

A CASE STUDY OF INTERNAL AND EXTERNAL FACTORS ON THE DIFFICULTIES IN LEARNING ENGLISH

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Abstract

Difficulties in Learning English in EFL context are always interesting. Analysing it from the view of external and internal factors is the major interest of this case study. Describing the findings qualitatively is the purpose of this study. The subject in this research was the eleventh graders at SMAN 2 Sengah Temila in Landak Regency. There were 76 students participated in this study. The sources of the data were gathered from the classroom teacher, the students, and the portfolios. Data collection techniques in this research were: open-ended questionnaire, in-depth interview, and observation. Meanwhile, data analysis techniques used interactive analysis.

This study finds the internal and the external factors affect the learning difficulties. The indicators on internal factors show (a) health conditions has no significant effect on learning difficulty, (b) the students' interest and motivation affect the learning difficulty because no variation on the teaching method bored the students, (c) bad habits in studying evoke the learning difficulties. The indicators on external factors find (a) the teacher has a significant role to expand learning difficulties especially on the use of teaching method and media, (b) the classroom environment has no significant effect in learning difficulties since it is a conservative one.

Keywords: Internal and External Factors, Difficulty, Learning English

INTRODUCTION

Education is a good tool for a future nation. The better the quality of education provided, the better the quality of a nation will be. Education is the right of every citizen. The purpose of education has been clearly regulated in the National Education System Law No. 20 of 2003 article 3, namely national education has the function of developing capabilities and shaping the character and civilization of a nation with dignity in the context of educating the nation's life. The regulation has assigned the schools to blend knowledge, skills, and character (Surtikanti, 2020). Meanwhile, Syaodih (2011, p. 3) states that basically education is an interaction between teachers and students to achieve educational goals in a certain environment (Syaodih, 2011). It is normal for students to have obstacles in achieving

educational goals. Ramli *et al* (2018) found a case that external and internal factors have significant effect on students' self-directed learning readiness. External and internal factors effect on students' learning difficulties are the major issues to be developed in this study (Ramli et al., 2018).

The educational process takes place in an environment, namely an educational which called is as a school. *SMA Negeri 2 Sengah Temila* is one of public schools in *Landak* Regency. The students are various in personal backgrounds and achievements. Usually, the problem of the teaching and learning process generally occurs in the classroom. In this case, all activities carried out by the teacher and students in a room are a process of teaching and learning activities. These activities include interaction between teachers and students, teaching and learning techniques strategies and curriculum implementation and evaluation.

English as one of the compulsory subjects at *SMA Negeri 2 Sengah Temila* is less attractive to most students. Most of them think that English is very difficult. Previous study involved students in this region shows that English is marked as "alien language" because of its strange and difficulty (Agung, 2019). Moreover, it becomes stressful when they have to deal with the tasks. Almost in the similar stream about the tasks for the students, Agung *et al* (2020) agreed that the assignments weight them down especially on online learning. Somehow, the case on this study turns into a sophisticated way since the subjects also think that real classroom learning is frustrating (Agung, A. S. N., Surtikanti, M. W., & Quinones, 2020). According to them, it is hard to concentrate during the lesson as the result they become passive students. Moreover, it creates more problems for the teacher. More time is needed to give extra explanation and personal help to the students. Completing the semester materials is hard to do. As the effect, the rest of the materials are given in an intensive period of time which is not effective in term of load acceptance of the materials. Therefore, this condition creates more problems to the students, namely learning difficulties.

According to Blassic and Jones in Irham and Wiyani (2015), learning difficulties experienced by students indicate a gap or distance between the expected academic achievement and the actual academic achievement achieved by students (actual achievement) (Irham, 2015). In line

with it, learning difficulties is a condition in which students cannot learn naturally, due to obstacles or distractions (Wahab, 2015). Moreover, according to Hamdani (2010) the factors that affect learning difficulties can be classified into two parts, namely internal factors (which come from within the student) and external factors (those originating from outside the student) (Hamdani, 2011).

Concluding the previous descriptions, learning difficulties are a condition in learning characterized by certain obstacles to achieving learning outcomes caused by two factors, namely internal and external factors. This study is similar to the research conducted by Sagala (2014) where the results of the study indicate that the learning difficulty factor is caused by two factors, namely internal and external factors (Sagala, 2014). In accordance with it, the purpose of this study is to find out the effect of the external and internal factors in learning difficulties.

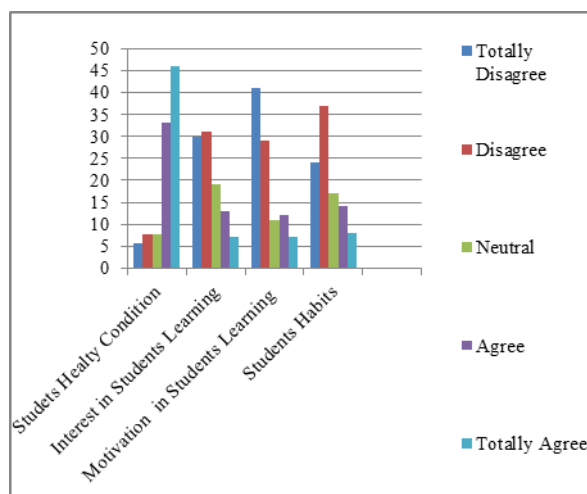
METHOD

Qualitative approach is used in this descriptive study. According to Nazir in Prastowo (2016) descriptive research is a method used to examine the condition of human groups, an object or event in the present, while the strategy used case study. In line with it, Sangadji and Sopiah (2010) states case study is a research with problem characteristics related to the background and current conditions as well as interactions with the environment. This study was conducted at *SMA Negeri 2 Sengah Temila* in *Landak* regency. The subjects were the eleventh graders from class XI IPA II and class XI IPS I consisting of 76 students.

The data collection techniques used in this study were: open ended questionnaires, in-depth interview and observation. Meanwhile, the data analysis used interactive analysis techniques.

FINDINGS AND DISCUSSION

The factors of learning difficulties in English are divided into two, namely internal and external factors. The results of the analysis of the open-ended questionnaire are best described on the following tables. Table 1 presents the external factors and table 2 presents the internal factors.

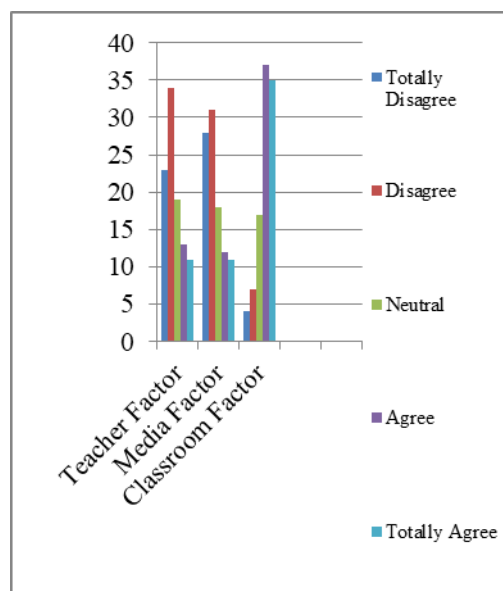


Graph 1. Internal Factors of Learning Difficulties

According to the previous table, there are four indicators creating learning difficulties. They are the student's health conditions, the student's learning interest, the students learning motivation, and the student learning habits. The analysis of the open-ended questionnaire shows the effect of each indicator towards learning difficulties. The student's health conditions has a minor effect as low as 5.8%. The students' interest and motivation have the equal effect in 41%. The students' study habits gives the greatest effect in 58 %. In line with the observation data, the combination among low interest, low motivation, and bad study habit produce the triple killers promoting learning difficulties in studying English.

Conducting in-depth interviews with students is aimed at finding information as data triangulation. The information which have been obtained in a random check from the subject number 11, 16, 17, 19, 21, 39, 48, 52 and 57 under those four indicators in table 1 conclude that they are not interested in taking the English lesson because it is boring since they get bored easily. Even though they are in a good health, the lesson makes them sleepy. Moreover, the assignments and the tests stressed them out.

The next analysis on the external factors of learning difficulties can be seen in table 2 as follows.



Graph 2. External Factors of Learning

Reviewing from the previous table, there are three indicators in external factors of learning difficulties namely the teacher, the media, and classroom conditions. The results of the open-ended questionnaire show as follow. The role of a teacher plays a significant effect in creating the students' learning difficulties in 52%. The teaching media has the greatest effect towards learning difficulties in 66%. The smallest effect is given by the classroom condition in 4%. It means they do not really care with the classroom situations.

It seems that the role of the teacher and his teaching media are the perfect duo in external indicators. In this case, the way the teacher delivering the teaching and the lack of media helping the teaching gives a less enjoyable learning experience to those low motivated students. Lecturing without bringing any variation in teaching tools and method is a dull English learning experience for them. It contributes in creating learning difficulties. Similar studies on external and internal factors of students' learning difficulties from Cahyono (2019) and Sormin (2018) have found that lack of motivation, interest, material, and teaching media cause difficulty in learning English. They are relevant with the findings of this study.

CONCLUSION

This study finds the internal and the external factors affect the learning difficulties. The indicators on internal factors show (a) health conditions has no significant effect on learning difficulty, (b) the students' interest and motivation affect the learning difficulty because no variation on the teaching method bored the students, (c) bad habits in studying evoke the learning difficulties. The indicators on external factors find (a) the teacher has a significant role to expand learning difficulties especially on the use of teaching method and media, (b) the classroom environment has no significant effect in learning difficulties since it is a conservative one.

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