
An Analysis of Students' Grade VII Difficulties in Learning English Subject at SMPN 242 Jakarta

Sri Narwati¹, Siti Rodiyah², Artipah³

English Education, Universitas tama Jagakarsa

E-mail: srinarwati95@gmail.com, diaasamani@gmail.com, missarti04@gmail.com

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Abstract: *This research explores a comprehensive analysis of the challenges faced by class VII students at SMPN 242 Jakarta in mastering English lessons. Using a phenomenological approach with a qualitative descriptive methodology, this research has two objectives: (1) identifying various categories of learning difficulties faced by Class VII students at SMPN 242 Jakarta in English lessons, and (2) the underlying causes of factors contributing to learning difficulties. This research consisted of Class VII E students, with data collection carried out through interviews and documentation. The data analysis process includes data reduction, data presentation, and drawing data conclusions. The research results are as follows: (1) Various categories of learning difficulties were observed in Class VII students studying English at SMPN 242 Jakarta. These categories include Learning Disorders, characterized by reduced self-confidence; Learning Disabilities, includes individuals who face challenges in understanding learning material. This research also reveals a diverse spectrum of internal and external factors that contribute to students' learning difficulties. Internally, low interest in learning is one of the key factors, which is caused by the complexity of the subject matter and students' lack of understanding. This research highlights the variety of learning difficulties experienced by class VII students at SMPN 242 Jakarta and underscores the important role of internal and external factors in shaping the learning landscape.*

INTRODUCTION

Mastering different languages can pose a challenge, and English is often recognized as one of the more formidable ones. In certain nations, grappling with English proves especially demanding due to delayed initiation of learning. The intricacies of English lie in its extensive vocabulary, intricate grammar, and challenging pronunciation. The English language boasts a plethora of words, a characteristic that often poses a memory challenge for learners. Many English words serve various grammatical roles, including adjectives, verbs, and adverbs, adding to the

complexity of memorization. Interestingly, this complexity is not exclusive to foreign learners; native speakers, too, encounter such intricacies. Moreover, certain English words exhibit synonymous meanings, leading to situational ambiguity. Consequently, these linguistic complexities contribute to the difficulties encountered by a multitude of students.

There are many factors that influence learning. These factors can be broadly categorized into two categories, which are internal and external factor. Internal factor is the factor that comes from the individual. this factor involves, motivation, personality, age, experiences and practice. Motivation is a process of giving spirit, it means that motivated behaviour which is full of energy, directed, and permanent. Intrinsic motivation has been found to correlate strongly with educational achievement.

The teacher serves as an integral constituent within the intricate fabric of the teaching and learning process, fostering a series of dynamic interactions between educators and learners. These interactions coalesce to fulfill the overarching learning objectives, delineating the trajectory of the educational voyage.³ Students' aptitude in grasping educational concepts varies individually, leading to divergent perspectives when approaching problem-solving. A heightened mastery of a given concept is anticipated to correlate with enhanced problem-solving capabilities and ultimately yield superior learning outcomes.

THEORITICAL FRAME

Learning, as a fundamental process, emerges as a dynamic interaction involving both educators and learners, with the ultimate objective of facilitating a transformative experience that leads to behavioral modifications and the augmentation of one's inherent potential. Multiple scholars have elucidated diverse perspectives on the concept of learning.

Learning and education converge as inseparable companions, jointly weaving a tapestry of educational richness. The process of learning, facilitated through conscientious planning and executed through dynamic interactions, unfolds within the broader context of education, ultimately steering learners towards the realization of their intended educational outcomes.²

Then, learning can also be interpreted as a form of interaction process between learning participants and teachers in a learning environment in order to achieve a goal in learning.³ Meanwhile, Language learning that focuses on imitation, practice, encouragement, and habit formation.⁴

There are many concepts in English. Concepts are ideas about material that can be expressed in words or terms. Students cannot understand what is contained in the material being taught.⁶ There are several difficulties in learning English in junior high schools, such as:

- First, Lack of Self-Confidence in the Process of Learning English. Many students are not confident and shy in learning English, especially in pronouncing words or sentences in English.
- Second, Relationship with Friends Not Good. Relationship with friends is a motivation for learning in the classroom, so this is very important. Because they can exchange ideas to solve problems, such as assignment at school or discuss learning difficulties, study together to face school exams or motivate each other in terms of studying.
- Third, The Low Concentration of Student Learning. In the Learning Process Concentration of learning becomes important during the learning process, but many students do not concentrate due to several factors, such as interference from friends, or thoughts.
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- Fifth, Bad Attitude and Behaviour. Many students have bad attitude and behavior especially in teaching process, for example prioritizing playing over studying, procrastinating on work, and never studying.
- Sixth, Lack of Learning Time in English Subject. Students only get English lessons at school, even though the time to learn English at school is only forty minutes, and they don't add extra hours of lessons outside of school such as private English, only a few who take private English lessons because of the family's economic situation.
- Seventh, Low Level of Intelligence. Low intelligence levels can be from heredity or an unhealthy lifestyle such as too much sleep, lack of exercise which can reduce health mental and stress.
- Eighth, Low Memory. This often not realized but can be felt. Unstable mental conditions are prone to triggering a decline in students' memory which may be caused by excessive stress and fear.
- Ninth, The Low Competence of Teachers in Explaining the Material. The teacher does not understand the material being taught and is not yet professional in his field.
- Tenth, Less Effective Learning Methods. In delivering material, a teacher still uses conventional methods, so that students do not understand what is being conveyed.
- Eleventh, Inappropriate Learning Instruments. Many teachers use conventional methods where teachers do not transmit knowledge students' brains are asked to memorize not analyze.
- Twelfth, Inadequate School Facilities. In learning English, it should be equipped with adequate facilities, such as laboratories, or technological tools that are suitable for learning.
- Thirteenth, The Teacher Give Assignment is Not Appropriate. Many teachers give assignments that are not in appropriate with the taught, so students have difficulty doing assignments. Because what is the teacher described different with what is done.
- Fourteenth, Low Interest in Learning. Low interest in learning causes difficulties in learning English, students prioritize their mother tongue over English and think English is not important.
- Fifteenth, Lack of Motivation to Study. Low interest in learning causes difficulties in learning English, students prioritize their mother tongue over English and think English is not important.
- Sixteenth, Self-motivation to continue learning is very important, but some students do not care about it. For example, students spend their time sleeping during class, students ignore the explanations given by the teacher.
- Seventeenth, Lack of Learning Readiness. With the readiness to learn, students will be motivated to optimize their learning outcomes, but there are some obstacles, for example sick and depressed.

This situation makes students work hard to build interest and motivation to learn English, especially in speak English. It makes students passive at some stages in the learning process in the classroom. In addition, the enactment of new regulations for learning English in elementary schools do not make it a compulsory subject, as well as when students enter Middle school, they

just started learning English. English lessons using an independent curriculum.

RESEARCH METHODOLOGY

The methodology employed is rooted in qualitative research principles, encompassing a meticulous analysis of descriptive data derived from various sources. This encompasses the transcription of interviews and observations, facilitating a comprehensive exploration of the nuanced aspects encapsulating the students' learning experiences in the realm of English education.¹

1. Interview

The interview serves as a method employed by researchers to directly engage with respondents, aiming to uncover the challenges students face in their learning process. In this study, a structured interview approach was adopted, entailing the preparation of a pre-established set of questions by the interviewer. Additionally, meticulous recording of all respondent responses was carried out by the researchers. Moreover, interviews were conducted with students, directed at delving into the underlying factors contributing to their learning difficulties.

2. Documentation

Documentation involves the systematic gathering, processing, curation, and retention of information within the realm of knowledge, encompassing the acquisition and compilation of substantiating evidence. This evidence can manifest in diverse formats, including textual excerpts, images, and various reference materials, collectively contributing to a comprehensive information reservoir. In the context of this study, the researcher undertook documentation encompassing student learning and engagement during educational sessions, as well as documentation capturing the prevailing conditions within the school or classroom environment, among other relevant aspects.

3. Observation

The author engaged in an observation of the school premises, seeking to gather pertinent data pertaining to the research, encompassing aspects such as the state of the infrastructure, available books, and other educational resources and tools. Additionally, the author conducted visits to the classrooms during English language instruction, thereby gaining insights into the students' learning environment and experiences.

4. Questionnaire

Questionnaires were employed by the author as a tool for data collection. These questionnaires comprised a compilation of written inquiries, distributed to subjects or respondents engaged in the research. Employing a structured questionnaire approach, the author sought to gather insights into the underlying factors contributing to the English learning challenges faced by second-grade students at SMPN 242 Jakarta during the academic year 2022-2023. The questionnaire consisted of a set of 30 questions, with response options limited to two choices: A for affirmative responses and B for negative responses.

The research outcomes acquired from the field are expounded upon and subjected to analysis, serving as the foundation for drawing conclusions and fulfilling the initial objectives of the study. The primary aims of this research, as elucidated in Chapter 1, are two-fold: 1) To elucidate the varieties of learning difficulties faced by class VII students in the English subject at SMPN 242 Jakarta; and 2) To expound upon the factors underpinning students' challenges in mastering the English subject at class VII of SMPN 242 Jakarta. These aspects concerning the origins of students' English learning difficulties among

second-grade students at SMPN 242 Jakarta, during the academic year 2022-2023, are visually presented in the subsequent table.

RESULTS AND DISCUSSION

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Center 1 Data description of Questionnaire

Category Item		Presentage %	
		Yes	No
Family	Explaining the importance of English learning	47,5	52,5
	Introducing English language	22,5	77,7
	Improvement in English learning	60	40
	Motivation in learning English	60	40
	Following English course or Bimbel	15	85
	Care and support for low English score	55	45
	Expecting to be clever in English	57,5	42,5
	Providing facility to enable English learning	65	35
	Family role in success of failure english learning	40	60
	Reward for learning improvement	30	70
		452,5	547,5
Teacher	The teacher has nice attitude	100	0
	The way he/ she teaches is funny	95	5
	Full spirit to learn with him/ her	77,5	22,5
	Inspiring to be capable in English	95	5
	Motivating to like and learn English	100	0
	Teaching well, and understanding the lesson	55	45
	Explaining clearly, and comprehending well	52,5	47,5
	Giving more knowledge of English language	95	5
	Capable in English because of teacher	92,5	7,5
	Teacher has the main role on excellent	77,5	22,5

	English		
		840	160
Learning facility	School provides English text book	100	0
	Feeling comfort to learn English in classroom	70	30
	Conducive school environment in supporting English learning	52,5	47,5
	School has provided English learning facility sufficiently	35	65
	Classroom is a pleasant place to support english learning	72,5	27,5
	English learning facility at school should be improved	97,5	2,5
	Some other English learning facilities except textbook	0	100
	Having english text book having english dictionary	52,5	47,5
	Providing vocabulary cards, pictures and the other media	2,5	97,5
		547,5	452,5

Center 2 Explain the importance of English learning

Options	Answer	Frequency of Answer	Percentage
A	Yes	19	47,5 %
B	No	21	52,5%
Total		40	100%

Based on the data presented in the aforementioned table, it becomes evident that a mere 19 students, constituting 47.5% of the total, have received explanations from their families regarding the significance of learning the English language. In contrast, a larger proportion, comprising 21 students or 52.5% of the participants, have not been provided with such explanations. This discrepancy implies that the majority of students have not been afforded the requisite attention concerning the importance of English language acquisition. Consequently, some of these students exhibit diminished interest and enthusiasm towards English learning. It is noteworthy that parents who inadvertently overlook their children's educational pursuits might inadvertently contribute to the prevailing challenges encountered by the students in their learning journey.¹. Hence, it is imperative for parents

to remain vigilant in their children's education, encompassing the provision of insights into the significance of English language learning. This endeavor is pivotal in fostering a genuine enthusiasm for academic pursuits.

Center 3 Introduction English Language

Options	Answer	Frequency of Answer	Percentage
A	Yes	9	22,5%
B	No	31	77,5%
Total		40	100%

Referencing the tabulated data provided earlier, it becomes apparent that a specific subset of the student population, comprising 9 individuals or approximately 22.5%, possesses the advantage of acquiring knowledge in the English language from their family members. Conversely, a substantial majority of students, totaling 31 participants or around 77.5% of the surveyed cohort, lack exposure to the English language through familial channels. This conspicuous distribution underscores the prevailing deficiency in the family's role in acquainting students with knowledge, particularly concerning the English language.

Center 4 Improvement in English learning

Options	Answer	Frequency of Answer	Percentage
A	Yes	24	60%
B	No	16	40%
Total		40	100%

Based on the data presented in the aforementioned table, it becomes evident that a specific cohort of the student populace, constituting 24 individuals or approximately 60%, has been engaged in discussions concerning their progress in English learning. In contrast, a notable segment of students, totaling 16 participants or roughly 40% of the surveyed group, has not been involved in such inquiries about their learning development. This discernible distribution draws attention to the prevailing extent of attention bestowed upon students with regard to their learning advancement.

Center 5 Motivation in learning English

Options	Answer	Frequency of Answer	Percentage
A	Yes	24	60%
B	No	16	40%
Total		40	100%

Based on the table 8, 24 students or 60% of students are motivated by their family in

learning English and 16 students or 40% of students are not. It means that most of students have been given motivation to learn English however there are almost a half who have not been given yet. Meanwhile, motivation is needed to support the students in learning. As stated by Jeremy Harmer that factor which seems to have a strong effect on a students' success or failure in language learning is motivation.

Center 6 Following English course

Options	Answer	Frequency of Answer	Percentage
A	Yes	6	15%
B	No	34	85%
Total		40	100%

Drawing insights from the data depicted in the aforementioned table, it becomes evident that a mere 15% of the student cohort, representing a modest count of 6 individuals, have been prompted by their parents to partake in supplementary English courses or lessons. Conversely, a substantial majority of 85% of the student body has not been encouraged in such pursuits. Nonetheless, it is noteworthy that participating in supplementary English courses constitutes a constructive endeavor that could yield positive outcomes, enhancing the students' English language proficiency.

Center 7 Care and support for low English score

Options	Answer	Frequency of Answer	Percentage
A	Yes	22	55 %
B	No	18	45%
Total		40	100%

Upon careful examination of the data provided in Table 10, a comprehensive understanding emerges, indicating that a substantial portion, totaling 55% of the student cohort, benefit from the provision of care and support when their English scores experience a decline. Conversely, a marginally smaller subset of 45% of students do not experience this form of assistance. This observation underscores the prevailing reality that a considerable number of students remain devoid of the necessary attention and support when confronted with challenges in their English studies. However, it is imperative to acknowledge the vital role played by family, particularly parents, in nurturing and motivating students to engage more earnestly in their educational endeavors. The absence of such support for a significant segment of students highlights the potential for enhanced family involvement to positively impact students' academic pursuits and overall performance.

Center 8 Expecting to be clever in English

Options	Answer	Frequency of Answer	Percentage
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A	Yes	23	57,5 %
B	No	17	42,5%
Total		40	100%

The data gleaned from Table 11 reveals that a notable majority of 57.5% of students are imbued with the aspiration of achieving English proficiency as expected by their parents, whereas a minority of 42.5% do not share this parental anticipation. It is plausible to posit that communicating these parentalexpectations to students might serve as a catalyst, igniting their motivation to earnestly pursue English language studies.

Center 9 Providing facility to enable English learning

Options	Answer	Frequency of Answer	Percentage
A	Yes	26	65%
B	No	14	35%
Total		40	100%

Upon careful analysis of the data presented in the table above, a clear and significant pattern emerges, revealing that a notable majority, comprising 65% of the student population, have the privilege of access to English learning resources thoughtfully provided by their families. In contrast, a relatively smaller cohort of 35% of students do not have the advantage of such provisions. This discernible trend emphasizes the substantial presence of essential tools and resources that havebeen made available to a significant portion of students, contributing to the facilitation and enhancement of their English language studies.

Center 10 Family role in success or failure English learning

Options	Answer	Frequency of Answer	Percentage
A	Yes	16	40 %
B	No	24	60%
Total		40	100%

Drawing insights from the tabulated data presented above, it becomes evident that a total of 16 students, constituting approximately 40% of the student cohort, perceive a significant connection between their family's involvement and their achievements or setbacks in learning the English language. Conversely, a larger portion of the surveyed students, comprising 24 individuals or approximately 60% of the sample, do not share this perception of familial influence on their English language learning outcomes. **Center 11**

Reward for learning improvement

Options	Answer	Frequency of Answer	Percentage
A	Yes	12	30 %
B	No	28	70%
	Total	40	100

Upon close examination of the data table presented above, a discernible pattern emerges, shedding light on the rewarding practices employed among students. The data indicate that a subset of the student population, comprising 12 individuals or constituting 30% of the participants, receive rewards when they exhibit progress or advancement in their English language learning endeavors. Conversely, a larger proportion of students, totaling 28 individuals or encompassing 70% of the sample, do not partake in such incentivized recognition for their academic achievements. This disparity in reward distribution unveils an interesting facet of the learning environment.

Upon meticulous description and thorough analysis of the accumulated data, comprehensive insights have been gleaned regarding the multifaceted roles played by families, educators, and learning facilities in the realm of English language education. It is evident that the family dynamic has, to a certain extent, fulfilled its responsibilities in motivating and equipping pupils with the requisite resources for effective English learning. However, this is not universally applicable, as a considerable portion of students still lacks a tangible sense of familial support in their English language endeavors. In light of this, it becomes imperative for families to assume a more proactive role by intensifying their involvement through heightened attention, motivational guidance, vigilant monitoring, and nurturing encouragement, ultimately engendering a heightened level of enthusiasm among students towards English language acquisition.

In summation, the synthesis of data insights has unveiled intricate dynamics within the learning ecosystem encompassing families, educators, and learning environments. While commendable efforts are evident, the potential for further improvement beckons. Families can amplify their influence by adopting a more hands-on approach, educators can leverage an array of pedagogical strategies, and learning facilities can embrace innovation to foster a holistic and enriching English learning experience for students at SMPN 242 Jakarta.

CONCLUSION

The spectrum of learning challenges within the realm of English education encompasses various distinct categories, each presenting unique characteristics and manifestations. These categories include Learning Disorder, Learning Disability, Learning Dysfunction, Under Achiever, and Slow Learner. Learning Disorder is marked by a pronounced lack of self-assurance, often leading to diminished learning performance.

The intricate tapestry of learning difficulties in the context of English education is intricately woven from a blend of internal and external factors. These factors interplay to create hurdles in the learning journey, impeding student progress. Internal factors encompass a spectrum of challenges, including lack of interest in the subject matter and an inability to sustain focused concentration during the learning process. On the other hand, external factors encompass a range of influences that emanate from the environment, potentially affecting students' ability to engage effectively with the English curriculum.

- a. Families are encouraged to enhance their involvement and oversight in their children's English language learning endeavors. Regular monitoring of their progress and engagement can significantly contribute to fostering a supportive and conducive learning environment.
- b. The school administration is advised to establish a structured and recurring meeting program, dedicated to addressing the ongoing development and enhancement of students' learning experiences. This initiative would serve as a platform for educators, administrators, and parents to collaborate and devise effective strategies for fostering academic growth.
- c. To further amplify the impact of English language learning, schools are encouraged to establish a collaborative framework with families. This partnership would focus on cultivating an awareness of the pivotal role that English proficiency plays in contemporary education and global communication.
- d. Schools and English instructors should proactively instill an understanding within both students and families regarding the essential resources for successful language acquisition. Emphasizing the significance of English textbooks, dictionaries, and supplementary learning materials can optimize the learning journey.
- e. Implementing a daily progress report system for students could offer an invaluable tool for families, particularly parents, to closely monitor and engage with their children's English learning activities. This mechanism would facilitate a real-time tracking of achievements and areas that require further attention.
- f. Future researchers are encouraged to build upon the foundation of this study by delving deeper into the implications and potential interventions identified. The outcomes of this research can serve as a stepping stone for comprehensive investigations, thus contributing to a broader understanding of English language learning difficulties and offering valuable insights for educational enhancements.

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