




## The Obstacles Of English Learning Toward Students' Achievement

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Info Artikel	Abstract
<p><b>Diajukan:</b> 15-10-2022  <b>Diterima:</b> 20-10-2022  <b>Diterbitkan:</b> 24-10-2022</p> <p><b>Keywords:</b>            Obstacle; English Learning; Achievement.</p> <p><b>Kata Kunci:</b>            Hambatan; Pembelajaran Bahasa Inggris; Prestasi</p>	<p><i>This study described the obstacles in English learning at SMA N 2 Takengon. The location of this school is close to the city, and all access to able to develop student's English skills, but this school does not stand out in the English language area. Therefore, the objective of this study is knowing the obstacles faced by students in English learning. This study is a qualitative study with an explorative approach. The subjects consisted of nine students who were selected using a purposive sampling technique. Observation, interviews, and documentation were used to collect the data. After that, the data obtained are classified according to Ayu Lestari's theory to determine the obstacle, then the data were analyzed using the theory of Miles and Huberman, there are; data reduction, data presentation, and conclusion drawing/verification. The obstacles faced by students in learning English have two aspects, the first is external; the school does not have a language laboratory, the school library does not provide English reading books such as; novels, comics, and dictionaries, the school does not have slogans and wall stickers in English. The second is internal; students are not confident in speaking English during English lesson, students are not used to watch movies and read English books.</i></p>
	<p><b>Abstrak</b></p> <p><i>Penelitian ini mendeskripsikan hambatan dalam pembelajaran bahasa Inggris di SMA N 2 Takengon. Lokasi sekolah ini dekat dengan kota, dan semua akses untuk dapat mengembangkan keterampilan bahasa Inggris siswa, tetapi sekolah ini tidak menonjol di bidang bahasa Inggris. Oleh karena itu tujuan dari penelitian ini adalah untuk mengetahui kendala yang dihadapi siswa dalam bahasa Inggris. Penelitian ini merupakan penelitian kualitatif dengan pendekatan eksploratif. Subyek penelitian terdiri dari sembilan siswa yang dipilih dengan menggunakan teknik purposive sampling. Observasi, wawancara, dan dokumentasi digunakan untuk mengumpulkan data. Setelah itu, data yang diperoleh diklasifikasikan menurut teori Ayu Lestari untuk menentukan hambatan, kemudian data dianalisis dengan menggunakan teori Miles dan Huberman yaitu; reduksi data, penyajian</i></p>

 <p>This work is licensed under a <a href="https://creativecommons.org/licenses/by-sa/4.0/">Creative Commons Attribution-ShareAlike 4.0 International License</a>.</p>	<p><i>data, dan penarikan kesimpulan/verifikasi. Hambatan yang dihadapi siswa dalam belajar bahasa Inggris memiliki dua aspek, yang pertama adalah eksternal; sekolah tidak memiliki laboratorium bahasa, perpustakaan sekolah tidak menyediakan buku bacaan berbahasa Inggris seperti; novel, komik, dan kamus, sekolah tidak memiliki slogan dan wall sticker berbahasa Inggris. Yang kedua bersifat internal; siswa tidak percaya diri dalam berbicara bahasa Inggris selama pelajaran bahasa Inggris, siswa tidak terbiasa menonton film dan membaca buku bahasa Inggris.</i></p>
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## Introduction

The essence of education is an effort to mature human beings as a whole physically and mentally, both by themselves and others, in the sense that it demands that students have the freedom to think, feel, speak, act, and be confident with a full sense of responsibility in every action and daily behaviour (Tatang, 2012). One of the ways to get education is by learning. Learning is a set of cognitive processes that change the simulating nature of the environment, through the processing of information, into new capabilities. Learning is also an activity or a process of transforming information into new capabilities, as well as a process of acquiring knowledge, improving skills, behaviour, attitudes, and personality. This definition is a general one in conventional science learning and assumes that knowledge has been scattered in the experience; it is just how students or learners explore, explore, and find information and then use it to obtain knowledge. In order for the goals of education to be realized, education must be effective and efficient (Suyono, 2012). From the result of preliminary observations made by the writer at SMA N 2 Takengon, the writer found that the school is close to the city and has all the facilities to be able to develop, supporting students in English learning, and is also a good place to take English courses, but this school does not stand out in English.

Based on these problems, the writer is interested in investigating what obstacles students at the school face when learning English, as well as what solutions are expected to overcome these obstacles. As a result, the author believes that an in-depth investigation into the title of the study, "Obstacles to Student English Learning at SMAN 2 Takengon," is required.

Ayu Lestari (2017) defines learning obstacles as elements that reduce a person's motivation to learn. They are caused by two types of factors: internal and external (Lestari, 2017). Internal factors are learning obstacles that arise from within humans, which can be due to a lack of self-motivation, the absence of meaningful dreams, and brain stiffness. (1) A lack of self-motivation will result in learning obstacles such as feeling lazy, bored, bored, and so on. (2) The absence of meaningful dreams makes one normal in school life. There is no struggle and challenge to get what you dream of because they do not feel motivated and do not want to reach their goals; they feel that school is just about attending, getting to

class, and going home. (3) While the stiffness of the brain is due to stagnation in thinking, the brain is left silent without the processes of thinking, contemplating, fantasizing, dreaming, solving problems, looking for solutions, and others, so that the brain begins to stiffen.

External factors are obstacles that arise from outside humans, such as infrastructure, curriculum, family environment, learning environment, and teaching teachers. (1) Infrastructure and facilities are significant in supporting the learning process because the learning infrastructure must be appropriate and keep up with the times. A lack of infrastructure will hinder learning, especially in a modern and developing world like this. It is very necessary to have an infrastructure that supports learning because the learning materials are varied and sometimes difficult to understand for some students. infrastructure needed to support English lessons, such as language labs, libraries, and flashcards (2) Curriculum—the right curriculum applied in schools will determine the success or failure of the learning activities that take place. An inappropriate curriculum will also hinder learning because the content of materials that are not graded as low, medium, or difficult are all mixed up so that students cannot map their minds systematically from the beginning to the end. The curriculum that changes frequently makes it difficult for teachers to adapt to old learning that has already been established. The RPP and syllabus are two examples of curriculum. (3) A less supportive family and learning environment will make them reluctant to learn, so they will be more comfortable sleeping and playing. A learning environment, such as the distance between school and home is frequently an impediment for students.

A study conducted by Sabaria (2017) showed that most of teachers' obstacles tedue to humane factors, institutional factors, and instructional factors. Other research conducted by Siti Ratna Ayu (2011) confirmed that the causes of the problem in learning English are inhibition, nothing to say, the environment factor, and mostly the mother tongue used. This study tends to find not only the obstacles but also the suggestions for a better solution.

The findings of this study are expected to broaden horizons, particularly in terms of the benefits for the professional development of English teachers, as well as serve as a comparison and starting point for other researchers who want to study obstacles in depth and find the expected solution to overcome them in students' English learning.

## **Methods**

This is a qualitative research project with an exploratory approach. Involved nine students chosen by purposive sampling, one teacher, and one principal as subjects of research. The key informants are students from grades X, XI, and XII in SMA N 2 Takengon.

The main informants are Mrs. AL as an English teacher, and the principal. Research takes place in SMA N 2 Takengon, which is located on Jl. Ujung Temetas, Pinangan, Kebayakan, and Central Aceh.

To collect the data, observations are carried out in the following steps: 1) contacting related parties, such as teachers, to ask for a schedule when observations can be made by researchers. 2). The writer will go directly to the field when the observation schedule has been agreed upon. 3). Observations will be made on students with observation guidelines in the form of observation sheets. 4). At the observation stage, the writer only observes the students and the school because here he only wants to see the obstacles faced by the students. 5) The writer conducted observations in each class where the informants carried out English learning activities. 6) This observation will be carried out for three days. 7) This observation is in a different class.

The interview used a structured interview using the Guttman measurement scale, The structured interview is used if the writer knows for sure the information to be obtained, in practice, in addition to bringing instruments as interview guidelines. The last, documents provided to support this research are students report, *RPP*, and photograph taken during observations and interviews.

Data obtained are classified according to Ayu Lestari's theory to determine the obstacle. Then the data are analyzed using the theory of Miles and Huberman, which includes data reduction, data presentation, and conclusion drawing or verification.

## **Result and Discussion**

The study used structured interview and observation toward eleven informants which consist of an English teacher, a principal and nine students. The writer's observations and interview lead to the following findings:

### **External Factors**

The writer observed external factors, which included aspects of infrastructure at SMA N 2 Takengon. In the infrastructure aspect, the writer found that this school does not have a language laboratory, and does not provide open internet access for students in English lessons. The writer observed (i.1) in class X IIS and discovered students (1) did not speak English with their friends during English lessons;(2) did not use English when answering questions asked by the teacher. Similar with (i.2) in class X IIS writer discovered students (1) did not speak English with their friends during English lessons; and (2) did not use English when answering teacher asked questions. In turn, the writer observed students in class XII MIA 2 (i.3) showed the same pattern (1) did not speak English with their friends during English lessons (2) did not use English when answering questions given by the teacher. Following that, the writer observed students in class XI,

IIS, the writer found that they (1) did not speak English with their friends during English lessons, (2) did not listen to the teacher during English lesson, (3) did not use English when answering the questions given by the teacher. Following (i.4) the writer's observed in class XI MIA with (i.5) and the writer discovered students 1) did not speak English with their friends during English lessons, 2) did not speak English with their friends during English lessons, and 3) did not speak English with their friends during English lessons, (4) did not use English when answering the questions given by the teacher. After that writer conducted observation in class XI MIA with (i.6), the writer found students (1) did not speak English with their friends during English lessons, (2) did not use English when answering the questions given by the teacher. The following, writer observed students in class X MIA with (i.7) and found that the students (1) spoke in English with their friends during English lessons and (2) used English when answering questions from the teacher. The writer observed students in class XII MIA with (i.8) and here the writer looked on that student 1) did not speak English with their friends during English lessons, (2) did not use English when answering questions asked by the teacher. The last writer observed students in class XII IIS with (i.9) and the findings showed that the students (1) did not speak English with their friends during English lessons and (2) did not use English when answering the teacher's questions. Based on the results of observations, the writer found out that this school did not have any language laboratory, did not attach English slogan anywhere, internet access is only accessed by teachers and not given openly to students, students did not use English when talking with fellow students or answering questions from the teacher during English lessons.

The writer then interviewed nine informants, including (i.1), who faces four obstacles; 1) The students has never studied in the Language Laboratory during English lessons at this school, 2) The students did not have learning support facilities such as English comics, 3) The students did not have an English novel, (4) The English teacher at this school did not require students to bring a dictionary during English lesson hours. Next (i.2) has five obstacles; (1) the students never learning to use the Language Laboratory during English lessons; (2) the students did not use any English textbooks during English lessons in the school library, (3) the students did not have comics in English, (4) the students did not have an English novel, (5) The teacher did not require to bring a dictionary to English lessons. The writer continues with (i.3) which had four obstacles: (1) the students never studying in the Language Laboratory during English lessons, (2) the students did not have any English comics, (3) the students did not have English novels, (3) the students is not required to bring any dictionary to class by the English teacher. The next (i.4) has four obstacles; (1) the students never studying in the Language Laboratory during English lessons, (2) the students did not have English comic, (3) the students did not have English novels, and (4) the student was not required by the English subject

teacher to bring any English dictionary during English lessons. Then, student (i.5) faced three obstacles; (1) the student never studying in the Language Laboratory during English lessons (2) the student did not have English comic and (3) the student did not have English novel. The (i.6) faced has six obstacles: (1) the student never know the Language Laboratory, (2) the student did not use English textbooks provided in the school library during English lessons, (3) the students did not have English reading books such as English comics (4) the student did not have English novels, (5) the student did not require to use any English dictionary by the English teacher during English lesson. Subsequent to (i.7) faced three obstacles; (1) the student never studied English lessons using Language Laboratory, (2) the student did not have English comic, (3) the student did not require to use an English dictionary by the teacher. For the student (i.8), the student encountered five obstacles; (1) the student has never learned to use the Language Laboratory during English lessons, (2) the student did not use English books provided in the school library during English lessons, (3) the student also did not have any English comic, (4) the student did not have any English novel, and (5) the student was not required to bring a dictionary by the English teacher during English lessons. The last (i.9) faced four obstacles: (1) the student never learned to use the Language Laboratory during English lessons, (2) the student did not use English textbooks provided in the school library during English lessons, (3) the student did not have English novels. (4) The English teacher did not require student to bring any English dictionary to class during English lessons.

Moving on to the curriculum, and the interviews result showed (i.1) faced two obstacles; (1) for this student, English lessons are difficult to understand because of the lack of vocabulary, so he found it difficult to understand what a text or anything in English means. (2) he did not study when he was going to face the exam. Next (i.2) faced three challenges; (1) he disliked English lessons, (2) according to him, English was a difficult subject to understand. and (3) He did not study before facing the English exam. Proceed to (i.3) which faced one obstacle, gave the impression that English was a difficult subject to understand. Then (i.4) had one obstacle; he felt that the English subject matter was difficult to understand. Henceforth (i.5) faced two obstacles; (1) he disliked English lessons, and from the results of interviews conducted, she did not have the sub material she liked in English lessons., (2) she felt that the material in English lessons was difficult to understand. Next is (i.6), who faced three obstacles; (1) he did not like English lesson, (2) the subject in English lessons was very difficult for (i.6) and (3) he also did not study before taking the English exam. Continue to (i.7), which has one obstacle, she felt that English was very difficult to understand. Then (i.8) faced three obstacles; (1) she did not like any material in English lesson, (2) English was difficult to understand. (3) she did not prepare herself for English exam. Lattermost (i.9) faced three obstacles; (1) he did not like English lesson, 2) he also found it was very difficult to him to understand English, and (3) he did not prepare anything to face the English exam.

The last external factor was family and learning environment, as seen from nine informants, (i.1) faced two obstacles; (1) his parents did not facilitate him with a laptop or anything to help him develop his language skills and (2) he never attends English seminars both inside and outside school to develop his English language skills. Then (i.2) faced two obstacles; (1) she never tried to practice English at all and (2) her parents did not facilitate her with a laptop or anything to help her develop her language skills. Fourth (i.3) faced three challenges; (1) she has never attended English-language seminars, either at school or outside of school; (2) her parents have rarely assigned her credit to learn English; and (3) she did not have laptop to complete English assignments. Further (i.4) faced one obstacle, the teacher never used English with her during English lessons. Next (i.5) faced two obstacles; (1) he did not use English to talk to the English teacher during English lessons, and (2) he did not have money to buy an English dictionary. Hereafter (i.6) faced two obstacles; (1) he never participated in English language activities such as English seminars, (2) he never used English to talk to English teachers during class and (3) his parents did not facilitate him with a laptop or anything to help him develop his language skills. Next (i.7) faced two obstacles; (1) she did not use English to talk to the English teacher during English lessons and (2) her parents did not facilitate her with a laptop or anything to help her develop her language skills. Further (i.8) faced three obstacles; (1) she had never participated in English-language seminars either held at school or outside school, (2) her parents did not facilitate her with a laptop or anything to help her develop her language skills. Last (i.9) faced two obstacles; (1) he has never attended English seminars held inside or outside school; and (2) he did not use English to talk to the English teacher during English lesson.

### **Internal Factors**

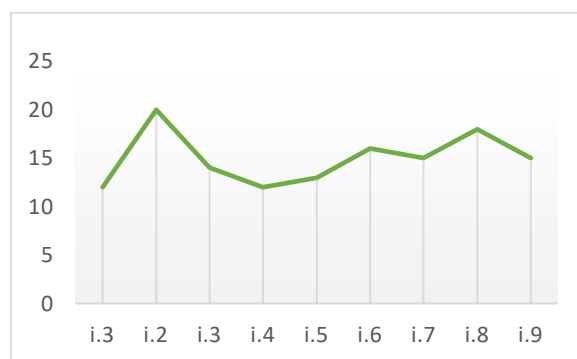
The first issue is motivation. Among the six informants, (i.1) faced one obstacle, he did not like to watch English movies. Then (i.2) faced five obstacles; (1) he frequently missed English lessons, (2) he rarely asked about English material, (3) he rarely answers questions from the teacher about English material as class progresses. (4) he did not like to watch English movies and (5) he did not like to read English textbooks. (i.3) faced two obstacles; (1) he did not like to watch English movies, (2) he did not like to read English textbooks. Forth (i.4) faced two obstacles; (1) he did not like to watch English movies, and (2) he did not like to read English textbooks. Next (i.5) faced two obstacles; (1) he did not like to watch English movies (2) he did not like to read English books. Followed by (i.6) faced five obstacles; (1) he frequently missed English lessons (2) he rarely answers questions from the teacher about English material as class progresses. (3) he rarely asked about English material (4) he did not like to watch English movies, and (5) he did not like to read English books. Then (i.7) faced two obstacles; (1) he did not like to watch English movies and (2) he did not like to read English books. Next (i.8) faced five obstacles; (1) he

frequently missed English lessons (2) he rarely answers questions from the teacher about English material as class progresses. (3) he rarely asked about English material (4) he did not like to watch English movies and (5) he did not like to read English books. The latest (i.9) faced two obstacles; (1) he did not like to watch English movies and (2) he did not like to read English books.

The second issue is future goals. From the six informants, (i.1) faced four obstacles; (1) he does not have any interest in continuing his study of English, (2) he has never participated in an English debate competition, (3) he never competed in a story-telling competition and (4) he had never competed in an English speech contest. Next (i.2) has four obstacles; (1) he does not have any interest in continuing his study of English. (2) he has never participated in an English debate competition and (3) he never competed in a story-telling competition, (4) he had never competed in an English speech contest. Forward (i.3) faced four obstacles: (1) she does not have any interest in continuing his study of English (2) he has never participated in an English debate competition, (2) he never competed in a story-telling competition, (3) he had never competed in an English speech contest. Hereafter (i.4) has four obstacles: (1) he does not have any interest in continuing his study of English (2) he has never participated in an English debate competition and (3) he never competed in a story-telling competition (4) he has never competed in an English speech contest. (i.5) has four obstacles; (1) he does not have any interest in continuing his study of English (2) she has never participated in an English debate competition, (3) she never competed in a story-telling competition and (4) she had never competed in an English speech contest. Furthermore, (I.6) faced four obstacles; (1) he does not have any interest in continuing his study of English (2) he has never participated in an English debate competition and (3) he never competed in a story-telling competition, (4) he had never competed in an English speech contest. Then (i.7) faced three obstacles; (1) he has never participated in an English debate competition, (2) he never competed in a story-telling competition (3) he had never competed in an English speech contest. Further (i.8) has four obstacles; (1) she does not have any interest in continuing her study of English (2) he has never participated in an English debate competition and (3) he never competed in a story-telling competition, (4) he had never competed in an English speech contest. The last (i.9) faced three obstacles; (1) he has never participated in an English debate competition, (2) he never competed in a story-telling competition and (3) he had never competed in an English speech contest.

The third is brain stiffness. There are four informants in this aspect, and the obstacles are as follows: (i.2) faced one obstacle, according to him English subject was very difficult to understand, so he could not answer the English question according to his knowledge. (I.6) also faced one challenge, he could not answer English questions based on the English material he understood. (i.8) faced one obstacle, she could not answer English

questions if they were based on her understanding of the English material she understands. Next (i.9) also has one obstacle he could not answer English questions if they were based on his understanding of the English material he understands.



Graph 1. Total Obstacle in English Learning

Based on graph 1 experienced by students, (i.1) faced twelve obstacles, (i.2) faced twenty obstacles, (i.3) faced fourteen obstacles, (i.4) faced twelve obstacles, (i.5) faced thirteen obstacles, (i.6) faced sixteen obstacles, (i.7) faced fifteen obstacles, (i.8) faced eighteen obstacles, and (i.9) faced fifteen obstacles. Once the writer has determined the total number of obstacles encountered by students, as stated in the introduction, obstacles to learning are elements that reduce a person's motivation to learn. The writer can then conclude that the answer to the research's problem, "What are the obstacles faced by students in learning English at SMA N 2 Takengon?" are as follows:

1. The school did not own any language laboratory, students never know what it was and did not have any idea about it.
2. The school did not facilitate English slogans or wall stickers, the environment of English was limited.
3. This school did not facilitate English book in library for supporting English lessons, such as a novel, comics, or dictionaries.
4. Students were not confident in their competencies to speak English, their ability to speak English is below elementary.
5. Students were not used to watch movies and read books in English.

## **Conclusion**

It can be argued that the study was successful in reaching its goal of identifying the obstacles experienced by students at SMA N-2 Takengon. Two things stand in the way of students learning English: first, there is no language laboratory at the school; no English-language literatures are available in the library (including dictionaries, comics, and novels), there are no English stickers or wall decals to support the English surroundings. Second, students lack internal confidence when speaking English in English classes, they

are not accustomed to watch movies and read books in English. So, both from internal and external factors support the weakness of their English ability.

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