

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

Learning is about change, the change resulting from mastering a new ability, comprehending a scientific principle, or altering one's perspective. Additionally, learning can occur without preparation. Learning can come through experience as well. The goal of teaching is to facilitate the internal process of learning through a set of external situations. The goals of teaching and learning are to transfer knowledge, develop skills, and mold attitudes, beliefs, and behaviors. An instructor will assess students' learning needs, set clear learning objectives, create teaching and learning policies, implement a work plan, and assess the results of the instruction as part of the teaching and learning process. (A. H. Sequeira, 2012).

Learning is essentially an effort to alter or develop someone's potential. Learning to transform one's attitudes, behaviors, and abilities through the learning process undertaken from ignorance to knowledge, incapacity to ability, and better. Students have various learning challenges from one another. Students' personalities, experiences, ambitions, and circumstances vary, which is why. faced with a variety of issues or issues throughout learning.

A pupil usually have encountered a learning problems while learning English. Although not all students experience this, but not a

few students also experience learning problems when learning English. Less than ideal student learning outcomes may result from these limitations. Anyone can experience this, including pupils in elementary school and those enrolled in English and non-English study programs. Pronunciation issues when speaking and writing in English are among the challenging issues that students frequently encounter.

The problems encountered undoubtedly motivate a teacher or language instructor to focus more on his students' health and preparation for implementation of learning. Learning activities won't function well if they aren't well prepared. The problems with learning English extend beyond the primary, secondary, and upper levels of education and will persist into the postsecondary level. It is clear from the ideas stated in the introduction that students encounter numerous challenges when learning English, especially foreign language since it is used by specific groups of people and not in everyday interactions. The authors are therefore interested in conducting a more in-depth investigation to examine the challenges faced by primary school pupils in their language abilities, particularly while studying English. This needs to be done as reading content that provides information that readers may utilize to better their English learning by outlining the challenges they face.

There are some previous studies that have conducted research about students' problems in learning English. The first is written by the student of State Islamic University Raden Intan Lampung, entitled "An

Analysis Of The Students' Problem In Learning Speaking At The First Semester Of The Eleventh Grade Students Of Smkn 6 Bandar Lampung In The Academic Year 2018" A Thesis by Siti Ratna Ayu (2018). The research use qualitative research with observation, interview, and questionnaire. The objective of the research is to find out the students' problem in learning speaking at the first semester of the eleventh grade students of Smkn 6 Bandar Lampung in the academic year 2018. She analyze about students' problem in learning speaking. In this study, it was found that students problems in learning speaking. The factore are students have low motivation, students had no good environment.

The second, written by the student of State Islamic University Sunan Ampel Surabaya, entitled "Students' Problems in Learning English Vocabulary" A Thesis by Rofiqotus Saniyah (2011). The research use qualitative research with interview and questionnaire. The objective of the research is to find out problems of learning English vocabulary at English Education Students of State Islamic University Sunan Ampel Surabaya consisting first, third, fifth, and seventh semester (2011). She analyze about problems in learning English vocabulary. In this study, it was found that students difficulty in learning words classes and english vocabulary. The factor are rarely to practice, lazy to mamorize, lazy to read text book, difficult to similar word, forgetteble, self in confidence and less motivation.

The thrid, written by the student of Muhammadiyah University

Makasar, entitled “A Study of Students’ Problems in Daily English Speaking Activity” A Thesis by Andi Annisaa Hanifah Nursyams (2018). The research use qualitative research with questionnaire. The objective of the research is to find out students’ problems in daily English speaking activity at the eleventh grade science students of SMKN 10 Makasar. He analyze about students’ problems in daily english speaking. In this study, it was found that students have problems in pronunciation. The factor are self in confidence, afraid of making mistake, nervous, and lack of motivation. According to the previous above, the research will discuss about islamic junior high school students’ problems in learning english at MTs Bustanul Ulum Lamongan.

### **B. Formulation of Research Questions**

1. What are the students’ problems in learning English at MTs Bustanul Ulum Lamongan?
2. What are the factors of students’ problems in learning English at MTs Bustanul Ulum Lamongan?
3. What are the solutions of students’ problems in learning English at MTs Bustanul Ulum Lamongan?

### **C. Purpose of the Study**

Based on the research question, the purpose of the study are :

1. To know the students’ problems in learning English at MTs Bustanul Ulum Lamongan.

2. To know the factors of students' problems in learning English at MTs Bustanul Ulum Lamongan.
3. To know the solutions students' of problems in learning English at MTs Bustanul Ulum Lamongan.

#### **D. Significance of the Study**

Because this research is related to the problems faced by students while studying English at MTs Bustanul Ulum Islamic Junior High School Lamongan, the results of this study are expected to be useful for students and teachers, and the future researchers:

1. The Students

For students, it is hoped that the results of this research can make students able to improve their learning and make students more able to overcome their problems in learning English.

2. The Teachers

For teachers, it is hoped that teachers can create new strategies to solve students' problems in learning English.

3. The Future Researcher

For the future researcher, it is expected that can further researcher can make this researcher as a reference if they want to make the similar research.

### **E. Scope and Limitation of the Study**

This research was conducted at MTs Bustanul Ulum Islamic junior high school Lamongan. This research focuses on the problems faced by students in learning English. This is intended to find out what problems students face in learning English.

### **F. The Definition of Key Term**

In order to have a better understanding and avoid misinterpretation, the researcher presents the definition of key terms applied in this research. The details are follows:

#### 1. Learning

Learning is an enduring change in behaviour, or in the capacity to behave in a given fashion, which results from practice or other forms of experience". He also adds that learning "involves acquiring and modifying knowledge, skills, strategies, beliefs, attitudes and behaviours" and that "people learn cognitive, behavioural, linguistic, motor, and social skills". (Chunk, 2020).

#### 2. Learning Process

Learning process is a set of activities carried out deliberately to provide education formally done by an authority. The role of teacher can be categorized into Traditional Role Teacher Centered, and Modern Role Student Centered. Traditionally the role of the teacher has been as a source of information, the teacher viewed as the fountain of knowledge. These students sit before the teacher who is

disseminating information with the aid of a board, while the students listen passively. (A. H. Sequeira, 2012).

### 3. Factors of Learning Problems

Learning problems are divided into 2 factors, namely internal and external factors. Internal factors are factors which come from inside the individual. Internal factors imply cognitive and affective factors such as motivation, intelligence, anxiety, risk-taking and ability. External factors are mostly related to the teachers' ability to manage teaching-learning processes, such as classroom management, teaching strategy, and material mastery. Mahmoudi & Mahmoudi (2015).