

**PROBLEMATIC IN ENGLISH LEARNING  
AT THE ELEVENTH GRADE  
OF SMK NEGERI 4  
PINRANG**



**2019**

**PROBLEMATIC IN ENGLISH LEARNING  
AT THE ELEVENTH GRADE  
OF SMK NEGERI 4  
PINRANG**



**By**

**HARJUNA**

**Reg Num. 14.1300.160**

Submitted to the English Education Program of Tarbiyah Faculty of State  
Islamic Institute Parepare in Partial Fulfillment of the Requirements for  
the Degree Of  
Sarjana Pendidikan (S.Pd.)

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2019**

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**Skripsi**

**As Partial Fulfillment of the Requirements for the Degree  
of Sarjana Pendidikan (S.Pd.)**

**English Education Program**

**Submitted By**

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**PAREPARE**


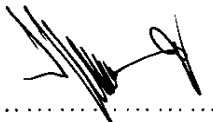
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TARBIYAH FACULTY  
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**2019**

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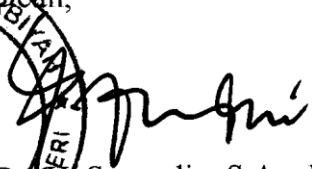
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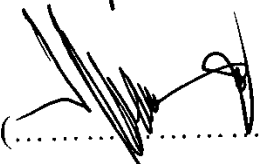
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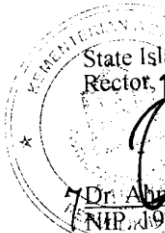
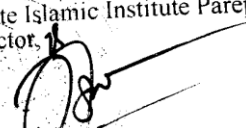
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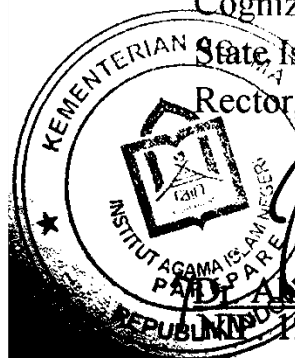
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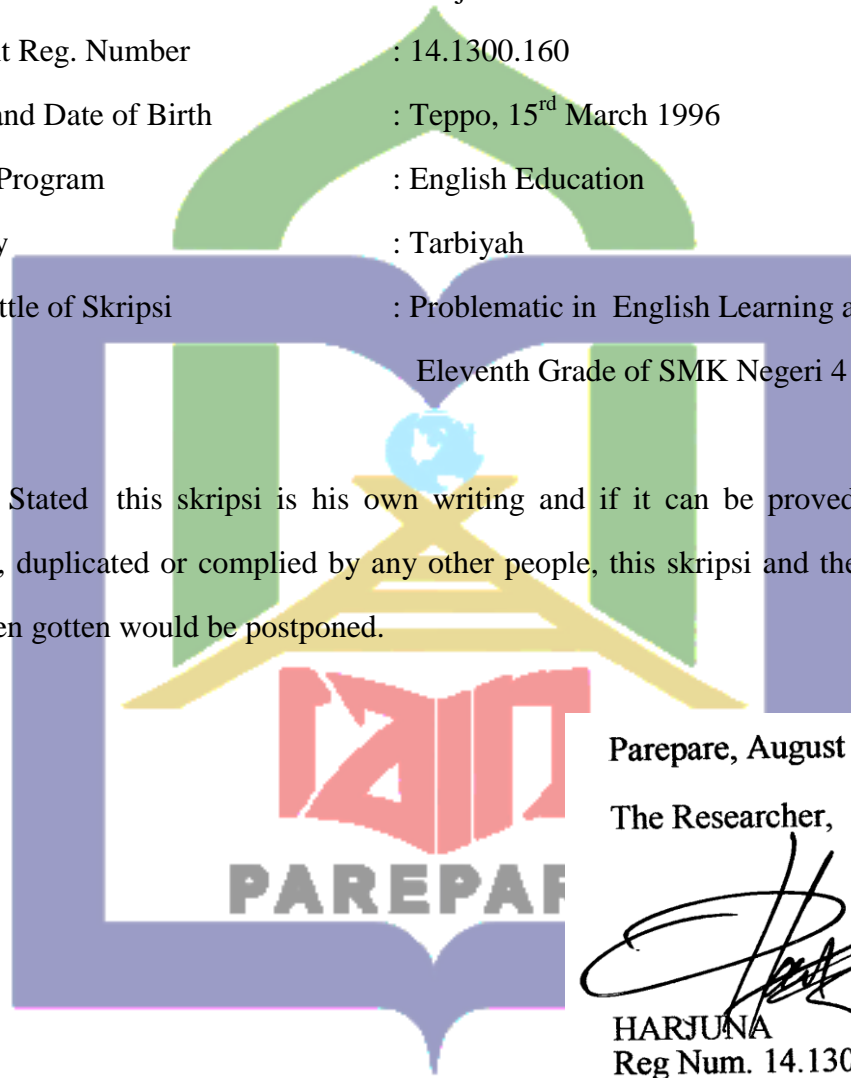


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Stated this skripsi is his own writing and if it can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.



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## ABSTRACT

**Harjuna.** *Problematic in English Learning at the Eleventh Grade of SMK Negeri 4 Pinrang* (supervised by Syarifuddin Jtali and Amzah Selle)

English becomes a compulsory subject, in fact there are many students who feel worried to learn English. It can be known from the scores of their learning. As a result not many students who get good score in learning English. Most of them have problem to learn it. This research aims to find various problems faced in English learning of SMK Negeri 4 Pinrang. Then the problem will be analyzed and then try to find a solution to overcome it in the future.

The research was conducted in SMK Negeri 4 Pinrang. The population of this research were the students at the eleventh grade of SMK Negeri 4 Pinrang and the sample consist 30 students by using random sampling tehniqe. This research is a qualitative research using data collection techniques in the form of observation, and interviews. Data analysis is done by using inductive methods and giving meaning to the data that has been collected, from that meaning drawn conclusions.

The results of the study show that: 1) English learning of SMK Negeri 4 Pinrang using the curriculum is a scientific-based 2013 curriculum made by educators where students are required to be able to directly practice in their daily lives and to be more active in the learning process. The learning process consists of planning and implementation. The method that is often used by educators is the method of lecture, question and answer, discussion, and games. At the end of learning, educators always give motivation and test the learning outcomes of students. 2) problematic consists of several factors including student factors, educator factors, material factors, facility factors, social (environmental) factors, and psychological factors of students. 3) efforts to overcome the problems faced in the learning process are carried out by educators to their students.

Keyword: English learning, Problematic.

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# CHAPTER I

## INTRODUCTION

### 1.1 Background

English is an international language, it is very useful to obtain information about education, technology, religion, economics, and others. This makes us have to master the English language, because the exchange of information can be done with all people in the world using the international language. English is used and taught as a first foreign language in Indonesia. Its role is important in our daily life, especially in the formal education. For the reason, English has been learned from elementary school until college level and it is included as a primary subject.

Based on the description above, we will be far behind if we are completely blind to English. At least we must understand English basic to be able to do everything in this global era comfortably, using a computer, smart phone or even playing a game that is the simplest thing requires us to know English. Especially if we are people who really want to go forward. Have great aspirations that really want to be realized. We are increasingly unable to avoid the importance of learning English to achieve goals.

However, English becomes a compulsory subject, in fact there are many students who feel worried to learn English. It can be known from the scores of their learning. As a result not many students who get good score in learning English. Most of them have problem to learn it. The phenomenon of a student's learning difficulties usually seems clear from the decline in academic performance or learning achievement. However, learning difficulties can also be evidenced by the emergence

of behavioral abnormalities (misbehavior), students such as shouting in class, teasing friends, fighting, often not going to school, and often running away from school.<sup>1</sup> In English learning, students have to master four language skills. Those are listening, speaking, reading and writing.<sup>2</sup> Apart from these four skills, there are also components namely grammar, vocabulary and pronunciation.

The main problem that is a barrier in learning language is the knowledge and introduction of students to other languages. Especially mother tongue, will influence and become a problem in learning English. Not only that, as problems in learning that make participants unable to optimally absorb the knowledge conveyed by their teacher. The following are some of what researchers met regarding the problem of English language learning faced by students:

- 1.1.1 Reduced motivation of students to learn or participate in English learning;
- 1.1.2 More students are absent when class hours begin;
- 1.1.3 In this developing era many fights have arisen among students;
- 1.1.4 Student achievement is getting lower and experiencing a decline in value;
- 1.1.5 And the depletion of ethics and politeness in learning.

So that students in learning English must have effort and awareness with all the power to form a new habit. On average students have not been able to understand English properly and correctly because of lack of training, their ability and willingness to learn English especially in learning speaking, listening, reading,

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<sup>1</sup>Muhibbin Syah, *Psikologi Pendidikan dengan Pendekatan Baru*, (Bandung: PT. Remaja Rosdakarya, 1995, p. 173

<sup>2</sup>Scott Thornbury, *How to Teach Speaking*, (Edinburgh Gate: Pearson Educational Limited, 2005), p. iv



writing so that their attention to learning is lacking, this is a problem in language learning English.

Besides, Jeremy Harmer has his own opinion. He stated that factor which seems to have a strong effect on a students success or failure in language learning is motivation. Then he separates it into two main categories: Extrinsic motivation which is concerned with factor outside the classroom (e.g. integrative motivation and instrumental motivation) and intrinsic motivation which is concerned with what takes place inside the classroom (e.g. phical condition, method, the teacher and success).

The researcher had already observed the students when they learn English subject. Not many of them who care and participate in learning. Some of them have problem in learning English. Therefore the researcher is curious to know the most dominant factor that is causing Problematic in English Learning at the Eleventh Grade of SMK Negeri 4 Pinrang.

Based on the explanation above, it is known that there are still many students who find it difficult to learn English, because many of them also feel bored when learning and think English is a difficult and tedious language to learn. So on this basis the author feels called to do research about “Problematic in English Learning at the Eleventh Grade of SMK Negeri 4 Pinrang”.

## **1.2 Problem Statement**

Based on the background above, the problem statement of this research is:

- 1.2.1 How is the English learning process at the eleventh grade of SMK Negeri 4 Pinrang?
- 1.2.2 What problematic are encountered English learning at the eleventh grade of SMK Negeri 4 Pinrang?

- 2.2.3 How efforts are made to overcome the problematic in English learning at the eleventh grade of SMK Negeri 4 Pinrang?

## **1.2 Objective of the Research**

In accordance with the problems that have been formulated, the objectives of this research in this discussion are to:

- 1.2.1 To know the English learning process at the eleventh grade of SMK Negeri 4 Pinrang.
- 1.2.2 To know the problematic are encountered English learning at the eleventh grade of SMK Negeri 4 Pinrang.
- 1.2.3 To know the efforts are made to overcome the problem in English learning at the eleventh grade of SMK Negeri 4 Pinrang.

## **1.3 Significance of the Research**

Of the several objectives above, it is hoped that this research will have uses as expected by researchers, namely as follows:

- 1.3.1 Provide a valuable experience for researchers to know more and explore the English learning process.
- 1.3.2 Can provide input to students of SMK Negeri 4 Pinrang about English learning, and take appropriate policies.
- 1.3.3 Can provide motivation for the next researchers, to conduct further research on English learning related to problematic English learning.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 The Previous Related Finding

Research that discusses the analysis of the difficulties of learning English is not the first research conducted. Some researchers are researching this. but the research location approach differs between previous research, one of which is research conducted by Yayah Kudsiyah student of Department of English Education the Faculty of Tarbiya and Teachers' Training Syarif Hidayatullah State Islamic University Jakarta in 2009 with the title "Analysis of Some Causal Factors of Students' Problem in Learning English a Case Study at Second Grade Students of SMP Al- Inayah, Karawang".<sup>3</sup> In this research presented various problems faced by grade 2 students of junior high school al-inayah, kutamukti, karawang. in learning English, it is a family factor that encourages motivation, attention and adapts the development of student learning. Therefore, students are not aware of the importance of learning English, and they do not take it seriously.

Research conducted by Muh. Kasim student of English Program Tarbiyah Adab Department State Islamic College (STAIN) Parepare in 2017 with the title "An Analysis of Student's Problem in Studying English at Arabic Program of STAIN Parepare".<sup>4</sup> In this research presented various kinds of problems faced by students in learning English but in this study more leads to vocabulary. Most the students faced

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<sup>3</sup>Yayah Kudsiyah,"Analysis of Some Causal Factors of Students' Problem in learning English ( A Case Study at Second Grade of SMP Al- Inayah, Karawang)" (Skripsi, Department of English Education: Jakarta, 2009).

<sup>4</sup>Muh. Kasim," An Analysis of Student's Problems in Studying English at Arabic Program of STAIN Parepare" (Skripsi, English Program Tarbiyah and Adab Department: Parepare, 2009).

the problem with vocabulary in studying English, the problem happened because the students faced limited time in studying English.

From the two previous researchers above, researchers found similarities in the research that are both looking for problems in learning and finding ways to overcome these learning problems. However, in the previous research above there are also differences with the research that the researcher wants to do, the previous researcher conducted research on junior high school students and the problems in learning English faced by previous researchers are more directed towards the lack of motivation of parents, lack of vocabulary said, while research conducted by researchers to see the problems faced by students in learning English is related to general matters such as internal factors, external factors and approach factors.

## **2.2 Theoretical of Review**

### **2.2.1 English Learning**

Learning is the process of interacting students with educators and learning resources in a learning environment. Learning is assistance provided by educators so that the acquisition of knowledge and knowledge, mastery of skills and character can occur, and the formation of attitudes and beliefs in students. In other words, +learning is a process to help students learn well. On the other hand learning has a similar understanding to teaching, but actually has different connotations. In the context of education, the teacher teaches that students can learn and master the content of the lesson until it reaches a determined objective (cognitive aspects), can also influence changes in attitude (affective aspects), as well as skills (psychomotor aspects) of a student.

Cronbach in his book *Educational Psychology* said that learning is shown by a change in behavior as a result of experience. So based on Cronbach the best learning is to experience the student with the senses. Mcgeoh said that learning is a change in performance as a result of practice.<sup>5</sup> The other definition about learning is said by Dewi Salma in his book that learning is a process that contains a series of actions of educators and students on the basis of reciprocal relationships that take place in an educational situation to achieve a particular goal.<sup>6</sup>

Learning contains two aspects of activities, namely the scientific activity of doing a process or making others (students, learning and activities of students doing learning activities. From the understanding of learning can be compared with the term teaching-learning or teaching and learning.<sup>7</sup>

According to Bagne in his book Margaret e. Bell Bliedier about learning on page 205 reveals that: "learning is defined as an event from an external event designed by educators to support the learning activities undertaken by students." Thus, learning activities are described as efforts of educators whose purpose is to help students to learn . Learning activities put more emphasis on all events that can directly affect the learning effectiveness of students, in other words learning is an effort of educators to occur learning events conducted by students.<sup>8</sup>

<sup>5</sup>Sumadi Suryabrata, *Psikologi Pendidikan* (Depok: PT.Raja Grafindo Persada, 2002), p. 231

<sup>6</sup>Dewi Salma Prawija Dilaga, *Prinsip Desain Pembelajaran*, (Jakarta: Kencana Prennada Media Group, 2008), p. 19

<sup>7</sup>Trio Supryanto, *Epistemologi Pendidikan* Ibn Qayyim Al-Jawziyah UIN-Maliki press, 2011 P. 77

<sup>8</sup>Defni Ah'tahan, *Skenario Pembelajaran*. <https://www.academia.edu/336709084/skenario-pembelajaran> (Accessed on 14 October 2018)

Learning is also a conscious effort from the teacher to make learners learn, namely the occurrence of behavioral changes in students who learn, where the change is by acquiring new abilities that apply in a relatively long time and because of the existence of business. Thus, it can be seen that learning activities are activities that involve several components as follows: (1) students are someone who acts as a seeker, recipient, and storage of the content of the lessons needed to achieve the goal. (2) Teachers, namely someone who acts as manager, catalyst, and other roles that enable effective teaching and learning. (3) Purpose, which contains a statement about the behavioral changes (cognitive, psychomotor, and effective) desired to occur to students after participating in learning activities. (4) Learning material, all information in the form of facts, principles, and concepts needed to achieve goals. (5) Method is a regular way to provide opportunities for students to get the information they need to achieve their goals. (6) Media, namely teaching materials with or without equipment used to present information to students. (7) Evaluation is a specific method used to assess a process and its results.<sup>9</sup>

In its implementation, although the term used "learning" does not mean the teacher must eliminate his role as a teacher. because, conceptually basic in terms of teaching it also means teaching students. Teaching and learning are two terms that have one meaning that cannot be separated. Teaching is an activity that can make learners learn. The relationship between teaching and learning is termed Dewey as "selling and buying" - Teaching is to Learning as Selling is to Buying. That is, someone will not be able to sell when there is no one to buy, which means that there

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<sup>9</sup>Muhammad Fathurrohman, *Model-model Pembelajaran Inovati (Alternatif Desain Pembelajaran yang Menyenangkan)*, (Cet. I; Jogjakarta: Ar-Ruzz Media, 2017), p. 20

will be no deed to teach when not making someone learn. Thus, in teaching terms also contained the learning process of students. This is the meaning of learning.

2.2.1.1 Teaching educator events and learning students as learning process events are always influenced by several things, including:

2.2.1.1.1 Basic competencies, covering cognitive, effective, and psychomotor domains, what is to be achieved is learning outcomes, namely changes in students, from not knowing to knowing, from not being able to judge or able to distinguish from not being can act and be able to do it.

2.2.1.1.2 Material / teaching material, which is structured in the study of subjects, both covering the sequential space and the level of difficulty.

2.2.1.1.3 Learning resources to make contextual learning events meaning relevant, selected and appropriate in accordance with the achievement of the established basic competencies.

2.2.1.1.4 Media and learning facilities, including classrooms and the creation of a conducive environment that makes learning events dynamic and enjoyable. Here the need to consider the number of students, the allocation of time and the availability of teaching aids and the selection of methods to be used.

2.2.1.1.5 Learners who learn, need to be considered the ability, development age, background, motivation and needs of students.

2.2.1.1.6 Teacher who manage learning, which is seen from their competence in teaching techniques, habits, outlook on life, educational background, and collaboration with fellow educators.

According to Omar Hamalik learning is a combination composed of human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning goals. Humans are involved in the learning system consisting of students and educators as well as other personnel, such as laboratory personnel. Material, including books, whiteboards, chalk, slides, films and audio. Facilities and equipment consisting of classrooms, audio-visual equipment, computers. The procedure includes the schedule and method of delivering information, practice, study, examinations, and so on.<sup>10</sup>

Quality learning depends on learning motivation and teaching creativity. Learning that has high motivation supported by the teacher who is able to facilitate motivation will lead to the successful achievement of learning targets.

In other words, learning can be interpreted as an effort so that with their own will one can learn, by making it a state of learning.

2.2.1.2 To achieve a good learning process in accordance with what is desired should have the following:

2.2.1.2.1 Goal oriented

In the learning system, the goal is a component that includes all the activities of educators and students must be strived to achieve the intended goals. Of course this is very important, because teaching is a purposeful process. Because the success of a learning strategy can be determined from the success of students in achieving learning goals.

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<sup>10</sup>Acep Ruskandar, *Link and Match Dalam Kegiatan Belajar Mengajar* (CV. Makrifat) p. 24-



#### 2.2.1.2.2 Activity

Learning is not memorizing a number of facts or information. Rather learning is doing, gaining certain experiences in accordance with the expected goals. Therefore learning strategies must be able to encourage the activities of students. Activities are not intended to be limited to physical activity, but also include psychic activities such as mental activity.

#### 2.2.1.2.3 Individuality

Teaching is an effort to develop each individual student. Even though we teach us a group of students, the essence of what we want to achieve is the change in behavior of each individual student. Individual learners need learning opportunities that are close to their background and in accordance with their abilities.

#### 2.2.1.2.4 Integrity

Integrity is an honest nature and character upholds honesty. Students must grow into someone who has integrity, who can be trusted to be a leader in their respective fields

Teaching must be seen as an effort to produce effective aspects and psychomotor aspects. Therefore the learning strategy must be able to develop all aspects of the personality of the students in an integrated manner.

#### 2.2.1.2.5 Interactive

Interactive principles contain meaning, that teaching is not just conveying knowledge from educators to students, but teaching is considered as a

process of regulating the environment that can stimulate students to learn. Thus the learning process is a process of interaction between educators and students, as well as between students and their environment. Through the interaction process, the ability of students will develop well, mentally and intellectually.

#### 2.2.1.2.6 Inspirational

The learning process is an inspirational process, which allows students to try and do something. Various information and problem solving processes in non-fixed price learning are absolute, but are hypotheses that stimulate students to want to try and test them.

#### 2.2.1.2.7 Fun

The learning process is a process that can develop all the potential of students. All of these potentials may only develop when students are free from fear, and tense. Therefore, it is necessary to strive so that the learning process is a fun process.

#### 2.2.1.2.8 Challenge

The learning process is a process that challenges students to develop thinking skills, namely stimulating the work of the brain to the fullest. These abilities can be grown by developing students' curiosity through trial and error, thinking intuitively or exploring.

#### 2.2.1.2.9 Motivation

Motivation is a key factor in successful learning.<sup>11</sup> Motivation is a very important aspect of teaching students. Without motivation it is not

<sup>11</sup>Ian Reece and Stephen Walker, *Teaching, Training and Learning A Practical Guide* ,(Great Britian: Business Education Publishers Limited , 1997), p. 96

possible for students to have the ability to learn. Therefore, generating motivation is one of the roles and tasks of educators in each learning process.

### 2.2.1.3 Objectives of English Learning

Foreign language learning is the language of language acquisition designed and carried out programmatically. As a domain that belongs to the acquisition of language, 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. Learning a second language is not an easy task but the difficulty inherent in this kind of investigation should not deter us from trying. In fact researchers in second language learning are recognizing more and more the need to understand the unobservables underlying the process of second language acquisition.

To achieve the goal of acquiring this second language, a student and teacher should understand the basic principles of the nature of a language. Anderson said there are eight basic principles regarding the nature of language, namely: (1) Language is a system; (2) Language is vocal (speech sound); (3) Language is composed of arbitrary symbols; (4) Every language is unique; (5) Language is built from habits; (6) Language is a communication tool; (7) language is closely related to local culture, and (8) language is always changing.

Based on the above view, it can be interpreted that the aim of learning a foreign language is that the learner is able to demonstrate the ability in mastering competencies and performance in mastering competencies and linguistic language performance, kinesthetic and cultured.

The ability to communicate in a complete sense is the ability to understand and or be realized into four language skills, namely: skilled speaking, listening, reading and writing. These four skills are used to respond to or create discourse in social life. Therefore, English language learning is directed to develop these skills so that students are able to communicate in English at certain literacy levels..

### 2.2.2 Problematic English Learning

Problems stem from "problematic" English etymology means problem.<sup>12</sup>Then it is absorbed in Indonesian into "Problem" which means problem, while problematic means still causing problem; still cannot be solved.<sup>13</sup> Problems also mean a symptom which arises as a result of the gap between expectations and reality. The problem referred to in the title of this research is the problems that arise in learning English in SMK Negeri 4 Pinrang.

Learning is an aspect of complex human activities, which is not fully explained. Simple learning can be interpreted as a product of ongoing interaction between development and life experience. In the more complex meaning of learning is essentially a conscious effort from an educator to teach students in order to achieve expected goals.<sup>14</sup>

In schools, students are being taught that english is an international language. To learn this language requires constant practice and patience. The kind feeling that prevails among the students is that it is not possible to achieve fluency or mastery

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<sup>12</sup>John M. Echols, et.all., *An Indonesian-English Dictionary* Editon. III (Jakarta: PT Gramedia Pustaka Utama, 2003), p. 437.

<sup>13</sup>Pusat Pembinaan dan Pengembangan Bahasa Departemen Pendidikan dan Kebudayaan, *Kamus Besar Bahasa Indonesia*, Edition. II (Jakarta: Balai Pustaka, 2002), p. 896

<sup>14</sup>Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif* Edition. I (Jakarta: Kencana, 2010), p. 17

over English language. This kind of tendency repents students from learning new languages like English. Since most of the students are first generation learners, how can student get acquainted with the foreign language with regard to English without any guidance from their parents and others? Even though students are studying English, they are not able to produce even a single sentence without any error grammatical in English. The reason stated for this is that they study subjects from error the examination system is such that it makes students rote memorization rather than testing their analytical and creative skills. In this process, they memorize lessons reproduce them in exam halls and forget them in the same day. Students learn basic grammar at school and not to face any real life situations. Application oriented advanced grammar is not taught in schools.

School study is an important phase in students life. A student grows from a small child to a grown up when they complete higher secondary examinations. After this phase, a student enters into college life. This period is considered as a transition period. The system followed in college is different from that school.

Moreover, students have their own whims and fancies about college life because of the tremendous influence of mass media like theatres and satellite channels on them. These media project a false perception about colleges and students. On seeing such things in movie, students take it for granted. As a result of this, they have formed an image for a college and want to act upon those images.

During twelve years of school life students learn consistency, discipline, determination, order obedience. The moment they enter into college life, they think as if they got freedom. They forget good things, which they learnt through twelve years in school. The general thinking about college among student community is that

college is very liberal in dealing with student. No one cares for everything. They do not responsibilities at all. Whatever they think they can implement them. Attending class is not compulsory.

Keeping these views in mind they find in difficult in sitting in classroom and listening to the lesson being taught to them. All their views about college are shattered into pieces the moment a teacher enters in a class rooms and begins to teach and imposes certain restrictions on them. At this juncture, several problems start with the slow learners. These students too passed in the higher secondary examination. For them, sitting and listening a language class is something an uphill task, while others listen the class with rapt attention.

There are two problems which a language lecture faces in this critical point of time. First a lecture has to manage all students in a classroom. If any of the students create problems it is embarrassing situation for them. Second, the teacher identifies the students who create the problems. This is students will be effected psychologically, sometimes students may turn against teachers.<sup>15</sup>

Learning a foreign language clearly requires some of all three levels of motivation. For example, a learner may process high “global” motivation but low task motivation to perform well on, say, the written mode of language. It is easy to see how virtually and aspect of second language learning can be related to motivation. Nelson and Jakobvits in a lengthy report on motivation on foreign language learning, cited just about every possible factor to relevant to the role of motivation in second language.

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<sup>15</sup>R. Kanan, *Difficulties in Learning English as a Second Language*. *ESP World*, WW.esp.world.info, 5 (Accessed, October 8<sup>th</sup> 2018)

Every activity that we do absolutely have factors that influence it either motivate or demotivate factors. Like as other activities, learning achievement is also influenced by some factors. Factors that influence learning achievement can be divided into three general groups: these are internal, external and approach to learning factors.

#### 2.2.2.1 Internal factors

Internal factors consist of two general groups: these are psychological factors and physiological factors:

##### 2.2.2.1.1 Psychological factors

Saifuddin Azwar divides psychological factors into two types, these are cognitive and non-cognitive variables. Cognitive variables consist of talent and intelligence. While non-cognitive variables consist of interest, motivation and students' maturity.<sup>16</sup>

##### 2.2.2.1.1.1 Intelligence

The learning theories, types of learning, and other processes that have so far been explained in this chapter deal with mental perception, storage, and recall. Little has been said, however, about one of the more controversial issues in learning psychology: intelligence. According to Bischof, intelligence is the ability to solve problems of all kinds.<sup>17</sup> For most experts, intelligence is somewhat different from what someone has actually learned, such as what is reflected in school performance. At the

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<sup>16</sup>Rumah Anthares, Factors That Influence Students. [rumahanthares.blogspot.com/2010/09/factors-that-influence-students](http://rumahanthares.blogspot.com/2010/09/factors-that-influence-students) (Accessed, October 14<sup>th</sup> 2018).

<sup>17</sup>M. Dalyono, *Psikologi Pendidikan*, Edition. III (Jakarta: PT Rineka Cipta, 2005), p. 184

same time, intelligence thinking and intelligent behavior depend on things that have been learned previously. The greater the knowledge that students have about their environment and the tasks to be done, the more likely they are to behave intelligently.

Thus, intelligence does not have to be permanent or an unchanging characteristic; intelligence can be modified through experience and learning.

According to David Wechsler, intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment.<sup>18</sup> intelligence also is people ability to think and act in order and also handle and master the environment effectively. Intelligence factor is related to IQ. Every people have different IQ level. Someone who has IQ 110-140 is categorized as smart people, and people who have IQ over 140 are categorized as genius people. This category has potency to finish under graduated. Someone who has IQ less than 90 is categorized as dullard and has many difficulties in learning.

This factor has big influence for students learning achievement. If someone intelligence is low and he/she doesn't get help from teacher and parents, his/her effort in learning will get a bad result or even fail.

#### 2.2.2.1.1.2 Talent

Talent is a potency or basic skill which is brought since we bore. Every people have different talent and someone will learn something that appropriate with his/her talent. Someone will easier to learn something based on his/her talent. If someone learn about a subject that contrary with

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<sup>18</sup>David Wechsler, *The Measurement of Adult Intelligence*, Edition. III (USA: Waverlly Press, 1944), p. 3



his/her talent, he will be bore and desperate soon. It is shown by students who always disturb learning process, make something crowded, and don't pay attention to the subject so they get low grade.

#### 2.2.2.1.1.3 Interest

Interest is trend to choose something that appear from us to pay attention, accept and do something without compulsion and it is thought important or useful for ourselves.

Students who don't have interest to a subject will appear difficulties in learning. Interest occurs from students learning needed become support for them to do learning process.

If students don't have interest about the subject, maybe it doesn't appropriate with their talent, their needed or their skill. It and will occur a problem to student. Students' interest can be observed from students' way in follow learning process, their note, and activity in the class.

#### 2.2.2.1.1.4 Motivation

Motivation is one of the most important composes of learning and one of the most difficult to measure. What makes a student want to learn? The willingness to put effort into learning is a product of many factors, ranging from the student's personality and abilities to characteristic of particular learning tasks, incentives for learning, setting, and teacher behavior.<sup>19</sup>

Motivation pushes someone to get good achievement and reaches the success or gets something that becomes his/her goal and someone's participation in a project.

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<sup>19</sup>Robert E. Slavin, *Educational Psychology Theory and Practice* (USA: Allyn and Bacon, 1994), p. 347

Motivation as internal factor has function to occur, becomes a basic and directs learning process. Motivation can determine the way to reach the goal so learning success is as big as motivation. Someone who has big motivation will study hard, doesn't give up, and always read books to increase his/her achievement. In contrary, students who have low motivation don't care with the lesson, give up immediately and always disturb learning process. So, they get many difficulties.

#### 2.2.2.1.1.5 Student maturity

Maturity factor has important role for students' development either physical or spiritual to reach a good cognitive, affective and psychomotor development.

#### 2.2.2.1.2 Physiological factors

There are two kinds of physiological condition. The first is general physiology condition. This condition influences students learning process. Students who have good health condition will increase their learning capacity. While students who are sick or have bad health condition has weak physic, so their sensory and motorist nerve become weak. As the result, students who are in poor health will find it difficult to learn because they become tired soon, dizzy, sleepy, less of concentration, and lazy to study. Wasti Sumanto said that learning needs healthy condition. People who sick because of certain disease and exhaustion will not learn effectively.<sup>20</sup>

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<sup>20</sup>Wasty Soemanto, Psikologi Pendidikan: *Landasan Kerja Pemimpin pendidikan* (Jakarta: Rineka Cipta, 1990), p. 121

The second is particular physiology condition that related to the function of five senses in learning process especially sight and hearing, and also another physical defect will disturb students concentration in learning process.

#### 2.2.2.2 External Factor

External factor is factors that come from students' environment. External factor can be divided into some kinds such as:

##### 2.2.2.2.1 Family

Family is center of main education for students. Some aspects that included this factor are: 1) Parents education, In the family every people or student need attention from her/his parents to reach her/his learning achievement. Parents will determine whether students can reach high learning achievement or not. Parents care is shown by affection, advices, etc. Parents who don't care enough to their children learning achievement will become the cause of students learning difficulties. Children need parents' guidance to learn about responsibility. Learn without parents' guidance make students feel difficult in learning. 2) Relationship between parents and children, In the family there must a good relationship between parents and children. It will occur peacefulness, composure and tranquility. It can create good learning condition so students learning achievement can be created well.

Less of parents' affection occur emotional insecurity. A child will feel difficult in learning if he/she gets less affection from her/his parents. 3) Economic condition, economic level that categorize as poor family make parents can't prepare

enough learning tools for their children and even make students can't get a good education place. It will become inhibitor for children to learning well and increase learning achievement.

But economic level that categorized as reach family sometimes give negative impact for students learning achievement too. Because of their parents' wealth, they become lazy to study and always be extravagant and forget their duty to study seriously. 4) Home condition, home condition that very crowded make children can't learn well. Their concentration will be disturbed by the noise so they will feel too hard to study.

#### 2.2.2.2.2 School

##### 2.2.2.2.2.1 Teacher

According to Tanner and Lindgren make the following point in discussing the impact of teacher behavior: The teacher is the most powerfull person in the classroom, psychologically speaking. His ability to reward and punish is usally greater than that pf any individual in the room; he sets the pace; he takes the initative, or rather, the initative is his if he wants it. The teacher's power is such that even when he does nothing, he does something to the class. He even has an effect on the class when he is not present.<sup>21</sup>

Teacher also is one of school environmental factors who has important role to increase students learning achievement. Teacher is a subject in education who has duty to transfer the knowledge to the students. So, a teacher has to able to master the topic that will be transferred and can explain it well and control class condition.

Part of a good teacher's is the ability to adopt a number of different roles in the class, depending on what the students are doing.<sup>22</sup> Teacher will become source of learning difficulties if he/she doesn't fulfill the requirement as an educator, for

<sup>21</sup>Myron H. Dembo, *Applying Educational Psychology in the Classroom*, Edition. III (New York & London: Longman, 1988), p. 176

<sup>22</sup>Jeremy Harmer, *How to Teach English*, New Edition. (England: Pearson Longman, 2007), p. 25

example: the relationship between teacher and students is not good enough and teacher demands learning standard out of students' capability. For a teacher's praise to be effective, the teacher has to be liked or respected, particularly the latter if the informational value of the praise is to be realised. The teacher must be valued if that teacher's praise is to help the students value the teacher task.<sup>23</sup> A teacher is demanded to able to manage components in learning process.

#### 2.2.2.2.2 Learning media

The lack of learning media makes the learning process become ineffective especially practicum subject. The lack of laboratory tools will be occur students' difficulties in learning so teacher use lecture method that make student become passive and it possible to hamper students learning achievement.

#### 2.2.2.2.3 Infrastructure

The condition of infrastructure is refers to class room. The room has to be comfortable to learn so that students can concentrate in learning. The classroom that is not comfortable for example dark or sultry will break students concentrate so the learning process will not running well.

#### 2.2.2.2.4 Curriculum

Good and balance curriculum. Curriculum that can fulfill society demand is good and balance curriculum. The curriculum also has to able to develop all of students' behavioral aspect. Beside students' needed as society.

<sup>23</sup>John B Biggs and Philip J Moore, *The Process of Learning*, Edition. III (Australia: Prentice Hall, 1993), p. 289

#### 2.2.2.2.5 School time and discipline

The best time for learning process is in the morning because students condition still optimal in the morning. If learning process is in the afternoon, students' condition is not optimal anymore to learn. Besides that discipline also give influence for students learning achievement.

#### 2.2.2.2.3 Social and mass media

##### 2.2.2.2.3.1 Mass media such as: cinema, newspaper, magazine, radio, and TV.

These things will hamper learning process if student spend so much time for those things, so they forget to study.

##### 2.2.2.2.3.2 Social condition such as peer, neighbor and activity in society.

These three factors have big influence in students learning achievement, for example, students follow so many organizations, it will make students ignore their study.

#### 2.2.2.3 Learning Approach Factors

Learning approach, can be understood as all ways or strategies used by students in supporting the effectiveness and efficiency of the learning process of certain materials. Strategy in this case means a set of operational steps that are engineered in such a way as to solve problems or achieve certain learning goals. Besides the internal and external factors of students, learning approach factors also influence the level of success of the student's learning process.

Learning approaches can also be interpreted as our starting point or point of view towards the learning process, which refers to the view of the occurrence of a process that is still very general, in which it accommodates, inspires, strengthens, and underlies learning methods with certain theoretical coverage.

From the predetermined learning approach, it is further revealed in the learning strategy. Newman and Logan put forward four elements of the strategy of each business, namely: (1) Identifying and determining the specifications and qualifications of results (out put) and targets (targets) that must be achieved, taking into account the aspirations and tastes of the people who need them. (2) Consider and choose the most effective basic way to reach the target; (3) Consider and determine the steps (steps) that will be taken from the starting point to the target; (4) Consider and set benchmarks and criteria for measuring and assessing the level of business success.<sup>24</sup>

### **2.2.3 English Language**

#### **2.2.3.1 Definition and Characteristics of English**

English is a language used as a medium of communication and as the first international language used to interact with other people around the world.

English is the language that is spoken in Great Britian, the US, Australia etc.<sup>25</sup> This language has also become an official language in almost 60 countries around the world. English has undergone many changes, the vocabulary has experienced a rapid increase. In the world of television too many films use English subtitles.

English has different characteristics with exact subjects or other social science subjects. This difference lies in the function of language as a communication tool. This indicates that learning English is not only learning vocabulary and grammar in meaning of knowledge, but must try to use or apply knowledge in communication

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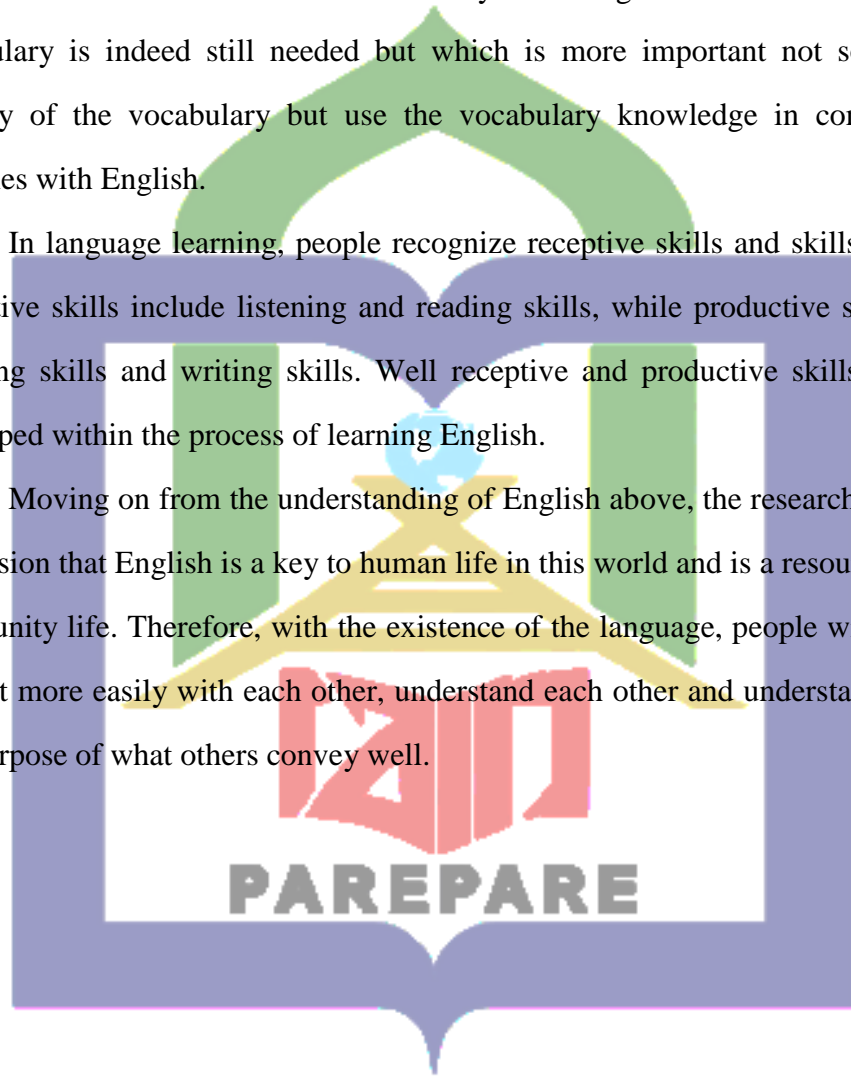
<sup>24</sup>Abin Syamsuddin Makmun, *Psikologi Pendidikan* (Bandung: Rosda Karya Remaja, 2003), p. 108.

<sup>25</sup>Oxford, *Advanced Learner's Dictionary* ( New York: Oxford University Press, 2000), p. 437

activities. A student cannot yet said to master English if he could not use the Language English for communication purposes, even though he got good grades on mastery of vocabulary and grammar. It is recognized that someone does not may be able to communicate well if the vocabulary knowledge low. Therefore, mastery of vocabulary is indeed still needed but which is more important not solely on the mastery of the vocabulary but use the vocabulary knowledge in communication activities with English.

In language learning, people recognize receptive skills and skills productive. Receptive skills include listening and reading skills, while productive skills include speaking skills and writing skills. Well receptive and productive skills need to be developed within the process of learning English.

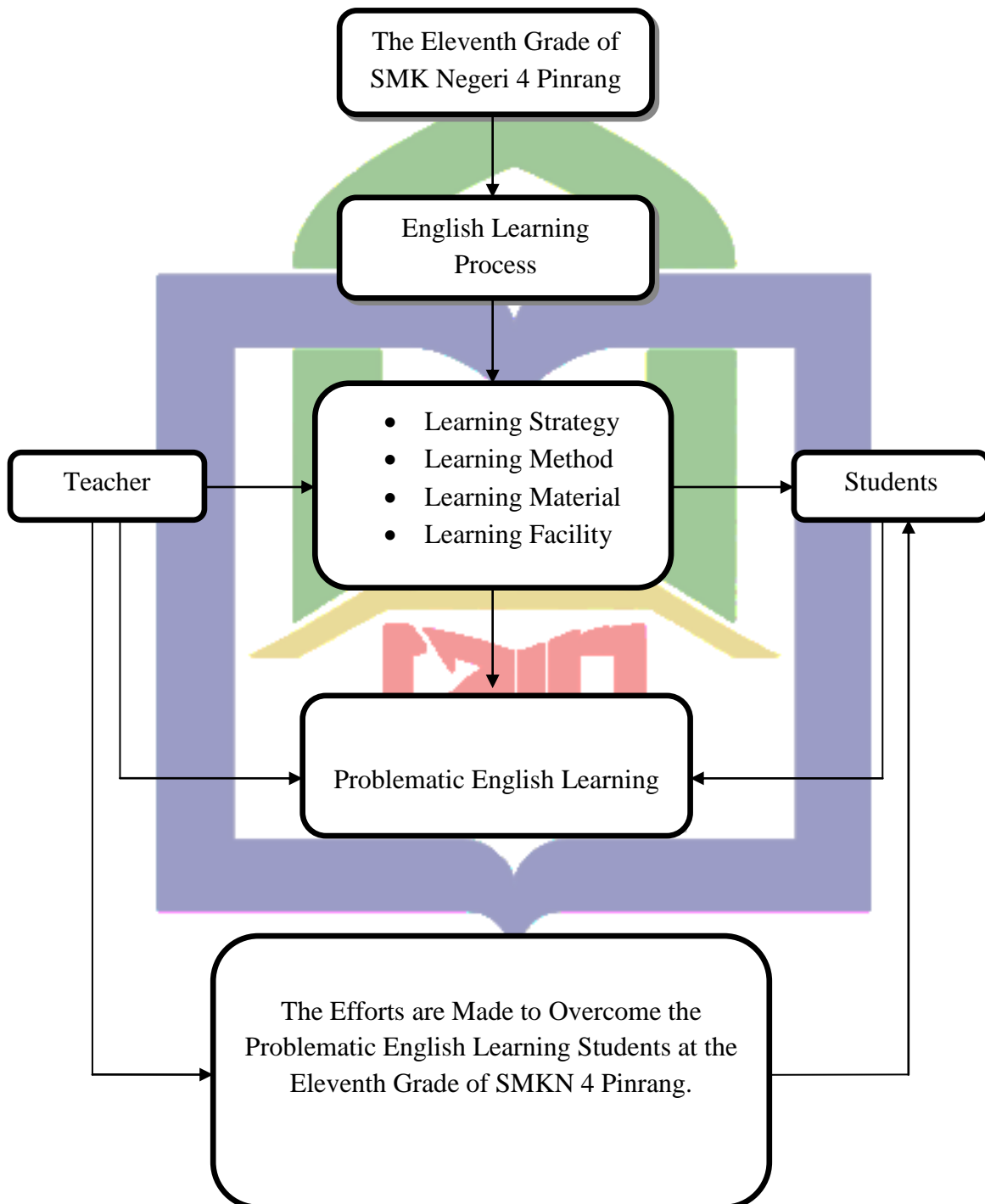
Moving on from the understanding of English above, the researcher draws the conclusion that English is a key to human life in this world and is a resource for every community life. Therefore, with the existence of the language, people will be able to interact more easily with each other, understand each other and understand the intent and purpose of what others convey well.



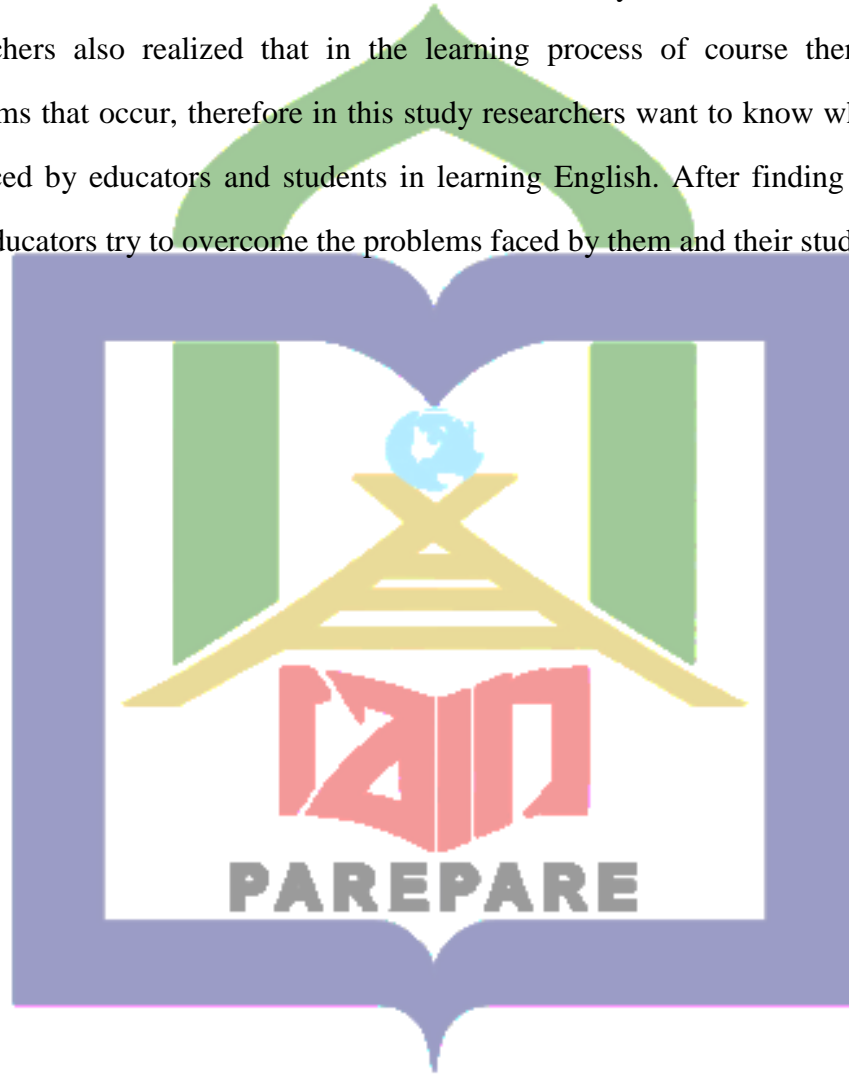


### 2.3 Conceptual Framework

This conceptual framework of this research as follow:



Looking at the conceptual framework above it is clear that researchers want to do research at SMK Negeri 4 Pinrang, then what they want to examine is how the learning process is carried out by teachers towards students by looking at the strategies, methods, materials, and facilities used by educators. As for the next researchers also realized that in the learning process of course there are many problems that occur, therefore in this study researchers want to know what problems are faced by educators and students in learning English. After finding the problem then educators try to overcome the problems faced by them and their students.



## CHAPTER III

### METHOD OF THE RESEARCH

#### 3.1 Research Design

Based on what was studied, this research is included in the type of field research and based on the nature of the problem, the type of research is qualitative descriptive, namely the data obtained in the form of pictures, behavior, not in the form of numbers or statistical numbers but remain in a qualitative form that means richer than just numbers or frequencies. All data collected is likely to be key to what has been researched. Additionally, in qualitative research, context is not controlled or manipulated by the researcher.<sup>26</sup>

The selection of methods is intended to provide a careful description of the Problematic in English Learning at eleventh grade of SMK Negeri 4 Pinrang based on the facts.

It is relevant with Bogdan and Biklen that the research is suitable since it fulfills the characteristics of qualitative research. There are five features of qualitative research they are:

- 1) Qualitative research has the natural setting as the direct source of data and researcher is the key instrument.
- 2) Qualitative research is descriptive. The data collected are in the form of words or pictures rather than number.
- 3) Qualitative research is concerned with process rather than simply with outcomes or produce.

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<sup>26</sup>I.R. Gay And Friends, *Educational Research Competencies Analysis and Applications*, Edition; X (USA: Pearson Education, 2012) p. 8

- 4) Qualitative research tends to analyze the data inductively.
- 5) “Meaning” is of essential to the qualitative approach.<sup>27</sup>

### 3.2 Location and Duration of the Research

The location of this research was conducted at the eleventh grade of SMK Negeri 4 Pinrang. The duration of this research needed more than one month.

### 3.3 Types and Data Sources

In this study the researcher used several components that become data sources. As for what is meant by the data source in the study is "the subject from which data is obtained".<sup>28</sup> Whereas the data sources in this study were English language teacher and students of SMK Negeri 4 Pinrang.

#### 3.3.1 Data

According to the Big Indonesian Dictionary Data is true and real information: a collection that is useful for obtaining information or tangible material that can be used as the basis of the study (analysis or conclusion).

The term data refers to the kinds of information researchers obtain on the subjects of their research. Demographic information, such as age, gender, ethnicity, religion, and so on, is one kind of data; scores from a commercially available or researcher-prepared test are another.<sup>29</sup>

Data is also a forecast that is still raw and contains value for researchers, as well as a collection of evidence or facts collected and presented for a specific

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<sup>27</sup> Bogdan and Biken in Sugiono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2010), p. 21

<sup>28</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1997), p. 107

<sup>29</sup> Jack R Fraenkel, *how to Design and Evaluate Research in Education*, (New York: Mc Grow Hill, Edition:viii, 1932),p. 111

purpose. Based on the nature of the data there are 2, namely primary data and secondary data.

As for what is meant by primary data is data obtained directly from the response or object under study. While secondary data is data collected and reported from agencies or library books.<sup>30</sup>

The primary data in this study were obtained from English language teachers and students from SMK Negeri 4 Pinrang totaling 30 people as samples.

Samples are often defined as part of the population. With the sampling technique used is random sampling that is, In simple random sampling, the researcher selects participants or units, such as schools for the sample so that any individual has an equal probability of being selected from the population.<sup>31</sup> the sampling technique with certain considerations, for example the person is considered to know the most about what we expect".

### 3.3.2 Data source

The data source is where the data obtained and collected. Data sources can also be interpreted as "objects of the research in question". As for the target / object of this study are teacher of English subjects and students of SMK Negeri 4 Pinrang.

The population of this research is the eleventh grade of SMK Negeri 4 Pinrang. There are six class of eleventh grade student which consist of 168 students.

Table 3.1 The table of student population at the eleventh grade of SMK Negeri 4 Pinrang

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<sup>30</sup>H. Moh. Pabuntu Tika, *Metodologi Riset Bisnis* (Cet. I; Jakarta: PT Bumi Aksara, 2006), P. 57

<sup>31</sup>John W. Creswell, *Educational ResearchII, Planning, Conducting and Evaluating Qualitative and Quantitative Research*, (Lincoln: Pearson, 2012) p. 143

No	Class	Sex		Total
		Men	Women	
1	TKR I	28	-	28
2	TKR II	28	-	28
3	TSM	28	-	28
4	AP	4	30	34
5	AK	19	4	23
6	MM	12	15	27
Total				168

Source: SMK Negeri 4 Pinrang

Stating the number of population. The researcher used random sampling. Random sampling is a subject of individual that is randomly selected from a population a smaller portion is randomly selected represent the entire group as whole. The goals are to obtain a sample that is representative of the large population

The researcher took six students of the randomly. One student of each class can represent to other students. The sample consists of 6 students which are randomly selected from the eleventh grade of SMK Negeri 4 Pinrang.

The researcher chooses the sample based on the level of ability and activeness of the respondents in the framework of the learning process in the English language. Because them who already have a basis for communicating researchers to answer questions that given to respondents about the problematic of English learning that they face.

Table 3.2 The table of student sample at the eleventh grade of SMK Negeri 4 Pinrang.

No	Class	Student
1	TKR	10
2	TSM	5
3	AP	5
4	AK	5
5	MM	5
	Total	30

Source: SMK Negeri 4 Pinrang

### 3.4 Instrument of the Research

The instrument of the research were use observation, and interview.

#### 3.4.1 Observation

Observation was used for the first step to find information to the teacher and student. The researcher observed the studying process in classroom at the eleventh grade of SMK Negeri 4 Pinrang. As for the purpose of the observation is to get data on how the learning process is carried out by the teacher to the students, and observe the behavior of students in receiving treatment or learning carried out by teachers.

#### 3.4.2 Interview

Interview was used for the second process to find information to the teacher and student. The researcher gave interview or oral test to respondent. There were 14 questions to respondents. As for the purpose of conducting interviews with teacher is to obtain data or information about how teachers provide

motivation, how to teach, up to efforts made to overcome the learning problems faced by teachers. While the purpose of observing students is to get data of information on the extent to which educators provide instruction to students up to the problems encountered in learning.

### **3.5 Techniques of Collecting Data**

In a research, techniques of collecting data are needed to obtain data and information about Problematic in English Learning at the Eleventh Grade of SMK Negeri 4 Pinrang. So the writer used several approaches in collecting data, where techniques and instruments are mutually reinforcing so that the data obtained from the field is valid and authentic.

The techniques and instruments used in this study are as follows:

#### **3.5.1 Observation**

Observation is ". In this study researcher used participant and non-participant observation, namely by observing while participating in the learning process and observing the interaction of students with the school environment. This observation was conducted to observe the process of learning English and to find out the problems in the English learning at the eleventh grade of SMK Negeri 4 Pinrang, using an observation guide.

#### **3.5.2 Interview**

In terms of interviews. Creswell said "Interview survey, are from on which the researcher records answers supplied by the participant in the study. The researcher asks a question from an interview guide, listens for answers or observes behavior, and records responses on the survey".<sup>32</sup> In this case the interview is a technique of

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<sup>32</sup>Sugiyono, *Metode Penelitian Manajemen* (Bandung: Alfabeta, 2015), p. 224



collection data by means of question and answer with the informant conducted by the researcher.

This technique collection data is accompanied by good structured interview guidelines, namely interview guidelines that are prepared in detail so that they resemble the Check list, or to be asked. In this case, the researcher interviewed the English language teacher and students of SMK Negeri 4 Pinrang to obtain information.

### **3.6 Technique of Data Analysis**

In this research, technique of data analysis used by researcher is technique that is qualitative descriptive. This technique of data analysis was used to analyze data that is difficult to quantify such as an analysis of respondents' answers in the form of categories.

Every time the data is collected, the data is directly analyzed using analytical techniques that are qualitative descriptive. The researcher tries to analyze the data, manage the data, and draw conclusions from the data and describe and report what happened in the field (research location). In addition, the researcher analyzed the data using the inductive method of classifying data by describing the data that is specific and then analyzed to obtain general conclusions.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter presented the result of the findings. It was intended to answer the problems of the research. In finding, the researcher described the process of calculating and presenting result of the data. Whereas; in the discussion section the researcher will analyze the finding.

#### 4.1 Research Finding

The researcher did the research and got the complete data from all the research, the researcher had analyzed the data systematically and accurately. The data was analyzed in order to draw conclusion about the objective of the research.

Based on the formulation of the problem that has been stated in chapter I, namely the English learning process at the eleventh grade of SMK Negeri 4 Pinrang, what problematic are encountered English learning at the eleventh grade of SMK Negeri 4 Pinrang and how efforts are made to overcome the problematic in English learning at the eleventh grade of SMK Negeri 4 Pinrang. So in this chapter the author will explain three things that are the results of research conducted by researchers, namely:

#### 4.2.1 English Learning Process at the Eleventh Grade of SMK Negeri 4 Pinrang

##### 4.2.1.1 English Learning Process

##### 4.2.1.1.1 Learning Planning

Planning in the broadest sense is nothing but the process of preparing systematic activities to be carried out to make certain goals. The learning

implementation that is commonly realized in the form of an education syllabus that has been prepared can be achieved well, because in it there are methods, techniques or steps that have been systematically arranged. Basically, every teacher in a field of study is required to always prepare lesson plans for each lesson. From the results of the interview that the teacher did the planning before doing the process of learning English.

#### 4.2.1.1.2 Implementation of Learning

The implementation of English learning in class XI taught by Mom Ida which takes place every Monday and Thursday. Learning English takes place in a fairly representative class, adequate air ventilation and equipped with several facilities such as: 1 board, 28 to 35 seats for students, 1 chair and table for educators.<sup>33</sup>

Based on the results of observations that the researchers did the learning process starting with greetings and asking how the students were doing, as well as motivating students to be more active in learning English. In the teaching learning process using English and Indonesian as an introduction, although there are still many who use Indonesian. This is according to Mom Ida because not all students can understand and can speak English well and fluently. Because students do not use English in their daily lives.

From the observations that researchers conducted in learning English, it can be concluded that educators begin the learning process by saying their opening greetings, asking for news, greeting using English and providing motivation. Then enter English learning material, at the end of the meeting the teacher concludes learning and provides motivation to students to be more serious in learning English.

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<sup>33</sup>Observation on 21 January 2019

#### 4.2.1.1.3 English Learning Methods

Methods have an important role in achieving the success of learning. Likewise in English language learning, English educators must be able to understand and be able to find the right method and conditions according to the learning process, because there are many methods that affect students' absorption of learning material. The slow pace of absorbing students' learning depends on the educator in applying a method. If educators are able to use the method correctly, it is likely that the learning objectives will achieved efficiently and effectively.

From the results of interviews, the methods used in learning English in class XI include:

##### 4.2.1.1.3.1 Speech

Verbal information on learning material to a group of listeners to achieve certain learning goals in a relatively large amount. through lectures, several objectives can be achieved. With the lecture method, teachers can encourage inspiration for their listeners. The lecture method is suitable for use in learning with certain characteristics. Lectures suitable for the delivery of learning materials in the form of information and if the learning material is difficult to obtain.

This method is use to convey information, information or descriptions of a subject and problems verbally.

##### 4.2.1.1.3.2 Answer and Question

Question and answer method is a way of presenting lessons in the form of questions that must be answered, especially from the teacher to students, but can also be from students to teachers. This is in line with the opinion of Sudirman which means that "the question and answer method is a way of presenting lessons in the

form of questions that must be answered, especially from the teacher to students, but can also be from students to teachers."<sup>34</sup>

Further explained also by Sudirman states that the method of question and answer can be used as a driver and opening the way for students to conduct further searches (in order to learn) to various learning resources such as books, magazines, newspapers, dictionaries, encyclopedia, laboratory, video, community, nature, and so on.

Meanwhile, in the Technical Curriculum Guidelines it was stated that "the question and answer method is a way of teaching or presenting material through the submission of questions that lead students to understand the material. Pat Pattison in his book say that, " I have found that organising question and answer practice these ways creates greater learner enthusiasm, permitting constant repetition of basic language patterns without losse an interest."<sup>35</sup>

The use of this method properly and correctly will be able to stimulate students' interest and motivation in learning. Some things to consider in using the question and answer method are:

- 1) Material is interesting and challenging and has high application value.
- 2) Varies question, including closed questions (questions with only one possible answer) and open questions (questions with many possible answers).
- 3) The answer to that question is obtained from refining student answers.
- 4) Performed with good questioning techniques.

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<sup>34</sup>Ainamulyana, *Metode Tanya Jawab dan Prinsip*, (<https://ainamulyana.blogspot.com/2015/04/metode-tanya-jawab-dan-prinsip.html>)

<sup>35</sup>Pat Pattison, *Developing Communication Skills*, (Cambridge: Cambridge Uniiversity Press, 1987) p. 36

Based on the discussion above, it can be concluded that the question and answer method is a method of learning that is done by submitting questions that lead students to understand the subject matter in order to achieve the learning objectives. This method also is use to know and understand further the material that has taught to students. If students have answered correctly, the educator should only emphasize and reinforce the material.

#### 4.2.1.1.3.3 Discussion

The method of discussion in learning is a way of presenting / delivering material lessons where the teacher provides opportunities for students / groups of students who hold scientific talks to gather opinions, make conclusions or arrange various alternative solutions to a problem.

Discussion forums can be attended by all students in the class, small groups can also be formed. What needs to be considered is that students should actively participate in each discussion forum. The more students engage and contribute their thoughts, the more they can learn. It should also be considered the role of the teacher. When intervening and playing commands from the teacher, students will not be able to learn much.

This method is use to develop and further understand the material taught by educators. In discussions usually students are divided into several groups, then given a problem that can be a statement or question that is problematic to be discussed and solved together.

#### 4.2.1.1.3.4 Games

The game is a play activity that is purely looking for fun without looking for win or lose. Games are also interpreted as playing activities carried out to find pleasure and satisfaction, but are marked as winning or losing.

Based on the above understanding it can be concluded that the method of play is a series of learning systems playing by forming group members from different races, cultures, tribes. The game method prioritizes cooperation in solving problems to apply knowledge and skills to achieve learning goals.

This method is used in the form of games that are adapted to the learning material. The purpose of this method is how students do not feel bored in the learning process and are happy in receiving learning, so that in the learning process they do not feel tense or bored.

#### **4.2.2 Problematic in English Learning at the Eleventh Grade of SMK Negeri 4 Pinrang**

Students can have various difficulties and problems in learning English. They can make different mistakes in English pronunciation, grammar, orthography and vocabulary usage. There is a connection between the native language of a learner and the particular difficulties in learning and using English, and the kind of mistakes a learner typically makes in English pronunciation, grammar and vocabulary as there is native language interference in learning and using English.

Listening comprehension and speaking in English are the skills generally more frequently used than reading and writing in daily living in an English speaking country. Listening comprehension and speaking in English are more difficult and more important for learners to master than reading and writing.

Learning problems are a learning process that is faced with various problems, problems in learning can interfere, inhibit, make it difficult and even able to frustrate the goals to be achieved in the learning process.

Problems are things that cannot be separated from the process learning. Schools play an important role in the search for socialization because the effect of any problem is its influence on students. Therefore besides the family as an education center, the school also has the function as education center for the formation of personal children.

The researcher observed various problems that exist in learning English at SMK Negeri 4 Pinrang experienced by educators and students. In this study, mastery of foreign language learning among them was triggered by several factors, namely the factors of students, educators, methods, media, facilities, social factors, and psychological factors.

#### 4.2.2.1 Student Factors

Each student has a different level of ability between one another, the ability to capture lessons in the classroom and the attitudes and traits they display also very, this results in obstacles for educators in delivering learning. If an educator only pay attention to students who have a high level of ability, then the state of the class is not harmonious anymore as a result it will lead to jealousy in the hearts of students who do not have high ability, because they feel unattended.

From the observations the researchers stated that most students who were not able to do the assignments given by the educator when the learning process took place, some of the students only played during the lesson so that the educator focused



only on students who pay attention to the lesson because the educators felt tired in reprimanding participants students who don't pay attention.

The results of the above observations show that students become one of the problems of learning English, because of their lack of awareness about the importance of learning English. But not only that some factors from students can also be seen below:

#### 4.2.2.1.1 Motivation

Motivation is an essential condition of learning, learning outcomes will be more optimal if there is motivation, the more appropriate the motivation given will be the more successful that lesson.<sup>36</sup> Motivation plays an important role in providing enthusiasm and pleasure in learning. Students who have a strong motivation will have a lot of energy for learning activities. However, motivation in students can also be weak. Weakness or even the motivation to learn will lead to learning outcomes that are not ideal. Because it has become the task of educators to encourage the emergence of motivation in students to do or learn.

Motivation is an intrinsic factor that moves a person to do something. Students who have high motivation will go through the learning process with enthusiasm and enthusiasm. All learning activities are carried out without coercion (sincerity). The learning tasks provided by educators are done thoroughly.

Regarding learning English motivation is seen as one of the determinants of success. Students are not inanimate objects that can be formed according to the wishes of educators, but they also have a stake in determining the success or failure of the learning process that takes place. In observing and interviewing researchers to

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<sup>36</sup>Sardiman, *Interaksi dan motivasi Belajar Mengajar*,(Jakarta: PT Rajagrafindo Perseda, 2007) p. 84

students, it was shown that students generally thought that learning English was difficult. However, students who have great motivation in learning English try to find solutions to be able to master it.

As stated by a student, Putri, who said: “English for me was initially a difficult subject. However, I have a passion for learning English because English is an international language. In addition, the English teacher always encouraged me and motivated me to always study English”.<sup>37</sup>

With the existence of motivation, students can develop activities and initiatives so that they can direct and keep up harmony in conducting learning activities. “Actually we want to be smart to learning English like everyone else, but we also don't know how to get started so we can also like other people fluent in English”.<sup>38</sup>

From this information the researcher concluded that the first role of educators when initiating learning is as a motivator that motivates students to learn and gives an understanding of the importance of the material being studied. If motivation has grown, students will repeat the subject that they got at the madrasa when they returned home, so that the mastery of the material is getting better and the memory retention is increasingly strong. Conversely those who are not motivated will be seen from the lack of mastery of the subject that has been given before.

#### 4.2.2.1.2 Lack of Confidence

The important key in speaking a language is self confidence. When someone tries to speak English, they should have big confidence because it can help her/ him at least to still stand up and trying to continue their speaking as good as she/ he can. But the problem was most of the students have not confidence to speak English. Because

<sup>37</sup>Putri, Students XI Otomatisasi Tata Kelola Perkantoran, Interview on 24 January 2019.

<sup>38</sup>Zulfahmi, Student XI Teknik Bisnis Sepeda Motor, Interview on 24 January 2019.

they felt that their ability in English was not good, so they have no believeness that they actually can be good in English crearly if they were in high confidence. "My difficulty in speaking English was because of lack of self-confidence to speak so I could not speak English well."<sup>39</sup>

From the results of interviews with several students in learning English, there are some students whose willingness to speak English is very large. However, they lack confidence to speak so their ability to speak English is still very little.

#### 4.2.2.1.3 Difficulties in speaking English and lack of vocabulary.

In the process of learning English the problem for students is experienced when the least vocabulary is known. "What became my difficulty in speaking English was the lack of vocabulary that I had so that I could not speak English".<sup>40</sup>

Similar things were expressed by several other students, who explained the problems they experienced in the process of learning English."So, the problem is that we as English students when we want to apply by speaking in English we are overwhelmed because we don't have a lot of vocabulary that we know"<sup>41</sup>

Based on the results of interviews with students, it was concluded that speaking English with a minimum of vocabulary was a problem for students in speaking English.

#### 4.2.2.2 Educator Factors

The task of a teacher in his profession is that the teacher is an educator and as a teacher. An educator or teacher does not only focus on the high scores obtained by

<sup>39</sup>Nurhalisyah, Student XI Multimedia, Interview on 28 January 2019.

<sup>40</sup>M. Syahril, Student XI Teknik Kendaraan Ringan I, Interview on 28 January 2019

<sup>41</sup>Interview on 28 January 2019

students, but educators must be able to develop students' spiritual and emotional intelligence to be successful in the learning process.

An educator must be able to create the best learning atmosphere to support the success of learning. Therefore an educator must be able to use a variety of learning methods well, in accordance with the character of learning and the teaching and learning situations of students. One of the competencies that must be possessed by educators is transferring their knowledge well to students.

From observations made by researchers, educators were less able to apply and were also less able to control the atmosphere in the classroom when the lesson took place, this was seen from most students who played in class and did not pay attention to educators when explaining the lesson. So that the process of transferring knowledge does not occur to all students.

The results of the above observations show that educators who are less able to control the atmosphere, are less able to apply the method also are one of the problems in the problem of learning English. Not only that, several factors will be presented below:

#### 4.2.2.2.1 Ability to use English

In the process of learning English, educators do not fully educate using English.

The interview results of researcher towards Achmad Student XI Teknik Kendaraan Ringan II said that: Mothers only use English at the beginning of learning, and sometimes Mom uses English in the learning process, but not entirely. Mother also uses full English when she talks with children who are already good at speaking English, but when you talk to children who are still lacking in English sometimes you just adjust, we also do not impose the will on children to speak English because we know that their background affects the mastery of foreign languages (English).<sup>42</sup>

<sup>42</sup>Achmad, Student XI Teknik Kendaraan Ringan II, Interview on 28 January 2019

Based on observations made by researchers, it can be seen that English educators are quite proficient in using English. However, these educators do not fully use English in the learning process. This is done because not all students understand what is conveyed by educators when using English, because their abilities are still lacking and the educational background of students is different.

#### 4.2.2.3 Method Factors

In language learning, one aspect that often collides is in terms of methods. The success or failure of language learning is often assessed in terms of the methods used, because the method determines the content and way of learning the language.

Teaching methods in English have a very important role in the success of students in capturing the lessons given by the teacher. There are some students who understand what has been taught by the teacher and some do not understand, do not catch or sometimes get bored with what is taught.

Each type of learning method each has advantages and disadvantages. Therefore, in determining a method that will be used in the learning process, an educator must understand the strengths and weaknesses and be able to understand the level of character of the material to be taught, so that the use of a method is truly effective. from the interviews presented by Mutmainnah Student XI AKL researchers found information that the methods used by educators were not very good to be applied to them, "If we learn English, the teacher only explains in front of us, sometimes the teacher gives us assignments for us to answer in English."<sup>43</sup>

Based on the information above, researchers believe that successful learning must pay attention to variations in methods based on observation and comprehensive

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<sup>43</sup>Mutmainnah, Student XI Akuntansi Keuangan dan Lembaga, Inrterview 28 January 2019

analysis of the characteristics of students. Thus the introduction of educators to the potential of students is more maximal which will help educators in formulating material, methods, and media that are proper in the learning process. In addition, educators are also required to have comprehensive insight into the various learning methods available.

#### 4.2.2.4 Media Factors

Media is one factor to improve the process learning. Because of the wide variety of media, each has different characteristics. For that you need to choose it carefully and right so that it can be used effectively.

There are a number of things you must considered in choosing the media, among others: the intended learning goals achieved, accuracy, condition of students, availability of hardware and software, and costs.

In English learning activities, educators at SMK Negeri 4 Pinrang rarely use media. But sometimes this becomes a complaint for students.

"We learn English using only English textbooks, sometimes we also run out because the book stock is limited. So we just listened to the teacher explain. If we run out of books, sometimes we are confused by the explanation of the teacher who uses English"<sup>44</sup>

Based on the results of these interviews, the media used are still traditional because they still use textbooks so that students feel bored or bored when learning English, especially when the book stock runs out.

#### 4.2.2.5 Facility Factors

Given the importance of infrastructure in learning activities, students, teachers and schools will be directly related. Students will be more helped by the support of learning infrastructure. Not all students have a good level of intelligence so that the

<sup>44</sup>Risal, Student XI Tehnik Kendaraan Ringan 2, Interview on 28 January 2019

use of learning infrastructure will help students, especially those who have weaknesses in participating in learning activities. For teachers, they will be helped by supporting infrastructure facilities.

Learning activities will also be more varied, interesting and meaningful. While the school is obliged as the party most responsible for the management of all activities held. In addition to providing, the school also maintains and maintains the infrastructure that it already has. Facilities can be interpreted as everything that can help and facilitate the implementation of learning. What is meant by facilities here is hardware to support the learning process, such as English books, libraries, projectors, and so on.

Facilities owned by the school to support learning are still limited, including language laboratories, projectors, and English books. "Language laboratories do not yet exist because the building or school now occupied is fairly new so that the facilities that owned are still lacking."<sup>45</sup>

Based on the results of the interview above, it shows that the facilities available at 4 Pinrang Vocational High Schools are still very minimal, because of these conditions so that teachers and students are still very limited in developing their language knowledge, especially English.

#### 4.2.2.6 Social Factors (Environment)

Something that cannot be denied is that the existence of students who are less successful in mastering English in this case is related to the problem of the ability to speak, write, hear, and read. Solely not because of the mistakes of the English teacher, but the lack of support for environmental conditions also greatly affected.

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<sup>45</sup>Ida, Teacher SMK Negeri 4 Pinrang, Interview on 07 February 2019

Like the school environment is a directed, organized and planned educational environment. This environment includes all aspects related to the learning process. Because when the school environment or the place where they study always uses English, the other students will be encourage and try to speak in English. In our school, we are not required to always use English if we are in the SMK Negeri 4 Pinrang environment, the same thing was also expressed by the Principal of SMK Negeri 4 Pinrang who explained the language used in the school environment. We as teachers at SMK Negeri 4 Pinrang do not demand that our students use English because we know that if it is done it will burden other students who are not able to master English fluently.<sup>46</sup>

Based on these conditions, researchers concluded that, students need the widest possible space in the form of an environment that supports the exploration of the language skills they have. The most dominant language environment in learning English is the formal environment. While the informal environment is very limited not to say no. Because the formal environment is school, what is important for every school to have is professional educators. Because only professional educators are able to think, formulate and practice learning that leads to the goal clearly.

Indeed, to make goals, it takes hard work, financial support, and high commitment from all related elements. Principals, educators, education staff, students, and parents / guardians. The point is communication so that development ideas formulated by the madrasa can be understood and get support from parents / guardians of students.

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<sup>46</sup>Ida, Teacher SMK Negeri 4 Pinrang, Interview on 07 February 2019



#### 4.2.2.7 Psychological Factors

Learning attempts to change uneducated students into educated students, students who do not yet have knowledge about something become knowledgeable students, students who still have negative attitudes become positive attitudes. From the process, certain constraints will arise that can cause a decrease in student interest in learning. One of them is on the psychological aspect.

In terms of mentality, each person's mental capacity, emotions, and intelligence are different. The ability to think affects many things, such as the ability to learn, solve problems, and speak. Children with high intellectual abilities will have good language skills. intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment. intelligence also is people ability to think and act in order and also handle and master the environment effectively. Therefore high intellectual ability, good language skills, and emotional control in a balanced way find the success and intelligence in children's social development. according to Irma's confession about English that he felt insecure when learning English especially when he wanted to speak English "Sometimes we want to speak in English but we also feel uncomfortable with other friends. We also sometimes feel scared and feel embarrassed when we speak English because it is said to be smart, knowingly using English."<sup>47</sup>

From the results of the interview, the researchers found that the students of SMK Negeri 4 Pinrang still felt awkward in using English for their daily lives. In addition, there are no binding rules so they don't feel wrong if they don't use English.

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<sup>47</sup>Irma, Student XI Multimedia, Interview on 24 January 2019

### 4.2.3 Efforts are Made to Overcome the Problematic in English Learning at the Eleventh Grade of SMK Negeri 4 Pinrang

Basically, every learning process is inseparable from obstacles and obstacles, as well as learning English at SMK Negeri 4 Pinrang. The above have been presented various problems of learning English faced by both educators and students. As the goal of learning English which has been stated in the earlier discussion, namely as a communication tool, the mastery of students towards English is a matter that should be the main concern of educators and schools.

Of the various problems encountered in English learning students of SMK Negeri 4 Pinrang. So there needs to be an effort made by several parties to overcome the problem of English learning in SMK Negeri 4 Pinrang students as follows.

#### 4.2.3.2 Efforts made by English Language Educators

##### 4.2.3.2.1 Cultivate student motivation by:

4.2.3.2.1.1 Educator explain to students about the importance of learning English

4.2.3.2.1.2 Educator teach English with enthusiasm

4.2.3.2.1.3 Educator require students to have English-Indonesian and Indonesian-English dictionaries and other English books.

4.2.3.2.1.4 Make the classroom atmosphere pleasant.

4.2.3.2.1.5 Educator require students to memorize vocabulary in every English language learning

4.2.3.2.1.6 Educator are accustomed to using English in the process of learning English so that students are used to using English

4.2.3.2.1.7 Encourage students not to assume that learning English as a burden / difficult

- 4.2.3.2.1.8 Continue to motivate students not to despair in learning English
- 4.2.3.2.1.9 With different backgrounds and abilities between one student and the other students the educator is always ready to give guidance to students who face difficulties in learning English
- 4.2.3.2.1.10 Growing feelings of love for learning English,
- 4.2.3.2.1.11 Explain to students about the benefits of language so that they are diligent in learning English
- 4.2.3.2.1.12 Educator always try to use media in learning English because with the media the students are able to easily understand what the teacher wants to convey in the learning, and not only that with the media also the teacher and students are more active in carrying out the learning process while increasing the enthusiasm of student learning from the general boredom of learning to lazy students saturated in learning.
- 4.2.3.2.1.13 Educator use media / teaching aids to explain and simplify English learning material
- 4.2.3.2.1.14 The lack of facilities owned by schools such as LCD, language laboratories, is indeed recognized by educators that the limited facilities possessed by schools can hinder the achievement of learning objectives, but with limited facilities does not mean stopping learning English. He always tries to encourage students to take advantage of existing facilities such as books that are different in the library and anything that can be used as a facility that can support the achievement of learning.

From the efforts made by educators in overcoming learning problems the English language has not fully fulfilled the requirements, so there are still many

among students who have not been able to understand English. In the learning process there are two elements that cannot be separated between educators and students. Students have a very large presence in the process of self-development. But in such circumstances can not be separated from difficulties or problems especially for new students who get English subjects that have never been met before.

#### 4.2 Discussion

After describing and analyzing the data, it can be known the information about how the role of the family, teacher and facility is. Mainly, the family, telling have play the role properly, like motivating the pupils, giving facilities, telling the importance of English leaning, but it only for some of the students. Most of students do not feel the role of the family in supporting English learning. Therefore the family should give more attention, motivation, guidance and monitoring, in order to make them more interest to learn english.

There are so many ways to solve the learning English problem. According to experts one of the solution to solve the learning English problem is use the tehniquee. But the teacher should remember to use tehniquee that cover the spectrum of learners needs. It means that the teacher must sure that the tehniquee were helping the learning process and appropriate with the tasks. It also has to be meaningful In the other hand, some English teacher also told that the motivation of the students is too limit. They actually know that English is important to be mastered but there was some problems that make them not confident to speak up in front of their friends whom sometimes will laughed to every mistakes that she or he done.

In the other hand, the student"s motivations were limited. So, the big task for the teacher is provide intrinsically motivating techniques. Give them the suggestion

that everyone is special and everyone has opportunities to be success. So that, everyone has an opportunities also to show her or himself up in everything in learning English . Help them to see how the activity will give benefit and use for them.

The researcher believe that all of them were knew that English was so important in their life, both today and tomorrow or even some years later. In the way of motivate them, the teacher have to make an approach to every students. Not only an active student but all of the students. Make them sure that they all can now more about English and English would be useful for their next life. Make them feel comfort with their teacher so there were no deep limitations between the students and the teacher and it will make them believe to share every difficulties, every problem they faced in learning English.

Actually, the big motivation is note come from another people but come from ourselves. So the students themselves must motivate themselves. The obligation of the teacher is only to help them open their mind and give a little quality of motivation.

From the finding above we can fine also the learning English problem that is lack of confidence. English is indeed no longer an unfamiliar language in the academic and student environment, especially in the morning students in schools that have high standards or are international-based, using foreign languages is not a strange thing, of course. Many students are required to be able to speak bilingual (both languages), either using Indonesian or English, or even a mixture of other foreign languages. However, although English itself has become one of the languages of instruction in many schools, there are still many students who are still hesitant to speak English clearly. Not only is there a lack of practice, but it can also be because

many are lazy to say various kinds of conversations using English. One of the most basic reasons is not confident in speaking English.

Another solution to solve the learning English problem is give opportunities as much as possible to all of the students, not only a certain students but all. In one class, usually there are some dominant students.

Another solution to encourage the students to learning English is the teacher should speak it as often as possible. If the teacher shies about speaking English, how can she expect the students to overcome their fears about speaking English. The more the teacher practice the more she/ he will improve her/ him own oral skills as well as help the students to improve theirs.

The researcher has explained before that the teacher have to use an interesting strategies to make the students interest in the subject because states that encourage the development of speaking strategies can be a way for designing English speaking class.

However, an interesting class and interesting strategies used by the teacher could be increased their interest to learn. Talking about strategy, actually not only the teacher who needs the strategy, but also the students. They have to develop their personal strategies for accomplishing oral communicative purposes. Every person has their own strategy to solve their problems. Not only the problems of their life but also their problems in learning something especially in learning English speaking. The strategy would be different between one student and other students. The subject matter of these cases was the students of junior high school; they actually need some strategies controls from the teacher.

Another ways to solve the speaking English problems or students confidents is by using group work. A Course in Language Teaching “, at least there are five ways to solve the problems of speaking. The first one is by using group work. By using it, the students more active to speak because they were in smaller environment so they can express everything more confidently. It was in one line, one of the things that the teacher can do to help the students problems in speaking is big group and small group. So that the researcher concludes that using group work is one solution to encourage the students to speak English. But however the teacher has to controls them in their group. Because sometimes when the students work in pairs or groups they just end up chatting in their own language.

From the finding above not only learning English problem comes from the students but also from the teacher, such as ability to use English, base on observation made by researcher, it can be seen that English teacher are quite proficient in using English. However, these teacher do npot fully use English in the learning process. This is done because not all students understand what is conveyed by teacher when using English, because their abilities are still lacking and the educational background of students is different. that's the importance of a teacher must have more ability to what he will teach because if it's not like that the teacher will make students not develop and only know the lesson is only a little.

The English teacher of SMK Negeri 4 Pinrang has played his role properly. It can be seen from the data analysis, where most of the task and characteristics of a teacher has been done, for example having nice attitude towards pupils, motivating the students to like English, inspiring the students to be able in English. And enjoyment of pupil relationship. The teacher only expected to make variety strategies

and technique, and to give more clear explanation while teaching. Because there are some students who still can not understand and comprehend the lesson was given.

Based on the results of the discussion described above the researchers found that the factors of the teacher influencing the learning process of students in SMK Negeri 4 Pinrang was a method factor, media factor, facility factor, social factor, and psychological factor.

Method factor, There are so many methods of teaching or strategies in English class to make them speak English up. But unfortunately the teachers did not use it because of some reasons. Most of the teachers only use the traditional strategies. It is better for the teacher to find out the creative strategies in teaching.

Today is modern era with many kinds of everything which can be found in everywhere. Both teachers and the students they can find everything they need in the internet. The students in third era are the extraordinary students with their ability in some aspect like technology as one of their ability. But the teacher should remember that they are teacher who have to be cleverer and more creative than their students.

Unfortunately, only some teachers who have realize about the important of their creativity in teaching and learning process. For example when the researcher conducting the class observation, the teacher use uninteresting strategy in the learning process. She just asked the students to wrote down some materials like some of the expressions, then she asked the students to translate and read it without practicing it in what condition they could used that expressions.

After the class activity was end, it was useless. Most of the students have no impression during the learning process. If the teachers have creative strategies, they



would like to present the material in a good way included an interesting strategy or method. For example the teacher can ask the students to come forward and act as like they were the other people. For example one of the students as doctor and the other students as patient then they have to make conversation between a doctor and patient at a medical clinic.

The era has been changed in this time. Sometimes the old method was not suitable with the students. They need another new strategies to make them interest to learn English and force them to speak English appropriately. If the teacher provides the material without using the interesting strategies, it would be make some students have no motivation to learn it. So one of the ways to solve the speaking problems is by using the interesting strategies during the learning process. For example group work, telling stories, discussion, and many others.

a method very important in increasing the level of students' understanding of learning, therefore a good method would supporting the success of learning but in reality what happens in the field does not match what is expected, many of the students complain by the way the teacher teaches that only explains the material in front of the student then gives the task without understanding what the students explained earlier in detail and in depth . So from that the teacher must pay attention to both the way of teaching and using the best method with the needs and abilities of the students.

Media factor, Learning Media is a tool used to show certain facts, concepts, principles or ways to seem more concrete / concrete. The tools are intended to give a more concrete experience, motivate and enhance the absorption and memory of students in learning. but what happens in the field is that students feel bored and

saturated in class because they only use books as the only media in teaching, so the learning process or interaction between teacher and students is not very effective.

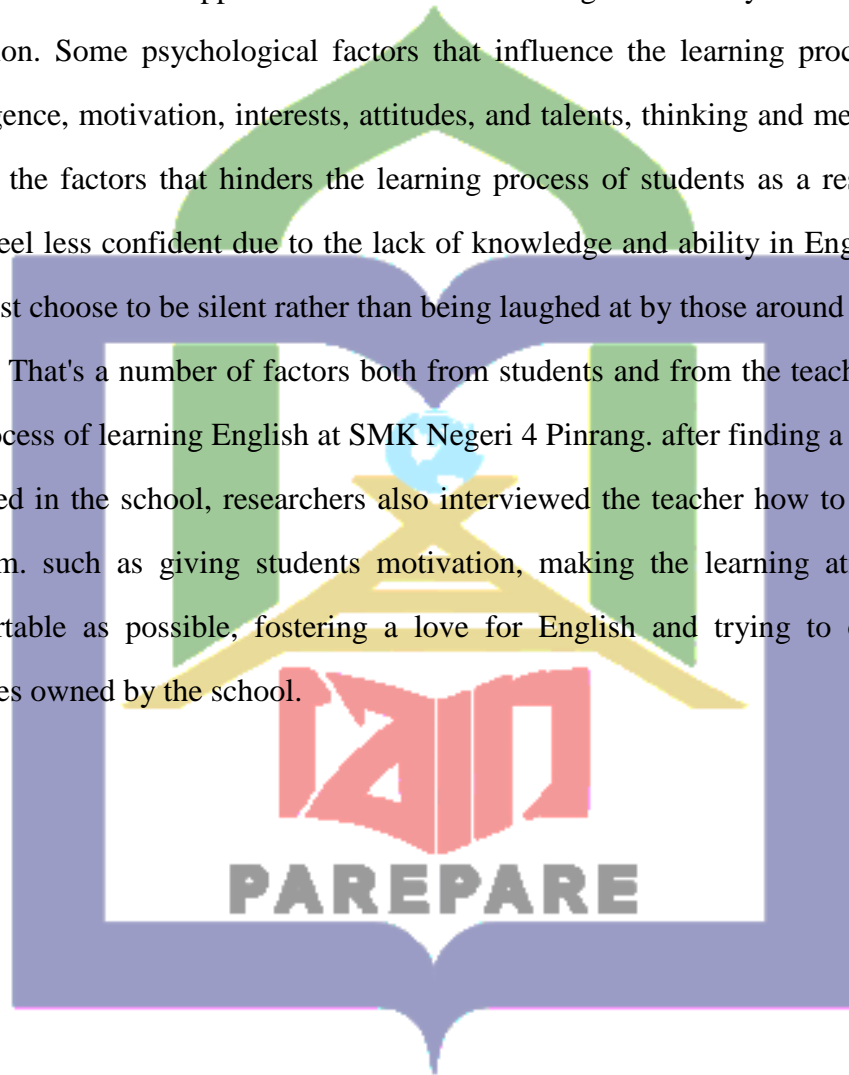
Facility factor, the learning facility of SMK Negeri 4 Pinrang can be categorized into standard category, where the school only provides textbook as the media of learning, there are no additional text reading such as magazine, novel, or other different English textbook. Teaching aids like pictures, vocabulary cards, moreover language laboratory, are not provided. The classroom can not be said as a proper place to study, because the condition is not so good, and most of students feel bad while learning.

Social factor, The environment also plays an important role in language learning which in this case is English which the author specifies at students at the eleventh grade of SMK Negeri 4 Pinrang. The role of the environment here is where as a place or means for students to express and apply the use of English that has been learned in communicating in everyday life.

The environment will greatly affect the motivation of students to improve their abilities, especially speaking ability, where speaking skill is one of the abilities that can determine the extent of our knowledge about the application of English itself. This is because when learning a language, the most important thing in language learning is the practice of using the language itself by referring to the purpose of language learning, that is, being able to use the language into everyday language. Therefore, environmental factors greatly determine the interest and motivation of English education students in improving their speaking skills. But in reality the current condition of the school is very far from what is expected so that the teacher is overwhelmed to build an English-speaking environment in the school.

Psychological factor, Psychological factors are someone's psychological state that can influence the learning process. Psychological factors that influence the success of learning include everything related to one's mental state. The mental condition that can support the success of learning is a steady and stable mental condition. Some psychological factors that influence the learning process between intelligence, motivation, interests, attitudes, and talents, thinking and memory. this is one of the factors that hinders the learning process of students as a result many of them feel less confident due to the lack of knowledge and ability in English itself so they just choose to be silent rather than being laughed at by those around them.

That's a number of factors both from students and from the teachers found in the process of learning English at SMK Negeri 4 Pinrang. after finding a problem that occurred in the school, researchers also interviewed the teacher how to work on the problem. such as giving students motivation, making the learning atmosphere as comfortable as possible, fostering a love for English and trying to optimize the facilities owned by the school.



## CHAPTER V

### CONCLUSION AND SUGGESTION

After presenting the research findings and discussions in previous chapter, the researcher draw conclusion and offer some suggestions based on the researcher that was done at SMK Negeri 4 Pinrang.

#### **5.1 Conclusion**

After describing the results of research on students of SMK Negeri 4 Pinrang about the problem of learning English in students of SMK Negeri 4 Pinrang, the researcher can conclude that.

##### **5.1.1 The learning process consists of planning and implementing learning.**

The method that is often used by educators is the method of lecture, question and answer, discussion, and games. At the end of learning, educators always give motivation and test learning outcomes both daily, assignments, midterms, and final school examinations.

##### **5.1.2 Problematic English learning at the eleventh grade of SMK Negeri 4 Pinrang.**

Consists of several factors including student factors consisting of motivation, lack of confidence, Difficulties in speaking English and lack of vocabulary. Next is the educator factor which consists of the ability to use English, besides that there are also factors of methods, media, facilities, social (environmental) factors and the last factor is the psychological factor of students.

### **5.1.3 Efforts are made to overcome this problem, namely:**

5.1.3.1 Educator by giving motivation to students and advocating for speaking English while in the school environment, making the classroom atmosphere pleasant, educators always using the media in learning English, educators using media / teaching aids to explain and facilitate language learning materials English.

## **5.2 Suggestions**

### **5.2.1 To Students**

5.2.1.1 should always try to add new vocabulary and expression phrases in English.

5.2.1.2 should always practice and get used to speaking English with anyone who is capable.

5.2.1.3 should always ask competent people in the field of English if they find difficulties.

### **5.2.2 To Educator**

5.2.2.1 provides motivation to students, choosing methods and learning media that are proper to the needs of students, in delivering material try to use an introduction to English so that students are accustomed to listening to it, and always give memorization of vocabulary for students to speak.

### **5.2.3 To the Principal**

5.2.3.1 the school should prepare facilities and infrastructure such as projector, textbooks, and language laboratories.

5.2.3.2 the school programs English language villages every semester to improve the ability of students.

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# APPENDICES



## The Guidelines Interview

Teacher of SMK Negeri 4 Pinrang

1. a. How do you provide motivation to students so that students are enthusiastic and interested in learning English?  
b. How do you provide motivation to students so that students are diligent in following the process of learning English?
2. a. Is the guidebook that you use teaching in accordance with the needs of the students?  
b. Are available source books or learning media related to English subject matter?
3. What language do you use in delivering lessons?
4. What difficulties did you experience when delivering English material?
5. Do the approaches and strategies or methods that you use in learning?
6. In presenting English material, are you only focused on one method or are there other methods?
7. According to the father / mother as an English educator, can the facilities owned by SMK Negeri 4 Pinrang support the achievement of the purpose of learning English?
8. What supporting factors did you face during teaching?
9. What are the inhibiting factors that you face during teaching?
10. What solutions did you give?
11. What is the interest or enthusiasm of students in learning English?

12. How do you deal with and help students when experiencing difficulties and boredom in accepting lessons, and make the class stable and conducive (Controlled)?
13. According to the father / mother, does the environment affect students' English language skills?
14. What efforts have been made by the father / mother as an English language educator to overcome the problems of learning English?



Student of SMK Negeri 4 Pinrang

Nama :

Kelas :

Hari/tanggal :

1. Are you always given motivation related to English?
2. Are the learning resources or media used by educators appropriate for English learning material?
3. Do educators always prepare books related to teaching material?
4. What is the method of educators in opening learning English in accordance with the material presented?
5. Do educators always use English when teaching?
6. Are you happy with the strategies or methods educators do in teaching English?
7. Do English educators use a variety of strategies or methods in teaching English?
8. Can the facilities owned by the school support English learning?
9. Are the facilities provided are adequate in the process of learning English?
10. Do you feel good when learning English?
11. Do educators always hold games in every English language learning?
12. Do you think the environment has an effect on English language skills?
13. Do you think that educational background has an influence on English language skills?
14. What difficulties do you experience in learning English?

## Field Notes

Method of collection data : Interview  
Day / Date : Thursday 07 February 2019  
Location : Teacher's office  
Data source : Mom Ida

Informants are English language educators from SMK Negeri 4 Pinrang. The questions asked about motivation, the media used in learning English, the language of instruction, methods, supporting factors and obstacles faced, and efforts made by educators in overcoming learning problems in English student at eleventh grade of SMK Negeri 4 Pinrang.

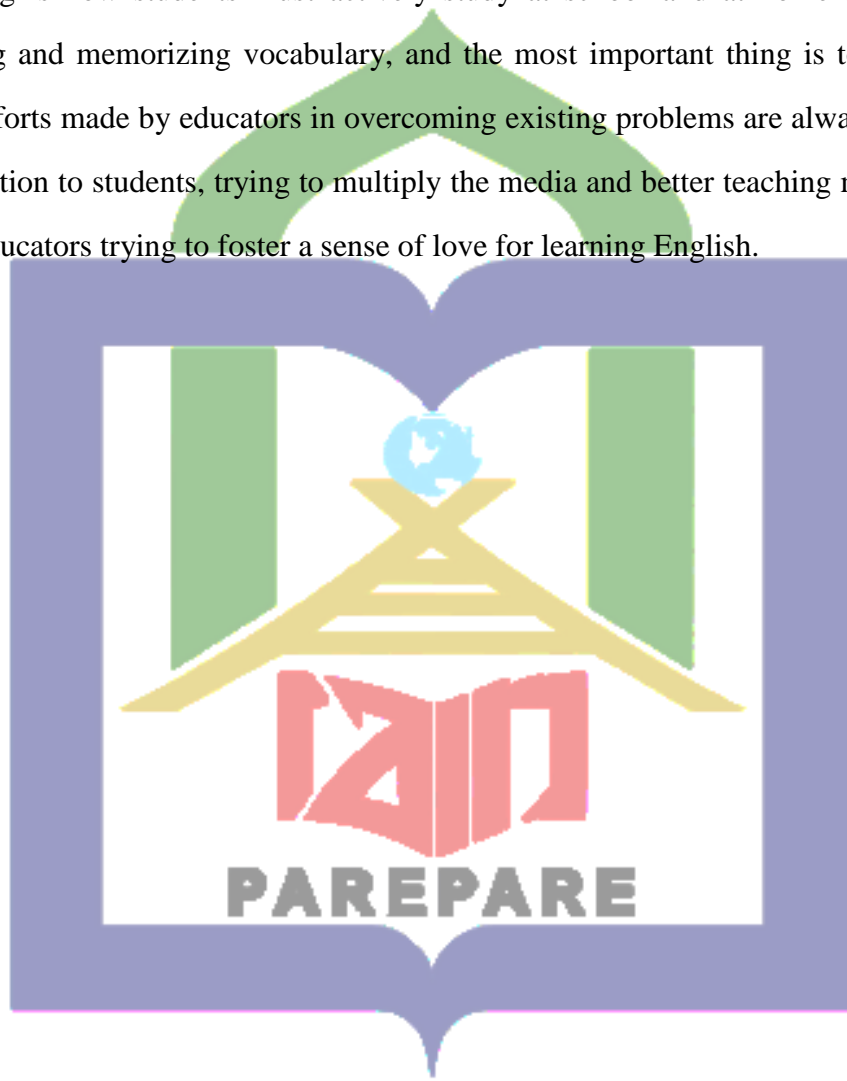
Media commonly used by mothers include textbooks relating to English, boards, markers, and other teaching aids. According to her the media is everything that can be used in learning and can facilitate learning.

While the method used is the lecture method, question and answer, discussion, games, which of course will make students excited and happy to follow the learning process. English language. The introductory language commonly used is English but, more often, uses Indonesian when explaining teaching material to students because there are still many students who still don't understand English.

Learning support factors include infrastructure such as books, and other teaching materials. While the inhibiting factor is the lack of interest of students in learning English so that they are not really serious in learning, a conducive learning

atmosphere and limited school facilities such as English language books, language laboratories that can be used to increase students' language skills.

The solution offered by mothers to students in improving English language learning is how students must actively study at school and at home and multiply reading and memorizing vocabulary, and the most important thing is to practice it. The efforts made by educators in overcoming existing problems are always providing motivation to students, trying to multiply the media and better teaching methods, and also educators trying to foster a sense of love for learning English.



Method of collection data : Interview  
Day / Date : Thursday 24 January 2019  
Location : Class XI OTKP  
Data source : Putri XI OTKP

The informants were students of SMK Negeri 4 Pinrang XI OTKP, the questions raised were related to the motivation of educators, methods, use of English when teaching, facilities owned by schools, environmental influences, and of course the problems experienced in learning English.

From the interview results it is known that educators often provide motivation when teaching as well as to be really serious about learning English because English is an international language. But in our opinion English is very difficult what else to say and sometimes the meaning is also difficult for us to know. The method usually used by educators is the lecture, question and answer method, and educators also sometimes use games when they see friends getting bored with learning. In learning English, educators use English as the language of instruction, but the most dominant use Indonesian because the English language skills of students are still lacking. While the facilities owned by the school are still very minimal so this is one of the inhibiting factors for us in improving our language skills such as the lack of books that are relevant to English, language laboratories that currently do not yet exist even though in my opinion the laboratory is very beneficial in improving English we.

The school environment is less conducive and there is no awareness of my friends especially myself to speak English. If the students in SMK 4 Pinrang use English every day, then the others will be motivated and motivated to speak English,

so we think there is a need for regulations that bind students so that students will get used to communicating with English even though at first indeed difficult. Another problem faced is the difficulty of speaking English itself due to lack of vocabulary that we have so we lack material for speaking, it is all because when given vocabulary we rarely practice it so it is easy to forget even disappear.



Method of collection data : Interview  
Day / Date : Thursday 24 January 2019  
Location : Class XI TBSM  
Data source : Zulfahmi Bahtiar XI TBSM

The informants were students of SMK Negeri 4 Pinrang in class XI TBSM, the questions raised were related to the motivation of educators, the media, the use of English when teaching, facilities owned by schools, environmental influences, and of course the problems experienced in learning English.

From the interview results it is known that educators rarely provide motivation when teaching because educators usually start lessons immediately. In connection with the instructor's information obtained from informants said that the media used by educators in teaching according to him was appropriate with English learning material as well as the books prepared were also in accordance with teaching material. In learning English, educators rarely use English when teaching because of the lack of English proficiency of students. While the facilities owned by the school are still very minimal so this is one of the inhibiting factors for us in improving our language skills such as lack of books, lack of language laboratories and various other facilities that schools should prepare.

But in my opinion learning English is also very enjoyable especially when we are told by the teacher to go up in front of the class to read dialogue with other friends, and the difficulty is when we are told to interpret sentences while our vocabulary is still lacking and how to read English sentences sometimes hard to mention.



Method of collection data : Interview  
Day / Date : Monday 28 January 2019  
Location : Class XI MM  
Data source : Nur Halisyah XI MM

The informants were students of SMK Negeri 4 Pinrang class XI MM, questions asked were related to the motivation of educators, methods, use of English when teaching, facilities owned by schools, environmental influences, and of course the problems experienced in learning English.

From the interview results it is known that educators rarely provide motivation when teaching. In learning English, educators use English as the language of instruction, but the most dominant is using Indonesian because the English language skills of students are still lacking.

Sources or media used by educators are correct as well as books used for teaching. The method usually used by educators is the lecture, question and answer method, and educators also sometimes use games when they see friends getting bored with learning and that's what makes us happy and excited again in learning

But the facilities owned by the school are still very minimal so we are limited to developing our abilities so that our English is still lacking, especially sometimes we are also not confident to be able to get used to speaking English because there is no language laboratory that can be used to focus on learning English.

Method of collection data : Interview  
Day / Date : Monday 28 January 2019  
Location : Class XI TKR I  
Data source : Muh. Syahril XI TKR I

The informants were students of SMK Negeri 4 Pinrang class XI TKR I, the questions raised were related to the motivation of educators, methods, the use of English when teaching, school facilities owned, environmental influences, and of course the problems experienced in learning English.

From the interview results it is known that educators rarely provide motivation when teaching. But in our opinion English is very difficult what else to say and sometimes the meaning is also difficult for us to know. The method usually used by educators is the lecture, question and answer method, and educators also sometimes use games when they see friends getting bored with learning. In learning English, educators use English as the language of instruction, but the most dominant use Indonesian because the English language skills of students are still lacking. While the facilities owned by the school are still very minimal so this is one of the inhibiting factors for us in improving our language skills such as the lack of books that are relevant to English, language laboratories that currently do not yet exist even though in my opinion the laboratory is very beneficial in improving English we.

The school environment is less conducive and there is no awareness of my friends especially myself to speak English. If the students in SMK 4 Pinrang use English every day, then the others will be motivated and motivated to speak English, so we think there is a need for regulations that bind students so that students will get

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Nomor : B. 164 /In.39/PP.00.9/1/2019  
 Lampiran : -  
 Hal : Lzin Rekomendasi Penelitian

Kepada Yth.  
 Kepala Cabang Dinas Pendidikan Provinsi Sulawesi Selatan Wilayah X  
 di  
 Tempat

*Assalamu Alaikum Wr.Wb.*


Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri (IAIN) Parepare :

Nama : HARJUNA  
 Tempat/Tgl.Lahir : TEPPU, 15 Maret 1996  
 NIM : 14.1300.160  
 Jurusan/ Prodi : Tarbiyah dan Adab/ Pendidikan Bahasa Inggris  
 Semester : IX (Sembilan)  
 Alamat : Kel. Teppo, Kec. Patampanua, Kab. Pinrang

Bermaksud akan mengadakan penelitian di SMK Negeri 4 Pinrang dalam rangka penyusunan skripsi yang berjudul :  
 "PROBLEMATIC ENGLISH LEARNING STUDENTS AT THE ELEVENTH GRADE OF SMK NEGERI 4 PINRANG"

Pelaksanaan penelitian ini direncanakan pada bulan Januari sampai selesai.  
 Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih.

3 Januari 2019  
 Rektor,  
 Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)  
  
 Muh. Djunaedi



PEMERINTAH PROVINSI SULAWESI SELATAN  
 DINAS PENDIDIKAN  
 CABANG DINAS PENDIDIKAN WILAYAH X  
 (Kab. Pinrang, Enrekang, Tana Toraja)  
 Jl. Basuki Rahmat No.32, Watang Sawitto, Pinrang, Kode Pos 91213

**REKOMENDASI**

Nomor : 867/028-CD.WIL.X.1/DISDIK

Berdasarkan Surat Rektor Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Parepare Nomor : B.164/In.39/PP.00.9/12/2019 Tanggal 9 Januari 2019 Perihal Izin Rekomendasi Penelitian dalam rangka penulisan Skripsi, maka Kepala Cabang Dinas Pendidikan Wilayah X memberi Rekomendasi kepada :

Nama : HARJUNA  
 Nomor Induk Mahasiswa : 14.1300.160  
 Program Studi : Tarbiyah dan Adab/ Pendidikan Bahasa Inggris

Dengan Judul :  
 "PROBLEMATIC ENGLISH LEARNING STUDENTS AT THE ELEVENTH GRADE OF  
 SMK NEGERI 4 PINRANG"

Lokasi Penelitian : SMK Negeri 4 Pinrang

Demikian rekomendasi ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Pinrang, 16 Januari 2019

A.n. Kepala Cabang Dinas Pendidikan Wilayah X  
 Kepala Sub Bagian Tata Usaha

*[Signature]*  
 Dra. Hj. A. ASRIANI, M.Pd  
 NIP. 19610913 198003 2 001

Tembusan Yth :  
 1. Kepala Dinas Pendidikan Prov. Sulawesi Selatan (Sebagai Laporan).  
 2. Peringgal.



PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN WILAYAH X  
**UPT SMK NEGERI 4 PINRANG**

Jalan Poros Benteng Maccubbu Email:smkn4.prg@gmail.com Kab. Pinrang

**SURAT KETERANGAN PENELITIAN**

NOMOR: 410.41/200-SMKN.4/PRG/2019

Yang bertanda tangan dibawah ini Kepala UPT SMK Negeri 4 Pinrang menerangkan bahwa :

N a m a	: HARJUNA
N I M	: 14.1300.160
Tempat / Tgl Lahir	: Teppo, 15 Maret 1996
Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Adab IAIN Parepare
Alamat	: Teppo Kab. Pinrang

Telah melaksanakan Penelitian yang berjudul " **PROBLEMATIC ENGLISH LEARNING STUDENTS AT THE ELEVENTH GRADE OF SMKN 4 PINRANG** " yang dilaksanakan pada tanggal 21 Januari 2019 s.d 21 Februari 2019.

Demikian keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Pinrang, 22 Mei 2019



Pertinggal,-

# DOCUMENTATION

## OBSERVATION



## INTERVIEW



## CURRICULUM VITAE



**HARJUNA**, The writer was born on March 15<sup>th</sup>, 1996 in Pinrang. His father's name is Haswing and his mother's name is Hariani. He is the first child from two siblings. He has one young sisters. He lives in Teppo, Pinrang regency with his family.

He began his study in Elementary school at SD Negeri 257 Teppo, Patampanua, Pinrang regency from 2002 until 2008.

The writer stay in Teppo with his parents for his last grade and graduated on 2008. After that, He continued to Junior High School in SMP Negeri 2 Patampanua, Pinrang and graduated on 2011. Next, in the same year, He registered in SMK Negeri 4 Pinrang and graduated on 2014. Then, He continued his study at the same year in State Islamic College (STAIN) Parepare which had been changed to State Islamic Institute (IAIN) Parepare and took English Education Program of Tarbiyah Faculty. He completed his study of English Education Program with the tittle of skripsi "Problematic in English Learning at the Eleventh Grade of SMK Negeri 4 Pinrang".