CHAPTER ONE
INTRODUCTION

1.1   Background of Study

Education is an effort to realize planned learning so that learning occurs effectively, actively, and attractively for students. The development of the era of education is growing and has a good renewal of the curriculum, education system, and effective teaching methods so that students have no difficulty in receiving these lessons. The government makes a national teaching system that in its implementation is regulated by law, as Pasal 31 UUD 1945 states that education or teaching is the right of every citizen, and no party can prohibit citizens from receiving teaching.

Therefore, according to Yamin (2017), teaching is more than just imparting course material; it is also the act of altering student behavior to achieve intended outcomes. As a result, a teacher must be able to create and apply a range of learning tactics based on student's skills and interests, as well as their developmental stage. Although Djamarah (2011) defines challenges in learning as a circumstance in which pupils are unable to study well due to some danger, hindrance, or disruption to learning.Learning success is determined by collaboration between teachers and students.The goal of teaching this language is to assist Indonesian school students in communicating in English and writing fluently in a social environment. The success of learning can be said to be successful when; 1. The process of understanding the material, 2. The teaching objectives have been achieved by students individually or in groups, 3. The absorption of teaching materials delivered by the teacher can be accepted with high achievements both individually and in groups.Language is an important tool for communication in everyday life. Language allows us to share information and ideas with others, as well as communicate our thoughts, desires, opinions, and needs. Language activities are inextricably connected with

human life. Learning a language improves one's quality of life. It offers up options and experiences that would otherwise be unavailable to those who are limited to only knowing one language. While developing intercultural understandings, learning another language provides access to a perspective other than one's own, boosts the ability to recognize connections across content areas, and fosters an interdisciplinary approach.

English is an international foreign language to study in various regions, and an important international language to connect people across continents to communicate and socialize. English is a foreign language that has been taught in Indonesian schools since the country's independence in 1945 Lie (2007). Many people have noticed that the usage of English is now more prevalent on social media than the use of Indonesian.English as a system and general language are the goals of English. In this era of globalization, English is one of the fundamental languages. According to Mandasari,et al.,(2022), English has become an international language that can facilitate its users to be the ability to communicate with each other without being limited by countries' differences. This of course can become a positive skill it can be mastered by students. The earlier and the more often students get learning English of course, it will be easier it is for them to be able to understand it. Now in school English subjects are important subjects, which students are expected to understand and master English properly and correctly. The main objective of learning English is to improve students' ability to communicate in English both orally and in writing. English includes three additional abilities: Grammar, Vocabulary, and Pronunciation, all of which are critical for achieving ideal English language skills. The "what" and "how" are the two most important aspects of teaching the language the former concentrates on linguistic aspects like sound or pronunciation, grammar instruction, and vocabulary. Those elements denote what pupils will acquire when learning the English language. At the same time,

along with the teaching process and methods, as well as the learners' or students' motivation in studying English as a foreign language, it might be a cause of problems for some students.

In Indonesia, English is now taught as a required subject in junior high school, senior high school, or vocational high school, and it is included in the National Exam as a reflection on students' English mastery. This demonstrates the importance of English learning for all students at all levels of school in Indonesia. With English lessons at school, students must learn a new language that they may not have studied in depth before, such as students who are still not good at speaking or simply translating English words or sentences into Indonesian or vice versa. Therefore, not a few students have difficulty and struggle in accepting English as a subject at school, and defines that difficulties in learning are the condition where the students cannot learn as they should. The following are some of the elements that contribute to learning difficulties: students' internal factors include psycho-physical problems or a lack of capacities, such as low intellectual capacity or issues. Emotions and attitudes, for example, are effective. Psychomotor issues include difficulties with the senses of sight and hearing. External variables affecting students include all situations and conditions in the students' environment that influence learning. English is becoming a required subject in Indonesia. According to Mattarima and Hamdan (2011), English is a compulsory subject taught in many Indonesian schools.Four skills are included in the teaching of this language. Those are listening, speaking, reading, and writing are four crucial abilities to develop when learning the English language. Some components, like vocabulary, grammar, and pronunciation, are used to support those skills. Learners should be able to master all of the skills through practice. In this perspective, while English is classified as a foreign language in Indonesia, it is the most popular language that people want to study. Thus, many parents send their children to international or bilingual schools as early as kindergarten.

Some individuals choose to engage in English classes to improve their skills. To perfect foreign language skills, two-aspect must be taken into consideration. The first aspect is both teachers' and students' self-learning environments. The second is how students gain knowledge on their own, without the assistance of teachers. These two important variables are related in terms of English teaching. As a result, if teachers and students are to accomplish the aim of English proficiency, these two variables are necessary.

Senior high schools in Indonesia use English subjects, in learning English subjects, not a few students feel less effective in receiving material, even many still find it difficult to accept English learning during class based on this, and the researcher is interested in examining the process of learning English in the classroom. The title was chosen by the researcher because students at school had difficulty learning English lessons, and when the researcher asked the students whether studying English was challenging almost all of them said it was. The students in SMAN 1 Abung Pekurun it difficult to use English in their daily activities when they are studying.Therefore, these studies the difficulties of students at SMAN 1 Abung Pekurun in learning English.

1.2 Research Questions

Based on the background explain above the researcher formulate to research question as follows:

1. What problems do students face when learning English subjects?

2. What are the factors causingstudents' difficulty in learning English at SMAN 1 Abung Pekurun?

3. What are the strategies done by students when they have difficulty in learning English subject?

1.3 Research Objectives

Research objectives are what the research is to achieve:

1. To investigate what problems, make students difficult when learning English.

2. To investigate the factors that cause students' difficulties in learning English.

3. To find out the strategies that can make students have less difficulty in learning English.

1.4 The Uses of Study

1. Theoretically

This research can be used as guidance for those other researchers who want to delve into relevant topics. As a result, the data in this studyhave been beneficial as additional data for other researchers' studies.

2. Practically

This finding of this study had benefits for teachers, students, and the next researchers. The benefits of this study's findings were as follows:

a. For students: the results of this study can be used by students to get other references about what platforms or media can improve or make it easier for students to learn English.

b. For teachers: the results of this study can be used by the teachers to design interesting and interactive learning so that it can make it easier for students to accept English learning.

c. For researchers: the results of this study can be used by further researchers as a reference to be able to present more complete information about difficulties, as well as what strategies students use to deal with learning English.

1.5 Scope of Study

This research focused on the students' difficulties when their learning English, with a sample of students from SMAN 1 Abung Pekurun grade 10 being used. The data collection techniques that be carried out by the researcher are questionnaires and interviewing a few students. As a result, the researcher wants to investigate the students' difficulties when learning English.