

CHAPTER I

INTRODUCTION

1.1 Background

The role of the English language cannot be ignored in improving a country's education system. The government has done many things through educational institutions, such as designing a new curriculum; syllabus, lesson plan, and examination framework should be prepared in such a way that modern policy implementation will come to the younger generation. If this sector begins at the secondary level, many students are required to develop their knowledge of the English language. And students and teachers would be able to get rid of issues with English learning.

Their response to the experience is different when students first learn a new foreign language, mostly because it is more or less unlike their native language. Quite often, international languages have different structures, laws, systems, etc. What happens is that the language is easily handled by some students, some need time to improve their skills, and some struggle from the beginning with it. Many who begin to have difficulty learning a foreign language may be either learners with a learning impairment or those without a disability, but still have learning difficulties in the foreign language.

According to Ur [1] there are two main components of teaching the language that is the 'what' and the 'how'. The former focuses on linguistic aspect such the sound or pronunciation, the teaching of grammar and teaching of vocabulary. The later focuses on the four language skill-listening, speaking, reading and writing skill. Those components imply what students will master when they learn language such English. And at the same time can be source of problem for some students along with the teaching process and methods and motivation of the learners or students in mastering English as a foreign language.

English as one of the compulsory subjects at SMA N 4 Kupang is less attractive to most students. Based on my experience when doing field experience practice in high schools, many of them think that English is an alien language.

According to (Agung, 2019), English is marked as “alien language because of its strange and difficulty. Moreover, it becomes stressful when they have to deal with the task. Almost in the similar stream about the task for the students, Agung et al, (2020) agreed that the assignment weight them down especially on online learning. Somehow, the case on this study turns into a sophisticated way since the subjects also think that real classroom learning is frustrating (Agung, Surtikanti, & Quinones, 2020). According to them, it is hard to concentrate during the lesson as the result they become passive students. Moreover, it creates more problems for the teacher. More time is needed to give extra explanation and personal help to the students. Completing the semester materials is hard to do. As the effect, the rest of the

materials are given in an intensive period of time which is not effective in term of load acceptance of the materials. Therefore, this condition creates more problems to the students, namely learning difficulties English.

According to Blassie and Jones in Irham and Wiyani (2015), learning difficulties English experienced by students indicate a gap or distance between the expected academic achievement and the actual academic achievement achieved by students (actual achievement) (Irham, 2015). In line with it, learning difficulties English is a condition in which students cannot learn naturally, due to obstacles or distractions (Wahab, 2015). Moreover, according to Hamdani (2010) the factors that affect learning difficulties can be classified into two parts, namely internal factors (which come from within the student) and external factors (those originating from outside the student) (Hamdani, 2011).

The problem of difficulty learning English which is often experienced by students is an important problem that needs serious attention among educators because the difficulty learning English experienced by students will have a negative impact, especially on themselves. To prevent even more severe negative impacts, educators (parents and teachers) must be alert to the symptoms of difficulty learning English.

Based on the background and conditions of the problem above, it really attracted the attention of the author to conduct research on students who had difficulty learning English with the title "**An Analysis of Factors Causing Students' Difficulties in Learning English at SMA N 4 Kupang**".

1.2 Research Problems

In this research the author identified problems that emerged in the implementation of the research, including:

1. What are the factors causing students' difficulties in learning English at SMA N 4 Kupang?

1.3 Aims of Study

After formulating the research problem above, the objectives of this research are:

1. To find out the reasons or factors causing students' difficulties in learning English at SMA N 4 Kupang?

1.4 Significance of Study

1.4.1 Implication

The result of the study will support the theory by Mahrina, et al. (2022) states that the difficulties faced by students in learning English can be seen from the three competency outcomes in English, namely Translation, Lack of Vocabulary, Lack of Motivation

1.4.2 Application

The expected benefits of this research are:

1. For Teachers

The results of this research can be input to increase knowledge about the factors that cause students to find it difficult to learn English so that it can be a reference in designing English language learning to overcome the problem of student learning difficulties, as well as providing motivation for students in learning English.

2. For school principals

This research can be input in improving English learning in schools.

3. For researchers

It is hoped that this article can contribute ideas to other researchers who wish to conduct research related to difficulties in learning English.