everyday language, so I cannot control my mind”* (Personal communication, July 07, 2021). In addition, the teacher initially N stated that *“The student quite happy, but only partially. I can see it, from the look on their faces during English lessons, this is because of the lack of students’ motivation to interest in learning English and they only want to get the score”* (Personal communication, July 09, 2021).

#### **4.1.1.2 Lack of Reinforcement from Teacher**

Based on data gained from the interview, in learning English activities, reinforcement from the teacher was very important for the students and a method used by the teacher to create a pleasant learning atmosphere. The researcher found some students said that they were uncomfortable to ask questions to the teacher, and the students felt afraid of mistakes during learning English. This made them difficult to learn and understand English well and the students needed much support from the teacher. For example, students initial BN stated that *“When I was in learning English lesson, I felt scared when I do the English exam, this was because during the English lesson I felt afraid to ask the teacher, so difficulties to understand the English material”* (personal communication, July 06, 2021). Another student initial VN stated that *“I felt nervous because I afraid of making mistakes when I answer the teacher’s question”* (personal communication, July 07, 2021). Additionally, teacher N stated that *“I can give punishment, but I never forced the students to get good grades, because I think it*

*can make the students feel depressed and difficult to understand English”* (personal communication, July 09, 2021).

#### **4.1.1.3 Lack of Vocabulary**

Based on data gained from the interview, the researcher found that most of the students had problems in memorizing English vocabulary. Memorizing is an important part of learning English vocabulary because it helps them to remember the meaning of English material. It needs concentration to make it clear, but some students said that memorizing vocabulary was a difficult part of learning English because they had limited English vocabulary and they were scared of making mistakes to pronounce English vocabulary. For example, the student initial VN stated that *“I had difficulty in memorizing during learning English because I could only remember the material that was just taught by the teacher”* (personal communication, July 07, 2021). Another student initial NAA and BN also claimed that *“I felt very difficult in memorizing English vocabulary because I am afraid of making mistakes to pronounce English vocabulary, so this could affect my memorizing”* (personal communication, July 06, 2021). In addition, based on an interview with the teacher initial N said that *“Many students faced difficult to memorizing learning English lesson because the students difficult to mention vocabulary and pronunciation English and this cause English was not daily conversation ”* (personal communication, July 09, 2021).

#### **4.1.1.4 Lack of Exposure and Practice in English**

Based on data gained from the interview, the researcher found that most of the students had difficulties practicing English. This caused that the students practiced English only during English class and students felt too shy or anxious to practice English. Therefore, students needed habits to practice English to improve their ability to speak English. For example, a student with initial VN stated that *“I did not talk English, because English words are very difficult to pronounce and I also never practice speaking English except when I studied English lesson”* (personal communication, July 07, 2021). Another student with initial BN and NAA stated that *“I never speak English with my friends, because I shy to pronounce English”* (personal communication, July 06, 2021). In addition, based on an interview with the teacher initial N said that *“Hardly ever, because they could speak English when the students were conditioned and required to speak English”* (personal communication, July 09, 2021).

## **4.2 Discussion**

Based on the result of data analysis by used thematic analysis, the researcher found there were several difficulties in learning English lessons experienced by the students, namely lack of motivation, lack of reinforcement from the teacher, lack of vocabulary, and lack of exposure and practice in English. This is in consistent with what was reported by Praveen and Patel (2008) that the difficulties of the problem in learning English namely motivation, reinforcement, memory, and habit formation.

The first difficulty that caused difficulties to students in English lesson was related to motivation. Regarding motivation, the students felt that they did not really like English lesson and became bored during learning English. This was supported by Kupers (2011) who stated that the students did not like learning English due to the low willingness of students to learn English, difficulty to remember the meaning of words in English, the teacher who teaches does not specialize in the field of English, learning English is boring (as cited in Marzulina et al., 2021). The next findings indicated that the students also faced difficulty in learning English because the students felt a lack of interest to learn English. This was supported by Maharantau (2015) found that the students were lack of interest in learning English because English was difficult to understand the material, the teaching and learning process was a little boring and monotone and they did not enjoy English class, so it could cause the students did not have an improved ability to learn English. In addition, Dornyei (2012) found that motivation is part of the intrinsic factor of students to improve their ability to learn English and to create the desired goals. Erlina et. al. (2020) states that intrinsic motivation affects student learning passion. From the results of the interview, the researcher concluded that the importance of motivation in learning English because without motivation it was difficult for students to understand English well. This finding supported by Mirhadizadeh (2016) in this study, found that motivation is very important in the classroom because it is a precondition for successful learning.

The second difficulty faced by students in learning English was the lack of reinforcement from the teacher. The finding indicated that the students were

uncomfortable asking questions to the teacher, afraid of making mistakes during learning English, and the students did not force by the teacher to get good grades in learning English. So, students felt that did not have confidence and lack of spirit to learn English. Reinforcement is a method used by the teacher to create a pleasant learning atmosphere. This was supported by Korpershoek (2014) stated that reinforcement from the teacher can be effective in the classroom is generally based on good interaction between teacher and students, so as to create a good teacher and students' relationship. Fitriati et. al. (2020) found that reinforcing students in the classroom is important because it can improve students' achievement, so the teacher can be praised, symbolic rewards, token rewards, tangible rewards, and activity rewards. In addition, Widyasari (2016) stated that the importance of the role of English in the learning and teaching process requires an appropriate method to improve students' English proficiency with learning activities that are fun and attractive to students. From the result of the interview, the researcher concluded that the role of reinforcement from the teacher is very important and could encourage students to play an active role in the learning process.

The third difficulty faced by students in learning English was the difficulty to memorize English vocabulary. The finding indicated that most of the students had difficulty in learning English because students had limited English vocabulary. In this case, the students faced the main part difficult in learning English was memorizing vocabulary. This was supported by Wright (2015) who found that lack of mastery of vocabulary is certainly very influential on the smooth learning process of English



lessons. Richards and Renandya (2002) stated that memorizing vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read, and write. The next finding indicated that also the students felt scared of making mistakes to pronounce English vocabulary and the teacher claimed that the students have problems mentioning English vocabulary because English was not used in their daily conversation. This is because English words and Indonesian words were different, including pronunciation and spelling, meaning, and word use. Brown (2001) argued that English words as a difficult list of words that must be defined and memorized by the students, lexical forms are seen in their central role in contextualized, and meaningful language. Therefore, from the result of the interview, the researcher concluded that the students faced difficulty memorizing vocabulary because the students did not remember sufficient English words.

The last difficulty faced by students in learning English was difficult to cause lack of exposure and practice in English. The finding indicated that the students had difficulty in practicing English because the students practiced English only during English class. This was supported by Broussard and Garrison (2004) stated that practicing to speak English is important to nurture speaking English by repeating the desired speaking behavior every day until it becomes the learners' new habit, which becomes a daily means of communication in the classroom. In addition, Iftanti (2012) stated that exposure to learning English is also needed practice by repeating the desired behavior every day, and to keep learning English habits. The next finding indicates that the students were too shy or anxious to practice English and the students hardly ever

talked using the English language. In this case, English was not the first language. This was supported by Dornyei (2009) argued that learning a second language such as English is also a kind of habit formation from a behavioristic perspective. Chomsky (2015) stated that learning English was a habit formation because each learner also had an innate capacity. Therefore, from the result from the interview, the researcher concluded that the student's difficulties in learning English because the students lack practice English in the classroom. So, the students should be aware of the classroom is an essential journey to form English speaking habits and improve the other English skills as well.