



How Autonomous Students Solved Their Problems in Learning English: A Case at a Special Program Class (PK) in an Indonesian High School

Vika Widiyantiningasih and Maully Halwat Hikmat^(✉)

Faculty of Teacher Training and Education, Muhammadiyah University of Surakarta, Surakarta, Indonesia

mh178@ums.ac.id

Abstract. This study aims to exemplify how students who have some problems in learning English try to solve their problems. The design of this research is qualitative descriptive study. The subject of the study were students who had low achievement in English who got scores under 75. The data were collected by using observation, documentation and interview. The data source used in this study were 24 students of ninth class A special program at MTS Negeri 1 Surakarta. Observation were used to analyze the English learning process. The results of the study showed the following findings. The problems faced by the students were low motivation, limited idea or opinion, low ability to understand the materials. To overcome the challenges; students listened to the motivation given by teachers, learning from various resources that were easy to understand, and participated in collaborative learning applied by teachers. It indicates that students challenges can be solved by students themselves.

Keywords: Students · Special Program Class · Learning English

1 Introduction

Students challenges in learning occurs when the competence or accomplishments achieved do not accordance with the established standard criteria in terms of attitudes, knowledge, or skills. In language skill have four language skills which are: reading, writing, listening, and speaking. In addition to special program classes at MTS Negeri 1 Surakarta, there are also Full Day, Tahfidz Qur'an, Science, and Regular classes at every class level. When students enter these special program schools, those who are aware of their existence typically engage in intense competition. Because a select group of students are accepted into the Special Program class at the special program school [1].

A special program class known as (PK) is comprised of students who possess three distinct aspects—cognitive, affective, and psychomotor aspects. Special program class unquestionably had a significant and widespread impact on the generation process of enhancing the quality of education by producing high-quality human resources [2]. The

special program class management system, as well as any restrictions and solutions to managing MTS Negeri 1 Surakarta Special Program Class, will be described in this study.

The teacher also showed about the differences between regular class programs and special class programs at the student learning facilities. There are also differences in the length of the learning activities, in addition more supportive infrastructure of special class students [3]. For several subjects, including mathematics, natural science, Indonesian, and English, special program class students receive an additional hour that regular class students do not. It is to prepare for the Olympics that special education students will have a much deeper comprehension of these materials. In MTS Negeri 1

Surakarta special program students have an English schedule of 5 hours in a week longer than other classes so they have problems in learning English. Previous studies that employed material English in 9th grade of junior high school were intention, agreement and disagreement, label, and procedure text. In line with research it will focused on procedure text material.

The following factors contributed to the difficulties of the students [4] :1) the students received less English instruction; 2) the students did not actively participate in the learning process;3) The students were passive; 4) The students did not record their explanation;5) The students expressed their opinion but did not actively participate in answering the teacher's question . The English teachers' efforts in addressing English teaching challenges include applying various teaching methods and techniques, matching students' proficiency levels and learning situations, making use of resources and facilities that are available, providing motivational feedback, looking for appropriate methods or materials, and teachers' self-reflection [5].

Paying attention to how much interest students have in learning English is one way to succeed in teaching English. Students may still become bored despite the teacher's professionalism because they lack interest [6]. In addition, the learning process can be indicated well if the student assessment component is good. The Ministry of Education and Culture (2017:5) explains that assessment is the process of gathering and analyzing data to assess students' progress toward achieving learning outcomes. Various methods of assessment, a variety of instruments, and a variety of sources are used to gather information [7].

Many students will be required to improve their English language skills if this sector begins at the secondary level. Additionally, difficulties with English learning would be eliminated for both students and teachers [8]. Students may encounter a variety of cognitive, affective, and psychomotor problems that hinder their learning as they learn. When planning lessons, all teachers ought to be aware of and make use of the three primary learning domains. The learning domains of cognitive (thinking), affective (social, emotional, and feeling), and psychomotor (physical, kinesthetic) have their own taxonomies.

A teacher is expected to have skills that enable them to efficiently manage the teaching and learning process in addition to processing the lesson's knowledge [9]. It is also expected of teachers to encourage and cultivate various student potentials. The teachers

have specifically encountered difficulties in implementing authentic assessment.. Barriers to learning that come from the students themselves are indeed difficult to overcome, because the only one who can change them is the students themselves [10].

1.1 Students Factors

Problems with learning English extend beyond the primary, secondary, and upper education levels to tertiary education as well. The students' academic performance is influenced by their personal characteristics and the environment they are in. Students' success and accomplishments increased significantly thanks to social assistance, which includes parental involvement, motivational support, and other forms of assistance. The keys to determining the factors that influence students' academic performance are regular study punctuality and self-motivation [11].

1.2 Health

Health is an important aspect of human life, particularly for students. Students are better able to carry out a variety of activities when they are in good health. Student's poor health will hinder their learning process. Students' lack of enthusiasm, rapid exhaustion, propensity to drift off, and other symptoms impede learning. Strategies used by student teachers to teach at home are the same as teaching at school [12]. This condition has a significant impact on students' learning because they will rapidly lose their grasping power. If a student's parents or teachers have noticed a bad health condition, they should be asked to rest to get their health back.

1.2.1 Psychological Factor

A lot of teachers do not think about psychological factors. Student's psychological state is the source of psychological factors. As a result, rather than the general students, the teacher should have a better understanding of his students and their capacity for paying close attention [13]. The learning process of students is also greatly impacted by this. Talking to the student's parents or teacher is an option if they have detected a poor psychological state. A student's psychological health is just as crucial as their physical health.

1.2.2 Boredom

In student learning there will be times of experiencing bored. The teachers recognized that the children's right to choose the seating position and those that were denying it did not mention the necessity of hearing the students' view on the seating arrangement [14]. Bored can be an obstacle for students in the learning process. Feeling bored in learning is very natural, especially for students. Saturation can occur because the material is difficult, has been studying for too long, or other things that make learning not enjoyable. This will later make it difficult for students to digest the lesson. So that students do not feel bored, teachers can use interesting and fun learning methods such as experimental methods, discussions and others.

1.2.3 Intelligence

Internal factors in student life, namely intrapersonal intelligence is one of the things that can hinder student learning activities. The quality of students' education and their capacity to learn will be greatly influenced by intelligence. Another problem faced by the students was difficulty in memorizing the word [15]. Using social media to develop English speaking skills. Students can be more motivated to learn if this one obstacle is overcome [16]. Teachers need to be able to build trusting relationships with students' parents so that they can work together to inspire each other to learn so that students will return to participating in learning activities. Discussing the translation result when using translation methods, providing students with feedback, and evaluating the results to assess the students' progress [17].

1.2.4 Interest

It is certain that learning activities will not run smoothly and will be hampered if there is no interest in learning. This might be happened because the teacher got difficulty to guide the students to speak up in English [18]. This has a significant impact on student learning activities. Parents and teachers can help students become more enthusiastic and motivated to learn. The students have problem in all of the skill in English and the students do not mastery vocabulary [19].

1.2.5 Attitude

Students' attitudes or behavior can be influenced by the performance of teachers, friends, the environment at school, home, or playground, as well as lessons at school. The students described the problems given then they study in groups and presented the results that had been studied [20]. By improving these conditions, it will anticipate negative attitudes from students in learning activities. Positive attitude of students especially towards students and subjects is a good first sign for the student learning process. Shape their good character make students learn from the mistakes [21]. On the other hand, students' negative attitudes and added subjects accompanied by hatred can cause learning difficulties in students. To build disciplines, impose school rules for students including the sanctions for those disobeying the rules.

1.2.6 Student Motivation

Motivation to learn is a condition where at the beginning of learning activities a person is ready to provide a response or answer to achieve certain learning objectives. Students' motivation to learn at the beginning of the activity or during the learning process is very important to note, because it affects the learning outcomes later. However, a teacher can be a facilitator, assessor, organizer, and controller in classroom practices. The students must be active in speaking class [22]. Not a few students whose learning process is hampered or disturbed because of their unpreparedness in understanding the subject matter. Students' motivation for learning must be taken into consideration by teachers, and they should always be taught the same material over and over again. so that students will have an easier time grasping the new information.

We discovered that learning challenges could be classified down into four categories: technological challenges, individual challenges, cultural challenges, and course challenges [23]. In this research will be focus on individual / internal challenges. Internal learning challenge are challenge that come from the students themselves, this includes health, psychological, saturation, intelligence, interest, attitude, and students motivation in learning. Therefore, the authors decided to research under the research title How Autonomous Students Solved Their Problems in Learning English: A case at a Special Program Class (PK) in an Indonesian High School, with the problem statement:

- 1) What are the problems faced by the students of special program class in learning English at MTS Negeri 1 Surakarta?
- 2) How do the students of special program class overcome their problems in learning English?

This study examines the challenges of students in learning English especially in special program class at MTS Negeri 1 Surakarta.

2 Method

The method design of this used in research is qualitative descriptive study. The data were collected by using observation in ninth class A special program (PK) of MTS Negeri 1 Surakarta, documentation and interview. The data source used in this study were 24 students of ninth class A special program at MTS Negeri 1 Surakarta who got the English scores below 75. This study focused on Student's Challenges of Special Program Class (PK) in Learning English at MTS Negeri 1 Surakarta and how the students overcome their problems in Learning English. Documentation is used to find out the strategies of special program class students in learning English at MTS Negeri 1 Surakarta to overcome the challenges.

3 Findings and Discussion

This research started from July 25, 2022, to September 3, 2022, at one of public school in Central Java, Indonesia for the 2022/2023 academic year. The subjects in this study were ninth A special program class students, in total 24 students, 16 of them were female and 8 of them were male.

From the observation the author get the data about the challenges of special program class students in learning English at MTS Negeri 1 Surakarta. The most challenges for individual students are students has low motivation, students has limited idea or opinion, students difficult to understand the material.

Based on score test 1 about procedure material, many student get scores below 75. There are 6 students got a score below 75 in the first test. 3 of them were interviewed by author to identify individual factor students challenge of special program class. In the score test 2, there were 4 students get scores under 75. In the second test about greeting and intention, the data was taken in score test 2 only 3 students who got scores below 75 by author. The last test about label material, there were only 3 students got score below 75. In each test, 3 students were got score below 75 interviewed by author about what

the challenges of them and how them to overcome the challenges in learning English at MTS Negeri 1 Surakarta. Interviewed were conducted in writing, students can write down what challenges they found in learning English. Interviewed were conducted on August 30 2022 in special program class. Documentation was carried out to support this research.

From the interview we got data from students who get score below 75. There are 6 students said that students challenges is low motivation in learning English. Student motivation is the main factor as a driving force for students to learn English. Students stated that the student motivation created by the teacher was less fun and it made challenge for students in grade 9A special program at MTS Negeri 1 Surakarta. It is important for teachers to increase students' learning motivation and find the best way to make learning more meaningful. If motivation has listen by students it can overcome the students challenges in special program class. 1 student said that students has limited ideas or opinion in learning English , students has limited idea because of unclear learning goals and objectives. 2 students said that they difficult to understand the material. Students tend to have difficulty in learning English individually. There would be some challenges that were consistent with the findings of the research when compared to those of the previous study.

3.1 Students Challenges in Learning English

Learners are hesitant, hesitant, and afraid of making mistakes, so they have trouble expressing themselves. They frequently lack adequate vocabulary and practice, making it challenging for them to speak English fluently [24].

3.1.1 Students Has Low Motivation

In the first test of learning English material about procedure text, the average scores of the class is 81,1. The first test about procedure text was held on August 9 2022. All students follow the test, but the test was held one day after the inter-class competition as independence day. Many students got scores below the standard. The second test was held on August 18 2022, one day after the independence day ceremony. The average scores of the class in second test about Greeting is 82,7. The last test was held on August 25 2022 , the average score of ninth class A special program 85,4 Increasing the average score on the English material test. The researcher found that the students did not have strong motivation to learn English (lack of motivation).The factor individual student motivation become a challenge for students of special program class in learning English. Participant one stated "To be honest, I feel lazy during English learning in the class". In line with F, W said "Since elementary school until now, I am not interested in learning English". Y said "I am not interested about English". Fc said " I always feel hungry when study English". J said "English very annoyed" . M "I hate everything about English except English song" From their statements, it indicated that they got difficulties with their motivation.

3.1.2 Students Has Limited Idea or Opinion

Some students in the class don't understand about the topic of the material, which also makes it difficult for them to develop their ideas in learning. The first challenge students has limited idea because of unclear learning goals and objectives. The finding of Mubarokah's research stated that the students' low English skill (Mubarokah 2018). For implementing classes, barriers to being creative are sometimes caused by the absence of written and detailed pandas in an activity. When everything is clear, students can think broadly within the existing class. The participants, Ay said "In learning English process I feel limited ideas cause very few of sources"

3.1.3 Students Has Low Ability to Understand the Materials

Students were not understand with the material taught by the teacher can be caused by many factors. Learning media important as a tool to help students understand the material being taught (Mubarokah 2018). The media used was not in accordance with the material and also the characteristics of students, of course, it will affect the level of student understanding and becoming students challenges. Participant one stated " In procedure text I am very difficult to understand the steps of material" In line with A, K said "when I study English individually I can not understand the material".

3.2 Students Strategies to Overcome the Students Challenges

Each student has a unique approach to improving their English proficiency. The students attempted to resolve their issue by opening dictionaries, conducting online research, and other methods [25].

3.2.1 Students Listened to the Motivation Given by Teachers

High learning motivation by students will be shown from the results of a good evaluation. On the other hand, if the results are not good, then students' learning motivation is less. With motivation, students will always be enthusiastic to continue learning without any coercion from any party. Teachers convey motivation to students, they listen and apply it in Learning English. One way to increase student motivation is to motivate them. Good learning motivation will encourage students to be active and achieve in the classroom. One of students challenge in special program class in MTS Negeri 1 Surakarta. J said "to increase motivation in learning English, I listen to the motivation that the teacher gives before learning" "In line with J, Y said" In the procedure text material, I pay attention to the motivation that the teacher conveys so that the enthusiasm for learning." Motivation can play a role in strengthening learning if a child who is learning is faced with a problem that determines the solution and can only be solved thanks to the help of things that have been passed. From various research results always conclude that motivation affects learning achievement. Student's level of motivation—both high and low—is always used as a measure of their academic success or failure. In order to motivate students to learn, competition or rivalry can be used. Student achievement can be enhanced by competition, both individually and in groups (Fig. 1).



Fig. 1. Teacher give motivation to students



Fig. 2. Students study in the library

3.2.2 Students Learning from Various Resources that Were Easy to Understand

Students strategies to overcome students challenge that limited ideas were looking for any learning resource. Students look for learning resources in the school library. The library can also be used as a place for discussion and place for exchanging ideas between study groups. It can also be used as a means of increasing insight and knowledge, increasing students' interest and reading habits, and as a means of seeking knowledge or information. From the interview, Ai said "In procedure materials, I really lack a lot of vocabulary so I look for other resources in the library to support learning" (Fig. 2).

3.2.3 Students Participated in Collaborative Learning Applied by Teachers

Strategies of students to overcome difficult for understanding materials. Collaborative learning and small groups make studying becomes easier because in Learning English



Fig. 3. Students study using collaborative learning method

process which includes drafting, revising, reading, and editing students do it together. The students exchange information and provide responses to meet their own needs. There may be some information that is difficult to comprehend at times. Typically this since clarification that was missed when the teacher was explained. Because students can share information about the material being studied, studying in groups will make understanding easier. M said “Collaboration with other students can add material that is difficult to understand” In line with M, K said “In my opinion, sharing information with other friends can make the material easier to understand” (Fig. 3)

4 Conclusion

Based on the data found in the research students challenges of special program class in MTS Negeri 1 Surakarta arise from individual student factors . Based on the results of the analysis, the are three most individual factor that affected and becoming students challenges in learning English. In this study, the researcher found students challenges and how them to overcome the students challenges of special program class in learning English at MTS Negeri 1 Surakarta. There are 3 student’s challenges was found in learning English at special program class ; students were low motivation, limited idea or opinion, low ability to understand the materials. To overcome the challenges; students listened to the motivation given by teachers, learning from various resources that were easy to understand, and participated in collaborative learning applied by teachers. Students independently try to solve their own problems.

Acknowledgments. This article was written by the author while participating in the “Pengenalan Lapangan Persekolahan (PLP) II” by Universitas Muhammadiyah Surakarta. Therefore, the authors would like to thank for Mr. Titis Setyabudi as the Head of the English Education Study Program FKIP UMS who has provided information and motivated to take part in this international conference. Also thank for Mrs. Mauliy Halwat Hikmat as reviewer as review process of the manuscript’s reviewer, and all lecturers in Department of English Education, Muhammadiyah

University of Surakarta. Students of Special Program Class in MTS Negeri 1 Surakarta for support and enthusiastic in answering questions. And thanks to colleagues who have encouraged and assisted in the research.

Authors' Contribution. Vika Widiyantiningih as the first author: conducting research, analysing data and revise research. Maully Halwat Hikmat as the second author: correcting research, reviewer.

References

1. S. Sunarti, "Warming up for Reading in Order to Increase Students ' Reading Skill," vol. 8, no. 4, pp. 121–125, 2020, <https://doi.org/10.11648/j.ijsedu.20200804.13>.
2. T. I. Rezeki and R. W. Sagala, "the Students' Difficulties in Learning English At Madrasah Ibtidaiyah Teacher Education Study Program," J. Serunai Bhs. Ingg., vol. 13, no. 1, pp. 31–35, 2021, <https://doi.org/10.37755/jsbi.v13i1.342>.
3. I. Maula and M. F. Lina, "Regular Class vs. Special Class: How Can They Differ in English Achievement and Technology Usage?," Insa. J. Pemikir. Altern. Kependidikan, vol. 27, no. 1, pp. 41–52, 2022, <https://doi.org/10.24090/insania.v27i1.6507>.
4. M. Muhtarom and A. Maghfiroh, "Student Difficulties in English Learning During Limited Ptm Period," Int. J. Res. English Teach. Appl. Linguist., vol. 2, no. 2, pp. 10–14, 2022, <https://doi.org/10.30863/ijretal.v2i2.2450>.
5. A. Mumary Songbatumis, "Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia," J. Foreign Language Teach. Learn., vol. 2, no. 2, 2017, <https://doi.org/10.18196/ftl.2223>.
6. S. Asriati, "The Students' Interest in Learning English Through Classroom Management," 15th Asia TEFL, 2019, [Online]. Available: <http://idr.uin-antasari.ac.id/id/eprint/15238>
7. A. Hidayah and S. Rochmiyati, "TELAH TEKNIK DAN BENTUK PENILAIAN ASPEK PENGETAHUAN SERTA KETERAMPILAN DALAM BUKU TEKS SISWA BAHASA INDONESIA KELAS VII KURIKULUM 2013," 2013.
8. E. D. Sultra and Baharudin, "Analysis of Student's Difficulties In Learning English at SMA Negeri 1 Batauga," English Educ. J., no. 124, pp. 65–75, 2020, [Online]. Available: <https://www.ejournal.lppmunidayan.ac.id/index.php/english/article/view/364>
9. Husni, "The Problems Faced By the Teachers in Teaching English As a," p. 74, 2020.
10. I. D. A. Y. Herawati, "A case study : English teachers ' perception of Authentic assessment and its implementation of Sma Negeri 1 Widodaren and SMK PGRI 6 Ngawi," 2019.
11. S. K. F. Briones, R. J. R. Dagamac, J. D. David, and C. A. B. Landerio, "Factors Affecting the Students' Scholastic Performance: A Survey Study," Indones. J. Educ. Res. Technol., vol. 2, no. 2, pp. 97–102, 2022, <https://doi.org/10.17509/ijert.v2i2.41394>.
12. A. Susanto, A. Malik, and Mitrayati, "The challenges of learning English as a foreign language among undergraduate students," Inovish J., vol. 5, no. 1, pp. 1–11, 2020, [Online]. Available: <http://ejournal.polbeng.ac.id/index.php/IJ/article/view/1341/654>
13. E. ISMETI, "the Challenges of Learning English As a Foreign Language in Communicative Approaches in Higher Education," Prizren Soc. Sci. J., vol. 6, no. 2, pp. 32–42, 2022, <https://doi.org/10.32936/pssj.v6i2.326>.
14. H. Susanty, D. Ritonga, P. Tursina, S. Muhammadiyah, and A. B. Daya, Teaching and learning process of speaking, vol. 4, no. 2. 2017. [Online]. Available: <https://www.neliti.com/publications/217620/teaching-and-learning-process-of-speaking>

15. P. B. Iii, P. Kolaboratif, and C. Learning, "PUSAT PENINGKATAN DAN PENGEMBANGAN AKTIVITAS INSTRUSIONAL / PEMBELAJARAN QUALITY ASSURANCE CENTER UNIVERSITAS MUHAMMADIYAH SURAKARTA TAHUN 2006," no. 1792, 2006.
16. P. Ayumi, "HOMESCHOOLING (A Phenomenological Study in Teaching English for Immigrant Young Learners)," Repository.Uinjkt.Ac.Id, 2019, [Online]. Available: [http://repository.uinjkt.ac.id/dspace/handle/123456789/46177%0Ahttp://repository.uinjkt.ac.id/dspace/bitstream/123456789/46177/1/Putri Ayumi_211601400000006.pdf](http://repository.uinjkt.ac.id/dspace/handle/123456789/46177%0Ahttp://repository.uinjkt.ac.id/dspace/bitstream/123456789/46177/1/Putri%20Ayumi_211601400000006.pdf)
17. N. K. A. Widayanti and I. W. Suarnajaya, "Students Challenges in Learning English Online Classes," *J. Pendidik. Bhs. Ingg. undiksha*, vol. 9, no. 1, p. 77, 2021, <https://doi.org/10.23887/jpbi.v9i1.34465>.
18. L. Apriany and M. Nababan, "THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN TEACHING ENGLISH IN SENIOR HIGH SCHOOL," pp. 1–12.
19. A. K. Rakhmaniar, "THE PROBLEMS OF LEARNING ENGLISH FACED BY THE," 2019.
20. A. N. A. Haryani, "THE PROBLEM FACED BY TEACHER AND STUDENTS IN WRITING CLASS AT THE SEVENTH GRADE OF SMP NEGERI 2 PULOKULON," 2019.
21. M. Thoyibi, M. H. Hikmat, and A. Prasetyarini, "Teachers 'Perspective on Student's Right to Participation in Classroom Management,'" 2021.
22. W. Sundari, "The Difficulties of Learning English for the Beginner English Learners," *Cult. J. Cult. Lit. Linguist. Stud.*, vol. 2, no. 1, pp. 34–41, 2018, <https://doi.org/10.14710/culturalistics.v2i1.2050>.
23. Varera Linna, "PENGARUH FAKTOR INTERNAL DAN EKSTERNAL SISWA TERHADAP PRESTASI BELAJAR PADA MATA PELAJARAN PENGETAHUAN SMK ISLAM MOYUDAN," pp. 17–20, 2018.
24. Y. H. Ying, W. E. W. Siang, and M. Mohamad, "The Challenges of Learning English Skills and the Integration of Social Media and Video Conferencing Tools to Help ESL Learners Coping with the Challenges during COVID-19 Pandemic: A Literature Review," *Creat. Educ.*, vol. 12, no. 07, pp. 1503–1516, 2021, <https://doi.org/10.4236/ce.2021.127115>.
25. A. Triyogo and H. Hamdan, "Students' English Learning Strategies At Senior High School in Lubuklinggau," *JELLT (Journal English Lang. Lang. Teaching)*, vol. 2, no. 2, p. 29, 2018, <https://doi.org/10.36597/jellt.v2i2.3271>.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

