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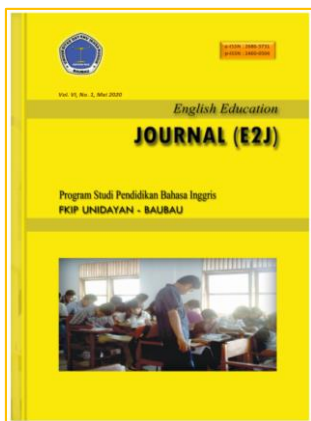
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ANALYSIS OF STUDENT'S DIFFICULTIES IN LEARNING ENGLISH AT SMA NEGERI 1 BATAUGA

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Abstract

The purpose of this study was to determine the difficulties of eleventh grade students in learning English at SMA Negeri 1 Batauga. The research design uses a mixed-method design, which is used to describe students' difficulties in learning English. The research subjects were 12 students. The place of this research is SMA Negeri 1 Batauga. The research data were collected through test and interview. Data were analyzed based on the type of analysis by Miles and Huberman—data reduction, presentation, and conclusion or verification. Based on the data obtained in the field, especially the results of test and interview, it can be concluded that the level of students' learning achievement of SMA Negeri 1 Batauga is low. And the factor that affects the difficulty of students in learning English is the motivation or low interest of students in learning English. This is indicated by their indifference or reluctance to learn English. This reluctance has an impact on their mastery of English, especially English vocabulary and grammar as well as their reading and speaking comprehension skills. This is because students of SMA Negeri 1 Batauga rarely repeat English lessons at home and do not memorize English vocabulary gradually. The results of the interview also showed that the students' environment did not have a positive influence on students in learning. That includes English teacher and parental support.

Key words: Analysis, difficulty, Learning English

Abstrak

Tujuan penelitian ini adalah untuk mengetahui kesulitan siswa kelas sebelas dalam pembelajaran

bahasa Inggris di SMA Negeri 1 Batauga. Desain penelitian menggunakan metode campuran, yang digunakan untuk mendeskripsikan kesulitan siswa dalam belajar bahasa Inggris. Subjek penelitian adalah 12 siswa. Tempat penelitian ini adalah SMA Negeri 1 Batauga. Data penelitian dikumpulkan melalui tes dan wawancara. Data dianalisis berdasarkan jenis analisis Miles dan Huberman yaitu reduksi data, penyajian, dan penarikan kesimpulan atau verifikasi. Berdasarkan data yang diperoleh di lapangan khususnya hasil tes dan wawancara dapat disimpulkan bahwa tingkat prestasi belajar siswa SMA Negeri 1 Batauga tergolong rendah. Dan faktor yang mempengaruhi kesulitan siswa dalam belajar bahasa Inggris adalah motivasi atau minat siswa yang rendah dalam belajar bahasa Inggris. Ini ditunjukkan dengan ketidakpedulian atau keengganan mereka untuk belajar bahasa Inggris. Keengganan ini berdampak pada penguasaan bahasa Inggris mereka, terutama kosa kata dan tata bahasa Inggris serta kemampuan pemahaman membaca dan berbicara mereka. Hal ini disebabkan siswa SMA Negeri 1 Batauga jarang mengulang pelajaran bahasa Inggris di rumah dan tidak menghafal kosakata bahasa Inggris secara bertahap. Hasil wawancara juga menunjukkan bahwa lingkungan siswa tidak berpengaruh positif terhadap siswa dalam belajar. Termasuk dalam hal ini guru bahasa Inggris dan dukungan orang tua.

Kata kunci: *Analisis, Kesulitan, Belajar Bahasa Inggris*

1. INTRODUCTION

The role of the English language cannot be ignored in improving a country's education system. The government has done many things through educational institutions, such as designing a new curriculum; syllabus, lesson plan, and examination framework should be prepared in such a way that modern policy implementation will come to the younger generation. If this sector begins at the secondary level, many students are required to develop their knowledge of the English language. And students and teachers would be able to get rid of issues with English learning.

Their response to the experience is different when students first learn a new foreign language, mostly because it is more or less unlike their native language. Quite often,

international languages have different structures, laws, systems, etc. What happens is that the language is easily handled by some students, some need time to improve their skills, and some struggle from the beginning with it. Many who begin to have difficulty learning a foreign language may be either learners with a learning impairment or those without a disability, but still have learning difficulties in the foreign language.

According to Ur [1] there are two main components of teaching the language that is the 'what' and the 'how'. The former focuses on linguistic aspect such the sound or pronunciation, the teaching of grammar and teaching of vocabulary. The later focuses on the four language skill—listening, speaking, reading and writing skill. Those components imply what students will master when they learn language such English. And at the same time can be source of problem for some students along with the teaching process and methods and motivation of the learners or students in mastering English as a foreign language.

As far as this study is concerned, however, its goal is to recognize students at the Senior High School (SMA) level who have not been diagnosed with a learning disability, but still have substantial difficulties, such as English, in learning a foreign language. The subject of the study focuses on the evaluation of problems when studying English in the classroom.

The problem faced by the student in SMA Negeri 1 Batauga is Students' performance in English is still inadequate especially linguistic and the four English skill. It is in line with the researcher observation and interview that the ability in English of students' SMA Negeri 1 Batauga is low. It is indicated by the students' performance in speaking and in teaching learning process. Even though the school party has supplied with many books collection in library the students are seldom to visit the library even to borrow book. Whereas, in learning Foreign Language like English is difficult because the grammar rule is difficult and it also has different structure or vocabulary with their native language. Student needs also understand the culture of the target language itself.

The aim of the research is to provide practical analysis of the students' difficulty in learning English as a foreign language. For this purpose, the current research is curious to know the students' difficulties in learning English as a foreign language. This idea encourages the researcher decide to do the research with the title: Analysis of student difficulty in learning English at the Eleven Grade of SMA Negeri 1 Batauga.

This research aimed to find out the students' difficulties in learning English at SMA Negeri 1 Batauga.

1.1 Learning English

Learning is the acquisition or acquisition of knowledge of a subject or skill through research, practice, or training. (Contemporary dictionary in [2]). In learning foreign language knowledge and skill need to be mastered are pronunciation, vocabulary and grammar. And skill covers four language skills that is listening skill, speaking, reading and writing. According to Ur [1] there are two main components of teaching the language that is the 'what' and the 'how'. The former focuses on linguistic aspect such the sound or pronunciation, the teaching of grammar and teaching of vocabulary. The later focuses on the four language skill—listening, speaking, reading and writing skill.

In Johnson, Canale and Swain categorize the knowledge and skills that are considered communicative skills involved in language usage. Competence is the term used by linguists to loosely explain what we have called expertise and capacity so far [3].

The model of communicative competence identifies three levels of analysis: what they call grammatical, sociolinguistic and strategic, below is the brief description of each level:

1) Systemic competence

Borrowing the term used by Johnson systemic competence the synonym of grammatical competence. The word systemic' means as a system', therefore, the word systemic competence encompasses expertise and skills related to the way language operates as a framework. [3] Johnson added that this involves many different levels, the main ones being sound (phonetics and

phonology), grammar, (morphology and syntax), and lexis (words and vocabulary). Under this category come other skills like handwriting, spelling and punctuation.

As students will be supplied by this competence and the teacher have to know how language works in order to teach it properly. Knowing how the language works will also help teacher to understand and manage the errors your learners make [3].

2) Sociolinguistic competence

Sociolinguistic competence refers to the use of language into their social and actual context. It is synonymous with the pragmatic, Cook in Johnson [3]define pragmatics as the study of how language is interpreted by its users in its linguistic and non-linguistic context.

3) Strategic Competence

Strategic competence as verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication (Canale and Swain in [3]). This is a very important type of competence for the learners to develop, because they will inevitably face many breakdowns in communication when struggling to use the foreign language with their restricted linguistic resources [3].

1.2 Defining Learning Difficulties

A very general term, commonly used and without much specificity, is for students with learning disabilities. The term is generally applied to students whose school learning difficulties are not specifically connected to any particular physical, sensory or intellectual disability (although in some cases their intelligence may be somewhat below average) Westwood [4]. While according to Queensland Studies Authority in Westwood [4]. Learning challenges apply to obstacles that restrict access to, involvement in, and performance from the program.' For a range of causes, a large number of students in our school exhibit certain difficulties.

Learning difficulties may be due to external factors such as socio- cultural disadvantage, limited opportunities to learn, a lack of support from home, an inappropriate

curriculum, in insufficient teaching in the early years [4]. The learning problem these students experience are often got worse by their emotional reactions to lack success. These students, in the past, have been referred to as slow learners' and low achievers'.

The most noticeable trait of learners with learning difficulties and learning disabilities is their inability to develop appropriate reading and writing skills. [4]. In most countries the term learning difficulty is applied to students who are not making adequate progress within the school curriculum, particularly in basic skill areas covering language, literacy and numeracy. [5] People with learning disabilities often seem to lack successful instructional methods to deal with the job teachers have set for them, resulting in persistently low achievement.

All three areas of weakness are acknowledged in the definition of students with learning difficulties currently used in Queensland: „those whose access to the curriculum is limited because of short-term or persistent problems with literacy, numeracy, or learning how to learn' (Department of Education, Training and the Arts, in [4])

1.3 Potential Causes of a Learning Difficulty

Twomey in Westwood [4] suggest that there are three views on learning disabilities and their root causes, each of which focuses on very different variables and highlights different student characteristics. These perspectives are referred to as (a) the deficit model, (b) the inefficient learner model, and (c) the environment factors model.

It is believed that learning disabilities are triggered by cognitive and perceptual impairment within the student under the deficit model. Such suspected cognitive deficits include below average intelligence, impaired task concentration, difficulty in visual and auditory processing, inadequate memory ability, and limited awareness of the complex language used in educational contexts. In addition, under the deficit model, disadvantages in the students' cultural or home background, such as dysfunctional

family situation, Issues related to English as a second language, low standards, lack of care, health problems and poverty can also lead to learning difficulties. (Abosi in [4]).

The inefficient learner perspective does not concentrate on such shortcomings, but assumes that the learning issue is due to an individual not systematically approaching school learning, in other words, the person has not discovered how to learn effectively in school. [6]. This model is a more positive intervention viewpoint because empirical evidence from strategy training studies shows that it is possible to teach students to be more successful learners (Chalk et al., in [4]).

The third perspective considers that learning difficulties are due mainly to environmental influences, the most significant of which is the quality and appropriateness of the teaching that an individual receives [7]. Elksnin [8] even describes the large group of students with non-specific difficulties as 'casualties of the general education curriculum'. It includes teaching methods used by the instructor. From the definition above can be conclude that difficulty in learning is kinds of disturbance in observe or listening, speaking, reading, writing, and accounting because individual internal factor itself, that is brain minimum disfunction.

While Ado Ama [9] argues that learning a second language is never easy. Particularly, if you are learning English as a foreign language. He identifies some challenges or problems encountered by learners of English as a second or foreign language, they are; (1) unqualified teachers, (2) limited learning environments, (3) inadequate learning material, (4) Students don't take their study seriously, (5) Over-use of native language in the classroom, (6) students become too dependent to the teacher, (7) strong students dominate the class.

2. METHODS

2.1 Type of the Research

A mixing method is the form of this analysis. The word mixing process or analysis includes the combination of processes,

approaches or other paradigm characteristics of quantitative and qualitative research [3]. The specific mixture deemed acceptable will depend on the research questions and the situational and realistic problems a researcher faces. In mix method the researcher study behavior of students in more than one context, perspective, or condition. It means to understand the problem studied more fully.

The design of this research adopt typology of mixed design [3] as shown in figure 1. Mixed methods of analysis are conceptualized as a function of two dimensions: 1) time orientation of the qualitative and quantitative components (concurrent vs. sequential) using sequential orientation in this study, it means the quantitative and qualitative components or phrases of data are organized over time. 2) paradigm emphasis refers to (equal status vs. dominant status). In this research the paradigm used equal status it means if the quantitative and qualitative sections of the study have approximately equal focus.

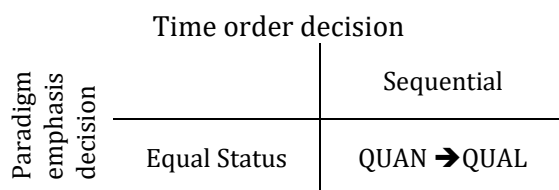


Figure 1. Design of the study

Remark:

- The letter QUAL refer stand for qualitative research/data
- The letter QUAN refer stand for quantitative research/data
- Capital letters denote priority or increased weight
- An arrow (→) represents a sequential collection of data

Based on the design above the researcher performs the study in order to gather and collect the basic data in a quantitative and qualitative way to understand the phenomenon and truth of the difficulties of students learning English. It means explaining the difficulties of learning English at SMA Negeri 1 Batauga, so this study emphasizes

trying to figure out the difficulties of learning English for students.

2.2 Place and Time of the Research

The place of this research is at Grade XI students of SMA Negeri 1 Batauga. It is located at the sub-district of Batauga Buton Selatan municipality. The research was conducted in October 2020.

2.3 Instrument of the Research and Technique of Data Collection

2.3.1 Test

The type of test used in this research is multiple choices. This is done to determine student's difficulties in learning English. The blueprint can be seen in table 1.

Table 1. Blueprint of English Test

No	Variable	Indicators	Items
1	Reading test	Identifying the content a part of Paragraph	1-3, 5-11, and 13-17
		Determine word meaning, synonym, antonym etc.	
2	Vocabulary		4, 12, 18
3	Grammar test	Gap filing and error analysis	27-40
4	Speaking test		19-26
		Total	40

The test was administered to the 12 respondents. It would be accomplished for 80 minutes.

2.3.2 Interview

Through this interview, the researchers dig up the data, information, and description framework from the research subjects. The interview technique used is a guided free interview, meaning that the questions asked are not fixed on the interview guide and can be deepened or developed according to the situation and conditions in the field. Interviews were conducted with students whose scores were low or had high difficulty learning English.

And interview is used to find out deeply factors affecting the difficulty of students in

learning English language by asking or discussing to the pupils and the English teacher.

2.4 Data Analysis

The results of test and interview were then analyzed quantitatively and qualitatively respectively. The result of the test was scored and tabulated. For the result of interview it used Miles and Huberman model of analysis—data collection, condensation, data display and drawing and verifying conclusion.

3. RESULT AND DISCUSSION

3.1 Result

3.1.1 Data Description of Test

In this section, it was presented the description of students' test of language learning achievement to diagnose the students' English difficulty.

Table 2. Data descriptive of test

No.	Statistics	
1	Mean	44.17
2	Median	42.50
3	Mode	20
4	Std. Deviation	21.90
5	Variance	479.92
6	Range	55
7	Minimum	20
8	Maximum	75

The result of 40 items of test shows that the mean score is 44.17, the median 42.50, mode is 20, the standar of deviation is 21.90, the variance is 55, the minimum score is 20 and the maximum score is 75. Based on the score of mean, it show that the classification of students is low. The detail information about the frequency distribution can be seen on Table 3 below.

Table 3. Score Category of Students' Learning Achievement

No.	Score	Category	Frequency	Percentage
1	$X \geq 66,08$	Very high	3	25%
2	$66,08 > X \geq 44,17$	High	3	25%
3	$44,17 > X \geq 22,26$	Low	4	33.33%
4	$X < 22.6$	Very low	2	16.67%
	Total		12	100%

Table 3 shows that students' level of English language achievement are low (33.33%) with the most frequency 4. There are 2 students (16.67%) in the very low category. There are 25% in high category with 6 frequencies, and there are 25% of students in very high category with 3 frequencies. It can be concluded that the students' achievement in learning English are low because most of the students are in the low category.

Based on the data distribution of the students score on the test, it is also found that the students' weakness in understanding or cope with the English achievement test is related with linguistic aspect especially related with grammar and vocabularies and language skill especially speaking skill (item 21-24) and reading comprehension.

In the reading comprehension aspect most student get difficulty in answering about inferring the content of text, identifying topic sentence and main idea of the text and also determine or locate specific information of text (item, 6,7, 13, and 14,15).

While related with grammar and vocabulary, most of the students get difficulty in comprehending parts of speech (item 34). They also get difficulty to identify personal pronoun and gerund (item 35, 40), and verb in past tense (items 39).

Based on the data description of the test above the researchers concluded that the level of students' achievement of SMA Negeri 1 Batauga is low. And the most difficult aspect of language the student face is linguistic aspect such as grammar and vocabularies. And the language skill especially related with speaking and reading comprehension skill.

3.1.2 Data Description of Interview

Based on the data of interview the researchers obtained by interacting with the respondents or informants. The result can be summarized into two main broad divisions that is stem from internal factor of the students and external factor of the students.

a. Internal factors of students

There some factors caused the students got any difficulty in learning English that cause low achievement in English language

one of it is the students' low motivation to learn English that lead to such as lack of students' language knowledge. This thing was indicated by the teacher as one of respondent below

"Kesulitan siswa dalam belajar bahasa inggris adalah siswa tidak memiliki minat dan kemauan belajar Bahasa Inggris" (R6)
(The student difficulty in learning English is that the students do not have interest and willingness to learn English language' (R6))

"Sejauh ini keluarga sangat mendukung untuk mempelajari pelajaran bahasa inggris namun kurang memantau saya pada saat saya belajar di rumah" (R1)
(So far the family is very supportive of learning English lessons but does not monitor me when I study at home) (R1)

"Pada saat dijelaskan materi oleh guru saya susah mengerti karena penjelasannya sangat sulit untuk dimengerti apalagi kalau guru menjelaskan menggunakan bahasa inggris" (R1)
(When the teacher explains the material, I find it difficult to understand because the explanation is very difficult to understand, especially if the teacher explains using English) (R1)

From the respondents comment above, it indicated that the students of SMA 1 Batauga do not have interest and wiliness to learn English. They want to learn except they are asked by the teacher or parent and if they learn and get any problem related the material or the concept the teacher deliver the student are reluctant to ask to clarify the difficult concept or material or even the difficult word. They just leave it unsolvable.

The statement was also confirmed by other respondents that the difficulty of the students due to the student lack of reading interest and lack of willingness to memorize vocabulary and also the students do not understand basic English grammar. It was indicated by the following quotation

"Saya tidak bisa mengartikan ke bahasa Indonesia sehingga susah mengerjakan

soal-soal bahasa Inggris" (R3)
(I can't interpret Indonesian so it's hard to do English problems) (R3)

"Kalau dalam masalah memahami saya bisa, tapi kalau membaca, dan mengartikan saya kurang" (R1)
(If in a problem of comprehending I can, but if I read and interpret I am less) (R1)

"Kesulitan dalam mengartikan kebahasa indonesia sehingga susah mengerjakannya dan kalimat yang kurang dipahami" (R4)
(Difficulty in interpreting in Indonesian so it is difficult to do it (English test/task) and sentences that are poorly understood) (R4)

"Pada saat menulis bahasa inggris saya sangat kesulitan karena sangat sulit mengatur tata bahasa yang baik dan benar karena bahasa inggris lain yang diucapkan lain yang ditulis" (R1)
(At the time of writing my English it was very difficult because it was very difficult to set a good and correct grammar because English is different of spoken and the written) (R1)

"Bahasa Inggris sangat sulit, bacaannya dan tulisannya berbeda, jadi sulit untuk dimengerti" 'Saya malas belajar bahasa Inggris karena bahasa Inggris beda baca dan tulisannya dan harus banyak menghafal kosakata" (R5)
(English is very difficult, the reading and writing are different, so it's difficult to understand 'I am lazy to learn English because English is different in reading and writing and I have to memorize a lot of vocabulary) (R5)

From the respondents above it indicated that student lack of vocabulary, reading ability and grammar mastery, so that they cannot do the task easily that is given by the teacher. The task is related with reading, grammar or writing. While in dealing with the English task the first thing that must be understood by the students are vocabulary and basic English grammar.

Beside, the student lack of reading habit this appears when they are assigned to finish a task at home or in the classroom. It appears that they did not show willingness to read or memorize English vocabulary. In brief the students are not studying enough for the English courses. The students of SMA Negeri 1 Batauga show the reluctance to learn English.

The researchers concluded that students have trouble learning English on the basis of the respondents' statements above. because they do not have willingness to learn English, the students are not studying enough for the English course, the students show reluctance to learn so they lack of linguistic knowledge such as grammar and vocabulary.

b. External factors of the students

The external sources of students' difficulty in learning English are came from teacher teaching style and strategy, and parental support.

When the student asked what is their activities after schooling they replied 'that we play game or play social media through our sell phone' it also confirmed by the result of observation that many students still show misbehavior in school such as the customary to get together with their friends in the long time and they did not spare their time to review their lesson at school or even at home. Other respond indicated by the respondent is as follow;

"Keluarga kurang memotivasi karena sibuk bekerja" (R4)

(The family is less motivating because they are busy working) (R4)

"Sejauh ini keluarga sangat mendukung untuk mempelajari pelajaran bahasa inggris namun kurang memantau saya pada saat saya belajar di rumah" (R1)

(So far the family is very supportive of learning English lessons but does not monitor me when I study at home) (R1)

Another external source of difficulty was teacher; teachers also affect students' learning motivation. Students' interest in school and wish for learning are affected by

such factors as teachers, and school circumstances in classroom. But when compared, teachers are seen to be the most important factor due to the fact that they have important role in the students' learning. Teachers' feedback influences students' learning motivation when they realize that the teachers follow their individual development [10].

Below the result of interview with the students as respondent:

"Pada saat dijelaskan materi oleh guru saya susah mengerti karna penjelasannya sangat sulit untuk dimengerti apalagi kalau guru menjelaskan menggunakan bahasa inggris" (R1)

(When the teacher explained the material, I found it difficult to understand because the explanation was very difficult to understand, especially if the teacher explained in English) (R1)

"Kadang pada saat guru mengajar saya merasa senang tapi kadang juga sangat membingungkan bagi saya" (R2)

(Sometimes when the teacher teaches I feel happy but sometimes it is also very confusing for me) (R2)

"Menurut saya metode yang guru ajarkan kurang menyenangkan akhirnya mempengaruhi pemahaman saya dalam belajar bahasa inggris" (R3)

(I think the method that the teacher teaches is less fun, ultimately affecting my understanding of learning English) (R3)

"Sangat sulit memahami tata bahasa Inggris karena saya tidak mengerti apa yang dijelaskan oleh guru" (R5)

(It was very difficult to understand English grammar because I didn't understand what the teacher explained) (R5)

While further respondent commented about the condition of classroom:

"Menurut saya fasilitas di sekolah kurang nyaman karena diruangan sangat panas sehingga mengganggu konsentrasi belajar" (R3)

(In my opinion, the facilities at school are not comfortable because the room is very hot, so it disturbs the concentration of learning) (R3).

Based on the data of interview it can be concluded a few things that factor affecting the student difficulty to learn English were teacher teaching strategy, and parental support. Not all methods of instruction are equally effective in achieving particular goals in learning. Nor are all methods equally effective with all students. Problems in learning arise if inappropriate methods and teaching strategies are used, as happened in SMA Negeri 1 Batauga. As Westwood [4] implied that learning difficulties may be due to external aspects Such as socio-cultural drawbacks, restricted learning opportunities, lack of home care, ineffective curriculum, inadequate teaching.

3.2 Discussion

The result of 40 items of test shows that the mean score is 44.17, the median 42.50, mode is 20, the standar of deviation is 21.90, the variance is 55, the minimum score is 20 and the maximum score is 75. Based on the score of mean, it show that the classification of students is low.

The result of test indicated that students' level of achievement are low (33.33%) with the most frequency 4. There are 2 students (16.67%) in the very low category. There are 25% in high category with 6 frequencies, and there are 25% of students in very high category with 3 frequencies. It can be concluded that the students' achievement in learning English are low because most of the students are in the low category. And based on the statistical analysis it indicated that the level of students' difficulty in learning English is high.

It is also found that the students' weakness in understanding English language is related with linguistic aspect especially related with grammar and vocabularies and language skill especially speaking skill and reading comprehension.

The result of test was also confirmed by the result of interview that the students' difficulty in learning English is due to the lack

of student motivation to learn English. It appears that the students not studying enough for the English course, lack of linguistic knowledge and the students show reluctance to learn especially in increasing their English vocabulary. Another factor is that teacher teaching strategy, and parental support.

This shows that throughout the education process students may become negatively influence. Certain negative influences have a significant effect on motivation. They may relate to particular learning-related experiences such as; students' awareness.

On this basis the details result of research finding are linked to the difficulty of students to learn English, they are: social learning events such as; the behavior of the teacher [11]. This dark side of motivation called lack of motivation. Even though, it's crucial role in the learning process has been confirmed [11]. Many second language teachers believe that one of the most important characteristics of a good language teacher is their ability to motivate their students to learn English [12].

Learners, who show a lack of interest in the group culture of L2 or L2 with low motivation, refuse to engage in any class events, have no intimate affiliation with the teacher or peers. Consequently, they have little faith in the atmosphere in the classroom.

Reluctance to learn English that lead to lack of language knowledge

The lack of enthusiasm of students to study, which is reluctance to learn English and the lack of language skills of students, is one of the key difficulties of students in learning English. It can be assumed that, for several reasons, there is a lack of motivation. We may mention the following to provide examples for these reasons; in addition to lack of confidence in one's ability, being a shy person, lack of experience, not learning enough for the English course, etc., we should consider that these could be due to the students' physical or mental issues [4]. In addition to these reasons, the results of a study that was carried out between teacher and students suggest that there are some factors that affect students' willingness. For example, memorization, teacher's explaining

the subjects in a boring manner, teacher's ignorance of students' psychological condition, difficult and dull subjects, and reluctance to learn. All these factors make the learning process difficult [13].

In this study the dominant factor of students difficulty in learning English was lack of knowledge especially related with vocabulary and grammar mastery, and reluctance of the students to learn English. It is based on the data of test and interview.

Teacher' Attitude

Students' learning motivation is directly affected by the teacher and the teaching techniques that are supported with appropriate guidance and advice. Appropriate guidance or advice to students and fully-developed learning strategies support the flow of knowledge from the teacher to the learner. Motivation serves as a driving force that encourages learners to learn, encourages learners to adopt relevant skills and encourages them to use them for knowledge acquisition.

Furthermore, teacher and their teaching strategy also affect students' achievement. Students interest in school and wish for learning are affected by such factors as teachers, instructors, school circumstances, and their friend in classroom, but when compared, teachers are seen to be the most important factor due to the fact that they have important role in the students' learning [12].

Only at the opening stages of the lessons should teachers inspire students towards the subject of the day. In addition, teachers can try activities, tasks and resources because the presence of classroom routines on which they can rely is presumed by learners. Varying events, assignments and resources can thus help prevent demotivation and increase the level of interest of students. [10]

Individuals with learning difficulties also appear to lack effective teaching strategies to cope with the job that teachers have set for them, resulting in persistently low performance [5]. The learning issue is due to a person not systematically approaching school learning, in other words, the person

has not discovered how to learn effectively in school. (Twomey in [4])

Parental and environmental Support

Education begins in the family. So parents, like the social, relevant elements that influencing children's inspiration and the accomplishment, have gotten considerable consideration in universal learning [14]. Disadvantages in the cultural or home context of the students, such as a dysfunctional family situation, issues related to English as a second language, low expectations, lack of support, health problems and poverty may also lead to learning difficulties (Abosi in [4]).

Classroom features or environmental aspects also affect students' achievement. These factors are not related to the teacher but to the environmental conditions such as classroom size, order of desks, demographic factors, situations, technological learning tools in the classroom, climate, weather conditions, etc. Knowing and trying to find solution for these problems will provide more friendly and motivated environment for both learners and teachers.

Based on the data obtained in the field especially the result of test and interview it can be concluded that the students difficulty in learning English can be divided in three main factors they are from students internal source such as low motivation or reluctance to learn English, lack of students' knowledge (grammar and vocabulary, and speaking skill and reading comprehension) and, teacher's attitude; teaching techniques that are supported with appropriate guidance and advice. The other factor is parental support; parent-specific activities (parental engagement in the study of children and principles of training, etc.).

4. CONCLUSION

Based on the data obtained in the field especially the result of test and interview it can be concluded that the level of achievement of students of SMA Negeri 1 Batauga was low. It was indicated by the mean score is 44.17 and standard deviation 21.9 and most of the students got score of low category. And the factor affecting the

students' difficulty in learning, especially, English was the students had low motivation or interest in learning English. It indicated by the indifferent attitude or their reluctance to learn English. This reluctance impacted their mastery of English especially English vocabulary and grammar and also reading comprehension and speaking ability. It's because the students of SMA Negeri 1 Baubau rarely to repeat their English lesson at home and they did not memorize English vocabulary gradually. The result of interview also indicated that student's environment did not show positive impact for the students to learn. It included the English teacher and parental support.

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