

**AN ANALYSIS OF THE 7th GRADE JUNIOR HIGH SCHOOL STUDENTS'
PROBLEM IN LEARNING ENGLISH AS FOREIGN LANGUAGE AT SMPN 2
SAWAHLUNTO**

THESIS



BY:

FAIZ MARANSHA ANDREAN

1810013121027

ENGLISH DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

BUNG HATTA UNIVERSITY

PADANG

2023

**AN ANALYSIS OF THE 7th GRADE JUNIOR HIGH SCHOOL STUDENTS'
PROBLEM IN LEARNING ENGLISH AS FOREIGN LANGUAGE AT SMPN 2
SAWAHLUNTO**

THESIS

*Submitted to Fulfill a Partial Requirement for Getting S-1 Degree at English Department the
Faculty of Teacher Training and Education Bung Hatta University*



BY:

FAIZ MARANSHA ANDREAN

1810013121027

ENGLISH DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

BUNG HATTA UNIVERSITY

PADANG

2023

HALAMAN PERSETUJUAN SKRIPSI

Nama : Faiz Maransha Andrian
NPM : 1810013121027
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul : An Analysis of the 7th Grade Junior High School
Students' Problem in Learning English as Foreign
Language at SMPN 2 Sawahlunto

Padang, 17 Februari 2023

Pembimbing,



Dra. Ernati, M.Pd

Diketahui oleh:

Dekan Fakultas Keguruan

dan Ilmu Pendidikan



Dr. Yetty Morelent, M.Hum

Ketua Program Studi

Pendidikan Bahasa Inggris




Fitriana Harmaini, S.S., MA

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Nama : Faiz Maransha Andrian
NPM : 1810013121027
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul : An Analysis of the 7th Grade Junior High School
Students' Problem in Learning English as Foreign
Language at SMPN 2 Sawahlunto

Dinyatakan **LULUS** setelah dipertahankan di depan Tim Penguji Skripsi
Program Studi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan Universitas Bung Hatta pada hari Jumat,
17 Februari 2023.

Tim Penguji Skripsi

Nama	Tanda Tangan
1. Dra. Ernati, M.Pd	
2. Drs. Adzanil Prima Septy, Ph.D	
3. Fitriana Harmaini, S.S., MA	

ABSTRACT

Andrean, F. M. 2023. *An Analysis of the 7th Grade Junior High School Students' Problem in Learning English as Foreign Language at SMPN 2 Sawahlunto*

Advisor: 1. Dra. Ernati, M.Pd.

This study aims to determine whether the 7th grade junior high school students have a problem in learning English as a foreign language at SMPN 2 Sawawahlunto or not. The researcher used descriptive research to conduct this research. The population of this research is the seventh-grade students at SMPN 2 Sawahlunto in the 2022/2023 academic year. The total sampling used in this research and the number of samples is 168 students. The instrument for collecting the data in this research is a questionnaire. To analyze the reliability of the questionnaire, the researcher used the Alpha formula. The result of the analysis showed that the questionnaire is highly reliable. It is supported by a reliability index of 0.73 (High Reliable). Then the questionnaire is valid in terms of content because the lecturer's judgment determined it.

After collecting the data, an analysis was conducted by analyzing the scores got from questionnaire about the students' problems in learning English. The researcher classified the students who have a problem and no problem based on criteria $\geq M$ categorized into having no problem, and $< M$ categorized into having problem. After analyzing the data, 88 students (52%) have problems in learning English, and 80 students (48%) found no problems in learning English. The problem also found from both internal and external. The data shows that 88 students (52%) have internal problems. In contrast, 94 students (56%) have external problems in learning English. Innovative learning is the idea that the researcher suggests to assists students' problems in learning English.

Referring to the finding of this research, the seventh-grade students of SMPN 2 Sawahlunto have problems in learning English, especially from the external problem. The leaders of the junior high schools suggested providing a school environment that can support students in learning English. English teachers are suggested to create a learning atmosphere that supports students in practicing English language learning in the classroom, school environment, and society. Future researchers are suggested to do further research related to students' problems in learning English from different aspects and cities.

Keywords: problem in learning English, internal problem, external problem.

Table of Contents

ACKNOWLEDGEMENTS	Error! Bookmark not defined.
ABSTRACT	i
Table of Contents	ii
List of Tables	Error! Bookmark not defined.
List of Appendices	Error! Bookmark not defined.
CHAPTER I INTRODUCTION	1
1.1. The Background of Problem	1
1.2. The Identification of Problem	4
1.3. The Limitation of Problem.....	5
1.4. The Formulation of Problem.....	5
1.5. Research Question	5
1.6. The Purpose of Study.....	6
1.7. The Significant of Research	6
1.8. The Definition of Key Terms	7
CHAPTER II REVIEW OF RELATED LITERATURE	Error! Bookmark not defined.
2.1. Learning English.....	Error! Bookmark not defined.
2.1.1. The Importance of Learning English.....	Error! Bookmark not defined.
2.1.2. English as Foreign Language (EFL).....	Error! Bookmark not defined.
2.2. Students' Problems in Learning English	Error! Bookmark not defined.
2.2.1. Internal Problem.....	Error! Bookmark not defined.
2.2.2. External Problem.....	Error! Bookmark not defined.
2.3. Review of Related Study.....	Error! Bookmark not defined.
CHAPTER III RESEARCH METHOD	Error! Bookmark not defined.
3.1 Research Design	Error! Bookmark not defined.
3.2 Population and Sample.....	Error! Bookmark not defined.
3.3 Instrumentation	Error! Bookmark not defined.
3.4 Technique of Collecting Data	Error! Bookmark not defined.
3.5 Techniques of Analyzing Data	Error! Bookmark not defined.
CHAPTER IV FINDING AND DISCUSSION	Error! Bookmark not defined.
4.1 Finding.....	Error! Bookmark not defined.

4.1.1 The 7th Grade Students' Problems in Learning English at SMPN 2 Sawahlunto.....	Error!
Bookmark not defined.	
4.1.2 The 7th Grade Students' Internal Problems in Learning English at SMPN 2 Sawahlunto. .	Error!
Bookmark not defined.	
4.1.3 The 7th Grade Students' External Problem in Learning English at SMPN 2 Sawahlunto. ..	Error!
Bookmark not defined.	
4.2 Discussion.....	Error! Bookmark not defined.
4.2.1. The 7th Grade Students' Problem in Learning English at SMPN 2 Sawahlunto.	Error!
Bookmark not defined.	
4.2.2. The 7th Grade Students' Internal Problem in Learning English at SMPN 2 Sawahlunto. ...	Error!
Bookmark not defined.	
4.2.3. The 7th Grade Students' External Problem in Learning English at SMPN 2 Sawahlunto. ..	Error!
Bookmark not defined.	
CHAPTER V CONCLUSION AND SUGGESTION.....	Error! Bookmark not defined.
5.1 Conclusion	Error! Bookmark not defined.
5.2 Suggestions	Error! Bookmark not defined.
REFERENCES	Error! Bookmark not defined.
APPENDICIES	Error! Bookmark not defined.

CHAPTER I

INTRODUCTION

This chapter presents the background of problem, the identification of problem, the limitation of problem, the formulation of problem, research question, the purpose of research, the significance of research, and the definition of key terms.

1.1. The Background of Problem

English is the most widely spoken language in the world, and it is even spoken as a second language in some countries. In order to connect in the global community, English has been acknowledged as a universal language that the general population should acquire. Nurlatifah & Mauriyat (2020) also mention that the key to extending our interactions around the world is to become fluent in the language, which is also the one that is spoken by the majority of people. This assumes for the public that mastery of English is crucial in the contemporary period to grow their association in the global world. A good quality of human resource is required to communicate using several foreign languages, primarily English, due to the globalization challenge. Furthermore, Rao (2019) states that the growth of globalization and information technology has made it clear that the majority of people use English, the only language that is universally recognized, to communicate with people in various parts of the world.

Indonesia, as a developing country and part of the world community, is aware of the importance of mastering the English language; therefore, teaching English is to be applied in Indonesian education. So English is the most significant foreign language in Indonesia, and its introduction is being targeted mostly toward the educational sector. Many countries make English as a compulsory subject in their curriculum, including Indonesia, it is taught from junior high school to university. Mutiah et al. (2020) state that, English has been incorporated as a topic

into the Indonesian educational curriculum. Furthermore, Alfarisy (2021) agrees that English subject appears to be an absolute requirement from secondary school up to the university level, with other disciplines, such as Indonesian and Mathematics.

In Indonesia, English as a compulsory subject started in junior high school in 1967. This is reflected in the Decree of the Minister of Education and Culture No. 096/1967, dated December 12, 1967, concerning the Functions and Objectives of Teaching English in Advanced Schools (Nurkamto, 2003). At first, English is only meant to be taught starting from the secondary level of education. On its application, English in the Indonesian educational system went through a few adjustments and developments. It can be seen from the transition of *KTSP (Kurikulum Tingkat Satuan Pendidikan)* to the 2013 curriculum. Zein (2017) states that the 2013 curriculum is designed with the goal of implementing a more democratic educational program. Therefore, English lesson in the 2013 curriculum is no longer available at the elementary school level. Currently, the educational curriculum in the Indonesian educational system is *Kurikulum Merdeka*. According to Nugroho & Narawaty (2022), this curriculum was developed as a more flexible framework while also focusing on essential material and developing the character and competence of students. However, English in the *Kurikulum Merdeka* is not taught thoroughly at the elementary education level but only at *Sekolah Penggerak*, which are the selected schools to participate in the program launched by the ministry of education. Apart from *Sekolah Penggerak*, private schools also have the freedom to include English in their lessons. This certainly affects students' English skills at the next level of education, which is junior high school.

The ability to comprehend English as a foreign language, either orally or in written form is one of the academic skills taught in Indonesian schools (Malik et al., 2021). According to Mattarima & Hamdan (2011), unexpectedly, there are still a small number of students who can

communicate in Basic English. At the junior high school level, English should have progressed to the intermediate level, which is a continuation of the basic level of English lessons that are typically taught at the elementary level. As a result, problems that the students face start to occur because the amount of new vocabulary and sentence structure that differs from Indonesian makes it difficult for them to learn.

English as a foreign language that is taught at junior high school should aim to make students qualified to master English. However, students face a variety of problems while learning English. Problems that students face are classified into two categories, internal problem, including a lack of motivation, difficulty in developing skills in English, etc. The second category is the external problem, which include environment issues around the students, problems in learning facility and method. These problems make students find difficulties to adjust to learning English. The motivation of students to learn a foreign language is regarded as a critical factor influencing learning achievement and proficiency (Long et al., 2013).

Based on the issue above, it is undoubtedly a challenge for junior high school students who learn this subject from the ground up. Besides, the fact that these students have lack basic skills or are still unfamiliar with English subjects makes it difficult for them to understand during the learning process. This can be proven when the researcher volunteered to teach English to elementary school students in grades 4th to 6th and junior high school students at the Adinegoro library as part of a library-based inclusion program in Sawahlunto City. Many of these students do not know Basic English skills and struggle to comprehend the lesson. In addition, there are also several previous researches that examined the problems in learning English faced by students. One of the studies that the researcher discovered was Kudsiyah (2009), which studied about students' problems in learning English at second grade junior high school level. This

research only discussed about students problems from family, teacher, and learning facility aspect only.

Therefore, as previously stated, since junior high school students learn English as their first time learning a new foreign language, the researcher was interested in conducting research regarding the 7th-grade junior high school students' problem in learning English as a foreign language at SMPN 2 Sawahlunto.

1.2. The Identification of Problem

Learning English as foreign language starting in junior high school lead new challenges for students. Students' unfamiliarity with learning foreign languages also causes problems in the learning process. Hossain (2018), mentions that when children first learn a new foreign language, their reactions is various, primarily because it is different from their native language. Students' lack of self – confidence and motivation when learning a foreign language become problems that make it difficult for students to adapt to learning English. According to Nurlatifah & Mauriyat (2020) students who begin learning English in junior high school will struggle to develop their cognitive skills and knowledge in English, particularly in terms of communication.

According to Wulandari et al. (2020), factors that influence learning problems are divided into two categories: internal problem (those that originate within the student) and external problem (those that originate outside the student). The internal problem classified into two categories, first, physiology that related to the characteristics of the human body which consists of physical condition. Physiological conditions help students focus on their studies, generally it also has a large influence on someone's ability to learn. According to Gumnati (2018), quality of learning will differ between someone who is physically fit and someone who is physically unfit. Moreover the other category is psychology that includes cognitive, affective, and

psychometric. Furthermore the external problem is also distinguished by two categories. First, social environment that includes the family environment and the social environment, such as teachers, classmates, school staff, and the society, even the family is one of the factors that have the greatest impact on students. Second, non – social environment contains the facilities, the tools used in the process of teaching and learning, and the timing of the students when they are engaged in teaching and learning activities (Rakhmaniar, 2019).

1.3. The Limitation of Problem

Based on the identification of problem, the researcher limited the study to 7th grade junior high school students' internal and external problems in learning English as foreign language which includes physiology, psychology from internal problem and social, non – social environment from external problem that the students encountered when learning English as foreign language. The researcher conducted this research at 7th grade junior high school student of SMPN 2 Sawahlunto.

1.4. The Formulation of Problem

The formulation of the problem in this research is “what problems do the 7th grade junior high school students face in learning English as foreign language at SMPN 2 Sawahlunto?”

1.5. Research Question

Based on the formulation of the problem, the researcher formulated this research as follows:

- 1) Do the 7th grade junior high school students face internal problem in learning English as foreign language at SMPN 2 Sawahlunto?

- 2) Do the 7th grade junior high school students face external problem in learning English as foreign language at SMPN 2 Sawahlunto?

1.6. The Purpose of Study

The purpose of this study is to find out whether the 7th grade junior high school students have problem in learning English as foreign language at SMPN 2 Sawawahlunto or not. Specifically the purpose of this study as follows:

- 1) To find out whether the 7th grade junior high school students have internal problem in learning English as foreign language at SMPN 2 Sawahlunto or not.
- 2) To find out whether the 7th grade junior high school students have external problem in learning English as foreign language at SMPN 2 Sawahlunto or not.

1.7. The Significant of Research

The researcher expects that this study is useful for the English teachers and the leader of the school. For English teachers, the result of this study hopefully can provide information regarding the challenges and problems encountered in learning and teaching English so that the English teacher, in the next application of learning, will know how to transmit the best learning method to junior high school students for teaching English as a foreign language. For the leader of the school, this study can be used as an evaluation material to improve teaching management quality, as well as adequate learning facilities to encourage students to be more active and interactive in their learning. Thus, it can produce a better learning experience and help to confront existing educational challenges.

1.8. The Definition of Key Terms

The researcher defines the key terms to avoid misunderstanding regarding this study as follows:

- 1) Junior high school student is secondary school students who basically become the subject of this research.
- 2) Problem in learning English is obstacles or challenges faced by junior high school students in learning English as foreign language.
- 3) English as foreign language is an English language program in teaching that takes place in a country that is not use English as their mother language.
- 4) Internal problem is the problem which comes within the students itself.
- 5) External problem is the problem which comes from the outside of the students.

