

CHAPTER I

INTRODUCTION

Before entering to discuss the definition in the next chapter, in this chapter will be explain a little about background of the study, formulation of research problems, purpose of the study, significance of the study, scope and limitation of the study, definition of Key Terms, and the organization of the study.

A. Background of Study

In learning English, teachers and students must work together so that the objectives of this learning can be achieved properly. Both have their respective roles in the learning process, in addition to students having to listen and follow the learning process well, they must also play an active role in practicing what they have learned and working independently in improving their abilities in the fields of speaking, listening, writing, and reading. In addition Derakhsan (2015) also added that a teacher does not only teach and pay attention to students' language skills, but also helps, facilitates, and encourages students to have enthusiasm, good attitude, and motivation towards English. In addition, the teacher must understand what students are learning, how and why such learning affects them, how learning can benefit them in the future.

In learning English there are several factors that must be considered by both teachers and students in order to create comfortable learning and avoid the problems experienced both during learning and afterwards. So Inanloo (2013) also revealed that some non-native speaker countries would experience some difficulties in the English learning process because they did not really pay attention to what every innovative, creative and motivating teacher should have. Some problems in learning English are also caused by lack of interest, and motivation to learn English, lack of approval in class, students who are more advanced than others, most English teachers do not have proficiency in English, lack of repetition and frequent student practice.

In some non-native speaker countries the problem of learning English is also a challenge for both teachers and students. One of them happened in the country of Iran, One of the major problems in language learning is that most students do not have the capacity to express themselves in a foreign language fluently after studying English in junior high and middle school for seven years. These problems are divided into seven categories, namely five important components of each education system (teachers, students, materials, teaching methods, and evaluation) and two other subcomponents (curriculum and policy) that are closely related (Akbari, 2015). Bana and Okan (2000) added that most students in Iran tend to participate in communicative activities to learn English. Some students

tend to have more opportunities to participate in free conversational classes, expressing their desire for a more communicative approach.

Meanwhile, English in Indonesia is taught and used as a foreign language. The fact that English is one of the most important international languages for communication has been recognized by the Indonesian government since its independence; Therefore, the government has recommended that English be a compulsory subject in secondary schools (Nurkamto, 2003). Furthermore, Lie (2007) also argues that "the maintenance of English as a foreign language has stabilized because it is officially taught in all secondary schools". At that time, they were required to be able to speak English well as a provision before moving to a higher level. Of course a lot of discussion is found after or during the learning process.

In addition, English in Indonesia has been officially established in junior high schools. Although in elementary school there are also English subjects, but these lessons are only used as additional subjects. In junior secondary level English the competence and proficiency in foreign languages among secondary schools is generally low (Nurkamto, 2003). In addition, students find English very difficult when they are instructed to express their opinions in English, only a few are able to truly be able and successful to obtain at a higher level. These students have the opportunity to improve their English language skills through private courses, computer-aided language teaching, and exposure through Western influences, TV

channels, and foreign films (Lie, 2007, p. 3). In addition, Nurkamto (2003) explained that because of Indonesia's geographical position far from English-speaking countries and some cultural values that are difficult to accept new things from outside, it becomes one of the problem factors in the development of learning English.

There are several factors that affect the learning process and mastery of English. As exemplified by Mumary (2017). Among them are the lack of mastery of student vocabulary, lack of student discipline, student boredom, problems of speaking, problems of pronunciation, problems of self-confidence, the teacher's side, lack of teacher training, mastery of limited teaching methods, not familiar with IT, lack of professional development teacher, facility issues, inadequate resources and facilities, and time constraints. From these problems, several solutions have also been implemented to improve, improve attitudes, increase resources and facilities, adjust students' levels of learning and skills, utilize available resources and facilities, provide motivational feedback, and teacher self-reflection.

The lack of teacher training also affects the problems that occur in teaching foreign languages. In other words there may be some teachers who "find themselves teaching good English without adequate English to students in particular and such things often occur in poor or rural areas" (Garton, Copland, & Burns, 2011, p. 740) because teachers may only get basic preparation in supportive theories and practical applications, they can

then struggle to realize teaching methods effectively (Bulter, 2005; Littlewood, 2007; Mumary, 2017). Associated with specific training of certain subjects makes a teacher deficient in the knowledge and experience gained, thus encouraging a teacher in the learning process to be rigorous.

In addition, the lack of exposure to English also affects the learning process and is one of the problems that often occurs, both for teachers and students. Mumary (2017) asserts that teaching English as a foreign language is a challenging task in places where English has inadequate exposure. The lack of English exposure also provides fewer opportunities for students to use English. Khan (2011) also believes that the lack of English students 'demotative goals for practicing and understanding English is due to the students' inadequate background knowledge about English. The lack of examples in the presentation also affects students' processes in understanding and processing English learning.

The lack of vocabulary that represents material that is common in the process of learning English is no stranger to the problems of learning by students. One of the most challenging tasks students encounter is mastering vocabulary (Hasan, 2016; Mumary, 2017). Chung (2016) states that as a result, students in English as a foreign language context are limited by their knowledge of the grammar and vocabulary of the target language and have a struggle to understand content (Mumary, 2017). This problem is certainly responded to by many countries in learning it, not only students who

experience difficulties, but this also becomes a challenge for teachers in enriching the vocabulary needed to be given to students.

Lack of accessibility in the learning process is also one of the difficulties that cannot be avoided. This requires a teacher to be more innovative and creative in meeting accessibility needs as a companion during the learning process. Garton et al (2014) state that "in some countries, such as South Korea and Malaysia, textbooks are established; in Singapore and China, teachers can choose from books that are approved by the government, however, it is important that in many countries suitable books are not available or not used in class "(p. 740). Fatiloro (2015) also stated that the lack of facilities and equipment prevented teachers from realizing an effective teaching process (Mumary, 2017). In other words, the teacher must prepare all the needs that will be used during the learning process to be effective.

According to William & Selvi (2011) the causes of problems of high school students in learning English is an important area to study because it will help students identify problems that will hinder their learning in English and also make them learn English easily and comfortably. This matter the author are interested in examining the causes of these problems. What are the factors that cause problems such as lack of vocabulary, lack of English exposure, and lack of accessibility. From the known causes of learning problems, the teacher will also find it easier to help students find solutions to the problems they face. The author chose Mamba'us Sholihin boarding

school as the object of research. Mamba'us Sholihin boarding school is a religious education foundation found in Sumber, Sanankulon, Blitar. This institution has junior high schools and senior high schools where students live in pesantren, besides these institutions are also active in Arabic and English language activities. Both languages are used as their daily language, there are several programs that support their language skills, including drill, bilingual conversation, and so on. Although these programs are implemented, it is also possible for students to experience problems in learning English. Therefore, the authors are interested in examining the causes of the occurrence of English language learning problems in these institutions using mix methods research, data collection is done by in-depth questionnaire and interviews.

B. Formulation of Research Problems

1. What are the factors that influence the problems of learning English at Mamba'us Sholihin boarding school?
2. Which factor is the most dominant in learning English problem at Mamba'us Sholihin boarding school?

C. Purpose of the Study

1. To know the factors that influence the problems of learning English at Mamba'us Sholihin boarding school.
2. To know the most dominant factor in learning English problem at Mamba'us Sholihin boarding school.

D. Significance of the Study

In theoretically, this research is expected to contribute, especially in the field of English language education, so from this information for all subjects who are interested in the English teaching will be understood and know what the problems experienced in learning English and how to find solutions to these problems.

In practically, the author hopes that the result of the study is useful.

1. For the English teacher
 - a. Research finds are expected to provide information to English teacher's about problems with the factors which faced by his/her students.
 - b. To give information in order for the teachers increase better techniques in English teaching process.
 - c. He/she will get input how to overcome students' problems well.

2. For the students

To provide information to students about the problems they face in learning English, and also solutions to find solutions to these problems.

3. For the head of language department

- a. To give suggestion and motivation to the teacher, members of department language and students in English teaching learning well.
- b. To give information regarding what factors affect the problems of learning English and solving these problems.

4. For the writer

- a. The writer knows the problems in English teaching and learning (Internal and external factors).
- b. To develop knowledge and technique of teaching as a candidate of English teacher.

E. Scope Limitation of Study

1. Scope

The scope of study focuses on the factors that influence the occurrence of English learning problems at female dormitory Mamba'us Solihin 2 boarding school Blitar.

2. Limitation

The limitation of study focuses on the factors that influence the occurrence of English learning problem, and which one the most dominant that influence English learning problem at Mamba'us Sholihin 2 boarding school Blitar during the year 2019-2020, that can be found through English course process and English language development program. The subject study are the head of language department, English course teacher, and the female students at second grade of senior high school.

F. Definition of Key Term

The definition of the keys term is made to reduce reader's misunderstanding perceptions. There are three key terms in this study, the first is English teaching learning, English teaching learning problem, and factor causing English learning problem.

1. English Teaching Learning

According to Mouris (1980) learning is a view that is systematically integrated with the nature of the processes by which people relate to their environment so that it can increase their ability to use themselves and their environment more effectively. Whereas teaching is organizing and activities or

setting the environment as well as possible and relating to children so that the learning process occurs. (Sadirman, 2001).

English teaching learning is any activity that aims to gain knowledge and proficiency in English. There are four skills that can be learned, namely, listening, reading, writing, and speaking.

2. English Teaching Learning Problem

Learning problems are a certain condition experienced by students and hinder the smoothness of the process carried out by individuals to obtain a whole new change in behavior (Prayitno, 1985). Meanwhile, English teaching learning problems are all problems that can hinder the teaching and learning process of English.

3. Factors causing Learning Problem

There are several factors that cause learning problems in students. These factors by Muhibban Syah (2005) are divided into two categories, namely internal factors including cognitive, affective and psychomotor. While external factors include family, community, and school environment (condition of school buildings, teachers and learning facilities).

E. Systematic Discussion

The systematics of this research consists of five chapters, namely:

Chapter I	In Chapter I, the author explains the background of the research which includes the reasons for conducting this research, formulation of research problem, purpose of research problem, significance of the study, definition of key terms, scope limitation of study, and systematic discussion.
Chapter II	In Chapter II, the writer describes the theoretical basis, they are English teaching learning, English learning problem, and factors causing English learning.
Chapter III	In Chapter III, the author describes the type of research, research methods, data collection instruments, data analysis methods, technique of data analysis, validity of the data, and research procedure in this study.
Chapter IV	In Chapter IV, the writer describes the data reduction, data analysis, and discussion.
Chapter V	In Chapter V, the author describes the conclusion and suggestion.