CHAPTER IV

RESEACH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the result of the findings and the discussion. The researcher presents the results of the questionnaire as quantitative data from the second grade of Senior High School female students' as respondents at Mamba'us Sholihin 2 Blitar boarding school regarding the problems they face in learning English to determine the factors that influence it, and presents interview results as qualitative data from the head of language department and English course teacher of second grade senior high school as the informants regarding the explanation or description of the results of the questionnaire.

A. Research Findings

1. Location description

This research was conducted at Mamba'us Sholihin boarding school which is located at Jl. KH. Misbahuddin Ahmad, Sumber, Sanankulon, Blitar, East Java 6615. It is a modern salaf-based Islamic boarding school which is located in remote villages, with a beautiful location in the middle of rice fields. that has a special characteristic in learning *kitab kuning* and learning foreign languages, both Arabic and English by applying two types of learning processes, namely:

a. Learning in the classroom

Learning in the classroom is carried out in the form of a course in which the course teacher teaches English learning material which includes grammar, components, tenses, and other aspects.

b. Learning outside the classroom

Learning outside the classroom includes various language development programs designed by the language department, including:

1) New vocab drills every day, this activity aims to increase and enrich foreign language vocabulary.

2) Conversation or muhadatsah every Tuesday morning, this activity is intended as a means of practicing speaking with friends using Arabic / English from the new vocabulary that has been taught.

3) Party night or muhadloroh every Wednesday night, aims to train children's confidence in speaking Arabic / English in public through speech, sing a song, short drama, and as a host.

2. Quantitative data analysis

The research subjects who were used as respondents in this study were 60 female students consisting of 31 students of class XI IPA and 29 students of class XI IPS. Respondents were taken from female students who were in class XI IPA and IPS. The choice of respondents is because these respondents are more accessible. The questionnaire consisted of 10 questions regarding internal factors and 10 questions regarding external factors, in each aspect there were two questions. The quantitative data analysis used in this research is descriptive statistical techniquewith the type of data portrait analysis that could be seen at the table below:

Table 4.1

The Presentage of Questionnaire

Indicator	Aspect	Presentage (%)	
		Yes	No.
Internal	Motivation	76	24
Factors	Self Confidence	74	26
	Intelligence	55	45
	Attitude	78	22
	Interest	38	62
		64	**36**

External	Books and media providing	16	84
Factors	Conducive environment	18	82
	Comfortable place	40	60
	Accessibility	18	82
	Delivery of material	22	78
		21	**79**

Based on table 4.1 which describes the percentage data from the results of the questionnaire, it can be found the answer to the number one problem formulation regarding the factors that affect the problem of learning English with the following reviews:

a. Internal factors

Table 4.2

Motivation

Answer	Options	Percentage	Frequency of Answer
Yes	A	76%	46
No.	B	24%	14
Total		**100%**	**60**

There are 76% of 60 students experiencing problems with motivation to learn English, this shows that students need motivation or encouragement in learning English. Moreover, learning English is not an easy thing. Harmer (2001) also explain that the most powerful factor in influencing the success of learning is motivation.

Table 4.3

Self Confidence

Answer	Options	Percentage	Frequency of Answer
Yes	A	74%	44
No	B	26%	16
Total		**100%**	**60**

There are only 26% of 60 students who do not experience problems in terms of self-confidence. Most of them still have difficulty speaking English, this triggers students to experience less self-confidence when they have to speak English, both with other people and when they are told to sing and make speeches in English.

Table 4.4

Intelligence

Answer	Options	Percentage	Frequency of Answer
Yes	A	55%	33
No	B	45%	27
Total		**100%**	**60**

The problems faced by students with their intelligence reached 55%. Students are quite active in practicing new vocabulary, so it can be concluded that they are fast in accepting new lessons, even though some students still find it difficult to pronounce new vocabulary.

As an example, Carrol in El-deli (2010) potraits that competence theory indicates that provided students have a proper level of cognitive control over the structure of language, the facilities will develop automatically with the use of language in meaningful situations (Nurhayati et al, 2017).

Table 4.5

Attitude

Options	Answer	Percentage	Frequence of Answer
A	Yes	78%	47
B	No.	22%	13
Total		100%	Total

Based on the table, 79% of 60 students have a problem in their attitude. The meaning of attitude in this study is like speaking alone or not paying much attention when the teacher is explaining or delivering material, besides that they also often chat using Javanese when the conversation is taking place. This activity is a language development program where students must converse with their friends using Arabic or English.

Table 4.6
Interest

Answer	Options	Percentage	Frequence of Answer
Yes	A	38%	22
No	B	62%	38

Total	100%	60

From the table, we can see that the problems that occur in the student's aspect of interest are only 38% of the 60 students, so it can be seen that as many as 62% of students still have the desire to improve their English skills, even though the data also describes problems where students do not like English, but they are willing to improve their skills.

b. External factors

Table 4.7

Books and Media Providing

Answer	Options	Frequency of Answer	Percentage
Yes	A	16%	10
No	B	84%	50
Total		100%	60

From the table, we know that 84% of students say that the books and media used are not sufficient to support their English course learning, therefore students need books and media that can support their learning to be more optimal. Heinch (1999) also stated that The roles of students and

teachers have changed due to the influence of media and technology in the classroom (Nurhayati, 2014).

Table 4.8

Conducive Environment

Answer	Options	Percentage	Frequency of Answer
Yes	A	18%	11
No	B	82%	49
Total		100%	60

From the table, 82% of the 60 students who said that their environment was not conducive, this means that they felt uncomfortable with an environment that was less conducive. Eventough the environment also has a big influence on learning, for example a very noisy environment can interfere with student concentration in learning.

Table 4.9

Comfortable Place

Answer	Options	Percentage	Frequency of Answer
Yes	A	40%	24
No	B	60	36
Total		100%	60

Based on this table, 36 or 60% of 60 students said the places they used for learning English activities were less comfortable and 40% of 60 students felt comfortable, both the class they used for courses and other places they used for language development activities.

Table 4.10

Accessibility

Answer	Options	Percentage	Frequency of Answer
Yes	A	18%	11
No	B	82%	49
Total		**100%**	**60**

From the table, there are 49 students who say NO and 11 students say YES regarding the availability of accessibility, which illustrates that the available accessibility is inadequate or not maximally used, such as the use of language laboratories. And 18% of YES answers illustrate that there are still other sources that are used as accessibility, such as language development seminars.

Table 4.11

Delivery of Material

| Answer	Options	Percentage	Frequency of Answer
Yes	A	22%	13
No	B	78%	47
Total		**100%**	**60**

We know from the table, there are 22% students who think that their teacher delivers the material well, in the sense that the students are able to receive and understand the material presented by their teacher and there are 78% students assume that they have not been able to grasp the material presented by their teacher, in the sense that they find it difficult to understand material based on teaching techniques carried out by the teacher or the teacher requires more teaching techniques and classroom mastery so that the material can be accepted by various student models.

According to Tsui & Long as cited in Wang (2011) that class development and success depend to greater degree

of interaction between students and teachers. It is also said that interactions facilitate acquisition because of the conversational and linguistic modifications that occur in discourse that give learners the input they need. (Nurhayati et al, 2018).

From the data analysis of the questionnaire results, the researcher then makes conclusions in chart form to generate the percentage that shows the factors that affect English problems with the number of percentages with the answer "YES" for internal factors and the number of percentages with the answer "NO" for external factors in chart with the following results.

Chart 4.1
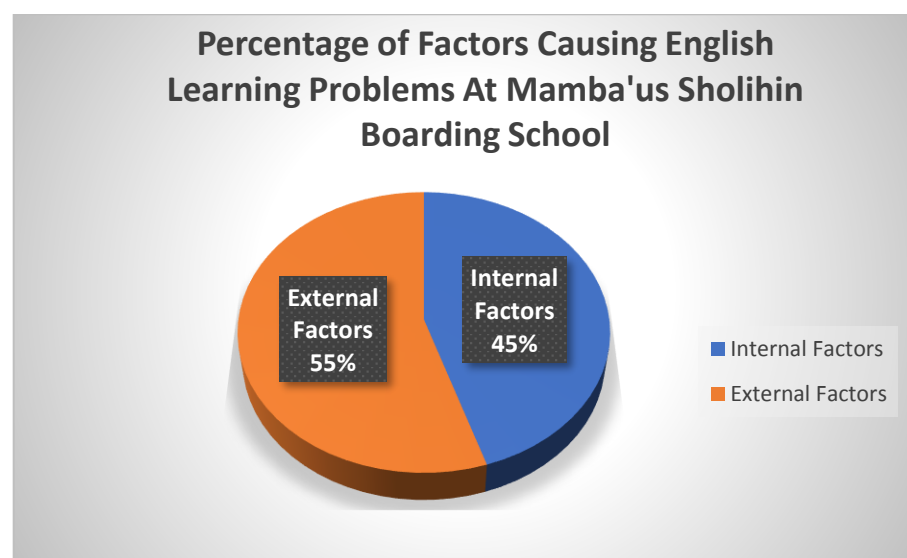
From the chart, the results of the provisional hypothesis can be drawn on the second problem formulation regarding the factors

that dominate the problems in learning English. It can be seen that internal factors have a percentage of 45%, while external factors have a percentage of 55%, from the amount of each percentage it can be concluded that the dominant factor affecting the problems of learning English at Mamba'us Sholihin 2 Blitar boarding school is external.

C. Qualitative Data Analysis

After processing the results of the questionnaire data and analyzing it, the researcher then conducted in-depth interviews with the head of the language department and English course teacher of senior high school as additional data to proving, deepening, expanding, weakening the quantitative data and used it as data triangulation. Interviews were conducted by making the hypothesis of the questionnaire results as a source of data to ask two informants for explanation, namely the head of language department and the second grade English teacher with the following analysis results:

a. The head of language department

In this research interview, the researcher presented the hypothesis from the results of the questionnaire data and then asked the head of language department to ask for an explanation of the results of the questionnaire. Dewi Ulfa

Ludfiana was added and responded on 10/19/2020 as follows:

> "*Sebenarnya untuk program-program pengembangan bahasa masih berjalan seperti biasanya, namun untuk kendala dari anak-anak sendiri sudah jarang praktekdan semangatnya mulai turun. Tapi memang untuk semester ini mbak, karena pandemi COVID 19 semua jadwal masih berubah-ubah terus, jadi untuk segala kegiatan itu masih keteteran, baik jadwal sekolah, madin, dan yang lainnya. Dan kegiatan anak-anak itu sangat padat sampek kasian saya melihatnya, saya dan teman- teman pengurus pun juga keteteran sendiri, terlebih kita juga mempunyai kesibukan pribadi masing-masing. Jadi segala yang dilakukan baik saya sebagai pengurus maupun anak-anak tidak maksimal*"

From the excerpt from this interview, the author conclude that there are internal and external factors that affect the problems of learning English at Mamba'us Sholihin boarding school. Besides that, the effective time division is also a major external factor affecting English learning activities. In addition, the effective time division also affects all existing activities, so that all activities are not optimal. Besides, Mrs. Ulfa also concluded the following:

> "*Memang ya mbak waktu itu faktor utama, karena kegiatan kita kan berjalan sesuai jadwal yang ada, dan kalo jadwalnya berubah-ubah jadinya enggak berjalan sesuai harapan. Yang tadinya sudah hampir sampek tujuan, mulai lagi dari nol gara-gara pembagian waktu berubah lagi. Jadi fikiran itu muter-muter yang tadinya jam segini belajar diganti kegiatan lain. Anak- anak pun juga sudah terlalu capek dengan pergantian jadwal, jadi mereka belajarnya tidak maksimal, energinya sudah terlalu banyak diforsir*"

It is thus very clear that there are additional external factors regarding the effectiveness of time sharing which are the main factors in the occurrence of problems in learning English at Mamba'us Sholihin boarding school.

b. The English course teacher of second grade Senior High Schol

The author also presents the results of the questionnaire data to the XI grade English course teacher, namely Mrs. Mudli 'then ask more about the description of the data. She revealed that:

> *"Sebenarnya dari saya sendiri selaku guru, sudah mencoba atau mengusahakan yang terbaik buat mereka. Tapi kendala baik dari saya sendiri maupun anak-anak selalu ada. Ruang kelas untuk kursus itu memang kurang kondusif soalnya kelas XII IPA dan IPS dijadikan satu, jadi satu ruang terdiri dari 60 siswa. Makanya saya sendiri juga kadang kewalahan kalo banyak anak yang tidak memperhatikan. tapi saya kalo ngajar kadang mengajak teman. untuk alat yang saya gunakan memang terbatas, dan untuk metode terkadang saya hanya memberikan lagu bahasa Inggris kemudian menyanyikan bersama kalo anak-anak kurang antusias atau menyuruh anak-anak membuat jargon. Anak-anak sendiri kadang kalo disuruh menulis agak susah, terlebih yang ada di belakang sering ramai sendiri"*

From the interview excerpt, the writer concludes that the English course also agrees that there are internal factors as well as external factors that affect English learning problems. He also added that the unfavorable class

atmosphere is the main problem in learning English, because the classroom should consist of a maximum of 30-40 students. This of course hinders the learning process in which the material received is not conveyed maximally, both from students and the course teachers themselves, of course, have difficulty with this situation. Besides Mrs. Mudli 'also added:

> *"Untuk buku materinya memang hanya ada satu mbak, jelas saya sendiri merasa kekurangan meskipun materi yang ada dibuku belum tentu akan tersampaikan semua. Tapi saya juga membutuhkan buku yang menunjang mengajar saya yang lebih menarik, agar saya sendiri tidak bosan. Sebenarnya untuk para tutor-tutor kursus itu juga kursus sama tutor yang lebih bisa setiap seminggu dua kali, tapi jadwalnya selalu bertabrakan sama kuliah saya, jadinya saya sering ketinggalan materi baru. Misalkan ada pelatihan saya berharap pelatihan tersebut juga mengajarkan metode-metode yang menarik dalam pembelajaran karena yang saya ketahui selama ini ya itu-itu aja"*

From the interview excerpt, the authors conclude that there are addition a external factors that also most influence the occurrence of problems in learning English courses including the limited teaching materials or material books used so that this triggers the lack of material obtained by students, and a lack of teacher training which can be used. motivating teachers and teaching a variety of foreign language learning methods, when a teacher has high

enthusiasm and masters many learning methods, the teacher becomes a competent teacher in mastering the class.

B. Discussion

The first discussion is about the factors that influence the learning process. As can be concluded from the results of research on the factors that influence learning English at Mamba'us Sholihin boarding school, there are two factors, namely internal factors and external factors. Syah (2003: 173) revealed in outline the factors causing learning difficulties or problems in learning consisted of two kinds, namely internal and external factors. In addition, Hermawan (2012) also explains that there are internal factors and external factors that influence learning.

Dimiyati and Mujiono (2010) in Roinah (2019) classify two factors that influence learning problems into two factors, namely internal factors (motivation, intelligence, self-confidence, interests, learning outcomes, study habits, achievement abilities, etc.) and external factors (teachers, facilities and infrastructure, social environment, etc). From the grouping of these two factors, it will be easier to find solutions to the learning problems faced, so that research subjects will know where they have to go to solve these problems one by one until finally a solution is found for each problem.

The second discussion is about the factors that dominate the problems of learning English at Mamba'us Sholihin boarding school. From

the second analysis of the results of quantitative and qualitative data, it can be concluded that the factors that dominate learning problems are external factors, this is evidenced by the results of the percentage of the questionnaire and also the explanation of the results of the interviews which show that media and books providing shows that external factors have a higher percentage of numbers. another, this is also supported by the statement of the English course teacher regarding the limited media and material books provided. Whereas according to the RI Law on National Education System, 2004 states that " Every education unit is required to have facilities and infrastructure, including educational facilities and infrastructure, media, textbooks, and other equipment needed to support an orderly and sustainable learning process ".

The English course teacher's statement also concluded that they also need teacher training to improve their ability in class mastery. This is supported by Harmer's (2001) statement that as language teacher, especially to school, to provide the English teaching aids. The purpose of knowing the factors that dominate the problems of the English language is to determine the initial steps taken in solving the problems at hand. So that it is known which problems are more important to solve first and then find a solution immediately, so as to reduce the big impact caused.