

THE DIFFICULTIES IN LEARNING ENGLISH FOR THE SECOND SEMESTER STUDENTS OF CIVIL ENGINEERING AT UNISKA

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ABSTRACT

M. AGUS, NPM 16.21.0026 “THE DIFFICULTIES IN LEARNING ENGLISH FOR THE SECOND SEMESTER STUDENTS OF CIVIL ENGINEERING AT UNISKA”. Thesis, English Language Education Study Program, Islamic University of Kalimantan Muhammad Arsyad Al-Banjary Banjarmasin, Faculty of Teacher Training and Education, Advisor: 1) Ratna, M.Pd. 2) Nurhasanah, S.Pd, M.Pd

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Language skills consist of four aspects, namely listening or listening skills, speaking skills, reading skills, and writing skills. Each skill is very related to one another. Efforts to obtain good and correct language skills, someone knows the language from listening. Next speak and practice reading. After going through these various efforts, he will try to write. Learning difficulties can even cause a difficult situation and may cause a despair so that it forces a student to stop halfway. So, the researcher want to know the difficulties of civil engineering student in learning English and the most difficult for the students at the second semester of civil engineering in learning English. The objectives of this research are to know the difficulties and the most difficulties are faced by the students at the second semester of civil engineering in learning English. The population of this research is all students at the second semester of civil engineering. To collect the data, the research used questionnaire as an instrument. The results of the study in general show that there are no difficulties for students second semester of civil engineering in learning English, but the influential difficulties component are faced by student's, internal factors is dominated by write skill as 7 students (19.05%) and external factor is Relations between fellow student's as much 7 students (33,33%).

BACKGROUND

Language is an arbitrary verbal symbol system used by members of a language community to communicate and interact with each other, based on the culture they share (Djarjowidjojo, 2003: 16). English is an international language besides being used to connect between countries, it is also used to deepen and develop science, because most science books are imported from abroad. (Izzan and Mahfuddin, 2007: 1)

Language skills consist of four aspects, namely listening or listening skills, speaking skills, reading skills, and writing skills. Each skill is very related to one another. Efforts to obtain good and correct language skills, someone knows the language from listening. Next speak and practice reading. After going through these various efforts, he will try to write. Every student in principle is certainly entitled to the opportunity to achieve satisfactory academic performance. But from daily reality it seems clear that students have differences in intellectual abilities, physical abilities, family background, habits and learning approaches that are sometimes very striking between one student with other students.

According to Abu Ahmadi and Widodo Supriyono (2003: 77), learning difficulties are a situation where students or students cannot learn as they should, this is not always caused by intelligence factors, but can also be caused by non-intelligence factors. So it can be concluded that learning difficulties is a condition where students cannot learn well, due to interference, both originating from students' internal factors and external factors of students. These factors cause students to be unable to develop according to their capacity. The existence of learning difficulties will lead to a situation where students cannot learn as they should so that they have low learning achievement. Students who experience problems with learning are usually characterized by symptoms: (1) low or below average achievement achieved by class groups; (2) the results achieved are not balanced with the work done; (3) slow in doing learning tasks (Entang, 1983:13).

Learning difficulties can even cause a difficult situation and may cause a despair so that it forces a student to stop halfway. The researcher want to know the difficulties of civil engineering student in learning English and the most difficult for the students at the second semester of civil engineering in learning English.

Research Question (1)What difficulties are faced by the students at the second semester of civil engineering in learning English? And (2) What is the most difficult for the students at the second semester of civil engineering in learning English?

METHODE

Research Design, The research is intended to identify the difficulties faced by the second semester of civil engineering students in learning English. To reach the goal, the researcher applied quantitative design with the type descriptive.

Research Setting, This research was done on August 2020 at Uniska Banjarmasin. The university is located at Adiyaksa Street No. 2 Kayu Tangi Banjarmasin.

Population and Sample, the population of this research is all students at the second semester of civil engineering. They are divided into two classes, but researchers only took the population from class A and The sample is a part of the population. Because the population is less than 100, the researchers took part of the population, which amounted to 21 students. This means that the total sampling technique used in this study.

Instrument of the Research, To collect the data, the research used questionnaire as an instrument.

Procedure of Data Analysis, to analyze the data, the researcher used the formula as presented below

$$P = \frac{F \times 100\%}{N}$$

Where:

P =Percentage (%)

F=Frequency

N = Number of Respondents

FINDINGS AND DISCUSSION

This chapter presents the findings as the result of analyzing the data. Therefore, this chapter discusses data descriptions about the difficulties of second semester students of Civil Engineering at the Islamic University of Kalimantan in learning English. Based on the respondents' answer on the questionnaire in the Google form that was sent to each respondent to their email, the researcher would like to present the following results:

A. Finding

In this section the authors present the results of the questionnaire on respondents' answers regarding internal and external factors used to measure the level of difficulty of second semester students majoring in civil engineering at the Islamic University of Kalimantan in learning English as follows:

1. Result of Questionnaire

The results of the answers to the respondents' questionnaires regarding internal factors are as follows:

Table 4.1 Do you have difficulty understanding written and reading the English text

	Question	Answer				Total
		Yes	%	No	%	
1.	Do you have difficulty in understanding reading English text?	6	28,57%	15	71,43%	21

Based on the table above, the questions about “Do you have difficulty understanding English text (written) (reading)” as many as 6 students (28,57%) answered yes and as many as 15 students (71,43%) answered no, so it can be concluded that students who understand read and write english text more higher than do not understand.

Table 4.2 answers to questions Do you have difficulty writing sentences in English

	Question	Answer				Total
		Yes	%	No	%	
2.	Do you have difficulty in writing English sentences?	11	52,38%	10	47,62%	21

Based on the table above, the questions about “Do you have difficulty writing sentences in English?” as many as 11 students (52,38%) answered yes and as many as 4 students (47,62%) answered no, so it can be concluded that students who have difficulty writing sentences in English more higher than do not have difficulty.

Table 4.3 answers to questions Do you have difficulty understanding conversation in English (listening)

	Question	Answer				Total
		Yes	%	No	%	
	Do you have difficulty to understand conversation in English (listening)?	15	71,43%	6	28,57%	21

Based on the table above, the questions about “Do you have difficulty understanding conversation in English (listening)?” as many as 15 students (71,43%) answered yes and as many as 6 students (28,57%) answered no, so it can be concluded that students who have difficulty understanding conversation in English (listening) more higher than do not have difficulty.

Table 4.4 answers to questions Do you have difficulty understanding conversation in English (listening)

	Question	Answer				Total
		Yes	%	No	%	
4.	Do you have difficulty in English speaking?	14	66,67%	7	33,33%	21

Based on the table above, the questions about “Are you having trouble using English orally (speaking)?” as many as 14 students (66,67%) answered yes and as many as 7 students (33,33%) answered no, so it can be concluded that students who have trouble using English orally (speaking) more higher than do not have difficulty.

Table 4.5 answers to questions Which of the 4 language skills (listening, speaking, reading, & writing) were the most difficult for you

No.	Question	Answer								Total
		Listening	%	Speaking	%	Reading	%	Writing	%	
5.	Which of the 4 language skills (listening, speaking, reading, & writing) is the most difficult for you?	4	19,05	4	19,05	6	28,57	7	33,33	21

Based on the table above, the questions about “Which of the 4 language skills (listening, speaking, reading, & writing) were the most difficult for you?” as many as 4 students (19,05%) answered “Listening”, 4 students (19,05%) answered “Talking”, 6 students (28,57%) answered “Reading”, 7 students (33,33%) answered “Write”.

Table 4.6 summary of answers to internal factors

Question	Answer				Total
	Yes	%	No	%	
Do you have difficulty in understanding English texts ?	6	28,57%	15	71,43%	21
Do you have difficulty in writing English sentences?	7	33,33%	14	66,67%	21
Do you have difficulty in English speaking?	11	52,38%	10	47,62%	21
Do you have difficulty writing sentences in English ?	14	66,67%	7	33,33%	21
Mean	9,5	45,24%	11,5	54,76%	21

In the summary table of student’s answers to the questions on internal factors, it can be seen that of the 21 students on average 9,5 respondents answered yes (45,24%) and answered no as many as 11,5 respondents (54,76%) so it can be seen that the students does not have difficulties more higher than have

difficulties, the details of which can be found in the answer to question number 5, namely many as 4 students (19.05%) answered "Listening", 4 students (19.05%) answered "Talking", 6 students (28,57%) answered "Reading", 7 students (19.05%) answered "Write".

Based on these results, the internal factors speaking (52,38%) and writing skill (66,67%) are the the difficulties of students in learning English in regular class A second semester Civil Engineering Islamic University of Kalimantan Banjarmasin

2. Result of External factors

The results of the answers to the respondents' questionnaires regarding external factors are as follows:

Table 4.7 answers to questions Does the teaching method applied by the lecturer make it difficult for you to learn English

No.	Question	Answer				Total
		Yes	%	No	%	
6.	Does the teaching method applied by the lecturer make it difficult for you to learn English?	6	28,57%	15	71,43%	21

Based on the table above, the questions about "Does the teaching method applied by the lecturer make it difficult for you to learn English?" as many as 6 students (28,57%) answered yes and as many as 15 students (71,43%) answered no, so it can be concluded that the teaching method applied by the lecturer doesn't make difficult for student's learn English.

Table 4.8 answers to questions Does the teaching tool (media / platform) used by the lecturer make it difficult for you to learn English

No.	Question	Answer				Total
		Yes	%	No	%	
7.	Does the teaching tool (media /platform) used by the lecturer make it difficult for you to learn English?	5	23,81%	16	76,19%	21

Based on the table above, the questions about "Does the teaching tool (media / platform) used by the lecturer make it difficult for you to learn English?" as many as 4 students (19,05%) answered yes and as many as 17 students (80,95%) answered no, so it can be concluded that the teaching tool (media / platform) used by the lecturer doesn't make difficult for student to learn English

Table 4.9 answers to questions Does your relationship with a teaching lecturer make it difficult for you to learn English

No.	Question	Answer				Total
		Yes	%	No	%	
8.	Does your relationship with a teaching lecturer make it difficult for you to learn English?	1	4,76%	20	95,24%	21

Based on the table above, the questions about "Does your relationship with a teaching lecturer make it difficult for you to learn English?" as many as 1 students (4,76%) answered yes and as many as 20 students (95,24%) answered no, so it can be concluded that the relationship students with a teaching lecturer doesn't make difficult to learn English

Table 4.10 answers to questions Does your relationship with classmates make it difficult for you to learn English

No.	Question	Answer				Total
		Yes	%	No	%	
9.	Does your relationship with classmates make it difficult for you to learn English?	12	57,14%	9	42,86%	21

Based on the table above, the questions about “Does your relationship with classmates make it difficult for you to learn English?” as many as 12 students (57,14%) answered yes and as many as 9 students (42,86%) answered no, so it can be concluded that the relationship students with classmate does make difficult to learn English.

Table 4.11 answers to questions Which of the external factors above made it most difficult for you to learn English

No	Question	Answer								Total
		How lecturers teach	%	Media / Platform used	%	Lecturer and student relations	%	Relations between fellow students	%	
10.	Which of the external factors above made it most difficult for you to learn English?	4	19,05	5	23,81	5	23,81	7	33,33	21

Based on the table above, the questions about “Which of the external factors below made it most difficult for you to learn English?” as many as 4 students (19,05%) answered “How lecturers teach”, 5 students (23,81%) answered “Media / Platform used”, 5 students (23,81%) answered “Lecturer and student relations” , 7 students (33,33%) answered “Relations between fellow students”.

Table 4.12 summary of answers to external factors

Question	Answer				Total
	Yes	%	No	%	
Does the teaching method applied by the lecturer make it difficult for you to learn English?	6	28,57%	15	71,43%	21
Does the teaching tool (media / platform) used by the lecturer make it difficult for you to learn English?	5	23,81%	16	76,19%	21
Does your relationship with a teaching lecturer make it difficult for you to learn English?	1	47,62%	20	52,38%	21
Does your relationship with classmates make it difficult for you to learn English?	12	57,14%	9	42,86%	21
Mean	8,25	39,29%	12,75	60,71%	21

In the summary table of student's answers to the questions on external factors, it can be seen that of the 21 students on average 8,25 respondents answered yes (39,29%) and answered no as many as 12,75 students (60,71%), so it can be seen that most students doesn't have difficulties in external aspects, the details of which can be found in the answer to question number 5, namely as many as 4 students (19,05%) answered "How lecturers teach", 5 students (23,81%) answered "Media / Platform used", 5 students (23,81%) answered "Lecturer and student relations", 7 students (33,33%) answered "Relations between fellow students".

Based on these results, the external factors of the relationship with classmates are the biggest influence on the difficulties of students in learning English in regular class A second semester Civil Engineering Islamic University of Kalimantan Banjarmasin

3. Relation between Internal and External difficulties are faced by the students at the second semester of civil engineering in learning English

Bivariate analysis is a statistical test to determine the relationship between dependent variables (internal factors) that include students' ability in listening, speaking, reading and writing with independent variables (external factors) that include How lecturers teach, Media / Platform used, Lecturer and student relations, Relations between fellow students. All variables involved are then seen in relation to the level of difficulty of students in learning English subjects in class A students in second semester Civil Engineering Islamic University of Kalimantan Banjarmasin

Table 4.13 Relation between Internal Factors and External factors

Internal Factor * External Factor Crosstabulation

			External_Factor		Total
			Tidak Sulit	Sulit	
Internal_Factor	Tidak Sulit	Count % within Internal_Factor	10 90,9%	1 9,1%	11 100,0%
	Sulit	Count % within Internal_Factor	5 50,0%	5 50,0%	10 100,0%
Total		Count % within Internal_Factor	15 71,4%	6 28,6%	21 100,0%

Based on the table of internal and external factor test results on the difficulty of learning English students of Class A regular semester two civil engineering University of Islamic University of Borneo above found that the number of students who have no difficulty in internal factors including students' ability in listening, speaking, reading and writing difficulties in external factors such as How lecturers teach, Media / Platform used, Lecturer and student relations, and Relations between fellow students as many as 10 respondents (90.9%) and only 1 student experienced difficulties (9.1%). While students who have difficulties in internal factors as many as 5 respondents (50%) who do not experience difficulties in external factors and 5 respondents (50%) who have difficulties in external factors.

Table 4.14 Result of Chi Square test between Internal and External factors

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4,295 ^a	1	,038		
Continuity Correction ^b	2,525	1	,112		
Likelihood Ratio	4,562	1	,033		
Fisher's Exact Test				,063	,055
Linear-by-Linear Association	4,091	1	,043		
N of Valid Cases	21				

a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 2,86.

b. Computed only for a 2x2 table

Based on the results of statistical tests using the *Chi Square* test above, obtained *Pvalue* = **0,038** is lower than a value 0,05 ($p < \alpha$), then H_a is accepted which means that there is a significant relationship

between internal factors and external factors of class A second semester Civil Engineering Islamic University Kalamantan Banjarmasin in study english.

CONCLUSION

The results of the study in general show that there are no difficulties for students second semester of civil engineering in learning English, but the influential difficulties component are faced by student's, internal factors is dominated by write skill as 7 students (19.05%) and external factor is Relations between fellow student's as much 7 students (33,33%).

The number of students who have no difficulty in internal factors including students' ability in listening, speaking, reading and writing difficulties in external factors such as How lecturers teach, Media used, Lecturer and student relations, and Relations between fellow students as many as 10 respondents (90.9%) and only 1 student experienced difficulties (9.1%), while students who have difficulties in internal factors as many as 5 respondents (50%) who do not experience difficulties in external factors and 5 respondents (50%) who have difficulties in external factors with results of statistical tests using the Chi Square test obtained Pvalue = 0,038 is lower than a value 0,05 ($p < \alpha$), then H_0 is accepted which means that there is a significant relationship between internal factors and external factors of class A second semester Civil Engineering Islamic University Kalamantan Banjarmasin in study english.

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