

CHAPTER IV

FINDING AND DISCUSSION

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

4.1 Findings

There were some findings in this chapter. The research finding was related to underprivileged students' difficulties in learning English at SMP Negeri 1 Muara Padang, Banyuasin. The interview data was analyzed by using thematic analysis. The description of the findings were explained as follows:

4.1.1. Underprivileged Students Difficulties in Learning English at SMP Negeri 1 Muara Padang

After analyzing the data from the interview, the researcher found some underprivileged students' difficulties in learning English at SMP Negeri 1 Muara Padang, Banyuasin. The themes and codes analysis gained from the qualitative data through in-depth interview were explained as follows:

Table 4.1.1 Themes and codes for underprivileged students' difficulties in learning English at SMP Negeri 1 Muara Padang, Banyuasin.

No	Themes	Group of Codes
1.	Afraid of Learning English.	a. Some of the students expressed that they were afraid in making mistakes in learning English. b. Some students felt that they were anxious while learning English.
2.	Lack of English Mastery	a. Most of the students felt difficult in pronouncing English words.

		b. Most of the students expressed that they were lack of English vocabularies.
3.	Lack of Reading Ability	Most of the students expressed that they were not able to read the English text fluently.
4.	Unsuitable Textbook	Some students stated that their English textbook was difficult to be understood.
5.	Lack of Practice	Some students expressed that they seldom learn English outside of the school.

The themes and codes gained from the qualitative data as listed in table 4.1.1 was described in order to find out the underprivileged students' difficulties in learning English at SMP Negeri 1 Muara Padang, Banyuasin. This study found five informations about underprivileged students' difficulties in learning English, such as: (1) afraid of learning English, (2) lack of English mastery, (3) lack of reading ability (4) unsuitable textbook, (5) lack of practice. The descriptions were as follows:

4.1.1.1 Afraid of Learning English

Based on the data obtained from the interview process, the researcher found that underprivileged students were afraid of learning English. They were afraid while learning English because afraid of making mistakes in the learning process. As the result of, the student with initial (TR) uttered "*I'm afraid of making mistakes.*" (Personal Communication, October 5th, 2021). The students

initial (S) added, *“I’m afraid of saying the wrong words”* (Personal Communication, October 5th, 2021). In addition, the student initial (H) added, *“I’m afraid if I will make a mistake”* (Personal Communication, October 5th, 2021).

Besides, the underprivileged students were also anxious while learning English. As stated by the student initial (A), *“Very influential, because when I feel anxious, it becomes difficult to grasp the material”* (Personal Communication, October 5th, 2021). Therefore, student initial (FA) added, *“.....when I’m worried, it is difficult to understand the material”*. In other hand, student initial (H) added, *“Yes, when I’m worried, my mind is going all over the place”* (Personal Communication, October 5th, 2021).

4.1.1.2 Lack of English Mastery

Based on the data obtained from the interview process, the researcher found out lack of English mastery. Most of the underprivileged students felt difficult in pronouncing English words because the sound system of Indonesian and English was different. As stated by the students (LP), *“.... I also often make a mistake when pronouncing words”* (Personal Communication, October 5th, 2021). Another student with initial (FA) explained, *It's hard to pronounce English words, and also because of what it's written and how it's read, is different”* (Personal Communication, October 5th, 2021). Last, student with initial (H) expressed, *“It's also difficult to be pronounced. I often make mistakes in pronouncing the words.”*(Personal Communication, October 5th, 2021).

The researcher also found that the underprivileged students were lack of English vocabularies. As stated by the students (S), *“Yes, lack of vocabulary makes me don't know the meaning.”* (Personal Communication, October 5th, 2021). The student with initial (LP) also mentioned, *“I don't understand the meaning particularly, so I don't know what the textbook is about”* (Personal Communication, October 5th, 2021). Thus, the student with initial (AK) stated, *“.....then I don't know the meaning because it's a foreign language”* (Personal Communication, October 5th, 2021).

4.1.1.3 Lack of Reading Abilities

Based on the data obtained from interview process, the researcher found about lack reading abilities of underprivileged students. If they were bad in reading abilities, they were not able to read the text fluently. As stated by the students initial (TR), *“I think my reading ability is average. I'm not satisfied with my ability to read English text”* (Personal Communication, October 5th, 2021). In addition, the student with initial (DF) added, *“I'm not satisfied. I'm very weak especially when reading English textbook”* (Personal Communication, October 5th, 2021).

4.1.1.4 Unsuitable Textbooks

Based on the data obtained from interview process, the researcher found about unsuitable textbooks as one of the difficulties encountered by underprivileged students in learning English. The students perceived that the

textbook used was difficult to be understood. As expressed by the students (DF), *“Yes, I don’t understand the vocabulary used in my textbook.”* (Personal Communication, October 5th, 2021). The student with initial (TR) also stated, *“Because many words in the textbook are difficult to be understood”* (Personal Communication, October 5th, 2021). The student said that their translation was did not match with the meaning, as stated by student initial (H), *“Yes. It’s hard to interpret even though I’ve looked up in the dictionary but sometimes it doesn’t match”* (Personal Communication, October 5th, 2021).

4.1.1.5 Lack of Practice

Based on the data obtained from interview process, the researcher found that underprivileged students were lack of practice English. Some students expressed that they did not learn English outside of the school means that they only English at the school. As a result, the student with initial (TR) uttered, *“No, I have no support to learn English outside of school. Whether I want to learn or not, it’s up to me”* (Personal Communication, October 5th, 2021). The student with initial (FA) also stated, *“Learning English is only twice a week at school”* (Personal Communication, October 5th, 2021). Another student with initial (H) expressed, *“There are no facilities, no one to teach me to learn English if I’m not at school”* (Personal Communication, October 5th, 2021).

4.2 Discussions

After analyzing the data by using thematic analysis, the researcher found that there were various information about underprivileged students' difficulties in learning English at SMP Negeri 1 Muara Padang, Banyuasin. Those consisted of: (1) afraid of learning English. (2) lack of English mastery. (3) Lack of reading ability. (4) unsuitable textbooks. and (5) lack of practice. Therefore, the explanation of several difficulties would be provided below to see more information about these difficulties:

The first was afraid of English. The students were afraid of English while learning process because they were afraid of making mistakes in their learning process. Some of the students tended to keep silent because they were afraid of making mistakes so they faced difficulty to improve their English. It was line in research conducted by Ramasari (2017) that the students' afraid of making mistakes in front of their classmates was a reason for not speaking English in the class because other classmates will laugh at her if she makes a mistake or error.

Furthermore, the underprivileged students felt anxious while learning English. It is supported by Huwari (2019) that anxiety, shyness, low participation, inhibition, hesitation, and self-confidence are problems that students faced in learning English. It was also in line with Fatmawati et. al (2020) who argued that the learners often think that they can't speak properly or understand a lesson. They also feel less competent than other students and just keep thinking that other learners are much better than them. In the other words, the learners have low self-esteem of their ability in learning English.

The second was lack of English mastery. Most of the underprivileged students felt difficult in pronouncing English words. It is due to what is written and how it is read, was different. This made the students mispronounced the English words. It was in line with to Donal (2016) who argued that the sound system between Indonesian and English is different. In Indonesia, the letter or word tends to have similarity with its sound. So it makes Indonesian learners made error or difficulties in pronouncing English word. Furthermore, there was diphthong and monophthong in English that was not available in Indonesian' sound.

Therefore, most of the students added that they were lack of English vocabularies. Perhaps, if the students did not know many vocabularies, they would be hard to know the meaning of the context. As mentioned by Sultra and Baharudin (2020) that in dealing with the English task, the first thing that must be understood by the students are vocabulary and basic English grammar. In addition, a study conducted by Huwari (2019) found that limited vocabulary of the learners made them unable to participate or continue of oral performance.

The third was lack of reading ability. Most of the students expressed that they were not able to read the text fluently. The students also were not satisfied with their ability in reading the English. It was line with Sultra and Baharudin (2020) who argued that lack of reading habit appears when the students are assigned to finish a task at home or in the classroom. They were also did not show willingness to read or memorize English vocabularies and they are not studying

enough for English courses. If the students' reading ability is low, they would not be able to comprehend the text.

The fourth was unsuitable textbook. The students said that their textbook used was difficult to be understood. Further, if the students were difficult to understand the textbook, they also would be difficult to understand the material. As Sharma (2014) conveyed that textbooks were too difficult and packed with too much information which were suitable for highly motivated privileged students. It was in accordance to Endriyanti, Prabowo, Abasa and Akmal (2019), that many of the poor learners in the school only have an English book borrowed from the school library where some students only have a small dictionary. Furthermore, a study conducted by Sultra and Baharudin (2020) found that classroom features or environmental aspects also affect students' achievement. Those environmental conditions are classroom size, order of the desks, demographic factors, situations, technological learning tools in the classroom, climate, and weather conditions. Sometimes, they did not understand what the textbook was talking about because they can't interpret the meaning as well.

The last was lack of practice. Some students expressed that they seldom learn English outside of the school. They only learned English at school with the material that given by the teacher. It was revealed by Tangkijmongkol and Wasanasomsithi (2013) that underprivileged students were lack of practice English skills outside the classroom. It was in line with Huwari (2019) that the students did not have a chance to practice speaking English outside the school.

Foreign language learners spent most of the time just listening from their non-native teachers.