

The Influence English Language Difficulties on Learning Outcomes among Children: A Case Study of State Junior High School

Putri Fadillah¹, Rini Fadhilah Putri², Siti Mayang Sari³

¹²Universitas Muslim Nusantara

³Universitas Bina Bangsa Getsempena

Correspondence e-mail; rinifadhilah@umnaw.ac.id

Article history

Submitted: 2023/03/15; Revised: 2023/05/18; Accepted: 2023/06/30

Abstract

In Indonesia, English is a foreign language to be studied both at school institutions and not. Students and teachers still face many obstacles in the learning process, especially in English proficiency. Various responses can be found in class related to these problems, especially on students' language difficulties, students' attitudes during the learning process. With these problems, student learning outcomes and participation in learning activities and groups could be more effective. So, in conversation material, students have yet to show maximum seriousness and learning outcomes. This study aims to describe the difficulties faced by students in learning English and the causal factors related to student conversations. This study used a qualitative approach with interview instruments, journal literature, and analyzing student learning outcomes. Analysis of research data was carried out in three ways, namely interviews, reviewing journals, drawing conclusions, and verifying student learning outcomes. Research data were analyzed in three ways: interviews, reviewing journals, drawing conclusions, and verifying student learning outcomes. This occurs as a result of different levels of English mastery and learning outcomes according to assessment standards.

Keywords

learning difficulties; english; conversation;



© 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution 4.0 International (CC BY SA) license, <https://creativecommons.org/licenses/by-sa/4.0/>.

1. INTRODUCTION

In the era of Society 5.0, it is necessary to develop the ability of students to master foreign languages. Indonesia has become part of the MEA (ASEAN Economic Community), and like the millennial generation, technologically and scientifically, they can master foreign languages well and in learning become the foundation for learning (Mukadimah & Sahayu, 2021). English is an international language used to interact and communicate with the rest of the world in society, as a nation in education. Government regulations requiring students to study English lessons from elementary to high school (Villafuerte & Mosquera, 2020). Even though the field being studied has nothing to do with English, all study programs at the tertiary level are required to take part in learning English. This shows how important it is to have foreign language skills, especially English and academically can support a career in the world of work (Baroya, 2018).

Students who are proficient in listening, speaking, reading, and writing are a form of someone who can communicate (Shafira & Santoso, 2021). This also holds true for the alleged English learning process, which classifies listening, reading, and speaking as productive skills (Y. P. Chen, Lee, & Wong, 2016). Experts argue that proficiency in a language can only be achieved by mastering speaking. However, this is only partially accurate. In addition, the most important thing for students is to be able to write in a foreign language (Spada & Lightbown, 2019). For example, to interact with e-mail when we open the Internet, we have to be able to read carefully and write with the right language structure.

There are three language components, namely pronunciation, vocabulary, and grammar which are very important in supporting the four skills of these students' abilities (Zuhaidah, 2020). A qualified English teacher is needed to produce quality students who can speak English as fluently as possible. Furthermore, balanced education must be given for mastery of the material and practice. Struggles to design the perfect language course (Z. Chen et al., 2021). A language teacher must be familiar with the subject matter and each student's proficiency level. The desired learning objectives will only be possible if all conditions are generalized. Every student has unique traits, including learning styles and the extent to which they retain information and have different intelligences (Khusniyah & Hakim, 2019).

A student is bound to experience learning challenges when trying to learn English. These challenges can prevent students from reaching their potential in their studies. Students enrolled in both English and non-English speaking courses are particularly vulnerable to this. One of the challenges faced by many students studying English as a foreign language is the need to understand English pronunciation, which is expressed at a normal pace through listening to content (Sari, 2018). In reading skills, difficulties in

understanding reading texts are caused by a lack of understanding of the reading material and illiteracy in the relationships between concepts in sentences (Burhanuddin & Pd, n.d.). Students have the ability to write to apply their dialogues in English, even though doing so requires a complicated process of fundamental methods (Shafira & Santoso, 2021). The ability to speak is very important for perfection in communication (Zamrodah, 2016). Even though the written language sounds according to the vocabulary, the difference in reading will be felt when it is published and read by many people. In research on speaking ability, students often have difficulty speaking English because they do not have enough vocabulary, making it more difficult to hear mispronunciations in conversation (Zuhaidah, 2020).

In learning English at the university level as well as at the elementary, secondary, and higher education levels, there are still obstacles to be faced. This has been proven in various studies for every language skill (Khusniyah & Hakim, 2019). Students from majors other than English must have this ability (Zamrodah, 2016). Each student has the ability to a certain field of knowledge (Baroya, 2018). Thus, only some people like English and choose to major in it. This is inextricably linked to the difficulties encountered during the learning process.

Several previous studies were conducted with the title of research: "The Impact of English Language Difficulties on Academic Achievement among Elementary School Students (O'Connor et al., 2019)." This study explores the impact of English language difficulties on the academic achievement of elementary school students. Data was collected through English proficiency tests, core subject tests, and grade evaluations. The analysis results show a negative correlation between the level of English difficulty experienced by students and their academic achievement in subjects such as mathematics, English, and science. Another study entitled: "The Influence of English Language Difficulties on Reading Comprehension Skills in Adolescent English Language Learners (Lupo, et al., 2019)." This study investigates the effect of English language difficulties on reading comprehension skills in adolescents learning English. Data were collected through a reading test and a questionnaire that evaluated the level of English mastery and difficulties experienced. The results showed a significant relationship between English difficulty and reading comprehension ability in the subject group, with students who faced English difficulties resulting in lower reading comprehension scores. Next Research Title: "The Effect of English Language Difficulties on Writing Proficiency in High School Students (Yusuf et al., 2019)." This study investigates the impact of English language difficulties on high school students' writing skills. Data was collected through writing assignments and a qualitative assessment of the writing composition. The findings indicated that students with English difficulties

tended to display lower levels of writing ability, with problems in grammar use, writing organization, and developing coherent arguments.

This learning process can take advantage of English learning methods through content and visualization and then given further learning at home by practicing speaking and writing again. Based on the problems described in the introduction, students' difficulties when learning English are routine repetition through learning back at home with English. Through the method of learning back at home with English. These conditions can increase students' learning interest in understanding and reading and rewriting using English as a daily activity. In this article, the researcher is interested in digging deeper into the difficulties experienced by students so that they affect student learning outcomes in class VII conversation material at SMP I Tanjung Morawa.

2. METHODS

This form of research is descriptive qualitative research that results in observable written or spoken words, which is appropriate given the aim of the study, which is to ascertain the impact of students' English language proficiency on learning outcomes in conversational content. Students in class VII of Junior High School I Tanjung Morawa served as the study's subjects.

This study produced a concept of achievement for English material with the theme of conversation through interviews, journal literature, and analysis of student learning outcomes. Student learning outcomes were seen from how much they liked and liked to memorize vocabulary in the English dictionary and how according to experts and previous researchers about researched problem.

3. FINDINGS AND DISCUSSION

One of the lessons nationalized by Society 5.0 is English. Students must have the ability to speak English in the golden year. From elementary to university level (Burhanuddin & Pd, n.d.). Students who are experienced in 4 (four) different languages Less than 10% of all pupils who are proficient in the four abilities in English, speaking, writing, reading, and listening. It will have good conversational value if they are competent in just one or two competencies, such as reading or writing. Students have the capacity or aptitude to advance in their command of the English language, but they frequently exhibit passivity and need more drive (Shafira & Santoso, 2021).

Lack of student motivation as one of the main obstacles to learning English. Inspiration for students can also come from other sources, such as friendships, family circumstances, and living arrangements that are not conducive. Motivation comes from within students because they have yet to reach the point where they need to learn this foreign language seriously and precisely. Because many graduates who have found work regret it because they did not understand English properly and

thoroughly at school. As a result of needing help to speak a foreign language, their careers must be stopped or delayed (Zuhaidah, 2020).

The second problem is that many students perceive English as a challenging subject. This may be due to the students' previous mastery of English and the minimal and clear differences between Indonesian and English (Manurung, Larasati, Anggraini, & ..., 2019), particularly in vocabulary pronunciation and sentence structure (I, 2021). Because of that they tend to be passive and reluctant to try it. When people pay less attention to lessons as they are being taught and learned, it gets worse. In fact, students often engage in peer conversation as well as other activities including doodling, studying, and even sleeping (Khusniyah & Hakim, 2019).

The third problem, which is less attractive, is not enough time for implementation and practice. They only have the opportunity or time to learn English in English class. Learning English is very fun if you work hard through online books and learn online with friends from all walks of life (Shafira & Santoso, 2021). Students encounter situations that do not encourage collaboration in learning English (Zamrodah, 2016). Class time, which meets twice a week, is often quite short (Khusniyah & Hakim, 2019). Go on, when and where else can they practice it? If this situation continues, students will not achieve the goals the teacher has previously set, impacting student learning outcomes.

Lack of resources and teaching materials utilized by teachers is the main cause of failure in learning English (Khusniyah & Hakim, 2019). In this context, the terms "resources" and "teaching materials" refer to a variety of tools that can be utilized to promote students' learning, including media, models, cards, computers, and language laboratories (Burhanuddin & Pd, n.d.). Because students like visualization and media that encourage discovery in learning. Learning methods represent things in the real world and to help students understand and explain reality, they are very important for the effectiveness of the teaching-learning process in the classroom (Zuhaidah, 2020). The overcrowding of pupils in English classes is the final challenge faced when teaching English. One to fifteen or twenty pupils can be found in a normal classroom (Putri & Putri, 2020). However, in very small classes without tape recorders, televisions, posters, or DVDs, teachers can find over thirty students in Indonesia (Zamrodah, 2016).

There are several ways to get through these learning challenges, and this stage will help generate children who are fluent in English, familiar with their peers and the outside world, and accustomed to doing things with their family and alone.

- a. Habituation with other family members, parents, or classmates. Small acts of exercise might be initiated by enquiring about items at home or in the classroom.

- Keep in mind that "language is habit" and that habits are formed through language use. If we are normal, we will be at ease when they ask us to talk in English.
- b. Give the students a sense of the value of reading. So, let's encourage and push students to read consistently.
 - c. Get used to them asking one question each time we begin a class based on the topic they are studying or the stuff that has already been taught.
 - d. Use the media to demonstrate it. Is it presented in the form of photos or actual items so pupils can see it and grasp it clearly, especially if interesting colors are present?
 - e. Start thinking in English by expressing brief incidents. For instance, we can say, "I will turn on the washing machine," when you turn on the washer. Similar to situations, other people begin using English until they become accustomed to it.

In general, difficulties in English can impact the learning outcomes of children who use the language as a second or foreign language. Here are some findings that commonly appear in related studies (Febriani & Sya, 2022) that is:

- a. Communication difficulties: Children with problems in English may have trouble communicating orally and in writing. This can affect their understanding of the subject matter and ability to express ideas effectively.
- b. Limited comprehension: Children who still need to gain a good command of English may need to help understand instructions, texts, or lessons taught in English. This can affect their ability to follow the class well and understand the material.
- c. Low reading and writing skills: English difficulties can also affect children's reading and writing skills. They may need help understanding complex texts, recognizing new words, or expressing their thoughts in writing.
- d. Low participation: Children with English language difficulties may need more motivation to participate in class discussions or group activities. They may feel awkward or insecure due to difficulty communicating with classmates or teachers.

Analysis of research on the effect of English language difficulties on children's learning outcomes will involve an assessment of the observed impact on academic ability, levels of involvement in learning, and other factors affecting the learning outcomes of children with English language difficulties. Research might also identify effective strategies or interventions to help children overcome English language difficulties and improve their learning outcomes.

4. CONCLUSION

Separating the process of learning English from the emergence of various challenges, especially for students. These problems can be observed from either a skill-

by-skill or an overall perspective. The results of the issues encountered vary depending on the language skills of the students in the class. Listening, reading, and writing can improve students' speaking ability. The four skills that can be used in learning English and the most difficult for students to master are rewriting sentences and words that have been mentioned. In this study, it was seen that the students' difficulty was to rewrite, and it was easier to pronounce from the most difficult to the easiest. Each student's language proficiency level significantly influences the factors that contribute to difficulties in learning English. Engaged students often choose to write. However, quiet students often choose to speak because it is challenging to practice. The results of interviews and examination of student learning outcomes showed that both active and less active students could complete the final project with confidence, good grammar, and dialogue. However, passive students serve as a source of inspiration and become accustomed to it, indicating that student learning outcomes can be guaranteed and will be habituated through repeated discourse and pronunciation and poured into writing.

REFERENSI

- Baroya, E. P. I. H. (2018). Strategi Pembelajaran Abad 21. *Jurnal Lembaga Penjaminan Mutu Pendidikan Prov. DIYogyakarta*.
- Burhanuddin, A., & Pd, M. (n.d.). *PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS PENILAIAN HASIL BELAJAR Mata kuliah / SKS Bobot Tingkat / Semester Standar kompetensi Dosen Pengampu: Filsafat Ilmu: 2 Sks: Mahasiswa dapat menerapkan filsafat ilmu sebagai landasan berfikir*.
- Chen, Y. P., Lee, H. F., & Wong, T. T. (2016). Epileptic seizure in primary intracranial sarcoma: a case report and literature review. *Child's Nervous System*, 32(9), 1709–1714. <https://doi.org/10.1007/s00381-016-3174-3>
- Chen, Z., Cao, H., Deng, Y., Gao, X., Piao, J., Xu, F., ... Li, Y. (2021). Learning from home: A mixed-methods analysis of live streaming based remote education experience in chinese colleges during the covid-19 pandemic. *Proceedings of the 2021 CHI Conference on Human Factors in Computing Systems*, 1–16.
- Febriani, R., & Sya, M. F. (2022). Kesulitan Siswa Sekolah Dasar Dalam Pengucapan Bahasa Inggris. *KARIMAH TAUHID*, 1(4), 461–467.
- I, S. D. A. A. G. (2021). Mengatasinya. *Linguistic Community Service Journal*, 1(2), 64–70.
- Khusniyah, N. L., & Hakim, L. (2019). Efektivitas Pembelajaran Berbasis Daring: Sebuah Bukti Pada Pembelajaran Bahasa Inggris. *Jurnal Tatsqif*, 17(1), 19–33. <https://doi.org/10.20414/jtq.v17i1.667>
- Lupo, S. M., Tortorelli, L., Invernizzi, M., Ryoo, J. H., & Strong, J. Z. (2019). An exploration of text difficulty and knowledge support on adolescents'

- comprehension. *Reading Research Quarterly*, 54(4), 457–479.
- Manurung, Y. H., Larasati, M., Anggraini, W., & ... (2019). English Motipreneur Sebagai Upaya Meningkatkan Keterampilan Bahasa Inggris Anak Sekolah. ... *Kewirausahaan*, 1(1), 113–121.
- Mukadimah, H., & Sahayu, W. (2021). Embedding Content and Language Integrated Learning (CLIL) into English for specific purposes curriculum for vocational high school. *Jurnal Pendidikan Vokasi*, 11(2), 204–212.
- O'Connor, M., Cloney, D., Kvalsvig, A., & Goldfeld, S. (2019). Positive mental health and academic achievement in elementary school: new evidence from a matching analysis. *Educational Researcher*, 48(4), 205–216.
- Putri, R. F., & Putri, R. F. (2020). the Improvement of Kkni Based Learning Model Through Collaborative Learning in English for Job Hunting Subject. *Exposure : Jurnal Pendidikan Bahasa Inggris*, 9(2), 277–285. <https://doi.org/10.26618/exposure.v9i2.4146>
- Sari, S. M. (2018). *Interaksi metode inkuiri dan motivasi berprestasi siswa terhadap hasil belajar bahasa indonesia*. 738–743.
- Shafira, A., & Santoso, D. A. A. (2021). Peningkatan Keterampilan Berbicara Bahasa Inggris Melalui Guided Conversation. *JEdu: Journal of English Education*, 1(1), 1–13. <https://doi.org/10.30998/jedu.v1i1.4409>
- Spada, N., & Lightbown, P. M. (2019). Second language acquisition. In *An introduction to applied linguistics* (pp. 111–127). Routledge.
- Villafuerte, J., & Mosquera, Y. M. (2020). Teaching English language in Ecuador: A review from the inclusive educational approach. *Journal of Arts and Humanities*, 9(2), 75–90.
- Yusuf, Q., Jusoh, Z., & Yusuf, Y. Q. (2019). Cooperative Learning Strategies to Enhance Writing Skills among Second Language Learners. *International Journal of Instruction*, 12(1), 1399–1412.
- Zamrodah, Y. (2016). Asesmen pembelajaran bahasa inggris: Model dan pengukurannnya. *Jurnal Pendidikan Dan Pembelajaran: Intelegensia*, 15(2), 1–23.
- Zuhaidah, Z. (2020). Meningkatkan Kemampuan Berbicara Dalam Bahasa Inggris Siswa Kelas VII 3 Smpn 1 Lirik Melalui Model Pembelajaran Talking Stick. *Jurnal Pendidikan Tambusai*, 4(1), 821–829.