DIFFICULTIES OF LEARNING ENGLISH BY STUDENTS AT MUHAMMADIYAH VOCATIONAL SCHOOL IN PANGKALAN BUN SKILL

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Abstrak

Penelitian ini berfokus pada (1) Apa saja faktor penghambat pembelajaran bahasa Inggris siswa kelas XI Farmasi SMK Muhammadiyah Pangkalan Bun Kalimantan Tengah dan Bagaimana persepsi siswa terhadap metode pembelajaran bahasa Inggris kelas XI Farmasi di SMK Muhammadiyah Pangkalan Bun Kalimantan Tengah. Penelitian ini merupakan penelitian qualitative data collection strategies. Data penelitian ini adalah hasil kuisoner. Dalam menganalisi data, penelitian ini menggunakan teori Four Domain Crawford and Pollack, 2004 untuk mengetahui faktor yang menghambat pembelajaran bahasa inggris dan Motode CAC Schiffman and Kanuk, 2004 untuk mengetahui bagaimana persepsi siswa terhadap metode pembelajaran bahasa inggris. Hasil penelitian menunjukan bahwa terdapat 4 domain , Domain of Student, Language of different (47,05), Domain of Teacher, Difference in content and didactical approaches (52,94), Domain of Curriculum, Differences in acces to learning resaurcces and support system (64,70), Domain of Project Manajement, Internal comitment at home institution (47, 17) . Strategi yang paling dominant digunakan oleh ke 17 siswa adalah Domain of Curriculum, Differences in acces to learning resaurces and support system (64,70). Selain itu, hasil penelitian menunjukan ada 3 persepsi siswa terhadap metode pembelajaran bahasa inggris, yaitu Affective Component (35,29) pentingnya bahasa inggris di dunia saat ini, Cognitive Component (64,70) Bagaimana kalian mengevaluasi tingkat pemahaman bahasa inggris, Conotative Component (41,17) pendapat kalian tentang bahasa inggris. Persepsi paling dominan yang dihadapi siswa dalam mempelajari bahasa inggris adalah Cognitive Component (64,70).

keywords : kesulitan belajar, sekolah muhammadiyah, faktor penghambat pembelajaran bahasa inggris, student perception.

Abstract

This study focuses on (1) What are the inhibiting factors in learning English among 11th-grade Pharmacy students at SMK Muhammadiyah Pangkalan Bun, Central Kalimantan, and how do students perceive the English language learning methods in the 11th-grade Pharmacy class at SMK Muhammadiyah Pangkalan Bun, Central Kalimantan. This research adopts qualitative data collection strategies. The research data were obtained through questionnaires. In analyzing the data, this study utilizes the Four Domain theory by Crawford and Pollack (2004) to identify factors hindering English language learning and the CAC Method by Schiffman and Kanuk (2004) to understand students' perceptions of English language learning methods. The results of the study indicate that there are four domains: the Domain of Student, Language differences (47.05%); the Domain of Teacher, Differences in content and didactical approaches (52.94%); the Domain of Curriculum, Differences in access to learning resources and support systems (64.70%);

and the Domain of Project Management, Internal commitment at the home institution (47.17%). The most dominant strategy used by the 17 students is the Domain of Curriculum, Differences in access to learning resources and support systems (64.70%). Additionally, the results of the study show three student perceptions of English language learning methods, namely the Affective Component (35.29%), emphasizing the importance of English in the world today; the Cognitive Component (64.70%), assessing the level of understanding of English; and the Connotative Component (41.17%), opinions about English. The most dominant perception faced by students in learning English is the Cognitive Component (64.70%).

1. INTRODUCTION

Proficiency in English is considered essential for educational success, and its inclusion in the curriculum reflects its importance in today's globalized world. The accessibility of English education to all students, including those in Vocational High Schools, demonstrates a commitment to providing equal opportunities. Overall, the emphasis on English learning reflects Indonesia's recognition of its significance in preparing students for success in a connected global society.

In vocational high schools, English education is customized to suit the specific majors available. Consequently, teachers are tasked with thoroughly planning the learning process to engage students directly in activities that foster active and interactive participation. This methodology, as outlined by Baedowi (2012), prioritizes student-centered learning, where students are actively involved in various tasks and encouraged to reflect on their actions.The objective is for vocational school students to grasp the practical application of English within the contexts of their chosen majors. Through active involvement in the learning process, students can better understand how to effectively utilize English within their respective fields of study. This approach ensures that students are adequately equipped to apply their English skills in practical situations relevant to their vocational training.

In English learning, proficiency is developed across four core skills: reading, speaking, writing, and listening. Reading comprehension is about understanding the meanings within written texts. Speaking involves expressing various meanings through spoken language, employing appropriate structures and linguistic elements. Writing focuses on conveying diverse meanings through written communication with a communicative intent. Listening comprehension aims to understand the different meanings conveyed in oral texts, encompassing interactions, opinions, and instructional content, while also considering the specific purpose, structure, and language used in oral communication.

It's crucial for everyone to acknowledge the widespread importance of English, which acts as a bridge across various domains like technology, education, politics, business, and industry (Memon & Zarif, 2017). Hence, every teacher aspires for their students to grasp the material thoroughly to understand the English curriculum effectively. In Vocational High Schools, English is regarded as a vital subject studied alongside other disciplines. English serves as a complement to the primary language, Indonesian, which is the mother tongue. Recognized internationally, English holds significance as a global language. Mastering English is key to navigating the modern world, given its pervasive influence in fields like science and technology, which predominantly use English. Therefore, proficiency in English is crucial for everyday life in today's globalized society.

The primary goal of English language education, as outlined by 卢植 (2013), is to ready Indonesia's youth for global competition. Language is seen as a tool for scientific thinking, aiding individuals in reasoning systematically and coherently. It serves as the cornerstone of human interaction, facilitating the expression of emotions, desires, opinions, and even thoughts. Proficiency in language enhances communication skills, enabling individuals to effectively convey their messages. Thus, mastering language is crucial for improving communication abilities and preparing individuals for active participation in the global arena.

According to Jacewicz et al. (2009), English is predominantly employed for communication in urban centers and tourist destinations. This underscores the importance of English in shaping social interactions, as contemporary society demands a language that can be understood by diverse groups, including local residents and international tourists. Consequently, schools play a crucial role in developing English proficiency within smaller communities. Nonetheless, numerous students encounter challenges when it comes to expressing their thoughts and ideas effectively in English. Octavianda et al. (2015) point out that challenges often stem from individuals' tendencies to use English less frequently in their daily routines compared to regional languages. The blending of language patterns between English and Indonesian also presents hurdles for students. Moreover, the learning process of English itself contributes to the difficulties encountered.

Ponmozhi and Thenmozhi (2017) argue that rural residents face obstacles in learning English due to environmental factors. Many families in rural areas prioritize regional languages over English, which limits students' exposure to the latter. Additionally, unfavorable family circumstances can distract students from focusing on their studies. Susanthi (2020) adds that students encounter difficulties in English due to their limited understanding of the language

and the complexities of English spelling and pronunciation. Vocational High School students face difficulties in acquiring English language skills at the workplace, finding the lessons challenging to comprehend. Their motivation for learning English is lacking, as they perceive it as primarily important for job application writing, leading to disinterest in the subject. Teachers also observe students' relatively low academic performance, partly due to insufficient resources like teaching materials and internet access. Despite teachers' efforts, the curriculum tends to focus on grammar practice for mid-semester exams and class advancement.

The researcher posits that one of the key factors contributing to the challenges in learning English is the environment where the language is practiced. The study delves into the obstacles encountered by 11th-grade pharmacy students at PangkalanBun Muhammadiyah Vocational School when learning English. This research aims to shed light on the factors hindering English learning among these students. Focused on Central Kalimantan, the research selects Muhammadiyah PangkalanBun Vocational School for its proximity as a KKN-DIK area, facilitating data collection from students and faculty. Moreover, being a Muhammadiyah school in PangkalanBun adds significance to the study. The research is titled **"Challenges in Learning English for Students at Muhammadiyah Vocational School in Pangkalan Bun."**

2. METHOD

This study is a qualitative research focusing on the learning difficulties of English language for students at Muhammadiyah Pangkalan Bun Vocational High School. The research problem investigated is the factors hindering the learning of English language for students in the 11th grade of Pharmacy class at Muhammadiyah Pangkalan Bun Vocational High School, and the students' perceptions of the English language learning methods in the 11th grade of Pharmacy class at Muhammadiyah Pangkalan Bun Vocational High School. The research was conducted in February from February 3rd to February 19th, 2020, and involved 17 students in the 11th grade of Pharmacy class. The aim of qualitative research is to investigate and understand the meanings inherent in individuals or groups towards social or humanitarian issues. The researcher collected qualitative data through a questionnaire. To gain deeper knowledge, the researcher chose qualitative data collection strategies. There were 16 questions in the questionnaire, 13 of which inquired about the relationship with the factors hindering the learning of English language for students in the 11th grade of Pharmacy class at Muhammadiyah Pangkalan Bun Vocational High School, and 3 questions inquired about the students' perceptions of the English language learning methods in the 11th grade of Pharmacy

class at Muhammadiyah Pangkalan Bun Vocational High School. Content analysis was used to analyze the factors hindering the learning of English language.

3. FINDINGS AND DISCUSION

Table 1. The Summary of Domain of Student

NO	DOMAIN OF STUDENT	YES (%)	NO (%)	SOMETIME (%)
1	Difference in learning behaviour	41,17	17,64	11,76
2	Diffrences in entry levels	35,29	29,41	17,76
3	Language difference	47,05	23,52	17,64

This question asks about whether there are any obstacles faced by students in understanding English texts when completing assignments. The teacher hopes that there will be a good impact when this committee gets results. However, there were various answers from students who were still lacking in vocabulary and still lacking in understanding the words they had just encountered. For example, in a normal class, when the teacher explains the material in class, they are still confused about the words the teacher says in class. And they are often unfamiliar and don't understand what the teacher explains in class. In overcoming these obstacles, students can seek support from their English teachers. Teachers can provide additional practice, provide constructive feedback, and provide additional resources to help students improve their skills in various aspects of the English language. Students may feel less confident when speaking English, especially if they have a limited vocabulary or struggle with it pronunciation. The third question asked about difficulties in translating and interpreting terms in English. When doing the questionnaire, students answered with their own answers according to what they felt when learning in class at school. Students gave various answers which were difficult, namely that they were still familiar with terms and in the digital era, many terms in English were still unknown

Table 2. The Summary of Domain of teacher

NO	DOMAIN OF TEACHER	YES (%)	NO (%)	SOMETIME (%)
1	Diffrences in content and didactical approaches	52,94	17,05	5,88
2	Differences in feeling of ownweship	47,05	17,64	11,76

This question asks about what students feel and what causes obstacles in understanding sentences that often appear in the material which causes an obstacle. In classroom learning, it depends on how the teacher explains the learning material, whether it is presented in an interesting way or not, making students interested. In class, many students often don't focus and tend to be indifferent to the teacher. The next question asked students' opinions about barriers to student differences when discussing class or group activities related to English. Students answer several questions with the situation they feel. They put forward several answers to this problem. For example, often discussing the material with classmates regarding their preferred opinions and asking friends who they feel are capable of answering the difficulties they feel

Table 3. The Summary of Domain of curriculum

NO	DOMAIN OF CURRICULUM	YES (%)	NO (%)	SOMETIME (%)
1	Differences in local contexts	52,94	11,76	5,88
2	Differences in attitude and approaches towards assesment	58,82	23,52	11,76
3	Differences in acces to learning resources and support systems	64.70	35,29	5,88
4	Differences in time zone and working week	47,05	29,41	23,52

In the questionnaire results, some students answered that they had problems in the listening section, felt difficulty understanding other people's speech and writing and changing English to Indonesian. So from students give answers according to what they experience. Opinions expressed by different students: He still finds it difficult to change English into Indonesian. He also experienced difficulties in writing which he also felt was not optimal. The following question asks students' opinions in English which emphasizes creativity compared to practical vocational subjects. After carrying out the questionnaire, it turned out that the students

answered that they were in the customer service section, during customer service. They are more able to apply skills in real life when meeting customers and asking for explanations in English. Apart from that, students feel that their skills are honed when foreign customers ask questions and are asked to explain in English. They learn that frequent trial and practice makes it easier to apply English directly. In this practice, students serve and explain products in English.

The next question is whether students face obstacles in obtaining English language learning resources outside the school environment. When talking to other people, students feel less prepared for the situation and have not learned English other than outside the classroom. When you have difficulty managing time to study English in subject assignments according to your major. The most visible difficulties in speaking and pronunciation of words are felt to be students' difficulties. And the lack of motivation to learn English makes students lack enthusiasm when learning English

Table 4. The Summary of Domain project manajement

NO	DOMAIN OF PROJECT MANAJEMENT	YES (%)	NO (%)	SOMETIME (%)
1	Relationship and communication between partners	23,52	17,64	16.64
2	Internal commitment at home institution	41,17	29,41	11,76
3	Contract and bussines approach	29,41	23,52	17,64
4	Quality assurance produres	35,29	29,41	17,64

This question asks about improving cooperative relationships and communication with friends in English assignments in class. Students think that discussion is one way to solve problems and if they have difficulty it is translated into Indonesian so it is easy to learn. Students learn independently using methods outside of school methods, so students feel comfortable with a method where they can understand English material. Students often experience obstacles in learning English. Teachers as educators are often a place for students to check learning materials and when they feel they have enough with the teacher, classmates are also a place to ask questions about learning materials. The question asks about any obstacles or obstacles in getting access or support in learning English at school.

Some students do not feel any obstacles in learning English because modernization and the internet can be accessed anywhere and whenever needed. In particular, the school environment in the modern era requires students to be up to date on learning materials.

Table 5. The Summary of student perception

NO	STUDENT PERCEPTION	YES (%)	NO (%)	SOMETIME (%)
1	Affective component	35,29	29,41	23,52
2	Cognitive component	64,70	17,64	11,76
3	Conotative component	41,17	23,52	11,76

Hasil penelitian menunjukkan bahwa siswa mempunyai persepsi yang baik dalam pembelajaran bahasa Inggris. Meskipun sebagian besar lebih memilih metode komponen Kognitif dibandingkan metode komponen Afektif dan komponen Konotatif. Mereka berpendapat bahwa sebagian siswa memberikan jawaban dalam bahasa Inggris yang sangat penting karena merupakan bahasa internasional dan bahasa Inggris sangat berguna dalam setiap pekerjaan di masa depan. Metode komponen Kognitif dapat membantu dalam pembelajaran bahasa Inggris. Beberapa jawaban yang disampaikan siswa, terdapat jawaban yang sering menonton video berbahasa Inggris dalam pembelajaran dirasa lebih efektif. Ada juga yang memerlukan pemahaman lebih, khususnya pada tenses bahasa. Pendapat lain juga diungkapkan oleh siswa lainnya, mereka harus memahami konsep dasar dari setiap tense, seperti present tense, past tense, dan future tense. Dan lakukan latihan yang fokus pada penggunaan tenses. Lingkungan yang membuat siswa paham dan antusias adalah lingkungan yang membuat mereka merasa nyaman belajar bahasa Inggris. Temuan ini sesuai dengan pertanyaan Ariffin dkk. (2020) juga mendefinisikan komponen kognitif yang meliputi pengetahuan, fakta, keyakinan dan asumsi tentang objek. Individu mengembangkan pengetahuan dan keyakinannya berdasarkan pemahaman atau persepsinya terhadap lingkungan sekitarnya yang menunjukkan hubungan langsung dan kuat dengan lingkungannya (Divandari et al., 2016).Penelitian terdahulu yang telah dilakukan secara khusus menganalisis praktik membaca pada buku teks bahasa Inggris berdasarkan Revisi Taksonomi Bloom (Nunu Pratiwi: 2014; Nana Pratiwi 2015) menyimpulkan bahwa buku teks tidak mencakup seluruh dimensi kognitif dan terdiri dari sebaran aktivitas yang tidak merata. Berdasarkan hal tersebut terlihat jelas adanya hubungan antara evaluasi buku teks dengan ranah kognitif. Namun belum dijelaskan

secara jelas bagaimana analisis buku teks pada ranah kognitif dapat digunakan untuk mengembangkan materi buku teks.

A student argued that when we learn English, the impact is not immediate but rather in the future. Wyle et al. (2019) stated in their research that exposure to the natural environment can significantly enhance individuals' sense of connection, including cognitive and emotional bonds with nature, while also providing cultural ecosystem benefits such as feelings of relaxation and rejuvenation. Students are starting to become interested in English, which is in line with the use of English as an international language that requires everyone to be able to communicate using it. The connotative component refers to behavioral aspects or tendencies related to an individual's attitude toward an object. This includes intentions, actions, and behavioral tendencies driven by individual attitudes and beliefs. The conative component, also known as behavioral intention, represents an individual's tendency to act toward a particular object (Chowdhury & Salam, 2015). English has an impact, both now and in the future. Because it is an international language, all international communities use it. Yen et al. (2017) found that the behavioral intention to utilize urban green spaces was not significantly related to individual attitudes. However, in this study, the conative component is considered one of the variables to predict whether it will impact perceived benefits to society or not. Most students consider English to be very influential in life, but still face constraints in English because it is not their native language.

4. CLOSING

First, what are the factors hindering students from learning English in class, particularly in conversation and vocabulary? The curriculum domain poses a constraint because there is still a lack of synchronization between teachers' actions and the delivery of materials in class, which students feel is far from other domains. This domain is the one where the percentage of hindrances to learning English is the highest among students.

Second, students' responses to this perception indicate that the cognitive component is one of the most effective methods in learning English compared to the affective and conative components. This is because they believe that learning English requires other media besides books and a more intensive understanding of the English language, especially in understanding it deeply.

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