

**AN ANALYSIS OF BARRIER FACTORS IN TEACHING AND  
LEARNING ENGLISH AT THE NINTH GRADE STUDENT OF SMP YKP  
PERTAMINA JAMBI**

**A THESIS**

**Submitted as a Partial Fulfillment of the requirement  
For the Degree of Sarjana Pendidikan (S. Pd) in English Education**



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## DECLARATION

I honestly declare the thesis with entitled "*An analysis of barrier factors in teaching and learning English at the ninth grade students of SMP YKP Pertamina Jambi*". This thesis I wrote does not contain the works of parts of other people, except those cited in the quotations and bibliographies, as a scientific paper should.

Jambi, April, 2021

The Researcher

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## MOTTO

وَمَنْ جَاهَدَ فَإِنَّمَا يُجَاهِدُ لِنَفْسِهِ

"Whoever is sincere, indeed the sincerity is for his own good"

## ABSTRACT

**Kholis, Nur. 2021.** *“An analysis of barrier factors in teaching and learning English at ninth grade students of SMP YKP Pertamina Jambi”*. A Thesis, English Education Study Program. Teachers Training and Education Faculty. Batanghari University. The First Advisor: Dr. Suyadi. MA. The Second Advisor: Siti Aisyah, M.Pd.

Keywords: **Barrier factors, teaching, learning process.**

This research was aimed to find out the barrier factors in teaching and learning English at the ninth grade students of SMP YKP Pertamina Jambi. The research methodology of this study was qualitative research with random sampling. The researcher conducted at ninth grade students in SMP YKP Pertamina Jambi. The subject of this research is 1 teacher and 7 students, by using online interview with research instrument, technique of data collecting, and technique of data analysis. Overall, the result of this research showed barrier factors in teaching and learning English in SMP YKP Pertamina Jambi. Finding from this research shows that there are barrier factors when teaching and learning English, and factors that most influence students when learning English. Hence, it can be conclude that there was a barrier factor which was the teacher's mistake when learning English and the most dominant factor experienced by students was family factors that could affect in learning.

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Finally, as a Human being the writter realizez that there are must be some weakness in this thesis. Therefore any constructive criticism is welcome for improvement of this thesis.

Jambi, April 2021

The Researcher

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# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background of the Research**

Teaching English as Foreign Language (TEFL) is refers to teaching the English language to students with different first languages. Of the 4.000 to 5.000 living language, English is by far the most widely used. Broughton (1987) states in the rest of the world, English as foreign language is taught in schools, often widely an essential role in national or social life. No exception in Indonesia, English is very important considering the times in the current era of globalization. Especially English can be useful as means of communication to other countries.

The Ministry of National Education determines the importance of language learning English with developing skills communicate in English, either in spoken or written form, that is includes the ability to listening, speaking, reading, and writing, raise awareness about the nature of language and the importance of English as a foreign language as a tool major learning and developing an understanding of interrelations between languages and cultures and broadens cultural horizons for students to have cross-cultural insight and can immerse oneself in cultural diversity (Sidiknas, 2000). The Ministry of National Education also stipulates that abilities that must be possessed by Indonesian students are to understand and reveal information, thoughts, feelings, and develop knowledge, technology, and culture using English (Sidiknas, 2003).

Many factors causing learning problems to students (e.g External and Internal factors). Madrid, D (1995) factors in teaching and learning problems are divided into two categories; they are Internal and External factors. The Internal factors include cognitive, effective and psychomotor. Meanwhile the External factors include family, society, and school environment (e.g school building condition, the teacher and learning facility). Harmer (1991: 3) also states that factor which seems to have strong effect on students success or failure in language learning is motivation. Then he separates motivation into two main categories: Extrinsic motivation which is concerned with factors outside the classroom (e.g. integrative motivation and instrumental motivation). Integrative motivation is some learners have a personal affinity for the people who speak a particular language and Instrumental motivation are eager to acquire a new language as an approach to realizing practical or functional goals. And Intrinsic motivation which is concerned with what takes place inside the classroom (e.g. physical condition, methods, the teacher and success). Therefore the researcher is interested many factors problem in teaching and learning English. And based on the researcher's teaching practice in SMP YKP Pertamina Jambi, The researcher is interested to research the factors problem in teaching and learning English.

SMP YKP Pertamina Jambi is one of Private Schools that also applies English as a compulsory subject. The researcher already observed and teaching practice when the learning English subject. The student is not active and not many student care and participate the learning. Some of students do not understand their study, and only a few students understand the study. The researcher concludes that some of students have a problem in learning English. Therefore the researcher is curious

to know the most dominant factor that is causing teaching and learning English to the SMP YKP Pertamina Jambi ninth grade student.

Based on the background above, the researcher would like to conduct the research entitled “An analysis of Barrier factors in teaching and learning English at the ninth grade SMP YKP Pertamina Jambi”.

## **1.2 Identification of Problem**

Based on the background above, the researcher attempts to identify the problem: barrier factors students problem in learning English and also in causal factor in teaching English. First, the barriers factors difficult in teaching English for teacher. Second, the barriers factors students in learning English. Third, the dominant factors students problems in learning English. Especially Family, school, learning facility, teacher, and motivation learning. Next, students are not active in learning English. In addition, the research needs and interests to see identification of the problems that mentioned in this research.

## **1.3 Limitation of the Problem**

Regarding to the background of the study, the Researcher only focus on causal problem in teaching and learning English, Especially in; family, teacher, and learning facility have the important in teaching and learning process.

## **1.4 Formulation of the Research**

Based on the limitation above, the researcher also formulated the problem of the study as follows:

1. What are the barrier factors in teaching English at ninth grade SMP YKP Pertamina Jambi?



2. What are the most dominant factors students problem in learning English at ninth grade SMP YKP Pertamina Jambi?

### **1.5 Purpose of the Research**

According to the problems above, this research is aimed to:

1. To analysis what are the factor in teaching English at ninth grade SMP YKP Pertamina Jambi?
2. To find analysis what are the most dominant factor students problem in learning English at ninth grade SMP YKP Pertamina Jambi?

### **1.6 Significance of Research**

In this research there are two significances of this research, the first is theoretically, the second is practically. It describes as follows:

#### **A. Theoretically**

This research hopes can give the contribution in developing knowledge, especially in teaching and learning English. Research gives information about the barrier factor in teaching and learning English.

#### **B. Practically**

The findings of this research are expected to be useful:

1. For the students, this research is expected to improve students in learning process especially dominant factor in learning English.
2. For English teacher, this research is expected for the teacher to know what is the problem students in learning English, especially barrier factor problem in learning English.

3. For researcher, from this research the researcher will get many experience being useful in the future as an English teacher.
4. For the other researcher, the result of this research can be used as one of the references and further information for research related with the field.

### **1.7 Definition of Key Terms**

The definition of key terms related to this research and the reader, the research makes definition of key terms as follow:

1. (Mohammad, 2007) Teaching is to provide understanding for teachers / educators to their students about conceptual lessons.
2. Slameto (2003: 2) Learning is the process of acquiring new understandings, knowledge, behaviors, skills, values, attitudes and preferences.
3. Lawrence (2005) Different learning barriers are categorized and discussed with regard to factors complicating or impeding.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Theories of Teaching English as Foreign Language**

Teaching English as Foreign Language (TEFL) is refers to teaching the English language to students with different language. In Indonesia English is not the first language. Especially in Indonesia have many language, Nababan (1982 ) states the situation in Indonesia is complex because more than 400 local languages with thousands of dialectical varieties are spoken as first language. To equip people in Indonesia with an ability to communicate at the international level, English is the first foreign language officially taught to students in school. However in Indonesia just is more likely to be taught and learnt only as a foreign language.

Unlike in its neighbouring countries such as Singapore, Hong Kong and Malaysia, where English is widely spoken as a second language English in Indonesia is more likely to be taught and learnt only as a foreign language. This means that learning and teaching English occurs mostly in classrooms, rather than during daily communication. English learners in Indonesia do not have ready access to using English as a tool of communication during their daily lives outside the classroom. As stated by Oxford and Shearin (1994), a foreign language in this context is a language learnt only during formal education. As such, English language teaching and learning in Indonesia presents particular challenges that are not encountered in countries such as Hong Kong, where English is more commonly used on a daily basis.

Meanwhile Sulistyoyo said, According to Sulistyoyo (2009) states there are several factors creating difficulties for teaching EFL in Indonesia. First, EFL teachers must teach students in large classes. Although the definition of a 'large' class in language learning varies (Wright, 2005), this number is not ideal for a language classroom. Second, not all students who attend English classes. English is a compulsory subject, which means that students must learn the language for examination purposes; however, their exposure to English occurs for only for approximately two hours per week. Students' low study and minimal English learning hours are obstacles not only for teachers, but also for students as learners.

Therefore Teaching English as a Foreign Language in Indonesia is conducted in schools with the form of teaching and learning students. With the aim of improving the Indonesian people's ability to learning English.

### **2.1.2 Theories of Barrier factor in Learning English**

Barrier are the problem in learning English, the teacher or students will definitely experience. There are two factors that influence students interest in study any subject, especially English. Basically the factors which can influence the learning interest are divided into two groups; internal and external factors.

### **2.1.3 Barrier External Factor**

To harmonize the intrinsic barrier external factor, where we do something in order to earn a reward, to avoid punishment, to please the teacher or for some other that has very little to do with the task itself. Madrid D (1995) states, in contrast extrinsic are those actions carried out to achievement, such as earning a reward or present, school regulation, good manner for parents, teachers, etc as a congre

sample of extrinsic motivation that can help study. That statement implies that extrinsic motivation in barrier tends to exist because of some demands or something that makes someone do the activities, for example, students learn English in order to follow an English speech contest or they learn English because the teacher is a nice one, etc.

In conclusion, motivation in barrier has therefore been acknowledge to be one of the primary components to be successful in language learning. As a mean, motivation becomes one of the factors that determine whether students will achieve the knowledge understanding or skill they want to have.

The barrier external factor comes from the outside students themselves. The external factors which can influence students interested in learning are factors of family, school, and society. Here is the explanation about each factor:

### **2.3.1 Family Factor**

Brestein (1970) states Family life as well as home environment plays an important role in learning English language. Family support and proper guidance keep children on right track and help facilitate learning process. Various home conditions are contributory factors to children's language learning as well as academic achievement.

Students interest in learning can be caused by family. The family factor is the first and also the most important factor that students acquire knowledge. A family factor deals with how parents educate their children, home atmosphere, and family economic status.

### **a. Parents**

The education that children receives was very much dependent on the support that their parents received since they were children. Research showed that the literacy of their parents strongly affected the education of their children. Teale (1986: 192) found in his studies that children experienced literacy primarily as a social process during their preschool years. Parents strongly affected this social learning process because they are the biggest influence at this early stage in their children lives.

Therefore parents have an important role in educating children, especially in student learning. and parents should always pay more attention to their children especially in learning.

### **b. Home Atmosphere**

Home is the most important place for children. Home atmosphere means that situation or events which often happen in family, where the children leave study. Jubber (1990) states that one factor often commented on is an unhappy home. It is thus evident that the child's emotional disturbance is increased by stress, not from society, but within the home environment. This condition is usually found at one family with many members. This can lead to one situation where children cannot concentrate when learning. As the result, children will have less interest and they will be getting bore in learning. But it also depends on students, in which some of the students learn comfortable in those situation above.

Students environment is very important, it can be shape students characteristics. Christiansen and Herrera (1975) states that unfavorable home environmental

conditions may have a deleterious effect on the child's academic achievement. The environment condition will be influence to students attitude. It means the good condition in the school and where the students interaction can reinforce students motivation.

Home atmosphere and student environment are very important for the formation of student characteristics. if students get good conditions in home atmosphere it can improve in learning, especially in learning at school.

### **c. Economic Status**

There are several investigations which indicate that attitudes toward school and intelligence are influenced rather heavily by the home-background of the child. In particular such attitudes have been related to the socio-economic aspects. Bell (1986) states Middle and upper-class children are reported to receive a greater pressure toward higher performance in these directions and toward a positive evaluation of scholastic achievements. Generally speaking, it is expected that the homes will affect the achievement of the children, and that this influence has some relationship to the socio-economic status of the family.

After all the facilities needed by students in learning are complete, students will be more active in learning. Therefore, the role of parents in facilitating children to improve learning must be done.

### **2.3.2 School Factor**

To evaluate education quality, the most obvious indicator is learning achievement. Some students need to achieve their motivation in all that students do.

Their desire for success drives them to accomplish every task, no matter what the task, or the difficulties involved in completing. Other students also feel a need to be success, but consider the value or worth of the task before attempt it.

Fan (2011) states The assessment only evaluates the students purely on their academic achievement based on knowledge and skills in a very time-limited situation. It is also seen as negatively affecting students' emotion and confidence levels hence, it produced more passive students and teachers.

School factor influences students interest in learning English. There are some factors which influence, such as teaching method, curriculum and homework. Students have feeling will, attention, memory and mind. All of them can be change and it caused by life experience. Peer will influence motivation and behaviors in study. The development of students will get better if it has been developed and shaped, which is include into dynamic condition of students.

#### **a. Teaching Method**

Teaching English has inherent difficulties, most teachers have reported that methodology, in particular to be followed has not adequately tapped for any level of teaching. The Pedagogical approach or method of teaching and learning English is related to learning and teaching of English based on perceptions of that eclectically bridges the gap between learning and teaching models. However, the theoretical roots of language learning can be more precisely traced to the natural and language experience movements.

Hildreth (1965) described educators experimenting with the natural method of teaching as a process where reading and writing are used simultaneously to



reinforce and supplement each other. This is how the process of listening and speaking are to be used simultaneously which is also included collaborated with writing . Therefore, teacher must be creative and motived the students in learning English. If students are motived in learning then learning can be success.

### **b. Curriculum**

Curriculum is an amount of activities given to students and most of the activities are presenting the materials. Teachers should understand their students well so they can give a good service and motivate their students. With appropriate curriculum, can raise the students interest so they can get satisfying achievement in learning. Dewey (1905) states schools and their curriculum must do things that are useful for children in everyday life and ultimately be able to create a better society.

KTSP is an operational curriculum designed implemented by each school in Indonesia. KTSP is designed and implemented by every educational unit. It stresses on decentralization of educational system. School have full authority to arrange educational plan as long as refers to the standard have been given. Curriculum at school must be clear enough so the students could study more enjoy and understandable, it is also could give the easies to the teacher in teaching English.

### **c. Homework**

Homework is kind of work that is done at home, especially school exercise set by a teacher. Copper, Robinson & Patall (2006) states homework is defined as a set of school tasks that are assigned by teachers for students to complete outside of the non-school hours. Variations of homework can be classified according to its amount, skill area, purpose, degree of individualization and choice of the student,

completion deadline, and social context . But if teacher give too much homework to the students, it can be obstacle for students to do other activities. The teachers must be more creative in choosing homework to students.

Giving homework should be done to make students understand more about learning. However, the teacher must provide homework that is appropriate and not boring for students.

### **2.3.3 Society Factor**

To make students interest in learning, that is not just from the parents and the teacher. Lam (2001: 210) states Social factor is a group of people which is able to influence individual behavior in carrying out an action based on habit. Society factor is deals with the activities in society and playmate. Therefore society factor influential in teaching and learning activities.

## **2.4 Barrier Internal factor**

Learning English requires students to consider not only the external factors but also internal factors. Johnson (2006) stated that, it is increasingly obvious that the internal factors can overtake the externals in their realm of influence. In this research, the internal factors consist of anxiety, demotivation, and negative attitude. Here is explanation about each factor:

### **2.4.1 Anxiety Factor**

Riasati (2011) further explained that stated that when the students feel anxious, there is a high chance for the student to make mistakes which will result in being ridiculed by classmates and being evaluated by the teacher. As the result,

the students will have a new problem since that condition can decrease students' self esteem. Therefore, if there are students who feel anxious and make mistakes, the teacher should take actions that do not embarrass the student and try to get the student motivated again.

#### **2.4.2 Demotivation Factor**

As what theory proposed by MacyIntyre (1998) in Riasti (2011) stated that the existence of learning anxiety disturbs one's self esteem and self confidence. Furthermore, many students are also not motivated to learn English. Monotonous teaching, lack of interesting teaching material, unfavorable classroom atmosphere can also be the reasons why students are not motivated to learn and are easy to get bored.

Therefore, the need for interesting teaching materials and teachers who can motivate students in learning is very necessary at the time of learning so that students can be motivated in learning.

#### **2.4.3 Negative Attitude**

We often encounter negative attitudes in students during learning, such as students are noisy, distracting their friends from studying, not paying attention to learning. Du (2009) states the reasons why students are not motivated to learn English because they have no interest, no confidence, teacher's inappropriate teaching method, some negative emotions and students think it no use to learn. So the role of the teacher at the time of learning is very important for students and teachers must always motivate students in learning.

The internal factor is the factor of interest that source from the students self. But the researcher interest to research, especially in external factor.

## **2.5 Theories of Teaching**

Teaching activities are defined as all complex activities that are carried out by the teacher in organizing or managing the environment as best as possible and connecting it with children so that the learning process occurs. Thus the process and student learning success is also determined by the role played by the teacher during the interaction of the teaching and learning process. According to Harmer (2007: 23) teaching is not an easy job, but it is necessary one and can be very rewarding when we see our students' progression and know that we helped to make it happy and enjoyable.

According to Impedovo & Laquinta (2013) states In education, teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact.

Based on the theories above can be concluded that teaching is a complex activity carried out by the teacher in conveying knowledge to students, resulting in a learning process. These complex activities include (1) fostering student learning activities, (2) utilizing the environment, both in class and outside the classroom, and (3) providing stimulation, directional guidance, and training to students.

### **2.5.1 Theories Teaching English**

English language has big contributions for people to communicate and interact with each other from different countries. In educational world, it has its own meaning. For the students especially, English language is really needed to access knowledge like science, technology, art and culture. Knowing and mastering English language will give big benefits for students. To help students mastering it, teacher as educator who has great role in school needs strategy to support in teaching and learning process.

According to Brindley (2020) states a concern for the discrete skills of English was slowly followed by the gradual establishment of English as a separate subject in the curriculum, and later still by appointment of English teacher specifically responsible for it. So teaching English is needed nowadays to form students who can speak English well and can be used as an international language.

Based on the theories above, teaching English is very important because include the curriculum in the school. And as those involved in teaching English are teachers who must continue to be able to provide material to students, so that students are able to improve English language skills which include skills; speaking, listening, reading, and writing.

### **2.5.2 Theories of Learning**

Learning is the main activity in all types and levels of education. Learning is a conscious effort to change attitudes and behavior. In an effort to achieve a behavior change, motivation is needed. According to Bell-Gredler (1986: 1) learning is a process carried out by humans to obtain a variety of competencies,

skills, and attitudes. These abilities (competencies), skills, and attitudes are acquired gradually and continuously from infancy to old age through a series of lifelong learning processes. Meanwhile, Skinner (1985) stated Learning is the process of gradual adaptation of behavior. In other words, learning is a step-by-step process of behavioral adaptation.

According to Thorndike (1944) learning is a process of interaction between stimulus and response. The stimulus is anything that can carry out learning activities such as thoughts, or other things that can be caught through the senses. The response is the reaction that students give when learning, which can also be in the form of thoughts, feelings, or movements/actions.

Based on the description above, it can be concluded that learning is the result of an activity carried out, working, practicing and having fun. So learning is the process of getting a response as a special exercise.

### **2.5.3 Theories of Learning English**

In Indonesian, English is not an official language but English is a foreign language. In addition to using Indonesian as the official language in daily communication, Indonesians also use their own local language in daily communication. The position of the English Open is of course a priority in communicating people's lives in Indonesia. However, in the current era, English has become a necessity for people around the world because English is the official international communication tool, including in Indonesia.

Learning English means that we also learn the language of the person not only as a language. Porto, Houghton and Bryam (2017), believes that learning a

foreign language for the purpose of understanding the high culture of a large civilization aims to be able to use language for daily communication and interaction with people from other countries. We can know what our goal is to learn English, we can be sure that the first is to be able to communicate internationally and the second is to be able to get to know English culture by ourselves. Therefore, students can be motivated to learn English because they already know the purpose of learning English.

Based on the theories above, it can be concluded that learning English is the first to refer to learning a non-native language in one's native language environment, facing the double challenge of mastering English and acquiring academic skills and knowledge that are considered important for healthy education and future life.

## **2.6 Previous of Studies**

To support this research, with the relevant study are presented below :

1. The first research was conducted by Khan (2011) in King Abdul Aziz University. The title is “An Analysis of Learning Barriers: The Saudi Arabian Context”. His research focuses on the following: barrier of the students and the teachers, dedication and commitment, teacher's role, teacher’s characteristics, teaching strategies, training and professional development. The research methods that uses are qualitative research with descriptive design. He found that Learning barriers are as crucial as learning or education. Most institutions in Saudi in general and language centres in particular face the cases of such issues. English as a medium of instruction creates great difficulties to most of the target learners. Therefore, it is important to increase interest in learning

English so that it is easier to improve learning and communicate well. The strength in this research with the variables to help make learning English easier in study, like English language must be used every study and have to practice often. And the weakness this research don't have the most influential factor in learning and in teaching.

2. Second research is done by Alhamdi (2014) from School Of Modern Language and cultures University of Leeds, United Kingdom. With the title "English speaking learning barriers in Saudi Arabia: A case study of Tibah University". The researcher focuses on the English language learning barriers of speaking in particular, where Tibah University is presented as a case study. The design of this research qualitative method with descriptive method. He give test and evaluation, and then he found the educational system in Saudi Arabia for teaching second languages could be reformed. The two most important skills for life are speaking and listening, but apart from one textbook in circulation for only two years between 2010-2012, the Ministry of Education has not produced a course for students that stresses the importance of verbal communication. Therefore, speaking is important to learn because you can practice pronunciation to speak English very well and listening must also important by listening, you can give a good response to the other person you are talking to. The strength of this study focus on speaking and listening skills. And the weakness in this research just focus in speaking and listening skill and forgetting to examine the factors that cause students to find it difficult to learn.
3. Third research is Nuraini (2016) from University of Muhammadiyah Jember. The title "The Barriers 'of Teaching speaking for EFL Learners". The research



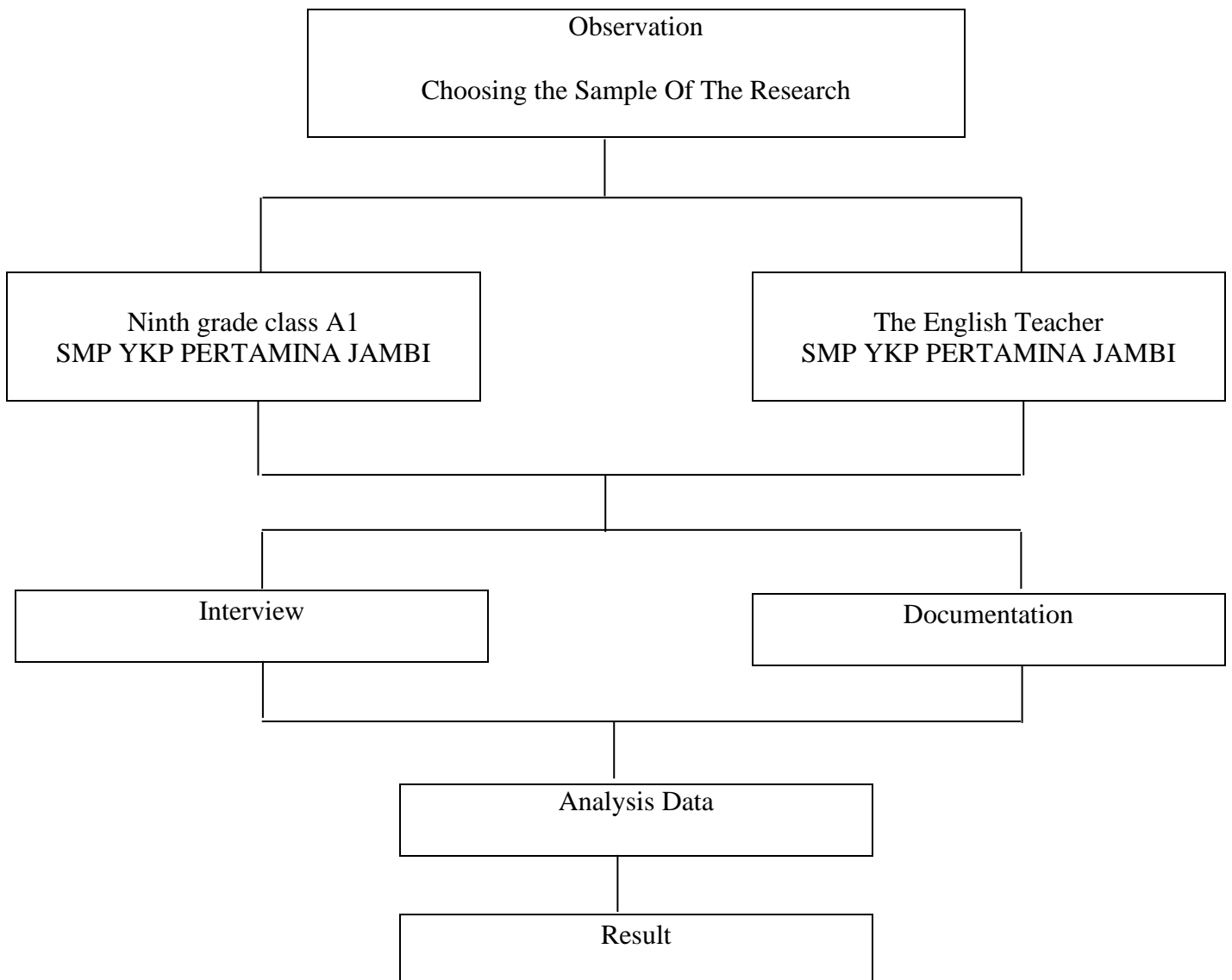
focus on The barriers in teaching speaking English come from two aspects: internal and external factors. In this research, the researcher used qualitative research design. She collected the related data, the writer uses in depth interviewing and content analysis. She found to the teacher: the first is teacher must focus on the learners need, the second is teacher applies for environment analysis before conducting teaching speaking English, the last is teacher chooses the suitable method based on the problems that they found in teacher teaching speaking English. Therefore, barrier factors in this research in teaching English are the motivation to students so that students can follow learning very well. strength in this research in motivation student to study in barrier factor. And the weakness of this research just focus in teacher not only the students.

Finally, from third review of related study that mentioned, the researcher will research for adding the barrier factor in teaching and learning English. The researcher hopes that this research will get maximum and accurate result. Therefore, the researcher wants to do a research about An Analysis of Barrier Factors in Teaching and Learning English at The Ninth Grade Students at SMP YKP Pertamina Jambi.

## 2.2 Conceptual Framework

Figure 1

The framework of this study describe in the scheme bellow :



This study focuses on the most dominant factor in learning English and the barrier factor teacher in teaching English. The first researcher will observation in school and choosing sample for the research. Second, from the observation

researcher choose Ninth grade student class A1 and the English teacher in SMP YKP Pertamina Jambi.

Next, the researcher will give interview with the students and teacher and make documentation for this researcher. Finally, the researcher will analyze the data by using steps of organizing for explaining the data (Ellis, 1997: 461).

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

Related to the aims of this research, namely to investigate the most dominant factor in learning English and the barrier factor in teaching English, the researcher uses qualitative design. According (Creswell, 2014) He stated that Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. In this research, the researcher will use a phenomenology research design with the use of qualitative research. Alase (2017) stated that, phenomenology is a qualitative methodology that allows researchers to carry out and apply their subjectivity and interpersonal abilities in the exploratory research process. In conducting in this research, the researcher will take the research in vocational high school. The researcher will focus on the most dominant factor in learning English and Barrier factor in teaching English.

#### **3.2 Setting of the Research**

Researcher of the research will be conducted in ninth grade students SMP YKP Pertamina JAMBI in academic year of 2020/2021.

#### **3.3 Subject of the Research**

Related to the research subject, the writer conducted the research at the first grade of SMP YKP Pertamina Jambi, which consist of one class and just 7 of 17 students in the class to following interview. This research uses purposive sampling,

purposive sampling is a type of sampling technique that classifies participants according to pre-selected criteria that are relevant to certain research questions (Mack et al. 2005). Researchers decide what to know and look for people who can and are willing to provide information based on knowledge or experience.

**Table 1:**  
**Sample of the Researcher**

NO	CLASS	TOTAL	GENDER	
			FEMALE	MALE
1	IX A.1	17	7	10

**Source :** *Data form English Teacher*

### **3.4 Instrument of the Research**

The instrument in this research is interview. The interview is a one-way communication in which the researcher explores information by asking questions in accordance with the interview guidelines more freely and not bound by the arrangement of questions on interview guidelines to obtain the desired data (Taylor and Bogdan, 1984). Data are getting from students and teacher answer the questions, analysis result.

### **3.5 Technique of Collecting Data**

In collecting the data, the researcher uses some technique. They are interview and documentation . (Creswell, 2014) he said that the data collection procedures in qualitative research involve four basic types, the are Observation, Interview, documentation, audio-visual materials. Based on the explanation above, the researcher will use two types of data collection, such as;

### **3.5.1 Interview**

In this research, the online interview will be used to find out the students and teacher difficulties. (Estebreg, 2002) stated the there are several kinds of interview, such as, structured interview, semi structured interview and unstructured interview. The researcher will use the types, which the researcher will interview students, which relate to the students most dominant factors in learning English. Also, the researcher will interview English teacher about barrier factors in teaching English.

In this research, the online interview will be used to find out the students problem. From description above the researcher would provide additional data about how the interview would be conducted:

1. The researcher designs the question for interview which consist of 17 students.
2. The interview would be conducted by online (voice or video call).
3. The researcher would ask the English teacher and students to find the problems in barrier factor in teaching and learning English.
4. Then the researcher would analysis the data and write the data result.

### **3.6 Technique of Data Analysis**

After conducting the technique of collecting data, the researcher will analysis the data. Technique of analysis data the researcher will do some steps which are;

Based on the explanation above, technique of analysis data the researcher will do some steps which are;

1. The researcher would collect the data by technique, such as interview.
2. The researcher would reduce the data which do not related to the research's focusing.
3. The researcher would write the data and display the true data what the researcher will get in the field of research.
4. Finally, the researcher would conclude the data by drawing and verifying.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **4.1 Findings**

This chapter presented findings and discussion of barrier factors in teaching and learning English at the ninth grade students of SMP YKP Pertamina Jambi. The findings were obtained from the analysis interview by discussion.

The interview Results of the teacher and students of IX A1 at SMP YKP Pertamina Jambi in academic 2020/2021. The item consist of 5 question for teacher and 7 Question for students. The interview conducted on March 15<sup>th</sup>, 2021. The researcher recorded all the online interview.

##### **4.1.1 Interview Result of Teacher**

From the interview result of teacher, the answer to barrier factors in teaching English. From the record that has been analyzed by researcher. From the record that has been analyzed by researcher, researchers analyzed these results as follows :

Based on question of interview number one about “According to the teachers, what are the barrier factors that are experienced when teaching English”.

The answer is :

- Teacher : “
1. Students who pay less attention.
  2. Students who lack knowledge of the material.
  3. Lack of students motivation ”.



From the analysis of the first question, the researcher concluded that many barriers factors in teaching English. The factors mentioned are very interrelated and reinforce in the barrier factors in learning.

Students who pay less attention to learning are usually caused by too trivializing learning. Usually occurs because the teacher's way of teaching does not attract the attention of students so that students do not pay attention, boring lessons can also cause this factor.

The next factor is students who are less knowledgeable about the material, usually because students do not do reviews or study again at home. Most students who do not understand when learning and are embarrassed to ask about the learning that causes this factor to occur.

Last barrier factor in teaching is lack of student motivation, Lack of motivation in learning is very important for every student, because this motivation will inspire students to stay enthusiastic in learning. Conversely, without this motivation students will find it difficult to understand the material that has been explained by the teacher. Ur (1991) stated that motivation is very closely related achievement in learning. said that motivation is very closely related achievement in learning.

The second of interview result is “According to the teachers, what kind of barrier factors really influence the process of teaching English”. It can be seen as follow:

Teacher : “The barrier factor that most influences the teaching process is the lack of student motivation in learning”.

In this point, if students do not have motivation to learn, it makes learning less effective and affects learning at the time of teaching. Brophy (2004) stated motivation to learn exists when a student engages purposefully in an activity by adopting its goal and trying to learn the concepts or master the skills it develops.

Motivation also influences students' achievement in a learning process. Various studies have found that motivation is very strongly related to achievement in language teaching. It means that students with low motivation will face the difficulties in the learning process while students with high motivation can reach learning's objective easily.

The third question interview result is “How the teachers overcome the barrier factors they experience when teaching”. Can be seen as follow:

Teacher : “By providing motivation that stimulates student interest in learning and gives understanding to these students in order to assume that learning is important, especially in learning English.”

From the results of the interview above, the researcher concluded that the inhibiting factors in teaching can be overcome in this way and as a teacher must be able to provide motivation to students in learning. as in learning, the teacher must insert a way to stimulate student motivation so as not to get bored in learning, most teachers insert games in learning and do quiz questions with prizes for students that can make students enthusiastic about learning. Renandya (2002) stated explain that the teacher can provide students with motivation through understanding and memory with lesson planning.

Next question of interview number four about “What are the supporting factors that create barriers to teaching English”. Can be seen as follow:

Teacher : “students who underestimate learning and are indifferent in learning.”

From the result interview above, the researcher concluded if students behave like that will greatly affect learning. And if students have an attitude that is too underestimating learning it is a supporting factor in the barrier. Students like this are usually not interested in learning and do not like learning which causes barrier factors in learning. Usually the material is less interesting and boring learning that causes students to ignore the learning process.

Last question of interview number five “How do teachers find the barrier factors that occur when learning English”. Can be seen as follow:

Teacher : “Usually students who do not do assignments and always disturb their friends while studying”.

From the explanation above, the researcher concludes that the teacher determines the barrier factors by paying attention to students' attitudes while learning. And the attitude of students who never make assignments and disturb, the teacher can conclude that is one of the barrier factors in learning.

In learning there are always students who behave like this, this happens because students do not understand learning and do not like the learning. therefore as a teacher must pay more attention to students so that there are no students who are indifferent in learning.

#### 4.1.2 Interview Result of Students

From the interview result of 7 students, the answer to the most barrier factors learning English. From the record that has been analyzed by researcher, researchers analyzed these results as follows :

Based on question number one and two about “Are the facilities at the school adequate for learning, especially in learning English?” and “Have you ever learned to use (dictionary, video, audio, and internet) at school?”. There were seven students who stated this, the facilities at school were complete and had used the facilities to study at school. From analysis question number one and two, the researcher conclude in SMP YKP Pertamina there are complete facilities for students and students also use these facilities to study in accordance with what was experienced by researchers during teaching practice. This really helps students in learning because with complete facilities students can more easily understand learning and make learning easier.

The next question number three about “When at home, do you practice English with your parents or other siblings? If so, how was the response given?”. There were various response from students about it, as follow:

Student I,

“Ever, and the response from my parents was also very good”.

Student III,

“Ever, but my parents thought it was a joke”.

Student V,

“Ever, but only with my younger brother”.

Meanwhile, 4 students said never practice English with parents at home. It can be seen as follows:

Student II,

“Never, because my parents are rarely at home”.

Student IV,

“Never, because I am ashamed to practice it at home especially with my parents. I just practice with myself”

Student VI,

“Never, because when I got home I just rested or played”.

Student VII,

“Never, because I help my parents selling in the market and when at home I just rest and study by myself”.

From the results of the interview above, the researcher concluded that only some students practiced English at home and some never practiced it for various reasons. This can affect the students' ability in English. Students who often practice their English must have better English skills than students who have never practiced their English.

Based question of interview number four about “At home, do your parents arrange time for study?”. There were three students stated they have time of study, it can be seen as follows:

Student I,

“Usually I have to study if I want sir”

Student III,

“Sometimes I study ”

Student V,

“I think I study if I want sir”.

Student II,

“No sir, I study when I want”.

Student IV,

“I study when I have an assignment, sir”.

Student VI,

“I prefer studying at school so i rarely study at home and I study when I have assignment sir”.

Student VII,

“I spend more time at the market, so when I go home I immediately take a break and don't have time to study and if I have time to study I only do assignments”.

From the analysis of question number four, the researcher concluded that some of the students' answers, it can be understood that only some students have time to study but he just want to study and the rest do not have even do not study at home. This causes students who do study at home to understand learning and students who do not learn more or less understand learning. therefore students who are active in learning must first understand the material at home, while those who do not study at home will definitely not understand learning.

This habit must be changed for students, because if they study only when they want to or when there are schoolwork it has an impact on the students' abilities. if they are diligent in studying, they will understand the learning material and it is not difficult to learn at school or at home.

In interview question number five about "When studying at home, do you use a dictionary, internet, cell phone, or any other tool that makes learning English

easier?". There were seven students who stated this and students said they liked using the internet for the convenience of learning English. From the analysis of question number five, the researcher concludes that the role of aids to facilitate learning English is very important, because it is really needed by students in learning. It can also be concluded that facilities for learning are very important to help student learning, not only at school facilities must also be equipped at home which can help student learning to make learning easier.

Then the interview question of number six about "Apart from studying at school, have you ever taken any English courses / private?". Just three students stated have studying in private and four students did not learn English other than at school for various reasons, this can be seen follows:

Student II,

"No sir, because I only studied at school".

Student IV,

"No sir, because it doesn't have the cost for private English".

Student VI,

"I just like studying in school sir, so I'm lazy to take private English".

Student VII,

"I don't have time, and I don't have money either, sir".

From the analysis above, the researcher concludes only some students take private English and the rest don't, because they lack money or are lazy. Moreover, private English is very costly so that some students cannot follow it. For the advantages obtained by students who take private lessons or have more knowledge,

students do not have to follow it if they can't because studying at home will also improve their learning abilities.

In the last question of interview number seven about “What is job your parents?”. This can be seen as follows:

Student I,

“My father job is PNS, and my mother is Teacher”

Student II,

“My father job is Pertamina employees, and my mother is Teller in bank”.

Student III,

“My father job is teacher, and my mother housewife”.

Student IV,

“My father job is officer, and my mother is housewife”.

Student V,

“My parents is no have job, because it's old and who works is my brother”.

Student VI,

“My parents job is Merchant”.

Student VII,

“ My parents job is seller in traditional market”.

From the analysis above the researcher concluded various kinds of work for the parents of students. Parents 'jobs usually affect students' economies. it can cause obstacles in student learning because economic factors are very important.



## 4.2 Discussion

The researcher has two interview has two categories of interviews, namely to teachers and students. The first categories is, based on the “What are the barrier factors in teaching English at the ninth grade students at SMP YKP Pertamina Jambi”. It described as follows:

Based on the interview result to teacher, the researcher found many barrier factors in teaching English. Such as students who pay less attention, lack of knowledge about the material, lack of student motivation. From the question number one the question is “According to the teacher, what are the barrier factor are experienced when teaching English?” from this question teacher answer in teaching English have 3 factors. First students who pay less attention, second students who lack knowledge of the material, last lack of students motivation. From these results the researchers concluded that there were several factors experienced when teaching English experienced by the teacher.

From the question number two “According to the teachers, what kind of barrier factors really influence the process of teaching English”. From this question teacher answer “The barrier factor that most influences the process of teaching English”. The researcher concluded if students don’t have motivation to learn, it made learning less effective and effect learning at the time of teaching. It means that students with low motivation will face the difficulties in the learning process while students with high motivation can reach learning objective easily.

From the question number three “How the teachers overcome the barrier factors they experience when teaching”. From this question teacher answer “By

providing motivation that stimulates student interest in learning and gives understanding to these students in order to assume that learning is important, especially in learning English”. From this question the researcher concluded that the inhibiting factors in teaching can be overcome in this way and as a teacher must be able to provide motivation to students in learning. as in learning, the teacher must insert a way to stimulate student motivation so as not to get bored in learning.

From the question number four “What are the supporting factors that create barriers to teaching English”. From this question teacher answer “Students who underestimate learning and are indifferent in learning”, and researcher concluded if students behave like that will greatly affect learning. And if students have an attitude that is too underestimating learning it is a supporting factor in the barrier, usually the material is less interesting and boring learning that cause students to ignore the learning process.

From the last question “How do teachers find the barrier factors that occur when learning English”. And the teachers answer “Usually students who do not do assignment and always disturb their friend while studying”. From the explanation above the researcher concluded in learning there are always students don’t have attention and bad attitude that make barrier factors in learning, therefore as a teacher must pay more attention to students so that there are no students who are indifferent learning.

However, all of these are interrelated so as to form a barrier factor in teaching English. Wiseman and Hunt (2014) stated that motivation is processes that can arouse and initiate student behavior, gives direction and purpose to behavior,

helps behavior to persist, and help the student choose a particular behavior. Students should arouse their motivation in learning to direct their behavior and mind for good result in learning.

The second categories are most dominant factor in students problem in learning English. From the question number one and two, “Are the facilities at the school adequate for learning, especially in learning English” and “Have you ever learned to use (dictionary, video, audio, and internet) at school?”. All of the students stated this, the facilities at school were complete and had used the facilities to study at school. From the explanation above, the researcher concluded in SMP YKP Pertamina there are complete facilities for students and also use these facilities to study in accordance with what was experienced by researcher during teaching practice.

From the question number three about “When you at home, do you practice English with your parents or other siblings? If so, how was the response given?”. There were various response from students, 3 students stated ever and 4 students stated never. From the results of the interview above, the researcher concluded that only some students practiced English at home and some never practiced it for various reasons. This can affect the students' ability in English.

From the question number four about “At home, do your parents arrange time for study?”. There were three students stated they have time to study and four students stated don't study at home with many reasons. This habit must be changed for students, because if they study only when they was school it has an impact on the students abilities.

In the interview number five about “When studying at home, do you use a dictionary, internet, cellphone, or any other tool that makes learning English easier?”. There were seven students stated using the internet for the convenience of learning English. From the analysis of question number four, the researcher concluded facilities in learning is very important to help students easier learning especially in learning English.

Then the interview number six about “Apart from studying at school, have you ever taken any English courses / private?”. Just three students stated have studying in private and four students did not learn English in another at school. From the analysis above, the researcher concluded the student is lazy and don’t have money to private, so the student just studying in school.

In the last question of interview above “What is job your parents?”. Many various kinds of work for the parents of students, and the researcher concluded parents job usually effect students economies it can cause obstacle in students learning because economic factors are very important.

The researcher found most dominant factor is family factor, because the role of parents in educating and supporting children in learning is very important. Not only at school students learn, but at home students must get an atmosphere that is conducive to learning and get motivation in learning. Parents must provide facilities to help with learning and must also help their children learn in any way, such as determining the time for their children to learn and supporting their children in any kind of learning. Brestein (1970) stated family life as well as home environment

plays and important role in learning English language. Family support and proper guidance keep children on right track and help facilitate learning process.

Furthermore, if parents do not really care about their children in learning, it will form children who think lightly in learning. And if parents involve their children to help in family problems such as economic problems, it will create children who are only concerned with the family economy rather than studying at school. Therefore, the role of the family is very important for students in learning, because learning is not limited to school. But what shapes the characteristics of students is the family itself.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the research results that have been obtained, researcher concludes that firstly, the barrier factor in teaching English is Motivation student in learning, because if students are motivated in learning can make students focus and serious in learning. In addition to the many factors found, the researchers concluded that all these factors are related to one another and the most important role is student motivation in learning. Second, is the most dominant factor student in learning English at ninth grade student in SMP YKP Pertamina Jambi. Researcher conclude the dominant factor is family factor, because the role of the family is very important in shaping the characteristics of students. Not only at school students learn but at home students also have to do their own learning, and if students cannot support their parents it is very influential in learning. So it can be concluded that the role of the family is very important in improving student learning and as parents should support their children in learning.

#### 5.2 Suggestion

To be able to overcome the barrier factors that occur during teaching, the teacher must motivate students that learning is important, especially in learning English. and as a teacher, they must pay more attention to their students so that these barrier factors can be overcome or do not occur during teaching.

Furthermore, for parents to pay more attention to their children in learning, because children really need their parents' attention in order to improve learning. As parents, they should not ignore their children because parental support is needed by children so as not to form the characteristics of lazy children, especially in learning.

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## **APPENDIX I**

### Interview Guidelines

#### a. Interview Guidelines to The English Teacher

1. Menurut Bapak/Ibu Guru apa saja faktor penghalang yang dialami saat mengajar bahasa Inggris?
2. Menurut Bapak/Ibu Guru faktor penghalang yang seperti apa yang sangat mempengaruhi proses mengajar bahasa Inggris?
3. Bagaimana Bapak/Ibu Guru mengatasi faktor penghalang di dalam mengajar bahasa Inggris?
4. Apa saja faktor pendukung yang membuat terjadinya faktor penghalang dalam mengajar bahasa Inggris?
5. Bagaimana cara Bapak/Ibu Guru Menemukan faktor penghalang yang menghambat pembelajaran bahasa Inggris?

#### b. Interview Guidelines to The Students

1. Apakah fasilitas sekolah sudah memenuhi untuk belajar? Khususnya dalam belajar bahasa inggris!
2. Pernahkah kamu belajar menggunakan ( kamus, video, audio, dan internet) pada saat di sekolah?
3. Pada saat dirumah , apakah kamu mempraktekan bahasa inggris kepada orang tua atau saudara kamu yang lain? Jika pernah, bagaimana respon yang diberikan?
4. Pada saat dirumah , apakah orang tua kamu mengatur waktu untuk belajar?

5. Ketika kamu belajar dirumah , apakah kamu menggunakan kamus, internet, handphone, atau alat-alat yang mempermudah dalam belajar bahasa inggris?
6. Selain belajar di sekolah, apakah kamu pernah mengikuti kursus/privat bahasa Inggris?
7. Apa pekerjaan orang tua kamu?

## **APPENDIX II**

### Interview Guidelines

#### a. Interview Guidelines for The English Teacher

1. In your opinion, what are the barriers to teaching English?
2. In your opinion, what are the barrier factors that greatly affect the process of teaching English?
3. How do you overcome the barrier factors in teaching English?
4. What are the supporting factors that create barrier factors in teaching English?
5. How do you find the barrier factors that hinder learning English?

#### b. Interview Guidelines for The Students

1. Are school facilities adequate for learning? Especially in learning English!
2. Have you ever learned to use (dictionaries, video, audio, and internet) at school?
3. At home, do you practice English with your parents or other siblings? If so, how was the response given?
4. At home, do your parents arrange time to study?

5. When you study at home, do you use a dictionary, internet, cellphone, or other tools that make learning English easier?
  
6. Apart from studying at school, have you ever taken private English courses/courses?
  
7. What are your parents' occupations?

## **APPENDIX III**

### **Result of interview of Teacher**

1.
  1. Students who pay less attention.
  2. Students who lack knowledge of the material.
  3. Lack of students motivation
  
2. “The barrier factor that most influences the teaching process is the lack of student motivation in learning”.
  
3. “By providing motivation that stimulates student interest in learning and gives understanding to these students in order to assume that learning is important, especially in learning English.”
  
4. “students who underestimate learning and are indifferent in learning.”
  
5. “Usually students who do not do assignments and always disturb their friends while studying”.

## **APPENDIX IV**

### **Result of interview of Students**

#### 1. Student 1 :

- “Ever, and the response from my parents was also very good”.
- “Usually I have to study if I want sir”.
- “My father job is PNS, and my mother is Teacher”.

#### 2. Student 2 :

- “Never, because my parents are rarely at home”.
- “No sir, I study when I want”.
- “No sir, because I only studied at school”.
- “My father job is Pertamina employees, and my mother is Teller I bank”.

#### 3. Student 3 :

- “Ever, but my parents thought it was a joke”.
- “Sometimes I study ”
- “My father job is officer, and my mother is housewife”.

#### 4. Student 4 :

- “Never, because I am ashamed to practice it at home especially with my parents. I just practice with myself”
- “I study when I have an assignment, sir”.
- “No sir, because it doesn't have the cost for private English”.
- “My father job is officer, and my mother is housewife”.

Student 5 :

- “Ever, but only with my younger brother”.
- “I think I study if I want sir”.
- “My parents is no have job, because it’s old and who works is my brother”.

Student 6 :

- “Never, because when I got home I just rested or played”.
- “I prefer studying at school so i rarely study at home and I study when I have assignment sir”.
- “I don't have time, and I don't have money either, sir”.
- “My parents job is Merchant”.

Student 7 :

- “Never, because I help my parents selling in the market and when at home I just rest and study by myself”.
- “I spend more time at the market, so when I go home I immediately take a break and don't have time to study and if I have time to study I only do assignments”.
- “I don't have time, and I don't have money either, sir”.
- “ My parents job is seller in traditional market”.



## APPENDIX V

### Documentation of Online Interview

