

The Analysis of the Students' English Achievement: A Case Study on the Students of Islamic Early Childhood Education of Islamic College of Auliaurasyidin

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ABSTRACT

Today, mastery of more than one language becomes a phenomenon that attracts the attention of people, especially young people as the nation's successor. However, the results of learning English for most students, including university students, are still very poor. This article aims to analyze students' learning achievement, and provide an overview of the problems they faced in learning English. This study is qualitative research. This is focused on the English learning achievement of 1st semester students of the Islamic Early Childhood Education (PIAUD) Study Program of STAI Auliaurasyidin. Data were collected using in-depth interview and documentation. They were analyzed using the Miles and Huberman model which consists of data reduction, data display, and conclusions. The results showed that the students' low English learning achievement were caused by the English sentence and grammatical structure that often confusing, poor of vocabulary knowledge that impacts on the difficulty in translating English sentences. In addition, lack of self-confidence also triggered students' low learning achievements.

Keyword: English Achievement, Students' Obstacle, College Students

INTRODUCTION

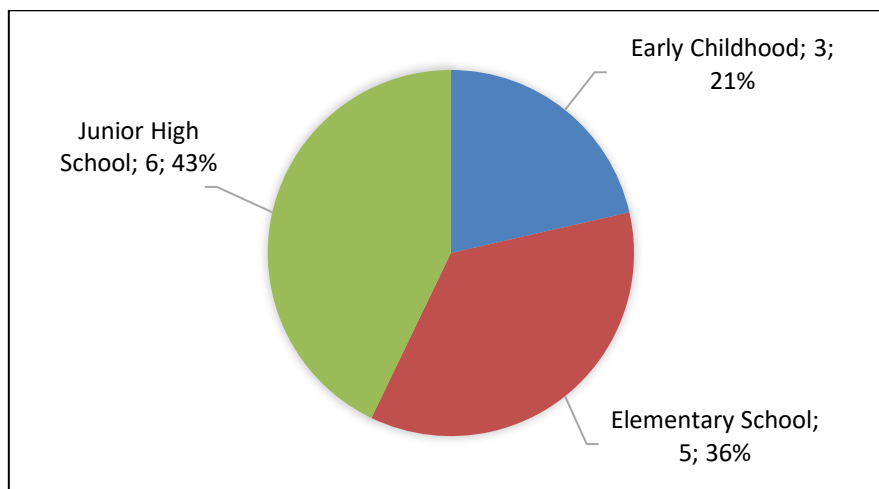
The development of the era requires people being able to master everything, including language. Mastering more than a language, including English, becomes a phenomenon that grows rapidly now days. Kurniawan and Sai'in (2018) argue that mastering more than a language is considered to be a gateway of global progress. Further, Silalahi, et.al (2022) claim, English is a skill that is prevalent in Indonesian education, and Indonesians are required to speak English in order to improve their capacity to communicate with people from across the world, both native and non-native speakers.

Most of Indonesian people today can communicate and interact with foreigner just by using social media, such as Facebook as well as OmeTV. Users may rapidly and effectively exchange information and obtain information through social media (Handayani, Syafei, & Utari, 2020). Additionally, social media gives users access to English content sources for language practice, expanding their vocabulary and

pronunciation knowledge, and it perceived to have positively impacted learning English language in terms of writing style, reading skills, listening and lexical variation, communication skills and grammar usage (Safitri, Yuliyani, Hamid, & Suriaman, 2022; Muftah, 2022).

English has been declared over decades as an international language, and it is taught from an early age to university level, including Islamic Early Childhood Education Study Program of Islamic College of Auliaurasyidin Tembilahan. In this program, English is taught in two semesters with two purposes. First, it is to help students to understand the English passages about early childhood. Second, it is to help students to develop their communication skills (oral and written) in the academic world or even daily socializing. In the semester 1, the students are guided to learn English sentence structure, English parts of speech. They additionally also learnt English tenses even though they had learnt them in the previous level of education. Besides, most of students have started learning English from an early age, elementary and junior high schools. However, the students' English achievements are getting poor.

Graph 1. The Students' Starting Time in Learning English



These may be influenced by many factors, such as attitudes, motivation, interest, learning style, and students' surroundings (Fadillah, 2014; Kurniawan & Sai'in, 2018; Anisa & Arifmiboy, 2021; Zulianti & Asari, 2022; Sanger, Rantung, & Corte_Real, 2022; Destomo, Istiatin, & Sudarwati, 2021; Pham & Huynh, 2018). They may happen before or during the activity. However, Nurhanifah and Widiyanti reminds in (Dwinalida & Setiaji, 2022) that Indonesian students find it difficult to learn English since they are not frequently exposed to it. Even in the classroom or in society, they don't practice their English enough.

Learning achievement is one of the indicators of a student's success in their studies (Nur'azizah, Utami, & Hastuti, 2021), and it must be achieved by the students (Destomo, Istiatin, & Sudarwati, 2021). It is, Mustamin in Anisa and Arifmiboy (2021) states, the result of learning after participating in a learning program which is stated by a score or value. The achievement the students get is expected to be the improvement in the material being taught, or even strategy being used. Knowing students' achievement is frequently done after a topic of the material accomplished. Yet, it is done at the end of the semester in the form of final exam. Accordingly, this article is to find and to describe "what" and "why" the students' achievements are underprivileged.

RESEARCH METHOD

This study is case study-qualitative research. It is to find the problems of the participant(s) – single participant, a group of people, or a community in an area with a particular problem (Creswell, 2015). He also says in Ananda and Kristiana (2017), case study is a model that focuses on analyzing a bounded system in a single case or a subset of cases in detail using deep data mining. The focus of the study was on the students' achievement that below of 75. Thus, the sample of the study was 7 students whose English achievement below the standard. The study was conducted in the students of Islamic Early Childhood Education of Islamic College of Auliaurasyidin in the odd semester academic year of 2022/2023. The data was expanded through the depth-interview, and documentation. In depth-interview was used to find out the students' points of view about English and learning English. Additionally, the document here means the data about students' worksheet and students' English achievement. It is used to be basis of conducting the study. The data were then analyzed using model of Miles and Huberman, data reduction, display data, and conclusion.

DISCUSSION

According to the document of students' English achievement, about 50% of students who got score below 75 as presented in graph 2 below. Numerous things might have an impact on them, such as attitudes, motivation, interest, learning style, and students' surroundings (Fadillah, 2014; Kurniawan & Sai'in, 2018; Anisa & Arifmiboy, 2021; Zulianti & Asari, 2022; Sanger, Rantung, & Corte_Real, 2022; Destomo, Istiatin, & Sudarwati, 2021; Pham & Huynh, 2018). Accordingly, the interview brought to light issues that students have when studying English, such as the ones listed below.

Graph 2. The Students' Achievement



1. Concept of Sentence and Sentence Structure

Sentence is a group of words, clause, or a group of clauses or phrases which expresses the thought (Aliyeva, 2016; Putrayasa, Ramendra, & Aryana, 2018). Sentence structure (Ellis, 2023) is the order of all the parts in a sentence: subject, predicate, objects, phrases, punctuation, etc. It deals a lot with independent and dependent clauses and how they combine (explained below), the placement of words and phrases next to what they modify, as well as the use of proper grammar. The words in sentences are grouped into units called constituents and constituents join other larger constituencies and so on until a sentence is formed (Cahyani, 2020). According to the sentence structure, Yu (2021) argues, English sentences can be classified into three categories, namely: simple sentence, compound sentence and complex sentence.

According to the interview, in simple sentence, for example, the students have considerable trouble identifying and determining a word's usage in the different parts of a sentence, such as the subject, verb or predicate, object, complement, or adverb. Additionally, they have difficulties in recognizing the verbal and nominal sentences.

"Kalo sudah dalam kalimat tu bingung pak ai mana yang subjek, verb atau predikat, atau objek, complement. Kalo subjeknya jelas, maksudnya orang atau hewan, tau kami pak. Tapi, kalo sudah yang lain, kayak "your ideas is awesome". Nah, yang kami tau subjeknya tu "your" pak. Karena "your" tu kan orang. Rupanya subjeknya bukan cuman itu, "your ideas". Terus tu pak, kami juga masih bingung membedakan kalimat verbal dan kalimat nominal, terutama saat menentukan kata setelah predikat."

2. Grammatical Structure

Grammar is a set of rules that enable sentence building. It is supposed to be existed in speakers' minds (Croft, 2001). However, he adds, grammatical structure is also directly involved in social interaction in language use, and language use is central to accounting

for language acquisition, language variation and language change. Accordingly, most of the students frequently feel afraid of learning grammar because of its rules. Consequently, it often leaves learners confused about how to use it properly in sentences even the lecturer explained it many times.

"Kami merasa susah mempelajari grammar, pak. Karena.... menurut kami banyak banget aturan yang harus diingat dan dikuasai. Contohnya ni pak, penggunaan tambahan "-s/es" pada kata benda jamak dan kata kerja pada tenses simple present yang menggunakan subjek she, he, dan it. Kami masih sering salah paham. Menurut kami, she likes English, "likes"nya tu banyak, bukan satu, gitu pak. Tapi, kan nggak kek itu, kan pak?."

3. Vocabulary Knowledge and Translation Skill

Vocabulary is one of the knowledge areas in language, and it is the core component of all aspects of language competences that students need to master in order to be able in those language skills (Nurdini & Marlina, 2017; Salawazo, Simbolon, Hutabarat, Veronika, & Saragih, 2020). However, vocabulary is not specifically covered in the classroom while teaching English. In line with the interview, the students consequently get trouble with the vocabulary due to poor of vocabulary knowledge. Poor vocabulary knowledge of Indonesian students is a matter of serious concern (Hanifia, 2013). Consequently, the students got trouble in understanding and translating the simple or even more complex English sentences. This is supported by the research about a correlation between vocabulary mastery and translation skill conducted by Kulsum (2020) and Kurniawan, Saputri, and Isnaini (2021). The findings reveal the students' trouble with the vocabulary impacts much on their capability in translating English sentences as well as understanding it.

"Menurut kami, bahasa Inggris tu susah pak. Karena.... kek tadi... banyak aturan yang harus dikuasai. Terus tu... banyak kosa kata yang sama/ mirip lah... tapi artinya beda pengucapannya kadang ada yang sama ada juga beda.. Pokoknya gitulah pak, susah pak.... pengucapannya tu lain yang ditulis lain yang dibaca, kayak "zoo" dibaca "/zu:/", "paper" dibaca "/peɪ.pə/. apalagi kalo disuruh menerjemahkan, pak. Bingung pak ai.. bingung apa artinya, mana dulu yang diartikan. Kadang, juga merasa gak pede, pak. Takut diketawakan kawan."

4. Self-Esteem

Learning a language is closely related to attitude and self-esteem. An attitude and self-esteem have similarity in meaning and concept. An attitude is psychological tendencies by rating certain entities with some degree of satisfaction or dissatisfaction. Meanwhile, Ahmad, Zeb, Ullah, and Ali in Sanger, Rantung, & Corte_Real (2022) stated that self-esteem is "the ability of an individual to deal with different challenges of life". A learner with negative attitude may result in low learning achievement or achievement below their potential (Dachmiati, 2015). In the contrary, the learners with positive attitude and high

self-esteem gives learners strong beliefs to get more opportunities to develop their potential to the fullest (Kurniawan & Sai'in, 2018; Sanger, Rantung, & Corte_Real, 2022).

" Menurut kami, bahasa Inggris tu susah pak. Karena.... kek tadi... banyak aturan yang harus dikuasai. Terus tu... banyak kosa kata yang sama/ mirip lah... tapi artinya beda pengucapannya kadang ada yang sama ada juga beda.. Pokoknya gitulah pak, susah pak.... pengucapannya tu lain yang ditulis lain yang dibaca, kayak "zoo" dibaca "/zu:/", "paper" dibaca "/peɪ.pə/. apalagi kalo disuruh menerjemahkan, pak. Bingung pak ai.. bingung apa artinya, mana dulu yang diartikan. Kadang, juga merasa gak pede, pak. Takut diketawakan kawan."

The interview revealed that confidence and self-esteem come to be issues the students should have in learning English. They assumed that English is frightening because of its rules that should be remembered and mastered. Additionally, they also feel afraid and embarrassed to be laughed at and ridiculed while practicing English.

CONCLUSION

The development of the era requires people being able to master everything, including language. It becomes a gateway of information, and it can be used to help students to develop their communication skills (oral and written). English even though has been taught over decades; it does impact much to the students English learning achievement. Their achievement is underprivileged. These may be influenced by several factors. The findings of the study exposed the factors of why students' English learning achievement is underprivileged, namely concept of sentence and sentence structure, grammatical structure, vocabulary knowledge and translation skill, and self-esteem.

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