

CHAPTER I INTRODUCTION

A. Research Background

Ideal learning is learning that involves actively and prioritizes how to achieve goals and according to the applicable curriculum. The definition of curriculum comes from latin language which means the road or arena of the race that is passed by the train. Then this term was adopted in the field of education, so that it implies a collection of subjects that must be taught by teachers or studied by students, or a collection of subjects at school for students to study in order to pass and obtain a diploma.¹ In many countries around the world, the curriculum is increasingly viewed as laying the foundation for comprehensive educational reforms aimed at achieving equality learning outcomes that are equal to other countries because its very important role of curriculum.² Curriculum is the root of education, so to determine the quality of education in a nation, in the general it can be seen from how the government regulates the curriculum used. The curriculum is said to be effective when it can prevent a good generation according to the needs and demands of society so that it becomes a necessity. The curriculum must be anticipatory and adaptive to changes in society, so that the curriculum is required to always be dynamic in following the development of the wider community, science and tends to change, improve the even renew continuously or in another sense, society is constantly changing and tidying

¹ Razali M. Thaib and Irman Siswanto, 'Inovasi Kurikulum dalam Pengembangan Pendidikan (Suatu Analisis Implementatif)'. *Jurnal Edukasi*. Vol. 1 no. 2 (2015): 3.

² United Nations Educational. Scientific and Cultural Organization. "Glossary of Curriculum Terminology". UNESCO. *International Bureau Of Education*. (2013): 1.

up as well the curriculum must also change and improve along with the times.³

Learning activities are a golden time for teachers to deliver materials to students, so that it must be used as well as possible so that the materials presented can be accepted by students easily. In teaching and learning activities, each teacher has own way or method to convey that materials to students, one of which is by using learning media to support students' understanding of the material presented by the teacher. Apart from using the media, the teacher also uses learning materials such as student books and exercise books, so that it can make it easier for students to study independently at home.

In the teaching and learning process, a student must have definitely find learning difficulties, so that a teacher must be able to make the classroom atmosphere pleasant. However, still some student who, despite attending school regularly and receiving adequate instruction and support, struggle to acquire these many assental academic skills, these students may have a learning disability.⁴ Learning difficulty which is commonly referred to as a learning disorder or learning difficulty it is a disorder that makes it difficult for these students to study effectively. In fact, the causative factors cannot be known, but affect the brain's ability to receive and process information and the ability to study these various fields of study.⁵ So that before a teacher enters the classroom to deliver material, it is necessary to have a

³ Muhammad Nursalim, 'Analisis Perkembangan Kurikulum di Indonesia (Sebuah Tinjauan Desain dan Kedekatan)'. *INSANIA*. Vol. 16, no. 3 (2011): 340.

⁴ Auspeld, "Understanding Learning Difficulties". *DSF Literacy Services*. (Western Australia 2015): 1.

⁵ Martini Jumaris, *Kesulitan Belajar: Perspektif, Asesmen, dan Penaggulangannya Bagi Anak Usia Dini dan Usia Sekolah* (Bogor: Ghalia Indonesia, 2015), 3.

learning plan (RPP) so that teaching and learning activities can go systematically.

The learning difficulties referred in this study are academic learning difficulties, which students have failed in achieving academic achievement and are not as expected in the subject. This is influenced by several factors. There are several factors that can affect students' learning difficulties, including internal and external factors. The main cause of learning difficulties is internal factors, namely the possibility of neurological dysfunction, while the main cause of learning problems is external factors, namely in the form of a false learning strategy, management of learning activities that do not avoke children's learning motivation and giving inappropriate reinforcement tests.⁶ One of serious problems often faced by many teachers in the teaching and learning activities is how to prepare the learning device an technique. Learning device is an equipment owned by the teacher and used to carry out the learning process either in the class, laboratory or outside of the classroom, so that the material presented is clear.⁷

English is a subject that has been given since elementary school, one of the subjects that most students consider to be a difficult subject, because it is not an innate language or better known as the mother tongue, so that teachers are more patient in teaching. There are still many students who are confused about the meaning of the English language excercise, even though the level of the excercise is easy, but they do not have much vocabulary, it becomes an initial obstacle to the success of learning English. English as one of the subjects targeted in facing

⁶ Mulyono Abdurrahman, *Anak Berkesulitan Belajar: Teori, Diagnosis, dan Remediasinya* (Jakarta: PT Rineka Citra, 2012), 8.

⁷ La Ode Turi, et al., "Identifying The Problems Of Indonesia Primary School Teacher Developing Learning Devices", *International Journal Of Education And Development*, Vol. 5, no. 8 (2017): 55.

the National Standard School Final Examination (UASBN) and Computer-Based National Examination (UNBK). Especially in SMK, they often find new terms in their vocational practice activities.

In Indonesia, learning English is included in the category of subjects that are difficult for many students to understand, because in essence English is still considered a foreign language, so the students have difficulty understanding the material presented. English lesson has become an international language, which is an important language because it is used all over the world. Even though it has been taught since elementary school, English still a lesson that is difficult for students to understand, because language is a habit, so when it is not applied, it will disappear. English is also used as the standard language for international aviation, wherever we go in all parts of the world, we are faced with the use of English the first time our feet step on the airport of the country wherever we are going. This proves that English is a very important language to learn and very much needed, especially for Indonesian students, because we will become the nation's next generation, please don't be afraid and avoid English.⁸

The difficulty of learning English is still experienced by many students, especially in private vocational high schools. There are still many students who do not pay attention to lessons due to several factors, one of which is due to the lack of application of a disciplined and assertive culture, so that it becomes a student habit that can affect student learning activities. In the process of learning English, a student must have experienced obstacles in learning, because in learning the language does not only focus on understanding theory, but in learning English there are four skills that a student

⁸ Byslina Maduwu, 'Pentingnya Pembelajaran Bahasa Inggris', *Jurnal Warta* 40. (2016): 2.

must learn, the four skills include speaking, listening, writing, and reading.⁹ But in reality, many students did not pay attention to the accuracy of the pronunciation, they prioritized multiplying the vocabulary rather than the accuracy of the pronunciation. As for grammar, their ability is very low, because in their instinct they think that learning grammar is difficult, they are felt low self-confidence in speaking English if the grammar is wrong.

Understanding students about their learning habits is the teacher's job so that the material can be accepted by students comfortably. This is a challenge for most teachers. As in learning English on the Passive Voice material, the teacher emphasizes the lecture method, with a pattern must be memorized self to be able to do exercise and understand the material. Often students find it difficult to change the active sentence into a passive sentence, they are often reversed between both the sentences. Be able to do solve problem of passive voice on the exercise, so that the students not confused between passive and active sentences first, they must understand what the meaning of the questions and must be preceded by memorizing the vocabulary.

To student analysis, this research is very important to do again and find deeper information about the difficulties of learning English in the Passive Voice material. This is supported by the existence of previous research, which one from Amelia Saputri, she is one of student of university from English language study program from Muhammadiyah University Tangerang who discusses about student difficulties in learning English. So that needs to be studied more deeply and that problem can be overcome. Then, the differentiates from other research is the content and object research

⁹ Fika Megawati, 'Kesulitan Mahasiswa dalam Mencapai Pembelajaran Bahasa Inggris Secara Efektif', *Jurnal Pedagogia*, Vol. 5 no. 2 (2016.): 148.

conducted at one of Vocational High School on Indonesia but the object research from Amelia Saputri conducted at SD N Sukatani VII Tangerang.¹⁰

Many students also joined for academic and non-academic competitions, in terms of buildings, they are included in the middle to upper category. In addition, a shady environment can increase the focus of students in learning. It is just that the facilities in the class are inadequate, such as there are no projectors in every class, so they are must borrow to the Administration room to use them.¹¹ Passive voice is one of material to learn for Vocational High School on Indonesia. This material is learns about how to make passive sentences using several patterns then be arranged into correct sentences. There are several tenses that are often used to make Passive Voice sentences, including simple present, present continuous, simple past, past continuous, present perfect, past perfect, simple future, future continuous and future perfect.¹²

Based on the results of the interview with the English teacher with one of Vocational High School on Indonesia, it was found that in general students at the school still had difficulty understanding English excercise, especially in mastering the Passive Voice material, because the material contained a patterns that had to be memorized. Besides having to understand the meaning of the problem, they also can to memorize the patterns. Actually, when interviews were conducted in the teacher's room because at that time, English subjects were still carried out using an online class. This is done

¹⁰ Amelia Saputri, "Analisis Belajar Bahasa Inggris Siswa Kelas V SDN Sukatani VII Kabupaten Tangerang" (Skripsi, Universitas Muhammadiyah Tangerang 2020).

¹¹ Sania Ulfa, Interviewers By Researchers , 1 September, 2020, First Interview, Transcript.

¹² Sania Ulfa, Interviewers By Researchers , 1 September, 2020, First Interview, Transcript.

because practical activities cannot go through intermediaries, so students have to go to school, it is just taking turns. There is something unique in the developed process in English on my research, it is one of Vocational High School on Indonesia, there are, there are had a course programs, it is going to Pare, Kediri during one month, Besides that also invited a course institution to came at school, in order to superior in English, but it is depends on the students¹³.

Based on observations made by the research, difficulties in learning material about Passive Voice are expected to be carried out with other methods so that students do not feel bored with the material being studied and become more enthusiastic in learning and more active. Actually learning difficulties are not only due to the psychological influence of the child, but also influence of the environment, the learning process is less attractive because lack of media, this can also make students experience learning difficulties as well. It would be better if the teacher always uses the media in the learning process, not only with the discourse method, because in addition to facilitating the way of teacher teaches, it can also give an impression to students so that they do not easily forget the material they receive.

Learning difficulties of students in English subjects can be influenced by several reasons. There are many theories that explain the causes of learning difficulties, but the researchers use in this study is the classification of learning difficulty factors divided into two, namely internal and external factors. By knowing the learning difficulty factor of each student will make it easier to take further action to overcome the problems faced by students. In this connection, the research is encouraged to conduct the research, on the title

¹³ Sania Ulfa, Interviewers By Researchers , 1 September, 2020, First Interview, Transcript.

“Exploring Students Barriers In Passive Voice Class: Qualitative Research On Indonesian Vocational High School”

B. Research Focus And Scope

After conducting a general study of learning English with Passive Voice material and making initial observations at Vocational High School on Indonesia, the researcher will examine what factors cause students to have difficulty learning at Vocational High School. The focus of the research is focused on the implementation of learning English on Passive Voice material and what factors cause students to have difficulty learning English on Passive Voice material.

C. Research Questions

This problem formulation aims to limit a problem that will be discussed with regard to the title ***“Exploring Students Barriers In Passive Voice Class: Qualitative Research On Indonesian Vocational High School”*** which will be discussed in this proposal will be clearer and more focused. The problems in this research are:

1. What are the learning difficulties faced by students in English subjects with Passive Voice material in Vocational High School?
2. What factors cause student difficulties in learning English on Passive Voice material?

D. Research Objectives

Based on the formulation of the problem above, the objectives to be achieved in this study are:

1. To find out the learning difficulties faced by students in English subjects, Passive Voice material in one of Vocational High School on Indonesia.

2. To find out the factors that cause learning difficulties in English subjects, Passive Voice material on Vocational High School in Indonesia.

E. Research Significances

Based on this research, it is expected to provide the following significances:

1. Theoretical Benefits
 - a. Contributing to the world of education in the form of knowledge related to the factors that cause learning difficulties in English subjects, Passive Voice material on Vocational High School on Indonesia
 - b. Become a material for consideration for future researchers in an effort to develop research in similar fields.
2. Practical Benefits
 - a. For Teachers
 - 1) This research can be useful as input for teachers to make it easier for students to learn English with Passive Voice material
 - 2) Helping teachers how to deal with students who have difficulty receiving Passive Voice material lessons.
 - 3) Can know the condition of individual students, so that the teacher knows which parts of the material the students have not mastered and where the difficulties lie.
 - b. For student
 - 1) Students are expected to be more active and fun to learn in learning the Passive Voice material and at least the material else can be done.
 - 2) Students are able to understand the material taught by the teacher.

- 3) Students are expected to be interested and motivated to learn Passive Voice.
- c. For Schools
 - 1) As input in updating the learning process to improve learning achievement.
 - 2) As input for schools to pay more attention to facilities and infrastructure or educational facilities that support student teaching and learning activities, especially in learning English.
 - d. For Researchers
 - 1) Researchers get answers to existing problems
 - 2) Researchers gain experience that makes researchers better equipped to become professional vocational high school teachers.

F. Organisation Of Thesis

The systematics of writing is a basic framework or pattern that determines the form of the thesis. In addition, systematics is a basic set that shows each part and the relationship between the parts of the thesis. To simplify the preparation, writing system arranged as follows:

The first contains the initial part or formalities which include: Thesis Title Page, Endorsement Page, Thesis Authentication Page, Abstract, Motto Page, Offering Page, Preface, Table of Contents.

Second, is the main part of this thesis which consists of five chapters, namely:

Chapter I Introduction which consists of the Background of the Problem, Research Focus, Formulation Of The Problem, Objectives Of The Study, Significances Of The Study, and Writing System.

Chapter II contains Theory Framework which contains: theories related to the title, previous research, and frameworks of thought.

Chapter III is a research method which contains: types and approaches, research settings, research subjects, data sources, data collection techniques, data validity testing, and data analysis techniques.

Chapter IV is data analysis that includes what factors cause student difficulties in learning English on Passive Voice material in Vocational High School on Indonesia.

Chapter V Closing chapter which contains conclusions, suggestions, and closing words.

