

## ANALYSIS OF THE DIFFICULTY OF FIFTH-SEMESTER MIDWIFERY STUDENTS IN LEARNING ENGLISH

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### ABSTRACT

This research aims to discuss the difficulties faced by fifth-semester students of the midwifery study program at Pasir Pengaraian University in learning English. The method used is qualitative descriptive research, which involves data collection through questionnaires and interviews with students. The research results show that 54,2% of students have difficulty understanding pronunciation in English, and 41,7% often make mistakes when translating sentences from English to Indonesian. In addition, 70.8% of students admitted that they did not understand the homonym difference, and 50% had Difficulty writing correctly. This research highlights the importance of teaching English that focuses on translation skills and contextual understanding to improve students' communication skills. Thus, this research provides valuable insight into developing English courses in the midwifery study program.

**Keywords:** *learning difficulties, English, education students, pronunciation, translation, homonym.*

### INTRODUCTION

English is a global language because the whole world uses English as the primary language. Some countries make English a second language after their native language. Apart from that, English is a critical language to learn (Maduwu, 2016).

This means that English is a foreign language which is very important, especially in communicating. Therefore, practitioners at the university have facilitated classrooms that are capable of allowing students to learn English. The

university has provided an English language curriculum of 2 (SKS), which refers to English for specific objectives and vocabulary found in each department of study. This means that students must be able to learn English well and correctly.

In English there are four language skills, namely: speaking, writing, listening, and reading. This also applies to the listening and reading components of the English learning process. Speaking and reading as productive skills, and listening as receptive skill. People often state that a person can only be considered proficient in a language if they have mastered speaking. That's not Entirely accurate. Learning written language is also assential. For example, when we want to open the internet and respond to emails, of course, it takes the ability to write with the correct grammatical structure and the ability to read carefully. (Megawati, 2016). It means that we have a much better chance of understanding and being understood by others around us, as well as acquiring what we need and want if we have much knowledge of languages.

The midwifery study program is one of the programs at Pasir Pengaraian University. The midwifery study program believes that mastering English is very important in this day and age. Midwife

students do not study English in general, but they learn English with a specific purpose. Proficiency in English is essential for students pursuing midwifery. As a health-related and globally integrated profession, midwives must have strong English communication skills. As a result, one of the subjects that midwifery students must master is basic English. One of the topics studied by the midwifery study program is English for midwives and English for TOEFL. Midwifery students study English in the 5th semester for 2 (SKS) with 16 meetings. Based on the results of pre-research interviews with midwifery students in the 5th semester of the academic year 2023/2024 at Pasir Pengaraian University, midwifery students have Difficulty learning English However, the cause is not yet known. Then, from some previous researchers, there have been no researchers who researched the Difficulty of learning English in midwifery students at Pasir Pengaraian University. Therefore, researchers are trying to find the cause.

Based on the explanation above, there were several reasons found by the Researcher. Firstly, the Researcher found that students had Difficulty learning English, but the cause was unknown. Then, from previous research, no researcher has

examined the challenges in learning English among midwifery students at Pasir Pengaraian University. Therefore, researchers are interested in digging deeper and finding the causes of problems in learning English among midwifery

students in the 5th semester of the 2023/2024 academic year at Pasir Pengaraian University.

## REVIEW OF RELATED FINDINGS

There are several related studies on the analysis of difficulties in learning English. The first research was conducted by (Syukur et al. (2019). This research is entitled "Analysis of English Language Needs in Nursing Study Program Students." The purpose of the analysis in this study was to identify and analyze the need for English for Special Purpose (ESP) learning materials among diploma nursing students. In addition, to determine what students need in terms of English language skills to support the learning process and future career in nursing. The results show that ESP refers to learning English and is oriented towards the unique needs of learners in science and work. In its approach, ESP also pays attention to the target situation, and the need to communicate English, to that learner. The thing this will later distinguish between ESP and General English students. Relating to ability Student English STIKes Kusuma Nursing Husada Surakarta, the

data obtained indicates that their English skills are still in place at the middle and lower levels. This makes it difficult for English teachers to provide appropriate material to students at the college level, namely intermediate/upper middle. At the college level i.e. intermediate/middle to upper. At this level, learners are expected to to speak English well and have good communication skills enough in their field of knowledge.

The second research was conducted by Langi (2020) titled "Analysis of Student Learning Difficulties in Language Courses England." The Results of the study showed that 1) Students face difficulties in learning English due to feelings of compulsion, low mastery of learning concepts, inability to remember lessons, and lack of opportunities to practice English. 2) Students' lack of caution and accuracy in answering questions indicates their mastery of the subject matter.3) Research findings suggest that teachers and

institutions should facilitate and provide high motivation for the English learning process. 4) Factors such as a non-English speaking community environment and students' lack of familiarity with English as a second language contribute to learning difficulties. 5) Inadequate relationships between teachers and students, teaching methods, and supporting facilities also contribute to learning difficulties. 6) The limited duration and capacity of English courses at IAKN Manado hinder further interest in learning for students.

The third research was conducted by Harahap (2023) titled "English Speech Training For Female Students at the Academy Obstetrics Baruna Husada Sibuhuan." The participants in this research were 10 midwifery students who were randomly selected. Out of 10 randomly selected students, two students were categorized as "excellent," and eight students were classified as "good" in their speaking skills. None of the students were classified "average" or "poor". The research concludes that students' average speaking skills are good, but they need improvement in their vocabulary.

The following research was conducted by Tambunansaribu (2022) titled "Problems Faced by English Learners in Understanding English Lessons." The

result of this study is that the subject matter of English that is difficult for students. To learn starting from the most challenging level, including Grammar (66%), Speaking (22%), Listening (7%), Writing (4%), and Reading (1%).

The fifth research was conducted by Lestari (2019) titled "Analysis of Students' speaking skills in midwifery study programs." The purpose of this research is to determine the speaking ability of midwifery students in the third semester. Data was obtained from videos of English-speaking practice. The results of his study were that researchers found that 1 student (7%) had good categories, five students (36%) had average categories, and 8 students (57%) had sufficient categories.

The difference between the previous study and this study is the setting and object, In this study, the researcher chose midwifery students as the research object, which of course is a difference from the previous research. In the previous study, the Researcher only examined the English language needs for midwifery students, and only explained the Difficulty of learning English with three skills. Therefore, from the above differences, the Researcher is interested in researching the analysis of English learning difficulties for midwifery

students in the 5th semester of Pasir Pengaraian University.

## METHODS

In this research design, the Researcher uses descriptive qualitative. Qualitative research is a way to understand social phenomena thoroughly. Types of qualitative research are very diverse, including phenomenology, ethnography, case studies, grounded theory, and others. Researchers who use a case study approach, researchers who use a phenomenological approach, and researchers who use an ethnographic communication approach (Yusanto, 2019). This study uses a qualitative descriptive approach. Data collection is carried out through the distribution of questionnaires and interviews. Questionnaires are distributed to research subjects to determine how students respond to English language learning for one semester, including the problems they faced during the learning process.

According to Jailani & Jeka (2023), the sample is part of the population or representative of the population. The sample can be representative of the Population as a whole, or it can represent a portion of the Population. The sample is

part of the population or representative of the Population. The sample can be representative of the Population as a whole, or it can represent a portion of the Population. The sample in this study is 24 midwifery students in the 5th semester of the 2023/2024 academic year at Pasir Pengaraian University.

### Data collection procedures

Data collection is carried out to get an overview by collecting data, looking for facts, then analyzing the data by compiling and collecting data, and then interpreting it based on existing theory. This research analyzes the difficulties of learning English among midwifery students in the 5th semester of the 2023/2024 academic year at Pasir Pengaraian University.

Researchers use questionnaires and interviews as data collection methods. The questionnaire is carried out by giving questions or written statements to the respondents to answer. Interviews were conducted to get information about the

challenges they faced when learning English.

### **Data analysis**

According to Siyoto and Sodik (2015, pp. 120-121), data analysis is the process of organizing and sorting data into patterns, categories, and basic description units so that themes can be found and formulated into a working plan. Hypothesis as suggested by the data. Organizing, sorting, grouping, coding, and categorizing are the tasks of data analysis in this regard. analysis of research data. The qualitative approach is carried out inductively, meaning that research does not start with theoretical deduction; Instead, researchers go into the field to study, analyze, interpret, and draw conclusions from phenomena that occur in the field. Researchers go into the field to study, analyze, interpret, and draw conclusions from existing phenomena. The information they obtain from the field will be presented to the Researcher. The Researcher must analyze it to find meaning. That meaning will be produced from research.

## **Result and Discussion**

### **1. Result of Questionnaire**

#### **a. Result from Internal Factors**

Based on the questionnaire results regarding the feeling of doubt or hesitation when speaking or writing in English, most

of the students, which is 58.3%, answered "agree" with the statement. This shows that more than half of the students feel awkward or insecure when using English in a speaking or writing context. This reflects the existence of psychological obstacles or lack of self-confidence that can affect their ability to communicate with that language.

Furthermore, 16.7% of students answered "totally agree," which means they feel very doubtful or hindered when using English. This indicates a more. Significant obstacle in terms of self-confidence, which may be caused by a lack of experience or practice of speaking and writing in English. Although most students feel doubtful, the number of those who answered "totally agree" is smaller than those who answered "agree," indicating that even though there is doubt, the level varies among students.

Meanwhile, 16.7% of students answered "sometimes", which shows that the feeling of hesitation occurs occasionally, but is not always experienced by students. A small percentage of students, which is 8.3%, answered, "disagree", and none of the students answered "totally disagree". This result shows that despite the doubts that most students have, some students have started to feel more comfortable and confident in speaking or writing in English. Overall, the results of

this questionnaire reflect the importance of increasing students' self-confidence through more intensive practice and a supportive learning atmosphere, to reduce doubts and improve their English skills.

#### b. Result From External Factors

Based on the results of the questionnaire regarding difficulties in understanding the pronunciation of words in English, the majority of students experienced this difficulty. As many as 54,2% of students answered "agree," which shows that more than half of the students find it challenging to understand the pronunciation of words in English. This indicates that pronunciation is one of the Challenging aspects for most students in learning English, which can hinder their understanding of the material.

In addition, 20.8% of students answered "totally agree," which means they find it very difficult to pronounce words in English. This shows a significant barrier in the phonetic aspect, which may be caused by the difference between the sound of their mother tongue and English. These difficulties may affect their ability to speak, hear, and understand conversations in English.

However, 16.7% of students answered "sometimes," which shows that difficulty understanding pronunciation does not always occur but appears in certain

situations. Only 8.3% of students answered "disagree," and no students answered "totally disagree," indicating that almost all students had difficulty with this aspect of pronunciation. This result shows the importance of emphasizing pronunciation practice and phonetic understanding in teaching English so that students can more easily understand and use the language with confidence

#### c. Result of Interview

Based on interviews conducted with students regarding various aspects of Learning English, it can be concluded that although the students have a good Motivation and understanding of the importance of English, they face several Obstacles in the learning process. Many students feel less confident speaking or writing in English, mainly because of vocabulary limitations and fear of pronunciation or grammar errors. However, most of them have a strong motivation to learn, especially to make it easier to communicate with foreigners and increase Self-confidence in speaking. They also realize the benefits of learning English, such. As the ease of communicating when traveling abroad or in the working world.

However, students also face various challenges, such as limited time to learn, difficulties in understanding the pronunciation of words, and limitations in

accessing adequate learning facilities, such as libraries and language laboratory Rooms. However, many students take advantage of digital resources, such as Learning applications and online videos, to overcome these limitations. Most students feel that their surroundings are less supportive of improving their skills, mainly because of the lack of use of English in daily communication. In addition, learning methods that are more often done online, such as through Zoom, are considered less effective because students often lose focus during classes.

## CONCLUSIONS

Based on the researcher's findings, it can be concluded that students' difficulties in learning English are internal and external factors. Internal factors that affect their English learning include feelings of doubt, unclear learning goals, benefits that have not been felt directly, fear of mistakes, and feelings of boredom due to lack of challenge. The majority of students, which is 58.3%, felt doubtful or insecure in speaking and writing in English, and 62,5% expressed fear of the possibility of making mistakes in-class activities. This shows that there are considerable psychological barriers, such as a lack of self-confidence, that affect their ability to communicate. In addition, 54.2% of students do not feel bored even though

Apart from these challenges, most students feel that they do not have access to English. Learning resources through the internet are quite easy and adequate. They can access learning materials through various applications and websites, which makes it easier for them to learn new vocabulary and concepts. Overall, although there are still some obstacles faced, the motivation to learn English is still high, and students tend to look for alternative ways to overcome existing obstacles, both through additional training and more flexible learning resources.

there may be a lack of challenges in learning, showing that even though there is considerable interest in English, elements of challenge and clear goals are still necessary to maintain motivation.

Related to learning goals, the results of the questionnaire results showed that 58.3% of students felt that they lacked a clear goal in learning English, with 29.2% of students who thought that they sometimes had those goals. This indicates uncertainty in their learning motivation, which can affect their level of success in learning. In addition, 45.8% of students feel that there is no direct benefit from learning English in daily life, indicating that learning may not be connected with the context of their lives.

Overall, internal factors that include doubt, fear, and lack of clear goals require more attention to approaches that can increase

self-confidence, motivation, and relevance of English learning for students.

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