

CHAPTER TWO LITERATURE REVIEW

2.1 Previous Study

To finish this research, the researcher took several previous studies related to what would be researched. The first is entitled “English Teaching in Vocational High School: A Need Analysis” journal article by Mahbub (2020). This study looks at the demands of vocational school students when it comes to English teaching and learning. Parts A and B of a questionnaire were administered to 32 students in this study. Interviews with students and an English teacher were also done to collect data to investigate in-depth the results of English teaching practices and to reveal prospective areas of students' language difficulties in learning English. The findings indicated that the students' opinions of their needs, wants, and deficiencies differed. The findings also revealed the students' learning requirements, such as learning materials, teaching-learning methods, the teacher's and learners' roles, and teaching-learning environments.

The second research entitled “Students’ Difficulties in Speaking Lesson at the Twelfth Grade of SMAN 1 Jatinom in the Year of 2020/2021” journal article by Rahayu (2020). This research was conducted on the student's difficulties in English speaking lessons, the causes that make English speaking lessons challenging for students, and students’ techniques for overcoming their challenges in English speaking lessons. The case study method was used in this research. The researcher used SMA N 1 Jatinom in XII IPA 1 as the sample, which includes 36 students. The researcher used observation, interviews, and questionnaires to gather data. The data were evaluated by reducing the data, presenting, drawing conclusions, and verifying the result. To demonstrate the reliability of the data, the researcher employed data triangulation. The study discovered that each student had various difficulties speaking, including a lack of vocabulary,

lack of pronunciation, nothing to say, lack of drive, afraid of making a mistake, shyness, and the usage of the mother language. Students had four elements that contributed to their difficulty in speaking English in English class: a personal component, students' lack of enthusiasm in learning the English language, classroom conditions, and students' surroundings. Students devised solutions to overcome their speaking issues. Students participate in an English club or take an English course to enhance their speaking skills, and they may practice speaking English and get feedback from friends or teachers. Students can also enhance their English by listening to English songs and viewing English movies without the need for Indonesian translation.

The third research entitled “Reading Comprehension Difficulties Encountered by Senior High School EFL Students” journal article by Lestari, et al., (2017). The purpose of this study is to discover the reading comprehension obstacles that EFL students face, as well as the factors that contribute to these difficulties, in thirty-second graders at Banda Aceh Senior High School. The data for this study was gathered through a mix of methods, including a test, and an interview. The main idea, detailed information, inference, reference, and vocabulary were the five dimensions of reading comprehension studied in this study. The information gathered was quantitatively and qualitatively examined. The results of an interview with five students who received the minimum test scores and also an English teacher who teaches the class reveal that such lack of reading comprehension, sufficient vocabulary, type of text, sequence of questions, lack of use of the reading method, and the lack of certainty of students' reading ability is indeed the factors causing the students to struggle. According to the findings, an English teacher should correctly assess students' reading levels, effectively teach the reading method, and use an engaging technique in teaching reading to encourage students to read further in English.

The fourth research entitled “The Problems of Learning English Vocabulary in Harapan Senior High School” journal article by Krisnayanti & Winarta (2021). This research aims to determine the difficulties students have studying English vocabulary, particularly in the eleventh grade at Harapan Senior High School Denpasar. The descriptive qualitative method was used to support this investigation. In this research, the author had 70 students in Harapan Senior High School Denpasar, aged 11 social 2 and 11 social 3 in eleventh grade. The participants were given a test by the author. Because the goal of this research is to learn about the student's difficulties in learning vocabulary, the author additionally interviewed 3 students who scored lower than the others to acquire a more detailed description of the problem. As a result, students continue to struggle with learning English vocabulary. Moreover, issues might be created for a variety of reasons, including the students' motivation, skill, interest, and vocabulary mastering experience.

The fifth research entitled “English Listening Problems Faced by Students at an Indonesian senior high school” journal article by Amir(2019), this study explains the difficulties students at an Indonesian senior high school have with English listening. It reveals (1) the student's English listening ability, (2) the difficulties they had in English listening, and (3) how the teacher dealt with the difficulties. The study used a descriptive qualitative approach and took place at a senior high school in Sinjai, South Sumatra. Purposive sampling was used to select 25 students from the eleventh grade as research subjects. The information was gathered using a series of English listening tests that included non-native and native speakers, as well as observation, and interviews. The results indicate that students can not have adequate listening skills, especially whenever the speaker is a native English speaker; the challenges they face in English listening are related to speaking tempo, poor vocabulary, concentration level, but also developed language behaviors; to address these issues, the teacher uses the top-down approach and vocabulary

advancement by equipping students with certain keywords used in the listening practice in the learning process. As a result, it may be concluded that the teacher's attempts are related to the pupils' listening difficulties.

This study has different from the five studies, as described above. The purpose of this research is centered on how the difficulties of students in dealing with learning English subjects during the learning process. This research also is conducted at SMAN 1 Abung Pekurun, especially in class 10.

2.2 Theoretical Framework

2.2.1 Definition of Language

A language is a system of communication that consists of a set of sounds and written symbols that people in a specific country or region use to communicate while speaking or writing. According to Sinaga & Oktaviani (2020). The act of sending information from one place, person, or organization to another is known as communication. If language is mostly acquired in the classroom and is not spoken in the society where it is taught, it is termed foreign. Learning another language enables an individual to communicate successfully and creatively in real-life situations using the language of the actual culture. 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. Language is the medium via which efficient human-to-human interactions can take place, as well as a deeper understanding of one's language and culture.

2.2.2 Aspects of Learning English

To have great English, students ought to master aspects of English, those are language skills and component skills. Language skills are involving reception such as listening and reading, and products such as speaking and writing, Yudha & Mandasari (2021). There are important aspects that must be learned in English:

1. Listening skill

According to Afriyuninda & Oktaviani (2021), one of the language skills is listening. It is an important aspect of the telecommunications process that students should be familiar with. Students can gain information and develop what the speaker says through listening. This is the most basic and easily acquired part of the debate. For example, when children learn English pay attention to the words of individuals around them. Learning English through the process of listening and understanding the meaning is more than just listening. To improve the quality of our listening skills is to listen to more recorded English conversations or if necessary watch more movies/videos with English subtitles. To practice listening a little more, try the movies/videos that we see, don't use subtitles, just leave them without subtitles.

2. Speaking skill

In addition to listening, another vital skill to master is speaking. Speaking language is a part of speaking ability. It's important to teach speaking skills when studying the English language Mandasari & Aminatun (2020). The capacity to pronounce is frequently associated with speaking skills. The sound and meaning of words will be better comprehended if you pronounce them correctly.

3. Reading skill

Reading is another part of receptive language ability. Because these literacy abilities need more complicated micro-skills, such as recognizing and understanding as much vocabulary as possible, this ability can be trained apart from listening and speaking skills. In English, reading material is usually about Skimming, Scanning, and Skipping. According to Ayu (2021), reading in English is still considered a big problem for students in Indonesia.

4. Writing skill

Perhaps the most difficult component is this skill. Because the process entails taking important concepts and integrating them into sentences while adhering to certain writing styles and guidelines. Writing is a skill that creates a language product like speaking. The language product that is produced after can write is that can convey the intended purpose in a writing, call it letters, poetry, novels, and other language products. Putri & Oktaviani (2021) stated one of the learning objectives is for the students can write a text. Writing skill is a fairly complicated skill because in writing English has to know the grammar and the word order, if writing wrong grammar or so on, then the meaning is contained.

2.2.3 Factors of English Learning Difficulties

Ahmadi & Supriyono (2013) describe the factors that cause learning difficulties can be categorized into two types, namely internal and external factors:

1. Internal factors:

a. Physiological factors, that can cause learning difficulties in students such as the condition of students who are sick, unwell, weak, or disability so on.

b. Psychological factors, that can cause learning difficulties to include generally low levels of intelligence, low talent for subjects, lack of interest in learning, lack of motivation, and poor mental health.

2. External factors:

a. Non-social factors, that can cause learning difficulties in students can be in the form of learning equipment or learning media that are not good or even incomplete, the condition of the study room or building is not feasible, and the curriculum is very difficult to describe by the teacher and mastered by students, the time of implementation of the learning process undisciplined.

b. Social factors, that can also cause problems for students such as family factors, school, playmates, and environment.