

An Analysis of Barrier Factors in Teaching and Learning English at the Ninth Grade Student of SMP YKP Pertamina Jambi

Nur Kholis, Suyadi, Siti Aisyah

English Educational Study Programs Faculty of Teacher Training and Educational Batanghari University

ABSTRACT

This research was aimed to find out the barrier factors in teaching and learning English at the ninth grade students of SMP YKP Pertamina Jambi. The research methodology of this study was qualitative research with random sampling. The researcher conducted at ninth grade students in SMP YKP Pertamina Jambi. The subject of this research is 1 teacher and 7 students, by using online interview with research instrument, technique of data collecting, and technique of data analysis. Overall, the result of this research showed barrier factors in teaching and learning English in SMP YKP Pertamina Jambi. Finding from this research shows that there are barrier factors when teaching and learning English, and factors that most influence students when learning English. Hence, it can be concluded that there was a barrier factor which was the teacher's mistake when learning English and the most dominant factor experienced by students was family factors that could affect in learning.

Keywords: *Barrier factors, teaching, learning process.*

INTRODUCTION

Teaching English as Foreign Language (TEFL) refers to teaching the English language to students with different first languages. Of the 4.000 to 5.000 living language, English is by far the most widely used. Broughton (1987) states in the rest of the world, English as foreign language is taught in schools, often widely an essential role in national or social life. No exception in Indonesia, English is very important considering the times in the current era of globalization. Especially English can be useful as means of communication to other countries.

The Ministry of National Education determines the importance of language learning English with developing skills communicate in English, either in spoken or written form, that is includes the ability to listening, speaking, reading, and writing, raise awareness about the nature of language and the importance of English as a foreign language as a tool major learning and developing an understanding of interrelations between languages and cultures and broadens cultural horizons for students to have cross-cultural insight and can immerse oneself in cultural diversity (Sidiknas, 2000). The Ministry of National Education also stipulates that ability that must be possessed by Indonesian students are to understand and reveal information, thoughts,

feelings, and develop knowledge, technology, and culture using English (Sidiknas, 2003).

Many factors causing learning problems to students (e.g External and Internal factors). Madrid, D (1995) factors in teaching and learning problems are divided into two categories; they are Internal and External factors. The Internal factors include cognitive, effective and psychomotor. Meanwhile the External factors include family, society, and school environment (e.g school building condition, the teacher and learning facility). Harmer (1991: 3) also states that factor which seems to have strong effect on student success or failure in language learning is motivation. Then he separates motivation into two main categories: Extrinsic motivation which is concerned with factors outside the classroom (e.g. integrative motivation and instrumental motivation). Integrative motivation is some learners have a personal affinity for the people who speak a particular language and Instrumental motivation are eager to acquire a new language as an approach to realizing practical or functional goals. And Intrinsic motivation which is concerned with what takes place inside the classroom (e.g. physical condition, methods, the teacher and success).

TEACHING ENGLISH AS FOREIGN LANGUAGE

Teaching English as Foreign Language (TEFL) refers to teaching the English language to students with different language. In Indonesia English is not the first language. Especially in Indonesia have many languages, Nababan (1982) states the situation in Indonesia is complex because more than 400 local languages with thousands of dialectical varieties are spoken as first language.

BARRIER FACTOR IN LEARNING ENGLISH

Barrier are the problem in learning English, the teacher or students will definitely experience. There are two factors that influence students' interest in study any subject, especially English. Basically, the factors which can influence the learning interest are divided into two groups; internal and external factors.

Barrier External Factor

To harmonize the intrinsic barrier external factor, where we do something in order to earn a reward, to avoid punishment, to please the teacher or for some other that has very little to do with the task itself. Madrid D (1995) states, in contrast extrinsic are those actions carried out to achievement, such as earning a reward or present, school regulation, good manner for parents, teachers, etc as a concrete sample of extrinsic motivation that can help study. That statement implies that extrinsic motivation in barrier tends to exist because of some demands or something that makes someone do the activities, for example, students learn English in order to follow an English speech contest or they learn English because the teacher is a nice one, etc.

Barrier Internal factor

Learning English requires students to consider not only the external factors but also internal factors. Johnson (2006) stated that, it is increasingly obvious that the internal factors can overtake the externals in their realm of influence. In this research, the internal factors consist of anxiety, demotivation, and negative attitude. Here is explanation about each factor.

THEORIES OF TEACHING

Teaching activities are defined as all complex activities that are carried out by the teacher in organizing or managing the environment as best as possible and connecting it with children so that the learning process occurs. Thus, the process and student learning success also determined by the role played by the teacher during the interaction of the teaching and learning process. According to Harmer (2007: 23) teaching is not an easy job, but it is necessary one and can be very rewarding when we see our students' progression and know that we helped to make it happy and enjoyable.

English language has big contributions for people to communicate and interact with each other from different countries. In educational world, it has its own meaning. For the students especially, English language is really needed to access knowledge like science, technology, art and culture. Knowing and mastering English language will give big benefits for students. To help students mastering it, teacher as educator who has great role in school needs strategy to support in teaching and learning process.

THEORIES OF LEARNING ENGLISH

Learning is the main activity in all types and levels of education. Learning is a conscious effort to change attitudes and behavior. In an effort to achieve a behavior change, motivation is needed. According to Bell-Gredler (1986: 1) learning is a process carried out by humans to obtain a variety of competencies, skills, and attitudes. These abilities (competencies), skills, and attitudes are acquired gradually and continuously from infancy to old age through a series of lifelong learning processes. Meanwhile, Skinner (1985) stated Learning is the process of gradual adaptation of behavior. In other words, learning is a step-by-step process of behavioral adaptation.

In Indonesian, English is not an official language but English is a foreign language. In addition to using Indonesian as the official language in daily communication, Indonesians also use their own local language in daily communication. The position of the English Open is of course a priority in communicating people's lives in Indonesia. However, in the current era, English has become a necessity for people around

the world because English is the official international communication tool, including in Indonesia.

RESEARCH METHODOLOGY

Creswell (2014) stated that Qualitative research is an approach for exploring and understanding the meaning individuals or groups describe to a social or human problem. This research used a phenomenology research design, Alase (2017) stated that, phenomenology is a qualitative methodology that allows researchers to carry out and apply their subjectivity and interpersonal abilities in the exploratory research process.

The instrument in this research is interview. The interview is a one-way communication in which the researcher explores information by asking questions in accordance with the interview guidelines more freely and not bound by the arrangement of questions on interview guidelines to obtain the desired data (Taylor and Bogdan, 1984). Data are getting from students and teacher answer the questions.

In collecting the data, the researcher uses some techniques. They are interview and documentation. (Creswell, 2014) he said that the data collection procedures in qualitative research involve four basic types, there are observation, interview, documentation, audio-visual materials.

DISCUSSIONS

The researcher has two interviews, namely to teacher and students. The first categories are, based on the "What are the barrier factors in teaching English at the ninth grade students at SMP YKP Pertamina Jambi". It described as follows:

Based on the interview result to teacher, the researcher found many barrier factors in teaching English. Such as students who pay less attention, lack of knowledge about the material, lack of student motivation. In regarding to what are the barrier factor are experienced when teaching English? from this in teaching English have 3 factors. First students who pay less attention, second students who lack knowledge of the material, last lack of student motivation. From these results the researchers concluded that there were several factors experienced when teaching English experienced by the teacher.

The second categories are most dominant factor in student problem in learning English. Regarding about, Are the facilities at the school adequate for learning, especially in learning English and have you ever learned to use (dictionary, video, audio, and internet) at school? All of the students stated this, the facilities at school were complete and had used the facilities to study at school. From the explanation above, the researcher concluded in SMP YKP Pertamina there are complete facilities for students and also use these facilities to study in accordance with what was experienced by researcher during teaching practice.

This research found most dominant factor is family factor, because the role of parents in educating and supporting children in learning is very important. Not only at school students learn, but at home students must get an atmosphere that is conducive to learning and get motivation in learning. Parents must provide facilities to help with learning and must also help their children learn in any way, such as determining the time for their children to learn and supporting their children in any kind of learning. Brestein (1970) stated family life as well as home environment plays an important role in learning English language. Family support and proper guidance keep children on right track and help facilitate learning process.

CONCLUSIONS AND SUGGESTIONS

Based on the research results that have been obtained, researcher concludes that firstly, the barrier factor in teaching English is Motivation student in learning, because if students are motivated in learning can make students focus and serious in learning. In addition to the many factors found, the researchers concluded that all these factors are related to one another and the most important role is student motivation in learning. Second, is the most dominant factor student in learning English at ninth grade student in SMP YKP Pertamina Jambi. Researcher conclude the dominant factor is family factor, because the role of the family is very important in shaping the characteristics of students. Not only at school students learn but at home students also have to do their own learning, and if students cannot support their parents it is very influential in learning. So, it can be concluded that the role of the family is

very important in improving student learning and as parents should support their children in learning.

To be able to overcome the barrier factors that occur during teaching, the teacher must motivate students that learning is important, especially in learning English, and as a teacher, they must pay more attention to their students so that these barrier factors can be overcome or do not occur during teaching.

Furthermore, for parents to pay more attention to their children in learning, because children really need their parents' attention in order to improve learning. As parents, they should not ignore their children because parental support is needed by children so as not to form the characteristics of lazy children, especially in

REFERENCES

- Alase. (2007). The Interpretative Phenomenological Analysis. *International Journal of Education and Literacy Studies*.
- Alhamdi, N. S. (2014). English speaking learning barriers in Saudi Arabia: A case study of Tibah University. 38-53.
- Bell, R. (1986). Child affect in studies using experiential or brief Longitudinal approaches to Sociological Development Psychology .
- Bell, R. L. (1999). Journal of Research in Science Teaching . 497-521.
- Bradley, S. (2020). *Teaching English*.
- Brestein, B. (1970). A Sociolinguistic Approach to Socialization With Special Reference To Educability.
- Copper, H. R. (2006). Does Homework Improve Academic.
- Crasswell, J. (2009). *Research Design*. London: SAGE publication.
- Craswell, J. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. Thousand Oaks: Canadian Center of Science and Education.
- Cristiansen, M. &. (1975). Family social characteristics related to physical growth of young children. *British Journal Of Psicology*.
- Dewey, J. (1905). Children And Curicullum.
- Eliis, R. (1997). *Second Language Acquisition*. Oxford University.
- Esterbeg, K. G. (2002). *Qualitative Methods in social Reserach*.
- Fan, W. W. (2011). A multilevel analysis of student perceptions of school climate. *Psychology in school*.
- Harmer, J. (2007). *How to Teaching*. Oxford.
- Hildreth, G. (1965). Experience - Related Reading For School Beginner.
- Impedivo, A. &. (2013). Didactic Strategies And Technologies for Education.
- Jubber, K. (1990). The home and family environment and its impact on school African Journal of Sociology.
- Khan, I. A. (2011). An analysis of learning barriers: The Saudi Arabian context.
- Kristin, E. G. (2002). *Qualitative methods in social reserach*.
- Kunandar. (2007). *Guru Profesional : Implementasi Kurikulum Tingkat Satuan*. Jakarta: Rajagrafindo Persada.
- Lam, S. Y. (2001). The effects of store environment on shopping behaviors: A critical review.
- Madrid, D. (1995). Internal and External Factor in Teaching and Learning English.
- Nababan, P. (1982). Indonesia:the language situation. *Language teaching issues in multilingual environment in southeast asia*.
- Nuraini, K. (2016). The barriers of Teaching speaking for EFL Learners.
- Rosati, M. (2011). Language Learning Axeinty From EFL Learners. *Midle - East*.
- Scale, C. (2014). The Theoriest of Observation.
- Shearin, O. &. (1994). Language learning motivation: Expanding the theoretical framework. 12-28.
- Sidiknas. (2000). The Ministry of National Education.
- Sidiknas. (2003). The Ministary Of National Education.
- Taylor, B. &. (1984). *Qualitative Reserch Methods*.
- Wright. (2005). Researching Internet-Based Populations: Advantages and Disadvantages.