

ABSTRACT

Susanti, Sri. Students Registered Number. 3213103138. 2014. *Student's Learning Difficulties and The Strategies to Overcome at Eighth Grade Student of SMPN 1 Sumbergempol Tulungagung*. Thesis. English Education Department. State Islamic Institute (IAIN) of Tulungagung. Advisor: Arina Shofiya, M.Pd.

Keywords: learning difficulties, learning strategies

English is foreign language for Indonesian learners. It is common if some learners face difficulties in learning English, especially in English skill (listening, speaking, reading and writing). When learners face difficulties in learning, it will obstruct their learning process because they can not connect information to their brain. Successful learners have many and different ways to overcome their difficulties in learning English. Using learning strategies will help the students to be easier in understanding the material. Besides, learning strategies is important employed by the students to overcome their difficulties in learning English

The formulation of the research problems were: 1) What language skill are the most difficult face by students at eighth grade of SMPN 1 Sumbergempol Tulungagung? 2) What are the cause factors of learning difficulties in English? 3) What are the students' strategies to overcome their difficulties in learning English?

The purposes of this research were: 1) to find out the language skill are the most difficult face by students at eighth grade of SMPN 1 Sumbergempol Tulungagung, 2) to know the cause factors of learning difficulties in English, 3) to know the students' strategies to overcome their difficulties.

This research employed inductive descriptive with qualitative approach. The subjects of the research were the eighth grade student of SMPN 1 Sumbergempol, especially VIII L that consist of 30 students and six students as the subject in this research. The research instruments used by the researcher to collect the data were interview, documentation and observation. All the data gained from the instruments were collected and analyzed qualitatively, the researcher explained the data in a descriptive explanation.

The findings of this research were as follows. First, language skill are most difficult face by the students at eighth grade of SMPN 1 Sumbergempol are speaking skill and writing skill. And the second, the cause factors of learning difficulties are : 1) do not like English, 2) the class atmosphere, 3) teaching method and 4) technology. And the third the students' strategies to overcome the difficulties employed by the students are : 1) Opening dictionary and reading a book, 2) doing exercises and practicing , 3) joining group discussion and asking

to the friend or teacher, and 4) studying hard. Every student has different strategies to overcome their learning difficulties. They use various learning strategies. Using various learning strategies support the students to achieve a good score.

Based on the result above, the students are hoped to overcome their difficulties using their own ways to make them easier in learning English and they can improve their English skill. And the teacher is suggested to apply interesting method in teaching and learning process to make the students enjoy.

ABSTRAK

Susanti, Sri. NIM. 3213103138.2014. Kesulitan Belajar Siswa dan Strategi untuk Mengatasi pada Siswa Kelas VII SMPN 1 Sumbergempol Tulungagung. Skripsi. Tadris Bahasa Inggris. IAIN Tulungagung. Pembimbing: Arina Shosiya, M.Pd.

Kata kunci : kesulitan belajar, strategi belajar

Bahasa Inggris merupakan bahasa asing bagi siswa di Indonesia. Merupakan hal yang wajar jika beberapa siswa mengalami kesulitan dalam belajar bahasa Inggris terutama pada skill bahasa Inggris (mendengarkan, berbicara, membaca dan menulis). Ketika para siswa mengalami kesulitan belajar, hal tersebut akan mengganggu proses belajar karena mereka tidak dapat menghubungkan informasi ke otak. Siswa yang sukses mempunyai banyak cara yang berbeda untuk mengatasi kesulitan dalam belajar bahasa Inggris. Menggunakan berbagai strategi belajar akan membantu mereka untuk lebih mudah dalam memahami materi. Jadi, strategi belajar sangat penting untuk diterapkan para siswa untuk mengatasi kesulitan belajar mereka dalam bahasa Inggris.

Rumusan masalah dalam penelitian ini adalah : 1) kemampuan berbahasa Inggris apa yang paling sulit yang dialami siswa kelas VIII SMPN 1 Sumbergempol Tulungagung? 2) Faktor apa saja yang menyebabkan kesulitan siswa dalam belajar bahasa Inggris? 3) Apa saja strategi siswa untuk mengatasi kesulitan belajar dalam bahasa Inggris?

Tujuan dari penelitian ini adalah : 1) untuk menemukan kemampuan berbahasa Inggris apa yang paling sulit yang dialami siswa kelas VIII SMPN 1 Sumbergempol Tulungagung, 2) untuk mengetahui faktor-faktor apa saja yang menyebabkan kesulitan siswa dalam belajar bahasa Inggris, 3) untuk mengetahui strategi siswa untuk mengatasi kesulitan belajar dalam bahasa Inggris.

Model penelitian ini deskriptive induktive dengan pendekatan kualitatif. Subyek dari penelitian ini adalah siswa kelas VIII SMPN 1 Sumbergempol, yaitu kelas VIII L yang terdiri dari 30 siswa dan 6 siswa sebagai subyek dalam penelitian ini. Instrumen penelitian yang digunakan peneliti untuk mengumpulkan data yaitu pedoman wawancara, dokumen dan catatan lapangan. Data-data yang diperoleh, dikumpulkan dan di analisis secara kualitatif, peneliti memaparkan data menggunakan penjelasan secara deskriptif.

Penemuan dalam penelitian ini antara lain sebagai berikut. Pertama, kemampuan berbahasa Inggris yang paling sulit yang dialami siswa kelas VIII SMPN 1 Sumbergempol yaitu pada kemampuan berbicara dan kemampuan menulis. Dan yang kedua, faktor-faktor yang menyebabkan kesulitan belajar mereka adalah : 1) tidak suka bahasa Inggris, 2) kondisi kelas, 3) metode

mengajar dan 4) teknologi. Yang ketiga, strategi yang diterapkan siswa untuk mengatasi kesulitan belajar yaitu : 1) membuka kamus dan membaca buku, 2) mengerjakan latihan soal dan praktik, 3) bergabung dengan group diskusi, dan bertanya kepada teman atau guru, dan 4) belajar dengan giat. Setiap siswa mempunyai strategi yang berbeda untuk mengatasi kesulitan belajar mereka. Mereka menggunakan berbagai macam strategi belajar. Dengan menggunakan berbagai strategi belajar mendorong mereka untuk mendapatkan nilai yang bagus.

Berdasarkan hasil penelitian di atas, para siswa diharapkan untuk mengatasi kesulitan belajar mereka menggunakan cara mereka sendiri agar mereka lebih mudah dalam belajar bahasa Inggris serta dapat mengembangkan kemampuan bahasa Inggrisnya. Dan bagi guru disarankan untuk menggunakan metode yang menarik dalam proses belajar mengajar agar para siswanya senang.

CHAPTER I

INTRODUCTION

This chapter covers seven important points ; the first point is background of the research, the second is the statement of the research problems, the third is the objective of the research, the fourth is significance of research, the fifth is scope and limitation of the research, the sixth is the definition of key term and the last is the organization of this research to close this chapter.

A. Background of the Research

Language is one of tool of communication. Language is a system of communication consisting of sounds, words and grammar, or the system of communication used by the people of a particular country or profession (Cambridge Dictionary). Patel and Jain (2008:6) state English is the international language. International English is the concept of the English language as the global means of communication in numerous dialect, and also the movement towards an international standard for the language. Education system around the world give special attention to teach English. The main aims of teaching English are language development and library development. It enables students to understand spoken English, speak English, read English and write perfect (Patel and Jain, 2008:13).

Indonesian learners do not use English every time they communicate with other people. So, it is common if some Indonesian learners feel that English is

one of difficult course. As Lytinen (1985) pointed out, “Man uses language to express feelings and attitudes and to establish, coordinate, and control relationship with others”. In the result of these interactions the majority of the nations of the world are becoming bilingual. Smith (1994) pointed out, “The majority of the people in this globe can call themselves speaker of at least two languages”.

According to Brown (2000) becoming bilingual is a way of life. English has four skills, they are listening, speaking, reading and writing and three components, they are pronunciation, vocabulary and grammar. Now English is becoming an obligation to have effective communication skills and resources. English is important in communication all over the world, students need to sufficiently master English communication skills, both oral and written.

Different students have different difficulties and problems in learning English. Sudjana (1989:28) states Learning is a process of seeing observing and understanding something. To be a good English learners, the learners need serious efforts in learning. Learning involve some activities, the students are not enough only come to the class and pay attention to the teacher. But they must see, observe and understand the condition of the class. If they don't understand about the material, they should ask the teacher or their friend who knows about it. Ahmadi (2008 : 77) said “ Each individual is absolutely not the same, from their differences cause different ways in study”. The condition which unable the students to learn as in common they do is called difficulty in learning. Another definition of difficulty is the condition when something hard to be understood.

The learning difficulties of students are directly related to the nature of curriculum or methods of teaching (Ahmad : 2011) . When we look reality in the field, the students' have some problems in learning English. When learners face learning difficulty, it will obstruct their learning process because they can not connect information of their brain. The learners who face learning difficulty it is possible to fail in their academic process and have low confident. But they try to overcome their difficulty with their own strategy. There are some strategies to overcome the students' difficulties in learning English.

Some students just seem to have a harder time in class than others. They struggle to keep track of their materials, turn in homework, figure out how to tackle projects, and keep up with lessons-often leaving both teacher and student frustrated. But teachers who recognize these difficulties as signs of brain-based developmental delays are in a better position to help their students succeed. There are three steps to help the students overcome cognitive processing challenges that may be blocking their learning : discover what the students need, strengthen executive function skills and use differentiated instruction to help each student succeed. To be a successful students needed an effort to reach it. The students must focus on their study, and they must to be active students.

According to Wood (2007:18) “Different student has different way to overcome this. Some of the students' who become successful learner”. To be successful learners the students have some ways or strategies in learning. The students have their own strategy. Using their own strategy, their learning will be

easier and they can understand the material well. But it does not happen with the students' who face some difficulties in their learning. From that case so the researcher will conduct the research about analyzing the students' difficulties in learning English and the researcher will try to find the information of them about their way in studying English and their difficulties, and then find some information who got lower scores and who face difficulties in their learning English and how they overcome their difficulties. If the students find learning difficulty, they will be frustrated because they cannot be a successful student. Some cases shown that learning difficulty influences human life in their school, daily life and moreover about their happiness.

The researcher conducted the research in SMPN 1 Sumbergempol Tulungagung at eighth grade. The researcher chose eighth grade students of SMPN 1 Sumbergempol Tulungagung because there are many classes, so the researcher can choose the class based on the researcher's need. The researcher's need is the data from the students. Another reason is SMPN 1 Sumbergempol is one of Junior High Schools that has many students and performance Junior High School. Besides that SMPN 1 Sumbergempol is accessible, it is located on main street and the other reason is the researcher knows the students' activities and their habits when they are in school because before conducting research, the researcher has done PPL (Praktek Pengalaman Lapangan) in SMPN 1 Sumbergempol.

In this research the researcher will focus on English skills not on English component. By observing the students' difficulties in learning English, so the

researcher will know which one the most easy and which one the most difficult among four skills. If this research finished it can be reference for the teacher to teach their students.

Based on the descriptions above the researcher interesting to conduct the research entitled “ **Student’s Learning Difficulties And The Strategies To Overcome at Eighth Grade Student of SMPN 1 Sumbergempol Tulungagung** “

B. Research Problem

Based on the background of the research, the research problem are :

1. What are the students’ difficulties in learning English at eighth grade student of SMPN 1 Sumbergempol Tulungagung?
2. What are the students’ strategies to overcome their difficulties in learning English?

C. The Objective of Research

Based on the research problem above the objective of the research are :

1. To find out the students’ difficulties in learning English at eighth grade of SMPN 1 Sumbergempol Tulungagung
2. To know the students’ strategies to overcome their difficulties

D. Significance of Research

The researcher hopes that the result of the study are expected to give contribution for the researcher, the teacher , the student and future researcher. The researcher hopes this study will make English better because the problem of the students’ difficulties in learning English has been found.

1. The Researcher

The result of the research will give more information and new experience for the researcher because the researcher face the students and observe them in the field and know the students activity in the classroom.

2. The English Teacher

The result of the research will give additional information to the teacher about the students' difficulties in learning English. By knowing this case the teacher will more focus to the students need. The teacher will teach the student using many ways and they will be more creative in teaching to make the student understood about the material. The teacher can improve teaching and learning activity using teaching media.

3. The students

The result of the research can be used as a new reference to learn English, especially for four skills. Beside that the students know how to overcome the difficulties in learning English. Hopefully, they will be interested in learning English because the difficulties can be solve using some strategies. They can use their own ways in improving their ability in English.

E. Scope and Limitation of the Research

The research is conducted to know how the eighth grade students' at SMPN 1 Sumbergempol learn English skills and which one the most difficult skill. To conduct the research, the researcher focus on what kinds of learning

strategies employed by good students in mastering English, especially for four skills and how the students improve their skill.

The result of this study is intended to find out the students' difficulties in learning English and their learning strategies to overcome it.

F. Definition of Key Term

To avoid misunderstanding the researcher gives some key of terms which are as follows:

1. Learning Difficulties

Learning is acquiring or getting of knowledge of a subject or a skill by study experience or instruction (Brown,2000:7). A learning difficulty is a neurological condition that interferes with a person's ability to store, process, or produce information.

Wood (2007:24) states “ Learning difficulty can affect one's ability to read, write, speak, spell, compute math, reason and also affect a person's attention, memory, coordination, social skills and emotional maturity”.

2. Causal Factor of Learning Difficulty

According Ahmadi (2008:78) causal factors of learning difficulty divided into two groups, they are :

1). Internal Factor, it comes from the person itself.

a. Physiology factor

b. Psychology factor

2). External Factor, it comes from out of the person.

- a. Non-social factors
 - b. Social factors
3. Learning Strategies

Strategy is a detailed plan for achieving success in situations. According to Brown (2000) strategies are specific method of approaching a problem or task, modes of operation for achieving a particular end or planned designs for controlling and manipulating certain information. Strategies widely within an individual, while styles are more constants and predictable. Successful second language learners are usually people who know how to manipulate style (as well as strategy) levels in their day to day encounters with the language. Different student has different strategy to overcome their difficulties in learning English.

G. Organization of the Research

In writing a good thesis, it is necessary to arrange it systematically and logically. This thesis is divided into six chapters. :

1. Chapter I : Introduction It presents background of the research, statement of the research problems, purpose of the research, scope and limitation of the research, significance of the research, definitions of key terms, and organization of the research.
2. Chapter II : Review of Literature. This chapter discusses two parts. The first part deals with learning strategies and the second part deals with the students' strategy to overcome their difficulties in learning English.

3. Chapter III : Research Method. It presents research design, setting of the research, data and data source, subjects of the research, data collection method and research instrument, data analysis, and trustworthiness of the data.
4. Chapter IV : Research finding. It elaborates and explains the result of research by presenting description of the data.
5. Chapter V : Discussion. It analyzing the data as the researcher findings.
6. Chapter VI : Conclusion and Suggestion. It resumes the whole priors chapters. This part primarily deals with the summary of the discussion the data presented as research findings. On the basic of the findings, some suggestions are made.

CHAPTER II

REVIEW OF LITERATURE

This chapter discuss about sub-heading of study: learning difficulties, cause factor of learning difficulties and learning strategies.

A. Language Learning Difficulties

1. Learning difficulties

Learning is done by every person in their life. They learn everything to know what they don't know before. Learning is acquiring or getting of knowledge of a subject or a skill by study experience or instruction (Brown, 2000 : 7). Learning is relatively permanent change in behavioral tendency and is the result of reinforced practice (Kimble and Garnezy,1963:133). Meanwhile, Sujdana (1989:28) states “ Learning is a process of seeing, observing and understanding something”. From that statement the writer can conclude that learning is needed by every person and they can learn something every where and every time in along life.

Learning difficulty is a neurological condition that infers with a person's ability to store, process or produce information. Wood (2007:24) states “ Learning difficulty can affect one's ability to read, write, speak, spell, compute math, reason also affect a person's attention, memory, coordination, social skill and emotional maturity”. Learning difficulty is not always caused of low intelligence factor, but it can be caused of non-intelligence factor. Thereby, has a high IQ can not guarantee someone to be success student (Ahmadi and

Supriyono, 2008 : 77). Because of that in giving appropriate learning guidance to the student, so the teacher should understand the problems deal with student learning difficulty.

Learning difficulties are manifested in terms of the competencies. More specifically, they affect students' ability to read, communicate verbally or in writing, and use mathematics. Learning difficulties generally arise in cases where students have problems using cognitive and metacognitive strategies and properly applying certain cross-curricular competencies (Quebec, 2004 : 2).

From the statement above, the writer can conclude that students face learning difficulties usually they difficult in communicating, reading and everything related to the number or computing. Learning difficulties sometimes originate in the school environment, but can also be present before the children begin to school.

2. Language Learning Difficulties

Difficulties in language indicate the first learning difficulties face by the children. The people who face kind of this difficulties will be difficult in producing precise sound, communicate with other people, and understanding what other people said (Wood ,2007:25).

a. Difficulties in Oral Language (Speaking and Listening)

Some of the students face the difficulties in speaking and listening skill. They face the difficulties in pronouncing the words. It is common face by the students, they can pronounce the words fluently by repeating the words. The students also face the difficulties in listening, they difficult

in understanding what other people said. In English there are some words almost same.

b. Difficulties in Reading

This type of difficulties also called dyslexia. In fact this difficulties face around 2-8 percent in the school (Wood,2007:27). This problem need intensive interaction between various nerve cell as the connector to the brain related to the sight function, language, and remember. The students who face this this difficulties they will forget what have already they read.

c. Difficulties in Writing

Writing also need the coordintion of vorious brain function. Part of the brain that organize the word, language system, hand moving and memory must be in a good coordination. This problem make the students difficulties in expressing their idea in the form of written language.

3. Specific Learning Difficulties

According to Farrell (2006: 2), there are three specific learning difficulties. There are dyslexia, dyspraxia and dyscalculia.

a. Dyslexia

Dyslexia is evident when accurate and fluent word reading and/or spelling develop vey incompletely or with great difficulty (British Psychological Society, 1990: 18). Pupils with dyslexia have marked and persistent difficulty in learning to read, write and spell despite

progress in other areas. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organization and in remembering sequences of words. They may mispronounce common word or reverse letter and sound in words.

Other definition of dyslexia is a combination of abilities and difficulties which affect the learning process in one or more of reading, spelling and writing. Accompanying weakness identified in areas of speed processing, short-term memory, sequencing, auditory and /or visual perception, spoken language and motor skill. It is particularly related to mastering alphabetic, numeric and musical notation.

b. Dyspraxia

Dyspraxia is difficulties in doing or acting. Doing is not simply an act occurring reflexively, but requires conscious thought in organizing and directing meaningful action. According Farell (2006:47), dyspraxia is defined in the following terms :

- It is an impairment or immaturity of the organization of movement
- The organization of thoughts and perceptions are affected
- Sometimes the organization of language are affected
- Difficulties are not owing to global learning difficulties but are specific, with most people with dyspraxia having average intelligence

- There are no medically evident neurological signs.

For example the students with dyspraxia have difficulty in responding and acting in a timely way when given spoken instructions, when seeing a task demonstrated or when interpreting sensory stimuli.

c. Dyscalculia

Dyscalculia is a difficulty in understanding and learning mathematic that is not associated with general learning difficulties such as moderate, severe or profound learning difficulties and is therefore considered to be a specific learning difficulty (Farrell, 2006:59).

There different types of dyscalculia, are :

- 1). Spatial dyscalculia related to difficulties in visual-spatial assessment and organization.
- 2). Anarithmetria involve confusion with arithmetical procedures
- 3). Lexical dyscalculia (alexia) concerns confusion with the language of mathematic and its relationship with symbol
- 4). Graphic dyscalculia (agraphia) refers to problem with being able to write the symbol and digits needed for calculation
- 5). Practographic dyscalculia concerns impairment in the ability to manipulate concrete objects or graphical illustrated object.

Based on the explanation above, the writer conclude that dyslexia is specific learning difficulties related to the acquisition of basic skill

in reading, spelling and writing. And then dyspraxia the specific learning difficulties related to the speech or it related to the speaking. And the last specific learning difficulties is dyscalculia, it related to the mathematic. From the definition of each part the writer know the differences between three specific learning difficulties. But every student has different learning difficulties.

B. The Cause Factors of Learning Difficulties

According to Ahmadi (2008:78) cause factors of learning difficulties divided into two groups, they are :

1. Internal Factor, it comes from the person itself.
 - a. Physiology factor
 - b. Psychology factor
2. External Factor, it comes from out of the person.
 - a. Non-social factors
 - b. Social factors

In educational dictionary, Smith give addition factor of teaching and learning method, emotional, intelligence and mental.

1. Internal Factor

- a. Cause of physiology factor
 1. Because sick

The people who sick, their physical getting low. So sensory and motoris nerve also will low. And the effect the stimulus that have been received through their indra can not be straight to the brain.

2. Because less of health

The people who less of health, they will face difficulty in learning because tired, sleepy, dizzy and their lose of concentration. Because that cases they can not understand the material who given by their teacher maximally.

3. Because physical defect

Physical defect differentiate into two groups :

- a. Low physical defect, as like less of hearing, less of sight and psychomotor disturbance.
- b. Serious physical defect, as like blind, dumb, deaf and lose hand or foot.

For serious physical defect group they must school in special school for example in SLB. But for low physical defect they can school in common school.

In conclusion, physiology factor influence students learning. It can not predicted by the students. It happens naturally, moreover it emerge since they were born. Such as deaf and dumb. Although they have the weakness and they face difficulties in learning, actually they also have the strong.

b. Cause of psychology factor

Study need preparation of psychology factor, if the students mind fresh, enjoy and happy they can understand the material easily. Psychology factor divided into six kinds, are :

1. Intelligence

The student who has high IQ usually can solve their problem easily and they can understand the material what the teacher gave faster than their friends who have lower IQ. The people who have IQ between 110-140 is called smart. The people who have IQ more than 140 is called genius.

2. Aptitude

Aptitude is natural ability carried since born. Every person has different aptitude. The person who has aptitude in music may be she or he low in technique sector and others (Ahmadi and Suriyono, 2008 : 82).

The students will be easy learn based on their aptitude. If they learn out of their aptitude they will get bored and unhappy. That appear when the students make noisy in the class, bother their fiends and do not want do their task in order they get low score.

3. Interest

Interest is the feeling of wanting to give your attention to something or of wanting to be involved with and to discover more about something . If the students do not have an interest on lesson, it will make them face the difficulties in learning that lesson. The

existing interest in the students can identify by their way in learning or respond to the lesson.

4. Motivation

Motivation is probably the most frequently used catch-all term for explaining the success or failure virtually any complex task. It is easy to assume that success in any task is due simply to the fact that someone is motivated. Learner will be successful with the proper motivation (Brown, 2000 : 160). The most powerful rewards are those that are intrinsically motivated within the learner. Because the behavior stems from needs, wants or desire within oneself, the behavior itself is self-rewarding.

Motivation can establish the successful learning. The students who have high motivation they will learn seriously and never give up to reach their ambition. But the students who have low motivation they will not focus with their learning.

Beside physiology factor, psychology factor also influence students in learning. Physiology and psychology factor as inter factor. It comes from students herself/himself. Psychology factor give enough influence to the students' learning. This factor can manage by the students themselves.

2. External Factor

a). Non-social Factor

Non-social factor divided into :

1. Tool factor

Less of tool lesson influence teaching and learning activities. Especially for practicum lesson. For example there is no language laboratory, the students can not learn maximally. Because that problem the teacher only use talk method. Therefore the students become passive and it is possible make them difficult in learning.

2. Curriculum factor

The high curriculum cause the students difficult in learning. It will be better if the curriculum based on the students need.

3. The condition of classroom

The condition of the classroom must make the students comfortable, such as the classroom must be clean, there is enough ventilation and far from the ado.

- b). Social Factor

1. Family factor

Family is the center education for the students, because the main and first they learn from family. How the parent educate their children is important, it will influence children learning.

2. Social environment

Friends give more influence to the students' learning. If the students consort with uneducated friend, they will be lazy, because the life way of educated and uneducated people is different.

The activities in social environment also influence the students' learning. As an example the students follow some organizations and they can not manage the time to learn, so their learning will disturb.

3. Technology

In the global era technology needed by every person. It is as not tertiary needed, but to be secondary needed moreover as primary needed. Using technology help the people in doing something. For example computer, laptop, handphone, internet etc. In the school need that technology to support teaching and learning activities. Technology will be usefull for the student to support their learning and get more information about their lesson if the student use the technology as their needed, but it will be disturb their learning if they use not based on their needed.

Beside that, the teacher has important influence to the students' learning. The teacher can be as cause of learning difficulties if the teacher unqualified, the relationship between the teacher and students inharmonic, the teacher prosecutes the students higher than their ability, and the teacher method in teaching.

The writer conclude that successful learners not only depend on the intern factor but also affected by extern factor. So, it is not depend on the students themselves but also based social factor. Such as the family background, the teacher method, the facilities of the school and others.

Intern factor and extern factor go together in influencing students' learning.

C. Language Learning Strategies

To be successful learner, they have different way to overcome their difficulty using their strategy. Successful second language learners are usually people who know how to manipulate style (as well strategy) level in their day to day encounters with the language (Brown : 2000). Richard (2007:63) defines learning strategies are “ the specific procedures learners use with individual learning task”. When confronted with a classroom learning task, such as reading a chapter of a book or preparing a written summary of a passage, the learners can choose several different ways of completing the task. Strategies on the other hand are specific method of approaching a problem or task, modes of operation for achieving a particular end or planned designs for controlling and manipulating certain information. Strategies vary widely within an individual, while styles are more constant and predictable.

Richard (2007:63) defines learning strategies as “ specific action taken by the learner to make learning easier, faster, more enjoyable, more self directed, and more transferable to new situations”. The learners can choose different ways in learning. Of each choices or strategies offer particular advantages and disadvantages, and the use of an appropriate learning strategy can enhance success in learning. An important aspect of

teaching is to promote learners' awareness and control of effective learning strategies and discourage the use of ineffective ones.

From the definition above the writer can conclude that strategies as specific action or ways done by the learners to make their learning easier and they can reach the goal of learning. Strategies is important the help the learners solve their problem in learning. Actually every learner has own strategies.

Oxford (1990:38) identifies six general types of learning strategies :

- a. Memory strategies, which help learners to store and retrieve information.

Memory strategies are regaining students prestige as powerful mental tool (Oxford,1990:38). According Quebec (2004 : 26) the main weakness of students with learning difficulties concern working memory. The weakness are caused by limited memorization strategies. With respect to long term memory, the weakness among the students with learning difficulties are generally considered to result from problems in the earlier stage of the cognitive process(working memory, attention or perception) or the use of ineffective strategies to process information.

Intervention measures that promote maximum memory use must be designed to help students achieve success, the teacher must encourage students to use both their working memory and their long-term

memory better. Working memory can hold only small quantity information at a given time.

The working memory can retain only for a limited period of time. To converse this information and later place it in long-term memory, students must use a range of strategies, such as repetition, visualization, bundling by category, or comparison with other information already stored in the long-term memory. These all strategies that students can be taught, especially students with learning difficulties.

The long-term memory has unlimited capacity, and can store information for extended periods. For ease of access, the information must be categorized. The use of diagrams is a good way to improve organization. Students' ability to memorize information can be develop if they are shown how to do so. First, the teacher must act as a model, by telling the students how to proceed in order to retain a particular piece of information. Next, the teacher must help the students establish links between their exiting knowledge and the information they have just received (Quebec, 2004: 26).

There are some examples of memory strategies :

- Creating mental linkages (for example, placing new word into a context)
- Applying images and sounds (for example, representing sounds in memory)

- Receiving well (for example, structured reviewing)
 - Employing action (for example, using physical response or sensation)
- b. Cognitive strategies, which enable learners to understand and produce new language.

Cognitive strategies are procedures used to solve a problem or carry out a task. They are the primary importance in the learning process , and it is important to teach to the students, especially those relating to reading, writing , problem solving and memorization.

Knowledge of learning strategies makes learning easier, and also improve motivation. Showing students how to read an informal text, takes a notes or solve a problem, for example. Is an excellent way to help them control a task, become more engaged there in and as a result learn more easily. It is important to practice the strategies repeatedly ensure that the students applied automatically.

There are some examples of cognitive strategies :

- Practicing (for example, using formula and pattern).
 - Receiving and sending messages (for example, focusing on the main idea of a message).
 - Analyzing and reasoning (for example, analyzing expression).
 - Creating structure for input and output (for example, taking note).
- c. Compensation strategies, which allow learners to communicate despite deficiencies in their language knowledge. Compensation strategies are

intended to make up for an inadequate repertoire of grammar and , especially of vocabulary.

- Guessing intelligently (for example, using nonlinguistic clues to guessing meaning).
- Overcoming limitations in speaking and writing (for example, using a circumlocution or synonym).

d. Metacognitive strategies, which allow learner to control their own learning through organizing, planning and evaluating.

Metacognition is knowledge about one's own mental processes and the use of that knowledge to manage or control them. Metacognition is based, first on the knowledge person has of his or her own way learning and learning strategies, and the second on his or her ability to regulate or adjust those strategies (Louise, 1998: 314 cited in Quebec, 2004: 27).

Metacognitive strategies can be used to plan or evaluate a task, as well as to support motivation and control emotions. Most students with learning difficulties, however find it difficult to use metacognitive strategies and this tends to maintain the negative learning experience/low motivation dynamic. Teacher must show students how to use metacognitive strategies to break out of this vicious circle.

- Centering your learning (for example, linking new information with already known material).

- Arranging and planning your learning (for example, setting goals and objectives).
 - Evaluating your learning (for example, self monitoring).
- e. Affective strategies, which help learners gain control over their emotions, attitudes, motivations and values.

Language learning can be frustrating in some cases. In some cases, the feeling of strangeness can be evoked by the foreign language. In some other cases, second language learners may have negative feelings about native speakers of the second language. Good language learners are more or less conscious of these emotional problems. Good language learners try to create associations of positive affect towards the foreign language and its speakers as well as towards learning activities involved.

There are some examples of affective strategies :

- Lowering anxiety (for example, using music or laughter).
- Encouraging yourself (for example, rewarding yourself).
- Taking your emotional temperature (for example, discussing your feelings with someone else).

- f. Social strategies, which help learners interact with other people.

These strategies refer to actions learners take to interact with users of the language.

There are some examples of social strategies :

- Asking question (for example, asking for clarification or verification).
- Cooperating with others (for example, cooperating with proficient users of the new language).
- Empathizing with others (for example, developing cultural understanding).

Richard (2007 : 65) state that studied the strategies of unsuccessful language learners on a variety of different kind of task and found that what distinguished unsuccessful learners was not the lack of appropriate strategies but the inability to choose the right strategy for the task. So, the learners should careful in choosing the right strategy in their learning to be successful learners.

The current interest in learner strategies in second language teaching highlights ways in which teachers and learners can be collaboratively engaged in developing effective approaches to learning. Both are viewed as sharing the task of facilitating learning by finding how learners can learn more effectively. Richard (2007:65) suggest that through better understanding and managing their learning strategies, learners can expect to :

- 1). Gain insight into their own approach to learning.
- 2). Learn the choose strategies appropriate to a task and learning purpose.

- 3). Learn to use these strategies in a classroom, self-study or job situation.
- 4). Learn to use strategies specific to reading, listening and conversation.
- 5). Be able to define strategies for improving memory for language learning.
- 6). Learn how to effectively transfer knowledge about language and communication from one language to another.
- 7). Learn to use resources wisely.
- 8). Be able to deal more effectively with errors.

The types of strategies clearly explained above. Actually there are two strategies , direct strategies and indirect strategies. Memory strategies, cognitive strategies and compensation strategies include into direct strategies. Meanwhile metacognitive strategies, affective strategies and social strategies include into indirect strategies. The students can used indirect or direct strategies in learning or they can combine both of the strategies to help them overcome their difficulties.

CHAPTER III

RESEARCH METHOD

This chapter present the description and discussion about the research methodology will be employed in this study. The discussion includes research design, data and data sources, subject of the research, data collection method and research instrument , data analysis, and trustworthiness of the data.

A. Research Design

Research is a detailed study of subject especially to discover new information or reach new understanding. Research is a systematic process of investigation, the general purpose of which is to contribute to the body of knowledge that shapes and guides academic and/or practice disciplines (Powers & Knapp, 1995: 148).Meanwhile, research is systematic investigation based on science about the phenomenon to find new information in improving a new methods (Trianto,2011:11). From the definition above it can concluded that research is systematic attempt to get a new information, which is done based on science and scientific method.

In this research the researcher uses qualitative approach because the data were not in form of number, but the data derived from observations, interviews and documentations. So, the purpose of qualitative research was to describe the empirical reality behind the phenomenon in depth and detailed. The researcher focus on student's learning difficulties and how they overcome.

B. Data and Data Sources

a. Data

The data of this research belong to descriptive qualitative data. Data is an information, especially facts or numbers, collected to be examined and considered and used to help decision-making, or information in an electronic form that can be stored and processed by a computer. Arikunto (2010:88) says that “ data is the result of the researcher either as a fact or number”. Data is fact and statistic collected together for reference or analysis (Oxford dictionary). It means that data is the number of fact found by researcher as result of research. The data were taken from the students’ information about their learning difficulties in English in form of interview transcript. The data here as the materials which can answer the research problem proposed by the researcher. It means that the collected data must be relevant with the formulated research problem.

b. Data Source

Data source is the subject of the research from where the data can be obtained (Arikunto,2010:99). According Lofland (1984) as cited in Moleong (2011:156) states that the main data source in qualitative is words and another is an additional data like documentation. So, in qualitative research the data mostly in the form of words. Data source divided onto three components,are :

- 1). Person/ Actor is data source that gives data orally via interview. The informant of this research are the teacher and the eight grade students of SMPN 1 Sumbergempol Tulungagung.
- 2). Place is data source that show the situation of the place. The place of this research is in the classroom.
- 3). Paper is data source that serves sign in the form of symbol, words, number, picture and other symbol.

C. Subject of the Research

The selected subject in this research fulfilled the following criteria. It means that the researcher can not take the students randomly as research subject in order to get the data which is suitable with this research. The subject of this research was the eight grade students of SMPN 1 Sumbergempol Tulungagung. The researcher choose six students as the subject of this research who have same difficulties and lower score in English.

For selecting subject of research who face difficulties in learning English, the researcher decided to do observation. Before that the researcher discussed with English teacher Eighth grade of SMPN Sumbergempol. Through that process the researcher got some informations about eighth grade students. The researcher set some criteria of the selected subject, they were :

- (1). the students who have the same difficulties with their friends in learning English
- (2). the students who got lower score in English. The score were taken from English teacher files.
- (3). the students recommended by English teacher.

In this study, the subjects of this research were 6 subject. Their obtained scores of English lesson were as follows :

Table 3.1 List students' score of English lesson

No.	Name	Class	Score
1.	S1	VIII L	55
2.	S2	VIII L	56
3.	S3	VIII L	50
4.	S4	VIII L	45
5.	S5	VIII L	53
6.	S6	VIII L	58

These certain judgment were important to this research because the participants hopefully could provide the needed data which were appropriate with the research.

D. Data Collection Method and Research Instrument

Data Collection is standart and systematic procedure to get available data. Inaccurate data collection can impact the results of a study and ultimately lead to invalid results. In qualitative research there are some techniques to collect the data such as observation, interviewing, and

document analysis or known as document note taking. In this research the researcher uses some methods in collecting data. Those were:

1. Observation

Observation is the most basic method for obtaining data in qualitative research. The qualitative researcher's goal is a complete description of behavior in a specific natural setting rather than a numeric summary of occurrence or duration of observer behaviors (Ary, 2010:431). According to Sugiyono (2009:226) states that "through observation, the researcher learnt about behavior and the meaning attached to those behavior". In qualitative research a researcher may be a participant in the situation being observed or a nonparticipant. In participant observation, the observer actively participates and becomes an insider in the event being observed so the researcher experiences events in the same way as the participant.

There are two types of observation : participant observation and nonparticipant observation. In this observation, the researcher act as participant observation. It means that the rsearcher not only observed but also acted as the English teacher. By doing observation researcher knew by herself the fact about the activities in learning English at eight grade of SMPN 1 Sumbergempol Tulungagung. So the researcher knew how the teacher taught and the learners strategies in learning English and knew the extent of students learning strategies to improve their English skill.

2. Interview

According to Esterberg (2002) cited in (Sugiyono, 2009: 231) states interviewing is “ a meeting of two person to exchange information and idea through question and responses, resulting in communication and joint contraction of meaning about particular topic ”. Another definition of interviewing is one of the most widely methods for obtaining qualitative data. Interviews are used to gather data on subjects’ opinions, beliefs and feelings about their situation in their own word (Ary,2010:438). Interviews provide information that cannot be obtained through observation, or they can be used to verify the observation. The qualitative interview is typically more probing and open-ended and less structured than the interview in quantitative research, but various considerably in the way it is conducted. An interview has the advantage of supplying large volume data. The most efficient way to collect arranged interview data is to use a tape recorder.

If we interview different people about the same event or phenomenon, we will inevitably get a range of perspectives. Where the research question requires it, the perspectives of members of a range of groups, such as clients and workers, or teachers, students and parents, should be obtained (Darlington and Scott, 2002:48).

In qualitative research, observation method often combine with in-depth interview. While doing observation the researcher also doing in-depth interview. The research instrument of this research is the interview guide. Interview guide is some questions proposed to the students, it’s to

get some information needed by the researcher. The researcher used Indonesian language in the interview to avoid misunderstanding and to get information clearly.

According to Sugiyono (2009:233), there are three kinds of interview as follows :

- a. Structured interview
- b. Semi-structured interview
- c. Unstructured interview

The researcher used semi-structured interview. The researcher used this kind of interview because semi-structured interview is not formal. The researcher has a set of questions and it is can be developed by the researcher if the students' answer enough yet. In interview researcher interviewed the students who got low score one by one. By interviewing one by one researcher asked more about students' difficulties in learning English and their learning. When interviewed the students , the researcher recorded what the students said. Using record, it helped the researcher to make transcription.

3. Documentation

Document analysis is research method applied to written or visual materials for the purpose of identifying special characteristic of the material. Document can be written, picture or textbook (Ary, 2010: 442). Document as a complement of observation method and interview method. The result of research will more credible if supported by some

pictures, textbook etc. Therefore, documentation method is a technique of collecting data that is given to the subject of the research.

In this research, the researcher did not use all kinds of documentation, but only used some kinds of documentation. The documentation were photographs and the students' score which was taken from English teacher's files.

E. Data Analysis

The collected data obtained from the result of interview and observation were analyzed to draw conclusion. According Wiresma (1995:265) analysis consist of synthesizing the information from the observation, interviews, and other data sources. Ary (2010:481) states “Data analysis is the most complex and mysterious phase of qualitative research”.

From the definitions above, it can be synthesized that data analysis is the process of organizing and putting the data from many sources into the right pattern. The purpose of data analysis is summarizing and simplifying the data in order to interpret and draw a conclusion. Data analysis is the last activities in qualitative research. In this reserach, in analyzing the data, the researcher used qualitative data analysis. Data are analyzed in a way that permits the researcher to answer the research problems.

According to Miles and Huberman (1984) state that the activity in analyzing qualitative data done interactively and continuously until the data saturated. The data analysis consists of three activities, and those are :

a. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, and choosing the main data needed. Thus the data reduced will give clearly description and made researcher easy to collect the next data and find out if needed. The steps in analyzing data in this research were, the researcher collected the data through observation, interview, and documentation. Then the researcher selected, transcribed the interview, made the field note of participant observation, and focused on the data by referring to the formulations of the research problems being investigated in the research. It means the researcher collected the data needed and the irrelevant data should be discarded. The researcher reduced unimportant main data (the utterances produced by students during their interaction in the classroom) and additional data (such as students' behavior during learning process including their mimes, gestures and body movement).

b. Data Display

The next activity after data reduction was displaying the data. Data display is a form of analysis that describes what is happening in the natural setting so that it finally can help the researcher to draw a final conclusion. In qualitative research data display can be done in

narrative text, chart, connection between the category, flowchart and other. Miles and Huberman (1984) state “ looking at displays help us to understand what is happening and to do some thing-further analysis or caution on that understanding”. So, with data display it will help the researcher to understand what is happening and make the next planning.

As the same as the process of reducing the data in displaying the data, it should be based on the formulation of the research problems. The most frequent form of data display in this research is in the form of narrative text.

c. Conclusion Drawing

Conclusion is the last procedure of analyzing the data in this research. Making conclusion is the process of drawing the content of data collected in the form of good statement and having clear data. After the data is displayed, a conclusion is drawn.

There were two kinds of conclusions that the researcher draw in this research, they are temporary conclusion and final conclusion drawing. The drawing conclusion begin since the beginning of the research after the data collection by making temporary conclusion. Finally the researcher draw the final conclusion. It can be said the conclusion was analyzed continuously and verified about the validity to get perfect conclusion. Conclusion in qualitative research is new finding that ever found yet before.

F. Trustworthiness of the Data

In qualitative research, there is a common technique usually used to check the trustworthiness of the data. To get the trustworthiness in this research, more than one instrument was used to collect the data. Therefore, the researcher used triangulation technique.

According to Wiliam Wiersma (1995: 263) states “ triangulation is part of data collection that cuts across two or more techniques or sources. Essentially, it is qualitative cross-validation. It can be conducted among different data sources or different data collection methods”. “Triangulation is technique of collecting the data that the data is collected from some technique “ Sugiyono (2009: 241). Using triangulation the researcher also examine credibility of the data.

Sugiyono (2009: 273) states :

What the qualitative research is interested in is not truth perse, but rather perspectives. Thus, rather than trying to determine the truth of people’s perceptions, the purpose of corroboration is to help researchers increase their understanding and the probability that their finding will be seen as credible or worth of consideration by other.

The purpose of triangulation is not mainly to find the truth, but to increase the credibility and validity of the finding.

In this research, the researcher uses methodological triangulation to prove the validity of the data. It means that the researcher uses some technique to collect the data in order to get the consistent data. To get the data the researcher observed the activities of learning English in the classroom. After that the researcher interviewed English teacher and the

students at eight grade of SMPN 1 Sumbergempol Tulungagung. After the data collected the researcher compare the data of observation, interview and the data of documentation. Here the data collected in different ways.

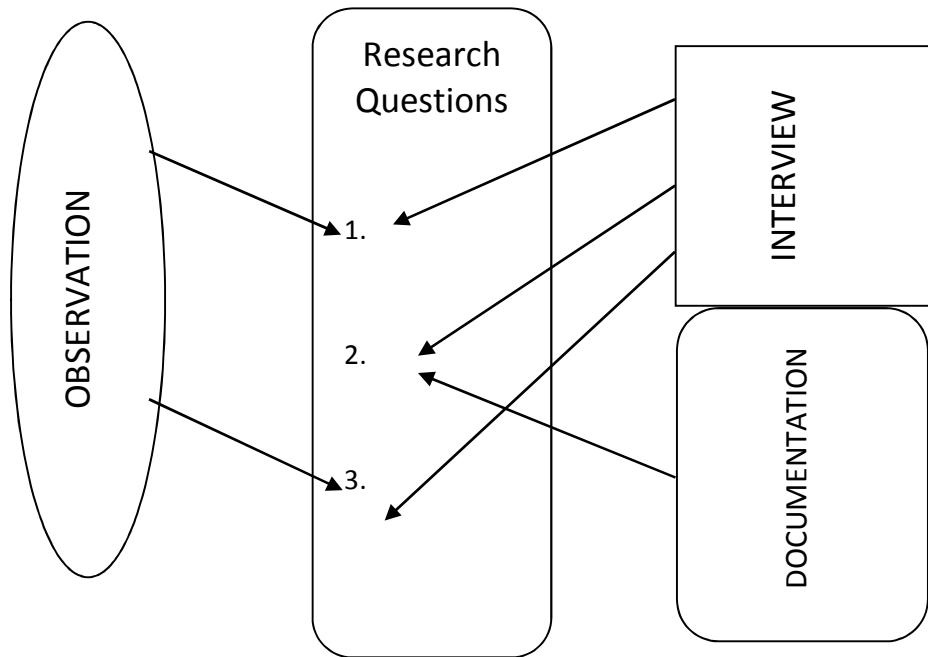


Figure 3.1 The Methodological Triangulation

CHAPTER IV

RESEARCH FINDING

This chapter discuss about data presentation and also the finding of the research. Before presenting the finding of the research, the description of the setting of the research is presented. Although the description of the school is not the data of the research, it is intended to show the profile of the school.

A. Description of Research Site

The area of this is SMPN 1 Sumbergempol Tulungagung which is located at Jl. Raya Sumbergempol, Sumbergempol District No. 30 Tulungagung, East Java. The vision of SMPN 1 Sumbergempol is “Be able to give inspiration, motivation, and power to the member of school “. Meanwhile the mission are:

- (1) Giving directions in creating vision based on the purpose of national education
- (2) Decide the purpose will be achieved in certain time
- (3) To be a foundation of the main program
- (4) Emphasizing at the quality of students’ service and graduate expectation of the school
- (5) Lade common and specific statement related to the school program
- (6) Give suppleness and space in improving school activities.

SMPN 1 Sumbergempol Tulungagung has many facilities to support education process. The researcher found some facilities such as computer

laboratory, science laboratory, language laboratory, library, guidance and counseling room, art room, etc.

B. Description of the Subject

This presentation of the data finding in this part related to the students' learning difficulties in English and the strategies to overcome at Eight grade students of SMPN 1 Sumbergempol Tulungagung. Before presenting the finding, the researcher presents the description of the subject. The subject recommended by an English teacher, the subject were the students who got lower score. The subject of this research were: S1, S2, S3, S4, S5 and S6 The information from each subject are described as follows:

a. S1

Subject 1 is male. He is a student of VIII L. He does not like English because according to him English is difficult. While doing the interview, he explained more about English. His scores usually are under 75. When he asked why his score was bad, he answered honestly that he did not study hard. And the most difficult skill between four skills is speaking.

He stated that he did not know the meaning of the word in English, so he cannot speak in English. His strategies to overcome his difficulties is by opening the dictionary, study hard , reading a book and speak in front of a mirror to improve his speaking ability. Beside that if he does not know about the material he asked to his friend or to the teacher. He likes English

teaching activities if the atmosphere of the class is calm and the teacher teaches slowly.

b. S 2

S2 is students of VIII L. Sometime he likes English but sometime he does not like English. His score is under 70. According to him the most difficult skill is speaking and then writing. His reason is he less study and seldom speaks using English, so it makes him difficult speak in English. And about writing difficult because the words are very complicated. His strategies to overcome his difficulties are by studying hard, doing exercises, practicing and always trying. He wants English teaching is not fast but calm and when some students do not understand yet, so the teacher want to guide them and give more attention to them.

c. S 3

The third subject also comes from class VIII L. He rather likes English because his teacher is patient, but he less interesting with English. He ever taken an English course when he is on the seventh grade. His score is bad, but he did not mention his scores usually achieved. According to him the most difficult skill is reading because the words and how to pronounce is different, beside that he explained that speaking also difficult because seldom speak using English. His strategies to overcome his difficulties is by study hard, opening dictionary, reading a book and doing the exercise. He also gave additional information that he enjoys the study while

listening to the music. His expectation about English teaching were slow and calm until the students understood what the teacher taught.

d. S 4

S 4 is also from class VIII L. He likes English because English is international language, although he likes English but his core is bad under 50. He said that he is lazy to study, always watching TV and when he has homework he did in school because he could not do it and cheated his friend. Besides his parent asked him to study hard. According to him the most difficult skill is speaking because he seldom speaks in English and everyday speak in Javanese. His strategies to overcome his difficulties by pay attention when the teacher explained the material, join with discussion group and study hard. The teacher respond when he faces some difficulties is asked him to study hard. His dream about English teaching was the teacher must be patient, slow and the class atmosphere is calm.

e. S 5

S 5 comes from class VIII L. She likes English because English is unique, when have conversation using English looks impressive. As long as she is not satisfied with her English scores because her score under 75. She tried to study hard every night. She said that speaking is the most difficult skill because she seldom speaks in English and she gave addition that writing also difficult because she could not memorize spelling of the words. She also said that it caused because she often playing her HP and laptop, so less time for study. Her strategies to

overcome her difficulties were study hard, make a discussion group and join an English course. She wants an English teaching was the atmosphere of the class calm in order the students will pay attention to the teacher and they understand the material what the teacher explained.

f. S 6

The last subject is from class VIII L. She does not like English, because based on her explanation English is complicated, the words and how to pronounce different. She is not satisfied yet with her English scores because usually she got under average. She said that the most difficult skills is writing because how to arrange the words to be a sentence is difficult. Another cause why she faced some difficulties are she less of time to study and she does not pay attention when the teacher explained the material. She study if she has the homework only. She felt hard to study because actually she does not like English. Her strategy to overcome her difficulties were by study hard and asking to her friend or her teacher. Her wants about English teaching were the teacher teaching using some jokes and slow but serious.

C. Research Finding

Based on the result of observation, interview to the subject of the study and also the documentation. In this part, the finding was divided into two :

1. The students' learning difficulties in English

This part explained the research findings which is researcher found in the field. It is related to students' learning difficulties in English. The

students have some difficulties in learning English among listening, speaking, reading and writing, but the most difficult skill to be learnt is speaking.

The result of the interview with S1 and S2 were they said that the most difficult skill was speaking. S1 said if he did not know what the meaning of the words, so he couldn't speak in English. Meanwhile according S2 speaking is the most difficult because he rarely speak in English. It's different with S1 and S2, S3 explained that the difficult one was reading because the words and how to pronoun was different and it made him confused.

S4 taught that the most difficult in learning English was learning speaking. His reason were he less speaking in English and faced difficulty arranged the words what would he say. S5 taught that speaking and writing difficult skills. She felt that speaking was difficult because she rarely practiced speaking in English, whereas writing difficult because she could not memorize spelling of the word.

The last explanation about learning difficulties based on S6 was difficult in learning writing. She had difficulty in arranging the words to make a sentence.

From the explanation above about learning difficulties in learning English the most difficulties faced by the students was learning speaking, it faced by S1, S2, S3 and S5. S3 faced difficulty in learning reading and difficulty in writing faced by S6 and S5. There was no

subject stated that listening was one of difficult skill. They taught that listening was passive skill, because listener listen what she/he heard.

2. The factors cause learning difficulties

There were some factors cause them difficult in learning English. By interviewed the subject one by one, they answered honestly the factor caused them difficult in learning. The explanations were below:

According S1, S2 , S3 and S6 had the same opinion the factors caused them difficulties in learning because the first they didn't like and interesting with English and the second, they less time to study. S1, S2 and S3, they could not understand well about the material that gave by the teacher if the atmosphere of the class crowded. They needed calm situation. Meanwhile S6 she wanted the teaching with some jokes but serious, it's consider to the teacher method in teaching.

The researcher also found another factors caused learning difficulties it based on explanation of S4 and S5. Actually they liked with English. They stated that it caused because the technology. S4 was lazy and he watching TV. Meanwhile S5 spent her time to playing Hand Phone and laptop, so she less time to study.

3. The strategies to overcome students' learning difficulties

The result of the interview with the subject the researcher found some strategies done by the subject. Some of them had different strategies but some of them also had the same strategies to overcome their difficulties in learning English.

There were some strategies employed by the subject: the first strategies was opening the dictionary and reading a book, it's done by S1 and S3. The second was doing exercises and practicing, it's done by S1 S2 and S3. The third was joining with group discussion and asking to the friend or teacher, it's done by S1, S4, S5 and S6. The fourth was studying hard, it's done by all the subject.

Furthermore, in order to make the readers easier to understand the description above, the researcher presented the students' learning difficulties in English, causal factors of their difficulties and their strategies to overcome in the form of table below.

Table 4.1 The Students' Learning Difficulties in English

No.	Students' Learning Difficulties	S1	S2	S3	S4	S5	S6
1.	Listening						
2.	Speaking	√	√		√	√	
3.	Reading			√			
4.	Writing					√	√

From the table above can make conclusion that the most difficult are speaking skill and writing skill. The researcher only focus on English skill, so in describing the data the researcher explain about English skill which difficult face by eighth grade student of SMPN 1 Sumbergempol Tulungagung.

Table 4.2 The Cause Factors of Learning Difficulties

No.	Causal Factors	S1	S2	S3	S4	S5	S6
1.	Do not like English	√	√	√			√
2.	Class atmosphere	√	√	√		√	
3.	Teaching method						√
4.	Technology				√	√	

Based on the table above the most factors caused learning difficulties are the students do not like English and atmosphere of the class. Do not like English include to the intern factor cause learning difficulties, it is related to the interest. If the students do not have interest with the English lesson, it means that the students do not like with English. And then If the class crowded they cannot understand well about the material given by the teacher. Class atmosphere,teaching method and technology include to the external factor. Its also as the cause factor of learning difficulties.

Table 4.3 Learning Strategies

No.	Learning Strategies	S1	S2	S3	S4	S5	S6
1.	Opening dictionary and reading a book	√		√			
2.	Doing exercises and practicing	√	√	√			
3.	Joining group discussion and asking to the friend or teacher	√			√	√	√
4.	Studying hard	√	√	√	√	√	√

From the table above can be concluded that the most strategies used by the students is studying hard. The student had more than one strategy to overcome their learning difficulties. S1 had the most strategies. All the strategies above include to direct strategies and indirect strategies. Memory strategies, cognitive strategies and compensation strategies include into direct strategies. Meanwhile metacognitive strategies, affective strategies and social strategies include into indirect strategies. The students can used indirect or direct strategies in learning or they can combine both of the strategies to help them overcome their difficulties.

CHAPTER V

DISCUSSION

This chapter presents the ideas of the researcher in interpreting research findings. Besides, this chapter also discusses the position of the research finding and the existing theory by comparing the finding and the theories which are relevant.

A. Discussion of the Students' Learning Difficulties

From the subject, students' learning difficulties are found. The subjects have different difficulties in learning English.

Based on the data collected and the interviewed with six subject. The researcher got the data and can make conclusion that the most difficulties faced by the students in speaking skill. Based on the students' reason speaking as the most difficult skill because they rarely speak in English, it based on S2, S4 and S5. Another reason was the students did know the meaning of the words, it based on S1 and S2. According Brown (2000 : 270), there some cases make speaking skill difficult.

1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

2. Redundancy

The speaker has an opportunity to make meaning clearly through redundancy of language. Learners can capitalize on this feature of spoken language.

3. Reduced form

Contractions, elisions, reduced vowels etc., all form special problem in teaching spoken English. Students' who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4. Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and correction. Learners can actually be taught to pause and hesitate.

5. Colloquial language

Make sure the students are reasonably well acquainted with the words, idioms, and phrases of colloquial and that they get practice in producing these form.

Therefore, it can make the students difficult in learning speaking, because usually they translate the meaning word by word. If the students can reduce the word, it's one way to make them easy speak in English.

B. Discussion the Cause Factor of Learning Difficulties

There are some factors make the students difficult in learning English. It based on the explanation from the subjects. The first is because the students do not like with English. It is stated by S1, S2, S3, and S6. They said that they do not like English, so it make them difficult. Do not like English, it is related to the interest. Interest influence students' learning. If there is no interest on the students, there is no process in their brain and the difficulties will emerge (Ahmadi and Supriyono, 2008:83). When the students do not have an interest with the lesson, they will face some difficulties. Interest is the foundation in learning. It supports the students become diligent and enjoy with their learning.

Ahmadi and Supriyono (2008:85) state that "family is the first central education". The students spend their time with their family, they have more time in the house than in the school. Especially for the parent, they must control and support their children in learning. Meanwhile, friend and the teacher also can influence students' learning, especially in the classroom. It's to be responsibility of the teacher to monitoring students' learning when they are in the school.

The second factor is class atmosphere. It based on explanation of S1, S2, S3 and S5. If the atmosphere of the class crowded the students do not enjoy with their learning, they cannot understood well about the material given by the teacher. The students enjoying their learning when the class condition is comfort, such as the class are calm, clean and anything that can make them enjoy and feel at home in the class (Ahmadi and Supriyono , 2008:91).

The third factor is teaching method. Teaching method is one of causal factor that influence students' learning. According to Ahmadi and Supriyono (2000:90) teacher method that cause students' learning difficulties are:

1. Teacher method based on mechanical not based on theory
2. When the teacher teach do not use visual aids
3. The teacher method that make the students to be passive
4. Uninteresting teaching method, it caused the teacher uncover the material well
5. The teacher only used one method and do not has variation method, so the students become bored.

In this case the teacher must have variation method and understood well about the material that will be given to the students. And it will be better if the teacher use media or game.

The last factor is technology. In this era technology has more influence to the students' learning, such as television, hand phone, laptop etc. It will hamper students' learning if they spend more time to playing hand phone, watching television, or playing laptop until they forget to their responsibility as the students (Ahmadi and Supriyono, 2008:92). As the students, they must study hard.

C. Discussion Students' Strategies to Overcome

From the data collected, the researcher found some strategies employed by the subject. They have different strategies to overcome their difficulties in

learning. There are seven strategies done by the students to overcome their difficulties in learning English. The seven strategies are : 1). opening dictionary and reading a book, 2). doing exercises and practicing, 3). joining group discussion and asking to the friend or to the teacher, 4). studying hard. The explanation above showed that every students have own strategies and they have different strategies to overcome their difficulties in learning English. The learners who can find their own ways or strategies for their learning are nominated as good language learners. Rubin and Thompson (1982) cited in Brown (2000:209) mention some characteristic of good language learners, as follows:

1. Find their own way, taking charge of their learning
2. Organize information about language
3. Creative, developing a “feel” for the language by experimenting with its grammar and words
4. Make their own opportunities for practice in using the language inside and outside the classroom
5. Learn to live with uncertainty by not getting flustered and by continuing to talk or listen without understanding every word
6. Use mnemonics and other memory strategies to recall what has been learned
7. Make errors work for them and not against them
8. Use linguistic knowledge, including knowledge of their first language, in learning a second language
9. Use contextual cues to help them comprehension

10. Learn to make intelligent guesses
11. Learn chunks of language as wholes and formalized routines to help them perform beyond their competence
12. Learn certain tricks that help to keep conversations going
13. Learn certain production strategies to fill in gaps in their own competence
14. Learn different styles of speech and writing and learn to vary their language according to the formality of the situation.

Therefore, it can be said that the students who have varieties of learning strategies are qualified become good language learners. They can overcome their difficulties by themselves. They used various strategies to be successful learner. Between one learner and other learner have different ways or strategies.

Based on the theory of the kinds of learning strategies, the researcher got the point of students' learning strategies. In this case they can overcome their difficulties using their own strategies. Richard (2007:63) identifies six general types of learning strategies. They are: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

Memory strategies, this strategy help learners to store and retrieve information. Memory strategies used by the learners is by opening the dictionary and reading a book. Opening dictionary help the learners to find difficult word and after know the meaning of the difficult word the learner can memorize what they found in the dictionary. If the learners want to say something, but they do

not know the meaning of the words , so they need to open the dictionary. Reading a book also will give more information to the learners.

Cognitive strategies, which enable learners to understand and produce new language. Cognitive strategies are operations carried out directly the material to be learned. The cognitive strategy used by the learners are doing exercises and practicing. Doing exercises and practicing help them to cover the material well, they can do repeatedly.

Metacognitive strategies, which allow learner to control their own learning through organizing, planning and evaluating. Studying hard related to the metacognitive strategies. They can study hard, such as they do their homework, learn first the material that will be given in the next meeting. Using this strategies the learners will be easy in understanding the material.

The last strategies is social strategies that will help learners take interact with other people. The social strategies employed by the learners are joining group discussion and asking to the friend or teacher. Group discussion give more advantages for the learners. Joining group discussion, the learner will be more active. They can share their difficulties or their problem to their friends. They will fitted out their lack each other. Meanwhile asking to the friend or teacher help the learners understood and know what they want to ask. It is important to do by the learners if they do not understand about the material. They must ask to their friend or the teacher especially.

From the discussion above, the researcher takes a conclusion that the strategies employed by the learners are in line with the existing theory, although

there two strategies do not employed by the learners, they are compensation strategies and affective strategies. From the explanation above the students use direct strategies and also indirect strategies. It means that the strategies are proved as the good strategies to overcome student' learning difficulties.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion concerning the result of the research. Based on the research finding and discussion from chapter IV and chapter V, the researcher gets conclusion as follow.

A. Conclusion

From the result of the reserch, it can be concluded that the students have some difficulties in learning English especially in English skills. And from the first research problem What language skill are the most difficult face by the students at eighth grade of SMPN 1 Sumbergempol tulungagung?

1. The language skill most difficult faced by the students are speaking skill and writing skill.
2. The cause factors of students' learning difficulties in English are they do not like English,the class atmosphere,the teaching method, and technology.

The most factors influence the students' learning difficulties are do not like English or they are not interested in English and its class atmosphere.

3. The students' learning strategies to overcome employed by the students are: opening dictionary and reading a book, doing exercises

and practicing, joining group discussion and asking to the friend or teacher, studying hard.

The most strategies done by the students is studying hard. Although the students have many strategies to overcome their difficulties, but the cause factors were more than the strategies employed by the students so they cannot achieve a good score.

B. Suggestion

The result of this research gives evidence that students have some strategies to overcome their difficulties in learning. But the researcher has suggestion for :

1. The Students

The students have to improve their knowledge by study hard, responsible to their duty as the students, pay attention to the teacher explanation, and use some ways or strategies when they faced some difficulties to overcome it. They have to be active learner. Furthermore, they have to be more confidence and believe that they can success.

2. The Teacher

For the English teachers especially, they need to be creative in teaching the students, using variation method, have new innovation. If it is possible the teacher need to use media or game in explaining the material. Hopefully, the teachers also need to control and monitoring students' progress in learning and giving motivation to the students.

REFERENCES

- Ahmadi, Abu & Supriyono, Widodo. 2008. *Psikologi Belajar*. PT. Rineka Cipta : Jakarta.
- Ary, D. , Jacob, L., C., Rajavieh, A., Sorensen, C. 2006. *Introduction to Research in Education sixth edition*. Canada: Thomson Wadsworth
- Ary, D. , Jacob, L., C., Rajavieh, A., Sorensen, C. 2010. *Introduction to Research in Education eighth edition*. Canada: Wadsworth
- Bodgan, R. C. & Biklen, S. K. (3rd). 1998. *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn & Bacor
- Brown,H.Doughlas. 2000. *Principles og Languange Teaching and Learning*. Longman : San Fransisco State University.
- Farrel, Michael. 2006. *Dyslexia and Other Specific Learning Difficulties*. Canada : Taylor & FrancisGroup.
- Fitriah, Siti L. 2012. *Leraning Strategies in Speaking of The Second Grade Students at MAN 2 Tulungagung*. Thesis. Tulungagung: State Islamic College (STAIN) Tulungagung
- M.Jain, Praveen & Patel,M.E. 2008. *English Language Teaching (Methods, Tools & Techniques)*. Sunrise Publisher & Distributors : Vashali Nagar, Jaipur.
- Moleong & Lexy,J. 2011. *Metodologi Penelitian Kualitatif*. PT. Remaja Rosdakarya : Bandung
- Nunan, David. 1999. *Second Language Teaching & Learning*. Boston: Heinle & Heinle Publisher
- O'Malley, J and Chamot, A.U. 1990. *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press

- Oxford, R.L & Crookall, D. 1989. *Research on Language Learning Strategies: Methods, Findings, and Instructional Issues*. The Modern Language Journal. 73, 404-419
- Oxford, R.L. 1989. *Use of Language Learning Strategies: A Synthesis of Students With Implications for Strategy Training System*, 17(2), 235-247
- Oxford, R.L. 1990. *Language Learning Strategies: What Every Teacher Should Know?*. Boston: Heinle & Heinle
- Oxford, Rebecca L. 1990. *Language Learning Strategies*. Heinle & Heinle Publisher : united State of America.
- Quebec. 2004. *Learning Difficulties*. Ministere de l'Education
- Richard, Jack C. 2007. *Reflective Teaching in Second Language Classroom*. Cambridge University Press : New York.
- Shofiya, Arina, et.al. 2012. *Thesis Writing Guideline*. Tulungagung: STAIN Tulungagung press 2012
- Sugiyono. 2009. *Metode Penelitian Pendekatan Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta
- Wiersma, Wiliam.1995. *Research Method in Education an Introduction Sixth Edition*. Boston, London, Toronto, Sidney, Tokyo, Singapore Allyn & Bacon.
- Wood,Derek. 2007. *Kiat Mengatasi Gangguan Belajar*. Katahati: Jogjakarta.